

GOLD

pre-first

teacher's book

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Rationale

Welcome to *Gold Pre-First*, an innovative and engaging course for students beginning to prepare for Cambridge English: First or working up to B2 on the common European framework. *Gold Pre-First*, with 100 percent new content, follows a similar identity and approach to the previous *Going for Gold Upper Intermediate*, but with content more clearly aligned to the exam. Rich authentic texts, carefully chosen to appeal to adults and older teenagers, provide the basis for lessons that will captivate the interest of both students and teachers alike.

Gold Pre-First is the perfect lead-in to *Gold First*. The 12 graded units progressively develop students' competence in grammar, vocabulary and skills. At the same time, graded tasks of the type found in the Cambridge English: First exam provide students with a gradual introduction to the requirements of the exam. Students will finish the *Gold Pre-First* course with a solid grounding in the language they will need for the Cambridge English: First exam, and a clear idea of what to expect in the exam.

The *Gold Pre-First* package combines a suite of printed and digital components that can be used individually or in a multitude of combinations to suit the learner's needs and the technology available. The table on page 5 gives an overview of how the components available with *Gold Pre-First* fit together. The Teacher's notes include many ideas for how and when to integrate the different components to provide a seamlessly integrated and easy-to-use course package that both tech-savvy teachers and those using an interactive whiteboard for the first time will find invaluable.

Pages 32-33

Contents	Exam information	Unit 1
Unit 2	Unit 3	Progress Test - Units 1-3
Unit 4	Unit 5	Unit 6
Progress Test - Units 4-6	Unit 7	Unit 8
Unit 9	Progress Test - Units 7-9	Unit 10
Unit 11	Unit 12	Progress Test - Units 10-12
Support for Speaking Tests	Communication activities	Grammar Reference

Writing reference Phrasal verbs and Irregular verbs

Shortcuts Extra Resources Games Tool Box Phonetic Chart Help

Main features of course

DISCUSSION LEAD-IN

LANGUAGE IN CONTEXT

EXAM TIP

GRADED EXAM TASK

PERSONALISATION

READING FOCUS

Speaking

1 Work in pairs. Read the comments about visiting a new place for the first time. Do you agree or disagree? Why?

I like going to new places with friends, so we can find out about them together. It's good sharing new experiences.

For me the best way to find out about a place is to be shown round by someone who has been there. They know the best things to see and eat! That's why I think it's great to have friends in different countries.

I don't mind going to a new place alone. It's exciting to use a map and a guidebook! You can also make a lot of new friends if you don't go with other people too.

Reading

Multiple choice

2 Read the first paragraph of an article about visiting new places and answer the questions.

- What is a greeter?
- How is a Greeter Network tour different from a commercial tour?
- How do you get in touch with a greeter?

3 Read the whole article. For questions 1-8, choose the answer (A or B), which you think fits according to the text.

EXAM TIP
In this section there are six questions and each question has four possible answers.

- Visitors using the Greeter Network
 - A are expected to make a small payment.
 - B usually pay nothing at all.
- Why has Nick come to Melbourne?
 - A to meet his great uncle
 - B to find out if he has any relatives there
- What does Haroula think about Nick and his hopes?
 - A It may be unrealistic to help him.
 - B They are completely realistic.

Vocabulary

phrasal verbs in context

5 Look at the phrasal verbs underlined in the article and decide which meaning, A or B, is closest to the meaning in the article.

- find out
 - A discover by chance
 - B learn information
- bump into
 - A hit something or someone accidentally
 - B meet unexpectedly
- meet up (with)
 - A meet someone to do something
 - B join something together
- set off
 - A start something working
 - B start a journey
- turn up
 - A happen unexpectedly
 - B arrive
- pick up
 - A come and collect
 - B lift

Speaking

6 Would you like to meet up with a 'greeter' if you were going to visit a new city? Why/Why not?

Pleased to greet you!

Are you tired of taking guided tours? Do you want a travel experience that's a bit different? One way to do this is to use the worldwide network of 'greeters' in your own city. Greeters are local people who volunteer to show visitors around their town or area. In most places it is completely free service provided by enthusiastic and friendly people. The first thing to do is go online and find out if there is a greeter network or something similar in the place you want to visit. If there is, you say what you want to see and what your interests are. The title organisation matches you with a suitable volunteer. It is a non-commercial way of meeting local people and finding out what a place is really like. We are going to follow three greeters on different continents to see how the network works.

Haroula Jackson is a Greek Australian who shows Greek visitors around her area of Melbourne. Her great aunt today is Nick Tsouros. He's British but his family originally came from Crete. Haroula hopes to use her local knowledge to help Nick. He wants to find someone who knows his great uncle who arrived in Melbourne 70 years ago. Today they're in Lonsdale Street, the heart of the city's Greek area. Nick hopes to meet James, a distant cousin or uncle. Perhaps this is optimistic, but Haroula thinks they might bump something from one of the old men playing snooker, a traditional board game.

In Buenos Aires a retired university teacher, Pablo Hernandez, enjoys showing visitors around his area, the Recoleta neighbourhood. Today he is looking after an anxious Sylvie and her boyfriend Stephane from France. They want to see some of the buildings that were designed by French architects a century ago. Pablo always takes his guests to the extraordinary El Palacio de las Artes, Corrales and its strange collection of artefacts. Both Sylvie and Stephane are keen on tango in this evening they are meeting up with another volunteer. This is another tango bar, who promises to take them dancing. The students would rather go to a dance hall where the local people go than to one of the local tourist places.

Oliver is home in London, local historian Anthea Cohen is waiting outside Haggerston underground station. She is about to set off on a tour of Haggerston and Highbury, two north London villages. The tour leaves at ten o'clock exactly and she never waits for late arrivals to turn up. The Macarand family from Paris arrive just in time. She begins with the main sights, including the house where the poet Robert Louis Stevenson Macarand works as a physician so they are going on a special visit to Sigismund Freud's home and its fascinating museum. Anthea finishes the tour with a visit to Highgate Cemetery. This is the resting place of many famous people including Carl Marx. At four o'clock Anthea says goodbye to her friend but happy visitors outside Highbury underground station. She texts her husband Lewis to come and pick her up.

These different continents, these different greeter experiences, so although you make your first contact from the internet, there is nothing virtual about the greeter network's work of connections. These are real people all over the world who are ready to give up their time and share their knowledge with you in a social, non-commercial way. And who knows, perhaps you'll think about becoming a greeter yourself.



Dynamic learning

Using *Gold Pre-First* makes it easy to teach light, fun classes with stimulating, discussion-rich lessons together with lots of personalisation. There is a strong emphasis on communicative practice and the development of natural speaking skills to develop student confidence.

Better class flow

Material in *Gold Pre-First* is divided into lessons on spreads or pages so that there is a natural progression through a variety of activities including individual, pair- and classwork. Each unit contains practice for all of the papers of the Cambridge English: First exam, and every lesson includes an integrated range of skills including plenty of discussion.

Vocabulary presented in chunks

In *Gold Pre-First*, phrasal verbs, collocations, idioms and other vocabulary are presented and practised in context to help students understand and remember them better.

Comprehensive exam practice and support

Gold Pre-First ensures that students know what to expect in the exam and how to deal with each part effectively, thanks to the carefully-staged exam tasks and extra tips with every exam task. Task types are introduced gradually and the complexity is built up slowly through the book to help prepare students for tackling the tasks independently in the exam. The *Exam Maximiser* also provides plenty of revision, practice and extension, as well as a complete Practice test, and a Useful language section to help build useful phrases for the test.

Extensive digital package

The *Gold Pre-First* digital components provide an easy-to-use solution for teachers and schools who wish to incorporate technology to a greater extent in their classes to provide a more engaging student experience. Components include *Audio CD-ROM* for students, and *ActiveTeach* interactive whiteboard software and the *Testmaster* for teachers. You will find many ideas of how and when to use these included in the Teacher's book along with other suggestions for incorporating technology such as useful websites.

Gold Pre-First Package Components

Component	Technology Required	Description
Coursebook		The <i>Gold Pre-First Coursebook</i> includes 12 engaging units integrating all skills and papers, authentic texts and exam-style practice and exam tips with every exam task. It also contains a Grammar reference with practice activities, a comprehensive Writing reference including model answers for each text type, a Functions bank with practice activities and a detailed Exam focus section.
Audio CD-ROM	Student tablet / computer	<p>The <i>Gold Pre-First Audio CD-ROM</i> provides students with the full <i>Coursebook</i> audio so they can listen again at home. Teachers who choose not to use the IWB software can use the <i>Audio CD-ROM</i> to play the audio in class, either directly through a computer or by burning the MP3 files to an audio disc.</p> <p>The <i>Audio CD-ROM</i> includes interactive practice activities to extend and review language from the <i>Coursebook</i>. There's an additional activity for every Grammar focus and Vocabulary focus section, and one for each Listening focus section, focusing on further vocabulary from the text. There are also interactive versions of the four Progress tests.</p>
Exam Maximiser		<p>The <i>Exam Maximiser</i> is an additional practice book providing extra work on exam tasks and language points. Activities follow on from but are not dependent on the <i>Coursebook</i>.</p> <p>The <i>Exam Maximiser</i> includes plenty of extra listening practice, a complete Practice exam and a Useful language section.</p> <p>In the <i>Teacher's Book</i>, activities from the <i>Exam Maximiser</i> are suggested at the end of the each lesson. These can be completed in class or as homework.</p>
Teacher's Book	Photocopier for photocopyables	<p>The <i>Gold Pre-First Teacher's Book</i> is a complete guide to using all of the <i>Gold Pre-First</i> components in a blended classroom. You'll find lesson plans for all <i>Coursebook</i> spreads along with answers, audio scripts, and sample answers for writing tasks for every unit.</p> <p>The Teaching notes include references to all of the components as well as many supplementary ideas for warmers and extension activities. You'll find advice on using the digital components and other ideas for a blended classroom, including useful websites.</p> <p>It also includes 24 photocopiable activities (two for each unit) to provide extra communicative practice in class.</p>
Testmaster	Computer / printer	The <i>Testmaster</i> provides the teacher with customisable tests including placement texts, a unit test for each unit, four progress tests, and an exit test.
ActiveTeach	Interactive whiteboard / projector	<p><i>Gold Pre-First ActiveTeach</i> is sophisticated IWB software which can be used during all classes to display text and pictures, play audio and do activities.</p> <p>Key features include 'click through' navigation to move from one activity to the next without having to return to the page spread (although that option is always there), 'show answers' for all activities, four additional interactive activities per unit, video of a mock speaking test, and tools for both using the content provided and adding notes, links and documents.</p> <p>Each unit has two pre-populated games practising key grammar or vocabulary from the unit. Teachers can also create their own new games (look for the games controller icon in the toolbar). There is a timer and a teacher-controlled scoreboard for other classroom activities.</p>

Recommended Pearson products for use with *Gold Pre-First*

Longman Exams Dictionary

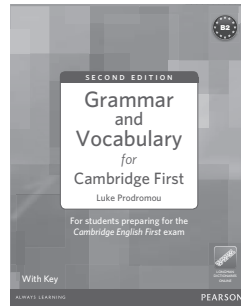


With expert guidance on vocabulary building and writing skills, plus hours of interactive exam practice on the CD-ROM, the *Longman Exams Dictionary* is a must-have for all serious students preparing for examinations. Definitions in the *Gold First Teacher's Book* have been taken from the *Longman Exams Dictionary*.

- Covers key academic study areas such as computing and medicine
- 10,000 synonyms, antonyms and word families
- Over 1,000 Study Notes on vocabulary, grammar and common errors
- Academic Word List highlighted
- Topic Activator section focuses on vocabulary for common exam topics
- Essay Activator section focuses on key vocabulary for writing tasks

The *Longman Exams Coach CD-ROM* improves exam performance with hours of interactive practice, with feedback including practical strategies to improve academic essay writing and listening practice.

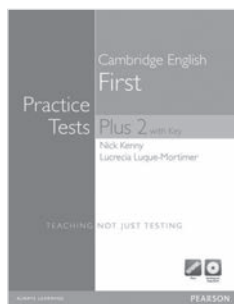
Grammar and Vocabulary for Cambridge First



Grammar and Vocabulary for Cambridge First second edition offers integrated grammar and vocabulary practice for students preparing for the Cambridge First exam.

- Thorough review of key grammar points with thousands of corpus-based example sentences showing natural English in authentic contexts
- Focus on essential words and phrases to help students write about a wide range of topics
- *Word Store* focusing on topics and lexical areas that are important to know for the exam
- Entry Tests to lead students to appropriate practice of specific language points
- Comprehensive grammar and vocabulary practice
- Exam Practice every two units

Cambridge English First Practice Tests Plus 2



The *Cambridge English First Practice Tests Plus 2 New Edition* offers comprehensive practice for each exam paper and includes:

- eight complete practice tests, two with exam guidance and tips
- audio and colour visual materials allowing students to practise for the speaking and listening papers at home
- sample answer sheets and a guide to the exam so your students know what to expect
- answer key and audio script to support teachers doing exam practice in class.

Cambridge English First Practice Tests Plus 2 New Edition includes a DVD-ROM with:

- authentic examples of the speaking exam
- writing samples
- teaching tips and activity ideas
- interactive phonetics chart.

Teaching strategies

The *Gold Pre-First Testmaster* includes an entry test which may be used as an aid to establish whether a student is at an appropriate level for the *Gold Pre-First* course. Even if two students were to attain an identical numerical score, no two learners are exactly the same, and consequently it is natural that every teacher has to manage a degree of diversity in their class due to variation in prior knowledge, learning pace and style, and motivation.

A key aspect to successfully teaching a multi-level class is to know your learners.

Ideas to help you know your learners:

Student reflection

Ask students to reflect on and describe their own goals, strengths, weaknesses in their personal English-learning journey. This works well as an initial writing assignment for the first day's homework on the course.

Test to help you teach

The *Gold Pre-First Testmaster* includes a range of assessment resources including entry and exit tests, 12 unit tests, and four progress tests. Using these tests can help you focus your classes more precisely to your students' needs.

Make time to listen

During group discussions and pairwork, take the opportunity to circulate and listen. Make notes on what you hear, especially any areas that require targeted development to deal with later in the lesson or at a future point.

Read student writing regularly

Each *Gold Pre-First* unit includes a writing assignment. By giving individualised feedback, you will learn a lot about each student as writer. Make sure you keep in mind what you notice to include in future teaching.

Tutorials

Some teachers find meeting with students individually in a tutorial beneficial for monitoring and discussing progress. You could allow 15 minutes once a month for this.

Record-keeping

Records could be as simple as a page for each student in the class register binder, or could be kept electronically in a document or spreadsheet. Having a place to keep notes on each student including goals, test scores and writing feedback makes it easier to remember the details of individuals as well as to write reports.

Manage multi-level classes

Plenty of pairwork

Working in pairs and small groups gives students the opportunity to learn reciprocally. Discussing reasons for their answers in an activity can be particularly useful by providing both the challenge of articulating a reason effectively and the support of having someone else's thought process explained. The lesson plans in the *Gold Pre-First Teacher's book* include pairwork in every lesson.

Mix them up

The more diverse your class, the more important it is to change partners regularly to ensure students get a range of practice with people with different strengths. This is particularly important for preparation for the Speaking paper where students will be paired with someone who may have a higher or lower level than themselves. Repeating an exercise with a new partner is a useful strategy which gives students of all abilities the opportunity to improve their first performance.

Offer choices

Many students respond well to choices that help them make a decision about their own learning. For example: 'OK, I'm going to offer you a choice here. For those of you who would like to look at the present perfect in more detail, I'm going to work through the Grammar reference now. If you feel like you are already familiar with the present perfect, you are welcome to start the present perfect activity on page X.'

Have a plan for fast finishers

If your class is particularly diverse, there may be a significant variation in the time it takes for students to complete an exercise, especially during timed tests or writing activities. One option is to write the day's homework on the board before class, and let students know that if they finish class exercises early they are welcome to begin working on their homework. Another option that can be set for fast finishers in almost any lesson is for them to design a few extra questions/exercises on the topic for the rest of the class. Some teachers like to have a basket of English newspapers/magazines/readers available.

Provide extra support

Some additional suggestions for students who are finding the course very challenging include:

- giving students the opportunity to rehearse before discussion activities, e.g. 'You're going to speak with your partner about the pictures on page X, take a minute now to look at them and think about what you're going to say. I'll let you know when to begin.'
- for writing activities, eliciting starters on the board which students may choose to use.
- encouraging students to listen to the audio again after class on their *Audio CD-ROM*.

See page 6 for some recommended additional resources.

Social networks

1

Listening and Vocabulary focus

Speaking

Aim

- to introduce the topic of social networks and provide speaking practice

Warmer: Introductions

Put students in pairs. Explain that they are going to introduce their partner to the class. Allow a few minutes for students to interview each other. If there are no new students, instead ask them to find out what their partner finds easiest and most difficult about learning English.

- Put students into pairs to discuss the questions. Elicit answers to the first question, writing some ideas on the board.
- Ask students what it means to *keep in touch with someone* (to write to, telephone or meet a friend regularly so that you do not forget each other). Give students five to ten minutes to complete the questions individually before comparing with a partner. Finish by eliciting a few responses for each question.
- Read the rubric aloud. Play the recording, pausing after the first speaker. Elicit the question the speaker is answering. Then play the rest of the recording while students answer the questions. Students compare their answers in pairs. Then play the recording again, pausing after each speaker to elicit the answer.

Additional activity

Put students into small groups of three or four (they should not be working with anyone they compared survey answers with in Activity 2). Students take turns to give their answer to one of the questions from the survey, and the other students guess the question.

Answers

1–2 Students' own answers

3 1 question 2 2 question 3 3 question 6 4 question 1

Listening

Multiple choice

Aim

- to complete an exam-style multiple-choice listening activity (Paper 3, Part 1)

- 4 Refer students to the **Exam information** on p.5 of the Coursebook and ask them to read what is required for Paper 3, Part 1. Turn back to p.7 and focus students' attention on the **Exam tip** box. Elicit the difference between a monologue (one person talking to themselves) and a conversation (two or more people talking to each other). Tell students to underline key words in the questions to help them focus their listening and ensure they know what is being asked before they listen. Demonstrate this with question 1 (annotating on ActiveTeach using the pen tool or rewriting the question on the board) and underline: *Why does the man use the internet to communicate?* Ask students to underline key words in the remaining questions. Play the recording. Ask students to compare their answers in pairs, then play the recording again if necessary. Elicit the answers from the class. If students found this task challenging, go through the audio script on p.104 or ActiveTeach, eliciting the parts where each question was answered and answering any questions about vocabulary. If students have copies of the Audio CD-ROM, remind them that they can listen to the recording again at home.

Answers

- 4 Suggested key words: The woman uses her social networking site; What is one of the man's most important reasons for using a particular website?; How does the girl feel when she texts in class?
- 1 C 2 A 3 C 4 B

ADDITIONAL PRACTICE | Listening 1, **Maximiser** p.6 | Audio CD-ROM Extra activity

Vocabulary

collocations: communication; family relationships

Aim

- to expand and consolidate knowledge of collocations related to communication and family relationships, and to practise using them while speaking

- 5 Elicit the meaning of *collocation* (the way in which some words are often used together). Students complete the collocations and compare their answers in pairs. Play the recording again and elicit the answers, writing them on ActiveTeach using the pen tool.
- 6 Students work with their partner to match the words/phrases and meanings. Elicit the answers and a few example sentences for each word (e.g. *related to: They look so similar that I thought they were related! I'm related to someone famous.*).

- 7 Give students a few minutes to write their list individually before comparing with a partner. Elicit these, writing them on the board. If necessary, elicit additional words by asking about reciprocal relationships, e.g. *I am your aunt, you are my _____ (niece or nephew).*
- 8 Students discuss the questions in small groups of three to four.

Answers

- 5 1 keep 2 go 3 get 4 face, face 5 lost 6 out
6 1 F 2 E 3 A 4 B 5 D 6 C
7-8 Students' own answers

Additional activity: Writing a paragraph

Ask students to write a paragraph describing a family member. Students share their writing in pairs. They could also share any pictures they have, e.g. on their mobile phone. Collect in the writing to inform your teaching, particularly the amount of support to give during Writing focus at the end of each unit.

ActiveTeach interactive activity:

Communication and family relationships vocabulary

Open the additional interactive activity on ActiveTeach. Students look at the words for each sentence and discuss in pairs what they think the correct order of the words is. Invite a student to come to the board and drag the words into the correct order while the class makes suggestions. Then reveal the answers.

ADDITIONAL PRACTICE | Vocabulary 1, **Maximiser** p.6 | Audio CD-ROM Extra activity | **ActiveTeach Game:** Sheep out

Grammar focus

Speaking

Aim

- to provide speaking practice on the topic of keeping in touch and to prepare students for the grammar presentation

- 1 Put students into pairs to discuss the questions. If most students have already left school, ask them if they keep in touch with old school friends. Elicit a few answers from the class.

Answers

- 1 Students' own answers

Present simple and present continuous

Aim

- to review the form and use of present simple and present continuous

- Before completing the activity, give students one minute (on the ActiveTeach timer if using) to read the interview with Jane Turner to find out what job she does. Explain that students do not need to complete the gaps yet. Elicit what Jane does (she is a teacher and she also produces an online magazine for ex-students). Read the rubric with the class, then focus on the first gap as an example, magnifying on ActiveTeach if using. Look at the verb in brackets (*talk*) and elicit the answer. Ask students to complete the remaining gaps in pairs before checking as a class. Don't worry too much about the verb uses at this stage, as these will be covered in Activities 3–5.
- Read A as a class, and ask students to find an example in Activity 2 of a regular repeated action (*produce, write*). Ask students to work with their partner to match the remaining uses with examples in Activity 2. Go through the answers as a class.
- Students copy and complete the table and the rule, then compare in pairs before checking as a class.
- Students add the verbs in the box to the table in Activity 4. Encourage them to think of at least two more verbs for each column. Students compare with a partner then check as a class. Elicit any extra verbs and check they are in the appropriate column. Refer students to the **Grammar reference** on p.145. If your students need additional help with grammar, talk through the notes and examples in class. If you have a strong class, they could read it independently or for homework.
- Read the rubric aloud and then look at the first sentence as an example with the whole class. Ask students: *Is this a state or action verb? (state). Should we use the present simple or continuous? (present simple).* Write *think* in the gap. Students complete the remaining gaps then compare their answers in pairs before checking as a class.
- Elicit a few responses to the question.

Answers

- 2 1 am talking 2 produce 3 write 4 are working
5 goes 6 is getting 7 are getting
- 3 A 3 B 2 C 1 D 7 E 5 F 4 G 6

- State: think, have, love, know, like
Action: help, work, send
State verbs are not usually used in the continuous form.
- State: hate, understand, belong, prefer, want, need
Action: write produce, receive, text
- 1 think 2 gets 3 'm looking 4 has 5 are doing
6 want 7 is 8 is going 9 is looking 10 think
- Students' own answers

ADDITIONAL PRACTICE | Photocopiable 1A *All present and correct*
Teacher's Book p.116/131 | **ActiveTeach Game:** Connection (*students connect four words in a row*)

ActiveTeach interactive activity: Present simple and present continuous

Open the additional interactive activity on ActiveTeach. Work through each sentence with the class. Click on the drop-down menu and ask students to read the sentence and options. Invite suggestions from the class and select the answer most students agree is correct. At the end, reveal the answers.

Teaching tip

Keep the **Grammar reference** displayed on ActiveTeach while students complete the exercises that follow.

ADDITIONAL PRACTICE | Grammar 1–4, **Maximiser** p.7

Speaking

Aim

- to consolidate the accurate use of present simple and present continuous in speaking practice

- Students read the task on p.140. Put students into pairs and ask each student to choose one of the jobs then write six questions to ask their partner. Elicit some example questions e.g. *Where are you working at the moment? What do you like about being a babysitter? What sorts of things do you do in your job with the elderly?* Circulate checking question forms. Students should also plan some details of their own job before role-playing the interviews.

Answers

- Students' own answers

Alternative activity: Recording interviews

Students record their interview on their mobile phone. This allows them to reflect on what they sound like. They can also save it to listen to later in the course to monitor their progress.

Use of English focus

Speaking

Aim

- to introduce the topic of problems with mobile phones and computers and to provide speaking practice

Teaching tip

If possible, swap pairs and seating arrangements around regularly so that students get the opportunity to work with different people.

- Put students into pairs to discuss the questions. Elicit a few answers for each question.

Answers

- Students' own answers

Use of English

Multiple-choice cloze

Aim

- to complete an exam-style multiple-choice cloze (Paper 1, Part 1)

- Turn to the **Exam information** on p.4 for students to read what is required in the multiple-choice cloze activity in the exam (Paper 1, Part 1). Then read the first sentence aloud and ask students to predict words that could fit in the gap (e.g. *strange, long, short, odd, confusing*). Then go through each option. Tell students that all the words have a similar meaning but only one can be used correctly in this sentence (C). Students complete the remaining sentences, then compare in pairs before checking as a class.
- Students work in pairs to decide why the other choices in Activity 2 are wrong and match each sentence with A–E. Check as a class.
- Students read the text to find out what the title refers to without attempting the gaps yet. Elicit what *NoMo* refers to (*NoMophobia*: a fear of being without a mobile phone), and ask if students if they are afraid of this.
- Read the rubric and the **Exam tip** aloud. Look at the first gap (0) as a class. Students predict what might fit in the gap before looking at the options and selecting the best one (B). Students work through the remaining gaps and then compare their answers in pairs before checking as a class.
- Elicit a few *gadgets* (e.g. mobile phone, tablet, laptop, MP3 player). Then put students into small groups of

three to four to discuss the question.

Answers

- 1 C 2 D 3 B 4 B 5 D
- A sentence 2 B sentence 3 C sentence 4 D sentence 5 E sentence 1
- The title refers to *NoMophobia*, a fear of being without your mobile phone.
- 1 B 2 D 3 B 4 D 5 A 6 C 7 B 8 B
- Students' own answers

ADDITIONAL PRACTICE | Use of English 1, **Maximiser** p.7

Reading focus

Speaking

Aim

- to prepare students for the reading text by activating their prior knowledge about visiting new places

Warmer: Discussion

Tell students to think of a new place they have visited, e.g. on holiday. Put students into pairs to share their experience. If necessary, write some questions on the board, e.g. *Where did you go? What did you do there? Who did you go with? Would you go back?*

- Ask students to work in pairs and discuss whether they agree with each comment and why. For each statement ask for a show of hands of who agrees and elicit some reasons. Then ask some who disagree to share their reasons.

Answers

- Students' own answers

Teaching tip

Make it easier for shy students to participate in class discussions by giving them advanced warning, e.g. *Talk with your partner for five minutes then we will share ideas as a class.*

Reading

Multiple choice

Aim

- to complete an exam-style multiple-choice reading activity (Paper 1, Part 5)

2 Turn to the **Exam information** on p.4 and ask students to read the section on the multiple-choice cloze activity (Paper 1, Part 5). Focus students' attention on the text title and elicit the meaning of *greet* (to say 'hello' to someone or welcome them). Students compare their answers in pairs, then check as a class.

3 Read the rubric and the **Exam tip** box aloud. Look at the first question as a class. Ask students to look for the sentence in paragraph 1 which tells us whether people pay for the greeter service. (In most places it is a completely free service.) Students read the remainder of the article and answer the questions. Circulate and encourage them to underline sections of the text which give each answer.

4 Students compare their answers in pairs then check as a class.

ActiveTeach interactive activity: Verbs, adjectives and prepositions

Open the additional interactive activity on ActiveTeach. Students read the sentences and discuss in pairs how they think the gaps should be filled in. Invite a student to come to the board and drag the correct preposition into each gap while the class makes suggestions. Then reveal the answers.

Additional activity

Students discuss in pairs which of the cities they would prefer to experience and why.

Answers

- 2** 1 a volunteer who shows people around an area
2 It is non-commercial; you don't pay.
3 You go online and see if there is a greeter network in the place you wish to visit.
- 3** 1 B (In most places it is a completely free service.)
2 B (Nick hopes he may bump into a distant cousin or uncle.)
3 A (Haroula thinks they might learn something from one of the old men playing *tavli* ...)
4 A (Pablo always takes his guests to the extraordinary El Palacio de las Aguas Corrientes and its strange collection of toilets!)
5 B (Both Sylvie and Stéphane are keen on tango so this evening they are meeting up with another volunteer. This is another tango fan ...)
6 A (The tour leaves at ten o'clock exactly and she never waits for late arrivals to turn up.)
7 B (Carmen Mascaró works as a psychiatrist so they are going on a special visit to Sigmund Freud's home ...)
8 B (She texts her husband Lewis to come and pick her up.)
- 4** Students' own answers

ADDITIONAL PRACTICE | Reading 1–4, **Maximiser** p.8

Vocabulary

phrasal verbs in context

Aim

- to review the meaning of phrasal verbs and expand phrasal verb vocabulary

Warmer: Discussion

Ask students to discuss in pairs what they think a phrasal verb is and elicit some ideas (a verb with an adverb or preposition after it: for example, 'set off' or 'look after'). There are many phrasal verbs in English, and the meaning is sometimes very different from the stand-alone verb. Elicit some phrasal verbs.

5 Read the rubric aloud then focus on the first question. Tell students that *find out* can mean both *discover by chance* (e.g. *I mentioned that it was my birthday yesterday, and I found out we actually have the same birthday.*) or *learn information* (e.g. *By reading the book, I found out all about the history of Rome.*). Ask students to locate *find out* in the article (paragraph 1). Elicit the correct meaning (to learn information). Students complete the remaining questions then compare their answers in pairs before checking as a class.

Answers

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

Additional activity

Students work in pairs to write three gap-fill sentences using three of the phrasal verbs from Activity 4. Each pair swaps their gap fill with another pair to complete.

Speaking

Aim

- to provide spoken practice

6 Students discuss the question in small groups of three to four.

Answers

6 Students' own answers

Additional activity: Planning an itinerary

Ask students to plan an itinerary for greeting an overseas visitor to their home town, concentrating on experiences tourists might not normally know about. Students share their itineraries in groups of four to five.

Grammar focus

Verb patterns

Aim

- to compare verb patterns *-ing*/infinitive with or without *to*, and to practise using them accurately

1 Students discuss the question in pairs. Elicit a few ideas.

2 Give students one minute (use the ActiveTeach timer) to find out why Mark and Annie want to use a greeter. Elicit the answer.

3 Write the verb *to learn* on the board and tell students that this is the infinitive form and point out the *to*. An infinitive without *to* is *learn*. The *-ing* form is *learning*. Focus on the first underlined example (*glad to learn*). Focus students on the reasons why we use the infinitive with *to* (rules 4–8). Elicit what sort of word class *glad* is (*adjective*), and the reason it is followed by infinitive with *to* is: (6) *after adjectives*. Give students time to match the remaining underlined examples with reasons and compare in pairs before checking as a class.

4 Ask students to read each list of phrases and choose the correct heading. Check as a class. Make sure students understand *can't stand* (hate), *keen on* (like something). Note that if someone is keen on someone, it means that they like them romantically. Read the **Language tip** box aloud. Elicit some examples using *I'd better*, e.g. *I'd (I had) better go home now, it's getting late; That's a nasty cough, you'd (you had) better see a doctor*. Refer students to the **Grammar reference** on p.145. If you have a strong class, students could read it independently or for homework. If your students need additional help with grammar, talk through the notes and examples as a class.

5 On the board, write the first expression from Activity 4 (*I would love*) and elicit several ways to finish the phrase using the infinitive with *to*, e.g. *I would love to visit New Zealand one day; I would love to have more time in the day*. Write them on the board. Ask students to write out and complete the remaining sentences so that they are true for them. Students compare their answers in pairs. Elicit an example for each phrase, checking the correct verb pattern has been used.

6 Students choose the correct option, then compare in pairs before checking as a class. Check students understand *coach* (a bus for long or intercity journeys) in sentence 3.

7 Students discuss with their partner whether each phrase is true for them.

Answers

- Students' own answers
- They want to find out about places in Paris that appear in the musical *Les Misérables*.
- 2 Meeting you 3 After staying 4 hope to have 5 to find out 6 glad to learn 7 like you to show 8 'd rather go
- 1 *to* infinitive 2 infinitive without *to* 3 *-ing*
- Students' own answers
- 6 1 to improve 2 going 3 travel 4 to learn 5 arranging 6 Going, going
- Students' own answers

ActiveTeach interactive activity:

Verb patterns

Open the additional interactive activity on ActiveTeach. Students read the sentences and discuss in pairs how they think the gaps should be filled in. Then work through each sentence with the class. Click on the drop-down menu and invite suggestions from the class and select the answer most students agree is correct. At the end, reveal the answers.

ADDITIONAL PRACTICE | Grammar 1–2, **Maximiser** p.10 |
Audio CD-ROM Extra activity

Speaking focus

Speaking

giving personal information

Aim

- to discuss appropriate questions to ask when meeting someone for the first time

Cultural notes

In Britain, when people meet for the first time in a business context, they usually shake hands. In social situations, people sometimes shake hands, although it is also common to smile or wave instead.

- Students brainstorm questions in pairs and then take turns to share with the class. Write the questions on the board, correcting as necessary.
- Ask students to read through the list of questions and to tick any they mentioned in Activity 1.
- Give students a few minutes to read each question again and decide whether it is too personal to ask on a first meeting. Students compare answers with a partner.

Answers

- 1 Students' own answers
- 2 Students' own answers
- 3 Sentences 6, 9, 10 and 12

interview

Aim

- to practise an exam-style speaking activity (Paper 4, Part 1)

- 4 Turn to the **Exam information** on p.5 for students to read what is required for Paper 4, Part 1. Read the **Exam tip** aloud. In pairs, students read the questions and candidates' answers and choose the best one. Elicit answers and reasons, referring back to the **Exam tip**.
- 5 Give students time to read the questions first. Then play the recording while students complete the questions. Elicit the answers.
- 6 Play the recording again and ask students to make notes about each candidate's answer. Discuss as a class whether each one was a good answer and why.

Teaching tip

While students do speaking activities, note any patterns of error or weaknesses for future teaching.

- 7 Ask students to do the task on p.134. Students could work in threes as in the exam, taking turns to role-play the examiner and the candidates. The 'examiner' should ask three questions from the list in any order for each turn. The 'candidates' should not have the questions open.

Additional activity: More speaking practice

Ask students to work in pairs to change a few words in each question from the Activity 7 task to form a new one, e.g. *How do you like to spend your ~~weekends~~ evenings? What's your favourite ~~programme on TV~~ type of music?* Students swap partners, and take turns to be the examiner and candidate again with their new partner, using their new questions.

ADDITIONAL PRACTICE | Photocopiable 1B *Question and answer bingo*
Teacher's Book p.116/132

Answers

- 4 1 The best answer is B. A is too long and detailed and C is too short.
2 The best answer is A. B is inappropriate and C does not answer the question.

- 5 1 Where are you from?
2 What do you like about living in ...?
3 What do you enjoy doing in your free time?
4 Are you interested in sport?
5 Could you tell us something about your family?
6 Do you prefer to see people face to face?
- 6 1 I'm from Spain. From Mataro. It is on the coast, about 30 kilometres north of Barcelona. I'm from Aquila. It's a town north of Rome in the centre of Italy.
2 Well, it is a very nice place to live. It is also easy to get to Barcelona. Well, it is cool nearly all the year because it is in the mountains. It is also a lovely historic town with many old buildings. But unfortunately we sometimes have serious earthquakes.
3 Well, I like playing beach volleyball in the summer, and in the winter I go skiing.
4 Well, I am a keen tennis player. I train two evenings a week. And at the weekend I usually have a match.
5 Well, I have a big family and we get together every few weeks, uncles and aunts, my cousins. Or else I contact them on a social networking site.
6 For me, I prefer to see people face to face. But I have some friends who live a long way away, so the internet is a good way of keeping in touch.
- 7 Students' own answers

ADDITIONAL PRACTICE | Speaking 1, **Maximiser** p.10

Writing focus

Speaking

Aim

- to introduce the essay task and provide speaking practice

Warmer: Discussion

Students discuss the question in pairs: *Is it better to learn more about your own country rather than travel abroad on holiday?*

- 1 Students read the task and discuss the question in pairs. Elicit a few ideas.

Answers

- 1 Students' own answers

Writing (Part 1)

Essay

Aim

- to write an essay using appropriate features (Paper 2, Part 1)

Refer students to the **Writing reference** on p.164 and ask them to read the task. Students read the two sample essays on p.165 and then share with a partner which point of view is closest to their own. Talk through the DOs with the class. Tell students that there will be an exam-style writing task in every unit. Then ask students to turn to the **Exam information** on p.4 and talk them through Part 1 of the Writing paper of the exam.

- Students read the answer. Elicit the writer's own idea.
- Students reread the answer and tick the advice that the writer has remembered. Check as a class, and ask students to give examples.
- Students underline words or phrases, then compare their answers in pairs before checking as a class. If you are using ActiveTeach, remember that you can use the pen tool to underline. Then focus students' attention on the **Exam tip**.
- In pairs, students discuss what they could include in their essay.
- Students make notes for their essay. Remind students to separate their paragraphs clearly; missing a line between paragraphs is a good way of doing this.
- Remind students to use the advice and language from Activities 3 and 4. Refer students to the Useful language for writing essays in the **Writing reference** on p.164. This task could be completed for homework then collected in to provide individual feedback.

Teaching tip

There are some general tips for writing tasks on p.161 of the Coursebook.

Answers

- The writer thinks that both types of communication are good but for different reasons.
- The writer remembered all the advice.
- 1 Personally, I think ...; for me ...; I would say ...
2 Firstly ...; Secondly ...; Finally ...;
3 On the other hand ...
4 For example ...
5 So, to conclude ...

7 Sample answer:

In today's busy world, people often need to make choices about who they would rather spend their precious free time with: friends or family. For me personally, keeping in touch with my family is more important although there are arguments for both.

Firstly, some people think friends are more likely to have common interests as they are often at the same age and stage of life. However, in my experience, families also often enjoy similar activities. For example, my whole family enjoys hiking, music and board games because this is what we grew up with.

Secondly, it depends on how busy your family is. If your family has a lot of other commitments or lives far away, it may be easier to spend time with friends.

Finally, it depends on how well you get along. I think sometimes family relationships can be more stressful than friendships especially if money is involved.

In conclusion, I would like to say that in an ideal world, people would not need to decide between friends and family.

ADDITIONAL PRACTICE | Writing 1–4, **Maximiser** p.11

Review

Aim

- to revise the structures, vocabulary and exam tasks covered in Unit 1

- 5 Ask students to complete the exercises, circulating to provide assistance. Ask students to check in pairs before checking as a class on ActiveTeach. Alternatively, set as a homework activity and then go through the interactive activities on ActiveTeach to check.

Answers

- 1 are you doing 2 'm meeting up with, Do you want
3 works, 's showing 4 are you using, belongs
5 does the next train to Glasgow leave
6 don't understand, spends
- 1 mobile 2 internet 3 text 4 website 5 online
6 networking
- 3 1 D 2 F 3 B 4 E 5 A 6 C
- 4 1 A 2 B 3 C 4 A 5 B 6 B
- 5 1 very often 2 all the time 3 sometimes
4 quite often 5 hardly ever 6 never

ADDITIONAL PRACTICE | Unit 1 Test, **Testmaster** online and on **ActiveTeach** | **Audio CD-ROM** Extra activity

Transformations

2

Vocabulary and Speaking focus Speaking

Aim

- to introduce the topic of first impressions, and to provide speaking practice

- 1 Elicit the meaning of *Transformations* (a complete change in someone or something, e.g. *In recent years, the movie industry has undergone a dramatic transformation*). Put students into small groups of three to four to discuss the questions. Ask a student from each group to summarise what was said in their discussion.

Answers

- 1 Students' own answers

Vocabulary describing feelings

Aim

- to review and expand vocabulary to describe feelings

- 2 Give students a few moments to think of and write down their adjectives before sharing with a partner. Elicit a few responses.
- 3 Students complete the activity then compare with a partner before checking answers as a class.

Answers

- 2 Students' own answers
- 3 1 D 2 E 3 G 4 I 5 J 6 B 7 C 8 H 9 A 10 F

Additional activity: Pronunciation

Ask students to divide the adjectives into groups that have a similar stress pattern under the following headings, then drill the pronunciation:

oOo (excited, exhausted)

Oo (nervous)

oO (upset, surprised, annoyed, amused)

O (bored, scared)

- 4 Share the following example and ask students to guess which adjective it refers to, e.g. *I've just been for a 10 km run. (I'm exhausted.)* Circulate while students write their explanations. If some finish quickly, invite them to write an additional explanation for each adjective. Students share their explanation(s) with a partner. Invite a few students to share their explanations to finish, and have the class guess the adjective.

- 5** Go through the list of adjectives in Activity 4, eliciting the ones with an *-ing* ending and when they are used. For the adjectives that don't have an *-ing* ending, elicit the alternative ending that is used for describing situations/causes rather than feelings, e.g. *scary*.
- 6** Students choose three different adjectives from the ones they chose in Activity 4 and share their answers in pairs. For extra practice, students repeat the activity with a new partner and three other adjectives.

Answers

- 4** Students' own answers
- 5** All the adjectives apart from nervous/scared can also have the ending *-ing*. *-ing/-ed* adjectives used as in example – The book is boring. I am bored.
- 6** Students' own answers

Additional activity: Questions and answers

In pairs, students write five questions using some of the adjectives, e.g. *What makes you feel annoyed? Do you have anything exciting planned for the weekend?* Circulate, checking question forms and that the *-ed/-ing* forms have been selected correctly. Students ask and answer their questions with a new partner.

ActiveTeach interactive activity: Describing feelings

Open the additional interactive activity on ActiveTeach. Students read the sentences and discuss in pairs how they think the gaps should be filled in. Invite a student to come to the board and drag the correct word into each gap while the class makes suggestions. Then reveal the answers.

ADDITIONAL PRACTICE | Vocabulary 1–3, **Maximiser** p.12 |
Audio CD-ROM Extra activity | **ActiveTeach Game:** Pelmanism (*memory game*)

Speaking

Long turn

Aim

- to complete an exam-style speaking activity (Paper 4, Part 2)

- 7** Refer students to the two pictures on p.17 and magnify them on ActiveTeach if using. Students discuss the questions in pairs. Elicit a few answers for each from the class. Turn to the **Exam information** on p.5 for students to read what is required in Paper 4, Part 2. Then read the **Exam tip** box aloud.
- 8** Give students time to read the instructions first, then play the recording. Elicit the correct instructions.

- 9** Read the rubric aloud and then play the recording. Students compare their ideas in pairs, then turn to p.134 to check.
- 10** Students complete the sentences with the words in the box. They compare their answers in pairs, then check as a class.
- 11** Give students a few minutes to plan what they are going to say and find any vocabulary they need. They could write notes but should not write down full sentences. Circulate, listening for phrases from Activity 10, and noting down any good use for sharing as an example, or errors for later correction.
- 12** Tell students they are going to do another long turn exam practice activity using the tasks on pp.134 and 138, respectively. Students take turns to be the examiner and the student. Encourage them to use words from Activity 10.

Teaching tip

Providing feedback in speaking activities

When students are involved in speaking tasks, note down interesting or target language to share with the class. If you notice repeated errors, use these as a teaching point, e.g. write up three to four example sentences and ask students to discuss in pairs what corrections need to be made. Change the examples slightly to avoid embarrassing any individuals.

Answers

- 7** Students' own answers
- 8** 2 and 5
- 9** Students' own answers
- 10** 1 whereas 2 however 3 other 4 main
- 11–12** Students' own answers

ADDITIONAL PRACTICE | Speaking 1–2, **Maximiser** p.12

Listening focus Speaking

Aim

- to introduce the topic of advertising in preparation for the listening activity

- 1** Tell students that *advertisement* is often shortened to *ad* or *advert*, especially in spoken English. Put students in small groups of three to four to discuss the questions. Elicit a few answers from the class.

Answers

- 1 Students' own answers

Additional activity: Adverts

If you have internet access and a projector, show two or three advertisements, e.g. on YouTube, and discuss with the class why they work well. Only show advertisements you have seen before, to make sure that they are appropriate for the class.

Listening

Sentence completion

Aim

- to complete an exam-style listening exercise (Paper 3, Part 2)

- 2 Turn to the **Exam information** on p.5 for students to read what is required for Paper 3, Part 2. Read the rubric aloud and give students time to read the questions before you play the recording once. Students compare their answers in pairs then check as a class.
- 3 Focus students' attention on the questions with the gaps and ask them to read them. Then read the **Exam tip** box aloud. Play the recording while students listen and fill in the gaps. Students compare their answers in pairs then check as a class. If students have found this challenging, you could ask them to look at the audio script on ActiveTeach, while you play the recording again.

Answers

- 2 1 they had a bad reputation 2 two 3 two
3 1 jokes 2 2000 3 reputation 4 value 5 music
6 song

ADDITIONAL PRACTICE | Listening 1–3, **Maximiser** p.13

Vocabulary

dependent prepositions

Aim

- to review some dependent preposition phrases and use them accurately

- 4 Check students know what a *preposition* is (a word that is used before a noun to show place, time, direction, etc. In the phrase 'the trees in the park', 'in' is a preposition). Tell students that a *dependent preposition* is a preposition that goes with a verb. This is often tested explicitly in the exam, e.g. in Paper 1, Part 2 (Open cloze). Students complete the questions then compare their answers in pairs before checking as a

class. Students ask and answer the questions with their partner. For extra practice, they could swap partners and ask and answer the questions again.

Answers

- 4 1 for 2 about 3 at 4 about 5 away 6 of

ADDITIONAL PRACTICE | Vocabulary 1, **Maximiser** p.14

Speaking

Aim

- to provide speaking practice on the topic of advertising

- 5 Students work in pairs to discuss the questions, then check as a class.

Answers

- 5 Students' own answers

Additional activity: Create an advertisement

Select a product for students to write an advertisement for, e.g., a chocolate bar. Bring one to class as a prize if you like! Working in pairs or small groups, students design a radio/TV commercial to perform for the class. Alternatively, they could record their advertisement on a camera or mobile phone. After watching the ads, students vote for the best advertisement.

Grammar focus

Reading

Aim

- to introduce the context of changes to cities for the grammar presentation

- 1 Students discuss the questions with their partner. Elicit a few responses for each with the class. Listen and note down any inaccurate uses of present perfect or past simple but do not correct them at this stage.
- 2 Students read the extract and note down the changes. Students compare their answers in pairs, then check as a class. Answer any questions about vocabulary or have students use dictionaries.

Answers

- 1 Students' own answers
2 The area is not empty now but has business and residential buildings.

Present perfect and past simple

Aim

- to contrast the uses of present perfect and past simple, and to use them accurately in writing and speaking practice

3 Look at each underlined verb in turn as a class and elicit whether it is an example of past simple or present perfect simple.

4 Look at the first underlined verb *went* as an example. Read the whole sentence aloud. Then elicit which use from options A–F describes it best (A). Students match the remaining underlined verbs with the uses then compare their answers in pairs before checking as a class. Read the **Language tip** box aloud. Write the phrases on the board: *I've been here ... I've been studying English ...*, and elicit ways to complete them using both *since* and *for*. Refer students to the **Grammar reference** on p.147. If students are strong on grammar, they could read this independently or for homework. If students find grammar challenging, it is best to go through the notes and examples in detail on the board, checking they understand everything.

5 Students discuss in pairs. Elicit the answer and a reason. Write the following example on the board and ask students which is correct (B):

A *When have you arrived in London?*

B *When did you arrive in London?*

6 Students complete the paragraphs and then compare their answers in pairs before checking as a class. Then elicit a few questions that could be asked about the first paragraph using *How long ...?* and *When ...?* Write these on the board (e.g. *How long has Tony been in England? When did he arrive? How long did he stay in London? When did he arrive in York?*). In pairs, one student should write questions about paragraph 2, and the other should write questions about paragraph 3. Circulate, checking that the questions have used the correct question word and verb tense. Then students ask and answer the questions in pairs.

7 Ask students to read the extract quickly for gist before attempting the gaps. Students compare their answers in pairs before checking as a class.

8 Give students a few minutes to think about a place they have visited which has changed. Students share their experience in pairs. For extra discussion practice, students could swap partners and share again.

ActiveTeach interactive activity:

Present perfect and past simple

Open the additional interactive activity on ActiveTeach. Students look at the words for each sentence and discuss in pairs in which order they think they should go. Invite a student to come to the board and drag the words into the correct order while the class makes suggestions and modifications. Then reveal the answers.

Additional activity: Write a paragraph

Students write a paragraph about the changes to the place they described to their partner in either Activity 1 or 8. Collect these in to check the verb tenses.

Answers

3 A 1, 3, 6 B 2, 4, 5

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

5 2 is correct. The person is still living there. This is something that began in the past and is still continuing.

6 1 since, for, for 2 for, since, since 3 for, for, since

7 1 studied 2 went 3 have knocked down 4 stayed

5 looked round 6 have put 7 have also built

8 haven't finished

8 Students' own answers

ADDITIONAL PRACTICE | Grammar 1–2, **Maximiser** p.14 |

Audio CD-ROM Extra activity | **ActiveTeach Game:** Stepping stones
(students build a path from one side of the screen to another)

Reading focus Speaking

Aim

- to introduce the topic of the Galapagos Islands in preparation for the reading, and to provide speaking practice

1 Focus students' attention on the pictures and elicit anything students know about the Galapagos Islands. Put students in pairs to ask and answer the quiz questions then ask them to turn to p.140 to check. Elicit anything that students found surprising.

2 Ask students if they have heard of Sir David Attenborough and elicit any information they know about him. Ask them to read the information then predict whether they think about the situation in the Galapagos has got better or worse since 1978.

Answers

2 Students' own answers

Reading

Gapped text

Aim

- to complete an exam-style reading activity (Paper 1, Part 6)

- Turn to the **Exam information** on p.4 for students to read what is required for Paper 1, Part 6. Allow students five minutes to read the article and check their predictions from Activity 2. Emphasise that they shouldn't worry about the gaps at this stage. Elicit the answer.
- Read the **Exam tip** box aloud, and students work in pairs to discuss what the other underlined words could refer to.
- Look at the first gap (0) and model reading the sentence before, the answer E, and the sentence afterwards. Ask the students to read the article again and choose the sentence that best fits in each gap. Students compare their answers in pairs and then check as a class.
- Students discuss the question in pairs. Elicit a few responses.
- Students match the underlined words and expressions with their meanings then compare their answers with a partner before checking as a class.

ActiveTeach interactive activity:

Verb collocations

Open the additional interactive activity on ActiveTeach. Work through each sentence with the class. Click on the drop-down menu and ask students to read the sentence and options. Invite suggestions from the class and select the answer most students agree is correct. At the end, reveal the answers.

Additional activity

Students answer the questions:

- How were the islands formed?
- Where else in the world can we find examples that support Darwin's theory?
- What problems were caused by the arrival of humans on the Galapagos Islands?
- How does Sir David feel about how tourism is organised?
- What does he think, in general, about tourism in places like the Galapagos?

Key:

- By volcanic activity.
- The Seychelle islands and Hawaii.
- Sailors left goats, and rats arrived. They caused a lot of damage and competed for food with the animals that were already there.
- He thinks it is well organised.
- That you have to have it, but that it should be controlled.

Useful resources

There are many several short video extracts from the latest DVDs which illustrate Sir David Attenborough's work on his website and YouTube, e.g. <http://www.davidattenborough.co.uk/dvds>.

Answers

- 4-5 1 B *them* refers to the Galapagos Islands. 2 C *They* refers to tourists. 3 A *It* refers to the special Galapagos environment. 4 F *We* is repeated in the sentence before. 'The whole planet' is a paraphrase for 'the world in general'.
- 6 Students' own answers
- 7 1 conservation 2 have the impression 3 reminder
4 a mixed blessing 5 deliberately

ADDITIONAL PRACTICE | Reading 1-4, **Maximiser** p.14 | Photocopiable 2A *The complete article* **Teacher's Book** p.117/133

Speaking

Aim

- to provide speaking practice

- Students work in pairs to discuss the problems and ideas. Then combine pairs to form groups of four. Groups prepare a list of at least five recommendations to share with the class.

Answers

- 8 Students' own answers

Additional activity: Galapagos tours webquest

Students need access to the internet for this activity. Tell students to pretend they are going to the Galapagos and need to select an English-speaking tour. Students work in pairs to find two different tour companies and compare prices, inclusions and environmental considerations, then decide which tour they would select. Allow 12-15 minutes for this activity. Circulate, making sure students are using English websites. Then ask each pair to share briefly with the class which tour they decided on and why. If you have a very large class, ask pairs to form groups of six to share their decision.

ADDITIONAL PRACTICE | **Vocabulary Trainer** wordlist: *Environment*. The **Vocabulary Trainer** wordlist *Environment* has more useful words related to sustainability issues, e.g. *conserve, ecology, overpopulation*.

Grammar focus

Past simple, *used to* and *would*

Aim

- to use past simple, *used to* and *would* accurately to talk about past states and habits

- Put students into pairs to discuss the questions. Elicit a few responses to each.
- Students read the two answers and answer the questions. Students compare their answers in pairs then discuss as a class.
- Magnify answer B from Activity 2 on ActiveTeach, if using. Invite a student to come to the board to underline the examples of *used to* and *would* while other students underline them in the Coursebook. Go through rules 1–3 with the class, eliciting an example for each. Focus students' attention on the **Language tip** box. Emphasise that *used to* does not have the final *-d* when used in question or negative forms. Elicit a few ways to complete the questions and negative forms, e.g. *Did you use to write essays by hand? Did you use to find information in books? I didn't use to use the internet as much as I do now.*
- Students complete the rule, and check as a class. Refer students to the **Grammar reference** on p.147. If students are strong on grammar, they might read this independently or for homework. If students find grammar challenging, go through the notes and examples in detail, checking they understand everything.
- Play the recording twice then elicit the sounds that disappear. Ask students to practise reading the sentence aloud with the correct pronunciation of *used to*.
- Focus students on the first gap and model inserting *used to* and *would*, and elicit which is possible (in this case both). Students complete the rest of the extract, then compare their answers in pairs before checking as a class.

ActiveTeach interactive activity: *used to* and *would*

Open the additional interactive activity on ActiveTeach. Students read the sentences and discuss in pairs how they think the gaps should be filled in. Then work through each sentence with the class by clicking on the drop-down menu and inviting suggestions from the class. Select the answer most students agree is correct. At the end, reveal the answers.

Answers

- Students' own answers
- 1 A 2 B
- When I was at college I used to get tons of homework every Friday and I would spend all weekend planning and writing my essays by hand. Every Sunday evening I would show my dad what I'd done. Students today have computers so it's quick and easy to type up essays. It's also simpler to look up information. Then I used to go to the library and spent a long time finding information in books. There used to be shelves of big, heavy books in my bedroom. Now all the information is on websites.
 - used to get, used to go
 - used to be
 - would spend, would show
- used to
- It is assimilated by the following /t/ of *to*: /ju:stə/. The letter 'd' disappears, even though the sound it makes is /t/.
- 1 used to/would 2 used to 3 used to 4 used to
5 used to 6 would/used to 7 would /used to
8 used to

ADDITIONAL PRACTICE | Grammar 1–2, **Maximiser** p.16 | Photocopiable 2B *Perfect pairs* **Teacher's Book** p.117/135 | **Audio CD-ROM** Extra activity

Speaking

Aim

- to provide speaking practice of using *used to*, *would* and the past simple accurately

- Read the rubric and the example aloud. Students write five questions in pairs to ask about someone's past habits and states. They do not have to use all the topics listed. Students change partners to ask and answer the questions. Circulate, checking the questions are accurate and listening to the use of *used to*, *would* and the past simple. Note down any corrections to address later by writing up a few sentences on the board for students to correct in pairs.

Answers

- Students' own answers

Use of English focus

Speaking

Aim

- to introduce the topic of advanced technology and new communities in preparation for the open cloze exercise

- Students work in small groups to discuss the questions. Elicit a few responses for each question.

Answers

- Students' own answers

Use of English

Open cloze

Aim

- to complete an exam-style open cloze activity (Paper 1, Part 2)

- Turn to the **Exam information** on p.4 for students to read what is required in Paper 1, Part 2. Read the **Exam tip** box aloud. Tell students to read the text to get an idea about what the text is advertising, as the **Exam tip** box suggests, without worrying about the gaps yet.
- Tell students that the words are provided in this exercise to help them, but explain that they will not be provided in the exam. Focus students on the first gap and elicit the sort of word that would fit in the gap (article) and what it is (*the*). Students complete the gaps then compare their answers in pairs before checking as a class.
- Read through the statements as a class and elicit the correct one.
- Put students in pairs and tell them that they are going to make their own open cloze (gap fill) for their partner. They should turn to p.140 and p.144, respectively. Students choose eight words to blank out. Remind them to choose grammar-related words rather than nouns, verbs and adjectives. Alternatively, students could prepare their gap fill for homework. Students swap gap fills to complete.

Answers

- a new TV series
- 1 the 2 more 3 well 4 However 5 since 6 they 7 off 8 after 9 if 10 make 11 who 12 will
- 2 is correct
- Students' own answers

ADDITIONAL PRACTICE | Use of English 1–3, **Maximiser** p.16

Speaking

Aim

- to provide speaking practice

- Put students in groups of three to four (these could be the same groups as the previous Speaking task) to discuss the questions.
- Pair students individually with someone from another group to compare ideas.

Answers

- Students' own answers

Writing focus

Reading

Aim

- to provide context for the writing activity

- Focus students' attention on the pictures, then put them into pairs to discuss the questions. Elicit a few responses for each. (Note a *makeover* can refer to a person/thing/room/house. Shows featuring makeovers of various types are very popular at the moment in the English-speaking world.)
- Students read the letter and answer the questions. Students compare their answers in pairs before checking as a class.

Answers

- Students' own answers
- 1 his family's kitchen has had a makeover
2 repainted it, replaced the floor, added new appliances
3 good, apart from the colours of the paint

Writing

Informal letter

Aim

- to write an exam-style informal letter using appropriate features

- Turn to the **Exam information** on p.4 for students to read what is required for Paper 2, Part 2. Students answer the questions then compare their answers in pairs before checking as a class.
- Students underline the phrases that Dave uses for each purpose. Then check as a class.

- 5** Tell students that these are alternative phrases that can also be used for the purposes in Activity 4. Read the first one aloud, and elicit the purpose (he thinks something will happen).
- 6** Give students a few moments to think about which room they would like to have a makeover in and why. Students share their ideas in pairs.
- 7** Students read the question and make notes on what they will write. Refer students to the **Exam tip** and remind them about the Useful language section on p.170, which includes phrases to begin referring to the previous letter.
- 8** Refer students to the **Writing reference** on p.170. Ask students to read the task and the letter and talk through the DOs and Useful language section. Then ask students to do the writing task on p.24. This writing exercise could be set for homework and then collected to provide individual feedback.

Teaching tip

Marking writing

- Rather than correcting errors, use a marking code such as a wiggly line under things that don't make sense, 'VT' for verb tense, 'Λ' where a word is missing.
- Focus students on your comments rather than a numeric mark; try and find at least one positive to comment on.
- When you return students' written work, allow about ten minutes of class time for students to reread their work and make corrections.

Answers

- 3** 1 Hi Karin, Do you remember ...?, Well, you won't believe this ..., as you can guess!, Do write soon with your news, Lots of love
2 1 to introduce the topic 2 to give detail
3 to show his reaction
- 4** 1 Do you remember ... 2 you won't believe this but ...
3 I really like it 4 as you can guess
5 I've got a feeling that 6 Lots of love
- 5** 1 you've probably forgotten but 2 you'll never guess what happened 3 I absolutely love it
4 as you might imagine 5 something tells me that ...
6 let me know how things are going
- 6–7** Students' own answers
- 8** Sample email:
Hi Helen,
Great to hear from you! Thanks for asking about our bathroom makeover, it is all finished now, and we're really happy with it.

We started by taking out the old shower and replacing it with a new one with glass walls. The lino we had on the floor was bright green and really ugly, do you remember it? It had to go, and we had it replaced it with plain white tiles, much more relaxing! We decided to repaint the walls white, too.

As you know, we were on a tight budget, so we actually did most of the work ourselves although we did get some help with putting the shower in. There was one close shave when a pipe burst, but fortunately the plumber was there at the time, and managed to stop the leak straight away. Other than that, it all went smoothly.

Hope you can visit one weekend and have a look at our hard work!

Love

Josh

ADDITIONAL PRACTICE | Writing 1–3, **Maximiser** p.17

Review

Aim

- to revise the structures, vocabulary and exam tasks covered in Unit 2

- 1 – 5** Ask students to complete the exercises, circulating to provide assistance. Ask students to check in pairs before checking as a class on ActiveTeach, if using. Alternatively, set as a homework activity and then go through the interactive activities on ActiveTeach to check.

Answers

- 1** 1 confused 2 exhausted 3 nervous 4 surprised
5 annoyed 6 depressed 7 amused 8 upset
- 2** 1 visited 2 flew 3 went 4 have ever had
5 opened 6 have walked 7 has been 8 appeared
9 took 10 made
- 3** 1 would spend/used to spend 2 used to be
3 didn't use to be 4 would collect/used to collect
- 4** 1 used to hate 2 used to ride 3 didn't use to be
4 used to play 5 didn't use to live
6 used to/would buy
- 5** 1 C 2 B 3 C 4 B 5 A

ADDITIONAL PRACTICE | Unit 2 Test, **Testmaster** online and on **ActiveTeach** | **ActiveBook** Extra activity

Passions

3

Listening and Vocabulary focus

Speaking

Aim

- to introduce the topic of pastimes and to provide speaking practice

1 Put the students into pairs to discuss the first question. Elicit any clubs students belong to and what they involve. Give students about five minutes to read through the courses to decide which they would most like to do and which they would least like to do. Students discuss their answers in pairs, and then a few students share their answers with the class.

2 Read the rubric aloud, then play the recording. Elicit the answers.

Answers

- 1 Students' own answers
2 1 6295 (drama and musicals) 2 6453 (hurling)
3 4876 (jewellery making) 4 9071 (salsa)

Listening

Multiple matching

Aim

- to complete an exam-style listening activity (Paper 3, Part 3)

3 Turn to the **Exam information** on p.5 for students to read what is required in Paper 3, Part 3. Then give them time to read the rubric and the **Exam tip**. Tell students that the words may not be the same in the recording as they are in the options but the meaning will be the same. Ask students to underline key words in the options to help them to listen out for synonyms and paraphrase, e.g. It represents a value that I admire. Play the recording. Students compare their answers in pairs before checking as a class. If students have ActiveTeach, remind them that they can listen to the recording again at home for extra practice.

Answers

- 3 Speaker 1: D Speaker 2: A Speaker 3: B Speaker 4: C

ADDITIONAL PRACTICE | Listening 1–2, **Maximiser** p.18

Vocabulary

collocations: pastimes

Aim

- to review and expand knowledge of collocations related to pastimes

Additional activity

Draw students' attention to the heading and elicit the meaning of 'tutor' (someone who gives private lessons to one student or a small group, or a teacher in a British university or college). If you have access to the internet, look up *tutor* in the *Longman Dictionary of Contemporary English* and go through the word choice box which compares the use of a range of related words, including: tutor, teacher, professor, coach, instructor, trainer.

- 4** Ask students to read the text quickly to find out which course the tutor takes and his background. Elicit these. Read option 1 in the text and elicit the correct answer (*about*) and a reason (*to be passionate about something* is a collocation.) Students choose the correct options for the remainder of the text, then check as a class.
- 5** Look at the first meaning *difficult* with the class, and elicit the words/phrase in the text that has the same meaning (*tough*). Students find words/phrases to match the remaining meanings then compare in pairs before checking as a class.

Answers

- 4** 1 about 2 full 3 hooked 4 tough 5 with
6 takes 7 running 8 check
- 5** 1 tough 2 check it out 3 full stop 4 stuck with it
5 takes a lifetime 6 running 7 I'm passionate about
8 got hooked on

Additional activity: Discussion

Students discuss in pairs what other courses they would like to see included in the brochure and why.

ActiveTeach interactive activity: Pastimes

Open the additional interactive activity on ActiveTeach. Students read the sentences and discuss in pairs how they think the gaps should be filled in. Invite a student to come to the board and select the correct word in each gap while the class makes suggestions. Then reveal the answers.

ADDITIONAL PRACTICE | Audio CD-ROM Extra activity |
ActiveTeach Game: Wordsearch (students find words hidden in a grid of letters)

go, do and play

- 6** Ask students to copy and complete the table. Play the recording, then elicit the answers.
- 7** Working in pairs, students add the words in the box to their table then add two more to each column. Check answers as a class.
- 8** Focus students' attention on the first sentence as an example and elicit the preposition that fits in the gap (*at*) and a reason (it is the correct dependent preposition for the phrase). Students complete the rest of the sentences then compare in pairs before checking as a class.

- 9** Students ask and answer questions in pairs. Alternatively, if space allows, students ask and answer two questions with one partner, then find a new partner, speaking to as many people as possible.
- 10** Put students into small groups of three to four and ask them to turn to the task on p.140 and follow the instructions. Allow students about ten minutes to prepare their presentation.

Answers

- 6–7** Go: swimming, bowling, shopping, clubbing, skateboarding (fishing, hiking)
Do: an evening class, karate, judo, voluntary work, the housework, crosswords (sudoku, an aerobics class)
Play: chess, cards, board games, tennis (computer games, basketball)
- 8** 1 at, at 2 on, of 3 by 4 about, in 5 about, into
- 9–10** Students' own answers

ADDITIONAL PRACTICE | Vocabulary 1–3, **Maximiser** p.18–19

Grammar focus

Reading

Aim

- to give a context to present the grammar point of countable and uncountable nouns

Warmer: Discussion

Ask students to discuss in pairs how they normally spend their evenings during the week.

- 1** If you did the warmer activity, leave the brainstormed activities on the board as a reference during the discussion. Students discuss the question in pairs, then elicit a few responses.
- 2** Tell students they are going to read an advertisement for evening courses at a college. Ask them to read the extract and find out whether the courses are expensive. Elicit the answer and the part of the text which tells us this.

Answers

- 1** Students' own answers
2 No, some courses are free.

ADDITIONAL PRACTICE | **ActiveTeach Game:** Stepping stones (students build a path from one side of the screen to another)

Countable and uncountable nouns

Aim

- to review the forms of countable and uncountable nouns

- 3** Check students know what *countable* and *uncountable* mean (see definitions in the **Grammar reference** on p.148). Look at the first underlined noun (*classes*), and elicit whether it is countable or uncountable (countable) and a reason (the noun ends in *-s* to indicate a plural). Ask students to work through the rest of the underlined words in the same way. Students compare their answers in pairs, then check as a class.
- 4** Students discuss in pairs whether the statements are true or false and why. Elicit answers as a class. Share some examples for each corrected rule and elicit additional ones.
- 5** Tell students that all the nouns in the box are uncountable. Ask them whether any of the nouns are countable in their first language and to note these carefully. Students match the nouns with the headings then compare their answers in pairs before checking as a class. Focus students' attention on the **Language tip** and elicit a few sentences using the word *news*, e.g. *The news is usually on at 6 o'clock*. Refer students to the **Grammar reference** on p.148. If you have a strong class, they could read it independently or for homework. If your students need additional help with grammar, go through it in detail talking through the notes and examples.

Answers

- 3** *time* U, *classes* C, *students* C, *job* C, *Spanish* U, *cooking* U, *qualification* C, *advice* U, *information* U, *money* U
- 4** 1 F 2 F 3 T

Notes:

- 1** We can use *a/an* before a countable noun, e.g. a class, but not before an uncountable noun, e.g. ~~an~~ advice.
- 2** We add *-s* to make a countable noun plural, e.g. classes. (Point out the spelling change that if a word ends in *-s*, then we usually add *-es*, e.g. glasses. You could ask if students know of any other spelling changes. If a countable noun ends in *-o*, we usually add *-es*, e.g. tomatoes, avocados. If a countable noun ends in *-y*, we usually change it to *-ies*, e.g. fairies, ferries.)
- 3** We use a singular verb with an uncountable noun, e.g. Time is passing quickly.
- 5** 1 water, milk 2 skiing, reading 3 beauty, health
4 wood, chocolate

ActiveTeach interactive activity:

Countable and uncountable nouns

Open the additional interactive activity on ActiveTeach. Work through each sentence with the class. Click on the drop-down menu and ask students to read the sentence and options. Invite suggestions from the class and select the answer most students agree is correct. At the end, reveal the answers.

ADDITIONAL PRACTICE | Grammar 1–3, **Maximiser** p.19 |
Audio CD-ROM Extra activity

Expressions of quantity

Aim

- to use expressions of quantity accurately with countable and uncountable nouns

- 6** Students find examples of each of the rules in pairs, then check as a class.
- 7** Read the first sentence as an example. Ask, referring to the rules in Activity 6: *Is Portuguese uncountable or countable?* (uncountable because it is referring to the language; if it was referring to a person from Portugal, it would be countable). Then ask: *Is the sentence affirmative or negative or a question?* (negative). Then elicit the answer. Point out that *much* could also fit from a grammatical point of view (*I can't speak much Portuguese* would be correct); however, it would have a different meaning to the sentence which says that the speaker can't even say one word. Students complete the rest of the sentences using the rules in Activity 6 as an aid, then compare in pairs before checking as a class. Point out that *chocolate* can also be countable, if you are talking about individual pieces such as those that come in a gift box.
- 8** Students rewrite the sentences so that they are true for them. Circulate, checking that the expressions of quantity are correct. Students share their answers in pairs. For extra practice, students could compare their answers with a new partner.

Answers

- 6** 1 Read what some of our satisfied students say about them.
2 ... so you don't have to pay any money at all.
3 How much time have you got ...? Only a little? I have little time ... I couldn't speak much Spanish.
4 Few courses cost more than £5.00 ... There aren't many students ... I only knew a few words ...
5 a lot of people ...; now I know a lot; they give a lot of advice.
- 7** 1 any 2 a lot of 3 many 4 a lot of, a little
5 any 6 much
- 8** Students' own answers

ActiveTeach interactive activity: Present perfect simple and continuous and simple past

Open the additional interactive activity on ActiveTeach. Students read the sentences and discuss in pairs how they think the gaps should be filled in. Invite a student to come to the board and select the correct word(s) in each gap while the class makes suggestions and modifications. Then reveal the answers.

Additional activity: Food pictictionary

Split the class into two teams. Write the name of a food or drink on a piece of paper. One student from each team comes to the board and reads the name of the item. Both students draw the item at the same time and the first team to guess correctly gets a point. After a word has been guessed, elicit whether it is countable or uncountable and some different servings/containers that can be used with the word.

Example items:

Milk – uncountable (bottle, carton, litre, glass)

Eggs – countable (box, tray, dozen)

Noodles – countable (packet, bowl)

If you are using ActiveTeach, use the scoreboard to keep track of points.

ADDITIONAL PRACTICE | Grammar 4–5, **Maximiser** p.20

Speaking focus

Speaking

discussing and interacting

Aim

- to practise discussing and interacting with a partner

- Students discuss the question in pairs, then elicit a few opinions and examples from the class. If it hasn't come up, you could introduce the word *obsession* (an extreme unhealthy interest in something or worry about something, which stops you from thinking about anything else).
- Elicit some ways to start a sentence describing a photo and write them on the board, e.g. *In this photo ...*, *Here I can see ...*, *I think ...*, *This looks like a photo of ...*, etc. Students work in pairs, discussing each photo in turn. Keep the phrases displayed on the board for reference during the activity. Ask some individual students to comment on each photo.

Answers

1–2 Students' own answers

Collaborative task**Aim**

- to complete an exam-style collaborative task (Paper 4, Part 3)

- Turn to the **Exam information** on p.5 for students to read what is required in Paper 4, Part 3. Students read the task and discuss the good and bad points in pairs.

- Play the recording and elicit any points that were mentioned.
- Students complete the phrases. Play the recording again for students to check, pausing after each gap.
- Students divide phrases under the headings then compare their answers in pairs before checking as a class.
- Read the rubric in Activity 3 and the **Exam tip** aloud. Keep the phrases from Activities 5 and 6 displayed during the activity as a reference. After the activity, ask students to place a tick next to the phrases they used. Students repeat the activity a second time with a new partner to use a few phrases they didn't use the first time.
- Tell students that they are going to attempt another collaborative task and that they will have about a minute to look at the pictures and headings, and carefully read the task on p.135 before beginning.

Answers

3–4 Students' own answers

5 1 let's 2 go 3 agree 4 think 5 think 6 think
7 downside 8 point

6 Organising the discussion: Where shall we start? Let's talk about this one next ...

Involving your partner: How about you?

Giving an opinion: I feel that ...; In my opinion ...; What I think is that ...

7–8 Students' own answers

ADDITIONAL PRACTICE | Speaking 1–4, **Maximiser** p.20 | Photocopiable 3A *Red-letter days* | **Teacher's Book** p.118/136

Reading focus

Speaking

Aim

- to introduce the topic of extreme sports in preparation for the reading, and to provide speaking practice

- Focus students' attention on the photo on p.30. Students read the definition then discuss the questions in pairs. Elicit some ideas with the class.

Answers

1 Students' own answers

Reading

Multiple matching**Aim**

- to complete an exam-style reading activity (Paper 1, Part 7)

- 2** Turn to the **Exam information** on p.4 for students to read what is required for Paper 1, Part 7 and read or ask students to read the description of this part of the exam. Tell students that they are going to read the article quickly for gist first, referring to the **Exam tip**. Give them two minutes (using the timer on ActiveTeach if using) to skim the text and find out what activities Danny, Kilian and Stella are famous for. Elicit the answers.
- 3** Focus students' attention on the questions and ask them to underline key words. Then ask them to reread the article to find which person did each thing. Encourage them to underline the part of the text that helped them to find the answer. Students compare their answers and reasons in pairs before checking as a class.
- 4** Students discuss the question in pairs.

Additional activity: Playing a video clip

If you have internet access, show the class a short clip of Danny MacAskill, Killian Martin and/or Stella McGowan, e.g. on YouTube, before discussing the question in Activity 5. When searching for clips of Stella McGowan, use her stage name: Bgirl Lyra. Watch any clips before showing to your class to check their relevance and appropriacy.

- 5** Students discuss the question in pairs.

Answers

- 2** Danny: street trials pro-riding Kilian: freestyle skateboarding Stella: break dancing
- 3** **1** D (he worked on a Hollywood film as a stuntman)
2 S (She has also given advice to many of the youngsters she teaches.)
3 K (When Kilian Martin was ten, he joined a gymnastics school ...)
4 K (Kilian Martin discovered freestyle skateboarding when he saw Powell Peralta's skate video *Ban this*.)
5 D (Danny eventually gave up his job as a mechanic ...)
6 S (She has been competing for years now ...)
7 D (When he released a video on YouTube that showed him performing stunts, it changed his life ... A few hundred people watched it on one day!)
8 K (When he turned 21, he decided to move to California, where he set out to master his skateboarding skills.)
9 D (He has broken his collar bone three times.)
10 K (He joined a gymnastics school/He developed a passion for surfing.)

ADDITIONAL PRACTICE | Reading 1–3, **Maximiser** p.21–22

Vocabulary

phrasal verbs with *up*

Aim

- to review and expand knowledge of phrasal verbs with *up* and to use them correctly

- 6** Students match the underlined verbs with the best meaning. Students compare their answers in pairs before checking as a class.
- 7** Circulate while students write their sentences for the gap-fill activity, checking that they make sense and that the phrasal verbs have been used correctly in context. Then ask students to swap their gap fill with a partner.

Answers

- 6** **1** thinking up **2** grew up **3** take up **4** brought up
5 ended up **6** gave up
- 7** Students' own answers

ActiveTeach interactive activity:

Adjective–noun collocations

Open the additional interactive activity on ActiveTeach. Students read the sentences and discuss in pairs how they think the gaps should be filled in to complete the collocations. Refer them back to the text for help. Invite a student to come to the board and drag the correct word into each gap while the class make suggestions. Then reveal the answers.

Speaking

Aim

- to provide discussion practice on the topic of sports

- 8** In groups of three to four, students discuss the pros and cons of including each sport before making a decision. Ask each group to feed back to the class what they decided and why.

Answers

- 1** Students' own answers

ADDITIONAL PRACTICE | **Vocabulary Trainer** wordlist: *Sport*.

Grammar focus

Listening

Aim

- to present the present perfect simple and continuous in a meaningful context, and to provide listening practice

- 1** Put students into pairs to discuss the question, then elicit some responses from the class. If anyone has been skydiving, ask them to tell the class about their experience.

- 2 Ask students to read the questions and check that they understand *landing* (the action of bringing an aircraft, parachute, etc. down to the ground after being in the air) and *do something for charity* (to help people who are poor, sick, etc., often by raising money) and the interview and match the questions to the responses. Students compare their answers in pairs, then play the recording for students to check.

Answers

- 1 Students' own answers
2 1 C 2 A 3 B

Present perfect simple or continuous

Aim

- to compare the uses of present perfect simple and continuous, and pronounce the contracted forms with the correct stress

- 3 Students read the descriptions 1–3 and match each of these with A–C in Activity 2. Refer students to the **Grammar reference** on p.149. If students are strong on grammar, they could read this independently or for homework. If students find grammar challenging, go through the notes and examples in detail, checking students understand everything.
- 4 If using ActiveTeach, keep the **Grammar reference** displayed as a reference while students complete the dialogues. Students compare their answers in pairs before checking as a class.
- 5 Read the rubric aloud then ask students to read the article quickly for gist before they focus on the gaps. Elicit what Jeb Corliss does for a job (professional daredevil) and how long he has been taking risks (since childhood). Then ask students to complete the text. Students compare their answers in pairs before checking as a class.
- 6 Check students understand what is meant by a *stressed* word and demonstrate how in English the meaning can be affected by word stress. For example, in the sentence: *Where is my book?* the speaker can see other books but not their own, whereas in: *Where is my book?* the speaker has other items but not their book. Play the first sentence then pause the recording to underline the stressed words on ActiveTeach as a model. Play the rest of the recording while students underline the stressed words, then elicit these. Play the recording again, pausing after each sentence for students to notice how *have/has been* are pronounced. Tell students that in English when some words are not stressed, their pronunciation actually changes to a special vowel

sound called a *schwa*. Play the recording again, sentence by sentence, pausing after each one for students to repeat. Then ask students to practise saying them while you circulate to listen and remodel as required.

Teaching tip

Using the phonetic chart on ActiveTeach

If you are using ActiveTeach, open the Interactive phonetic chart, and play the schwa sound. Ask students to listen and repeat. Say *has* with stress. Ask students to find on the chart the vowel sound, and to compare that with schwa.

- 7 Briefly brainstorm what students remember about the three interviewees on p.31. As a model, you choose one of the people. Ask students to ask you some questions, and answer in character. If you have a weaker class, brainstorm some questions on the board first that they can ask. Then, in pairs, students take turns to be one of the people in the passages and the interviewer.

Answers

- 3 1 C 2 B 3 A
- 4 1 Have you been waiting, got, have been waiting, have already read, have drunk
2 have you been writing, was, have been writing, have you written, have written
- 5 1 has been risking 2 started 3 was 4 jumped
5 realised 6 discovered 7 has been jumping
8 has thrown 9 arrested 10 has pushed
11 jumped 12 glided
- 6 1 How long've you been skydividing?
2 I've been skydividing since 2006.
3 How long's he been base jumping?
4 He's been base jumping for 15 years.
- 7 Students' own answers

ActiveTeach interactive activity: Present perfect simple and continuous and simple past

Students read the sentences and discuss in pairs how they think the gaps should be filled in. Invite a student to come to the board and select the correct word(s) in each gap while the class makes suggestions. Then reveal the answers.

ADDITIONAL PRACTICE | Grammar 1–2, **Maximiser** p.22 |
Audio CD-ROM Extra activity

Use of English focus

Use of English

Word building: prefixes and suffixes

Aim

- to form nouns using prefixes and suffixes in an exam-style word formation exercise (Paper 1, Part 3)

- Students label the words. Elicit a few more examples of each word class and write them on the board. Ask students to underline any prefixes and circle any suffixes. Students compare their answers in pairs then check as a class.
- Tell students that all the words in the sentence gaps are nouns, and can be completed with the suffixes in the box, which are all common noun suffixes in English. Complete the first sentence as an example on ActiveTeach or the board, eliciting the correct suffix. You may like to 'insert' some of the other suffixes verbally before arriving at the correct one. Students complete the remaining sentences then compare their answers in pairs before checking as a class.
- Focus students' attention on the photo and elicit what students think the programme is about.
- Tell students to read the post for gist first and not to worry about the gaps at this stage. They should make a note of the good and bad things the writer mentions about the show. Elicit answers as a class.
- Turn to the **Exam information** on p.4 for students to read what is required in of Paper 1, Part 3. Read the rubric and the **Exam tip** aloud. Explain that in the exam there will be a mixture of different word types, but in this activity are all nouns to help them practise. Students complete the exercise then compare their answers in pairs before checking as a class. Ask students which words in the exercise required a small spelling change (*dedication, happiness*).
- Students discuss the question in pairs, then elicit a few opinions to the question from the class.

Answers

- 1 verb 2 adjective – prefix 'un-' 3 adverb – suffix '-ly'
4 noun – suffix '-er'
- 1 visitor 2 snowboarding 3 invention
4 argument 5 weakness 6 adulthood 7 hardship
8 electrician
- 3–4 Students' own answers
- 1 championship 2 training 3 dedication
4 commitment 5 friendship 6 happiness
7 disappointment 8 reaction
- Students' own answers

ADDITIONAL PRACTICE | Use of English 1–2, **Maximiser** p.23 |
Photocopiable 3B *Rejects* **Teacher's Book** p.119/138

Writing focus

Vocabulary

film

Aim

- to review and expand vocabulary related to film genres

Warmer: Brainstorming film genres

Students think about a film they have seen recently at the cinema or at home. In pairs, students discuss what they saw. If you have ActiveTeach or access to a printer, find six pictures or movie posters that illustrate the genres listed in Activity 1. Paste these into a document. If you are using ActiveTeach, you can save the document inside your ActiveTeach at the beginning of p.34 so that it is ready to open. Alternatively, print the page of pictures so that there is one per pair. In pairs, students discuss each picture. They should say what each picture/poster shows, what sort of movie they think it is from (referring to the list in Activity 1) and if they have seen it or would like to.

- Read the rubric aloud. Read the first film genre aloud (thriller) and elicit a few titles of thriller films (e.g. *The Sixth Sense, The Usual Suspects*). Then put students into pairs to think of a title for each of the remaining genres. Elicit a description of what each genre is like, and a few titles. For example, science fiction is often set in the future and might involve aliens or space. Students discuss the questions in pairs. Then elicit a few responses for each question.
- Students read the sentences and place a tick next to information they would expect to be included then discuss their answers with a partner. (They will check their answers in Activity 4.) Read the **Exam tip** aloud.

Answers

- Students' own answers
- 2, 3, 4, 6

Writing

Review

Aim

- to write a film review using appropriate features (Paper 2, Part 2)

- Focus students' attention on the poster, and if using ActiveTeach zoom in. Elicit what students think *127 Hours* is about.
- Pre-teach *box office* (the place in a theatre, cinema, etc. where tickets are sold, used to describe how successful a film, is, by the number of people who pay

to see it), *canyon* (a deep valley with very steep sides of rock), *praise* (to say that you approve of someone or something, especially publicly), *desperation* (being willing to do anything to change a very bad situation). Students read the review and underline the information included from Activity 2. Go through the answers as a class. Reread the **Exam tip**, and ask students to find examples of where the reviewer has used present simple in the review.

- 5 Students discuss the question in pairs, then invite a few students to share their opinions with the class.
- 6 Go through the rubric with students and ask them to make notes under each paragraph heading. Suggest that students choose a film they have seen recently or one of their favourites.
- 7 Students work in pairs. Encourage them to check that their partner has notes under each heading. Refer students to the **Writing reference** on p.168 and ask students to read the task and the sample review. Go through the DOs and the Useful language.
- 8 This could be set as a homework activity and collected in to give individual feedback.

Alternative for Activity 7–8

If you have a class who find writing challenging, make notes together as a class on the board for a film most students have seen as a model before students plan their own. Alternatively, students could plan their work in pairs.

- 9 Put students into groups of three to four. Then tell them to turn to p.140 and follow the instructions.

Answers

- 3 Students' own answers
- 4 2 *127 Hours*, directed by Danny Boyle, starring James Franco, immediate box-office success, highly praised by critics, nominated for many awards
 - 3 a drama about survival, real story of Aron, Aron falls down a hole, story of how he fights to stay alive
 - 4 what I loved, how one actor holds our attention, excellent performance
 - 6 makes us think, definitely recommend it
- 5–7 Students' own answers
- 8 Sample answer:
The film I would like to review is *The Artist*, winner of seven Academy Awards in 2011, including best picture. It's an unusual film because it is in black and white, and almost completely silent. It is written and directed by Michel Hazanavicius.
Although it is a French film, the story is set in Hollywood. The main character, George, played by Jean DuJardin, is a

star of a silent cinema in the late 1920s. He doesn't want to star in the new type of films with talking. It also follows his love story with an unknown young actress who starts to become very popular.

I thought it was very clever how the story is actually a silent film about silent films. I particularly liked how the actors manage to communicate the story without talking and only a few subtitles. It has a wonderful musical score too.

The Artist is definitely worth seeing. Not only is it a change from an average blockbuster, it is also charming and will make you feel good.

- 9 Students' own answers

ADDITIONAL PRACTICE | Writing 1–2, **Maximiser** p.23

Progress test I

Aim

- to revise structures, vocabulary and exam tasks covered in Units 1–3

Set the tests as a homework activity and then go through the interactive activities on ActiveTeach to check the answers.

Answers

- 1 1 many 2 some 3 a few 4 much 5 Few
6 a few 7 some 8 any
- 2 1 A 2 D 3 B 4 B 5 D 6 A 7 D 8 D
9 A 10 C 11 B 12 B
- 3 1 tourists 2 skiing 3 knowledge 4 musician
5 actor 6 retirement 7 childhood 8 happiness
9 friendship 10 competition
- 4 1 Jason never goes out to restaurants. 2 How often do you shop online? 3 We hardly ever go to the cinema these days. 4 They used to play tennis all the time.
5 Diana doesn't eat out very often. 6 I quite often see Eli at the swimming pool.
- 5 1 Hi 2 Do you remember 3 you won't believe this 4 As you might imagine 5 Luckily 6 I've got a feeling 7 The main problem 8 Do write soon
9 Lots of love
- 6 1 keep in touch 2 haven't seen Helen for
3 meeting up with 4 've been waiting since
5 is (really) keen on 6 used to live
7 'd rather go bowling 8 pick me up
- 7 1 wildlife documentary 2 gangster movie
3 horror film 4 romantic comedy 5 western
6 thriller

ADDITIONAL PRACTICE | Unit 3 Test, **Testmaster** online and on **ActiveTeach** | **Audio CD-ROM** Extra activity

A sense of adventure

4

Reading focus

Speaking

Aim

- to introduce the topic and vocabulary of holidays in preparation for the reading activity

Warmer: Holiday brainstorm

Put students into groups of three to four and give them three minutes to brainstorm as many words related to holidays as they can. If you are using ActiveTeach, set the timer in countdown mode. Then, elicit the words and write them on the board.

- Students discuss the question in pairs. Elicit some ideas from the class.

Answers

- Students' own answers

Reading

Multiple choice

Aim

- to complete an exam-style multiple-choice activity (Paper 1, Part 1)

- Read the **Exam tip** aloud. Allow students about five minutes to skim the text and answer the question. Elicit the answer.
- Look at the first question as a class and underline the key words as an example (use the pen tool on ActiveTeach). Then show the text on ActiveTeach, and ask students to find the part of the text that answers this question (... *looking forward to an enjoyable hour's diving* – paragraph 1). Ask students to underline or highlight key words in the remaining questions, then answer them using the text. They should underline the part of the text that answers each question. Then ask students to compare their answers in pairs. Check the answers as a class.
- Students discuss the question with their partner. Elicit a few opinions.

Answers

- 1
- 1 A (... were looking forward to an enjoyable hour's diving ... unaware of any danger)
2 C (Luckily they found a large piece of floating wood and this probably saved their lives.)
3 B (... threw rocks to drive them away)
- 2 B (... the dragons became more confident ...)
- 3 C (... Frank used his knowledge of tides and currents to work out where the group was likely to be.)
4 A (... they had suffered just a few cuts and bruises.)
- 4 Students' own answers

ActiveTeach interactive activity: Adverbs

Students read the sentences and discuss in pairs how they think the gaps should be filled in. Refer them back to the text for help. Invite a student to come to the board and drag the correct word into each gap while the class makes suggestions. Then reveal the answers.

ADDITIONAL PRACTICE | Reading 1–4, **Maximiser** p.24–25

Vocabulary

phrasal verbs in context

Aim

- to practise deducing the meaning of phrasal verbs from context and to use them correctly

- Students match the phrasal verbs with their definitions using their context in the article to help. Remind students that some phrasal verbs have many meanings, e.g. *work out* here means calculate but can also mean to exercise: *I work out five times a week*, or sort out a disagreement: *We had a big fight last week but managed to work it out in the end*.
- Students complete the sentences 1–6 with the correct phrasal verb. Emphasise that they may need to change the tense/person of the verb to fit the sentence. (If you have a weaker class, you may like to give them a hint that there is only one sentence that they will need to change the verb form for.) Students compare their answers in pairs, then check as a class.
- Students work with a partner, discussing whether they agree with each statement in Activity 6.

Additional activity: Phrasal verbs

With their partner, students write three sentences using three of the phrasal verbs from Activity 5. Circulate, checking that the question forms are correct and that the phrasal verbs have been used appropriately. Students swap partners and share their sentences with their new partner.

ADDITIONAL PRACTICE | **ActiveTeach Game:** Pelmanism (*memory game*)

Answers

- 1 D 2 A 3 E 4 F 5 C 6 B
- 1 turn into 2 get over 3 looking forward 4 set off
5 work out 6 get away
- Students' own answers

Grammar focus

Reading

Aim

- to present the narrative tenses in a meaningful context and to provide reading practice

Warmer: Discussion

Students work in pairs. They tell their partner about their journey to class today, including how they travelled and whether anything unusual happened. If you have a weaker class, you may like to describe your own journey to class as a model before students discuss theirs.

- Look at the heading with students and tell them that 'In the right place at the right time' is a well-used phrase in English. Ask if there is a similar phrase in their first language. Students read the story then elicit the answer to the question. Then ask students to retell the story with their partner.
- Students match the underlined verb forms with the descriptions, then compare their answers in pairs before checking as a class.

Answers

- She performed first aid on a man who had had a heart attack.
- 1 B 2 D 3 A 4 C

Narrative tenses

Aim

- to review how the past continuous, past simple, and past perfect tenses are used in narrative, and to select between them correctly

- Ask students to match the underlined forms in Activity 1 to the tenses A–C. Elicit which underlined form is an example of past simple (*fell*). Elicit any other examples students can see of the past simple in the text. If using ActiveTeach, highlight these as students say them, or invite a student to come to the board to do so, with other students helping them by calling out the answers. When all the examples have been found, erase the highlighting. Repeat this with the remaining two tenses.
- Read the first sentence aloud, then elicit which action came first and which came second. Ask students to mark the remaining sentences then compare their answers in pairs before checking as a class.

- 5** Students complete the story with the correct forms of the verbs in brackets, then compare their answers in pairs. Go through the story as a class.

Teaching tip

Some students have a tendency to overuse the past perfect in storytelling after learning it. If you notice this, remind students that the past simple is the most common narrative tense and that the past perfect is usually only used to emphasise that one event happened before another.

Answers

- 3** A fell (decided, had, knelt, listened; knew, started, arrived)
B was (well) prepared, was raining, was waiting (wasn't breathing)
C had stopped (had done, had started)
- 4** 2 When the man fell (2), I was talking to my friend (1).
3 When the man fell (1), I immediately phoned for an ambulance (2).
4 His hand was bleeding a little (2) because he had hit it when he fell (1).
5 A lot of cars were going past (5) so it was difficult to hear the ambulance driver's instructions (5).
6 My little girl started to cry (2) when she saw the man on the ground (1).
- 5** 1 had taken 2 continued 3 had lost 4 arrived
5 rushed 6 got 7 had already started
8 was standing 9 had happened 10 heard
11 phoned 12 was doing/had done

Time phrases

- 6** Students complete the activity, then check as a class.
- 7** Read the **Language tip**, then put students into different pairs from Activity 1, and ask them to tell them about the journey to class again, using the narrative tenses and time phrases from this lesson.

Answers

- 6** 1 After 2 During 3 As soon as 4 Afterwards
5 While 6 When 7 by the time 8 when
- 7** Students' own answers

Additional activity: Hear it second-hand

To challenge students, tell them that they are going to listen to their partner's journey then retell it to the class (or a new partner if you have a very large class) using narrative tenses.

ActiveTeach interactive activity:

Narrative tenses

Open the additional interactive activity on ActiveTeach. Students read the story and discuss in pairs how they think the gaps should be filled in. Then work through each gap with the class by clicking on the drop-down menu and inviting suggestions. Select the answer most students agree is correct. At the end, reveal the answers.

ADDITIONAL PRACTICE | Grammar 1–3, **Maximiser** p.26 |

Photocopiable 4A *Tell us more* **Teacher's Book** p.119/139 |

Audio CD-ROM Extra activity | **ActiveTeach Game:** Connection (students connect four words in a row)

Speaking focus

Vocabulary

holidays and travel

Aim

- to review and expand vocabulary related to holidays and travel

- 1** Look at the photos as a class (magnify on ActiveTeach if using), and elicit what people are doing in each one. Then put students into pairs to discuss the questions. Remind them to speak about each photo in turn for every question. Elicit some responses for each question from the class.
- 2** Students work in pairs to choose the correct option, then check as a class. Focus on the first sentence, and elicit some ways that students could change it so that it is true for them (e.g. *My parents still travel abroad a lot; My parents never used to travel abroad much when I was young but now they do. My parents have never travelled abroad much, they prefer to stay home*). Then ask students to rewrite the rest of the sentences so that they are true for them. Encourage students who finish early or who need a challenge to add an additional sentence with more detail about each one, using a dictionary or asking you for any additional vocabulary. Put students into small groups to share their sentences. Encourage students to expand on each one if they can.

Answers

- 1** Students' own answers
- 2** 1 travel 2 theme park 3 beach 4 journey
5 flight 6 break

Speaking

Long turn

Aim

- to complete an exam-style speaking exercise (Paper 4, Part 2)

- In pairs, students look at the pictures again, and read the task. They should make a list for each picture of points they could include. Then elicit points for each picture, making a list on the board for each one. (If you have a weaker class, you could do this whole activity as a class.)
- Leave the lists displayed on the board. Read the rubric aloud, then play the recording. Elicit which points Felipe mentioned from your lists. Ask students if Felipe mentioned any points they hadn't thought of.
- Check students understand *speculate* (to guess about something, without knowing all the facts or details). Play the recording again (pausing as necessary) while students complete the phrases. When you check the answers with the class, make sure you write them on the board (or open the audio script on ActiveTeach) so that students can check their spelling is correct.
- Highlight or underline on ActiveTeach (or rewrite on the board) the parts/words/phrases from within Felipe's phrases that can be recycled/adapted. Read the **Exam tip**. Then, ask students to take turns to ask and answer the questions in pairs.
- Give students a few minutes to read the follow-up question and answers. Then with their partner discuss which is the best answer and why. Elicit a few responses. If they are not sure, refer them back to the guidelines in the **Exam tip** regarding length.
- Tell students that they are each going to do a practice long turn activity. Make sure that they understand that one student does the first task, and the second student listens only, then answers the follow-up question. Students then swap. Remind them of the useful phrases from Activity 5. Circulate while students are completing the tasks, listening for good examples of the phrases or other interesting language. Make a note of these and share with the class some of the best things you hear.

Answers

- 3–4 Students' own answers
- 5 1 probably 2 imagine 3 might 4 guess 5 looks
6 might
- 6 Students' own answers
- 7 Answer A because it gives a good reason without being too long.

- 8 Students' own answers

ADDITIONAL PRACTICE | Speaking 1–2, **Maximiser** p.27

Listening focus

Speaking

Aim

- to discuss travelling the world in preparation for the listening activity

- Students discuss the questions in pairs.

Answers

- Students' own answers

Listening

Multiple choice

Aim

- to complete an exam-style listening activity (Paper 3, Part 4)

- Turn to the **Exam information** on p.5 for students to read what is required in Paper 3, Part 4. Play the recording while students note down the countries mentioned. Students compare their answers in pairs before checking as a class.
- Read the rubric and **Exam tip** aloud. In this exercise there are only five questions as a practice, although there are seven in the exam. Elicit what students think they should do before they listen to the recording again. (They should read the questions, and underline key words. This will help focus their listening.) Give them a few minutes to do this, then play the recording again. Go through the answers with the class.
- Check students understand the meaning of *colloquial* (language or words that are colloquial are used mainly in informal conversations rather than in writing or formal speech). Then ask students to use the words in the box to complete the phrases. Play the recording while students check. Play the recording again, for students to repeat, pausing after each phrase. You may want to help them with intonation by humming/tapping. Remind students that in English intonation plays an important role in politeness, and lack of intonation can be interpreted as impoliteness/disinterest. (If students have ActiveStudent, suggest that they practise listening and repeating the phrases again for homework.)

5 Students complete the dialogues with the expressions in Activity 4. Students check their answers in pairs and then as a class. Students read the dialogues aloud in pairs to practise intonation.

6 In pairs, students discuss the questions.

Answers

- 2** China, New Zealand (India is inferred but not mentioned directly, Africa is mentioned but this is a continent, not a country.)
- 3** 1 A 2 A 3 C 4 B 5 C
- 4** 1 suppose 2 know 3 sort 4 mean 5 tricky
6 stuff
- 5** 1 I see what you mean. 2 I suppose you could call it that! 3 That's a tricky one to answer. 4 and stuff/that sort of thing

Additional activity

Extend Activity 6 by asking students to present to the class their ideas for their year abroad in two minutes each. If you have access to computers and a projector/interactive whiteboard, they could make some slides to accompany their presentation. You could give them further framework suggestions, such as choosing five different stops.

Teaching tip

Students working in pairs will get discussion practice throughout the activity, which is preferable to them working individually

ADDITIONAL PRACTICE | Listening 1–2, **Maximiser** p.27

Vocabulary focus

Reading

Aim

- to present some extreme adjectives in context, and to provide reading practice

- 1** Focus students' attention on the upper photo on p.43. Put students into pairs to describe the journey. Elicit some ideas from the class.
- 2** Read the rubric aloud, and check students understand *dramatic* (exciting). Give students a few minutes to read the text and underline the adjectives. Students compare their answers in pairs then check as a class. Elicit what each underlined adjective in the text means using the form 'very _____', so *terrible* means *very bad*, *terrifying* means *very scary*, etc.

Answers

- Students' own answers
- terrible, terrifying, freezing, exhausted, starving

Extreme adjectives

Aim

- to review and expand vocabulary of extreme adjectives, and to use them in speaking practice

- 3** Elicit the extreme adjective that means *very cold* (*freezing*) and match 1–E as a class. Students match the remaining adjectives. They compare answers in pairs before checking as a class. Focus students' attention on the **Language tip**.

Additional activity: Correcting sentences

For further practice, write up the following phrases on the board, and ask students to identify the incorrect sentences and correct them in pairs.

I was very starving (absolutely starving). I was very tired (correct). It was absolutely amazing (correct). It was absolutely loud (very loud).

- 4** Play the recording while students listen. Then play the recording again, pausing after each line for students to repeat the stress and intonation. Repeat until you are satisfied with the student intonation. (If students have ActiveStudent, suggest that they practise listening and repeating the phrases again for homework.)
- 5** Elicit a dialogue using *hungry/starving* as an example: *Were you hungry after your run? Hungry? I was absolutely starving!* Then, ask students to work in pairs to add five more dialogues following the same pattern using adjectives from Activity 3. When students have written their sentences, they practise saying them aloud with their partner. You could play the recording once more to remind students of the intonation. Invite pairs to share one of their dialogues with the class each.
- 6** Give students a few minutes to think about the starter and what the story might be; it doesn't have to be true. Then, ask students to tell their stories in pairs.

Answers

- 3** 1 E 2 J 3 H 4 I 5 A 6 C 7 G 8 B
9 F 10 D

4–6 Students' own answers

Alternative activity: Tag-team story

In Activity 6, instead of telling stories individually, students work in small groups of three to four doing a tag-team story. The first student begins telling the story. Once the first student has used one of the adjectives from Activity 3, the story passes to the next person to continue the retelling.

ActiveTeach interactive activity:

Extreme adjectives

Open the additional interactive activity on ActiveTeach. Students read the sentences and discuss in pairs how they think the gaps should be filled in. Invite a student to come to the board and drag the correct word into each gap while the class makes suggestions. Then reveal the answers.

ADDITIONAL PRACTICE | Vocabulary 1–2, **Maximiser** p.28 |
Audio CD-ROM Extra activity | Photocopiable 4B *The right word*
Teacher's Book p.120/141

Grammar focus

Reading

Aim

- to provide an interesting context for asking subject/object questions and to provide reading practice

Warmer: James Bond discussion

In pairs students discuss the following question, then elicit a few ideas with the class: *What do you know about James Bond?*

James Bond is a fictional British Secret Service Agent (spy) created by Ian Fleming in 1952. Bond (code name 007) has been featured in books, short stories, comics, television and films.

- Students read the news story then write a one-sentence summary. Students compare their summaries in pairs. Then elicit some of them as a class.
- Students read the story again and then match the questions with the answers.

Additional activity: Dictionary work

Ask students to choose five words from the article that are new or that they find interesting. They could look up the definitions in the dictionary. Students compare with a partner the words they chose and their reason.

Answers

- Witnesses saw a man drive a car into a lake and get out unharmed.
- 1 C 2 F 3 A 4 B 5 E 6 D

Subject/Object questions

Aim

- to compare the form and use of subject/object questions

- Before you begin this activity, check students understand what an object and subject is by asking students to reread the title of the news story and identify the verb (*takes*), subject (*Aston Martin*) and object (*dive*). Then ask students to read the two questions and answer in Activity 3, then complete the rules. Students compare their answers and reasons in pairs before going through as a class.
- Ask students to work in pairs and mark each question in Activity 2 with (S) for subject or (O) for object. Go through the answers as a class. Read the **Language tip** aloud. Share or elicit some other examples starting with *What happened ...?* e.g. *What happened to Susanna Evans? What happened on the way to school today?* Refer students to the **Grammar reference** on p.150. If you have a strong class, they could read it independently or for homework. If your students need additional help with grammar, go through it in detail talking through the notes and examples.
- Ask students to read the dialogue quickly to find out what happened, before completing the questions. They should compare their answers in pairs before you go through as a class.
- In pairs, students turn to p.143 and p.144, respectively. Students take turns to ask and answer questions to complete their story.

Answers

- 1 subject 2 object 3 do not use
- subject: 1, 3 object: 2, 4, 5, 6
- 1 did the accident happen 2 caused 3 did the pilot do 4 did he choose 5 happened 6 rescued
- Student A:** 1 Lyndhurst 2 making a cup of coffee 3 comedy programme 4 very good 5 Tina 6 the back garden 7 all the lights went off 8 Ruth 9 an amazing sight 10 half a metre
Student B: 1 Brown 2 Tina 3 Frank 4 doing some homework 5 the end of the afternoon 6 big storm clouds 7 ran into the house 8 Frank 9 an enormous crash 10 A big tree

ActiveTeach interactive activity:

Subject/object questions

Open the additional interactive activity on ActiveTeach. Students look at the scrambled words for each question and the answer to the question, and discuss in pairs which order they think the words should go in. Invite a student to come to the board and drag the words into the correct order while the class makes suggestions and modifications. Then reveal the answers.

ADDITIONAL PRACTICE | Grammar 1–2, **Maximiser** p.28 |
Audio CD-ROM Extra activity

Use of English focus

Reading

Aim

- to identify key word transformations in a text

- Students read the two texts first to find out what happened to Jason. Then they reread and underline the eight phrases in Text 2 which are different from Text 1. Go through as a class. If you are using ActiveTeach, invite a student to underline the phrases using the pen tool.
- Read through the different types of changes. Focus on the first underlined phrase as an example, *used to be* and ask students to compare with the first text *was once*. Look at the second underlined phrase *At the age of* compared to *When he was ...* and elicit the type of change by looking through each change in the list and asking: *Is this a change in tense?* (no); *Is this a change in phrasal verb?* (no); *Is this a change in phrase of vocab item?* (yes); *Is this a change in time expression?* (no); *Is this a change in verb pattern?* (no). Tell students that there may be more than one change for some phrases. Students identify the remaining changes individually or in pairs. Go through the answers with the class.

Answers

- At the age of seventeen, hasn't competed for two years, While he was riding in an important race, had to spend a long time in hospital, he is completely better now, has taken up riding, 'I can't wait to compete'
- hasn't competed, while he was riding, is completely better now, can't wait to
 - has taken up riding
 - at the age of, spend time, is completely better, can't wait to
 - while, a long time
 - to compete

Use of English

Key word transformations

Aim

- to complete an exam-style word transformation activity (Paper 1, Part 4)

- Turn to the **Exam information** on p.4 for students to read for where the key word transformation activity fits into in the exam (Paper 1, Part 4). Go through the rubric and **Exam tip** box carefully with students. Then look at the example as a class. If necessary, go through question 1 with the class as another example. Then ask students to complete the remaining sentences. Strong students could challenge themselves by trying not to look at the clues at first. Students compare their answers in pairs then check as a class.

Answers

- interested in
 - make up my mind
 - looking forward to
 - on account
 - would you rather stay
 - take advantage of
 - I'm concerned
 - on her own

ADDITIONAL PRACTICE | Use of English 1, **Maximiser** p.29

Writing focus

Speaking

Aim

- to introduce the topic of tourism activities and writing a report

- Students discuss the question in pairs. Elicit some ideas and write them on the board.
- Ask students to read the task and elicit a few responses to the question.

Answers

- Students' own answers

Writing

Report

Aim

- to write a report with appropriate features

- Students read the answer then discuss the question in pairs.

- 4 Ask students to read the report again and underline the features. Check as a class.
- 5 In pairs, students discuss each alternative. Then check as a class.
- 6 Students reread the task, then add notes to the grid individually or in pairs.
- 7 Read the **Exam tip** aloud. Refer students to the Useful language section of the **Writing reference** on p.167. This task could be set as a homework activity and collected in to provide individual feedback.

Answers

- 3 Students' own answers
- 4 1 The aim of this report is to ...
 - 2 Extreme sports, Motor racing events, Ghost walk, Conclusion
 - 3 Spectators are also welcome too, In order not to be disappointed it is a good idea ... you will love
 - 4 If you enjoy taking a risk then you will love what they can offer you, ... it is a good idea to book ahead as these activities are often popular.
 - 5 If you want something exciting to do then there are many opportunities in this area.
- 5 1 Dear Sir (used for an informal letter, not a report)
 - 2 I absolutely love (do not give your personal opinion in a report)
 - 3 Are you looking for somewhere unusual to visit? (direct questions are not suitable for a report)
 - 4 You really ought to book in advance. (it is better to use the passive)
 - 5 Finally, I must say that ... (do not use the first person)
- 6 Students' own answers
- 7 Sample answer:

Introduction

This report is intended to give some information about the range of exciting activities that tourists can do while in our area.

Water sports

There are a range of water sports available on the local lake including kayaking, fishing and swimming. These activities are suited to fine weather so it is important to check the forecast.

Nature walks

People who enjoy walking in the outdoors will find many trails around the lake and in the surrounding forest. The walks range from an easy ten-minute stroll to a challenging full-day hike. Maps are available at the local tourist office.

Chocolate factory visit

For a different sort of fun, the chocolate factory offers tours and tastings, which are popular with both adults and children. The guided tours take around 30 minutes and are an interesting opportunity to see how chocolate is made.

Conclusion

There is plenty for tourists to discover in this region. In order to find out more about the activities above and other seasonal events, it is recommend that people begin their stay with a visit to the local tourist office.

Teaching tip

Giving your students an audience

One way to make writing tasks more meaningful is to increase the audience. Ways to do this could include posting student work around the classroom, posting student work on a class blog, or students sharing their work in small groups. Make sure you tell students in advance who their audience is going to be and get permission before posting anything online.

ADDITIONAL PRACTICE | Writing 1–4, **Maximiser** p.29

Review

Aim

- to revise the structures, vocabulary and exam tasks covered in Unit 4

- 1 – 4 Ask students to complete the exercises, circulating to provide assistance. Ask students to check in pairs before checking as a class on ActiveTeach. Alternatively set as a homework activity and then go through the interactive activities on ActiveTeach to check.

Answers

- 1 1 was 2 decided 3 had waited 4 stopped
5 understood 6 planned/was planning 7 needed
8 was sleeping 9 did/was doing 10 were driving
11 fell 12 went 13 got out 14 found 15 was
16 hadn't even woken up
- 2 1 get over 2 getting away 3 turn into 4 work out
5 'm looking forward 6 set off
- 3 1 C 2 B 3 B 4 A 5 B 6 C
- 4 1 Who took her phone? 2 What did Amanda do?
3 Who answered? 4 What did Amanda ask for?
5 Who did Amanda tell? 6 What happened to Amanda and Rory?

ADDITIONAL PRACTICE | Unit 4 Test, **Testmaster** online and on **ActiveTeach** | **Audio CD-ROM** Extra activity

The consumer society

5

Listening and Vocabulary focus

Vocabulary

shops and shopping

Aim

- to expand and use vocabulary related to shopping

- 1 Students work through the questionnaire, then compare their answers in pairs. Then students turn to p.142 to see their results. Elicit whether students agree with their results and why/why not.
- 2 Focus students' attention on the first underlined word in the questionnaire (*brands*) and elicit which definition matches it. Students match the remaining underlined words with the definitions. Students compare their answers in pairs before checking as a class.
- 3 Read the first statement aloud, and elicit which statement it refers to in the questionnaire (10). Students match the remaining sentences then compare in pairs before checking as a class.
- 4 Ask students to write a comment for each of their responses in the questionnaire. Then put students into small groups of three to five (with a different partner from Activity 1 if possible) to discuss their responses to the survey and share their reasons.

Teaching tip

Encourage students to have a specific place to record new vocabulary, whether it's a physical notebook or an electronic record such as in their smartphone.

Answers

- 1 Students' own answers
- 2 1 hypermarket 2 street market 3 brand 4 chain store 5 browse
6 logo 7 shopping centre 8 on credit
- 3 1 10 2 4 3 9 4 6 (also possible: 1)
- 4 Students' own answers

ActiveTeach interactive activity: Shops and shopping

Open the additional interactive activity on ActiveTeach. Students read the two halves of the sentences and discuss in pairs which ones they think should be matched with which. Invite a student to come to the board and connect the sentence halves while the class makes suggestions. Then reveal the answers.

ADDITIONAL PRACTICE | Vocabulary 1–2, **Maximiser** p.30 | **Audio CD-ROM** Extra activity | **ActiveTeach Game:** Wordsearch (students find words hidden in a grid of letters)

Speaking

Aim

- to provide speaking practice on the topic of shopping

- 5** Students discuss the questions in the same groups from Activity 4.

Answers

- 5** Students' own answers

Listening

Multiple choice

Aim

- to complete an exam-style listening activity (Paper 3, Part 1)

- 6** Give students time to read the topics A–E. Play the recording while students match each topic with a dialogue. Check as a class.
- 7** Read the **Exam tip** aloud. Give students time to read the questions and underline key words to help them focus on synonyms and paraphrases in the recording. Play the recording twice. Students compare their answers in pairs before checking as a class.

Teaching tip

If students have found the listening challenging, open the audio script on ActiveTeach and highlight the part of the text that answers each question.

Answers

- 6** A Speaker 3 B Speaker 4 C Speaker 5 D Speaker 1
E Speaker 2
- 7** 1 C 2 A 3 C 4 C 5 A

ADDITIONAL PRACTICE | Listening 1–2, **Maximiser** p.31

Speaking

Aim

- to provide discussion practice on the topic of shopping

- 8** Students discuss the questions with a partner. Then elicit some responses as a class.

Answers

- 8** Students' own answers

Grammar focus

Reading

Aim

- to present future forms in a meaningful context

Warmer: Discussion

Ask students to discuss the following question in pairs:
Do you ever use instant chat on your computer or mobile phone? Why/Why not?

- 1** Students read the instant messages. Elicit what Lorna's problem is and how she is going to solve it.

Answers

- 1** Lorna has forgotten to buy a present for her mum's birthday. She's going to go shopping with Dave.

Future forms

Aim

- to review different future forms and use them correctly to talk about the future

- 2** Point out that there are seven underlined phrases in the instant messages that all refer to the future. Ask students to match the underlined forms with the uses A–G. Students compare their answers in pairs before checking as a class. Read the **Language tip** box aloud. Elicit some further examples using *will* after *I think, I know, I'm sure*, e.g. *I'm sure he'll arrive soon, I think she'll get the job, I'm sure I'll see you again soon*. Refer students to the **Grammar reference** on p.151. If you have a strong class, they could read it independently or for homework. If your students need additional help with grammar, go through it in detail talking through the notes and examples.
- 3** Read the first dialogue with the class as an example. Then elicit which future form would fit best in the first gap (present continuous = *'m meeting*) and why (an arrangement). Students complete the remaining dialogues, referring to the uses in Activity 2 as necessary. If using ActiveTeach, consider keeping the **Grammar reference** displayed as a reference while students complete the activity. Students compare their answers in pairs before checking as a class.
- 4** Go through prompts 1–5, eliciting the appropriate future form to use in each case. Then students discuss each prompt in pairs. Listen carefully, noting down any errors for future correction/practice.

Answers

- 2 1 E 2 C 3 A 4 D 5 F 6 B 7 G
 3 1 'm meeting, 'll come 2 Are you going to buy, might get, 'll see 3 'll be, close, 'll definitely be
 4 'm playing, will be 5 're going to be, 'll explain
 4 Students' own answers

Alternative activity

An alternative set up for Activity 4: students to stand up and walk around the classroom to find a partner. Call out a prompt from 1–5 for the pairs to discuss. Then, students find a new partner and you call out a new prompt. You can call out the numbers more than once each for extra practice.

ActiveTeach interactive activity:

Future forms

Open the additional interactive activity on ActiveTeach. Work through each sentence with the class. Click on the drop-down menu and ask students to read the sentence and options. Invite suggestions from the class and select the answer most students agree is correct. At the end, reveal the answers.

ADDITIONAL PRACTICE | Grammar 1–2, **Maximiser** p.31 |
Audio CD-ROM Extra activity | Photocopiable 5A *Future connections*
Teacher's Book p.121/143

Speaking focus

Listening

Aim

- to present language for making and responding to suggestions in preparation for the collaborative task

Warmer: Discussion

Ask students to discuss the following question in pairs:
What sorts of books do you like to read? Why?

- Students discuss their ideas in pairs. Go through each idea in the box, eliciting whether students thought it was a good idea or not, and why. Then ask students to share any other ideas they had.
- Play the recording while students tick the ideas that they hear.
- Play the recording again, pausing where necessary for students to complete the sentences. Students compare their answers in pairs then check against the audio script (display on ActiveTeach if using).
- Ask students to copy and complete the table. Go through the answers with the class, writing them on the board.

Answers

- Students' own answers
- coffee bar, kids' corner, author visits, loyalty card
- 1 Let's 2 about 3 like 4 not 5 about 6 don't 7 sure 8 might
- making suggestions: 1, 2, 5, 6
 replying to suggestions: 3, 4, 7, 8

Speaking

Collaborative task

Aim

- to complete an exam-style collaborative task (Paper 4, Part 3) using a range of language to make and respond to suggestions

- Give students a few minutes to think about a town centre that they like going to and one they don't. Then ask students to discuss their ideas with their partner.
- Students read the task, then give them about a minute to look at the pictures and think about what they are going to say. Read the **Exam tip** aloud, and remind students to talk about each option in turn, before reaching a decision. Remind them to use the language from the table in Activity 4. Then ask students to do the task. After they have done the task, ask them to tick the language they used from the table. Ask them to change partners and repeat the task, this time aiming to use some of the other language from the table.

Additional activity

If you think your students need a challenge, ask them to change partners one more time. Then elicit how long they need to speak for on this task in the exam (three minutes). Put on the timer on for three minutes in countdown mode on ActiveTeach (or time if you aren't using ActiveTeach) and ask students to complete the task again, aiming to reach a conclusion as close to the three-minute mark as possible.

- Tell students to turn to p.136 in order to complete another exam task. Give them two minutes to read the task and look at the pictures before they begin. Weaker students could refer to the table on p.51 if necessary.

Answers

- 5–7 Students' own answers

ADDITIONAL PRACTICE | Speaking 1–3, **Maximiser** p.32

Reading focus

Speaking

Aim

- to introduce the topic of saving money in preparation for the reading activity, and to provide speaking practice

Teaching tip

If students are studying outside their home country, ask them to have a look at any local currency they have, and discuss who is on it and why, etc. If they are a multinational class, ask if they have examples of their own currency. If your students are a monolingual group studying in their home country, elicit what they know about the British currency instead.

Culture notes

The British currency is called pound sterling. When people talk about how much something costs, they would just say *pound*: *I bought these sunglasses for five pounds*. A common colloquial alternative is *quid*: *I bought these sunglasses for five quid*.

Each pound is divided into 100 pence (p), e.g. the lollipop cost 50p (might be pronounced pence, or commonly just 'pl:').

- Put students in pairs to discuss their ideas. Then ask each pair to join with another pair to compare their ideas. Then ask each group to decide on their best tip in the three categories (food, transport and entertainment) to share with the class.

Answers

- Students' own answers

Reading

Gapped text

Aim

- to complete an exam-style gapped text activity (Paper 1, Part 6)

- Elicit what students should do first with any reading text (read it quickly for gist). Give students a few minutes to read the article. Tell students not to use dictionaries, as they are going to deal with unknown vocabulary later in the lesson. Elicit answers to the question.

- Read the **Exam tip** with the class. Tell students that as they have already read the whole text, they should now read the sentences. Underlining key words in each one can help them focus in the exam. Look at the first gap with the class as an example. Model reading the sentence before and after the gap. Then go through the options one by one, checking if they fit, and putting a mark next to any that students think might be possible rather than deciding on the first one that seems to fit (in this case, perhaps B or G). Students decide which option they think is best. Point out that at this stage, they could also write B/G in the gap and come back to it when they have done the other gaps. Students complete the remaining gaps then compare their answers in pairs before checking as a class. For each gap, elicit reasons why the correct sentence fits.

Teaching tip

When students are comparing their answers in pairs, encourage them to explain their reasons, especially if they disagree.

Answers

- Students' own answers
- B (*money worries* is a paraphrase/related phrase to *concerned about being able to afford*; The phrase *in particular* introduces an example of her money worries, which are referred to in the previous sentence.)
 - E (*But* is a linking word that introduces a contrast from the previous sentence; In sentence E, *it* refers to *living on one pound a day*, and *that* refers to *living like a monk*.)
 - A (Sentence A is about food, which is the topic of this paragraph in the article.)
 - F (Sentence F is about social events, which is the topic of this paragraph in the article.)
 - G (Sentence G describes *another saving she had to make*. This relates to the vocabulary *could not afford*. The linking word *So* introduces a sentence about how Kath communicated to friends, suggested that the missing sentence refers to a mode of communication.)
 - D (The *challenge she had set herself* in the sentence preceding the gap was to buy a good present for her brother's wedding. *Another bonus* in the sentence after the gap suggests that the missing sentence refers to a positive effect of Kath's challenge. This also refers to her being able to buy her brother a good present, the National Trust membership.)

ActiveTeach interactive activity: Confusable words

Open the additional interactive activity on ActiveTeach. Work through each sentence with the class. Click on the drop-down menu and ask students to read the sentence and options. Invite suggestions from the class and select the answer most students agree is correct. At the end, reveal the answers.

Vocabulary

deducing words from context

Aim

- to practise deducing words from context

4 Look at the first underlined word as a class (*monk*) and ask students to read the definitions and choose the one that fits best (a religious man). Then ask students to match the remaining underlined words to their definitions in 1–8. Students compare their answers in pairs before checking as a class.

5 Students complete the questions, then discuss in pairs or small groups.

Answers

- 4** 1 buffet 2 organic farm 3 bonus 4 monk
5 rounds 6 challenge 7 free sample
8 book launch
- 5** 1 free sample 2 buffet 3 challenge
4 organic farm 5 bonus 6 book launch

Additional activity: New vocabulary

Ask students to reread the article and underline any other words they're not sure of or have seen for the first time here. Then, ask them to work in pairs to deduce the meaning of the words. Students check their answers in an English–English dictionary to see how close they were (we recommend the *Longman Exams Dictionary* (see more information on page 6), and also the *Longman Dictionary of Contemporary English* online if students have internet access.) Finish by eliciting what each student learnt.

Speaking

Aim

- to provide speaking practice about the article and saving money

6 Ask students to read the questions. Elicit the meaning of *pointless* (worthless or not likely to have any useful result) and the antonym *worthwhile*. Put students into new pairs to discuss the questions. Elicit some opinions for each question as a class.

Answers

- 6** Students' own answers

Additional activity: Staycations

Ask students to share in pairs any money-saving tips for going on holiday, then elicit a few ideas. Write the word *staycation* on the board and elicit the meaning (an alternative type of holiday (or 'vacation') where instead of going away, you stay at home and plan interesting activities in your own area). Students discuss the questions in pairs: Have you ever had a staycation? Do you like the idea? Why/why not?

Grammar focus

Listening

Aim

- to hear *be used to/get used to* in a meaningful context and to provide listening practice

Warmer

Focus students' attention on the pictures on p.54. Ask students to discuss in pairs which place they would prefer to shop in and why.

- 1** Students discuss the question in pairs. Elicit some ideas from the class and write them on the board.
- 2** Play the recording while students check which of their ideas were mentioned. Elicit answers and ask if any ideas were mentioned by the speaker that the class hadn't thought of.

Answers

- 1–2** Students' own answers

be used to/get used to

Aim

- to contrast *be used to* and *get used to* and to practise using both correctly to talk about changes

- 3** Ask students to complete the sentences as best they can, then play the recording again for them to check. After you have played the recording, make sure you either display the audio script or write the answers on the board so that students can check their spelling is correct.
- 4** Students find phrases from Activity 3 that match the meanings, then compare with a partner before checking as a class.

- 5** Ask students to read the rules and underline the correct option using the sentences in Activity 3 to help them. Then, go through each rule. For each one, elicit an example from Activity 3 that demonstrates the use of the rule. Go through the **Language tip** box with the class and emphasise that *used to* + infinitive is only used for habitual actions in the past. To further illustrate the difference between the uses, write the three example sentences below on the board and ask students to discuss in pairs what each one means.

She used to live in London. (She lived in London but doesn't anymore.)

She is getting used to living in London. (She has recently moved to London, and is in the process of finding it easier.)

She is used to living in London. (Living in London is not new or strange for her. We don't know how long she has lived there, although we would assume that she has lived there for some time.)

If students are not sure, write up the meanings in brackets out of order to match them with the sentences. Finally, elicit the answers as a class. Refer students to the **Grammar reference** on p.151.

- 6** Write up the starters on the board to help students write their three sentences: *When I started at (college name), I wasn't used to ... Now I'm used to ...* Then ask students to compare their answers with a partner. Elicit some examples.

Answers

- 3** 1 get used to 2 get used to 3 'm used to seeing
4 can't get used to 5 isn't used to paying
6 'm not used to 7 are used to working
8 'll get used to
- 4** 1 get used to 2 be (am) used to 3 can't get used to
4 not used to
- 5** 1 -ing 2 a state 3 a changing situation
- 6** Students' own answers

ActiveTeach interactive activity:

be used to/get used to

Open the additional interactive activity on ActiveTeach. Work through each sentence with the class. Click on the drop-down menu and ask students to read the sentence and options. Invite suggestions from the class and select the answer most students agree is correct. At the end, reveal the answers.

ADDITIONAL PRACTICE | Grammar 1–2, **Maximiser** p.34 |
Audio CD-ROM Extra activity | **ActiveTeach Game:** Stepping stones
(students build a path from one side of the screen to another)

Speaking

Aim

- to provide speaking practice using *be used to/get used to*

- 7** Students work individually to complete the sentences. Circulate, helping as necessary.
- 8** Students compare their answers in pairs. If you have a multinational class, make sure students are working with someone from another country if possible, to make the discussion more interesting. Students could swap partners and share again for additional practice.

Answers

- 7–8** Students' own answers

Use of English focus Speaking

Aim

- to introduce the topic and vocabulary related to food shopping and bargains in preparation for the multiple-choice cloze, and to provide speaking practice

Warmer: Memory game

Tell students that you are going to read them a shopping list for a party and they need to remember as many items as possible without taking notes. Read the following list: taco shells, one kilogramme of mince, two cans of chilli beans, bag of tomatoes, one lettuce, three avocados, one lime, two litres of lemonade, a tub of ice cream, a block of white chocolate. Put students into pairs and give them three minutes to write down the items they remember. Students get one point for every correct item, and a bonus point for the correct quantity. Pairs add up their points to find out who has the best memory.

- 1** Students discuss the questions in pairs. Elicit a few answers to each question.

Answers

- 1** Students' own answers

Use of English

Multiple-choice cloze

Aim

- to complete an exam-style multiple-choice cloze activity (Paper 3, Part 1)

- 2 Give students time to discuss in pairs why the underlined word in each sentence is incorrect. Elicit the answers as a class.

Additional activity

Following Activity 2, ask students in their pairs to think of a better alternative in each case. Elicit possible answers as a class.

- 3 Tell students that this is a true story. Emphasise that students should read the article and answer the questions without worrying about gaps yet. This is to help them practise reading quickly for gist first when they see any text in the exam. Elicit the answers.
- 4 Read the **Exam tip** box with the class. Then look at the first gap with the class as an example. Referring to the suggestion in the **Exam tip** box, model looking carefully at the words before and after the gap. Then look at options A–D in turn, trying each one in the gap, and eliciting whether there is any reason it can or can't fit, e.g. A (would need the preposition *for*), B (possible), C (doesn't make sense as we don't use *asked* in this way in English), D (would have to be passive: *were bought for*). As A, C and D don't fit, we know it must be B by process of elimination. Students complete the rest of the gaps then compare their answers (and reasons) in pairs before checking as a class.

Answers

- 2 1 *prefer* is followed by *to* (*rather*) 2 wrong preposition (*gave up*) 3 wrong preposition (*looking for*) 4 *despite* is followed a noun (*although*) 5 wrong verb (*did*) 6 wrong collocation (*high*)
- 3 1 There was a mistake in the pricing. 2 They bought huge numbers and sold them on. 3 return flights to Europe/the USA for customers who spent over a hundred pounds
- 4 1 B 2 C 3 A 4 D 5 C 6 C 7 A 8 C 9 D 10 D

ADDITIONAL PRACTICE | Use of English 1–2, **Maximiser** p.34

Speaking

Aim

- to provide speaking practice on the topic of shopping

- 5 Students discuss the question in pairs. Ask a few pairs to share whether they agreed with their partner or not and their reasons.
- 6 Ask if anyone has heard of 'freegans' and elicit anything they know about them. Tell students to turn to p.141 and read the task and article to find out more about

them. Students work in pairs to decide on ten words to take out to make a gap-fill exercise. Combine each pair with another pair to make groups of four for students to compare and discuss the words they chose. Finally, ask each group to discuss the question about wasting food. Ask each group to briefly share what they decided.

Answers

5–6 Students' own answers

Useful resources

There are many internet videos and podcasts about freegan lifestyle and dumpster diving for further discussion. Remember to preview any clips before you show the class to check relevance and appropriacy.

Writing focus

Speaking

Aim

- to provide speaking practice on the topic of advertising

- 1 Put students into pairs to discuss the question.

Answers

1 Students' own answers

Writing

Essay

Aim

- to write an exam-style essay following a paragraph structure and using appropriate expressions and vocabulary

- 2 Ask students to read the task and underline key words.
- 3 Students make a list in pairs. Encourage students to think of at least three good and bad effects. Then ask each pair to join with another pair to compare ideas.
- 4 Tell students they are going to read an essay that a student wrote in response to the task. After students have read the essay, elicit the points that were made. Then ask students to discuss whether they agree with each point in pairs. Then ask students to read the **Exam tip**.

- 5** Ask students to look at the underlined expressions in the essay in Activity 3, and elicit which one is used to introduce an opinion (*In my view ...*). Then, ask students to match the remaining underlined words with their uses. Students compare their answers in pairs before checking as a class.
- 6** Ask students to underline the vocabulary. If using ActiveTeach, you could invite a student to come to the board and use the pen tool to underline the vocab while other students direct her/him.
Ask students to turn to the **Writing reference** on p.164 and read the task and essays. Elicit the writer's point of view on the statement (disagrees). Then talk through the DOs and the Useful language box.
- 7** Ask students to read the task. Ask students to discuss the question in pairs, then elicit a few opinions.
- 8** Talk through the paragraph structure with students. Tell students that taking the time to plan the structure in the exam will help them write a well-structured essay, which will get them more marks. Elicit how they are going to show that there is a new paragraph (miss a line or indent). If your students need a lot of support with writing, you could make an essay plan as a class or have students do it in pairs.
- 9** This could be set as a homework activity. Remind students to proofread their work before they hand it in.

Teaching tip

Proofreading checklist

Give students a proofreading checklist to help remind them to check different aspects of their written work:

- included all aspects of the task
- clear paragraphs
- appropriate style and formality
- interesting and appropriate vocabulary
- verb tense and agreement
- spelling
- punctuation and capitalisation

Answers

2–4 Students' own answers

5 1 In my view 2 However, Nevertheless 3 of course
4 As well as, First of all 5 On balance

6 posters, TV commercials, magazines, newspapers, campaigns, aimed at, put pressure on, designer clothes, brands

7–8 Students' own answers

9 Sample answer:

I think advertising has a huge influence on the decisions people make and the lifestyle they aim for, especially young people.

It is often thought that advertising is important to give us information as consumers. This is because it helps us know what products and services are available.

While it is true that it can be useful to know about new products, advertising also encourages young people to buy things that they can't afford as it increases the pressure to own certain items. This can lead to people feeling bad even if they were content before seeing the advert. In addition, it may lead to some people getting into debt.

Another disadvantage of advertising is that it encourages unhealthy habits; for example, if you see junk food advertised, you are more likely to buy some.

In conclusion, I must say that even though I do believe that advertising has a negative influence on young people, I don't believe it should be banned completely. Instead, I think there should be stricter guidelines for advertisers on how they market their products.

ADDITIONAL PRACTICE | Photocopiable 5B *In other words, ...*
Teacher's Book p.121/144

Review

Aim

- to revise the structures, vocabulary and exam tasks covered in Unit 5

- 1 – 4** Ask students to complete the exercises, circulating to provide assistance. Ask students to check in pairs before checking as a class on ActiveTeach. Alternatively set as a homework activity and then go through the interactive activities on ActiveTeach to check.

Answers

- 1** 1 street market 2 supermarket 3 chain stores
4 hypermarket 5 centre 6 on credit 7 online
8 browse
- 2** 1 going to fall 2 will pass 3 will buy 4 are going to rent
5 's spending 6 departs 7 it's going to rain
8 are you doing, Are you meeting
- 3** 1 C 2 D 3 A 4 B 5 F 6 E
- 4** 1 not used to driving on the left/used to driving on the right
2 get used to wearing these contact lenses
3 got used to Canadian winters/the winters in Canada
4 used to eating with chopsticks
5 used to looking after himself when he left home
6 got used to cooking his own meals and ironing his shirts

ADDITIONAL PRACTICE | Unit 5 Test, **Testmaster** online and on **ActiveTeach** | **Audio CD-ROM** Extra activity

Working lives

6

Vocabulary and Speaking focus

Vocabulary

finding a job

Aim

- to review and expand vocabulary related to jobs/employment

Warmer: Swap the question

Introduce the unit title: Working Lives. Give each student a slip of paper and ask them to write a question related to work on it. Circulate, checking question forms. It doesn't matter if some of the questions are the same. Students stand up and find a partner. They ask and answer their questions, then swap question papers. Then they find a new partner and repeat. Allow students five to ten minutes to talk to a range of people.

- 1 Students order the statements in order of importance to them.
- 2 Put students into pairs to compare their ideas from Activity 1. Elicit whether their ideas were similar or different.
- 3 Elicit the difference between *wage* (money you earn that is paid according to the number of hours, days, or weeks that you work) and *salary* (money that you receive as payment from the organisation you work for, usually paid to you every month), *part time* (someone who has a part-time job works for only part of each day or week) and *full time* (for all the hours of a week during which it is usual for people to work, study, etc; around 40 hours), and *temporary* (continuing for only a limited period of time) and *permanent* (continuing to exist for a long time or for all the time in the future). Ask students to copy and complete the table, adding the words and phrases under the best heading. Students compare their answers in pairs before checking as a class.
- 4 Model the activity by reading the example aloud, and asking students to guess the word (letter of application). Students work in pairs to complete the activity.

Answers

1–2 Students' own answers

3 Types of job: temporary, part-time, full-time, permanent

Money: salary, wage

Applying for jobs: application form, interview, candidate, CV, letter of application

4 Students' own answers

ADDITIONAL PRACTICE | Vocabulary 1–3, Maximiser p.36 | Audio CD-ROM Extra activity

Vocabulary

word building

Aim

- to practise building words

- 5** Give students about a minute to do this activity in pairs.
- 6** Play the recording for students to check. Then ask students to underline the main stress in each word. Play the recording again, pausing after each word for students to repeat. If students have the Audio CD-ROM, remind them that they can listen and repeat again at home.

Answers

- 5** Students' own answers
- 6** 1 employer oOo 2 employees ooO
3 employment oOo 4 unemployment ooOo
5 unemployed ooO 6 employable oOoo

Additional activity

In pairs, students choose two more words from p.58 and make other words from them. They use their words to write three gapped sentences to test another pair. Alternatively, students prepare the gap fill in pairs then hand them in for checking. Select ten of the sentences to use as a warmer or additional activity in a later lesson. Either create a worksheet or write the sentences on the board (with a root word in brackets).

ActiveTeach interactive activity:

Finding a job

Open the additional interactive activity on ActiveTeach. Students read the sentences and discuss in pairs how they think the gaps should be filled in. Invite a student to come to the board and drag the correct word into each gap while the class makes suggestions. Then reveal the answers.

ADDITIONAL PRACTICE | **ActiveTeach Game:** Sheep out (students spell words to rescue sheep)

Speaking

Aim

- to provide speaking practice on the topic of careers

Teaching tip

The English word *career* is a 'false friend' for some other languages. For example, the Spanish word *career* refers to what is in English a university major.

- 7** Elicit the meaning of *career* (a job or profession that you have been trained for, and which you do for a long period of your life). Share a few examples, e.g. *a career in journalism, a teaching career, He realised that his acting career was over.*

Answers

- 7** Students' own answers

Collaborative task and discussion

Aim

- to complete an exam-style collaborative task and discussion

Teaching tip

Remind students to talk about each picture in turn before agreeing on a conclusion. You could turn back to the phrases in Activities 5 and 6 on p.29 or even play the recording to remind students of useful phrases to use to involve their partner and give opinions.

- 8** Give students a few minutes to look at the photos and read the task before completing it in pairs.
- 9** Play the recording, then elicit what the candidates talked about and ask students if anything was mentioned that they hadn't discussed.
- 10** Students read the questions (which relate to the same photos on p.59). Then play the recording. Elicit the question Roberta and Eduardo are talking about.
- 11** Students complete the phrases. Then play the recording again for students to check their answers.
- 12** Go through the **Exam tip** with the class. Students discuss the questions from Activity 10 with a partner. This part is around three minutes in the exam. When students have finished, ask them to review the phrases from Activity 11, and tick the ones they used. Invite students to swap partners and repeat the discussion. They should try to use some of the introductory phrases that they didn't use the previous time to practise.

Answers

- 8–9** Students' own answers
- 10** question 4
- 11** 1 interesting 2 honest 3 thought 4 depends
5 general 6 Come
- 12** Students' own answers

ADDITIONAL PRACTICE | Speaking 1–3, **Maximiser** p.37

Reading focus

Speaking

Aim

- to introduce the topic of the 'perfect/ideal job' in preparation for the reading activity, and to provide speaking practice

- Put students into pairs to discuss the questions. Students change partners and discuss again.

Answers

- Students' own answers

Additional activity

Tell students that we often use the question *What do you do?* to ask about someone's job/profession. Write the following additional discussion question on the board for students to discuss in pairs: *Do you know anyone who loves their job? What do they do?*

Reading

Multiple matching

Aim

- to complete an exam-style multiple matching activity (Paper 1, Part 3)

- Give students a few minutes to skim the article. Elicit what the three jobs are, and which job could pay the most.

- Read the rubric and the **Exam tip** with students. Ask them to underline key words in the questions and think of some paraphrases or synonyms. Focus on question one as an example with the class. Elicit some paraphrases or synonyms that could relate to 'early in the year', e.g. January/February, season, after New Year. Students complete the questions then compare their answers in pairs before checking as a class. Elicit the section of the text that answers each question.

- In pairs, students discuss the questions. Then elicit some answers for each.

ActiveTeach interactive activity:

Two-part nouns

Open the additional interactive activity on ActiveTeach. Work through each sentence with the class. Click on the drop-down menu and ask students to read the sentence and options. Invite suggestions from the class and select the answer most students agree is correct. At the end, reveal the answers.

Answers

- B (the magician can earn up to £100,000)
- 1 B (January and February are good months to think up new tricks.)
2 A (I travel to trade shows in Barcelona and Florence on big buying trips – that's a real bonus!)
3 C (I love going out and catching new things and talking to fishermen.)
4 B (people can really annoy you – like when they shout out in the middle of your act.)
5 C (a side of the job that I don't particularly enjoy is public speaking – for example, when I'm at conferences)
- A (If I want to try out a new brand, I have to drop a brand we already have. That can be unpleasant)
- C (I did a biology degree followed by an MSc and a doctorate – having those makes me feel I've done something worthwhile.)
- B (One reason I went into magic was because when I was growing up I used to get bored with things very quickly. My parents gave me a book of magic tricks to keep me busy.)
- C (If I am in the office it's a 9.00 a.m. to 5.30 p.m. day, but if I'm going to sea I start at 7.30 a.m.)
- B (You can also do TV work which usually brings in a lot of money.)
- Students' own answers

ADDITIONAL PRACTICE | Reading 1–3, **Maximiser** p.38

Vocabulary

phrasal verbs in context

Aim

- to expand knowledge of phrasal verbs

- Students complete the sentences then compare their answers in pairs before checking as a class. Then working in pairs, students think of a job that each sentence could describe. Go through as a class.

Answers

- 1 go into 2 sort out 3 think up 4 start out
5 get in 6 try out 7 start up 8 stay ahead

Speaking

Aim

- to provide speaking practice about jobs

- 6** Students match the questions and answers then compare in pairs before checking as a class.
- 7** Students select one of the people from the article to be in the role play. They should choose a different person from their partner. To prepare for the interview, they reread the section of the article about their chosen person again. Students take turns to be the interviewer and the interviewee, using the questions and starters in Activity 6 to help.

Answers

- 6** 1 E 2 F 3 G 4 D 5 A 6 H 7 C 8 B
7 Students' own answers

Grammar focus

Listening

Aim

- to present comparatives and superlatives in a meaningful context and to provide listening practice

- 1** Students read the advertisement and discuss the question in pairs.
- 2** Read the rubric aloud and give students time to read the questions. Then play the recording. Elicit the answers.
- 3** Students complete the dialogue then compare their answers in pairs. Play the recording for students to check.
- 4** Read the question aloud and elicit some opinions. Then play the recording for students to check.

Answers

- 1** Students' own answers
2 1 Karine 2 Cameron 3 Hector
3 1 the best 2 the most experienced 3 as
 4 as 5 more challenging 6 the youngest
 7 the least experienced 8 the most enthusiastic
 9 much more 10 less confident 11 a little older
 12 the highest 13 as good as 14 the least punctual
 15 the worst
4 Students' own answers

Making comparisons

Aim

- to review the patterns for forming comparatives and superlatives

- 5** Talk through the table with students. Check that they understand that a comparative is used to compare two things (or people) whereas a superlative is used to say that something is the most/least of a group of three or more things. Students copy and complete the table using the dialogue in Activity 3, then compare their answers in pairs before checking as a class.
- 6** Working in pairs, students complete the rules with the words in the box. Go through the answers as a class then focus students on the **Language tip** box. Elicit any other adjectives that students can think of ending in -y, e.g. *happy, angry, healthy*, and elicit the spelling of the comparative and superlative, e.g. *happier, happiest, angrier, angriest, healthy, healthiest*. Refer students to the **Grammar reference** on p.152.
- 7** Remind students that they can use the table in Activity 5, rules in Activity 6 and the **Grammar reference** to help them with this activity. Students complete the sentences then compare in pairs before checking as a class. Then students discuss with their partner whether they agree with each one.

ADDITIONAL PRACTICE | ActiveTeach Game: Stepping stones
(students build a path from one side of the screen to another)

Answers

- 5** 1 youngest 2 most enthusiastic 3 older
 4 less confident 5 best 6 worst
6 1 one or two 2 three 3 same 4 irregular
7 1 most important 2 least favourite 3 worst 4 higher

Speaking

Aim

- to provide speaking practice using comparatives and superlatives

- 8** Read the rubric and example aloud, then elicit some sentences to compare the jobs in the first group as a model. Write these on the board (or ask a student to) and make sure that both superlatives and comparatives are used. Then, working in pairs, students discuss one of the other groups of jobs. Circulate, checking that the superlatives and comparatives are being used accurately. Then elicit a few ideas from each group.

ActiveTeach interactive activity: Making comparisons

Open the additional interactive activity on ActiveTeach. Work through each sentence with the class. Click on the drop-down menu and ask students to read the sentence and options. Invite suggestions from the class and select the answer most students agree is correct. At the end, reveal the answers.

Answers

8 Students' own answers

ADDITIONAL PRACTICE | Grammar 1–3, **Maximiser** p.39 |
Photocopiable 6A 5, 4, 3, 2, 1 **Teacher's Book** p.122/145 |
Audio CD-ROM Extra activity

Use of English focus

Vocabulary

prepositional phrases

Aim

- to review and expand knowledge of prepositional phrases

Warmer: Hotseat game

Place a chair in front of the board facing away from the board. Invite a volunteer to sit in the 'hotseat' and tell them that you are going to write a word/phrase from this unit on the board but they should not turn around to see it. The other students take turns to give the student in the 'hotseat' clues (without saying any part of the word) to help them guess what the word on the board is.

- Students complete the comments with the prepositions in the box. Then they compare in pairs before checking as a class.
- Students match the expressions and meanings. They compare in pairs before checking as a class. Read the **Exam tip** aloud and allow students a few minutes to note down some of the prepositional phrases from Activity 1 in a place of their choice, e.g. notebook, smartphone.

Answers

- 1 1 out 2 in 3 out, in 4 from, on, by 5 by 6 in
2 1 in charge of 2 on her own, by myself
3 out of work 4 out of order 5 in aid of
6 by chance 7 in case 8 from home

Use of English

Open cloze

Aim

- to complete an exam-style open cloze activity (Paper 3, Part 2)

- Allow students two minutes to skim the text and answer the questions. Elicit the answers.

- Students complete the gaps then compare their answers in pairs before checking as a class. Remind students of the **Exam tip**, and give them a few minutes to note down any new phrases from this activity.

Answers

- 1 The writer mentions four jobs: picking fruit, working for a furniture removal company, working for a butcher's, working for a sports equipment company.
2 The job in the butcher's shop was the most unpleasant; the job packing table tennis balls was the most boring.
- 1 from 2 was 3 had 4 without 5 most 6 on
7 of 8 a 9 like 10 less

ADDITIONAL PRACTICE | Use of English 1–2, **Maximiser** p.40

Speaking

Aim

- to provide discussion practice on the topic of part-time/holiday jobs

- Students discuss the questions in pairs or small groups.

Answers

- Students' own answers

Listening focus

Listening

Sentence completion

Aim

- to complete an exam-style sentence completion activity (Paper 4, Part 2)

Warmer: Discussion

Students discuss the following questions in pairs: *Do you have a favourite actor or actress? Do you think you would enjoy being famous? Why/why not?*

- Students discuss the questions in pairs. Ask a few students to share their opinion.
- Ask students to read the question then play the recording. Elicit ideas.

- 3 Read the rubric and then focus students' attention on the **Exam tip**. Ask students to read the sentences and discuss with their partner what sort of information is missing, e.g. number, noun, adjective, etc. (1 Adjective 2 noun 3 noun 4 noun 5 noun 6 noun 7 date or place 8 adjective.) Then play the recording. Go through the answers as a class.

Answers

- Students' own answers
- Her father is an actor (I knew quite a bit about acting before I started 'cos my dad is an actor, so I'd been to some of his rehearsals and knew about the hard work acting involves.)
- 1 popular 2 responsibilities 3 make-up 4 theatre
5 lighting 6 cheese 7 2009 8 lucky

ADDITIONAL PRACTICE | Listening 1–2, **Maximiser** p.40

Vocabulary

deducing words from context

Aim

- to practise deducing words from context

- Remind students that the skill of deduction is important in the exam and in real life. Students match the words and definitions then compare answers in pairs before checking as a class. If using ActiveTeach, display the audio script and ask a student to highlight the words 1–7 using the highlighter tool with help from the other students.
- Students complete the sentences with words from Activity 4, then compare with a partner before checking as a class. Put students in small groups of four to five to share whether each one is true for them. Tell students they should try and add additional information in their discussion, e.g. *Personally I agree with the first sentence, I'm always very punctual. I can only remember one time that I've been late, and I felt terrible about it even though I had been stuck in traffic because of an accident and there was nothing I could do about it.* If you have some weak students, write some starters on the board for them to use in the discussion, e.g. *Personally ... For me ... Generally I ... I'd probably say ...*

Additional activity: Adjectives

Ask students to identify the adjectives in Activity 4 and write these on the board and elicit the comparative and superlative forms for each. Remind students of the spelling change, with -y turning to -i in comparative and superlative forms for adjectives of two syllables or less.

Answers

- 4 1 D 2 E 3 F 4 G 5 A 6 C 7 B
5 1 punctual 2 muddy 3 lie-in 4 dress up
5 glamorous 6 practical

Grammar focus

Speaking

Aim

- to make predictions about a text

Warmer: Blogs

Elicit what a *blog* is. (A blog is a web page that is made up of information about a particular subject, in which the newest information is always at the top of the page.) Ask students to discuss the following questions in pairs: *Do you ever read blogs? What type? Do you subscribe to any blogs? Have you ever blogged, and would you ever consider it? Why/Why not?*

- Read the rubric aloud and ask students to predict in pairs what Harry's work experience involves. Students read Harry's blog then elicit what the work involves (a range of tasks including selling books in the gift shop and research. It also involves arriving early and signing in and out every day. No uniform is required.) Ask students if they think they would enjoy work experience at the Royal Hampton Museum.

Answers

- Students' own answers

Obligation and necessity

Aim

- to compare and use different ways of expressing obligation and necessity

- Ask students to read the blog again and match the underlined verb forms to the descriptions A–H. Students compare their answers in pairs before checking as a class. Go through the **Language tip** box with students and elicit a few other examples related to learning English, e.g. *You should try to make friends with people you can practise English with. You shouldn't worry if it's difficult at the beginning, it gets easier, etc.* Refer students to the **Grammar reference** on p.153.

- 3 Read the rubric aloud then focus on the first question as an example with the class. Ask students to read the question, and elicit what needs to go in the gap (*mustn't leave*). Students complete the rest of the questions then compare their answers in pairs before checking as a class.

ActiveTeach interactive activity:

Obligation and necessity

Open the additional interactive activity on ActiveTeach. Work through each sentence with the class. Click on the drop-down menu and ask students to read the sentence and options. Invite suggestions from the class and select the answer most students agree is correct. At the end, reveal the answers.

Answers

2 1 A 2 G 3 C 4 D 5 E 6 H 7 F 8 B

- 3 1 *mustn't leave* 2 *don't need to buy* 3 *was supposed to post* 4 *don't have to get up* 5 *had to help my brother* 6 *should get a weekend job*

ADDITIONAL PRACTICE | Grammar 1–2, *Maximiser* p.40–41 | **Audio CD-ROM** Extra activity

Speaking

Aim

- to practise expressing obligation and necessity in discussion

- 4 Write the following starters on the board *You must ...*, *You mustn't ...*, *You should ...*, *You shouldn't ...*, *You don't have to ...*. Then students complete the discussion in pairs. Elicit some ideas as a class.
- 5 Allow about ten minutes for students to complete the activity in pairs. Then combine the pairs to make a group of four, for students to compare their rules. Circulate, listening and checking that the forms for obligation and necessity have been used accurately.

Answers

4–5 Students' own answers

Alternative activity

Instead of Activity 5, students could choose a place to write rules for in groups, e.g. swimming pool, English class, manners in their country.

Writing focus

Reading

Aim

- to provide a meaningful context for a model letter of application

Warmer: Word square

Copy the following letter square onto the board.

U	D	E
F	A	G
I	L	R

Put students into pairs and tell them that they have three minutes to find as many English words as they can in the word square using the letters only once for each word. Words must be a minimum of three letters and contain the central letter (in this case A), e.g. *deal*, *real*, *large*, *lead*, *fail*, *glad*, *guard*. Tell students they will get a point for each word and 10 points if they find a job title using all nine letters in two words (*life guard*). Go through the words students find, writing them on the board. The pair with the most points is the winner. If no one found the job title *life guard*, give clues until they guess.

- 1 Ask students to read the advertisement. Elicit whether a job application letter should be in a formal or informal style and why.

Answers

- 1 formal because you do not know the person

Writing

Letter of application

Aim

- to write a letter of application using appropriate formal style

- 2 Students tick the points that should be included and then discuss their answers in pairs before checking as a class.
- 3 Students read the letter and underline the points from Activity 2 that David includes. Write the numbers 1–4 on the board and discuss which points David includes in each paragraph.
- 4 Students find the formal equivalents to the phrases and compare in pairs before checking as a class.

Additional activity: Writing reference

Students turn to **Writing reference** on p.171. Students read the task and the model answer. Elicit the details Richard has included under each bullet point in the task: knowledge of the city (very good, Richard grew up there), languages (French, Spanish and a little German), availability (mid-June – end of September.) Talk through the DOs in the letter, then go through the Useful language box as a class.

- 5** Read the rubric and **Exam tip** aloud. Then ask students to read the task and underline the key words. The writing can be set as a homework task then collected to provide individual feedback. Remind students to refer to the phrases in the Useful language box on p.171 as they write. If your students find writing difficult, plan the letter paragraph by paragraph (using the structure from Activity 3) as a class.

Answers

- 2** 1, 2, 5, 6, 8, 9, 11, 12
- 3** Paragraph 1: 1, 2 Paragraph 2: 5, 6, 8 Paragraph 3: 9 Paragraph 4: 11, 12 Not included: 3, 4, 7, 10
- 4** 1 believe 2 currently 3 would like 4 enjoy
5 if you accept my application 6 I can be available
7 I would be grateful if you could let me know
8 You can contact me 9 I look forward to hearing from you soon. 10 Yours sincerely
- 5** Sample answer:
Dear Mrs Jakes,
I am writing to apply for the position of au pair as advertised on travelabroad.com.
I am a 21-year-old Italian student, currently studying Education at university in Milan. I have a lot of experience working with young children including babysitting my three younger siblings. In addition, I spent last summer looking after three-year-old twins in Switzerland which also included some housework duties. I can do a variety of art, music and outdoor activities with your children. I play the guitar and am a strong swimmer. I also hold a current first aid certificate.
I have always wanted to take English lessons abroad, and would enjoy taking the opportunity to combine work and study. I would be grateful if you could let me know more details about the school nearby.
If you accept my application, I would be available to arrive from 1 June. I enclose my CV and two references.
I hope to hear from you soon.
Yours sincerely,
Marina Vidotti

Alternative activity

If your students are likely to apply for jobs in English in the near future, give them the option of finding a job advertisement of their choice and writing a letter of application for it. They should include the advertisement when they hand in their work.

ADDITIONAL PRACTICE | Writing 1–3, **Maximiser** p.41 | Photocopiable 6B *The right register* **Teacher's Book** p.122/146

Progress Test 2**Aim**

- to revise structures, vocabulary and exam tasks covered in Units 4–6

Set the test as a homework activity and then go through the interactive activities on ActiveTeach to check the answers.

Answers

- 1** 1 interview 2 achievement 3 good prospects
4 unemployed 5 worthwhile 6 salary
7 temporary 8 wage 9 candidate
10 application form
- 2** 1 rewarding 2 exhausted 3 challenging
4 advertisement 5 enthusiastic 6 arrangement
7 stressful 8 accommodation
- 3** 1 mustn't 2 didn't need to 3 aren't supposed to
4 mustn't 5 aren't allowed to 6 must
- 4** 1 was visiting 2 came 3 took 4 let her go
5 had finished 6 came 7 was giving
8 remembered 9 had left 10 told 11 knew
12 were interviewing 13 returned
14 had already given 15 was writing
- 5** 1 A 2 C 3 D 4 B 5 C 6 C 7 D 8 B
9 C 10 D
- 6** 1 make up my mind 2 as experienced as 3 on your own
4 out of order 5 a bigger size than 6 needn't buy/don't need to buy
7 used to live 8 am bored by
- 7** 1 an interesting question 2 about taking
3 don't you think 4 far as I am concerned
5 should take advantage 6 to think of it
7 could always 8 To be honest
- 8** 1 B 2 A 3 D 4 F 5 C 6 E
- 9** 1 to 2 taken 3 at 4 were 5 most 6 do
7 own 8 case 9 forward 10 used

ADDITIONAL PRACTICE | Unit 6 Test, **Testmaster** online and on **ActiveTeach** | **Audio CD-ROM** Extra activity

Well-being

7

Speaking and Use of English focus

Speaking

Long turn

Aim

- to complete an exam-style long turn speaking activity (Paper 5, Part 2)

Warmer: Collocations

Focus students' attention on the unit title and elicit the meaning of *well-being* (a feeling of being comfortable, healthy and happy). Share the following collocations and examples: well-being of, e.g. *We are responsible for the care and well-being of all our patients*; a sense/feeling of well-being, e.g. *A good meal promotes a feeling of well-being*. Ask students to discuss the following question in pairs: *What sorts of things promote a sense of well-being?* Elicit some ideas from the class (exercise, friendships, eating healthy food, living in a pleasant environment, relaxation, reducing stress, regular holidays).

- 1 Put students into pairs to discuss the questions. Elicit a few answers for each from the class.
- 2 Ask pairs to discuss the question. Elicit some ideas with the class and write these on the board. Read the first part of the **Exam tip** aloud. Remind students that this is in contrast to the collaborative task, where they talk about each element individually before coming to a conclusion. Read the second part of the **Exam tip** aloud. Remind students that if they don't remember what the examiner has asked them to do, they can look at the questions above the pictures as a prompt.
- 3 Give students time to read the questions, then play the recording. Students compare their ideas in pairs before checking as a class.
- 4 Elicit the examiner's follow-up question and Carlos's reply. If students have trouble remembering, play the recording a second time.
- 5 Play the recording again while students complete the sentences. Students discuss the questions with a partner then compare as a class.
- 6 Make sure students are clear that Student A does the first task and Student B listens and answers the follow-up question, before swapping. For additional practice, students could swap partners and attempt the other task.

Teaching tip

While students are completing the tasks, circulate and listen to make sure that students comparing the pictures rather than describing each one individually.

Answers

- 1–3 Students' own answers
- 4 Examiner: Carlos, what was your favourite possession when you were a child?
Carlos: My first bicycle. My grandparents bought it for me for my birthday. I was very proud of it.
- 5 1 seems (compare) 2 looks (compare) 3 Perhaps (speculate) 4 while (compare) 5 whereas (compare), must be (speculate) 6 sure (speculate)
- 6 Students' own answers

ADDITIONAL PRACTICE | Speaking 1–2, *Maximiser* p.42

Vocabulary

adjectives: prefixes and suffixes

Aim

- to form adjective antonyms using prefixes and suffixes

- 7 Discuss each adjective as a class, eliciting whether the underlined part is a prefix or a suffix. Check students know the meanings of the words. If necessary, pre-teach *careless* (not paying enough attention to what you are doing so that you make mistakes, damage things, etc.), *cheerful* (happy, or behaving in a way that shows you are happy), *informal* (relaxed and friendly without being restricted by rules of correct behaviour). Read the **Language tip** box aloud. Elicit or share some suffixes that do not add to the meaning but change form, e.g. *happy*>*happiness* (noun to adjective), *inform*>*information* (verb to noun), *fortunate*>*fortunately* (adjective>adverb). Then contrast this with some more examples with *-ful/-less* and how they change meaning e.g. *cheerful/cheerless*, *shameful/shameless*, *thoughtful/thoughtless*.

Teaching tip

You could point out the difference between *careless* and *carefree*. We use *carefree* to say that someone has no worries, e.g. *they all felt happy and carefree*.

- 8 Look at the example *unfortunate* and point out that it is the antonym (opposite) of *fortunate* with the prefix *un-*. Ask students to complete the table in pairs, then check as a class.
- 9 Students complete the sentences then compare in pairs before checking as a class.

Teaching tip

Point out that not all adjectives that end in *-ful* or *-less* as a suffix can use both, e.g. the antonym of *beautiful* is *ugly*. Other irregular examples include *heartless*, *headless*, *brainless*, *dreadful*.

Answers

- 7 prefixes: *-un*, *-in* suffixes: *-less*, *-ful*
- 8 un-: unfortunate, unexpected, unlikely; im-: impolite, impossible; dis-: dishonest; in-: incorrect, inexperienced, informal; ir-: irregular irrelevant
- 9 1 painful 2 useless 3 careful 4 joyful
5 pointless 6 hopeful

ADDITIONAL PRACTICE | Photocopiable 7A *Three of a kind*
Teacher's Book p.123/147

Use of English

Word formation

Aim

- to complete an exam-style word formation activity (Paper 1, Part 3)

- 10 Ask students to skim the web post for gist and decide whether they agree with it. Tell them not to worry about the gaps yet.
- 11 Focus on the example gap (0). Ask students whether you need to change *POSSIBLE* into an adjective. (No, it is already an adjective.) Then read the sentence with *possible* in the gap and ask if you need to change it in any other way so that it makes sense. (Yes, it needs the prefix *im-* added.) Do the same with gap (1). Students complete the remaining gaps then compare in pairs before checking as a class.
- 12 Students discuss the question in pairs. Ask students to think about whether similar or different things make them happy compared to their partner. Then ask students to swap pairs and tell their new partner about their first conversation.

Additional activity: Gap-fill challenge

In pairs, students write three gap-fill sentences using any of the adjectives from p.71 to swap with another pair. Alternatively collect the gap-fill sentences and use several at a time on the board for revision during later lessons.

Answers

- 10 Students' own answers
 11 1 successful 2 beautiful 3 peaceful
 4 unpleasant 5 unable 6 impatient 7 homeless
 8 unhappy 9 discontented 10 satisfied
 12 Students' own answers

ADDITIONAL PRACTICE | Use of English 1–3, **Maximiser** p.43

Vocabulary focus

Vocabulary

health and fitness

Aim

- to review and expand vocabulary related to health and fitness

Warmer: Discussion

Students discuss the following question in pairs: *Do you think you lead a healthy lifestyle? Why/Why not?*

- Students discuss the question in pairs.
- Ask students if they know of any television programmes related to health in their country. Elicit a few responses. Students read the TV programme comments and match them to the names.
- Students complete the comments then compare their answers in pairs. Play the recording for students to check their answers.
- Students work through the questions individually then discuss with their partner before checking as a class.
- Students discuss the questions in pairs.

Answers

- 1 Students' own answers
 2 1 C 2 A 3 B
 3 A: 1 protein 2 benefits 3 down 4 aching
 5 balanced
 B: 1 call 2 painkillers 3 up 4 caught 5 twisting
 C: 1 regular 2 working 3 keep 4 life 5 shape
 4 1 chest compressions 2 emergency services
 3 a stuffy nose 4 get a minor injury
 5 Students' own answers

ActiveTeach interactive activity:

Health and fitness

Open the additional interactive activity on ActiveTeach. Students read the two halves of the sentences and discuss in pairs which ones they think should be matched with which. Invite a student to come to the board and connect the sentence halves while the class makes suggestions. Then reveal the answers.

ADDITIONAL PRACTICE | Vocabulary 1–2, **Maximiser** p.43–44 |
Audio CD-ROM Extra activity | **ActiveTeach Game:** Pelmanism (*memory game*)

Grammar focus

Zero, first and second conditionals

Aim

- to review the use of zero, first and second conditionals

Warmer: Discussion

Students discuss the following question in pairs: *Which of the programmes on p.72 would you most like to watch? Why?*

- Put students in pairs and tell them to alternate reading the comments aloud then matching each comment to one of the programmes.
- Students complete the activity in pairs then discuss as a class.
- Students find and underline examples then compare in pairs before checking as a class. If you are using ActiveTeach, invite one student or pair to the board to underline one more example of each type while the other students do so in their Coursebook.
- Students complete the rules then check as a class.
- Discuss each statement as a class. For rule one, ask students to find three examples in the text from Activity 2 where *if* could be replaced by *when*. (*If/When people eat chocolate a certain part of the brain lights up; if/when I drink a glass of milk ...; ... if/when you increase your heart rate for 20 minutes ...*). For rule two, give/ elicit examples of how the *if* clause and main clause could be swapped in the first conditionals from the text without changing the meaning, e.g. *I think every part would light up if they tested my brain when I ate chocolate!* Read the **Language tip** box aloud then refer students to the **Grammar reference** on p.153.

6 Look at the first sentence as a class. Refer back to the rules in Activity 4 and ask students which situation best fits the example (3 – something that is always true, so use the zero conditional). Students complete the remaining sentences then compare their answers in pairs before checking as a class.

7 Students read the task on p.141. Elicit which of the rules in Activity 4 best describes these situations (2, they are imaginary situations) and which conditional to use (second). Elicit some possible ways to finish the first sentence, e.g. *I'd take some painkillers, I'd lie down, I'd be in a bad mood*, etc. Students share their sentences in pairs, then think of four more starters individually or with their partner to swap with someone else to complete.

Answers

1 1 A 2 B 3 A 4 C

2 A 1 B 3 C 2

3 Zero conditional: If you increase your heart rate for 20 minutes a day, it's very good for your health. (4)

First conditional: If the weather's good tomorrow, I'll go running. (4)

Second conditional: If they tested my brain when I ate chocolate, I think every part would light up! (1) If I had some milk in the fridge, I'd try it but I think I'll just have a rest instead. (3)

4 1 first 2 second 3 zero

5 1 T 2 F

6 1 don't sleep, feel 2 had, would cycle 3 doesn't feel, won't be able to 4 did, would increase 5 go, will tell 6 were, would advise

7 Students' own answers

ActiveTeach interactive activity: First and second conditionals

Open the additional interactive activity on ActiveTeach. Students read the sentences and discuss in pairs how they think the gaps should be filled in. Then work through each sentence with the class by clicking on the drop-down menu and inviting suggestions from the class. Select the answer most students agree is correct. At the end, reveal the answers.

ADDITIONAL PRACTICE | Grammar 1–2, **Maximiser** p.44 | **ActiveBook** Extra activity

Listening focus

Speaking

Aim

- to introduce key vocabulary related to alternative medicine in preparation for the listening exercise

Warmer: Brainstorm

Ask students to brainstorm five to ten minor illnesses or injuries and write these on the board, e.g. *indigestion, headache, sprained ankle, mouth ulcer, sunburn*. Students take turns to complain to their partner about one of the illnesses or injuries and their partner responds using the form *If I were you, I'd ...*, e.g. A: *I'm not feeling very well, I have a terrible headache*. B: *If I were you, I'd take some painkillers*.

1 Focus students' attention on the photo on p.74 and read the definition aloud. Put students into pairs to read the descriptions and discuss the questions. Elicit a few responses from the class.

Answers

- 1** Other alternative therapies could include:
- Aromatherapy – a treatment that uses pleasant-smelling natural oils to reduce pain and make you feel well
 - Naturopathy – a treatment to cure illness using natural things such as plants, rather than drugs
 - Ayurveda – a traditional Indian medical treatment that involves using herbs, eating certain types of food, and doing yoga
 - Osteopathy – a way of treating medical problems such as back pain by moving and pressing the muscles and bones

Listening

Multiple matching

Aim

- to complete an exam-style multiple matching activity (Paper 4, Part 3)

2 Play the recording while students match A–D with speakers 1–4. Check as a class.

3 Read the rubric and **Exam tip** aloud. Give students time to read the options A–E and underline key words. (You could do this on ActiveTeach as a model.) Then play the recording again. Students compare answers in pairs before checking as a class.

- 4 Students complete the sentences then compare their answers in pairs before checking as a class.

Answers

- 2 A Speaker 3 B Speaker 4 C Speaker 1 D Speaker 2
 3 Speaker 1 D Speaker 2 E Speaker 3 B Speaker 4 A
 4 1 over 2 mask 3 frostbite 4 session 5 convert
 6 owl 7 cured 8 better

ADDITIONAL PRACTICE | Listening 1–2, **Maximiser** p.45

Speaking

Aim

- to provide speaking practice on the topic of alternative therapies

- 5 Put students into groups of three to discuss the questions.

Answers

- 5 Students' own answers

Grammar focus

unless, otherwise, provided that

Aim

- to compare the uses of *unless, otherwise* and *provided that* and to use them accurately

Warmer

Write the following questions on the board. Then put students into pairs to compare their answers.

Do you ...

... usually go to bed and wake up at the same time every day?

... like to sleep in?

... sleep more or less than you used to five years ago?

- 1 Students discuss the questions in the article title in pairs. Ask them to skim read the article to find out what some schools have tried to help their students sleep better, and what the results have been.

- 2 Ask students to read the article again and discuss with their partner which rule is false. Check as a class then refer students to the **Grammar reference** on p.154.

- 3 – 4 Students complete the activities then compare their answers with a partner before checking as a class.

Answers

- 1 at least eight hours a night, Students' own answers
 2 5
 3 1 unless, If 2 Otherwise, unless, if
 3 Provided that/If, Provided that/If, Otherwise
 4 1 I must get an early night. Otherwise I'll feel tired all day tomorrow.
 2 Annie and I are going to watch the football match tomorrow unless it rains./Unless it rains, Annie and I are going to watch the football match tomorrow.
 3 Provided that we've got enough money, we'll go on holiday in August.
 4 I put on sun cream. Otherwise I get a rash in the sun.
 5 You'll have problems with your teeth unless you go for a check-up soon./Unless you go for a check-up soon, you'll have problems with your teeth.
 6 I'll lose weight quickly provided that I cut down on sweets and biscuits./Provided that I cut down on sweets and biscuits, I'll lose weight quickly.

ActiveTeach interactive activity: *unless, otherwise, provided that*

Open the additional interactive activity on ActiveTeach. Work through each sentence with the class. Click on the drop-down menu and ask students to read the sentence and options. Invite suggestions from the class and select the answer most students agree is correct. At the end, reveal the answers.

ADDITIONAL PRACTICE | Grammar 1–2, **Maximiser** p.45 | **ActiveBook** Extra activity | **ActiveTeach Game:** Stepping stones (students build a path from one side of the screen to another)

Speaking

Aim

- to practise using *unless, otherwise* and *provided that* when speaking

- 5 Give students a few minutes to think about what to say. Tell them to try and use *unless, otherwise* and *provided that* at least once each. Then students share their plans in pairs or small groups.

Answers

- 5 Students' own answers

Reading focus

Speaking

Aim

- to introduce the topic of colours and feelings in preparation for the reading activity

Warmer: Colour race

Put students into groups of three. Tell them that they are going to have a race to see which pair can write down 15 colours first. When the first group finishes they should raise their hand. Ask that team to read their list of colours. Write these on the board as you go. Then, other groups should share any additional colours they thought of, e.g. red, blue, yellow, green, purple, orange, black, white, grey, cream, brown, beige, pink, navy, silver, gold. Finish by eliciting some adjectives to distinguish between different shades of the same colour, e.g. *bright, pale, dark*.

- Put students into pairs to discuss the questions then elicit a few responses for each.

Answers

- Students' own answers

Reading

Multiple choice

Aim

- to complete an exam-style multiple-choice activity (Paper 1, Part 1)

- Give students a few minutes to skim the article, then elicit what sort of magazine they think it is from.
- Students match the colours and associations using the information in paragraphs 1–3. Check as a class. Ask students if any of the answers surprised them.
- Ask students to read the questions before they start and underline key words. You could ask a student to do this on ActiveTeach. Then look at the first question as an example with the class. Read the **Exam tip** aloud and ask students to find the place in the text this question refers to (the second mid paragraph 1 which starts with 'Apparently'). Then elicit the option that fits best with increasing appetite (Option A: feel hungry). Students continue with the remaining questions then compare in pairs before checking as a class. As you go through the answers, elicit the section of text which answers each question.

Answers

- 2
- 1 D 2 F 3 A 4 E 5 C 6 B
- 1 A (Para 1: ... *it also increases our appetite*)
2 C (Para 2: *Have you noticed that at parties guests always seem to go towards people wearing this colour?*)
3 A (Para 3: *Blue light made time pass more quickly and easily.*)
4 A (Para 4: *They discovered that goalkeepers felt far less confident facing a penalty from a red-shirted player than one who was wearing white or blue.*)
5 C (Para 5: ... *there is evidence to show that judges usually favour the competitor in red.*)
6 B (Para 6: *The effect of colours on our emotions is wide and complex.*)

ActiveTeach interactive activity: Meanings in context

Open the additional interactive activity on ActiveTeach. Students read the sentences and discuss in pairs which answer they think is the best definition for the word in italics. Invite a student to come to the board and drag the correct word into each gap while the class makes suggestions and modifications. Then reveal the answers.

Additional Activity: Colour eye-spy

In groups of three, students play colour eye-spy. Tell students that this is a popular children's game in English-speaking countries and usually uses the first letter of a word. The first person chooses an object in the classroom. They say 'I spy with my little eye, something that is [colour]'. The other students take turns to guess what it is. The student who guesses correctly takes the next turn describing an object.

ADDITIONAL PRACTICE | Reading 1–3, **Maximiser** p.46–47 | Photocopiable 7B *Options and answers* **Teacher's Book** p.124/148

Vocabulary

dependent prepositions

Aim

- to review and expand upon dependent preposition combinations

- Students complete the sentences then compare in pairs before checking as a class.

Additional activity

Write the following questions on the board for students to discuss in pairs:

1. What do you think is the best way to respond to criticism?
2. What songs do you associate with your high school years?
3. Aside from studying, what else can make the difference between getting a good job or being unemployed?
4. What sorts of things have a good effect on your English studies?

Answers

5 1 to 2 with 3 from 4 between 5 about 6 on

Writing focus

Speaking

Aim

- to introduce the topic and vocabulary related to seasons

Warmer: ActiveTeach activity

Open the ActiveTeach Vocabulary Trainer and select the list *Weather 1* in the general vocabulary section. Put students into pairs and click 'start session'. Students read the question and discuss their answer with a partner. Elicit the answer and select the most popular one. For more information and collocations for a word, click 'flip card'. This can be useful if students do not know a word, and even if they do, to help build their knowledge of collocations. There are 32 questions in each session, but 6–8 questions would be sufficient for the warmer activity. You could return for further practice as a filler or additional activity. If students have ActiveStudent, remind them that they can continue to develop their vocabulary by using the trainer at home.

- 1 Elicit the four seasons of the year: *spring, summer, autumn (fall in American English), winter*. Elicit the kind of weather students associate with each season in their region. Put students into pairs to discuss the questions. Then elicit a few responses for each.

- 2 Students read the email then answer the questions. For question 2, suggest they use the form *If I were you/him, I'd ...*

Answers

- 1 Students' own answers
- 2 1 He gets depressed because there isn't much sun.
2 Students' own answers

Writing

Email

Aim

- to write an informal email with appropriate features (Paper 2, Part 2)

- 3 Students underline the parts of the email that relate to points 1–4 then check as a class.
- 4 Students circle the phrases then compare their answers in pairs before checking as a class. Then ask students to turn to the **Writing reference** on p.169. Students read the task, the email and the notes. Then they read the sample answer on p.169. Talk through the DOs with the class.
- 5 Students read the task. Read the **Exam tip** aloud and make sure students understand that the details can be imaginary. Students read the letter and notes then make a brief plan of what they are going to include in each paragraph using the notes as a guide. If your class finds planning/structuring writing difficult, write a sample plan as a class on the board first. The writing task can be set for homework then collected to provide individual feedback.

Answers

- 3 1 Your card was lovely, thank you! The snow scenes are magical.
2 This often happens here in Russia when people don't see much sun. It can be very depressing.
3 There is something you can try. I bought a special sun lamp that you put in your room. If you sit in front of it for some time every day, you feel better.
4 I would love to come and see you both in the summer! I have a couple of weeks off in August.
- 4 1 I would love to 2 Hope all goes well with
3 It's good to hear that 4 I'm so sorry to hear that
5 There is something you can try
6 Perhaps we can fit in a visit then?

5 Sample answer

Hi Sammy,

Thanks for your email. Great to hear that your move went well and that you're enjoying the new house. The colours do sound a bit bright but I'm sure you can make it work.

In the bedroom, how about re-painting the walls in a nice neutral cream? You could keep one of the walls in red or orange as a feature if you like.

Actually, the yellow in the study doesn't look too awful from your photo, at least you're less likely to fall asleep with walls that bright! What's the lighting like? A good light is so important when you're studying. Why don't you have a look for a large black and white poster above your desk too? It could cover up some of the yellow without the hassle of painting the whole room.

Anyway, good luck with it all. I'm hoping that when my exams finish I'll be able to come and visit you for a weekend. I could give you a hand with painting or shopping then if you like.

Best wishes

Dan

ADDITIONAL PRACTICE | Writing 1–3, **Maximiser** p.47

Review

Aim

- to revise the structures, vocabulary and exam tasks covered in Unit 7

- 1 – 4** Ask students to complete the exercises, circulating to provide assistance. Ask students to check in pairs before checking as a class on ActiveTeach. Alternatively set as a homework activity and then go through the interactive activities on ActiveTeach to check.

Answers

- 1** 1 informal 2 cheerful 3 impatient
4 inexperienced 5 impolite 6 hopeless 7 unlikely
8 impossible 9 useful 10 careless
- 2** 1 would we eat, lived 2 finish, 'll go 3 would take, spoke 4 wouldn't suffer, ate 5 would save, stopped
6 won't perform, doesn't lose 7 was/were, would make 8 will have to, doesn't feel
- 3** 1 unless 2 provided that 3 otherwise
4 otherwise 5 unless 6 provided
- 4** 1 expectancy 2 balanced 3 cut 4 sure
5 check-up 6 diagnose 7 exercise 8 benefits
9 fit 10 aching 11 minor 12 twisted

ADDITIONAL PRACTICE | Unit 7 Test, **Testmaster** online and on **ActiveTeach** | **Audio CD-ROM** Extra activity

Nature study

8

Vocabulary and Listening focus Speaking

Aim

- to introduce the topic of animals and provide speaking practice

Warmer: Understanding nature

Focus students' attention on the unit title *Nature study* and elicit the meaning of nature (everything in the physical world that is not made by humans, such as wild plants and animals, earth and rocks, and the weather), e.g. *We grew up in the countryside, surrounded by nature*. Put students in pairs to discuss the following question: *What sorts of things do you like to see or do in nature?*

- 1 Students write their three animals in order on a piece of paper before turning to p.144 to read the results. Put students in pairs to compare their answers. Ask a few students to share one of their animals and whether they agree with the personality traits.

Answers

- 1 Students' own answers

Vocabulary

animals

Aim

- to review and expand vocabulary related to animals

- 2 Students compare their answers in pairs before checking as a class.
- 3 Students add examples, discussing with their partner. Elicit the extra examples for each group, writing them on the board.
- 4 Students complete the table and check with a partner.
- 5 Go through the example with the class and elicit some additional examples, e.g. *Teeth help an animal eat or defend themselves. Fins help fish to swim.*

Answers

2 1 C 2 E 3 B 4 A 5 D

3 Student's own answers

4 reptiles: *teeth*, claws, skin, scales
birds: feathers, beak, claws, skin, wings
mammals: *teeth*, paws, fur, claws, skin
insects: claws, wings
fish: *teeth*, fins, scales

5 Students' own answers

Additional activity: Guess the animal game

You will need small pieces of paper and sticky tape or plain sticky labels for this game. Distribute the pieces of paper and ask students to write the name of an animal on it. Collect these in. Then tape one of the pieces of paper to each student's back. Students move around the room asking classmates yes/no questions to determine what their animal is, e.g. *Does my animal have feathers?* They should continue to swap partners until they guess their animal. Alternatively, if your classroom is not conducive to students moving around, students ask and answer questions about their animal in pairs.

ActiveTeach interactive activity: Animals

Open the additional interactive activity on ActiveTeach. Work through each sentence with the class. Click on the drop-down menu and ask students to read the sentence and options. Invite suggestions from the class and select the answer most students agree is correct. At the end, reveal the answers.

ADDITIONAL PRACTICE | Vocabulary 1–2, **Maximiser** p.48 |
Audio CD-ROM Extra activity | **ActiveTeach Game:** Wordsearch (*students find words hidden in a grid of letters*)

Listening

Multiple choice

Aim

- to complete an exam-style listening activity (Paper 3, Part 1)

6 Students discuss the question in pairs, then elicit ideas from the class, writing them on the board.

7 Students read the rubric, then play the recording. Elicit which of the class ideas were mentioned.

8 Read the **Exam tip** aloud, and then give students time to read the questions and underline key words in the questions and each option before you play the recording. Students compare their ideas in pairs. If students have found this very challenging, play the recording again, pausing it after each question is answered to discuss. If students have ActiveStudent, remind them that they can listen again at home for extra practice.

9 Students copy and complete the table. After checking as a class, drill the pronunciation (see stress patterns in answers below). Point out the difference in stress between the verbs *influence* (which has the stress on the first syllable) compared with *inspire*, *invent* and *inform*, which have a stressed second syllable. Ask students which of the verbs have a stress change to their corresponding noun (*inspire/inspiration*), (*inform/information*).

10 Look at the first sentence with the class as an example. Read it aloud, and elicit the part of speech that goes in the gap: noun or verb? (Noun.) Then look at the options. Both *inspiration/influence* would make sense with the first part of the sentence; however, of these two only *inspiration* can precede the preposition *to*. Students complete the remaining sentences then compare in pairs before checking as a class.

11 Students discuss the question in pairs.

Answers

6–7 Students' own answers

8 1 C 2 B 3 A 4 C 5 A 6 C

9 1 inspiration ooOo 2 influence Ooo 3 invention oOo 4 design oO 5 reduce oO 6 attack oO 7 information ooOo 8 shape O

Same form: influence, design, attack, shape

10 1 inspiration 2 influence 3 inform 4 reduction 5 attacked 6 design

11 Students' own answers

Additional activity: Further discussion

Students discuss these additional questions in pairs: *Do you have any pets? How did you choose your pet? What is the best way to let people know about issues facing animals?*

ADDITIONAL PRACTICE | Listening 1–2, **Maximiser** p.49

Grammar focus

Speaking

Aim

- to present forms of the passive in a meaningful context

Warmer: Discussion

Students discuss the following question in pairs: *What sorts of animals live in your house or garden? Are they welcome?*

- Put students in pairs to answer the questions.
- Give students a few minutes to read the text and then elicit why the tape is called *gecko tape*.

Answers

- 1 gecko 2 it can climb walls and cling to ceilings
- because it can stick to everything and it copies a feature that geckos have (lots of tiny hairs on their feet)

Forms of the passive

Aim

- to identify uses and forms of the passive, and to practise forming passive sentences

- 5 Students complete the activities then check as a class. Refer students to the **Grammar reference** on p.154. Read the **Language tip** aloud.
- Students complete the activities then compare in pairs before checking as a class.

Answers

- 1 (a small amount of tape) has been made; (larger quantities) will be produced
- (sticky tape) is being developed (by scientists); (this secret) was discovered three years ago (by a team); (the tape) is now being used
- (It) is called; (Geckos) are known for; it is hoped (that larger quantities ...)
- 1 (It) is called; (geckos) are known
- (tape) is being developed
- (a small amount of tape) has been made
- (the secret) was discovered
- (larger quantities) will be produced

- to be*, past participle
- 1 are kept at the same temperature
- 2 are being studied (by scientists) at this very moment
- 3 was borrowed (by designers) for the bullet train
- 4 have been inspired by nature
- 5 will not be broken (by swimmers) for many years
- 6 was designed a year ago

Additional activity: Passive?

Write the following examples on the board and tell students that one of them has a verb which cannot take a direct object, and cannot therefore be made into a passive form (C). Ask students to work in pairs to identify which sentence cannot be changed and to change the other sentences to passive.

A *We saw the gecko climbing up the wall.*

B *The gecko swallowed a fly.*

C *The gecko disappeared under the couch.*

Answers: A The gecko was seen climbing up the wall.

B A fly was swallowed by the gecko. C *disappeared* cannot take direct object so cannot be made into a passive.

ActiveTeach interactive activity:

Forms of the passive

Open the additional interactive activity on ActiveTeach. Students read the sentences and discuss in pairs how they think the gaps in the second sentences should be filled in. Invite a student to come to the board and complete the gaps while the class makes suggestions and modifications. Then reveal the answers.

ADDITIONAL PRACTICE | Grammar 1–2, **Maximiser** p.49 | Photocopiable 8A *What's happened?* **Teacher's Book** p.124/150
Audio CD-ROM Extra activity | **ActiveTeach Game:** Stepping stones (*students build a path from one side of the screen to another*)

Speaking focus

Speaking

Aim

- to introduce the topic and vocabulary of animal environmental issues

Warmer: Wild animals

Check students understand the meaning of a *wild* animal (living in a natural state, not changed or controlled by people. Antonym = *domesticated*). Introduce the phrase *in the wild* (in natural and free conditions, not kept or controlled by people, e.g. *There are very few pandas living in the wild now*). Students discuss the following questions in pairs: *Have you had any interesting encounters with wild animals? Are there any animals that you would like to see in the wild?*

- 1 Students discuss the questions in pairs. Elicit some of the problems affecting animals today. If they are not mentioned, introduce/ elicit the following vocabulary: *extinction* (when a particular type of animal or plant stops existing, collocations include *to be in danger of extinction*, *face extinction*, *be threatened with extinction*), *habitat* (the natural home of a plant or animal), *deforestation* (the cutting or burning down of all the trees over a wide area). These are part of the ActiveBook vocabulary trainer wordlist *Environment*.

Collaborative task: asking for clarification

Aim

- to practise asking for clarification in a range of ways and to complete an exam-style collaborative speaking task (Paper 4, Part 3)

- 2 After students have discussed some possible points, elicit them and write them on the board.
- 3 Play the recording, then elicit the answers.
- 4 Students complete the questions, then play the recording again, pausing after each phrase to check. Make sure you write the answers on the board or display the audio script so students can check their spelling. Tell students that these are all useful phrases to help clarify what their partner has said during the collaborative task.
- 5 Tell students that during their discussion, they should try and use the phrases from Activity 4, even if it is just to 'test' their partner. They will need to change some of the words in some cases to fit their own discussion.
- 6 Read the **Exam tip** aloud. Tell students to turn to p.137 and do the task. Give them three minutes for this task. You could use the ActiveTeach timer in stopwatch mode. Students could swap partners and repeat the task for extra practice.

Answers

2–3 Students' own answers

4 1 that 2 say 3 mean 4 saying 5 follow
6 exactly

5–6 Students' own answers

ActiveTeach interactive activity

Open the ActiveTeach Vocabulary Trainer and select the wordlist *Environment* in the general vocabulary section. Put students into pairs and click 'start session'. Students read the question and discuss their answer with a partner. Elicit the answer and select the most popular one. For more information and collocations for a word, click 'flip card'. This can be useful if students do not know a word, and even if they do, to help build their knowledge of collocations. There are 32 questions in each session, but six to eight questions would be sufficient for the additional activity. If students have ActiveStudent, remind them that they can continue to develop their vocabulary by using the trainer at home.

ADDITIONAL PRACTICE | Speaking 1–3, **Maximiser** p.50

Reading focus

Speaking

Aim

- to provide speaking practice about the environment

- 1 Ask two students to read the comments aloud. Put students into pairs to discuss the question. Elicit a few responses.

Answers

1 Students' own answers

Reading

Gapped text

Aim

- to complete an exam-style reading task (Paper 1, Part 6)

- 2 Students discuss the question in pairs.
- 3 By now, students should be familiar with reading the text for gist. Allow them a few minutes to do this then elicit any points from Activity 2 that were discussed.
- 4 Elicit the answer.

- 5** Tell students to read the sentences A–G first and underline the key words. Focus on the first gap (1) as a class. Read the sentences before and after the gap, and elicit the type of information that you would expect to be in the missing sentence (something that the writer has missed out when putting a jam jar in the recycling that has annoyed his wife). Ask students to find a sentence from A–G that contains this information (F). Write F in the gap with the pen tool on ActiveTeach if using. Focus students' attention on the **Exam tip** box. Students complete the remaining gaps.
- 6** Students compare their answers in pairs, discussing any words or synonyms that helped them to choose the correct sentence. Then check as a class.

Answers

- 2** Students' own answers
- 3** Where to buy food/what to buy, using the car, household waste, central heating and recycling are mentioned.
- 4** 3
- 5** **1** F (This gap is part of an anecdote about putting an empty jam jar in the recycling. *Glass jar* and *recycling bag* in Sentence F are key words related to the topic; *it* in the sentence preceding the gap and *that* in the sentence following refer to 'glass jars not going in the recycling with lids on'.)
- 2** G (The sentence preceding mentions filling up the freezer, which relates to the key words *space* and *ice cream* in Sentence G; In the sentence following the gap *this* refers to leaving *little space for the important things in life – like ice cream*.)
- 3** E (The topic in the sentences surrounding the gap are arguments/relationship problems. Related words/phrases in Sentence E are *couples are looking for counselling, and arguments*.)
- 4** A (*It* in Sentence A refers to the compost bin; *Drawbacks* in Sentence A refers to it being smelly and needing to be emptied a lot.)
- 5** B (The topic of the sentences surrounding the gap is financial disagreement. In Sentence B *cost, angry words, silences* relate to this topic.)
- 6** D (*They* in Sentence D refers to *another couple* the author knows; *vehicle* is a synonym for *car* in this case.)
- 6** Students' own answers

ActiveTeach interactive activity:

Words in context

Open the additional interactive activity on ActiveTeach. Students look at the words and discuss in pairs which definition is correct for which word. Refer them back to the text to find the words in context. Invite a student to come to the board and connect the sentence halves while the class makes suggestions. Then reveal the answers.

ADDITIONAL PRACTICE | Reading 1–3, **Maximiser** p.51

Speaking

Aim

- to consolidate understanding of the article and to give speaking practice

- 7** Put students into small groups to discuss the questions. For extra practice, students write three more related discussion questions to discuss with their group.

Answers

- 7** Students' own answers

Vocabulary

phrasal verbs in context

Aim

- to practise deducing the meaning of phrasal verbs from context

- 8** Focus students' attention on the first underlined phrasal verb in the article (*taken over*) as an example. Ask them to read meanings 1–6 and select the best one. Students match the remaining verbs and meanings then compare in pairs before checking as a class.
- 9** After students complete the questions, go through as a class to check. Students take turns to ask and answer the questions with a partner.

Answers

- 8** 1 take over 2 fill up 3 catch on 4 fall out
5 turn down 6 go off
- 9** 1 filled up/full up 2 gone off 3 fallen out
4 catch on 5 turn down

Grammar focus

Speaking

Aim

- to introduce the topic of energy efficiency and to provide speaking practice

Warmer: Energy efficiency

Write the following words on the board: A insulation, B solar panels, C double glazing. Ask students to discuss in pairs where in a house you might find each of these, then elicit the answers (A walls, ceiling, loft, floor; B roof; C windows). Check students understand *insulation* (when something is covered or protected with a material that stops heat and sound from getting in or out), *double glazing* (glass on a window or door in two separate sheets with a space between them, used to keep noise out and heat in) and *loft* (a room or space under the roof of a building, usually used for storing things in, an attic).

- 1 Check students understand the meaning of *energy efficiency* (using less power to achieve the same results). Put students in pairs to discuss the questions. Elicit a few ideas with the class.
- 2 Focus students' attention on the image and elicit what type of image it is (thermal imaging) and what the different colours represent (heat: red is the area of most heat, then yellow, green, blue, to purple, which is the area of least heat. It shows where heat is escaping from the house). Students discuss the questions with their partner.

Answers

1–2 Student's own answers.

Causative *have*

Aim

- to present the form and use of the causative *have*

- 3 Give students a few minutes to read about Tom's house and then elicit the changes that haven't happened yet.
- 4 Students answer the questions then compare their answers in pairs before checking as a class.
- 5 Students read the rules then discuss their answers with a partner. Then go through each one with the class. Read the **Language tip**. Tell students that generally the causative *get* is slightly more informal than *have*. As examples, show that each instance of *have/get* could be replaced by the other, e.g. *We got the roof completely replaced, and got solar panels installed; Jenny wants to have the boiler changed, too.*

Refer students to the **Grammar reference** on p.154. If you have a strong class, they might read it independently or for homework. If your students need additional help with grammar, it is best to go through it in detail (on ActiveTeach if using), talking through the notes and examples.

- 6 Read the first sentence aloud and elicit the tense of the verb *planted* (past simple). Tell students that the causative *have* should also be in the same tense, and elicit *had*, writing it in on the board. Then elicit what else is needed to complete the causative (object + past participle = *some trees planted*). Write these up as well. Students complete the remaining sentences then compare in pairs before checking as a class. As an extension of the **Language tip**, elicit how *get* could be used in the sentences, e.g. *We get our car checked; We got our old shower replaced.*
- 7 Students discuss the question in pairs. Remind them to use the causative in their answers.
- 8 Students read the questions and think about their answers. Then put them into pairs or small groups to discuss.

Answers

- 3 loft and wall insulation, new boiler
- 4 1 replaced the light bulbs 2 builders, plumbers, electricians
- 5 1 T 2 F 3 T
- 6 1 had some trees planted 2 had a new heating system installed 3 're going to have new, thicker doors put in 4 have had our broken old washing machine replaced 5 get/have our car checked regularly 6 had our old shower replaced
- 7–8 Students' own answers

ActiveTeach interactive activity: Causative *have*

Open the additional interactive activity on ActiveTeach. Students read the questions and gapped answers and discuss in pairs how they think the gaps should be filled in. Invite a student to come to the board and type the correct words into each gap while the class makes suggestions and modifications. Then reveal the answers.

ADDITIONAL PRACTICE | Grammar 1, **Maximiser** p.52 |
Audio CD-ROM Extra activity

Use of English focus

Vocabulary

prepositional phrases

Aim

- to review and expand prepositional phrases vocabulary

- Elicit what is happening in the picture, then focus students' attention on the first sentence in Activity 1. Elicit the correct preposition (*of*). Check students understand the word *lift* (American English: *elevator*) in question 3. Students complete the remaining questions then compare in pairs, before checking as a class. Elicit some ideas for each about why the speaker might be saying these things.
- Read the first sentence starter as a class, and elicit some possible ways to complete it, e.g. *better lighting*. Students complete the sentences then share their ideas in pairs. Elicit a few endings for each sentence with the class, checking that they make sense and are grammatically correct.
- Students complete the phrases and decide whether they are true or false for them. Students discuss their ideas in pairs.

Answers

- 1 1 of 2 at 3 of 4 on 5 on 6 of
 2 Students' own answers
 3 1 by/with 2 for 3 of 4 for 5 with 6 about

Additional activity: Mini-dialogues

Each pair selects one of the sentences from Activity 1 and uses it as the first line in a mini-dialogue. Students write their dialogues then perform/read aloud for the class.

ADDITIONAL PRACTICE | Photocopiable 8B *Give us a word*
Teacher's Book p.125/151

Use of English

Key word transformations

Aim

- to complete an exam-style key word transformation activity (Paper 1, Part 4)

- Focus students' attention on the **Exam tip** box. Students complete the sentences. Ask students to check that they have used the word given without changing it, and have used two to five words. Students compare in pairs before checking as a class. Give students time to record any new prepositional phrases.

Answers

- 4 1 up to a point 2 were emptied by 3 get rid of
 4 fell out 5 had their car converted
 6 took advantage of

ADDITIONAL PRACTICE | Use of English 1–2, **Maximiser** p.52

Writing focus

Reading

Aim

- to present an informal letter example, and to practise using interesting vocabulary and avoiding repetition.

Warmer: Discussion

Students discuss the following question in pairs or small groups: *Do you enjoy visiting zoos? Why/Why not?*

- Students read the article and answer the questions. Discuss with the class why this would not be a good style to use in the exam.
- Read the **Exam tip** aloud. Elicit alternatives to *nice* in the title, e.g. *wonderful*. Put students into pairs to replace the remaining examples of *nice*. Elicit answers as a class.
- Students complete the activity in pairs then check as a class.

Answers

- 1 nice – no, too repetitive, doesn't show your knowledge of vocabulary
 2 could use: friendly, kind, beautiful, sunny, interesting, funny, pleasant, delicious, unusual
 3 1 caught 2 travelled/flew 3 complained
 4 boring/awful 5 earned/received 6 enjoyed

Writing

Article

Aim

- to write an article

- 4** Students read the task and discuss the question in pairs. Remind students that it does not have to be a real holiday that they went on recently, it can be imagined or details changed.
- 5** Students plan their article using the prompts. Refer students to the **Writing reference** on p.166. Talk through the DOs of an article in the Useful language box.
- 6** This task can be set for homework then collected to provide individual feedback.

Answers

4–5 Students' own answers

6 Sample answer:

An amazing experience

Have you ever been to a place that took your breath away? That's how I felt as I looked over the edge of one of the largest waterfalls in the world, Iguazu Falls. I was there on the border of Argentina, Brazil and Paraguay with my sister on a backpacking holiday around South America to celebrate our graduation.

On the first day we visited the Brazilian side of the falls. Although the weather was drizzly, we felt in awe of the impressive panoramic views and enjoyed walking through the rainforest on well-marked paths. The next day, on the Argentine side, we took a jet boat trip around the base of the falls, a ride that got us close enough to get sprayed with water.

Something beautiful but unexpected that we saw, was a huge group of wild green and yellow butterflies near a café in the park. We watched eagerly as hundreds of them fluttered around.

Now that I have experienced the beauty of Iguazu, Victoria Falls is next on my list!

Additional activity

Students share their articles in small groups. Then students decide which of the destinations mentioned they would most like to go and why.

ADDITIONAL PRACTICE | Writing 1–5, **Maximiser** p.53

Review

Aim

- to revise the structures, vocabulary and exam tasks covered in Unit 8

- 1** – **4** Ask students to complete the exercises, circulating to provide assistance. Ask students to check in pairs before checking as a class on ActiveTeach. Alternatively, set as a homework activity and then go through the interactive activities on ActiveTeach to check.

Answers

- 1** 1 F 2 E 3 A 4 C 5 B 6 D
- 2** 1 has been won 2 can be collected
3 will (certainly) be saved 4 was inspired
5 was developed 6 are being made
- 3** 1 rid of 2 care of 3 advantage of 4 on
5 up to 6 need of 7 in 8 at the
- 4** 1 did/have done ourselves 2 had done
3 had our/the windows changed 4 had solar panels installed
5 did you decorate the house 6 had the outside painted 7 had the cupboards made 8 fitted

ADDITIONAL PRACTICE | Unit 8 Test, **Testmaster** online and on ActiveTeach | **Audio CD-ROM** Extra activity

Future society

9

Listening and Vocabulary focus

Speaking

Aim

- to introduce vocabulary related to future society

- If necessary, pre-teach *election* (when people vote to choose someone for an official position). Students read the predictions and discuss in pairs. The quotations are from the following: A Darryl Zanuc, film producer, 20th Century Fox, 1946; B Ken Olsen, founder of Digital Equipment Corp., 1977; C *Time* Magazine, 1948.
- Students discuss predictions in pairs then join with another pair to compare.
- Elicit some ideas about what sort of science exhibitions you could go and see, and write these on the board. Then ask students to tell their partner which they would be interested in going to and why.

Answers

1–3 Students' own answers

Listening

Sentence completion

Aim

- to complete an exam-style sentence completion activity (Paper 3, Part 2)

- Tell students to concentrate on understanding the main ideas and answering the question. Play the recording and elicit the answer.
- Elicit how many words should fit in each gap (1). This word should be exactly the same as the recording, although the sentence will be expressed differently. Read the **Exam tip** aloud. Tell students to read through the sentences and encourage them to predict the word class of each missing word (noun, verb, etc.) and to predict what it might be but not to write it down yet. Tell them that this will help them pick out the answer more easily as they are listening. Then play the recording. If students find this very challenging, play the recording one more time. Then students compare their answers in pairs before checking as a class.
- Put students into small groups to discuss the question.

Answers

- 4 It helps us to understand how our lives might change in the next two decades.
5 1 twenty/20 2 inventor 3 play 4 voice 5 fish 6 health
7 cooking 8 teachers 9 army 10 4th December

Additional activity: Stress patterns

Write the word *intelligence* on the board and the pattern: oOoo to represent that the stress is on the second syllable. Clap or say the word to emphasise the rhythm in-tell-i-gence. Write the following five words on the board and ask students to work out their stress patterns in pairs and write them down: 1 robot 2 exhibition 3 machine 4 variety 5 loneliness. Then play the recording for students to check their answers. Play the recording again, pausing after each word for students to repeat. Remember that the ActiveTeach interactive phonetic chart can be used to demonstrate any individual sounds that students have difficulty with.

ADDITIONAL PRACTICE | Listening 1–2, **Maximiser** p.54

Vocabulary

computers

Aim

- to review and expand vocabulary related to computers

- 7** Ask students if they ever post comments on the internet, for example in online forums. Then ask students to read the thread 'computers and the future' in Activity 8, and discuss the questions with their partner.
- 8** Tell students that a lot of computer words have more than one meaning as they are named after things in the real world, e.g. *mouse* (the animal or the computer peripheral) or *to surf* (in the sea or on the internet). Students complete the comments, then compare in pairs before checking as a class.

Teaching tip

Many languages use English terms when talking about computers. Ask students if any of the terms in Activity 8 are the same or similar in their language.

- 9** Students complete the sentences then compare in pairs before checking as a class.

Answers

- 7** Students' own answers
8 1 log 2 download 3 print 4 virtual 5 avatar
 6 voice 7 password 8 monitors 9 software
 10 applications 11 virus 12 crash
9 1 on 2 document 3 lost 4 up, down 5 paste

ActiveTeach interactive activity: Computers

Open the additional interactive activity on ActiveTeach. Students look at the crossword clues and try to complete the sentences in pairs. Invite a student to come to the board and complete the crossword puzzle while the class makes suggestions and modifications. Then reveal the answers.

ADDITIONAL PRACTICE | Vocabulary 1–2, **Maximiser** p.54–55 | **Audio CD-ROM** Extra activity | **ActiveTeach Game:** Sheep out (*students spell words to rescue sheep*)

Grammar focus

Speaking

Aim

- to present the future perfect and continuous in a meaningful context, and to provide speaking practice

- 1** Students discuss the question in pairs.
- 2** Look at the first prediction as a class. Ask for a show of hands of who agrees. Then, elicit some alternative date predictions by asking: *When do you think man will have flown to Mars and back by?* You could also introduce some phrases for students to use if they think something will never happen, such as *that will never happen* or the idiom *Pigs might fly!* If necessary, pre-teach *colony* (an area that is under the political control of a more powerful country, usually one that is far away), *to run out of something* (to use all of something and not have any more left), *to run something* (be in charge of something). Students read the remaining predictions in pairs and discuss. Students swap partners to compare their ideas.

Answers

1–2 Students' own answers

Future perfect and continuous

Aim

- to compare and use future perfect and continuous structures

- 3** Look at the first prediction in Activity 2 as a class and ask students: *Is this prediction talking about something in progress at a point in the future or something that has happened before a point in the future?* (something that has happened before a point in the future). Ask students to decide the answer for each prediction, then compare in pairs before checking as a class. Ask students to identify examples of the future perfect and future continuous.
- 4** Students read and complete the rules, then check as a class. Read through the **Language tip** box. Refer students to the **Grammar reference** on p.155.
- 5** Play the recording and elicit which prediction is being discussed.
- 6** Play the recording again while students complete the conversation. Check as a class.
- 7** Check students understand what a contraction is in English (the shortening of two words to one using an apostrophe, e.g. *haven't* is a contraction of *have not*). Play the first sentence, then pause the recording. Elicit the contraction (*we'll*) and what it is short for (*we will*). Ask students to listen to the pronunciation and repeat it. Do the same for the second sentence/contraction on the recording (*they'll*).
- 8** Students complete the activity then compare their answers in pairs before checking as a class.
- 9** Students turn to the activity on p.141 and read the instructions. Elicit the question form students will need to ask for the first sentence, e.g. *Will you have taken an important exam by this time next year?* Make sure students know that the underlined phrase can go at the beginning or end of the question. Elicit the question forms for the next two questions: *By this time next year, will you still be studying English? Will you have moved from this town by this time next year?* Students move around the classroom and ask questions to find someone who fits in each category. Students should find someone different for each category unless you have a very small class.

Teaching tip

Take the opportunity to participate in Activity 9 so that you hear as many students as possible ask and answer questions.

Answers

- 3** 1 2, 4, 6, 8 2 1, 3, 5, 7
4 1 present 2 past 3 in, by
5 7 By 2020 scientists will have found cures for all illnesses we know today.
6 1 be catching 2 suffering 3 have found 4 By
8 1 will have finished 2 won't be living 3 won't have improved 4 'll still be paying 5 won't be doing
9 Students' own answers

ActiveTeach interactive activity: Future perfect and continuous

Open the additional interactive activity on ActiveTeach. Students read the sentences and discuss in pairs how they think the gaps should be filled in using the correct form of the word in brackets after each gap. Invite a student to come to the board and type the correct words into each gap while the class makes suggestions and modifications. Then reveal the answers.

ADDITIONAL PRACTICE | Grammar 1–2, **Maximiser** p.55 |
Audio CD-ROM Extra activity

Speaking focus

Speaking

Long turn: finding the right word

Aim

- to practise finding the right word to use when you can't remember to complete an exam-style speaking activity (Paper 4, Part 2)

- 1** Read the rubric and the example. Share another example: *It's what you came in through to enter the class* (door). Then put students in pairs to describe and guess items. Allow students about five minutes to do this then focus their attention on the **Exam tip**. Tell them that this is also a useful strategy in everyday communication.
- 2** Students read the task and discuss the question in pairs. Make sure students understand that they are not actually doing the task. Elicit any words they think a student might have difficulties with.
- 3** Play the recording and elicit the words Sara has difficulty with.

4 Give students time to read the sentences then play the recording again while they complete them. Students compare their answers in pairs then check as a class. Tell them that even native English speakers forget words from time to time and need to use these phrases.

5 In pairs, students take turns to complete the tasks on p.137 and p.139, respectively. Encourage them to use some phrases that Sara used if there are words they don't know.

Answers

1–3 Students' own answers

4 1 know, a sort of 2 what 3 call 4 exact 5 gone
6 thing

5 Students' own answers

ADDITIONAL PRACTICE | Speaking 1–4, **Maximiser** p.55–56 |
Photocopiable 9A *The right picture* **Teacher's Book** p.125/152

Reading focus

Speaking

Aim

- to introduce the topic of the brain and to provide speaking practice

1 Focus students' attention on the photos and ask them to discuss the question in pairs.

Answers

1 Students' own answers

Reading

Multiple choice

Aim

- to complete an exam-style multiple-choice activity (Paper 1, Part 1)

2 Give students a few minutes to skim the text then elicit the answer.

3 Before they reread the article, ask students to read the questions and highlight key words. You could do this with the first question on ActiveTeach as an example: (suggested key words underlined).

- 1 After Trisha had done her initial research
A she had a much clearer idea of the topic.
B it answered many of her questions.
C she felt she knew less than before.
D she knew a lot about the functions of the brain.

After students have completed the questions, they compare their answers in pairs before checking as a class.

4 Students match the words then compare in pairs before checking as a class.

5 Focus students' attention on the final paragraph then discuss the question in pairs.

Answers

- 2** She is surprised to discover that the brain is still developing until the age of 25 or 30 and thinks this will affect how we deal with teenagers in the future.
- 3** 1 C (paraphrase: all sounded wrong and confusing to me)
2 D (paraphrase: it looked so straightforward I asked if I could have a go)
3 A (this is in contrast to *before this when it was mainly guesswork*)
4 D (paraphrase: to think about things from other people's point of view)
5 C (paraphrase: teenagers who are always on their computers often develop larger brains as a result)
6 D (paraphrase: it should certainly improve the way doctors and psychologists help teenagers with social or behavioural problems)
- 4** 1 commit crimes 2 electrodes 3 cells 4 mature
5 implications 6 guesswork 7 neurologist
8 negative
- 5** Students' own answers

ActiveTeach interactive activity:

Word building

Open the additional interactive activity on ActiveTeach. Students read the sentences and discuss in pairs how they think the gaps should be filled in. Invite a student to come to the board and type the correct word into each gap while the class makes suggestions and modifications. Then reveal the answers.

ADDITIONAL PRACTICE | Reading 1–2, **Maximiser** p.56–57

Grammar focus

Speaking

Aim

- to introduce the topic of vending machines in preparation for the text

- Students discuss the question in pairs.

Additional activity: Discussion

Students discuss these additional questions: *What things can go wrong with a vending machine purchase? Would you buy things from a vending machine?*

- Ask students to read the text and guess the missing words. If necessary, check students understand *upmarket* (designed for or used by people who have a lot of money), *awful* (very bad or unpleasant). Then play the recording for students to check their answers.

Answers

- Students' own answers
- 1 break down 2 shampoo 3 complain 4 make
5 care

Reported speech

Aim

- to revise and practise reported speech

- Read the rubric aloud and elicit the first tense related to a direct answer in the extract *she said that she didn't think machines like that would be successful*. Underline *didn't think* and elicit the tense (past simple). Elicit the direct answer that this relates to *I don't think machines like this will be successful*. Ask students to find and underline the other examples of tense change in the extract then go through as a class.
- Students complete the rules then compare in pairs before checking as a class.
- Students copy and complete the table. Focus students' attention on the **Language tip** box. Write: *He told ... that he had put \$5 in the machine* on the board and tell students that this would be incorrect in English unless an object is included in the gap. Elicit possible objects that could go in the gap in this case. Refer students to the **Grammar reference** on p.155.
- Students complete the activity then check as a class.

- Put students into pairs to read the instructions and complete the task on p.142.

Answers

- I asked if people liked the idea of the new machines and the first woman said that she didn't think machines like that would be successful because they would break down all the time. I then asked if anyone had ever used one of the machines. One man said he had. There had been one at the airport when he'd gone to Canada the month before and he'd bought some shampoo there. Finally, I asked if anyone could see any disadvantages to using the machines and the second man said that he could because there would be no one to complain to if people didn't like the product. He thought the companies were just trying to make more and more money and didn't really care about the customers.
- 1 change 2 don't need 3 if 4 do not
5 sometimes
- 1 Past simple 2 Past continuous 3 Past perfect
4 Past perfect 5 *would* 6 *could*
- 1 I asked Paula if she would use these machines in the future and she said (that) she loved the idea and (that) she was always forgetting important things when she was travelling. It would be great to have them at airports and places like that.
2 I asked Fran if she knew anyone who had used one of the machines and she said (that) a friend of hers had bought a burger from one in Germany.
3 I asked Jonas if he thought that these machines would replace normal shops. He said (that) he didn't think so because when we buy expensive things we sometimes need advice from sales people.

ActiveTeach interactive activity: Reported speech

Open the additional interactive activity on ActiveTeach. Students read the direct speech and discuss in pairs how they think the gaps should be filled in for reported speech. Invite a student to come to the board and type the correct words into each gap while the class makes suggestions and modifications. Then reveal the answers.

ADDITIONAL PRACTICE | Grammar 1–2, **Maximiser** p.58 | Photocopiable 9B *The next big thing* **Teacher's Book** p.126/153 | **Audio CD-ROM** Extra activity | **ActiveTeach Game:** Stepping stones (*students build a path from one side of the screen to another*)

Use of English focus

Speaking

Aim

- to introduce the topic of fashion and to provide speaking practice

Warmer: ActiveTeach activity

Open the ActiveTeach Vocabulary Trainer and select the wordlist *Clothes* in the general vocabulary section. Put students into pairs and click 'start session'. Students read the question and discuss their answer with a partner. Elicit the answer and select the most popular one. For more information and collocations for a word, click 'flip card'. This can be useful if students do not know a word, and even if they do, to help build their knowledge of collocations. Six to eight questions would be sufficient for the warmer activity. You could return for further practice as a filler or additional activity. If students have ActiveStudent, remind them that they can continue to develop their vocabulary by using the trainer at home.

- Put students in pairs to discuss the photo. Remind students to use the language of prediction from **Grammar focus** on p.92. You could write up some starters to help, e.g. *In the future, it looks like we'll all be wearing ... We'll have started wearing ... We might even be wearing ...* Elicit some ideas.
- Students read the article to check their ideas. Tell them not to worry about the gaps yet.

Answers

1–2 Students' own answers

Use of English

Open cloze

Aim

- to complete an exam-style open cloze activity (Paper 1, Part 2)

- Focus students' attention on the **Exam tip** box. Students complete the gaps then discuss their answers in pairs before checking as a class.
- Give students a minute to think about their answer then put them into pairs to discuss.

- Tell students that this activity covers a range of tenses that have been covered in the Coursebook so far. If you think they will find this challenging, write a list of the tenses used in the sentences on the board (past simple, future perfect, past perfect, *used to*, second conditional, present perfect).

Answers

- 3 1 will 2 it 3 the 4 have 5 so 6 be
7 may/might/could 8 give
- 4 Students' own answers
- 5 1 use 2 had 3 had 4 been 5 would 6 have

ADDITIONAL PRACTICE | Use of English 1–2, **Maximiser** p.59

Writing focus

Speaking

Aim

- to provide speaking practice about leisure activities in preparation for writing a report

Warmer: Leisure activities over the years

Ask students to discuss in pairs how leisure activities have changed from 100 years ago. Ask them to think of five activities that are still popular today, and five activities that are popular now that would not have been possible in the past. Elicit some ideas.

- Read the question aloud, then elicit some opinions from the class.
- Put students into pairs to discuss the questions. Elicit some ideas.

Answers

1–2 Students' own answers

Writing

Report

Aim

- to write an exam-style report using appropriate structure and language (Paper 2, Part 2)

- Students read the exam question and the report. Then ask them to tell their partner which places mentioned in the report that they would like to go to.

- 4** Students match the underlined words and phrases with alternatives 1–5 then compare in pairs before checking as a class.
- 5** Students complete the activity then check as a class.
- 6** Read the rubric aloud and share an example of a change, e.g. *If you want a meal for a special occasion Genevieve's has delicious pizza and pasta at reasonable prices.* Students compare their ideas in pairs.

Additional activity: Writing reference

Refer students to the **Writing reference** on p.167. Ask students to read the task and report. Then go through the DOs as a class looking at each example given. Read through the Useful language box and remind students to use this when writing their report.

- 7** Students read the task and discuss in pairs. Read the **Exam tip** aloud and ask students to decide on three headings with their partner for the body of their report (not including introduction and conclusion).
- 8** Making notes could be done in pairs or individually. The writing task could be set as a homework activity and collected in to give individual feedback.

Answers

- 3** Students' own answers
- 4** 1 to outline 2 while 3 it's worth 4 Alternatively 5 the aim
- 5** 1 A 2 B 3 C 4 B 5 A
- 6–7** Students' own answers
- 8** Sample answer:

Introduction

The aim of this report is to outline possible activities for the social programme at our language college.

Sports

Team sports are a good way for students to get to know each other better. Football or basketball tournaments would appeal to many students and these could be held at the recreation centre opposite our college. Another option is the local gym which has dance and aerobics classes, and offers a student discount.

Conversation cafés

There are some excellent cafés in the area. Weekly English conversation could be held at a different café every week so that students have the opportunity to practise their English in a new place.

Weekend trips

Many students enjoy day trips, especially to places that are difficult to get to without a car. If the school organised these, it could save money and time for students. Nearby cities, historical monuments or nature walks could be included.

Conclusion

Different activities appeal to different people, so the key is to offer a range of different activities to appeal to as many students as possible.

ADDITIONAL PRACTICE | Writing 1–3, **Maximiser** p.59 | Unit 9 Test, **Testmaster** CD-ROM and on **ActiveTeach**

Progress test 3

Aim

- to revise structures, vocabulary and exam tasks covered in Units 7–9

Set the tests as a homework activity and then go through the interactive activities on ActiveTeach to check the answers.

Answers

- 1** 1 will have completed 2 will be thinking 3 will be communicating 4 will have found 5 will be fighting 6 will have become
- 2** 1 download 2 virus 3 keyboard 4 application 5 software 6 password
- 3** 1 D 2 E 3 A 4 F 5 C 6 B
- 4** 1 she had met Seb
2 (that) he had enjoyed reading her essay
3 she knew when the film started
4 that was the right way to the station
5 was going in the wrong direction
6 she liked her new haircut
7 if anyone had seen her car keys
8 that he loved her new hairstyle
- 5** 1 You have to be home before midnight
2 Will you look after my cat next weekend?
3 I'll take you to Disneyland tomorrow
4 Has anyone seen my car keys?
5 It's going to rain this evening/tonight
6 Can I borrow your car tomorrow, Mum?
7 Put on your sun hat, Mia
8 We had a great time yesterday evening/last night

- 6** 1 irregular 2 informal 3 hopeful 4 dishonest
5 impossible 6 pointless 7 unexpected
8 careless 9 unhappy 10 inexperienced
- 7** 1 would lose 2 leaves 3 would make
4 will forgive 5 won 6 told 7 will lend
8 would like 9 will order 10 Will you answer
- 8** 1 of 2 that 3 was 4 most 5 own 6 not
7 do 8 able 9 even/also/can 10 the 11 but
12 be
- 9** 1 I were you 2 unless it rains 3 had their
photographs taken 4 otherwise you'll feel
5 came/went down with 6 take care of
7 borrow my car provided that 8 have been eaten by
- 10** 1 both show 2 seems, whereas, Perhaps
3 could be 4 what do you call it, Sorry, I don't know
5 kind of thing
- 11** 1 It was great to get 2 am so pleased to know
3 Mind you 4 Apparently
5 Why don't you try spending 6 Also, how about
7 I'd love to 8 Hope to hear from you soon,

ADDITIONAL PRACTICE | Unit 9 Test, **Testmaster** online and on
ActiveTeach | **Audio CD-ROM** Extra activity

Global culture

10

Reading focus Speaking

Aim

- to introduce the topic of festivals in preparation for the reading

- 1 Students discuss their choices in pairs.

Answers

- 1 Students' own answers

Reading

Multiple matching

Aim

- to complete an exam-style multiple matching activity

- 2 Ask students to read the questions and underline key words. Focus students' attention on the **Exam tip**. Ask students to brainstorm some possible paraphrases or related words to *appearance* in the first question, e.g. *looks, hair, tall*. Then ask students to skim the text again looking for a mention of appearance of local people. Elicit the answer and the sentence that contains it: A (*Over half the population is blonde.*) Students complete the questions then compare their answers (and where they found them) in pairs before checking as a class.
- 3 Students match the underlined verbs and their meanings. Check as a class.
- 4 As an example, elicit the verb that fits best in the first sentence: *takes place* and the correct form (*takes place*, no change required). Students complete the sentences then discuss in pairs before checking as a class.
- 5 Students discuss in pairs.

Answers

- 2 1 A (Over half the island's population is blonde ...)
2 B (Luckily, I had brought some really warm clothes ...)
3 C (A really nice feature of the festival is children's day, where kids and their parents can ...)
4 B (... it's like something out of a fairy tale.)
5 D (... it's a bit of an exaggeration to call it art.)
6 A (... what a shame to see a lot of hard work disappear in a couple of minutes)
7 C (As a keen photographer I had always wanted to ...)
8 A (... there was a parade of men dressed as Viking fighters.)

- 9 D (The festival also tries to tell people about the beliefs that lie behind the music and the lyrics.)
- 10 C (I ... managed to sell some of them to a magazine, which helped cover some of our expenses.)
- 3 1 tried out 2 takes place 3 stood out 4 lit up
5 put on 6 find out 7 feel like 8 melt away
- 4 1 takes place 2 stand out 3 felt like 4 tried out
5 put on 6 lit up
- 5 Students' own answers

Additional activity: Synonyms

Students find seven different adjectives in the article to describe things that are very good. Answers: amazing/dramatic/fantastic/perfect/brilliant/extraordinary/fascinating.

Additional activity: Reporting

Ask students to report to the class which festival their partner would most like to go to and why. Remind students to use reported speech (p.96, Unit 9).

ActiveTeach interactive activity: Confusable words

Open the additional interactive activity on ActiveTeach. Work through each sentence with the class. Click on the drop-down menu and ask students to read the sentence and options. Invite suggestions from the class and select the answer most students agree is correct. At the end, reveal the answers.

ADDITIONAL PRACTICE | Reading 1–3, **Maximiser** p.60–61 | Photocopiable 10A *All change!* **Teacher's Book** p.127/154

Grammar focus

Speaking

Aim

- to introduce the topic of quizzes in preparation for the grammar presentation and to provide speaking practice

- Put students into pairs to discuss the question. Elicit some answers and ask students whether they watch them or not, and why.
- Students complete the quiz then compare their answers in pairs.

Answers

- Students' own answers
- 1 C 2 C 3 A 4 C 5 B 6 B

Alternative activity: Quiz show

An alternative format for Activity 2: students should keep their Coursebook closed during this activity. Divide the students into teams and give each team three pieces of paper. Ask them to write a large letter A, B and C on each. Tell students that you will read a question aloud twice and they will have 20 seconds to discuss their answer and select the piece of paper that corresponds to the answer. You will say '3, 2, 1, show' and they hold up the piece of paper with their answer. Each correct answer gets a point. The team with the most points at the end of the quiz wins.

Relative pronouns and relative clauses

Aim

- to revise the use of relative pronouns and clauses

- Focus students' attention on the first underlined relative pronoun in the quiz (*when*, line 1). Elicit which of the items 1–5 it refers to (*a time*). Students complete the activity then discuss in pairs before checking as a class.
- Ask students if they ever use a guidebook, and why/why not. Read the title and elicit where Edinburgh is (Scotland) and anything students already know about the festival. Then, ask students to read the extract and elicit what sorts of events they could see there.

Teaching tip

Point out that *arts* in the first sentence of the extract refers to art, music, theatre, film, literature, etc. all considered together

- Focus on the definitions as a class. Focus students' attention on the first underlined relative clause in the text (*which is held every August*). Ask students whether it gives extra information or defining information about the subject (Edinburgh Festival). (It gives extra information because the sentence could stand alone without the clause without a change in meaning, just losing the extra information.) Contrast this with the second underlined example. If you removed the clause here it would read *Artists say that the experience really helped their careers* which would be a change in meaning because it sounds like the author is talking

about all artists at the festival rather than just the artists that performed when they were younger. In this case, the clause is *defining* because it is necessary to correctly identify the noun. Focus students' attention on the **Language tip** and point out the example of the first underlined relative clause in the text that uses commas. Refer students to the **Grammar reference** on p.156.

- 6** Focus on the sentences in 1 as a class and ask students to discuss in pairs how they would combine them. Elicit the answer and write it on the board. Students continue to work through the remaining examples. Before you check as a class, remind students to check that any non-defining relative clauses have commas.
- 7** Students turn to the activity on p.142. Read the rubric and the example aloud and elicit some ways to complete the sentence. Then read question 2 aloud, and elicit the relative clause to start the answer: *The celebrity (that/who) I most admire is ...* Allow students time to read the questions and think about their answers. Then put students into pairs or small groups to compare. Alternatively, display the questions on ActiveTeach. Students move around the class asking and answering one question with each person before moving to a new partner.

Answers

- 3** 1 which/that 2 who 3 where 4 whose 5 when
- 4** Professional, experimental and amateur shows – all kinds of artistic performances.
- 5** 1 which is held every August – ND
2 who performed at the Edinburgh Festival when they were younger – D
- 6** 1 Fernando Botero, who was born in Colombia, is famous for his figurative art.
2 At the age of 12 Fernando went to a school for matadors, where he stayed for two years.
3 In 1948 Fernando produced some illustrations for a newspaper, which made him some money.
4 He went to Madrid, where he studied at the art academy.
5 His paintings often show very large people who Botero calls his 'fat people'.
6 His paintings, which cost millions of dollars, are very popular today.

ActiveTeach interactive activity:

Relative pronouns and relative clauses

Open the additional interactive activity on ActiveTeach. Students read the text and discuss in pairs which relative clause they think should go in each gap. Invite a student to come to the board and drag the correct clause into each gap while the class makes suggestions and modifications. Then reveal the answers.

ADDITIONAL PRACTICE | Grammar 1–2, **Maximiser** p.62 | Photocopiable 10B *The right place* **Teacher's Book** p.127/156 | **Audio CD-ROM** Extra activity

Speaking focus

Speaking

Collaborative task

Aim

- to complete an exam-style collaborative task (Paper 4, Part 3)

Warmer: Parties in Britain

Write the following list on the board: *twenty-first, housewarming, baby shower, engagement*. Tell students these are all common reasons for a party in Britain. Ask students to discuss in pairs what each one celebrates, whether they celebrate this in their country and whether they have ever been to this type of party. *Twenty-first* (celebrating 21st birthday which is considered an important milestone), *housewarming* (celebrating moving into a new home), *baby shower* (celebrating the upcoming arrival of a baby), *engagement* (celebrating that two people plan to get married).

- 1** Remind students to talk about each heading before making a final decision. Put students into pairs to complete the task.
- 2** Put students into new pairs to ask and answer the questions.

Answers

1–2 Students' own answers

Discussion: giving opinions

Aim

- to complete an exam-style discussion task (Paper 4, Part 4)

- 3 Give students a few minutes to read the questions and the answer. Then elicit which question the candidate is answering.
- 4 Students underline the parts then check as a class.
- 5 Students copy and complete the table then check as a class.
- 6 Read the **Exam tip** aloud. Emphasise that students should only do this if their partner has finished. Remind students to use some phrases from Activity 5 when answering the questions. Students ask and answer the questions with their partner.

Answers

- 3 Question 1
- 4 1 For instance, I remember when I did a German course ...
2 It can help people get to know each other ...
3 I think this is definitely a good idea.
- 5 Give an opinion: I feel strongly that ..., For me, ...
Ask for an opinion: How do you feel about ...?, Don't you think that ...?
Give a reason: That's because ..., The reason I say that is ...
Give an example: Once, I ..., When I was ...
- 6 Students' own answers

ADDITIONAL PRACTICE | Speaking 1–3, **Maximiser** p.62–63

Listening focus

Speaking

Aim

- to provide speaking practice on the topic of tourism in preparation for the listening

- 1 This could be done about the area where the students are studying or their home town. Give students a few minutes to think about each heading. Then put students into pairs to discuss.

Answers

- 1 Students' own answers

Listening

Multiple choice: short extracts

Aim

- to complete an exam-style multiple-choice listening activity

- 2 Tell students to read through the questions and underline key words in each option. If necessary, pre-teach *graffiti* (rude, humorous, or political writing and pictures on the walls of buildings, trains, etc.), *acts* (short performances on stage). Read the **Exam tip** aloud. Play the recording. Students compare their answers in pairs. Play the recording again, pausing after each situation to elicit the answer.
- 3 Students match the adjectives with their meanings.

Answers

- 2 1 C 2 C 3 A 4 B 5 A 6 B 7 C 8 A
3 1 B 2 E 3 F 4 A 5 D 6 C

Additional activity: Matching

Write the following nouns on the board out of order – *artwork, painting, area, custom, sound, cheese, meal, achievement, work, hill, driveway, wandering, daydreaming*. Students work in pairs to match three of the nouns to each of the adjectives in Activity 3. They should then think of another noun that could be described using the adjective. Answers: original – *artwork, painting, idea*; familiar – *area, custom, sound*; tasty – *cheese, meal, snack*; outstanding – *achievement, work, design*; steep – *hill, driveway, learning curve*; mindless – *task, daydreaming, comment*.

ADDITIONAL PRACTICE | Listening 1, **Maximiser** p.63

Speaking

Aim

- to provide speaking practice

- 4 Check students understand *legend* (an old, well-known story, often about brave people, adventures, or magical events) and *mural* (a painting that is painted on a wall, either inside or outside a building). Put students into small groups to discuss the questions.

Answers

- 4 Students' own answers

Teaching tip

If you have a multinational class, make sure each group contains a mix of nationalities.

Vocabulary focus

Speaking

Aim

- to introduce the topic of arts and culture and to provide speaking practice

- Put students into pairs to discuss the question. Check students know that in the context of arts, literature means books, plays, poems, etc. that people think are important and good.
- Play the recording and elicit the answer.
- Students read the questions first and underline key words. Then play the recording again. Students compare their answers in pairs before checking as a class.

Answers

- Students' own answers
- fashion
- originally only rich people drank it
 - because many of his words and phrases are used in the English language today
 - it tells us about the people from different cultures that have come to live in England

Arts and culture

Aim

- to review and expand vocabulary related to arts and culture

- Students read the article and say which job they would most like to have and why. If necessary, pre-teach *vegan* (someone who does not eat any animal products at all, such as meat, fish, eggs, cheese, or milk), *fusion* (a combination of separate qualities or ideas), *suffer from nerves* (to get very worried or frightened), *lines* (words that someone has to learn and say as part of a play or performance). Then students select the correct options and compare their answers in pairs before checking as a class.

- Look at the first sentence with the class as an example. Elicit which word in the box is related to the profession (music). Elicit which ending can be added (*-ian*). Point out the pronunciation change between the final consonant /k/ in music /sh/ in musician. Students complete the remaining sentences then compare in pairs before checking as a class. Elicit other jobs in the arts and write these on the board.

- As an example say: *I work in a studio using brushes on canvas and recently had my first exhibition.* Ask students to guess what your job is (painter/artist). Students take turns to do the same.

- Students turn to the task on p.142. If you have a monolingual class put students in pairs to discuss the task. For multilingual classes, students could work individually first then tell their partner what they've chosen and why. Ask students to plan eight stamps either by sketching or writing notes. Then they should swap partners and compare their ideas.

Answers

- 1 recipes
 - 2 dishes
 - 3 presentation
 - 4 slicing
 - 5 novels
 - 6 plots
 - 7 chapter
 - 8 characters
 - 9 show
 - 10 audition
 - 11 rehearsals
 - 12 script
- 1 musician
 - 2 conductor
 - 3 composer
 - 4 novelist
 - 5 dancer
 - 6 painter
- Students' own answers

ActiveTeach interactive activity:

Arts and culture

Open the additional interactive activity on ActiveTeach. Students read the sentences and discuss in pairs how they think the gaps should be filled in. Invite a student to come to the board and drag the correct word into each gap while the class makes suggestions and modifications. Then reveal the answers.

ADDITIONAL PRACTICE | Vocabulary 1–2, **Maximiser** p.63–64 | **ActiveTeach Game:** Pelmanism (*memory game*)

Grammar focus

Speaking

Aim

- to provide speaking practice on the topic of eating and drinking

Warmer: ActiveTeach activity

Open the ActiveTeach Vocabulary Trainer and select the wordlist *Eat*. Put students into pairs and click 'start session'. Students read the question and discuss their answer with a partner. Elicit the answer and select the most popular one. For more information and collocations for a word, click 'flip card'. This can be useful if students do not know a word, and even if they do, to help build their knowledge of collocations. There are 32 questions in each session, but six to eight questions would be sufficient. If students have ActiveStudent, remind them that they can continue to develop their vocabulary by using the trainer at home.

- 1 Students discuss the question in pairs.
- 2 Focus students' attention on the photo and ask what they think happens at this unusual restaurant. Students read the article then discuss the questions in pairs. Elicit some ideas.

Answers

1–2 Students' own answers

Articles**Aim**

- to review the use of articles and practise selecting the correct one

- 3 Review the following terms: countable and uncountable, abstract noun, singular, plural, superlative. Students match the examples and descriptions then compare their answers in pairs before checking as a class.
- 4 Read the **Language tip** aloud. Elicit a few other examples of place names using *the*, e.g. *the Eiffel Tower, the Amazon, the Himalayas*. Students select an article for 1–8 in Activity 3 then check as a class. Refer students to the **Grammar reference** on p.157.
- 5 Ask if anyone has heard of *fugu*. Then ask students to read the text and answer the questions without worrying about the gaps yet.
- 6 Students complete the gaps then compare in pairs before checking as a class.
- 7 Students discuss the questions in pairs.

- 8 Students turn to p.141 and read the instructions. Allow students a few minutes to plan what they are going to say for (1) and to find any vocabulary they need. Then put students into pairs for (2). Then separate all the partners from (1–2) into new pairs or groups for (3). In each group, students vote on the best place from the descriptions. Ask a volunteer from each group to report the place that they voted the best and why.

Answers

- 3–4 1 a robot (a) 2 food (–) 3 the robot (the)
 4 Thailand (–) 5 the offer of a different ... (the)
 6 clever dance moves (–) 7 the most (the)
 8 the food (the)
- 5 1 because it contains poison which has to be removed before eating 2 because it is delicious
- 6 1 – 2 the 3 a 4 The 5 the 6 – 7 the
 8 an
- 7–8 Students' own answers

Useful resources

For more discussion on unusual restaurants, do an internet search for 'dining in the dark' to find homepages of restaurants who offer another sort of different dining experience. Students could look at the webpage of one of the restaurants and discuss whether they would like to go there and why.

ActiveTeach interactive activity: Articles

Open the additional interactive activity on ActiveTeach. Students read the text and discuss in pairs how they think the gaps should be filled in. Invite a student to come to the board and type the correct word into each gap while the class makes suggestions and modifications. Then reveal the answers.

ADDITIONAL PRACTICE | Grammar 1–2, **Maximiser** p.64 |
Audio CD-ROM Extra activity | **ActiveTeach Game:** Stepping stones
(students build a path from one side of the screen to another)

**Use of English focus
Vocabulary**

collocations: *do and make*

Aim

- to review and expand vocabulary of collocations with *do and make*

Warmer: Collocations

Students discuss in pairs: *What is your usual routine for doing homework for this course?* Underline *doing homework* and tell students that this is a collocation with *do*. Elicit any other collocations with *do* that students know, writing them on the board.

- 1 Students copy and complete the table, then compare answers with a partner before checking as a class.
- 2 Complete the first gap with the class as an example. First elicit the collocation that's needed (*make a noise*) then elicit the correct form for this sentence (*making a noise*). After students have completed the gaps they compare answers in pairs before checking as a class.
- 3 Students turn to p.142 and read the instructions. Give them a few minutes to think of an example for each situation. Then ask students to compare their answers in pairs.

Answers

- 1 Do: someone a favour, the cooking, an experiment, your homework, a test, your best
Make: *a mistake*, money, trouble, an excuse, a wish, a noise, the most of a situation
- 2 1 making a noise 2 make the most
3 made an excuse 4 do me a favour 5 did my best
6 made a wish
- 3 Students' own answers

Alternative activity

Instead of working with one partner for Activity 3, students could walk around the class discussing each situation with a different partner. To finish, students could sit down with one partner and tell them three interesting things other people told them.

ADDITIONAL PRACTICE | Audio CD-ROM Extra activity

Use of English**Multiple-choice cloze****Aim**

- to complete an exam-style multiple-choice cloze activity (Paper 1, Part 1)

Warmer: Discussion

Focus students' attention on the picture and ask them to discuss with a partner if they have ever been to an opera and whether they liked it. What sort of live performances do they enjoy being a spectator at?

- 4 Give students a few minutes to read the article for gist. Elicit how many stories are mentioned.
- 5 Students read the rubric and the **Exam tip**. Focus students' attention on the first gap (0). Discuss each option A–D. A: onlookers are people who witness a spontaneous event rather than deliberately watch a show; B spectators watch an event (usually sports) or game; C an audience watches a show; D viewers are people who are watching television. Students complete the gaps, then compare in pairs before checking as a class.
- 6 Students discuss the questions in pairs.

Answers

4 3

5 1 D 2 B 3 A 4 B 5 C 6 C 7 D 8 A

Cultural notes

In English, when we want to wish someone luck for a performance, we normally say 'break a leg'.

ADDITIONAL PRACTICE | Use of English 1–2, **Maximiser** p.64–65

Writing focus
Speaking**Aim**

- to make predictions about the article and to provide speaking practice

- 1 Focus students' attention on the photograph and put students into pairs to discuss the questions.

Answers

- 1 Students' own answers

Teaching tip

If you have ActiveTeach, students could complete Activities 1 and 2 with their books closed to encourage them to make predictions without looking at the text.

Writing
Article**Aim**

- to identify features of an article (Paper 2, Part 2)

- 2** The article is one of the options in Part 2 of the Writing paper. Students discuss and tick items 1–8 with a partner.
- 3** Give students a few minutes to read the article and check their ideas from Activity 2. Discuss each one as a class.
- 4** Students complete the activity then compare in pairs before checking as a class.

Answers

2–3 1, 2, 5, 6, 7

4 1 para 4 2 para 5 3 para 1 4 para 3 5 para 2

ADDITIONAL PRACTICE | Writing 1–2, **Maximiser** p.65

Vocabulary

attitude verbs

Aim

- to practise using adverbs to describe attitudes and to write an article

- 5** Students complete the sentences by adapting sentences from the article.
- 6** Focus students' attention on the task from Activity 2 then read the **Exam tip** aloud. Suggest students use the structure from Activity 4 to plan their article to make sure it follows a logical order. Elicit how many words they should write in the exam (120–180 words). The writing task could be set as a homework activity and collected in to give individual feedback.

Teaching tip

With students' permission, these articles could be posted on a class blog for other students to read.

Answers

- 5** Sample answers:
- Luckily, I was in Sweden on holiday at the time of the Swedish Midsummer festival.
 - Strangely, one song is about a frog and the dancers actually act out the frog's dance too!
 - Personally, I had a great time/I didn't dream of anything.
 - Surprisingly, one song is about a frog and the dancers actually act out the frog's dance too!
 - Fortunately, my Swedish friends made sure that I got involved.

- 6** Sample answer:

When I was on holiday in Australia, my friend invited to me to go to the Melbourne Cup. It is known as 'the race that stops a nation' because almost everyone in the country watches the horse race on television.

The Melbourne cup is extremely popular all around Australia and is always held on the first Tuesday in November. In Melbourne, it's even a public holiday! People lucky enough to go to the race venue wear fancy clothes and women wear a hat. There are prizes for the best-dressed spectators and some people plan their outfits all year! My friend told me that it is usual to have a 'flutter' which means placing a few dollars on the horse you think will win. All the horses looked so strong and fast, I just chose one with a name I liked!

The first Melbourne cup was held in 1861. Since then, it has become very well known and the best jockeys from all over the world come to compete.

I liked my day at the Melbourne cup, especially seeing the fashions. Unfortunately my horse didn't win, but nevertheless I had a fun day.

Review

Aim

- to revise the structures, vocabulary and exam tasks covered in Unit 10

- 1 – 4** Ask students to complete the exercises, circulating to provide assistance. Ask students to check in pairs before checking as a class on ActiveTeach. Alternatively set as a homework activity and then go through the interactive activities on ActiveTeach to check.

Answers

- 1** 1 that 2 who 3 where 4 when 5 which
6 that 7 where 8 whose
- 2** 1 legend 2 recipe 3 plot 4 chapter
5 character 6 dish 7 poem 8 script
9 museum 10 hero
- 3** 1 dancer 2 conductor 3 novelist 4 composer
5 painter 6 musician
- 4** 1 – 2 a 3 a 4 The 5 the 6 – 7 –
8 the 9 the 10 the 11 The 12 the 13 the
14 an 15 – 16 the 17 The 18 an

ADDITIONAL PRACTICE | Unit 10 Test, **Testmaster** online and on **ActiveTeach** | **Audio CD-ROM** Extra activity

Style and design

11

Listening and Vocabulary focus

Speaking

Aim

- to introduce the topic of style and design and to provide speaking practice

- Put students into pairs to discuss the questions. Then elicit a few responses from the class.

Answers

- Students' own answers

Listening

Multiple matching

Aim

- to complete an exam-style multiple matching activity (Paper 3, Part 3)

- Ask students to read options A–E then play the recording. Elicit the answers.
- Read the rubric aloud and then focus students' attention on the **Exam tip** box. Ask students to read the options A–H and underline the key word describing the attitude of the speaker (the first word in each of these examples). Play the recording. Students compare their answers in pairs before checking as a class.
- Students match the phrases and meanings then compare in pairs before checking as a class.

Answers

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

ADDITIONAL PRACTICE | Listening 1–2, *Maximiser* p.66

Vocabulary

fashion design: adjective order

Aim

- to review and expand vocabulary for describing fashion including adjective order

5 Focus students' attention on the photos. Students describe the photos in as much detail as possible. Elicit some ideas, and if necessary prompt students with questions, e.g. *What sort of material is it? How would you describe the pattern?*

6 Students copy and complete the table. Then, in pairs students could try and add two more words to the chart, e.g. material: denim, satin, suede; pattern: printed, floral; shape: padded, tailored, skin-tight.

7 Focus students' attention on the **Language tip**. Elicit an example of something one of the models is wearing in the photographs using three adjectives in the order: shape, colour, material, e.g. *tight black leather boots*. Give students a few minutes to read and think about their answers for 1–6 before sharing with a partner.

8 Students read the comment then discuss briefly in pairs whether they relate more to the commenter, her brother, or neither of them. Then ask students to find phrases that match the meanings. Check as a class.

9 Students discuss the questions in pairs or small groups of three to four. Get feedback from a few pairs or groups.

Answers

5 The male model is wearing purple trousers and a purple shirt with a blue jacket. He is also wearing a blue-and-white striped woollen hat and a pair of black shoes. The female model is wearing a black-and-orange rugby shirt with rose details. She is also wearing a black skirt, with knee-high socks and a pair of black shoes.

6 Material – velvet, fur, cotton, leather, silk
Pattern – flowery, spotted, checked, plain, striped
Shape – baggy, fitted, loose, tight, short-sleeved

7 Students' own answers

8 1 classic 2 fashionable 3 go out of fashion
4 genuine 5 fashion-conscious 6 designer clothes

9 Students' own answers

ActiveTeach activity

Open the ActiveTeach Vocabulary Trainer and select the wordlist *Clothes*. Put students into pairs and click 'start session'. Students read the question and discuss their answer with a partner. Elicit the answer and select the most popular one. For more information and collocations for a word, click 'flip card'. This can be useful if students do not know a word, and even if they do, to help build their knowledge of collocations. There are 32 questions in each session, but six to eight questions would be sufficient for the additional activity. You could return for further practice as a filler or additional activity. If students have ActiveStudent, remind them that they can continue to develop their vocabulary by using the trainer at home.

ActiveTeach interactive activity: Fashion and design

Open the additional interactive activity on ActiveTeach. Students read the sentences and discuss in pairs how they think the gaps should be filled in. Invite a student to come to the board and type the correct word into each gap while the class makes suggestions and modifications. Then reveal the answers.

ADDITIONAL PRACTICE | Vocabulary 1–4, **Maximiser** p.66–67 | **Audio CD-ROM** Extra activity | **ActiveTeach Game:** Wordsearch (students find words hidden in a grid of letters)

Grammar focus

Listening

Aim

- to present modals of possibility and certainty in a meaningful context, and to provide listening practice

Warmer: Discussion

Students discuss the following question in pairs: *What sort of fashion is popular in your country these days? How similar are the fashions to when your parents and grandparents were growing up?*

1 Play the recording then elicit the items that Mark and Karine talked about.

2 Students discuss the question in pairs.

Answers

1 hairstyles, shoes, face, dress

2 Students' own answers

Modals of possibility and certainty

Aim

- to review the form and use of modals of possibility and certainty

3 Students read the dialogue and match the underlined examples with the phrases. Students compare in pairs before checking as a class.

4 Students complete the rules. Then, elicit the answers. Read the **Language tip** aloud. Read the example sentences aloud, and demonstrate replacing the word in orange with *might, may, could*.

Refer students to the **Grammar reference** on p.157.

- 5** Play the recording for students to notice the pronunciation. Elicit what happens to the word *have* in the examples (the vowel changes from strong /a/ to weak /schwa/). If you are using ActiveTeach, you could open the interactive phonemic chart and ask students to find the vowel sounds /a/ and /schwa/ for students to listen to and repeat. Then, play the recording again and have students listen and repeat the whole sentence.

Teaching tip

Pronunciation

If students find pronouncing the full sentence challenging, try building up each sentence as you drill the phrases, e.g. students listen to you and repeat: *must have, Women must have, Women must have had problems breathing.*

- 6** Students complete the dialogues then compare in pairs before checking as a class.
- 7** Students turn to p.143 and read the instructions. After students have discussed the pictures in pairs, elicit some ideas from the class and check that the modals are being used correctly.

Answers

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

4 1 infinitive 2 have

6 1 might be/must be 2 can't have taken
3 can't have been 4 must have seen
5 might have put 6 must have put

7 Students' own answers

Additional activity: Dialogue practice

Students practise reading the dialogues in pairs, making sure they use the weak form of *have* where appropriate.

ActiveTeach interactive activity:

Modals of possibility and certainty

Open the additional interactive activity on ActiveTeach. Students read the sentences and discuss in pairs how they think the gaps should be filled in. Then work through each sentence with the class by clicking on the drop-down menu and inviting suggestions from the class. Select the answer most students agree is correct. At the end, reveal the answers.

ADDITIONAL PRACTICE | Grammar 1–2, **Maximiser** p.67 |
Photocopiable 11A *Three friends* **Teacher's Book** p.128/157 |
Audio CD-ROM Extra activity

Use of English focus Speaking

Aim

- to introduce the topic of reality TV shows

Warmer: TV questionnaire

Give each student a small piece of paper and ask them to write an interesting question on it related to TV in some way. Students move around the classroom and find a partner. They ask and answer their question, then swap questions. Then they find a new partner and ask them their new question. Continue for five to ten minutes depending on the size of your class and interest in the discussion. Then ask students, *Did anyone mention 'reality TV shows' in some way?*

- 1** Put students into pairs to discuss the questions.

Answers

- 1** Students' own answers

Vocabulary

word building

Aim

- to practise building words from root words

- 2** Students work in pairs for the activity. All the words they come up with should include the word 'real', e.g. *reality*. Elicit the words students thought of, then share any examples from the answer key that were not mentioned.
- 3** Read through the rubric with the class. Then look at the example (1). Each of these words can be modified with the ending -y to form adjectives. Point out the spelling change *anger*–*angry*. Students work through the exercise then compare their answers in pairs but not as a class until Activity 4.
- 4** Working with their partner, students should try and add one more word to each group. Go through the answers to Activity 3 as a class, eliciting any additional words students could think of for each group. Consider sharing some of the sample answers with the class if they have not already been mentioned.

Answers

- 2 real, realistic, realism, realist, realise, really, reality
- 3 1 *angry*, healthy, thirsty
 - 2 participant, assistant, inhabitant
 - 3 activity, stupidity, personality
 - 4 recovery, delivery, bravery
 - 5 correction, investigation, elimination
 - 6 expensive, imaginative, descriptive
 - 7 happiness, sweetness, sadness
 - 8 acceptance, performance, importance
- 4 Sample answers:
 - 1 hungry, bossy, curly
 - 2 accountant, servant, attendant
 - 3 humidity, possibility, ability
 - 4 discovery
 - 5 communication, coordination, conservation
 - 6 active, alternative
 - 7 goodness, selfishness, kindness
 - 8 annoyance, guidance, disturbance

Use of English

Word formation

Aim

- to complete an exam-style word formation exercise (Paper 1, Part 3)

- 5 Students read the article quickly for gist, then answer the question.
- 6 Read the rubric and the **Exam tip**, then ask students to double-check each of the words is both grammatically correct and makes sense in the context. Students complete the exercise, then compare in pairs before checking as a class.

Answers

- 5 The shows will continue as they are popular with viewers.
- 6 1 endurance 2 contestant 3 competition
4 weakness 5 decision 6 sensitive 7 discovery
8 popularity

ADDITIONAL PRACTICE | Use of English 1–2, **Maximiser** p.68

Speaking

Aim

- to provide speaking practice on the topic of reality TV shows

- 7 Put students into small groups. Give students 10–15 minutes to discuss the questions and design their show.

Answers

- 7 Students' own answers

Additional activity: Pitch it

Each group prepares a pitch for their reality show to the rest of the class of a maximum of one minute. Students vote on the one they would most like to participate in, and the one they would most like to watch. (They cannot vote for their own!)

Reading focus

Speaking

Aim

- to introduce the topic of roller coasters and to provide speaking practice

- 1 Put students into pairs to discuss the questions. Elicit a few responses for each.

Answers

- 1 Students' own answers

Reading

Gapped text

Aim

- to complete an exam-style gapped text activity (Paper 1, Part 6)

- 2 Give students a few minutes to read the article for gist, then elicit the answer.
- 3 In the exam students should allow a total of 20 minutes for the exam-style gapped activity. Students complete the activity then compare in pairs before checking as a class.

Answers

- 2 It's like seeing and being inside a horror film at the same time.
- 3 1 D (1827 in the sentence following the gap = nineteenth century in Sentence D; make money in Sentence D relates to the details later in the paragraph *thrill-seeking passengers paid 50 cents a ride.*

- 2 G (*Her* at the beginning of Sentence G refers to Nichola Pickford; *However* which follows the gap contrasts the idea described in Sentence G that Nichola was not allowed to go to amusement parks at first, with her Disneyland, Paris experience which *changed her life* according to the sentence following the gap.)
- 3 C (*park* in Sentence C refers to Chessington theme park; *him* in Sentence C refers to John Wardley; the sentence following the gap gives examples of *rides* from Sentence C.)
- 4 A (The *ride* in Sentence A refers to *Thirteen*; *slide slowly up a hill* in Sentence A is a paraphrase for *climb* in the sentence following the gap.)
- 5 F (Sentence F is an example of a *real enthusiast* mentioned in the penultimate sentence before the gap. The sentence before the gap describes another *enthusiast* and starts with a description of where the person is sitting, which is mirrored at the start of sentence F.)
- 6 E (*her* in Sentence E refers to the person who says *I want to go again* in the sentence preceding the gap.)

Teaching tip

If you have a strong class that needs challenging, consider putting the timer on for 15 minutes (having allowed five minutes to read for gist) to add pressure.

ActiveTeach interactive activity: Meanings in context

Open the additional interactive activity on ActiveTeach. Students read the sentences and discuss in pairs which answer they think is the best definition for the word in italics. Invite a student to come to the board and select the best answer while the class makes suggestions and modifications. Then reveal the answers.

ADDITIONAL PRACTICE | Reading 1–3, **Maximiser** p.68–69

Vocabulary

verbs in context

Aim

- to check understanding of verbs in the text

- 4 Students complete the sentences then compare in pairs before checking as a class.
- 5 Students discuss the questions in pairs or small groups.

Answers

- 4 1 survived 2 shaking 3 combines 4 lives for
5 sign 6 screamed 7 gave way 8 blows
- 5 Students own answers

Additional activity: Gap fill

Working in pairs, students choose three of the verbs from Activity 4 to write sentences with. They then remove the verbs to create a gap fill to swap with another pair.

Additional activity: Web quest

Students will need internet access for this activity. It could be set for homework. If it is done in class, students work in pairs to research three theme parks, finding the information below, and make a decision about which one they would most like to visit and why. Emphasise that students should search in English only. For example:

Alton Towers: <http://www.altontowers.com/>

Knotts Berry Farm: <http://www.knotts.com/>

Dreamworld: <http://www.dreamworld.com.au/>

Location:

Ticket price:

Opening times:

Featured attractions:

Each pair reports briefly to the class what they decided and why.

Grammar focus Speaking

Aim

- to provide speaking practice on the topic of eating out in preparation for the grammar presentation

- 1 Students discuss the question in pairs.

Answers

- 1 Students' own answers

Additional activity

Students could discuss the additional question in pairs:
How much does the décor influence your decision to go to a restaurant?

so, such, very; too and enough

Aim

- to compare the use of *so, such* and *very; too and enough*, and to use them in context

2 Tell students that Pablo is having some problems with the design of his restaurant and has hired an interior designer, Anika, for advice. Students complete the dialogue. Then play the recording for students to check their answers.

3 Students work in pairs to discuss and complete the rules then check as a class. Refer students to the *so/such/very* section of the **Grammar reference** on p.158.

Teaching tip

Remember that if you have a strong class, they could read the **Grammar reference** independently or for homework. If your students need additional help with grammar, go through it in detail talking through the notes and examples.

4 Combine the first sentences as an example with the class. Students combine the rest then compare in pairs before checking as a class.

5 Students work in pairs to discuss and complete the rules then check as a class. Refer students to the *too/enough* section of the **Grammar reference** on p.158. Focus on the **Language tip**. Share some examples to illustrate the negative meaning of *too*, e.g. *It's bright and sunny today* (positive). *It's too bright; I need to put my sunglasses on* (negative). *The ride is very fast* (positive). *The ride is too fast* (negative).

6 Students complete the comments then compare in pairs before checking as a class.

ActiveTeach interactive activity: *so, such, very; too and enough*

Open the additional interactive activity on ActiveTeach. Students read the sentences and discuss in pairs how they think the gaps should be filled in. Invite a student to come to the board and type the correct word into each gap while the class makes suggestions and modifications. Then reveal the answers.

7 Give students a few minutes to think about each situation. Encourage them to use *so, such, very, too* or *enough* to describe the situation and how they felt about it to a partner. They could swap partners for extra practice.

Alternative activity

Alternative to Activity 7: in pairs, students choose one of the situations and write a short dialogue to perform/read for the class between two people in that situation. Tell them they should include at least three examples of *so, such, very, too* or *enough*.

Answers

- 2 1 very 2 so 3 such 4 enough 5 too 6 too
7 such 8 too
- 3 1 result 2 so 3 such a 4 such 5 don't have to
- 4 1 ... took such a long time to serve the customers (that)
2 ... was so dark in the café (that)
3 ... such a good meal that
4 ... such great songs (that)
5 ... so fast (that)
6 ... was such a sunny day (that)
- 5 1 too 2 enough
- 6 1 too 2 enough, too 3 too, enough 4 too
5 enough 6 too, enough
- 7 Students' own answers

ADDITIONAL PRACTICE | Grammar 1–2, **Maximiser** p.70 |
Audio CD-ROM Extra activity | **ActiveTeach Game:** Stepping stones
(students build a path from one side of the screen to another)

Speaking focus

Speaking

personal information

Aim

- to practise asking and answering personal questions

- 1 Focus students' attention on the two photographs on p.119 and put students into pairs to discuss the question. Elicit a few ideas.
- 2 Students discuss the question in pairs.
- 3 Refer students to the questions in coloured speech balloons on p.119. Emphasise that students should ask the questions out of order. Students work in pairs for about five minutes. Then ask students to change partners and repeat the activity for extra speaking practice.

Answers

1–3 Students' own answers

Alternative activity

Instead of working in pairs for Activity 3, students walk around the classroom asking and answering questions with different partners. Display the personal questions from Activity 3 on ActiveTeach if using. Include yourself in the exercise so that you can talk and listen to as many students as possible.

question tags

Aim

- to review and practise using question tags

- 4** Tell students that it's common to add tags on the end of questions, especially when we think we already know the answer or are looking for agreement. Students read the questions and statements and identify which is not true. Check as a class. Refer students to the **Grammar reference** on p.158. When reading through the USE section of the **Grammar reference** with the class, read the example twice to illustrate the difference between rising intonation to indicate we don't know the answer, and a falling intonation to illustrate we believe we already know the answer. We often use falling intonation when we're not really asking a question at all but making a statement and adding a question tag to invite the listener to agree, e.g. *It's cold today, isn't it?* (the speaker thinks it's cold today); *Prices have really gone up around here, haven't they?* (the speaker thinks prices have risen).

Teaching tip

Tell students that occasionally they will want to disagree with a tag question someone asks them. In that case, *actually* is a good way to start, e.g. A: *You don't speak Italian, do you?* B: *Actually, I studied it for several years;* A: *The film last night was very boring, wasn't it?* B: *Actually, I quite enjoyed it!*

- 5** In pairs, students follow the instructions on p.139.
- 6** Put students in pairs to write two questions for each topic, a total of 12. Tell them to look at the questions in Activity 3 for ideas about different question starters. Students change partners to ask and answer their questions.

Answers

- 4** Not true: B
5–6 Students' own answers

Additional activity

Ask students to write three statements with question tags to ask their partner. The first question should be a question about their partner that they don't know the answer to (and they should use rising intonation), the second question should be one they are checking (they should use falling intonation) and the third should be a statement about something that they're inviting the listener to agree to (and they should use falling intonation). Circulate, checking the question tags and intonation.

Writing focus

Speaking

Aim

- to introduce reviews and to provide speaking practice

Warmer: Discussion

Ask students to discuss the following questions in pairs: *On what occasions is it common to give a gift? Do you usually find choosing a gift to buy for someone easy or difficult?*

- 1** Students discuss the question in pairs then elicit a few responses.

Answers

- 1** Students' own answers

Writing

Review

Aim

- to revise the features of, and write a review (Paper 2, Part 2)

- 2** Read the exam task aloud. Then focus students' attention on the picture and elicit some ideas.
- 3** Give students a few minutes to read and check their ideas.
- 4** Students reread the text and underline the examples.

Teaching tip

If using ActiveTeach, invite a student to underline the examples on ActiveTeach with the other students' guidance.

- 5** Students discuss the question in pairs.
- 6** Students plan their review using the headings given. Refer students to the Useful language box in the **Writing reference** on p.168. (The introduction, giving an opinion and recommending sections are relevant to product reviews. The giving information section is more useful for films and book reviews.) If students are writing in class, keep this section displayed on ActiveTeach as a reference during the activity.

- 7** Students could complete the writing task for homework. To share the reviews, you could either post them to a class blog, put them around the classroom with numbers for students to walk around and read, or number them and pass them around the class. Students vote for their three favourite reviews.

Answers

- 4** 1 I would thoroughly recommend this ...
2 I thought it might look a bit odd ... but it doesn't.
3 It looked really cool on the box ...
4 You need to be very careful ... / It's really difficult ...
5 I've already ordered another one ...
6 He loves games and puzzles ...

5–6 Students' own answers

7 Sample answer:

I recently bought a docking station for my MP3 player so that I could enjoy my music collection through the speakers. I was looking for a model that was compact and stylish but not too expensive, so decided on the Klax3.

It comes in a choice of six colours and sells for around \$40. It is compatible with a range of MP3 players – you can see a full list on their website.

I loved that I could get a model in my favourite colour, blue. The sound quality seemed excellent at first – very clear. However, only a week after I bought it, something went wrong with the buttons. No matter what I did, I couldn't change the volume. Unfortunately the person on the helpline I called was very rude and couldn't help me at all. Then, a few days later, the problem seemed to resolve itself somehow. Very strange!

Overall, I wouldn't recommend the Klax3, mainly because my experience with the helpline was so disappointing. It's a pity because it's one of the most attractive models on the market for the buyer on a budget.

Additional activity: Create a crossword

Elicit some other types of puzzle (in addition to jigsaw puzzles mentioned in the text), e.g. *riddles*, *maths puzzles like sudoku*, *crosswords*. Working in pairs, students choose 10 words from Unit 11 and writing definitions or gap-fill sentences to use as clues. If facilities allow they could input these into an online crossword builder and print their crossword to swap with another pair. Alternatively they could swap their clues with another pair to complete.

ADDITIONAL PRACTICE | Writing 1–4, **Maximiser** p.71 | Photocopiable 11B *Which present?* **Teacher's Book** p.129/158

Review

Aim

- to revise the structures, vocabulary and exam tasks covered in Unit 11

- 1 – 5** Ask students to complete the exercises. Circulate to provide assistance. Ask students to check in pairs before checking as a class on ActiveTeach. Alternatively set as a homework activity and then go through the interactive activities on ActiveTeach to check.

Answers

- 1** 1 trendy 2 loose 3 latest 4 checked 5 tight
6 designer 7 fake 8 genuine
- 2** 1 might have belonged 2 might have worn
3 must have been 4 can't have been
5 might have belonged 6 must have worn
7 might be 8 can't be
- 3** 1 healthy 2 unfair 3 imagination
4 investigation 5 importance 6 recovery
7 personality/personalities 8 sweetness
9 expensive 10 anger
- 4** 1 B 2 E 3 A 4 F 5 D 6 C
- 5** 1 tall enough 2 such 3 very 4 so
5 enough money 6 too

ADDITIONAL PRACTICE | Unit 11 Test, **Testmaster** online and on **ActiveTeach** | **Audio CD-ROM** Extra activity

Science and discovery

12

Reading focus

Speaking

Aim

- to introduce the topic of science and scientists in preparation for the reading text

Warmer: Brainstorm

Focus students' attention on the unit title *Science and discovery*. Then put students into small groups and give them a few minutes to brainstorm words/ideas related to the topic. Ask groups to share, and as they do, note their ideas on the board, organising the ideas as you go into areas such as scientists, scientific equipment, important discoveries, etc.

- 1 Put students into pairs to discuss the question, then elicit the names students came up with. Write any that are women on the board.
- 2 Play the recording and elicit some guesses.

Answers

- 1 Students' own answers
- 2 Marie Curie

Reading

Multiple matching

Aim

- to complete an exam-style multiple matching activity (Paper 1, Part 3)

- 3 Before they consider the options, tell students to read the article quickly to get the main ideas and to see if any of the scientists they named in Activity 1 were mentioned.
- 4 Students discuss the question in pairs.
- 5 Students turn to the task on p.143. Give each person the name of one of the scientists. They should prepare to argue to their group why their scientist is the most important, thinking about the items listed. (This preparation part could also be done in pairs or groups with students who have been given the same scientist.) Then ask students to form groups of four students with different scientists to discuss. After each person has shared their argument, the group needs to decide who was the most important scientist and why. A student from each group could briefly feed back their decision to the class.

Answers

- 3 1 C (Jane had little formal education ...)
 2 A (She used to write all her secrets in a special code ...)
 3 B (... her fierce personality didn't help her either!)
 4 A (... she was turned down because she was a woman.)
 5 D (... Ada translated an Italian review of Babbage's proposed machine.)
 6 D (Lord Byron is one of England's best-loved poets but few people know that his daughter, Ada, made very important contributions to computer science!)
 7 C (... she wasn't widely admired. ... she still has her critics. Many scientists do not approve of her spending so much time working with the media.)
 8 B (One colleague used to call her 'Rosy the witch!')
 9 D (Although the machine was never built scientists now believe that these notes of Ada's were the world's first computer programme.)
 10 C (She discovered that these animals actually use tools. This was completely different to what people believed at that time.)
- 4–5 Students' own answers

ActiveTeach interactive activity:

Adjective–noun collocations

Open the additional interactive activity on ActiveTeach. Students read the sentences and discuss in pairs how they think the gaps should be filled in. Invite a student to come to the board and drag the correct word into each gap to complete the collocations, while the class makes suggestions and modifications. Then reveal the answers.

ADDITIONAL PRACTICE | Reading 1–3, *Maximiser* p.72–73

Grammar focus

Speaking

Aim

- to introduce the topic of inventions and to provide speaking practice

- 1 Put students into pairs to discuss the questions. Then elicit a few ideas for each.

Answers

- 1 Students' own answers

Third conditional and wish

Aim

- to review the form and use of the third conditional and *wish*

- 2 Give students a few minutes to read the online comment and answer the questions.
- 3 Students should complete the rules and discuss their answers in pairs before checking as a class. Read the example sentence aloud for students to hear the contracted form, especially the double contraction *I'd've*.

Teaching tip

You could point out that the vowel in *have* becomes a schwa in *I'd've*, and play the schwa on the ActiveTeach interactive phonemic chart for students to listen and repeat.

- 4 Refer students to the *third conditional* section of the **Grammar reference** on p.159. Focus students' attention on the first sentence as an example, and if necessary help students by stating the first part of the third conditional *If Percy hadn't ...* and elicit the rest, writing it on the board. Students complete the rest of the conditionals, then compare in pairs before checking as a class.
- 5 Students look back at the article on p.123 and make two conditional sentences with their partner. Then, students swap partners to share their sentences. Circulate, checking the conditionals have been formed correctly.
- 6 Students reread the sentence, then elicit the answer.
- 7 Emphasise that the first time you play the recording, students should decide whether they agree/disagree with each speaker. Then, play the recording again for students to complete the sentences. Students compare their answers and say whether they agreed/disagreed with each sentence in pairs before checking as a class.
- 8 Students complete the rule then discuss as a class. Refer students to the *wish* section of the **Grammar reference** on p.159.
- 9 Allow students a few minutes to write their sentences while you circulate. If some students finish early, they could write additional sentences or add more information about each one. Students compare their ideas in pairs or small groups.

Answers

- 2 the microwave, by accident when a chocolate bar melted in his pocket as he stood beside a magnetron
- 3 1 imagined, past 2 can't 3 past, past
- 4 1 hadn't been a good scientist, he wouldn't have realised the importance of the melted chocolate.
2 had become a qualified scientist, she wouldn't have written books for children.
3 hadn't died at a young age, she would have got the recognition she deserved.
4 had had enough money, he would have built a computing machine.
5 hadn't had an unscientific approach to her work, other scientists would have approved of her.
- 5 Students' own answers
- 6 regret
- 7 1 'd invented 2 'd had 3 hadn't invented
4 had had 5 'd never invented
- 8 past perfect
- 9 Students' own answers

ActiveTeach interactive activity: Third conditional and wish

Open the additional interactive activity on ActiveTeach. Students read the sentences and discuss in pairs how they think the gaps should be filled in, using the verbs in brackets. Invite a student to come to the board and type the correct words into each gap while the class makes suggestions and modifications. Then reveal the answers.

ADDITIONAL PRACTICE | Grammar 1–2, **Maximiser** p.74 | Photocopiable 12A *Regrets* **Teacher's Book** p.129/159 | **Audio CD-ROM** Extra activity | **ActiveTeach Game:** Connection (*students connect four words in a row*)

Use of English focus

Speaking

Aim

- to introduce the topic of science documentaries and to provide speaking practice

- 1 Students discuss the question in pairs, then elicit a few responses.

Answers

- 1 Students' own answers

Vocabulary

phrasal verbs

Aim

- to review and expand vocabulary of phrasal verbs and to practise deducing meaning from context

- 2 Allow students about five minutes to read the article, then elicit some responses to the question. If necessary, pre-teach *to trap* (to prevent something such as gas or water from getting away).
- 3 Remind students to use the context in the text to help them match the phrasal verbs with their meanings. Students compare their answers in pairs then check as a class.
- 4 Make sure students know that they will have to change some of the phrasal verb forms to fit the gaps. Check as a class, then put students into pairs to discuss their own answers to the questions.
- 5 As an example, write the following on the board, and elicit the answer with the class (*succeeded in*). Remind students that they must not change the word given.

0 She managed to open the door.

IN

She opening the door.

Students complete the activity then discuss in pairs before checking as a class.

Teaching tip

If your students need a challenge, set a timer for Activity 5 for 11 minutes, which is approximately how long they should allow in the exam.

Answers

- 2 Students' own answers
- 3 1 H 2 D 3 E 4 C 5 B 6 G 7 A 8 F
- 4 1 come up 2 fallen through 3 come across
4 keep up with 5 ran out of 6 look into
- 5 1 wish I had saved 2 to come across
3 he had not failed 4 will have used (up)
5 are the most 6 should have told

Listening focus

Speaking

Aim

- to provide speaking practice on the topic of science

Warmer: Discussion

What was your favourite subject at primary school? How about high school? Why?

- Invite two students to read the comments aloud. Check students understand that a 'double' class means two classes in a row. Then put students in pairs to discuss the questions. Elicit a few responses.

Answers

- Students' own answers

Listening

Multiple choice

Aim

- to complete an exam-style multiple-choice activity (Paper 4, Part 1)

- Play the recording and elicit some answers to the question.
- Give students a few minutes to read the questions and underline key words in the options. Read the **Exam tip** aloud. Remind students that all the options will be connected to the recording in some way and they need to listen for the attitude or idea rather than individual words. Play the recording then go through the answers as a class. If students have ActiveStudent, remind them that they can listen to the recording again at home for extra listening practice.

ActiveTeach activity

Open the audio script on ActiveTeach and ask students to find eight positive adjectives: (*popular, amazing, exciting, fantastic, great, useful, remarkable, incredible*.) Remind students that with extreme adjectives we can use the intensifier *absolutely* but not *very*. Ask students to identify which of the adjectives are extreme adjectives (*amazing, fantastic, remarkable, incredible*).

Answers

- see demonstrations, do experiments, make a film, teachers can find out about how to make lessons interesting, hear about the prize winners, find out about careers and jobs
- 1 C 2 B 3 A 4 B 5 A 6 A 7 B

ADDITIONAL PRACTICE | Listening 1–2, **Maximiser** p.75

Vocabulary focus

Speaking

Aim

- to provide speaking practice about inventors/qualities

- If necessary, write some starters on the board for the discussion such as *someone who is ...; An inventor needs to be ...; They can't be ...; Ideally, they ...* Put students into pairs to discuss the question then elicit some responses.

Answers

- Students' own answers

Research and discovery

Aim

- to review and expand vocabulary of collocations related to research and discovery

- Ask students to read the comment by the winner of a science competition. Elicit the answer.
- Give students time to choose the correct alternatives and compare with a partner. Then play the recording for students to check.
- Students complete the collocations then compare in pairs before checking as a class.

Answers

- engineer
- 1 experience 2 process 3 idea 4 do 5 develop 6 conduct 7 results 8 keep
- 1 make 2 analyse 3 reached 4 take 5 doing 6 developed

ActiveTeach interactive activity:**Collocations: research and discovery**

Open the additional interactive activity on ActiveTeach. Work through each sentence with the class. Click on the drop-down menu and ask students to read the sentence and options. Invite suggestions from the class and select the answer most students agree is correct. At the end, reveal the answers.

Additional activity: Class survey

Put students into pairs and tell them that they are going to conduct a class survey. Write the following steps on the board and elicit the missing verbs:

1. Decide on a question.
2. Collect data.
3. _____ responses. (Analyse)
4. _____ a conclusion. (Reach)

Give students some examples of a suitable survey question, e.g. *What is your favourite hot drink? Do you recycle paper?* (always, often, sometimes, never) When students have written their question, they should collect their data by walking around the class interviewing other students and noting their responses. When students have their data, they should analyse the responses and write a brief conclusion of two to three sentences summarising their findings to share with the class.

ADDITIONAL PRACTICE | Vocabulary 1–2, **Maximiser** p.75–76 | **Audio CD-ROM** Extra activity | **ActiveTeach Game:** Sheep out (*students spell words to rescue sheep*)

Word building

science and scientists

Aim

- to practise word building and to review and expand science vocabulary

- 5** Focus on the example with the class then elicit what *archaeology* is the study of (the study of ancient societies by examining what remains of their buildings, graves, tools, etc.). Students form the name of the scientist and the adjective for 1–6 then compare in pairs before checking as a class. Check that students know what each is the study of (in brackets in answer key).
- 6** Students underline or draw ooOs to represent the syllables in the words in Activity 5. Play the recording, pausing after each word for students to check the stressed syllables. Then play the recording again, pausing for students to repeat the words.

Teaching tip

When playing the recording for students to repeat, play as many times as necessary for students to get comfortable with the pronunciation.

Answers

- 5–6** 1 mathematician – mathematical (numbers and shapes)
 2 ecologist – ecological (the way in which plants, animals, and people are related to each other and to their environment)
 3 physicist – physical (physical objects and substances, and of natural forces such as light, heat, and movement)
 4 biologist – biological (living things)
 5 chemist – chemical (the structure of substances and the way that they change or combine with each other)
 6 meteorologist – meteorological (weather)

Speaking

Aim

- to provide speaking practice on the topic of science/scientists

- 7** Students work in pairs to discuss the questions.

Answers

- 7** Students' own answers

Additional activity

Ask students to research a famous scientist and report back at the next class.

Grammar focus

Speaking

Aim

- to introduce the topic of Ig Nobel Prize in preparation for the reading text

- 1** Students discuss the question in pairs. Elicit some ideas.

Answers

- 1** Students' own answers

Reporting verbs

Aim

- to review the form and use of reporting verbs

- If necessary, pre-teach *deaf* (unable to hear), and *yawn* (to open your mouth wide and breathe in deeply because you are tired or bored). Students read the text to check their ideas.
- Look at the first example with the class and find the sentence it relates to in the text. Students match the verbs and speech, then check as a class.
- As a class, elicit where (1) is in the text, one verb followed by *if + object*: *asked if I* (line 1–2). Students find examples of two to six then check as a class. Point out how reporting verbs have different patterns. Focus students' attention on the **Language tip**. Share or elicit some more examples, e.g. *I suggested revising these verbs after class*. Refer students to the **Grammar reference** on p.159. If you have a strong class, they could read it independently or for homework. If your students need additional help with grammar, it is best to go through it in detail (on ActiveTeach if using), talking through the notes and examples.
- Read the example with the class. Students complete the reporting statements then compare in pairs before checking as a class.
- In pairs, students imagine some other statements that were made in the ceremony. They could imagine some other inventions that might have won prizes or reactions people had, e.g. *Thank you, it's a great honour to receive this award for my ice cream wrapper that helps ice cream stay cool for two hours outside the freezer*. They swap statements with another pair who report the statements.

Answers

- Students' own answers
- 1 J, asked 2 A, invited 3 I, offered 4 G, accepted
5 D, warned 6 B, suggested 7 E, apologised
8 H, refused 9 F, criticised 10 C, reminded
- 1 ask 2 offer, refuse 3 invite, warn, remind
4 accept 5 apologise, criticise 6 suggest
- 1 suggested that we sat/sitting near the stage.
2 invited me for a meal afterwards.
3 criticised one scientist for not coming.
4 apologised for not having a prepared speech.
5 refused to go up on the stage.
6 offered to buy two programmes.
- Students' own answers

ActiveTeach interactive activity: Reporting verbs

Open the additional interactive activity on ActiveTeach. Work through each sentence with the class. Click on the drop-down menu and ask students to read the sentence and options. Invite suggestions from the class and select the answer most students agree is correct. At the end, reveal the answers.

ActiveTeach activity

Open the ActiveTeach Vocabulary Trainer and select the wordlist Reporting what people say. Put students into pairs and click 'start session'. Students read the question and discuss their answer with a partner. Elicit the answer and select the most popular one. For more information and collocations for a word, click 'flip card'. This can be useful if students do not know a word, and even if they do, to help build their knowledge of collocations. There are 32 questions in each session, but six to eight questions would be sufficient for the additional activity. If students have ActiveStudent, remind them that they can continue to develop their vocabulary by using the trainer at home.

ADDITIONAL PRACTICE | Grammar 1, *Maximiser* p.76 |
Audio CD-ROM Extra activity

Speaking focus

Speaking

agreeing and disagreeing

Aim

- to practise agreeing and disagreeing politely using a range of language

Warmer: Sentence starters

Write the following starters on the board and ask students to complete them so that they are true for them.

- The best way to relax is ...
- The most worrying problem facing the world right now is ...
- A food I find completely disgusting is ...
- Watching television is ...
- Exercise is ...

Display the phrases for agreeing and disagreeing on the board. Put students into pairs and ask them to take turns to share their sentences and respond using one of the phrases.

- 1 Read through the instructions with the class. Then put students into pairs to discuss.

Teaching tip

Tell students that when disagreeing with someone, English speakers often soften or vary their tone to sound more polite.

- 2 Put students into new pairs to compare their decisions.

Answers

1–2 Students' own answers

Long turn

Aim

- to complete an exam-style long turn activity (Paper 5, Part 2)

- 3 Students brainstorm ideas in pairs. Then they decide on the three most important qualities or skills from their list to share with the class.
- 4 Tell students that they should decide who is Student A and B in their pair, then follow the instructions. Before students do their tasks, focus their attention on the **Exam tip**.

Answers

3–4 Students' own answers

ADDITIONAL PRACTICE | Speaking 1–2, **Maximiser** p.76–77 | Photocopiable 12B *Quick thinking* **Teacher's Book** p.130/160

Writing focus

Speaking

Aim

- to introduce the essay task

Warmer: Essay DOs

Ask students to briefly turn back to p.56 to remind them of the previous essay they wrote in this course. Put students in pairs and ask them to write five 'DOs' for writing essays. Elicit some ideas then turn to the **Writing reference** on p.164 for students to see if the same things were mentioned.

- 1 Put students into pairs to discuss the question. Elicit some ideas.

Answers

- 1 Students' own answers

Writing

Essay

Aim

- to write an exam-style essay using appropriate features

- 2 Give students a few minutes to read the answer and check their ideas. They shouldn't worry about the gaps yet. If necessary, pre-teach *crops* (a plant such as wheat, rice, or fruit that is grown by farmers and used as food), *standing still* (not moving).
- 3 Students complete the essay with the words in the box then compare their answers in pairs before checking as a class.
- 4 Students underline the relevant parts of the essay then check as a class.

Answers

- 2 Students' own answers
- 3 1 controversial 2 views 3 favour 4 say
5 believe 6 conclusion 7 point 8 worth
- 4 1 How can trying to find out how the universe started benefit us today?
2 In conclusion ...
3 I must say ...; I would like to point out ...
4 However, this research can also ...
5 Scientific research is expensive but it is worth it.
6 Many people believe very strongly that governments should spend the money instead on helping poor people and making our lives generally better.
7 ... while they are doing the research the scientists find out lots of other things, too. They may find ways to develop crops that need little water.
8 I can understand why others do not agree with me.

linkers: *although, despite, however, etc.*

Aim

- to review linkers and use them accurately in writing

- 5 Refer students to the **Grammar reference** on p.159. There is also more information and examples on using linkers in the **Writing reference** on p.162. Students work in pairs to select the correct alternative. Check the answers as a class.

- 6** Students read the task. Tell pairs to try and think of two disadvantages for each point given, and another point to add to the notes. Elicit some ideas.
- 7** Read the **Exam tip** aloud. Remind students to use some of the phrases in the sample essay in Activity 2, the Useful language on p.164, and the linkers information on p.162. Set the writing task for homework and then collect in to provide individual feedback.

Answers

5 1 However 2 Although 3 Despite 5 spite

6 Students' own answers

7 Sample answer:

Although life is often easier with scientific discoveries and inventions, in my view it would be untrue to say that life is better in every case. Nevertheless, the advantages outweigh the drawbacks.

Firstly, modern inventions have made us lazier. Think about household chores such as washing, that are now as simple as pushing a button. On one hand, this means that people are less fit than when they had to do chores by hand. On the other, it means that we can spend more time on other things like friends and family.

Secondly, progress in medical treatment helps us live longer. In addition, for many people quality of life is also improved, for instance those with modern prosthetic limbs.

Thirdly, it is very convenient that nowadays we can communicate with inventions such as mobile phones and the internet. However, sometimes, this can lead to increased stress, for example for workers who never have a true break from their workplace.

In conclusion, I would like to say that, despite not improving life in every single case, in the majority of situations, scientific discoveries enrich our lives.

ADDITIONAL PRACTICE | Writing 1–3, **Maximiser** p.77

Progress Test 4

Aim

- to revise structures, vocabulary and exam tasks covered in Units 10–12

Set the tests as a homework activity and then go through the interactive activities on ActiveTeach to check the answers.

Answers

1 1 invited 2 accepted 3 offered 4 refused
5 criticised 6 reminded

2 1 reached 2 analyse 3 develop 4 made
5 take 6 do

3 1 had not discovered, would have died
2 had not been, would not have seen
3 would not have dedicated, had not died

4 would not have grown, had cleaned up

5 had not been, wouldn't have become

6 had not noticed, wouldn't have made

7 would not have identified, hadn't looked

8 had not made, wouldn't have won

4 1 professional 2 pointless 3 expensive 4 comfortable
5 dangerous 6 importance 7 trendy 8 personality
9 height 10 designer

5 1 F 2 H 3 G 4 D 5 B 6 A 7 C 8 E

6 1 have enough money 2 I had not told
3 was such a 4 were so bored 5 in spite of
6 warned Stanley not to 7 suggested that
8 in favour of

7 1 A 2 A 3 B 4 C 5 D 6 A 7 B 8 B
9 C 10 D 11 A 12 C

8 1 made, doing 2 do 3 make, do 4 do 5 make,
make 6 makes, makes

9 1 do you feel 2 I think 3 reason I say this 4 once
5 so this meant 6 don't you think 7 For me
8 feel strongly 9 That's because

ADDITIONAL PRACTICE | Unit 12 Test, **Testmaster** online and on
ActiveTeach | **Audio CD-ROM** Extra activity

Audio scripts

Unit 1, Listening and Vocabulary focus, Activity 3

▶ 01

Man: Oh yes. OK, it's not the perfect answer but at least this way we can keep in touch with our family. You see, our son and daughter-in-law live in the USA and we now have a lovely grandson. But it's a long way to travel and my wife and I run our own business so life is pretty hectic most of the time. Unfortunately, we don't manage to go over more than once a year so really this is the only way we can see them regularly. It's great to be able to actually see our grandson and chat to him! He changes so quickly!

Woman: Because I'm a divorced mother with young kids, I can't go out much. Babysitters are very expensive, so my social life is really my social networking site! It's particularly good for getting in touch with old friends and now I'm back in contact with some people I used to know at school. There's even one girl I lost touch with more than ten years ago! It's great! Several of us go online to chat every evening. But, just like in real life when you see each other face to face, there are sometimes arguments or disagreements. However, I can't imagine ever leaving my social networking site, it's my life-line to the outside world.

Man: Quite a lot of time! I don't know how many hours! I'm interested in family history and there are some special websites I use. I've got a family tree that goes back a hundred and fifty years and now I know a lot about my ancestors who lived in Ireland. For example, my great, great grandfather was one of fifteen children. But it's not all about the past. I've got an unusual family name, so I like to get in touch with other people with the same name, and see if we're related. I'm an only child and my parents were both only children too, so I'd love to have a bigger extended family.

Girl: Are you joking? With my phone I'm always connected. I wouldn't dream of turning it off even when I'm asleep, it's part of me – you know what I mean? With a smartphone you can go anywhere and still send and receive emails, download music or video clips. Teachers really hate it when they see us with our mobiles in class, but they have to catch us first ... I am so good at texting I can do it under my desk without looking. My granddad is always telling me to turn my phone off but he is just completely out of touch with what's going on today!

Unit 1, Grammar focus, Activity 2

▶ 02

Interviewer: Today I'm talking to Jane Turner, a teacher at King's School. As well as teaching, Jane has another job that she does at the school. So, Jane, what is your second job?

Jane: I think it's very interesting! I produce an online magazine for the school's ex-students, people who used to study at the school. It helps them keep in touch with old friends. It also has information about things that are happening at the school and new projects, like building a new swimming pool and things like that.

Interviewer: How often do the students get the magazine?

Jane: We write one every six months, so that's twice a year. At the moment we're working on the one for December which goes out on 11th December.

Interviewer: Do you do all the work on the website yourself?

Jane: Oh no! Four of us work on it regularly but I must say that it's getting more and more difficult to finish the magazine on time. Luckily, we are getting two extra people to help with the next issue.

Interviewer: Is the magazine popular?

Jane: Very. The old students love to get news about their old friends and teachers and they send in letters about their own work and careers, too. I know that the students who are here now also like to read it, so it's definitely very popular indeed.

Unit 1, Speaking focus, Activity 5

▶ 03

Heather: Good morning, my name is Heather Morgan and this is my colleague Steve Jones. And your names are?

Marcos: I'm Marcos.

Adriana: And my name's Adriana.

Heather: Can I have your mark sheets? Thank you. First of all we'd like to know something about you. Where are you from Marcos?

Marcos: I'm from Spain. From Mataro. It is on the coast, about thirty kilometres north of Barcelona.

Heather: And you?

Adriana: I'm from Aquila. It's a town north of Rome in the centre of Italy.

Heather: What do you like about living in Mataro, Marcos?

Marcos: Well, it is a very nice place to live. It is also easy to get to Barcelona.

Heather: And what about you Adriana?

Adriana: Well, it is cool nearly all the year because it is in the mountains. It is also a lovely historic town with many old buildings. But unfortunately we sometimes have serious earthquakes.

Heather: What do you enjoy doing in your free time, Marcos?

Marcos: Well, I like playing beach volleyball in the summer, and in the winter I go skiing.

Heather: Are you interested in sport, Adriana?

Adriana: Well, I am a keen tennis player. I train two evenings a week. And at the weekend I usually have a match.

Heather: And, Marcos, could you tell us something about your family?

Marcos: Well, I have a big family and we get together every few weeks, uncles and aunts, my cousins. Or else I contact them on a social networking site.

Heather: And Adriana, do you prefer to see people in person, or chat to them online?

Adriana: For me, I prefer to see people face to face (or to chat to them online). But I have some friends who live a long way away, so the internet is a good way of keeping in touch.

Unit 2, Vocabulary and Speaking focus, Activity 8

▶ 04

Examiner: These pictures show people who are trying to look different. Compare the pictures and say how the people are feeling.

Unit 2, Vocabulary and Speaking focus, Activity 9

▶ 05

Female: Well, in the first photograph I can see a woman, she is at a hairdresser's. A girl has started to do something to her hair. I think she's changing the colour. The hairdresser is quite young with blond hair and she's concentrating on the woman's hair. She needs to be very careful. In the second photograph, we can see a group of children. It looks like a fancy dress party or something like that. They are dressed up in pretty clothes. Perhaps it's a party or a competition. The girls are aged about four or five and on the right there's a young boy. Behind him there's another boy who is wearing a big hat. I like the second picture best because I went to lots of parties like this when I was young. It was good fun.

Male: Let's see. Well, the first photograph shows a woman at the hairdresser's. Someone's doing something to her hair – like changing the colour. The second one is of a group of children sitting on the floor. They're dressed up as princesses and other people. They are probably watching a play or a performer at a party. In both pictures the people want to look different but the main difference between them is that in the first picture the woman wants to change her appearance permanently, to feel better about herself, whereas in the second the children are pretending to be a different person – just for fun, you know! However, they all want to look good! As for how they are feeling – well, the woman at the hairdresser's looks a bit bored – perhaps it's taking a long time! The children at the party, on the other hand, look very interested and the girl in the front is very excited. Perhaps the play or the entertainment is very amusing or surprising. I would say that they're all having a good time!

Unit 2, Listening focus, Activity 2

▶ 06

Interviewer: Hi there! Hope you're all enjoying the programme so far. This morning our guest is Barry Turner, who works for a company that we all know. Unfortunately the company has had a lot of 'ups and downs' over the years. Isn't that true, Barry?

Barry: Very true. My company is Skoda – the car company. It was popular in Eastern Europe but in the West people didn't like the cars very much. They had a bad reputation and people made jokes about them – though that was before my time. The jokes weren't particularly good jokes either. There was one – Question: Why do Skodas have heated rear windows? Answer: So you can keep your hands warm when you push them! People used to think that was very funny! But things have changed a lot now.

You see, Skoda was originally a Czech company which started in 1905 but it joined Volkswagen in 2000, and now the cars they produce are really good, classy cars. But at the beginning Volkswagen had to change people's ideas about Skodas. And what they did was very clever. They didn't try to hide the past. They had an advertising campaign in 2001 that reminded people of Skoda's poor reputation and made it funny. The advertisements worked very well. Skoda cars

were suddenly fashionable and good value and people started buying them. It shows the difference good advertising can make.

In my opinion – a good advertisement must be memorable and that can be because of pictures or jokes, like in the Skoda adverts. But for me, it's the music that can make all the difference to an advertising campaign.

For example, do you remember the adverts for Yeo Valley, the yoghurt? Usually adverts for yoghurts can be pretty boring but Yeo Valley brought out this amazing song to go with the advert. Soon everyone was singing it and it even went into the charts. People everywhere were downloading it! Suddenly yoghurt became number one on people's shopping lists!

Interviewer: So, it appears that good advertising can change the image of anything – from yoghurts to cars!

Unit 2, Grammar focus, Activity 5

▶ 07

Woman: When I was at college I used to get tons of homework every Friday and I would spend all weekend planning and writing my essays by hand.

Unit 3, Listening and Vocabulary focus, Activity 2

▶ 08

Woman 1: Well, I'm really into acting. In fact I just like being on stage full stop! It could be singing, acting, dancing – I think I've always wanted to be a performer and I know that somehow that's what I'll end up doing. It's amazing to be in front of an audience and make them laugh or cry! So, I've joined as many groups as I can to get a lot of experience. It would be so good to have a career that is my hobby, too. I know it's not going to be easy but I can't imagine doing anything else.

Man 1: Well, I got into the sport when my family came back to Ireland, when I was a teenager. I've always been fascinated by Irish culture and keen on sport, so it was brilliant to find something that combined these things. It's an incredibly fast-moving game, and I became totally hooked on it. We play hard on the pitch, but players never deliberately foul or hurt each other, like in football. There's still a sense of fair play, and it hasn't been spoilt by money either – we're all amateurs, and play for the love of the game and the glory, of course.

Woman 2: It's funny really, because I've never been that interested in working with my hands, or fond of needlework, but for some reason I absolutely love doing this and being able to make my own designs is amazing. I realise it's important for me to do something that's not just practical – like everything else I do! I'm doing a course to learn the basics but it takes a lifetime to become really good at it. I'm always phoning up my teacher for some advice. I make a lot of presents for my family and friends in my spare time.

Man 2: I spend my days in a lawyer's office dealing with very serious matters, but once a week I go to my class and can really let go. I love the music, and the chance to dance. It was quite tough at first because the steps are difficult but if you stick with it then you can learn enough to have fun, and not make a fool of yourself. The people in my group are really great, and from different walks of life, and I don't know how well we'd get on outside class – but for that hour, we're in a different world and passionate about what we're doing.

Unit 3, Listening and Vocabulary focus, Activity 6

▶ 09

Man: I love the Centre and I use it for a lot of activities. I go swimming there at least once a week and they've got a chess club too so I play chess after school on Thursdays. They've got a great bowling alley and I sometimes go bowling there with my friends at the weekend. My mum wants to speak Italian when we go to Italy on holiday so she's doing an evening class on that at the Centre and my little sister does karate there on Fridays. She's getting really good at it.

Unit 3, Speaking focus, Activity 4

▶ 10

Lisa: OK, let's begin with picture one. It shows someone with a passion for reading. I think it's great to enjoy reading. You can learn a lot about different people's lives and how they think. It's good to escape into another world. Do you agree?

Marc: Absolutely. But the downside is when you read all the time. Some people read on their own in their rooms and never go out. And sometimes they get isolated. Don't you think?

Lisa: That's a good point. Also, sometimes people read to escape their problems when they should really do something about them. Let's go on to picture two. What do you think about this one?

Unit 3, Grammar focus, Activity 2

▶ 11

Interviewer: How long have you been skydiving?

Woman: I've been skydiving since January 2006. My brother was a skydiver and I persuaded him to take me.

Interviewer: Have you ever had any landing scares?

Woman: Once I had to land in the city because the wind was too strong and I couldn't make it back to the landing area. I had to land in a little park full of trees with lots of cables and a canal nearby!

Interviewer: How many times have you parachuted for charity?

Woman: I've done that about fifteen times, I think. It's always good fun.

Unit 3, Grammar focus, Activity 6

▶ 12

Speaker: How long've you been skydiving?

Speaker: I've been skydiving since 2006.

Speaker: How long's he been base jumping?

Speaker: He's been base jumping for fifteen years.

Unit 4, Speaking focus, Activity 4

▶ 13

Felipe: Both pictures show people enjoying holidays in different places. They are probably a long way from their homes and I imagine both holidays are interesting for different reasons. In the first picture the people are on a safari in a hot country – it might be in Africa – and they're in an open-top van which lets them see the wild animals easily. In the second picture however the girl is in the mountains. She's camping in the snow and I guess it's really cold. It looks as if she's there to do some skiing because there are some skis in the snow. The people on safari are probably enjoying the sight of wild animals, animals that you can't normally see – especially the animal right in front of them! and the girl who is camping might like being away from other people, on her own, with the chance to do some physical exercise.

Unit 4, Listening focus, Activity 2

▶ 14

Interviewer: So, Jessie, you've just returned from a big adventure?

Jessie: Yeah. I suppose you could call it that! It was certainly a lot different from spending a year in the classroom!

Interviewer: It seems a strange thing to do. I mean, why did your parents suddenly decide to take you and your brothers on a trip round the world?

Jessie: It wasn't exactly a sudden decision, you know? They'd been planning it for years and then it just seemed the right time. I think they wanted to give us first-hand experience of things you can't get from books or TV programmes. You know – things like the amazing smells after the rains in Africa – the incredible light you get in the desert. And the real experience of meeting and making friends with people from different cultures. That sort of thing.

Interviewer: I see what you mean. And you chose to fly to some places, didn't you?

Jessie: Well, Dad had planned to take a camper van but then we thought that it would be more practical to fly between major destinations because a camper van would take us ages to get anywhere! Then we used different kinds of public transport. In some places it was cheap, overloaded buses and once it was camels! Mum panicked a bit on hers, but I thought it was great fun.

Interviewer: I imagine there were a lot of highlights. Can you think of one that the whole family liked?

Jessie: That's a tricky one to answer. We all liked different things. For me riding an elephant was a magical moment! I also really enjoyed finding out about local customs – like the Hindu festivals. Matthew – he's a lot younger than me – his dream was to swim with dolphins. As for Nathan – he's only two and I don't know how much he'll remember but he absolutely loved the Chinese New Year celebrations – with all the dragons in the streets! In fact, I think that was a favourite with all of us. The atmosphere was electric!

Interviewer: I'm sure there were some scary moments – any particularly close shaves like when Matthew went white-water rafting!

Jessie: Yes, that was in New Zealand. We were travelling really fast on the raft and suddenly it tilted and Matthew fell into the water. It was terrifying. Mum was screaming and Dad nearly jumped into the water to go after him, but the water was so rough that we couldn't see anything. Then we caught sight of him in the calm water ahead. He'd been carried past us. Luckily he was wearing his life jacket and wasn't hurt. In fact he was quite thrilled by the whole event! He tells everyone about his narrow escape now!

Interviewer: Quite a lot of people have criticised your parents for taking you out of school for a year. What do you think was the educational value of the trip?

Jessie: I think it's been a wonderful opportunity! Matthew and I still had classes with my parents every week to keep up-to-date with maths and stuff. But what we learnt during that year will definitely help us in the future and stay with us all forever.

Unit 4, Listening focus, Activity 4

▶ 15

Jessie: I suppose you could call it that!

Jessie: It wasn't exactly a sudden decision, you know?

Jessie: That sort of thing.

Interviewer: I see what you mean.

Jessie: That's a tricky one to answer.

Jessie: We kept up to date with maths and stuff.

Unit 4, Vocabulary focus, Activity 4

▶ 16

A: Was it a scary journey?

B: Scary? It was terrifying!

A: Was it cold when you fell into the water?

B: Cold? It was freezing!

Unit 5, Listening and Vocabulary focus, Activity 6

▶ 17

Helena: Hi, Sandra. It's Helena here. I hope you're still OK to go to the sales on Saturday morning. I think we should meet up a bit earlier than we said because it's the first day and everyone's going to be there! Is 7.30 too early? We want to be in the queue for the best bargains! And remember to bring your credit card! We want to do all the clothes stores and shoe shops before lunch. I'll see you outside the main entrance to the shopping centre. Do text me to let me know if that's all right.

Man: There is so much competition nowadays from the internet that shops are finding it difficult to compete on price alone. Just think of all the bookshops that have closed down. Stores will have to make shopping more pleasant and memorable for people. Maybe shops that sell cooking equipment will have chefs there, showing how everything works. Another thing we could see are giant computer screens in clothes shops to show us how we would look in different clothes so that we don't have to change!

Bob: What was that noise while we were driving just now?

Kate: I've no idea but it didn't sound good! I knew this car was too cheap. One day perhaps you'll listen to me.

Bob: OK, OK. But do you think it's all right to keep on driving it?

Kate: Yeah. I mean – at least there's no smoke coming out of the engine. But I think you should get Tony to have a look at it. He's good with cars. And don't go on any long journeys!

Bob: Good thinking.

Samantha: Can you give me a hand, Ben? You're so good on computers! I'm trying to get onto this music website to buy some albums to download, but it's not letting me on!

Ben: Have you been on the website before?

Sam: Oh yeah. I've bought loads of stuff from them. I keep entering my password but no luck. It accepts my username OK.

Ben: Are you sure it's the right password?

Sam: Of course I am. It's the same one as I use for ... Oh, you're right! I changed it – sorry!

Ben: No problem. Easily done.

Mum: As you're going past the shops, Alan, could you get me a few things? Jack and Fran are coming to dinner tonight.

Alan: Do I have to? I'm in a rush.

Mum: It won't take you a moment and you'll be back before 6 o'clock, won't you? Just a jar of coffee and some ice cream.

Alan: But I'll have to carry it all round town with me.

Mum: I meant for you to get them on your way back, silly! It'll save me going out. There's a lot of cooking to do.

Alan: OK. See you later.

Mum: Don't forget the money. Here's a tenner.

Unit 5, Speaking focus, Activity 2

▶ 18

Man: More and more people are buying books online and it's affecting our sales. We need to look at ways of getting people to come into the shop. We can't cut our prices but maybe there are other things we can do.

Woman: OK. Let's brainstorm some ideas. How about having a kids' corner – you know where children can play while their parents are browsing?

Man: I like it. We could also have some books for young readers that the children could look at.

Woman: Why not? And what do you think about having visits from some authors to talk about their new books?

Man: Cool! People love seeing famous writers – and they could sign their books, too.

Woman: And why don't we have a loyalty card – so people who shop with us a lot can get reductions.

Man: Excellent. And how about starting a small coffee bar so that people can take a break from shopping?

Woman: I'm not too sure about that. Do you really think we've got enough room?

Man: Maybe you're right. It might be better to stick with the other suggestions. Now, you were saying that ...

Unit 5, Grammar focus, Activity 2

▶ 19

Woman: How long have you lived in London, Jacky?

Jacky: My dad changed jobs last year and we moved here from a small village on the coast, Garthen.

Woman: I imagine it was difficult to get used to living in a big city!

Jacky: At the beginning it was really difficult. It took a while to get used to all the noise and the traffic and getting buses and the tube everywhere. Because in Garthen we walked everywhere! But of course, one of the biggest differences is the shops!

Woman: Is that a good or a bad difference?

Jacky: Definitely good – for me, that is. There's so much choice! Now, I'm used to seeing loads of different types of shops on one street and shopping in these big shopping centres. But in Garthen we had a couple of small shops and no big shopping centres or even supermarkets at all. It's the price of things that I can't get used to. You can get clothes very cheaply but food is really expensive! My mum isn't used to paying so much for vegetables in particular. Also, I'm not used to the crowds you get in shops here! Is everybody in the city really rich? And another thing I'm not used to – and that's how long the shops stay open! Some of them are open late into the night!

Woman: Yes. A lot of shop assistants in London are used to working late. People often like to go shopping after work because they're very busy, so the shops stay open. You'll get used to it all in time!

Unit 6, Vocabulary and Speaking focus, Activity 6

▶ 20

Narrator: 1. employer

Narrator: 2. employees

Narrator: 3. employment

Narrator: 4. unemployment

Narrator: 5. unemployed

Narrator: 6. employable

Unit 6, Vocabulary and speaking focus, Activity 9

▶ 21

Roberta: OK. Let's start with the babysitting, shall we?

Eduardo: Fine. I think this is a great job for students because you can do it in the evenings and weekends. Also – you can do your homework or watch TV while you're doing it!

Roberta: That's a good point! Mind you, sometimes the children aren't that well behaved.

Eduardo: True! How about fruit-picking?

Roberta: It's OK – you can do it in the holidays but it can be hard work.

Eduardo: Yes, it can make your back ache, can't it?

Roberta: It depends on the type of fruit really. But I don't think it pays very well. Then there's waiting in a restaurant. That's a popular job with students, isn't it?

Eduardo: Yes and you can earn a lot of money with tips.

Roberta: If you're good, that is!

Eduardo: And you can get free meals.

Roberta: That's a bonus!

Roberta: Do you think gardening's a good job?

Eduardo: Yes – if you like being outside, like me! You can get quite a lot of money for it, too.

Roberta: On the other hand if the weather's bad, it would be horrible! I think an activity organiser is a good job for teenagers because you have to do a lot of different things.

Eduardo: Yes, and it's good for your CV to do something that involves planning and organising. It's also good fun I think. A friend of mine did something like that last year in America.

Eduardo: Yeah. I completely agree.

Examiner: Now you have a minute to decide which would be most enjoyable.

Roberta: OK. So, let's think about which would be most enjoyable. What do you think?

Eduardo: Well, I think it depends what sort of person you are. If you like meeting people then being a waiter in a restaurant would be fun.

Roberta: True. But if it's a very busy restaurant, then you don't have time to talk to people, do you?

Eduardo: You're right. The other jobs could be quite boring I think. But maybe the activity organiser would be enjoyable?

Roberta: Yes, I completely agree. It must be a really interesting thing to do. I'd go along with that. A great summer job for students.

Eduardo: Right, let's go for that one then.

Unit 6, Vocabulary and Speaking focus, Activity 10

▶ 22

Roberta: That's an interesting question. To be honest, I've never thought about it before! In my house everyone does a few jobs but we don't get pocket money for doing them. It's a part of living with other people – everyone helps out.

Examiner: What do you think Eduardo?

Eduardo: It all depends. If you're helping out in a big way – like spending a lot of time helping your dad build an extension to the house, then I suppose you should get paid for it. But in general I agree with Roberta – it's part of being a family, isn't it? Have you ever been paid for doing any jobs Roberta?

Roberta: Come to think of it – yes, once! I helped mum clear the garden and dig up a vegetable patch. I got some money for that! But in my country young people get weekly pocket money or an allowance from their parents and nothing extra for chores around the house.

Unit 6, Grammar focus, Activity 2

▶ 23

Micky: Well, that was interesting. Three very different candidates. My feeling is that Cameron has the best qualifications, and he's obviously the most experienced. But I felt he wasn't as enthusiastic as the others. What do you think?

Alicia: Yes, I agree. My guess is that he is looking for something better, you know, a more challenging position. He didn't seem very keen.

Micky: That's probably the reason. How about Karine?

Alicia: She's the youngest and least experienced. She's only just finished her training but she seemed the most enthusiastic. She speaks French and Spanish well, too, and I noticed that she does much more sport than the other two. However, she's less confident than the others.

Micky: Yes, I see what you mean. And finally, Hector.

Alicia: Mm, Hector. He's only a little older than Karine but he expects the highest salary. His qualifications aren't as good as Cameron's, and his previous head teacher says he is the least punctual of all her teachers! He's probably the worst candidate of the three. So, decision time!

Unit 6, Grammar focus, Activity 4

▶ 24

Micky: Well, I think I've made up my mind. I think Karine is the best candidate for the job.

Alicia: Yes, I agree. And I'm sure she'll become more confident as she gets more experience.

Unit 6, Listening focus, Activity 2

▶ 25

Interviewer: This week we're interviewing famous people about their jobs. Our guest today is Jenny Gardener, a well-known actress. Jenny has appeared in many films and we see her very often in a popular soap opera! I imagine you must be very busy these days, Jenny.

Jenny: Yes. Filming for *Three Bridges* is a full-time job! But it's great to have the chance to come on the programme.

Interviewer: So, do you think you were well prepared for a career in acting?

Jenny: I think it's difficult to be prepared for any job really! Your working life is so different from school or college – it's a real shock to the system! You go from having very few responsibilities to a life which is well-organised and people have more expectations of you. Most people have a fixed day and they have to be punctual – you can't just have a lie-in when you feel like it!

I knew quite a bit about acting before I started 'cos my dad is an actor, so I'd been to some of his rehearsals and knew about the hard work acting involves. People think it's a glamorous job and yes, it's fun to dress up and put on make-up and of course getting out on stage is great – but it's very hard, too.

At school we had this scheme where students in their last year spent two weeks getting work experience in a real work environment. One of my friends wanted to be a primary school teacher and she spent two weeks helping in a class of nine-year-olds. Another wanted to work in the media and so worked in a newspaper office. During my work experience I got to spend time in a theatre. It's an excellent system because you get to see what the reality of the job is – the practical side.

I was lucky 'cos the actors were putting on a production of Shakespeare's *Romeo and Juliet* and I spent two weeks with them while they were getting ready to perform. I helped out a lot backstage! I learnt all about how they built the set and how the costumes were made, but the most thrilling part was working with the lighting – that was new for me.

I spent three years at a drama school which I'm very glad to have done. But after all that, my first job wasn't very glamorous at all! I had hoped to be given a part in a film, but instead it was a small part in a TV commercial, not for anything nice like chocolate, but cheese! I was working on a farm and they filmed me walking across a muddy field to feed the cows. Oh, and I was singing a silly song at the same time. That was back in 2009. Since then I've been lucky and had better opportunities! And 2012 was an especially good year for me.

Interviewer: As we all know! Tell me, Jenny ...

Unit 7, Speaking and use of English focus, Activity 3

▶ 26

Felicia: Well, let me see. This is a very interesting pair of photographs. They both show children with their toys and things. The little girl

seems to be very happy. The boy looks a bit surprised. Perhaps he doesn't know what is happening. Nearly everything the girl has is pink, while all the boy's stuff is blue. I don't know how many of these things the children chose for themselves. I wonder. The girl looks about four years old, whereas the little boy must be about two. I think that the photographer has probably arranged the children with all their things because I'm sure that their rooms don't usually look like that! The things are important to them for different reasons. Some are maybe presents that they want to keep for a long time whereas others are toys that they play with every day. Some are perhaps things that they collect and put on shelves to look at. Maybe some things aren't very important to them now but they just don't want to throw them away!

Examiner: Thank you. Carlos, what was your favourite possession when you were a child?

Carlos: My first bicycle. My grandparents bought it for me for my birthday. I was very proud of it.

Unit 7, Vocabulary focus, Activity 3

▶ 27

Speaker A: This is an excellent documentary about the most popular supermarket foods and just how good or bad they are for us. The students' favourite, baked beans, are unsurprisingly top of most supermarket lists. The good news is that they keep us strong and healthy because incredibly they have more protein than a piece of steak! And tea – the UK's most popular drink – has health benefits, too. It can stop us going down with all sorts of bugs! Milk is good for us when we've got aching muscles after exercise and it's OK to eat small amounts of chocolate as part of a balanced diet because it gives us pleasure! Now that's what I like to hear!

Speaker B: Ever wondered what you'd do if someone had a heart attack? A new programme on Channel 8 is all about easy first aid. Like giving chest compressions to the regular beat of a song – the one they choose is the Bee Gees' hit, *Staying Alive!* We learn all about when we need to call a doctor or an ambulance. Also, it tells us when we can give ourselves simple treatment, like taking painkillers, cough medicine or putting a plaster on a cut. Our emergency services are great, but they're overstretched. We need to know what to do if we've picked up a stomach bug or caught a bad cold or even got a minor injury – like twisting an ankle playing football. And we certainly don't need to go to accident and emergency if we've got a blocked nose! Watch the programme. We'll all learn something from it.

Speaker C: I know how important it is to do regular exercise but I don't spend hours working out at the gym – simply because I don't have the hours to do that! So, I love this new series that encourages people to do exercise, keep fit and improve life expectancy without getting obsessed by it. The programme gives us tips on how normal everyday activities can keep our bodies in good shape. Taking the stairs instead of the lift or escalators in the shopping centre, running upstairs in our homes rather than walking are just two easy things we can do. There are many more ideas on the programme. Don't miss it.

Unit 7, Listening focus, Activity 2

▶ 28

Man 1: Well, a rugby player I know told me how it helped him get over his injuries more quickly, so I thought I'd give it a try. So you have to take off all your clothes, except for a pair of shorts and a mask. Unless you wear a mask your face will get frostbite! Then you go into this incredibly cold room. My first session just lasted three minutes. Five minutes is safe provided you get out quickly. If you stayed another

three or four minutes you'd be dead! It has helped my knees a lot, but I know it won't last for ever. You should have regular sessions otherwise the pain comes back.

Woman 1: I had tried so many things to help with the pain in my back but nothing seemed to work until I went to the clinic. I wasn't really a believer, in fact I thought it was nonsense, but I was ready to try anything as the doctors couldn't find what's wrong with me. It was strange lying there as someone stuck needles in different parts of my body. I noticed a big difference after one session, and after the third one the pain had disappeared. This doesn't mean that I am a convert to any alternative treatment, but this really worked for me.

Man 2: Well, the theory is that any kind of weakness or injury appears directly in the iris. It has an interesting history, a Hungarian doctor noticed that when a bird, an owl I think, hurt itself a black mark immediately appeared in its iris. Of course this was easy to see as owls have such large eyes. As the bird got better, the mark went away. The doctor then developed a map of the iris that related to different parts of the body to help with diagnosis. This is all very well, in theory, but a couple of recent experiments showed that the technique was only reliable half the time. This is a shame because it sounded a really interesting theory!

Woman 2: It's based on the idea, you know, that an illness can be cured if you take – in a medicine or tablet – a little bit of what caused it. Like if someone is allergic to something. The trouble is, I just don't see how this works in practice. I mean, they use such tiny amounts that it's a bit like putting a spoonful of salt in the Atlantic ocean! It's an interesting idea, and I'd like to believe it, but common sense tells me that this can't possibly be true. All the same, there are loads of people who think the treatment really works, and believe that it has cured them – but maybe they would have got better anyway. We just don't know.

UNIT 8, Vocabulary and listening focus, Activity 7

▶ 29

Interviewer: We all know that the reflectors we find in the middle of roads are called 'cats' eyes' because the inventor was inspired by the way cats' eyes reflect light in the dark. So, have we borrowed any other ideas from nature? Cathy Burrows has made a documentary about the topic and she's here with us today in the studio. Cathy why did you decide to make a documentary about this subject?

Cathy: Well, my friend and I were down by the river and we were admiring the dragonflies. My friend told me that the way they use their wings was the inspiration for the helicopter! It made me want to find out more about other ways the animal world has influenced different inventions. And the more I learnt, the more I wanted to pass this knowledge on to other people. I learnt so many interesting things that I decided to let other people know about them too through a documentary.

Interviewer: I see. What sort of inventions do you cover in the documentary?

Cathy: Animals have had an enormous influence on many things that man has invented or created, from transport and car design to architecture. For instance, scientists at Mercedes Benz wanted to find a shape for their new energy-saving car and decided to copy a tropical fish called the box fish. It has unusual scales, and a strange square shape, but it can move round very efficiently. For a car, this means it uses far less fuel.

Interviewer: You also show how Japanese designers used the owl as an inspiration. Tell us more about that.

Cathy: As you know, Japan is where the high-speed bullet train was invented. Japanese scientists have copied nature for the design of the

latest version. One of the difficulties they had was to reduce the noise the train makes at high speed. So, what they did was copy the way an owl's feathers are arranged on their bodies. Apparently they are arranged so that they make as little noise as possible when they attack their prey.

They also borrowed the shape of the kingfisher's beak for the train's nose, because it is aerodynamic and beautiful to look at, too.

Interviewer: That's very interesting. By the way, what's the story behind these new swimming costumes? The ones that record breakers wear.

Cathy: Oh yes, we look at that in the programme, too. Basically, designers created swimming costumes from a material that copied the scales you find on shark skin. The problem is that it has been too successful! Loads of records have been broken by swimmers wearing them. Now they are banned because they give some swimmers too much of an advantage.

Interviewer: Right. Also in the documentary you talk about architecture. What sort of influence has nature had on architecture?

Cathy: Well, a good example is the Eastgate Centre in Harare, in Zimbabwe. It copies the way giant ants control the temperature of their towers – where they live. Even in the hottest weather, giant ants keep the temperature the same by opening and closing holes. So the architects who designed the Eastgate centre copied this idea for a natural method of air-conditioning. Because of this and the new type of paints and materials they used when constructing it, the building only uses a tenth of the amount of energy that most buildings of its size would need and that to me is really important.

Interviewer: And finally – did anything that you found out really surprise you?

Cathy: Apparently, scientists have developed a very small spy plane that is used for surveillance – a bit like CCTV. It films and collects lots of information and though I found its use is pretty predictable, the fact that its wings are shaped just like a bat's was not! It's there in the air and we don't see or hear it.

Interviewer: Well, this is fascinating but I'm afraid that's all we've got time for, Cathy. However, if listeners want to find out more then make sure you watch the documentary *Nature Study* at eight tonight.

Unit 8, Speaking focus, Activity 3

▶ 30

Carlos: OK. So we have to say whether these are good ways of making people aware of the problems. Is that right?

Maria: Yes. Shall we start with this one?

Carlos: Fine. That's a group of scientists discussing environmental problems, maybe on a TV show.

Maria: Yes – I've seen some discussion programmes like that. Personally I don't think that they're interesting.

Carlos: No, I agree. There's usually just a lot of talk and facts and figures.

Maria: Could you say that again?

Carlos: The experts just talk a lot about numbers and things we don't always understand.

Maria: Absolutely. Also, the scientists often disagree themselves, don't they?

Carlos: True. I don't think that's going to help people find out about problems really. How about the nature documentaries?

Maria: Well, I think some of the documentaries today are excellent and people watch them a lot.

Carlos: And they learn from them.

Maria: Yes, they can show people different things in places that they could never visit. And sometimes they have famous people describing what's happening. That's good. I'm not so sure about leaflets. People usually just put them in the bin.

Carlos: You mean without reading them?

Maria: Yes. It's just more rubbish that comes through the door. I like the idea of art exhibitions. People can take their time to look and think about the pictures.

Carlos: I agree. Artists and photographers can be very clever and lots of people go to art shows.

Maria: What do you think about people in animal costumes?

Carlos: Well ... That's an interesting one! I think they do make people stop and think, don't they? But often people just get annoyed. It almost puts people off.

Maria: Sorry, I don't follow. What do you mean exactly?

Carlos: Well, if you get stopped in the street by a man dressed up like a big bird, you're more likely to remember that you were annoyed by him than what he was advertising.

Maria: OK, I'm with you now. I see what you mean. And yes, I agree!

Examiner: Now you have a minute to decide which is the most effective way.

Maria: So, we have to decide which is the most effective way. I think the animal costumes are out, don't you?

Carlos: Absolutely. And I'm not too sure about the scientist discussion programmes either.

Maria: And, as we said, the leaflets will probably be thrown out. So we're left with the documentaries or the art exhibitions.

Carlos: I don't know about you but although I like the idea of art exhibitions – not that many people go to them, do they?

Maria: You're right. More people watch TV. For me documentaries are far more effective. I think we should go for that.

Carlos: Yes. That's a good choice.

Unit 9, Listening and Vocabulary focus, Activity 4

▶ 31

Nella: Last weekend I went to see the Science Museum's living robot exhibition, Robotville and I really enjoyed it. It was a collection of some extremely clever robots that have been made all over Europe. There are six zones you can visit – each showing different types of robots that have been designed to do different sorts of things. In total there are twenty robots from many different countries, many of them have just left their laboratories for the first time! You could see each robot in the place it might work in, in the future – you know like a classroom or a doctor's surgery.

And next to each robot was their inventor, so you could ask them all sorts of questions and they were happy to answer them. They really enjoyed talking about the problems that they'd had and how they were going to improve the robots in the coming years. As well as seeing how new robots are being developed you could also find out a bit about the history of robotics. I didn't know that the word 'robot' was first used ninety years ago not by a scientist but in a play by a writer from Czechoslovakia (as it was called then). Something else that was surprising was the variety of robots they had on display. They were so different. I mean when you talk about robots most people think about a machine that looks a bit like a human being but moves in an awkward way and says things in a metallic sort of voice! At least that's what I think of.

But at the exhibition there were so many different types. There was even a robot fish, which I found totally unexpected. There were also robot dogs which I thought was a bit strange because surely we want robots to help us with things like housework and stuff – not to give us extra work looking after them! But they say that in the future we'll want robots to keep us company as well as work for us.

Apparently, the thing that older people complain about most isn't their health but loneliness and maybe robot pets can help with that – or who knows, maybe even human-like companions! Wow!

I think this exhibition is really important. It makes us aware of how our lives might change in the next decade or two. Robots will have a place in our houses – doing lots of different jobs like cleaning.

That's really what I'd thought before but I didn't realise they would be able to do the cooking as well. Also, looking maybe a bit further ahead, they'll do routine jobs such as taking the dog for a walk or picking children up from school. We may even see them in our classrooms as teachers! It sounds like science fiction but robots are already used in many places that we're not aware of. If you've seen any hospital dramas on TV you've probably seen robots doing small operations and we know that they are also used by the army to look for bombs or bring injured people away from dangerous places.

This is really an exhibition that you mustn't miss – especially if you're interested in how our world is going to look in the future. It's open until 6 every day but it won't be running for much longer. It closes on the 4th December. That's the day after tomorrow! Take my advice and get down to the Science Museum soon.

Unit 9, Grammar focus, Activity 5

▶ 32

Megan: What do you think about the next prediction, Sam?

Sam: I think it's really unlikely. In 2020 we'll still be catching colds and suffering from heart attacks. There are so many different illnesses it's going to be impossible to find ways of treating ALL of them!

Megan: But scientists are making such quick progress these days. Maybe not all of them – but I'm pretty sure they'll have found cures for most of them by then, aren't you?

Sam: By 2020? No. Maybe 2050.

Megan: You're such a pessimist!

Sam: No! I'm a realist. It's different.

Unit 9, Grammar focus, Activity 7

▶ 33

Narrator: 1. We'll still be catching colds.

Narrator: 2. They'll have found cures for most of them by then

Unit 9, Speaking focus, Activity 3

▶ 34

Sara: Well, both pictures show people in situations where they are learning. In the first picture the young boy is in class and he's using – sorry I don't know the word – it's a sort of computer. The boy touches the – um, what is it? Ah yes, the screen to change the words and things. I think he's doing some maths – some what do you call them – where you add up numbers and find the answers. He's quite young, about nine I suppose whereas in the second picture the students look

older and they're listening to one teacher in a ... I can't remember the exact word – it's a big room for lots of students. The teacher is using a ... sorry, it's gone ... it's the thing you use to show pictures on a board to teach the students about something – although it isn't very clear what it is.

Both methods are really useful, particularly for the young boy because he can work at his own speed.

Unit 9, Grammar focus, Activity 2

▶ 35

Interviewer: Do you like the idea of this new type of vending machine?

Anna: I don't think machines like this will be successful. They'll break down all the time.

Interviewer: Have you ever used one of these machines?

Dave: Yes, I have. There was one at the airport when I went to Canada last month. I bought some shampoo there. But I thought it smelt awful.

Interviewer: Can you see any disadvantages to using these machines?

Peter: Yes I can. There will be no one to complain to if we don't like a product. I think the companies are just trying to make more and more money. They don't really care about the customers.

Unit 10, Listening focus, Activity 2

▶ 36

Woman 1: What did you think of it then?

Man 1: Well, normally I don't like romantic films, especially old ones – but as this was filmed locally I thought I'd watch it. And I was pleasantly surprised. It actually made me cry!

Woman 1: I still prefer the original – it's a classic, and the main actors were just brilliant – much more believable than in this new version.

Man 1: But this one uses excellent special effects and the music is beautiful, even if the acting wasn't up to scratch. And I love all those scenes filmed on the beach.

Woman 1: Just because there are familiar places in a film, that shouldn't influence your reaction to it!

Woman 2: It's an ordinary and traditional recipe, but it's really tasty as well. It's called the King Fainted because the first time the king tasted it, he passed out with pleasure. I've never had that reaction! But I must admit, it's one of my favourites. Anyway, there is no great mystery about making it; what you need are a couple of large aubergines, you know eggplants, two or three peppers, any colour will do, a couple of onions and some garlic. Parsley is good if you have some in your garden. You then cut everything up finely and fry it gently in olive oil. You'll love it, just like the king.

Woman 3: How was Cuba?

Man 2: Marvellous

Woman 3: What was it like?

Man 2: Well, our room was first class. The hotel had everything you can imagine, from dance classes to sporting activities, but we were happiest just sitting by the pool and chilling out in the sun! No stress – wonderful!

Woman 3: Did you go out at all?

Man 2: Well, we did think of going into Havana on our own, but I didn't want to be walking around in the heat, so we decided to stay in the resort. I wanted to go on an excursion to a cigar factory, but Julie didn't want to be left on her own.

Man 3: Well, it's an outstanding natural site and attracts a lot of tourists every year. There are these enormous columns of rock that come out of the sea, quite unbelievable really. There's a legend that tries to explain it. It says that the columns are part of a road made by an Irish giant called Finn MacCool. Of course, the real story is that the rocks are the result of volcanic activity. I still like the story about Finn, though. In other countries, they'd probably say it was the work of the god of the underworld.

Tour guide: When I take people to see the Charles Bridge, I mention the usual stuff, how it was built, its length and so on. This is all so well-known people start falling asleep. So then I like to point out details that aren't that obvious. For instance, that one of the towers has the carving of a servant woman. She was just an ordinary servant, but she helped King Wenceslas IV escape from prison. Or I'll point to the exact spot on the bridge where the people of Prague beat back an enemy army. Stories like this make people wake up, and feel that the tour is special.

Man 4: So what was the cheese-rolling race like? Sounds amazing!

Woman 4: It was great fun! The competitors go to the top of the hill, which is really steep. Then the organisers roll an enormous cheese down the hill and everyone chases after it. It's really quite dangerous and one boy broke his arm. I didn't see it – I was just happy to get to the bottom without hurting myself.

Man 4: It's surprising that there aren't more accidents!

Woman 4: A few years ago the cheese went into the crowd of spectators and hurt a lot of people. Imagine telling the doctor that you were hit by a cheese!

Woman 5: I'll always remember my trip to San Francisco. I really hate graffiti and tagging, I can't see the point of it, but the Mission Quarter has street art with a difference – not like mindless graffiti you normally see in cities. The area is full of fantastic murals that show people's everyday lives and the hopes and fears of the communities who live there. Of course it was great to see the Golden Gate Bridge – it's such an icon – but the murals were a wonderful surprise, part of the actual culture of the place.

Woman 6: Well, it was quite an experience – it was a long way to go for three or four short performances – and there are hundreds of other people trying to get noticed, too. I saw some really good shows but obviously I was there to demonstrate what I could do. You have a few minutes to make an impression and if you can't get a laugh out of your audience in the first few seconds then your confidence goes ... Anyway, it went OK and I survived, and I made a couple of useful contacts as well with agents and club owners. I just hope I get some bookings.

Unit 10, Vocabulary focus, Activity 2

▶ 37

Man: Before I came to England I was really worried about the food – you know it's got a very bad reputation abroad! But it's actually good and there are some great dishes. Food can tell you a lot about a country, particularly its history. And drinks! Look at the drink – tea. The history of tea drinking in England is incredible. I had no idea that in the beginning only rich people drank it. Of course another thing I knew about England was about William Shakespeare. It was so boring to read him at school. But when you see it on the stage it's unbelievable – and you can find out everything about how people lived at that time. Not only then. Shakespeare tells us a lot about people and relationships that is still true now. And so many of his words and phrases are used in the English language today!

Watching TV in England is very interesting, too. Just from the variety of programmes you can see that there are a lot of different cultures that have made their homes here in England. And then of course,

there's the music! Where would music be today without the Beatles from the 1960s or Coldplay or Adele? The British have definitely got a lot of originality when they make music!

Unit 11, Listening and vocabulary focus, Activity 2

▶ 38

Man 1: Well, my uncle had one years ago, but the engines were really basic and they weren't very comfortable. It didn't stop them from becoming an icon, did it? The new model is great and I like the way it has kept the fun of the original while bringing it entirely up-to-date. There are comfortable leather seats and loads of options that you can add. I just don't understand why someone would want to drive around in the original model – they must enjoy being uncomfortable, or maybe it takes them back to when they were young.

Woman 1: Let's have a look, shall we? How much did you say you paid for them? Forty euros? Oh dear, well, they can't possibly be real at that price. Look at the quality – it simply isn't there. There's no real protection for your eyes. They're just cheap plastic fakes. I know you're probably quite happy with them, because they look like the real thing, but it makes me really cross. The people who sell these shouldn't pretend that they're something they aren't.

Woman 2: We had a really brilliant time, we dressed up in seventies clothes and danced to music from that period. It was great. I found a lovely old green velvet evening dress that my mum had bought in France. Once upon a time, it was the height of fashion. I wore a pair of ridiculous-looking shoes in rainbow colours with stupidly high heels!

Being fashionable must have been lots of fun back then and I think people were more adventurous. Nowadays, everyone is scared of looking different. It's a shame. I think that people knew how to have fun and life was a lot simpler in the seventies!

Man 2: I'm into gaming and I spend a lot of my time playing online. My favourite game is *The Sword of Evil*. When I first started playing at school years ago, the expressions of the characters were artificial and their movements were very unnatural, but my friends and I had a great time playing it. I was really looking forward to the latest version, and it's true that the characters on the screen are, you know, virtual. They look very realistic, and their expressions are so convincing too, just like real actors. The sad thing, though, is that it just can't recreate the excitement I felt when I first played ten years ago. I must be getting old!

Woman 3: Usually I really hate the fashion for reality programmes like this. Everything is done for the cameras – and you get all these awful people who are only interested in becoming famous, you know becoming a celebrity – even though they have no talent for anything. It's hard to believe some of the things they do just to get noticed. It's pathetic. I don't know why people are so addicted to shows like this. But anyway, as I was saying, this one I saw was actually quite good. In the show, they made a typical family live the way people used to live a hundred years ago, it was interesting to see how they coped – life must have been so much harder in those days.

Unit 11, Grammar focus, Activity 1

▶ 39

Mark: I don't know how you can walk in those shoes, they can't be very comfortable. They must hurt after a while.

Karine: No, they're fine. Let's go round the exhibition.

Mark: Look at that picture, the one with the really white face – I think I recognise her.

Karine: That might be Queen Elizabeth I, don't you think?

Mark: I think you're right. Here it says that the white make-up they put on their faces was very dangerous. The makers used to put lead in it! They're not certain but it might have poisoned thousands of people.

Karine: Horrible! And her dress – it's so tight. Women must have had problems breathing, or even sitting down.

Mark: What do you think about those guys' outfits?

Karine: Pretty cool! I'm not so sure about the shoes, though. They can't have been easy to walk in! And look at their hair. It must have taken ages to get it like that!

Mark: And messy! Think of all that grease!

Unit 11, Grammar focus, Activity 5

▶ 40

Karine: Women must have had problems breathing ...

Karine: It can't have been easy to walk.

Mark: It might have poisoned thousands of people.

Unit 11, Grammar focus, Activity 2

▶ 41

Pablo: It's very kind of you to come and give us some advice about our restaurant design.

Anika: Yes, so basically what would you like to change?

Pablo: People don't like bright lighting but many customers have complained that the lighting is so low they can't see their food! And we serve such good food that it's a real shame! And there have also been complaints that there isn't enough space between tables.

Anika: Yes – you want to seat as many people as you can without it feeling too crowded.

Pablo: Personally, I feel that the colours in here are too bright and we need something paler. You have such a good reputation that I'm sure you'll be able to transform this space – without it costing us too much!

Unit 12, Reading focus, Activity 2

▶ 42

Marie: I married a Frenchman.

Marie: Together we won a Nobel Prize.

Marie: I also won a Nobel Prize for my work on chemistry.

Marie: I named a chemical element after my original country.

Unit 12, Grammar focus, Activity 7

▶ 43

Woman 1: I wish they'd invented smart phones when I was younger. They would have been really useful when I was at school. There's so much useful stuff you can find out using smart phones – the kids today are really lucky.

Man 1: For me – I wish we'd had faster trains when I was going to school. It took ages travelling every day. I had to get up really early and I never got home in time to watch my favourite TV shows.

Man 2: I wish they hadn't invented ebooks! I think it's terrible that soon we may never see books on shelves again! The advantage is that with ebooks you can take lots of books on holiday – but I don't think it's that important.

Woman 2: I wish my grandmother's generation had had better cameras. I'd love to have more pictures or even short films of her when she was young! We've only got a few black and white photos. It's a shame.

Woman 3: I know my children say I'm a grumpy old woman! But I wish they'd never invented mobile phones! Yes – it's important to get in touch with people quickly – but is it really necessary to talk for half an hour to your boyfriend on the train with everyone in the carriage listening to the details of your love life?!

Unit 12, Listening focus, Activity 2

▶ 44

Interviewer: For those of you who don't know, the Big Bang Fair is a science show that takes place in a different location in the UK every year. Our science reporter Tina Bradley went to this year's event. So, Tina, just why is the Big Bang Fair so popular?

Tina: This science fair is an amazing opportunity for young people to see how exciting science and engineering can really be. A lot of young people think of scientists as boring people in white coats or they think that engineers spend their time repairing water pipes or underneath cars! The Big Bang Fair has loads of demonstrations, films and exhibitions to show what scientists and engineers can really do.

Interviewer: So, it's all about watching experiments and seeing how scientists do things?

Tina: That's part of it. There are some fantastic demonstrations and talks but it's not all about watching and listening. It's about taking part too. When people experience things for themselves they learn a lot more. For example there's a stand which tells kids about animated films and then they can actually create a short animated film themselves.

Interviewer: So it's not all about chemistry and physics?

Tina: Not at all – although those subjects are obviously at the heart of many science projects. It's more about how science is behind everything we use and do in the real world. There are even demonstrations about the design of scary rides in theme parks! I think it's great how the fair takes science out of the laboratory. I learnt a huge amount!

Interviewer: I imagine it's useful for teachers and parents, too?

Tina: Absolutely. There are lots of ideas for teachers on how to bring science lessons right up-to-date and make their teaching relevant for students. These young people are the scientists of tomorrow and we need more of them to make the world safer and a better place to live. They need to be inspired by good teachers and encouraged by parents.

Interviewer: I was interested in the winners of the prizes that they give at the fair. They're only young but they invented some quite remarkable things!

Tina: You're right. Every year students can enter a competition to become young scientist or young engineer of the year. The winner of young engineer was a student who had invented this incredible search and rescue robot! It's a small robot that can be used after earthquakes to look for people who are trapped in buildings that have collapsed. He wanted to invent something small enough to go into places where normal rescuers couldn't – or where it was too dangerous for people to go. Cost was important, because usually these types of machines are very expensive, especially for poorer countries.

Interviewer: And wasn't there another finalist – a boy who invented something to do with drums?

Tina: Anseem Mishra – he's an example of how you can combine a hobby with science! He's been a keen scientist and a passionate drummer for eight years, and last year he designed a set of drums that lit up when they were played. This created a fantastic visual effect for people watching. This year he made a pair of trousers that produced the sounds of drums and cymbals when you tapped them. It sounds crazy, doesn't it? But I saw him play. He sits on a chair and uses his hands to tap his right leg. The different places he taps produce different drum sounds – just like in a band!

Interviewer: Wow! I imagine these kids will go on to have good careers in science.

Tina: Yes – the winners have already been given places at universities and given sponsorship money, too. But that's another important point about this fair. It's not only about watching or even taking part in experiments – it's about finding out about courses and careers in science. There are also representatives from different companies who can talk to the kids about job opportunities – including science reporters on television and radio!

Interviewer: You'd better watch your job then, Tina!

Unit 12, Vocabulary focus, Activity 3

▶ 45

Prizewinner: It's been a great experience and I'm delighted to have won the prize. Inventing this has been a long, complicated process. Firstly, obviously, you have to come up with an idea. And that's not easy! You have to do a lot of research and then when you know what you want to do, you develop some theories and conduct experiments. You record all your results and keep records throughout, all the time improving on your original idea. It's hard work but in the end when you produce something that works and that others will find useful – it's worth it! I never thought I'd be an engineer but now I can't imagine being anything else!

Unit 12, Vocabulary focus, Activity 6

▶ 46

Narrator: Example. archaeology, archaeologist, archaeological

Narrator: 1. mathematics, mathematician, mathematical

Narrator: 2. ecology, ecologist, ecological

Narrator: 3. physics, physicist, physical

Narrator: 4. biology, biologist, biological

Narrator: 5. chemistry, chemist, chemical

Narrator: 6. meteorology, meteorologist, meteorological

	Pages	Title	Topic	Exam link
1A	116, 131	All present and correct	present simple and present continuous	
1B	116, 132	Question and answer bingo	answering questions about yourself	Speaking: general
2A	117, 133	The complete article	completing a gapped text	Reading Part 2
2B	117, 135	Perfect pairs	describing feelings; present perfect and past simple; <i>used to</i> and <i>would</i>	Use of English Parts 2 and 3
3A	118, 136	Red-letter days	expressing ideas/opinions, making suggestions	Speaking Part 3
3B	119, 138	Rejects	dependent prepositions, phrasal verbs, noun suffixes	Use of English Parts 2 and 3
4A	119, 139	Tell us more	narrative tenses	Writing Part 2 (story)
4B	120, 141	The right word	extreme adjectives	Listening Part 4
5A	121, 143	Future connections	future forms and functions	
5B	121, 144	In other words, ...	linking ideas and expressing opinions in an essay	Writing Part 2 (essay)
6A	122, 145	5, 4, 3, 2, 1	general review of grammar and vocabulary from the unit	Use of English Part 4
6B	122, 146	The right register	a letter of application	Writing Part 2 (letter)
7A	123, 147	Three of a kind	adjective prefixes and suffixes	Use of English Part 3
7B	124, 148	Options and answers	reading for specific information	Reading Part 1
8A	124, 150	What's happened?	the passive; causative <i>have</i>	
8B	125, 151	Give us a word	prepositional phrases, phrasal verbs	Use of English Parts 2 and 4; Writing: general
9A	125, 152	The right picture	talking about a picture	Speaking Part 2
9B	126, 153	The next big thing	reported speech	Use of English Part 4
10A	127, 154	All change!	reading for specific information	Reading Part 3
10B	127, 156	The right place	definite and indefinite articles	
11A	128, 157	Three friends	modals of possibility and certainty	
11B	129, 158	Which present?	describing an object	Writing Part 2 (review)
12A	129, 159	Regrets	third conditional; <i>wish</i> ; reporting verbs	
12B	130, 160	Quick thinking	expressing and justifying opinions; agreeing and disagreeing	Speaking Part 4

Teaching notes

IA All present and correct

Aim

to review the present simple and present continuous

Exam link

none

Activity type

arranging sentences to make texts, then completing the texts with the correct verb forms

Classroom dynamics

pairwork

Time taken

15–20 minutes

When to use

after Grammar focus Activity 7 on page 8

Preparation

Make one copy of the activity for each pair of students.

Procedure

- 1 Divide your class into pairs and give each pair a copy of the activity.
- 2 In pairs, students first put the sentences/sentence groups in each text in the correct order by numbering them 1–7. They then complete the texts with the present simple or present continuous form of the verbs in brackets.
- 3 Explain that the guide at the top of the page tells students the function of each verb, and the order in which the verb functions appear in each text. For example, the first verb in each text must describe a state, the second verb must describe a regular repeated action and so on. This guide will help them with both parts of the activity.
- 4 The first pair to correctly number the sentences and put the verbs in their correct forms is the winner.

Answer key

A

- 1 I like reading.
- 2 In fact, I probably read two or three books a month.
- 3 Right now I'm reading a book about a family of secret agents.
- 4 The story is really exciting, and it's getting more exciting as I get towards the end.
- 5 The book is the second in a series of three, and the next one comes out on 1 July.

- 6 I'm trying to order it online right now.
- 7 I'm also quite excited because the author is coming to our town later this year to talk about her books.

B

- 1 My town has a large selection of restaurants and cafés.
- 2 My best friend Emma and I eat out in one of them at least once a week.
- 3 We're working our way through every one of them!
- 4 Unfortunately, eating out is becoming increasingly expensive.
- 5 However, there's an article in today's paper about a new restaurant, The Potted Olive, which opens for the first time this Saturday.
- 6 I'm reading the article now. Apparently, you can get a three-course meal there for £10. Everyone's talking about it, so it's bound to be very busy.
- 7 You can't reserve, so Emma and I are meeting outside an hour before it opens to make sure we get a table!

IB Question and answer bingo

Aim

to practise answering questions, focusing on answer length

Exam link

Speaking: general, but with more relevance to Part 1

Activity type

answering questions and using the answers to play bingo

Classroom dynamics

pairwork + whole class

Time taken

20 minutes

When to use

after Speaking focus Activity 7 on page 13

Preparation

Make one copy of the activity for each pair of students in your class. Also make an extra copy and cut into cards.

Procedure

- 1 Divide your class into pairs and distribute the cards to the pairs as evenly as possible. Explain that they should not show their card(s) to the other pairs. Also give each pair a copy of the whole activity.

- 2 Tell each pair to select 12 questions on their main activity sheet and circle them. They should *not* choose the question(s) they have on their own card(s).
- 3 Explain that they are going to play a game of *Bingo*:
 - Both students in one of the pairs take it in turns to answer (one of) the question(s) on their card(s) (you decide which pair). They should not read out the question but should only give their answers. Each answer should not be one word, and it should not be a long speech. The idea is to answer the question fully without providing too much information. You could set a time limit per student of no more than 20 seconds, cutting them off if they go beyond this.
 - While they are answering their question, the other pairs listen carefully to identify which one they are answering. If this question is one they have circled on their main activity sheet, they cross it out and write down the names of the students who answered it.
 - The steps are repeated until one pair has crossed out all of the questions they have circled. At this point, they call out 'Bingo'. Note that they should wait for both students in a pair to finish speaking first. If the questions they have crossed out match the questions that were answered, they are the winners.
- 2 Ask each group to choose a captain, then give each group a set of cards. They should distribute these among themselves. Once they have their cards, they should not show them to one another.
- 3 Explain that the aim of the activity is to decide where in the text the sentences on their cards will go. They will do this as follows:
 - One student reads out one of their sentences. In their group, they then discuss where they think the sentence goes in the text. They will need to look at the sentences preceding the gaps, the sentences following the gaps or, more commonly, both the preceding and following sentences. On the cards, they should use pronouns and key words such as nouns and verbs to help guide them.
 - When they have made their decision (the captain has the final say in the event of a dispute), they write the sentence letter (A–L) in the appropriate gap in their text. The sentence card is then put aside.
 - The above steps are repeated until they have written a sentence letter in each gap. The first group to do this correctly is the winner.
- 4 Review the answers with the whole class, asking them how they identified the correct places for their sentences (i.e. which words helped them to make the connections).

2A The complete article

Aim

to practise understanding text structure, cohesion and coherence

Exam link

Reading: Gapped text (Part 2)

Activity type

completing a text using appropriate sentences

Classroom dynamics

groups of four–six

Time taken

20–25 minutes

When to use

after Reading focus Activity 7 on page 21

Preparation

Make one copy of the first page of the activity for each student in your class. Make one copy of the second page for each group of four–six students in your class and cut into cards.

Procedure

- 1 Divide your class into groups of between four and six students and give each student a copy of the first page. Tell them to quickly read through the gapped text so that they have a general idea of what it is about.

Answer key

1 J 2 F 3 H 4 K 5 D 6 G 7 A 8 I 9 B 10 L
11 E 12 C

2B Perfect pairs

Aim

to practise adjectives used to describe feelings; to review the present perfect, past simple, *used to* and *would*

Exam link

Use of English: Open cloze/Word formation (Part 2/3)

Activity type

board game requiring students to complete sentences with appropriate words

Classroom dynamics

groups of four, divided into teams of two

Time taken

15–20 minutes

When to use

after Grammar focus Activity 6 on page 22

Preparation

Make one copy of the activity for each group of four students in your class. You will also need dice (one per group) and counters (two per group).

Procedure

- 1 Divide your class into groups of four and ask each group to divide into pairs. Give each group a copy of the activity, a die and two counters (one for each team), and tell them to place their counters in the 'Start' space on the grid.
- 2 Explain that the grid contains ten pairs of sentences. The first sentence in each pair is in one of the shaded spaces. The second sentence is in one of the white spaces. The aim of the activity is to collect as many completed sentence pairs as possible in a set time limit. Students must do this as follows:
 - Pairs take it in turns to roll the die and move their counter towards a sentence in one of the shaded spaces. They can only move their counter in one direction on one throw of their die, and they must throw an exact number to land on a shaded space.
 - As soon as they land on a sentence in one of the shaded spaces, they must complete it with a word that they think would fit grammatically in that sentence. They can only use one word in each gap.
 - The pair then reads out the completed sentence. If the other pair thinks there is a mistake, the group should ask you. If a mistake has been made, tell them so but don't give them the correct answer. If the sentence is correct, the pair write their initials after the sentence, thus 'claiming' that sentence, which cannot now be claimed by the other pair.
 - Once they have claimed that sentence, they must look for and claim the second (follow-on) sentence in one of the white spaces, using the same method (although note that they do not need to return to the 'Start' space). This time, however, the sentence must be completed with the correct form of one of the words in the box. In some cases, more than one answer may be possible. (Explain that the words in the box may be used more than once.)
- 3 Let students do this for 15 minutes, then tell them to stop and review their answers. The winning pair in each group is the pair with the most correctly completed sentence pairs.

Answer key

1 since + 9 excited 4 just/recently/already +
 11 nervous/scared 6 ever + 19 annoyed/upset
 7 used + 5 amusing 8 would + 16 scared
 10 already/recently/just + 3 upset 13 yet + 2 surprising
 15 for + 20 boring 17 use + 12 confusing
 18 never + 14 exhausted

3A Red-letter days**Aim**

to practise exchanging ideas, expressing/justifying opinions, making suggestions and reaching a decision

Exam link

Speaking: Collaborative task (Part 3)

Activity type

collaborative speaking task

Classroom dynamics

pairwork + whole class

Time taken

25–30 minutes

When to use

after Speaking focus Activity 7 or 8 on page 29

Preparation

Make one copy of both pages of the activity for each pair of students in your class.

Procedure

- 1 Divide your class into pairs and give each pair a copy of the first page (the table). Tell them to write down the names of the other student pairs in the left-hand column.
- 2 Give each student pair a copy of the second page (the pictures). Explain that these show different activities that people often pay to do as part of an activity day or weekend. You could explain that a 'red-letter day' is a day you will always remember because something special happened. Briefly go through the pictures with your students, asking what is happening in each one (the activities shown are: 1 hot-air ballooning; 2 tandem parachuting; 3 horse-riding; 4 having a dance lesson; 5 having a cookery lesson; 6 enjoying a day at a health and beauty spa; 7 driving a sports car around a racing track; 8 going on a guided tour in an art gallery/museum; 9 going for a ride in a stunt plane; 10 bungee jumping; 11 sailing; 12 white-water rafting).
- 3 Tell students to imagine that they have been given a choice of one of these activities to do together, and they will shortly have to decide which one to do. They can only choose one activity. However, before they do this, they are going to try to predict what the other pairs in the class will choose. Working together, they should choose and write down in the central column of their table the activity that they think each pair will choose. They should try to do this without the others in the class hearing their choices. Set a time limit of about 10–15 minutes for this.

- Now explain that they are going to choose their own activity. While they are speaking, monitor the pairs to make sure they are using appropriate language.
- After three to four minutes, ask students to stop talking and circle the activity they have chosen. Then ask each pair which activity they chose. The other students listen to find out if they correctly predicted the other pairs' choices, and circle 'Yes' if they were right, or 'No' if they were wrong. The winning pair is the pair with the most correct predictions about the other student pairs.

3B Rejects

Aim

to review dependent prepositions, phrasal verbs and suffixes from Unit 3

Exam link

Use of English: Open cloze/Word formation (Part 2/3)

Activity type

sentence matching card game

Classroom dynamics

groups of three–four

Time taken

15–20 minutes

When to use

after Use of English focus Activity 6 on page 33

Preparation

Make one copy of the activity for each group of three or four students in your class and cut into cards.

Procedure

- Divide your class into groups of three or four and give each group a set of cards. Explain that each sentence on the cards can be completed with a preposition or particle in the first gap, and a form of the word in brackets in the second gap. You may wish to point out that these all appeared in Unit 3 of their Coursebook.
- Next, explain that eight of these sentences can be put into pairs because they share (a) the same preposition or particle in the first gap and (b) the same suffix in the word in the second gap. The remaining six sentences cannot be paired with each other. The aim of the activity is to identify, and so reject, the sentences that cannot be paired. They should do this as follows:
 - Students place their cards face down. One student takes the top card and reads it out to the group (note that they do not need to read the sentences in any particular order – the numbers are only for reference purposes at the end of the activity). Together, they decide which preposition or particle can be used to

complete the first gap, and which form of the word in brackets should be used in the second gap. The student who read out the sentence writes the appropriate words in the sentence, then puts the card aside.

- The above step is repeated, with students taking it in turns to take a card, read out the sentence and then complete it after discussing it with the group.
- Gradually, they will find that they have completed eight sentences that can be paired with other completed sentences, based on the criteria in Step 2. They will also have six sentences that cannot be paired with others (the 'rejects'). The first group in the class to identify the six rejects is the winner.

Answer key

Pairs:

1 + 14: on + weak**ness**, happi**ness** 2 + 8: up + snowboard**ing**, ski**ing** 3 + 13: about + dedicati**on**, inventi**on** 4 + 9: at + disappointm**ent**, argum**ent**(s)

'Rejects':

5 in, champi**onship** 6 of, child**hood** 7 up, hard**ships** 10 by, electrici**an** 11 up, competi**tor**s 12 up, committ**ment**

4A Tell us more

Aim

to review narrative tenses and to practise asking questions

Exam link

none, but useful for Writing Part 2 (story)

Activity type

completing a story with appropriate tenses; asking questions to elicit further information

Classroom dynamics

groups of four, divided into pairs

Time taken

30–35 minutes

When to use

after Grammar focus Activity 7 on page 40

Preparation

Make one copy of both pages of the activity for each group of four students in your class.

Procedure

- Divide your class into groups of four and ask each group to divide into pairs (Students A and B, and Students C and D). Give one pair in each group a copy of the first page (Students A and B), and give the other pair a copy of the second page (Students C and D). They should not show their page to the other pair.

- 2 Explain that their page contains sections from a spoken story. Students A and B have the first half of the story, and Students C and D have the second half. Tell them that this activity will be in two parts.
- 3 In the first part, students work in their pairs to put the verbs in brackets in the correct tense (past simple, past continuous or past perfect). At this stage, they should not worry about the word 'Pause' after each section. Allow approximately ten minutes for this, monitoring to make sure their answers are correct.
- 4 In the second part of the activity, the students in each pair take it in turns to read their story to the other pair. Students A and B start. When they get to 'Pause', they must stop. They can only continue if Students C and D ask a relevant question to 'prompt' them to continue. Students A and B will know if the question is the 'right' one because of the way their story continues. If Students C and D cannot come up with the right question, Students A and B can prompt them.
- 5 When Students A and B finish, Students C and D read their part of the story, while Students A and B ask questions.
- 6 There is no competitive element to this activity but it lends itself well to a couple of follow-up activities. One of these is to put the story into written form. Currently it is quite colloquial, with expressions that would only be used in spoken English, or expressions that are only in the story as a result of the 'prompt' questions. Another is for students to continue the story (either in spoken or written form). The other students can then vote for the best version of events.

Answer key

Students A and B: Story Part 1

1 was listening 2 rang 3 met 4 were studying
5 found 6 was saying 7 was whispering 8 asked
9 felt 10 was looking forward to 11 had lived 12 was
13 had rained 14 had splashed 15 was standing

Students C and D: Story Part 2

1 was standing 2 had gone 3 had locked 4 saw
5 had 6 was holding 7 got/was getting 8 looked
9 had seen 10 heard 11 was throwing 12 was
barking 13 explained 14 suddenly stood up/had
suddenly stood up 15 had simply run

Suggested questions

(Students C and D to Students A and B)

Pause 1: Who was calling? Pause 2: Who's Samantha?
Pause 3: What did she want? Pause 4: Why was she
whispering? Pause 5: Why did she want you to go
there? Pause 6: Where does she live? Pause 7: How did
you get there? Pause 8: What did you see?

(Students A and B to Students C and D)

Pause 1: What was she doing/Why was she standing
outside in the rain dressed like that? Pause 2: Who's
Roger? Pause 3: Why was she holding a tennis racket?
Pause 4: What kind of look? Pause 5: What did you hear?
Pause 6: Where was he? Pause 7: What was he growling
at? Pause 8: Had she called the police?

4B The right word

Aim

to review extreme adjectives

Exam link

Listening: Multiple choice (Part 4)

Activity type

identifying correct answers and using these answers to
reveal a 'hidden' word

Classroom dynamics

pairs or small groups + whole class

Time taken

20–25 minutes

When to use

after Vocabulary focus Activity 6 on page 43

Preparation

Make one copy of the first page of the activity and cut into
cards. Make eight copies of the second page of the activity.

Procedure

- 1 Divide your class into eight teams (individuals, pairs or small groups) and give each team a card and a copy of the second page. Allow them a few moments to read the text on their card and the questions on their activity sheet.
- 2 Explain that this activity will be in two parts. In the first part, each team reads out the text on their card. The other teams listen and choose the correct answer to the corresponding question on their activity sheet. Each team should read out their text twice. Get a different student to read out the text each time, so that as many students as possible get a chance to speak.
- 3 When they have heard all of the texts and answered the questions, they should think of the extreme adjective that matches the adjective they circled for each question (e.g. *hot – boiling*). They should use these words to complete the grid at the bottom of the page.
- 4 They should then use the letters in the shaded spaces to reveal a new word: an extreme adjective for *angry*. The first team to reveal this word is the winner.

Answer key

1 C 2 A 3 C 4 A 5 B 6 B 7 B 8 A

The extreme adjectives to go in the grid are:

1 boiling 2 enormous 3 fascinating 4 terrifying

5 starving 6 exhausted 7 freezing 8 deafening

The word revealed in the shaded spaces is *incensed*.**5A** Future connections**Aim**

to review future forms and functions

Exam link

none

Activity type

completing and linking sentences in a dominoes-type game

Classroom dynamics

groups of three or four

Time taken

20 minutes

When to use

after Grammar focus Activity 4 on page 50

Preparation

Make one copy of the activity for each group of three or four students in your class and cut into two sections. Cut the second section into cards along the dashed lines (so you have one guide card and eight playing cards per sheet).

Procedure

- 1 Divide your class into teams of three or four and give each team a set of cards.
- 2 Explain that the cards contain 14 short dialogues, each one containing a choice of two verb forms. The dialogue on the right side of one card can be matched with the dialogue on the left side of another card, not because of its content, but because the verb should have the same form and function (for example, if a sentence on the right side of one card describes a decision made while you are speaking (using *will*), the matching sentence on the left side of another card should do the same). The aim of the activity is to connect the cards dominoes-fashion in the following way:
 - The students look at card A and decide what the function of the sentence on the right side is. They should use their 'Guide' card to help them decide.
 - They choose the correct option to complete the dialogue.
 - They then look for a sentence on the left side of another card where the same form and function are required, and join the two cards together.

- They then look at the sentence on the right side of the card they have just selected and decide which form and function are required. They continue doing this until they have joined all of their cards. The winning team is the first in the class to do this.

Answer key

The cards should go in this order: A, F, C, H, E, G, B, D

The 'future connections' are:

A2 (I'll drive) + F1 (I'll make): a decision made while you're speaking

F2 (we're having) + C1 (I'm meeting): an arrangement

C2 (leaves) + H1 (starts): a timetabled event

H2 (It's going to snow) + E1 (we're going to miss): a prediction based on something happening now

E2 (I'm going to get) + G1 (I'm going to free up): an intention – something you've already decided

G2 (will be) + B1 (we'll love): a prediction based on belief

B2 (we might go) + D1 (might rain): a possibility

5B In other words, ...**Aim**

to review words and expressions used to link ideas and express opinions in an essay

Exam link

Writing: Essay (Part 2)

Activity type

identifying words and expressions with similar meanings and/or functions

Classroom dynamics

pairwork or small groups

Time taken

15–20 minutes

When to use

after Writing focus Activity 9 on page 56

Preparation

Make one copy of the activity for each pair or small group of students in your class. Cut into three sections (the essay, the words/expressions and the crossword).

Procedure

- 1 Divide your class into pairs or small groups and give each pair/group a copy of the first part of the activity (the essay). Ask them to read the essay title and the sample answer. While they are doing this, they should underline words and expressions used to link ideas and express opinions. Let them do this for about three to five minutes.

- Give each pair/group the second part of the activity. Explain that words and expressions 1–9 can be used to replace words and expressions in the essay they have just read. These will have the same or a similar meaning and/or function in the context of the essay. They should look for these words/expressions in the essay and write them in the gaps. To help them, they are given the number of words they should look for. You might like to point out to students that words and expressions 1–9 do not appear in the same order as they do in the essay.
- As soon as they think they have found all of the words/expressions, they should raise their hand. Give them a copy of the crossword grid. They should use the words/expressions they found in the essay to complete it. The first pair or group to successfully complete their crossword is the winner.

Answer key

1 there is no doubt 2 secondly 3 of course
4 first of all 5 as a result 6 in my view 7 on balance
8 however 9 as well as

6A 5, 4, 3, 2, 1

Aim

to review target grammar and vocabulary from Unit 6

Exam link

Use of English: Key word transformations (Part 4)

Activity type

rewriting sentences using key words

Classroom dynamics

groups of four or five

Time taken

15–20 minutes

When to use

after Grammar focus Activity 5 on page 65

Preparation

Make one copy of the activity for each group of four or five students in your class and cut into cards.

Procedure

- Divide your class into teams of four or five and give each team a set of cards. They should spread these out on their desk so they can see them.
- Explain that each card contains a pair of sentences. The second sentence in each pair needs to be completed with between one and five words so that it has a similar meaning to the first sentence. For cards where two to five words are required, there is a word in bold at the end of the sentence which must be used in the sentence

(and counts as one of the words needed). For cards where only one word is required, no word is given.

- Explain that the aim of the activity is to be the first team to complete the sentences and to then put the cards into five separate groups: one set where five words were needed to complete the sentence, one set where four words were needed, one where three were needed and so on. There will be three cards in each group. The students can do this any way they like but the best method would be for them to divide their team into two pairs/groups. They can then take cards at random, complete them in their pair/group, show their card to the other pair/group to check/confirm their answers and then put the card into its appropriate group.
- You can either continue the activity until one team has put all of their cards into the relevant groups, or you can set a time limit of 15 minutes. The winning team is the first team to put all the cards in the correct groups, or the team with the most correctly grouped cards at the end of the allocated time.

Answer key

5 words

1 has been out of work 4 to stay ahead of your
5 is not as slow as

4 words

7 is the most ambitious 13 least favourite day of
14 a real sense of

3 words

2 out of order 10 less expensive than 12 on my own

2 words

3 get in 6 started out 9 started up

1 word

8 supposed/meant 11 went/got 15 need/have

6B The right register

Aim

to review and practise useful words and phrases for writing a letter of application

Exam link

Writing: a letter of application (Part 2)

Activity type

correcting the register in a semi-formal letter using appropriate words and phrases

Classroom dynamics

pairwork

Time taken

15–20 minutes

When to use

after Writing focus Activity 5 on page 66

Preparation

Make one copy of the activity for each pair of students.

Procedure

- 1 Divide your class into pairs and give each pair a copy of the activity. Tell them to read the advertisement and sample answer.
- 2 Ask them if they can tell you what is wrong with the sample answer (the register is inappropriate: the writer has used some informal words and phrases that should not be used in a semi-formal letter of application).
- 3 Explain that the aim of the activity is to identify and replace the inappropriate words/phrases with the more appropriate ones from the box at the bottom of the page. They should cross out the words/phrases that shouldn't be there and write the appropriate ones above them. There is an example at the beginning of the letter.
- 4 Let them do this for about 15 minutes, then tell them to stop and review their answers. You could award points at this stage: one point for each word or phrase that they correctly deleted and one point for each word or phrase that they correctly replaced it with.

Answer key

Dear Mr Barker
Hello Thomas,

am writing

I ~~want~~ to apply for a job helping young people in the

Cassington area acquire valuable skills. I saw your *advertisement* ~~ad~~ in yesterday's *Cassington Times* and *believe* ~~reckon~~ I would be *suitable* ~~great~~ for this post.

I am a 20-year-old German student *currently* ~~now~~ studying at

Bambridge School of English. I have several hobbies and *I particularly enjoy* ~~I'm absolutely mad about~~ photography.

I've been a keen amateur photographer for *several years* ~~ages~~ and

recently I have started selling my photographs through online picture libraries. This *is not especially profitable* ~~does not make me a fortune~~

but it has allowed me to *supplement my income* ~~make a bit of cash on top of~~ the money I *believe* ~~make~~ as a part-time tour guide. I *guess* that

other *young people* ~~kids~~ would like to sell their pictures online, and I could show them how to do this.

accept ~~say yes to~~ my application, I *would be available* ~~could come over~~ two

or three evenings a week after six o'clock, and for a few

hours on either Saturday or Sunday.

I would be grateful ~~It would be fantastic~~ if you could *let me know your* ~~tell me how much~~

rates of pay ~~you'll pay me~~. You can *email me* ~~drop me a line~~ at

klaus_weber12@bty.de or *call me* ~~give me a ring~~ on 0878983665.

I look forward to hearing from you ~~Do get in touch~~ soon.

Yours sincerely
~~Best wishes~~,

Klaus Weber

7A Three of a kind**Aim**

to review adjective prefixes and suffixes

Exam link

Use of English: Word formation (Part 3)

Activity type

board game involving completing sentences using appropriate word forms

Classroom dynamics

groups of four

Time taken

15–20 minutes

When to use

after Use of English focus Activity 9 on page 71

Preparation

Make one copy of the activity for each group of four students in your class.

Procedure

- 1 Divide your class into groups of four and ask each group to divide into teams of two (Team A and Team B). Give each group a copy of the activity.
- 2 Explain to students that the grid at the top of the page is the playing board and the card at the bottom is their answer card. Then tell them that the aim of the activity is to match the boxes in the three columns of the board. They will do this as follows:

- Team A selects any sentence from the left-hand column of the board. They complete the sentence with the correct form of the word in bold and write the sentence number in the first tick box for 'Round 1' on their answer card. Team B then does the same, completing a sentence from the left-hand column and writing its number in the first tick box for 'Round 1'.
 - Team A then has to select a sentence from the middle column and write its number in the second tick box for 'Round 1' on the answer card. However, they can only select a sentence that uses the same prefix or suffix they used in their previous sentence. (For example, if the prefix *in-* was used in their first sentence, it must also be used in their second sentence.) They then complete that sentence. Team B then does the same. This is repeated for a sentence from the right-hand column of the board. Once both teams have selected one sentence from each column, Round 1 is complete.
 - The teams then follow the same procedure for Rounds 2 and 3.
 - Point out that until the answers have been confirmed, neither team can 'claim' a sentence. So if either of the teams think there is a mistake in one of the previously completed sentences, they may select to reuse it if they think it matches their set of sentences. In that case, they should write their answer next to or above the existing answer, which they think is wrong.
- 3 Allow students 15–20 minutes for this, then review the sentences. Teams win one point for each sentence on their answer card, providing (a) they completed each word with its correct prefix or suffix and (b) the three sentences being matched all use the same prefix or suffix. The winning team is the team with the most points.

Answer key

- 1 **in**formal + 8 **in**correct + 6 **in**experienced
 4 **im**polite + 14 **im**possible + 9 **im**patient
 7 **care**ful + 17 **peace**ful + 12 **pain**ful
 10 **ir**regular + 2 **ir**relevant + 18 **ir**responsible
 13 **dish**onest + 11 **dis**contented + 3 **diss**atisfied
 16 **hope**less + 5 **cheer**less + 15 **use**less

7B Options and answers

Aim

to practise reading for specific information

Exam link

Reading: Multiple choice (Part 1)

Activity type

matching questions and answer options for a reading text

Classroom dynamics

pairwork

Time taken

25–30 minutes

When to use

after Reading focus Activity 4 on page 76

Preparation

Make one copy of both pages of the activity for each pair of students in your class.

Procedure

- 1 Divide your class into pairs and give each pair a copy of the first page (the text). Tell them to briefly skim through the text, then ask them to verbally summarise what it is about in a sentence or two.
- 2 Now give each pair a copy of the second page. Explain that there are eight questions about the text they have just read, and that each question has three possible answer options, which are in the grid at the bottom of the page. The aim of the activity is to first match the questions with the answer options and then to choose the correct answers. They should circle the correct option list (i–viii) first, then answer A–C for each question.
- 3 Let them do this for about 15 minutes, then review their answers. Pairs can have one point for each correctly matched answer option list, and one for each correct answer. The winning pair is the pair with the most points.

Answer key

- 1 iv, B 2 vii, A 3 v, A 4 ii, C 5 viii, C 6 i, A
 7 iii, B 8 vi, C

8A What's happened?

Aim

to review the passive and causative *have*

Exam link

none

Activity type

completing sentences based on information heard

Classroom dynamics

pairwork + whole class

Time taken

15–20 minutes

When to use

after Grammar focus Activity 6 on page 86

Preparation

Make one copy of the activity for each pair of students.

Procedure

- 1 Divide your class into pairs and give each pair a copy of the activity.
- 2 Explain that the second sentence in each item can be completed with an object and an action from the grid at the top of the page. This object–action combination will be based on the situation described in the first sentence. They should write the words they need in the spaces provided (one letter per space, with no gaps between the words and no punctuation).
- 3 They should then use the letters in the shaded spaces to complete sentence 13 and find out what happened to the cinema. The first pair to find out is the winner.

Answer key

1 had his wallet stolen 2 A strange animal was seen
3 will have a swimming pool built 4 car is being repaired
5 sports centre will be built 6 had a home entertainment system installed
7 station; will be closed down 8 steak has been overcooked 9 is having her house decorated
10 homework was eaten
11 will have her hair cut 12 flight has been cancelled
13 was burnt down

8B**Give us a word****Aim**

to review prepositional phrases and phrasal verbs

Exam link

none, but useful for Use of English Parts 2 and 4, and Writing (general)

Activity type

replacing part of a sentence with a prepositional phrase or phrasal verb

Classroom dynamics

groups of four

Time taken

15–20 minutes

When to use

after Use of English focus Activity 4 on page 87

Preparation

Make one copy of the activity for each group of four students in your class. Cut into two sections.

Procedure

- 1 Divide your class into groups of four and ask each group to divide into teams of two (Team A and Team B). Give each team a Team A or Team B paper. They should not show these to the other team in their group.
- 2 Explain that the sentences on their paper contain words and phrases (in bold) which can be replaced with a prepositional phrase or phrasal verb with a similar meaning. The number in brackets after each sentence tells them how many words they need to use.
- 3 Tell them that the aim of the activity is to replace the words and phrases in bold by 'collecting' the words they need from the other team. They will do this as follows:
 - Team A gives Team B a grid reference, using their own grid as a guide (for example, 3C). Team B tells them the word they have in that space on their grid, and Team A writes it on a separate sheet of paper.
 - This step is then repeated by Team B.
 - The two teams then take it in turns to continue doing this, giving grid references and writing down the words they are given. As soon as a team thinks some of the words it has been given form a prepositional phrase or phrasal verb that can replace one of their phrases in bold, they delete the bold phrase and write the new phrase above it.
- 4 Let them do this for about 15–20 minutes, then review their answers. The winning team in each group is the team with the most complete phrases in place.

Answer key**Team A**

1 plan to 2 gone off 3 take care of 4 At the moment
5 has got a passion for 6 on purpose
7 take advantage of 8 in need of 9 For instance

Team B

1 tired of 2 on bad terms 3 good for you
4 up to a point 5 turn down 6 fell out 7 out of order
8 on my own 9 get rid of

9A**The right picture****Aim**

to practise talking about a picture

Exam link

Speaking: Individual long turn (Part 2)

Activity type

playing a bingo-type game using information heard

Classroom dynamics

individual + whole class

Time taken

15–20 minutes

When to use

after Speaking focus Activity 5 on page 93

Preparation

Make one copy of the activity for each student in your class. Also make an extra copy and cut into cards.

Procedure

- 1 Ask your students to draw a grid two squares across and three squares down on a sheet of paper. The squares should be big enough to fit one or two sentences.
- 2 Give each student a copy of the activity. Explain that the pictures show people using technology in their everyday lives. Ask them to choose six of these pictures and write a brief description of each one in one of the squares in their grid. They should say what the person is doing in each case. They should also write the letter of the picture they are describing in each square. Set a time limit of about ten minutes for this. If they have not finished when the time is up, they should just write the letters in any remaining squares. They should then put their activity sheet somewhere they cannot see it.
- 3 Explain that they are going to play Bingo using the pictures they have described. They will do this as follows:
 - Invite a student to the front of the class and give them one of the pictures (it is important that the others in the class cannot see which picture it is). Repeat the fact that their picture shows someone using an item of technology. The student should then tell the rest of the class what is happening in their picture and describe the advantages that item of technology has.
 - As they are doing this, the other students listen carefully and decide if the student is describing one of the pictures in their grid. If they are, they tick the relevant square. Note that if the student speaking has also described that picture in their grid, they tick the space in their grid when they return to their desk.
 - The above steps are repeated until one student has ticked all of their pictures. At this point, they call out 'Bingo' and so win the game.
 - If you have time, you could repeat the procedure and play another game. This would give any students who haven't spoken yet the chance to speak.

9B

The next big thing

Aim

to review reported speech

Exam link

Use of English: Key word transformations (Part 4)

Activity type

completing reported statements and questions to reveal a hidden phrase

Classroom dynamics

pairwork

Time taken

20 minutes

When to use

after Grammar focus Activity 7 on page 96

Preparation

Make one copy of the activity for each pair of students.

Procedure

- 1 Divide your class into pairs and give each pair a copy of the activity.
- 2 Explain that the activity sheet contains pairs of sentences. The first sentence in each pair is in direct speech and the second sentence is in reported speech.
- 3 The aim of the activity is to complete the reported speech statements and questions using no more than five words. Students should write their answers in the grid at the bottom of the page (one letter per box, with no gaps between the words and no punctuation).
- 4 They should then take the letters in the shaded spaces, which form a two-word phrase, and do the following:
 - use the phrase to complete the first sentence in question 13.
 - complete the second sentence to make a reported speech version of the first sentence.

They will need to be careful, as in some cases more than one reported speech structure can be used in a sentence (for example, a reported question might use *if* or *whether*). However, only one structure will fit in the grid. This means that they will have to explore all of the structural possibilities before writing their answers in the grid. The first student pair to correctly complete the first and second sentences in question 13 is the winner.

Answer key

1 he was 2 he hoped 3 he had been interested
 4 he could not understand 5 he had once driven
 6 he spent most of his 7 he would buy his
 8 if I thought people spent 9 whether I had
 10 if I played 11 he loved his 12 me that he was doing
 13 space tourism; he thought space tourism would be

10A All change!**Aim**

to practise reading for specific information

Exam link

Reading: Multiple matching (Part 3)

Activity type

identifying places on a plan

Classroom dynamics

pairs or small groups

Time taken

25–30 minutes

When to use

after Reading focus Activity 5 on page 103

Preparation

Make ten copies of both pages of the activity. Also make an extra copy of the second page and cut into cards.

Procedure

- 1 Divide your class into ten teams (individuals, pairs or small groups) and give each team a copy of the first page. Explain that it shows the plan of an international festival site, together with a list of attractions (A–J). The aim of the activity is for students to match the attractions A–J with places 1–10 on the plan from descriptions you are going to give them.
- 2 Give each team one of the cards. These describe the attractions and explain where they are taking place. The teams have two minutes to read their card, match it with one of the attractions, then write the appropriate letter A–J in the right place on the plan.
- 3 When the two minutes are up, call out 'All change!' Each team should pass their card to another team. They now have another two minutes to match the attraction on their new card with its venue.
- 4 Repeat this until all of the teams have seen all of the cards. Then give each team a complete copy of the second page and review their answers. Ask them how they knew which description matched each attraction and award them one point for each correct match. The winning team is the team with the most points.

Answer key

1 I 2 F 3 D 4 J 5 A 6 B 7 G 8 E 9 C 10 H

10B The right place**Aim**

to review definite and indefinite articles

Exam link

none

Activity type

completing texts with direct and indirect articles

Classroom dynamics

groups of four

Time taken

20–25 minutes

When to use

after Grammar focus Activity 7 on page 108

Preparation

Make one copy of the activity for each group of four students in your class. Cut into two sections.

Procedure

- 1 Divide your class into groups of four and ask each group to divide into pairs (Students A and B, and Students C and D). Give each pair a Students A and B paper or a Students C and D paper. They should not show this to the other pair in their group.
- 2 Explain that each paper contains two reviews for unusual restaurants in a city. Ten articles have been removed from each review and placed into a box above the text. The aim of the activity is to put as many of these articles as possible back into the correct places in the texts. To help them, the articles in the box are in their correct order. They should do this as follows:
 - Students work in pairs on their texts, deciding where the articles go. They have ten minutes to do this.
 - When the time is up, they swap texts with the other pair in their group. They then check the answers given so far and make any changes they feel are necessary. They can also add any articles from the box that have not been used. Allow five minutes for this.
 - They then discuss their answers with the other pair in their group, explaining (where necessary) why they have made changes.
 - Review their answers. The groups win one point for each article in its correct place (a maximum of 40 points is possible), and the group with the most points is the winner.

Answer key

Shackleton's, Bramley Road, SW3

If you're looking for **a** lively atmosphere and delicious food, then Shackleton's would be **an** excellent venue. So what's so unusual about it? Well, **the** restaurant is located in **the** city's biggest prison, Wormville Marsh, and **the** staff are all convicted criminals serving time for **a** variety of crimes. Its popularity has resulted in **a** long waiting list, which probably makes Wormville **the** only prison in **the** world that people are trying to get into rather than out of. **A** truly unique experience that we highly recommend!

Bosworth's Diner, Clearwater

For big portions of food, it's well worth taking **a** short trip out of **the** city to Bosworth's Diner, situated in **an** old house on Clearwater's pretty High Street. And when we say big, we mean BIG! Bosworth's menu offers **a** variety of monster dishes, including **the** restaurant's signature dish, **an** 8,000-calorie pizza which is believed to be **the** world's biggest commercially available pizza! If you manage to eat all of it, you won't have to pay **the** bill. And after all that food, **a** long walk back home might be just what you need if you miss **the** last bus.

Monkey Business, Acacia Street, NW1

Whatever you do when you take your seat at Monkey Business, don't start eating **the** bowl of peanuts that has been put on your table. If you do, you'll be depriving **the** hard-working staff of their tip. As **the** name of **the** restaurant suggests, Monkey Business is partly staffed by ... monkeys! **The** owner, Michael Robertson, came up with **the** idea of using apes to supplement his staff of humans after visiting **a** similar restaurant in Japan. You order your food from **a** human waiter but it's **the** restaurant's monkeys that deliver it. Tipping them with **a** handful of peanuts will ensure that they don't jump onto your table and eat your food!

Blackout, W4

Blackout offers its diners **an** unusual dining experience: meals are served in **a** room with no windows, and all **the** lights are switched off. Consequently, you have to eat your meal in complete darkness. Apparently, this enhances your senses of smell and taste, which, in theory, is supposed to make **the** food on your plate taste better. All of **the** staff are registered blind people, and 20 percent of your bill is donated to **a** national charity for **the** blind, so eating here will help **a** lot of people. But let us give you **a** bit of advice: you're bound to spill **a** lot of food down yourself, so don't wear your best clothes!

11A Three friends

Aim

to review modals of possibility and certainty

Exam link

none

Activity type

sentence matching and completion, with an additional productive element

Classroom dynamics

pairs or small groups

Time taken

20–25 minutes

When to use

after Grammar focus Activity 7 on page 114

Preparation

Make one copy of the activity for each pair or small group of students in your class. With smaller classes, you could cut this up into cards.

Procedure

- 1 Divide your class into pairs or small groups and give each group a copy of the activity.
- 2 Tell them to imagine that they are one of a group of three friends. One friend (shown by Friend 1 on the grid) gives the first sentence of a conversation. Friends 2 and 3 are responding to him/her. The activity will work as follows:
 - Students work in their pairs or small groups to find the first response to Friend 1's statements (writing the letter A, B, C, etc. in the box which follows the sentence), and complete it with a modal construction from the box at the top of the page.
 - Once they have done this, they should write a second response, as spoken by the third friend in the group. This sentence should also contain a modal construction but this does not have to be the same as the one in the first response. In the box after the lettered sentence, they write the numeral (i, ii, iii, etc.) for their own sentence. There is an example to show them how this works.
 - Let your students do the activity for about 15–20 minutes, then review their answers. Pairs/Groups get one point for correctly connecting the first two boxes in each conversation (total possible: 11 points) and one point for each sentence they write in the right-hand column (total possible: 11 points), providing it is grammatically accurate and makes sense in the context of the situation being discussed.

Answer key

1 I, must need 2 J, might have put on 3 E, might have
4 A, might have got 5 G, can't have seen 6 F, can't
have left 7 K, can't be 8 B, must know 9 L, must have
been 10 D, might be 11 H, must have made
12 C, can't be

Friend 3 responses: sample answers

2 Or the trousers might have shrunk when you washed them. 3 You might have eaten a bad prawn.
4 He might be stuck in the rush-hour traffic.
5 It must have been a large dog. 6 And it must still be there because you haven't used it today. 7 It might be the fridge. It hasn't been working properly for ages.
8 It might be a secret but I'm sure we'll persuade her to tell us. 9 He must be really clumsy. He broke my favourite cup yesterday. 10 She might have turned her mobile off. 11 You must have seen her sister. They look very similar. 12 It must be some sort of citrus fruit. It smells a bit like a lemon.

IIB Which present?**Aim**

to practise describing an object

Exam link

Writing: Review (Part 2)

Activity type

board game based on information heard

Classroom dynamics

pairs + whole class

Time taken

25–30 minutes (+ optional extension)

When to use

after Writing focus Activity 7 on page 120

Preparation

Make one copy of the activity for each pair of students in your class. Also make an extra copy and cut into cards.

Procedure

- 1 Divide your class into pairs and distribute the cards to the pairs as evenly as possible. Explain that they should not show their cards to the other pairs.
- 2 Tell students to imagine that they have just bought the items on their cards as presents for friends or family members. Explain that they are going to tell the class about them. They will do this by preparing a brief introduction to their objects, saying who they got the presents for and why. Allow them 5–10 minutes to make notes about what they will say but point out that they should not write down exactly what they will say.

3 Ask them to return their cards to you, then give each pair a copy of the whole activity. Give them 3–5 minutes to read the texts, then tell them to cross out the presents they had on their cards. Again, they should not let other pairs see which presents they cross out.

4 One student from each pair tells the class about one of their presents. They should say who they bought each present for and why but *not* what the present is. For example: *I've bought this present for my sister. She loves reading and she also goes camping a lot, so I think it would be perfect for her.*

5 The other students listen and try to identify which present is being described. When they do, they put a cross through that present. The aim of the activity is to cross out five presents in a row, horizontally, vertically or diagonally (they can include their own pictures in this row but not until they have described them). The class should all get five in a row at the same time, so it's the first pair to raise their hands who become the winners.

You can extend this activity by asking students to put the notes they made for one of their presents into sentences, with these forming the introduction to a review of the item. This time, they *should* say what the present is. They can then complete their review for homework.

I2A Regrets**Aim**

to review the third conditional, *wish* and reporting verbs

Exam link

none, but useful for Paper 3 Use of English

Activity type

rewriting dialogues/short stories using the third conditional, *wish* and reported speech

Classroom dynamics

groups of four

Time taken

15–20 minutes

When to use

after Grammar focus Activity 6 on page 128

Preparation

Make one copy of the activity for each pair of students in your class. You will also need dice (one per group).

Procedure

- 1 Divide your class into groups of four and ask each group to divide into teams of two (Team A and Team B). Give each team a copy of the activity and each group a die.
- 2 Explain that each of the four boxes on the activity sheet describes a situation in two different ways: one using direct speech and one using reported speech.

3 Tell students that they must complete the reported speech version in each box with the words in the grid at the bottom of the page. The first box is an example. They will complete the activity as follows:

- The teams take it in turns to roll their die. The number they roll is the number of words they can select from the grid to write in *any* of the gaps (for example, if they roll a four, they get to select any four words from the grid, writing one of these words in one sentence, two words in another and one word in yet another). As one team uses the words, both teams should cross them out in the grid (one team cannot use words that have been used by the other). The aim is to put as many words as possible into the sentences.
- Let them do the activity for about 15 minutes, then tell them to stop and review their answers. The winning pair is the pair in each group to correctly insert the most words into the texts.

Answer key

Joan **asked me if she could** borrow my camera and I **said** she **could**, but **warned** her **to be** careful with it. Now I **wish I had said** no. If I **had**, she **wouldn't have lost** it.

Pete **invited me to** see a rock concert with him on Saturday and I **accepted his** invitation. I also **offered to pay** for the tickets. I **wish I hadn't**. If I **had let** him pay for them instead, I **wouldn't have spent** all of my monthly allowance.

Harry **suggested going** for a picnic at the weekend. I **said** that I **thought** it was a great idea. I **wish I had refused to** go. If I **had**, I **wouldn't have caught** an awful cold.

12B Quick thinking

Aim

to practise giving opinions, and agreeing/disagreeing

Exam link

Speaking: Discussion (Part 4)

Activity type

competitive speaking activity

Classroom dynamics

whole class, divided into four teams

Time taken

25–30 minutes

When to use

after Speaking focus Activity 4 on page 129

Preparation

Make one copy of the activity and cut into cards.

Procedure

- 1 Divide your class into four teams (Team A, Team B, Team C and Team D) and give each team a question card. They can look at their card but at this stage they should not let the other teams see or hear the question on it.
- 2 Give Team B the set of agreement/disagreement cards, which they should place face down on their desk.
- 3 Explain that each team is going to ask the question on their card to another team in the class. One student in that team will answer the question and the other students in the same team will say whether or not they agree with him/her. The aim of the activity is for each team to keep the discussion going for as long as possible, up to a maximum of five minutes, scoring points in the process. They will do this as follows:
 - Each team chooses a student to answer the question.
 - Team A then asks Team B the question on their card. The nominated student answers the question. Suggest that they should try to talk for two minutes.
 - When they have finished, another student in the team turns over one of the agreeing/disagreeing cards. They should then agree, partly agree or disagree with the nominated student's answer and give a reason. When that student has finished speaking, another student turns over a card and does the same. This is repeated until all the students in the team have turned over a card and agreed or disagreed with the nominated student.
 - While they are talking, the other teams should listen and make a note of each time Team B's conversation pauses or falters for ten seconds or more.
 - Team B is then awarded points as follows:
 - For each minute that they kept the discussion going, award five points (maximum: 25 points).
 - For each pause of ten seconds or more, deduct two points.
 - Team B then passes the agreement/disagreement cards to Team C and asks Team C their question.
 - The above steps are repeated until all the teams have answered a question. The winning team is the team with the most points.

Guide

- 1 a state
- 2 a regular repeated action
- 3 an activity in progress, but not at this exact moment
- 4 a changing or developing situation
- 5 a fixed future event
- 6 an activity in progress now
- 7 an arranged future activity

A

- The book is the second in a series of three, and the next one (come out) on 1 July.
- I'm also quite excited because the author (come) to our town later this year to talk about her books.
- Right now I (read) a book about a family of secret agents.
- In fact, I probably (read) two or three books a month.
- The story is really exciting, and it (get) more exciting as I get towards the end.
- I (like) reading.
- I (try) to order it online right now.

B

- However, there's an article in today's paper about a new restaurant, The Potted Olive, which (open) for the first time this Saturday.
- We (work) our way through every one of them!
- My town (have) a large selection of restaurants and cafés.
- You can't reserve, so Emma and I (meet) outside an hour before it opens to make sure we get a table!
- I (read) the article now. Apparently, you can get a three-course meal there for £10. Everyone's talking about it, so it's bound to be very busy.
- Unfortunately, eating out (become) increasingly expensive.
- My best friend Emma and I (eat out) in one of them at least once a week.

1 Do you belong to a social networking site?	2 What do you think is the biggest advantage of using social networking sites to keep in touch?
3 Do you prefer to text your friends or talk to them on your mobile?	4 Do you ever speak to people online using a camera?
5 Are there any occasions when you prefer not to have your mobile phone switched on?	6 How often do you go out with your friends?
7 What do you do when you go out with your friends?	8 What do you think is the best way of making friends?
9 Do you ever write letters or postcards to your friends?	10 Do you ever spend time texting or chatting online when you should be working instead?
11 What do you think is the best way of keeping in touch with people?	12 Do you find it easy to keep in touch with people when you don't meet them regularly?
13 Do you prefer to keep in touch with people through social networking sites or do you prefer to meet them face to face?	14 Is there anyone you've lost touch with who you would like to get in touch with again?
15 How often do you speak to your family or friends on the phone?	16 How would you feel if you suddenly had no access to mobile phones or the internet?
17 On a typical day, how much time do you spend using the internet?	18 Have you got a favourite website that you like to visit a lot?
19 What do you mostly use the internet for?	20 What do you like or dislike the most about the internet?

The changing face of a seaside village

My grandparents moved from London to Windhaven in the late 1950s. **1** Fishing provided employment for much of the population. They either worked on the fishing boats or in the local fish-packing factory. **2**

However, tourism wasn't big business back then. Although Windhaven had a beautiful sandy beach, it was the other towns along the coast which attracted the majority of holidaymakers. **3** Apart from its beach, all that Windhaven could offer visitors was a couple of cafés, a few buildings of historic interest and a small pier. As a result, those who came didn't stay long, and rarely returned for a second visit.

That all began to change, however, in the 1970s. **4** Instead of taking the train to cold, windy English seaside towns, people were flying off to sunny resorts in places like Spain and Greece. **5** They were no longer interested in spending their time in amusement arcades and dance halls. **6** But while visitor numbers to other towns along the coast fell, Windhaven experienced a dramatic and positive change.

There were three reasons for this. The first was its unusual climate. Thanks to its position in a sheltered bay, Windhaven had pleasant all-year-round temperatures. **7** Then there was the seafood, and in particular the crabs and lobsters which populated the bays in the area. **8** Food lovers began travelling miles just to try them. The third reason was connected to both the first and the second, when three-time winner of the national 'Cook of the Year' competition Mick Parsons opened a fish restaurant on Windhaven seafront. **9**

As a result of this sudden and unexpected increase in tourism, hotels began appearing in and around the village. **10** Windhaven continued expanding through the late 1970s and 1980s, and by the time I was born, it had become one of the country's most popular seaside resorts.

Today the village is busy all year round, with tourists even coming from abroad to enjoy its pleasant climate and excellent food. **11** However, thanks to strict planning regulations, Windhaven has lost none of its 'old-world' atmosphere. **12** So this year, instead of heading off to the continent for your summer holiday, why not stay closer to home and spend a relaxing week or two in Windhaven?

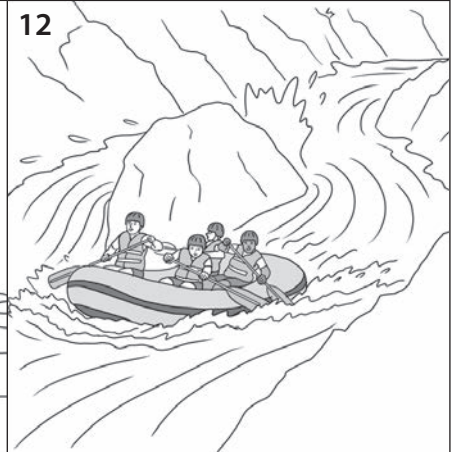
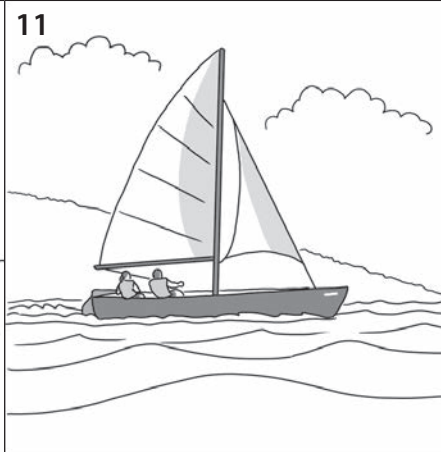
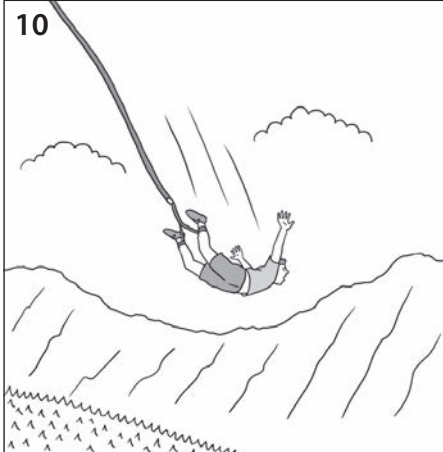
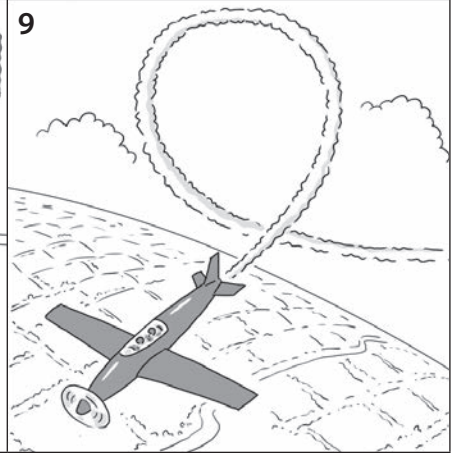
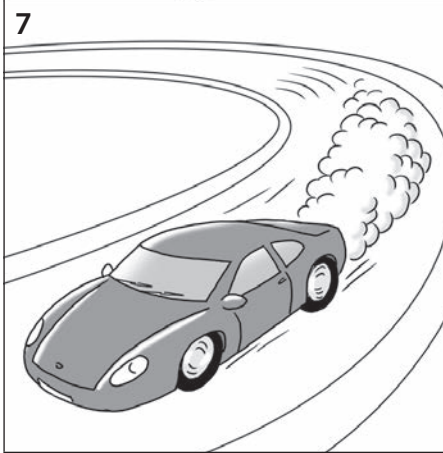
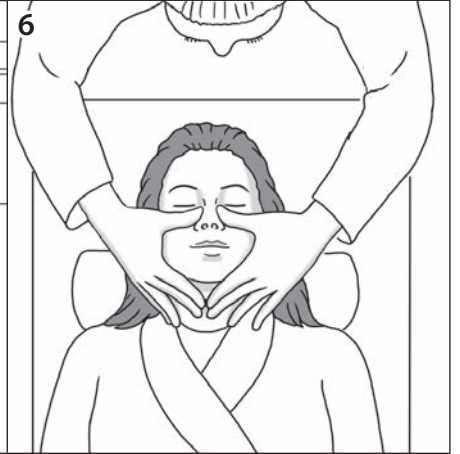
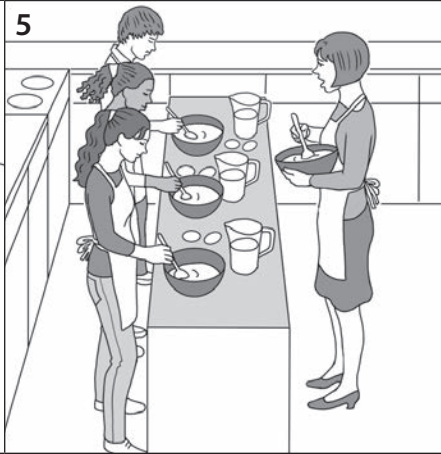
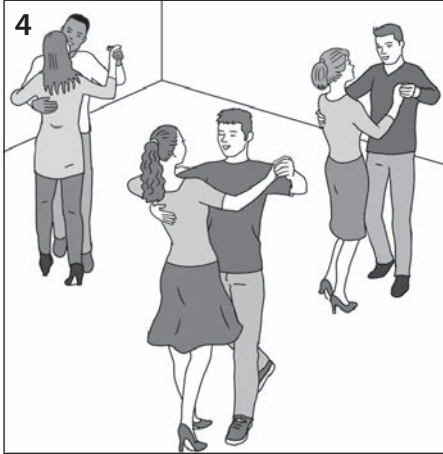
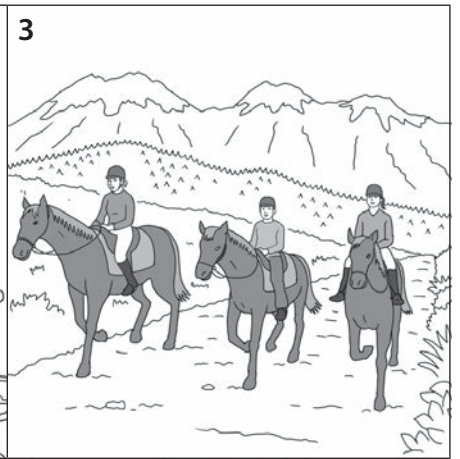
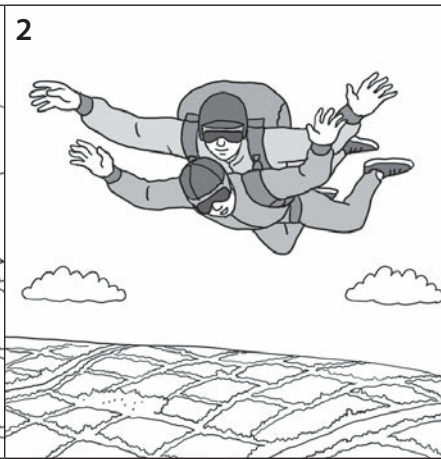
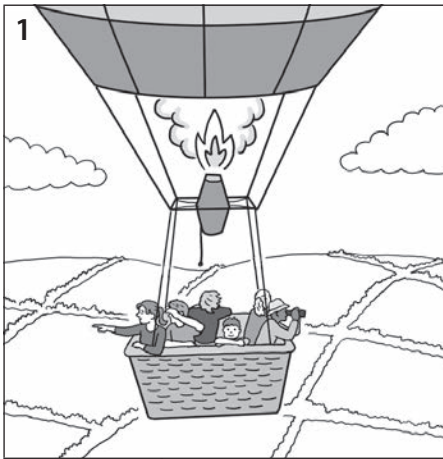
<p>A</p> <p>It was warmer in summer and milder in winter than the other towns along the coast.</p>	<p>B</p> <p>Visitors to the village could now sit outside in the sun, eating freshly caught seafood prepared by an award-winning chef while looking out over the sea.</p>
<p>C</p> <p>It still looks and feels like a traditional seaside village, with plenty of charm and character.</p>	<p>D</p> <p>Their tastes had changed as well.</p>
<p>E</p> <p>Other places that have experienced such a dramatic rise in visitor numbers from home and overseas have changed beyond recognition.</p>	<p>F</p> <p>A few also ran small guesthouses, providing accommodation for visitors who came to the area for their holidays.</p>
<p>G</p> <p>What they really wanted to do instead was enjoy cold drinks on sunny terraces, eat unusual and exotic food and get a suntan.</p>	<p>H</p> <p>They had all the attractions that Windhaven lacked, such as theatres, cinemas, dance halls and amusement arcades.</p>
<p>I</p> <p>A newspaper article described them as the sweetest, tastiest shellfish in the whole country.</p>	<p>J</p> <p>In those days, it was a quiet seaside village where people mostly made their living from the sea.</p>
<p>K</p> <p>By then, foreign package holidays had become very popular.</p>	<p>L</p> <p>These included the famous Royal Pavilion, which has been used in several films.</p>

amuse annoy bore confuse excite exhaust nervous scare surprise upset

↓ START ↓

1	This weekend I'm meeting an old friend who I haven't seen 2009.
2	I find that rather as he usually rings when he says he will.
3	I'm so about their awful decision that I think I could cry!
4	My parents have booked us a holiday in the Caribbean.
5	For example, he told us lots of stories about famous historical events that always made us laugh.
6	I don't think I've met anyone who was as rude to me as the shop assistant in the supermarket yesterday.
7	My history teacher at school to do everything he could to make our lessons as much fun as possible.
8	As a child, I often creep downstairs after my parents had gone to bed to watch late-night horror films.
9	As you can imagine, I'm really about seeing her again. I can't wait!
10	The local council is turning our beautiful old town square into a shopping centre and they've knocked down several old buildings.
11	I'm looking forward to it, but I'm a bit about getting there as I don't like flying.
12	I always found the plots very and difficult to follow.
13	I was expecting a call from Tony this morning but he hasn't called me
14	Last night I was studying until midnight and now I'm absolutely
15	I lived in a small village several years but I really hated it.
16	I was always so watching them that I had my eyes closed half the time!
17	I love reading detective stories now but I didn't to.
18	My exams begin next week; I've revised so hard in my life!
19	I was so that I wrote an angry letter to their head office.
20	There was absolutely nothing to do and I found it really !

Student names	Activity	Results
		Yes / No
		Yes / No
		Yes / No
		Yes / No
		Yes / No
		Yes / No
		Yes / No
		Yes / No
		Yes / No
		Yes / No
		Yes / No
		Yes / No
		Yes / No
		Yes / No
		Yes / No
		Yes / No
		Yes / No
		Yes / No
		Yes / No
		Yes / No
		Yes / No
		Yes / No



<p>1 I've never been keen sweet things but I love chocolate biscuits: they're a major of mine! (weak)</p>	<p>2 A few years ago I took but after several nasty accidents, I decided to do something less dangerous. (snowboard)</p>
<p>3 I'm really passionate sport but you need a lot of in order to become a professional sports player. (dedicate)</p>	<p>4 I was hopeless maths when I was at school and I'm sure I must have been a big to my maths teacher! (disappoint)</p>
<p>5 I'm quite interested golf and usually watch a game if it's part of a major (champion)</p>	<p>6 I'm fond Robert and have known him since but we've never been particularly close. (child)</p>
<p>7 I grew in a rather poor family and while we never suffered any real, we were always short of money. (hard)</p>	<p>8 She was one of the country's top downhill skiers for many years but, unfortunately, she had to give after she had a serious accident in 2008. (ski)</p>
<p>9 I've never been good getting my point across clearly and I always end up losing any that I get involved in. (argue)</p>	<p>10 I'm fascinated all things electrical so I guess that when I'm older, I'll probably be an (electric)</p>
<p>11 We thought we would win the match but we ended losing by five goals to two when our turned out to be much better than we expected. (compete)</p>	<p>12 My parents brought me to believe that in order to really succeed at something, you need total (commit)</p>
<p>13 I'm mad science and technology and I think this latest, an alarm clock that wakes you up with the smell of fresh coffee, is great! (invent)</p>	<p>14 I'm hooked photography and for me, the ultimate is being out in the country on a sunny day with my camera around my neck! (happy)</p>

Students A and B: Story Part 1

The final sentence of your part of the story is the first sentence of Students C and D's story.

I (1) (listen) to the radio the other night when the phone (2) (ring).

(Pause 1)

It was Samantha.

(Pause 2)

She's a friend. We (3) (meet) when we (4) (study) on a Business Management course at college a couple of years ago.

(Pause 3)

Well, I (5) (find) it difficult to hear what she (6) (say) because she (7) (whisper).

(Pause 4)

Well, apparently, she didn't want anyone else to hear her. That's why people usually whisper, isn't it? I (8) (ask) her to speak up a bit, so she did, and I heard her say, 'Get over here now!'

(Pause 5)

She didn't tell me. That was all she said and then she hung up the phone. I (9) (feel) a bit annoyed because I (10) (look forward to) a nice, quiet night in. So I turned the radio off, put my coat on and set off for Samantha's place.

(Pause 6)

About a mile from me, in a house on Woodstock Road. She moved there a few months ago. Previously she (11) (live) in a small flat in the town centre. Anyway, like I say, I went round there to find out what was wrong.

(Pause 7)

By bike. Normally I would have gone by car but it (12) (be) at the garage for its annual service. Anyway, the streets were really wet because it (13) (rain) heavily earlier that evening. By the time I got to Samantha's, I was soaking wet and covered in mud from where cars and lorries (14) (splash) me. And when I got there, I saw the strangest sight.

(Pause 8)

I saw Samantha. Nothing unusual in that, I suppose, but she (15) (stand) outside in the rain in just jeans and a T-shirt.

Students C and D: Story Part 2

The final sentence of Student A and B's part of the story is the first sentence of your part of the story.

I saw Samantha. Nothing unusual in that, I suppose, but she (1) (stand) outside in the rain in just jeans and a T-shirt.

(Pause 1)

Well, my first thought was that she (2) (go) outside to look for Roger.

(Pause 2)

Her dog. He has a habit of wandering off. So I thought perhaps she (3) (lock) herself out. But then I (4) (see) the front door was open slightly. And the really odd thing was that she (5) (have) a tennis racket in her hand.

(Pause 3)

That's a good question. I mean, it was dark and raining, so obviously she wasn't going to play tennis. Then it occurred to me that she (6) (hold) it to use as some kind of weapon, you know, to defend herself against someone or something. And then, as I (7) (get) off my bike, I saw the look on her face.

(Pause 4)

She (8) (look) absolutely terrified and her face was completely white – like she (9) (see) a ghost or something. And then I (10) (hear) something from inside the house.

(Pause 5)

A crashing, banging noise. Someone or something was inside her house and it sounded like he, she or it (11) (throw) things around or knocking things over. And I could hear Roger.

(Pause 6)

Inside the house somewhere. He (12) (barking) really loudly. I asked Samantha what was wrong. She (13) (explain) that she had been cooking dinner when Roger (14) (suddenly / stand) up and started walking slowly towards the stairs, growling at something.

(Pause 7)

That's what I asked Samantha. 'I don't know,' she replied, 'but then he ran up the stairs barking furiously, and that's when the banging and crashing started.' I asked her if she had called the police.

(Pause 8)

No. She (15) (simply / run) out of the house and called me.



- 1 I needed to get up early the next morning and I knew that if I didn't get some sleep soon, I would be really tired the following morning. However, the tropical heat was making sleep impossible. I opened all the windows to try to get a cooling breeze into my hotel room, removed the sheets and lay on top of the bed. But it was quite clear that sleep would be a long time coming, if it came at all.
- 2 I was feeling really hungry at the end of a hard day's sightseeing so I went to a restaurant near my hotel. I ordered a plate of steak and chips. A few minutes later, the waiter brought my order. The steak was cooked just the way I like it and the chips were golden and crispy. However, my first thought wasn't, 'This looks good,' but 'How am I going to get through all of this?' There was enough on my plate to feed a small army and I realised for the first time why everyone in the town looked so well-fed.
- 3 Last year my parents took us to Kenya for our summer holiday. On our last day there, my father surprised us all by telling us that he had booked places on a hot-air balloon trip. I must admit that I was rather nervous about it as I'm not only a bad flyer but I'm also scared of heights. In fact, I needn't have worried. The balloon didn't go too high and it took us over some incredible countryside. The best thing about it, however, was that the pilot had lived in the area all his life and he was able to tell us some amazing stories about the places and the animals we saw.
- 4 There are several things of interest in the castle, including a collection of old weapons and a display of household items from the Middle Ages. You can also visit the old prison in one of the towers but it's very dark inside, there's very little to see there, and the displays are quite frightening, especially for small children. Give it a miss and instead spend a pleasant half hour at the little café on the castle walls, where you can relax with a cup of tea and gaze out over the town.
- 5 I left home at five o'clock in the morning to catch the half eight flight to New York. Unfortunately, on the way to the airport, the train broke down and I had to transfer onto a bus to take me the rest of the way. I was really worried I would miss my flight but, fortunately, I made it to the airport on time. I hadn't had time for breakfast and because my stomach was telling me it was time to eat, I got a sandwich and a cold drink before my flight was called. Our plane left on time and I settled back in my seat to read my book. Gradually, the early start and the excitement caught up with me, and I fell into a deep sleep.
- 6 My hotel room was small and airless, I couldn't get the air conditioning to work properly and the noise from the people in the street kept me awake half the night. The next day I made an effort to get out and enjoy myself. However, when I sat down for a coffee and something to eat, I could hardly keep my eyes open. I eventually gave up on the sightseeing and spent the rest of the day sunbathing in a small park near the hotel.
- 7 It was a beautiful sunny morning so I decided to take a trip on one of the tour boats that go up and down the river. Unfortunately, I didn't take a jacket with me because I didn't think I would need it. That was a mistake. On the water, you got the full blast of an icy wind that was coming from the east. As a result, I spent the trip trying to keep warm in the boat's tiny cabin and when I asked one of the crew to turn the heating on, he just ignored me. His attitude made me so angry that I asked for my money back!
- 8 A few years ago I went to Niagara Falls on the US–Canadian border. From a distance, the spray from the waterfalls gave me the impression that I was looking at steam rising from the countryside, like someone was heating water in a huge kettle, and all I could hear was a low rumble, like distant thunder. That got stronger as I got closer, until by the time I arrived, I couldn't hear a thing apart from the roar of the water. I gradually became cold and wet from the water vapour in the air but it was such an amazing sight I just didn't care.

1 The speaker's main problem is that he/she is

- A tired.
- B cold.
- C hot.

2 The speaker's meal was

- A big.
- B small.
- C bad.

3 According to the speaker, the balloon trip was

- A bad.
- B scary.
- C interesting.

4 How does the speaker describe the prison in the castle?

- A scary
- B small
- C interesting

5 How did the speaker feel at the airport?

- A cold
- B hungry
- C tired

6 The speaker stopped sightseeing because he/she was

- A hungry.
- B tired.
- C hot.

7 How did the speaker feel on the boat?

- A hot
- B cold
- C hungry

8 The speaker says that Niagara falls are

- A loud.
- B big.
- C hot.

1										
2										
3										
4										
5										
6										
7										
8										

Guide

Connect the cards based on these functions (but note that they do NOT follow the same order):

- an intention – something you've already decided
- an arrangement
- a decision made while you're speaking
- a prediction based on belief
- a prediction based on something happening now
- a possibility
- a timetabled event



START	<p style="text-align: center;">A 2</p> <p>A I need to go to the shops, but look at that rain.</p> <p>B My car's back from the garage, so <i>I drive / I'll drive</i> you there.</p>	<p style="text-align: center;">1 B 2</p> <p>A Do you think we'll enjoy this film?</p> <p>B Well, we both like thrillers, so I'm sure <i>we'll love / we might love it</i>.</p> <p>A Have you made any holiday plans yet?</p> <p>B Not yet. We usually go to France but this year <i>we're going to go / we might go</i> to Portugal for a change.</p>	
<p style="text-align: center;">1</p> <p>A Have you got any plans for tomorrow night?</p> <p>B Sure. <i>I meet / I'm meeting</i> Ronnie for dinner at the new Thai restaurant on Elm Street.</p>	<p style="text-align: center;">C 2</p> <p>A Have we got time for a coffee before we leave for the station?</p> <p>B No, we need to go now. Our train <i>leaves / might leave</i> at 9.30.</p>	<p style="text-align: center;">1 D</p> <p>A Have you seen the weather forecast for the weekend?</p> <p>B I have. They say it <i>will rain / might rain</i> but there's only a 20 percent possibility.</p>	END
<p style="text-align: center;">1</p> <p>A Why won't the car start? Are we out of petrol?</p> <p>B I don't know, but it means we're <i>missing / we're going to miss</i> our flight, I'm afraid.</p>	<p style="text-align: center;">E 2</p> <p>A Why are you going into town?</p> <p>B It's Arthur's birthday tomorrow. I <i>get / I'm going to get</i> him a present.</p>	<p style="text-align: center;">1 F 2</p> <p>A I'm absolutely starving. I haven't had a thing to eat all day.</p> <p>B Well, sit down and relax, and <i>I'll make / I'm making</i> you something to eat.</p> <p>A Do you want to go bowling on Saturday?</p> <p>B I can't. It's my father's birthday and <i>we'll have / we're having</i> a small party for him.</p>	
<p style="text-align: center;">1</p> <p>A Your computer's really slow. You should do something about it.</p> <p>B I know. Later on <i>I'm freeing up / I'm going to free up</i> some space on the hard disk.</p>	<p style="text-align: center;">G 2</p> <p>A I've invited Alicia to dinner tomorrow night but I forgot to ask her if there's anything she can't eat.</p> <p>B She's a vegetarian so I guess anything without meat <i>will be / is being</i> OK.</p>	<p style="text-align: center;">1 H 2</p> <p>A What time shall we eat tonight?</p> <p>B Let me see. The play <i>will start / starts</i> at eight o'clock so we should try to get a table somewhere by no later than six.</p> <p>A It's getting really cold. And look at those big black clouds.</p> <p>B I can see. <i>It's going to snow / It'll snow</i>. Let's get home before it starts.</p>	

In class, you have been discussing some of the negative effects of advertising. Your teacher has asked you to write an essay giving your opinion on the following statement: 'Advertisements for fast food promote an unhealthy lifestyle and should be banned from television.'

Some types of fast food are known to be very unhealthy. Burgers are especially bad. As well as containing a lot of fat, they also have high levels of salt, sugar and artificial colourings and flavourings. Eating too much fast food can have a negative impact on health and, as a result, many are saying we should stop advertising it on television.

In my view, this would be wrong for two reasons. First of all, removing fast food advertisements from our televisions won't stop people eating it. Secondly, if fast food advertisements are banned, what else would need to go? Too much chocolate is bad for you, so perhaps we should ban chocolate advertisements. Driving is unhealthy because you don't get any exercise, so maybe car commercials should also be banned as well.

Of course, we could compromise. Fast food advertisements often target children and there is no doubt that in many cases, childhood health problems such as obesity are due to excessive consumption of fast food. I believe that instead of a complete ban, we should restrict fast food advertisements to certain times of the day when children are unlikely to be watching television.

On balance, I think we have to accept that fast food advertising is something that we cannot ban. However, we should be more careful about the type of person it is aimed at, in particular children.

- ✂
- 1 it is well known (4 words)
 - 2 what's more (1 word)
 - 3 naturally (2 words)
 - 4 firstly (3 words)
 - 5 consequently (3 words)
 - 6 as far as I am concerned (3 words)
 - 7 all things considered (2 words)
 - 8 nevertheless (1 word)
 - 9 in addition to (3 words)

✂



1 My brother has been unemployed since he left university.

OUT

My brother since he left university.

2 The photocopier at work is always broken or not working whenever I go to use it.

ORDER

The photocopier at work is always whenever I go to use it.

3 When I arrive home from work in the evening, the first thing I do is watch the news on television.

IN

When I from work in the evening, the first thing I do is watch the news on television.

4 The best way to avoid falling behind your competitors is to continuously think up new ideas.

STAY

The best way competitors is to continuously think up new ideas.

5 The train I take to work is slow but it's faster than the bus.

AS

The train I take to work the bus.

6 When I began work as a photographer, it was difficult to make a decent living.

STARTED

When I as a photographer, it was difficult to make a decent living.

7 I've never met anyone who is as ambitious as my colleague Robert.

THE

Robert person I've ever met.

8 I had to lock the doors when I left the building but I forgot.

I was to lock the doors when I left the building but I forgot.

9 She began her own company in 2006.

UP

She her own company in 2006.

10 It costs more to travel by train than it does by bus.

LESS

Travelling by bus is travelling by train.

11 I became a computer programmer because I was really keen on information technology.

I into the computer programming business because I was really keen on information technology.

12 I prefer working by myself to working as part of a team.

ON

I prefer working to working as part of a team.

13 I dislike Mondays more than any other day of the week.

FAVOURITE

My the week is Monday.

14 The best thing about my job is the way you really feel you're achieving something.

REAL

The best thing about my job is that you get achievement.

15 It isn't necessary to call me 'Sir' every time you talk to me.

You don't to call me 'Sir' every time you talk to me.

Skills for life

In association with Cassington College and Cassington District Council

Do you work well with people? Do you have a useful and practical skill you would like to teach to others? We are looking for young people with some spare time

who would like to help other young people in the area acquire skills that may be useful to them.

Please apply in writing to Thomas Barker (Coordinator, Skills for life), explaining what skills(s) you could offer and giving details of your availability.

Dear Mr Barker
Hello Thomas,

I want to apply for a job helping young people in the Cassington area acquire valuable skills. I saw your ad in yesterday's Cassington Times and reckon I would be great for this post.

I am a 20-year-old German student now studying at Bambridge School of English. I have several hobbies and interests but I'm absolutely mad about photography. I've been a keen amateur photographer for ages and recently I have started selling my photographs through online picture libraries. This does not make me a fortune but it has allowed me to make a bit of cash on top of the money I make as a part-time tour guide. I guess that other kids would like to sell their pictures online, and I could show them how to do this.

If you say yes to my application, I could come over two or three evenings a week after six o'clock, and for a few hours on either Saturday or Sunday.

It would be fantastic if you could tell me how much you'll pay me. You can drop me a line at klaus_weber12@bty.de or give me a ring on 0878983665.

Do get in touch soon.

Best wishes,

Klaus Weber

accept advertisement am writing believe (x2) call me currently ~~Dear Mr Barker~~ email me
I look forward to hearing from you I particularly enjoy I would be grateful is not especially profitable
let me know your rates of pay several years suitable supplement my income would be available
young people Yours sincerely

<p>1 Our dress code at work is very We can wear whatever we like, provided that we don't look scruffy. FORMAL</p>	<p>2 When I was at school, I thought that a lot of things I was learning were but now I realise how useful they were. RELEVANT</p>	<p>3 When we told the waiter that we were with our main course, he offered us a free dessert to make up for it. SATISFIED</p>
<p>4 In Britain it's considered extremely to ask someone how much money they earn. POLITE</p>	<p>5 The hotel room they gave us was dark, cold, damp and CHEER</p>	<p>6 The manager at the interview said I was too for the job, even though I had been doing the same thing for five years. EXPERIENCED</p>
<p>7 Be when you go into that room; the floor's just been polished and it's very slippery. CARE</p>	<p>8 My team hoped to win the quiz last night but nearly all of our answers were CORRECT</p>	<p>9 I'll help you as soon as I get the chance. Please stop being so! PATIENT</p>
<p>10 When I was learning English at school, our teacher made us learn all of the verbs by heart. REGULAR</p>	<p>11 I enjoyed my job at first but I became increasingly as the weeks went on. CONTENTED</p>	<p>12 I hit my head on the low door frame as I entered the room. It was so that I thought I would pass out. PAIN</p>
<p>13 The shop told me that the computer I was buying was brand new but I later discovered it was second-hand. That was really of them. HONEST</p>	<p>14 It's to say when the next earthquake will occur. It could be tomorrow, it could be next year, it could be in a hundred years. POSSIBLE</p>	<p>15 My bicycle has two flat tyres and a broken chain. It's completely USE</p>
<p>16 We'll never get all of this work done by tomorrow. The situation is absolutely HOPE</p>	<p>17 Living in the countryside can be very and relaxing but I prefer life in the city. PEACE</p>	<p>18 It was really of you to take a day off work without calling your boss to let him know. RESPONSIBLE</p>

	Team A			Team B		
Round 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Round 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Round 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Blue steak and green ketchup? No, thanks!

Taste is, of course, the most important sense when it comes to enjoying food. But what about sight? Everyone knows that the way food looks also has an effect on our willingness to eat it. That's why chefs spend so much time making the meals they prepare look nice, and why food companies spend so much money on marketing and packaging.

But what about colour? We know that people often associate colours with different things. For example, we often associate red with anger or excitement, or pink with romance. This can also be applied to food. Think of a red food, for example. A few might associate this colour with prepared foods like tomato or chilli ketchup. Small children usually think of sweets or sweet foods like jam. The majority of people, however, automatically associate the colour red with ripe apples, cherries or strawberries. Food producers rely on these kinds of taste associations to help sell their products because they know that colour really does matter if you want to sell your product.

A lot of tests have been carried out to find the effects of colour on people's appetites. In one, a group of volunteers were put in a room with special coloured lighting. They were then given a steak to eat. With the coloured lighting turned on, the steak appeared to be a natural brown colour. However, when the lights were turned off, the volunteers saw that it had been coloured blue and purple. When they saw this, several volunteers said they suddenly felt ill, even though the food tasted perfectly good.

Why did this happen? One possible reason is that, with a few exceptions, the colours blue and purple do not often occur in natural foods. When they do, it often means that the food has gone bad. The volunteers therefore associated the coloured steak with something that had gone off.

Some colours can put us off food but other colours can make us enjoy it more. In a recent test, volunteers were given two identical orange juices to try. The only difference was in their colour. The first was a natural light orange colour but the second had artificial colouring added to make it a much richer orange-red colour. Eighty-two percent of the volunteers said that the second one tasted better. In another test, sugar was added to the first juice to make it sweeter. Another group of volunteers were asked which juice was the sweetest. Seventy-three per cent said the second one was!

This is the reason why many food companies add colourings to their food. They know that people find food more appetising if its colour resembles the colour they associate with that food. Butter is a good example. Cows that live outside and eat grass will produce yellow butter. This is because of a natural chemical in grass called carotenoid. However, cows that live inside and eat special food will produce a butter that is almost white. Many companies producing this butter add a tasteless yellow colouring because they know that yellow butter is what people expect.

However, some food companies have tried doing the exact opposite. Recently, in an attempt to encourage children to try their product, a food company started selling its best-selling brand of tomato ketchup in unusual colours, including green, purple and blue. It was a failure, even though the price was the same as the usual ketchup. A big advertising campaign didn't make any difference. Everyone, even small children, complained that tomatoes were red, so the ketchup should be red as well.

- 1 According to the writer, people think food should
Option list: i / ii / iii / iv / v / vi / vii / viii **Answer:** A / B / C
- 2 What do most people think of when they think of red food?
Option list: i / ii / iii / iv / v / vi / vii / viii **Answer:** A / B / C
- 3 What effect did the coloured lighting have?
Option list: i / ii / iii / iv / v / vi / vii / viii **Answer:** A / B / C
- 4 Which of these statements is true about the colours blue and purple?
Option list: i / ii / iii / iv / v / vi / vii / viii **Answer:** A / B / C
- 5 During the orange juice test,
Option list: i / ii / iii / iv / v / vi / vii / viii **Answer:** A / B / C
- 6 Why do some butter producers change the colour of their butter?
Option list: i / ii / iii / iv / v / vi / vii / viii **Answer:** A / B / C
- 7 Why were the coloured ketchups unsuccessful?
Option list: i / ii / iii / iv / v / vi / vii / viii **Answer:** A / B / C
- 8 The article explains why
Option list: i / ii / iii / iv / v / vi / vii / viii **Answer:** A / B / C

<p>i</p> <p>A To give customers what they want. B To make it taste better. C To make people think that the animals producing it are kept outside.</p>	<p>ii</p> <p>A People like them less than other colours. B They are not natural colours. C They are not common food colours.</p>
<p>iii</p> <p>A They were too expensive. B People thought the colour was wrong. C They didn't taste very nice.</p>	<p>iv</p> <p>A take a long time to prepare. B look good as well as taste good. C come in attractive packaging.</p>
<p>v</p> <p>A It made the food look normal. B It changed the way the food tasted. C It made people feel sick.</p>	<p>vi</p> <p>A people don't like their food to contain artificial colours. B different foods have different colours. C the colour of food is so important.</p>
<p>vii</p> <p>A fruit which is ready to eat B fruit or vegetable sauces C sweets</p>	<p>viii</p> <p>A the volunteers were given two types of orange juice to try. B the volunteers preferred juice that tasted sweeter. C the volunteers were fooled by the colour of the juice.</p>

Object

a home entertainment system a strange animal
 a swimming pool car flight her hair
 her house his wallet homework
 sports centre station steak

Action

had ... installed had ... stolen has been cancelled
 has been overcooked is being repaired
 is having ... decorated was eaten was seen
 will be built will be closed down
 will have ... built will have ... cut

- 1 It contained my credit cards, my driving licence and over £200 in cash. Of course, I reported the theft to the police but they say they probably won't find it.
 The speaker [] on Saturday night.
- 2 We have no idea what it was or where it came from. It had a long tail, black spots and long hairy ears. And it was making a strange growling noise.
 [] in the speaker's neighbourhood last week.
- 3 It won't be very big and it will only be one and a half metres deep at the deep end but it will be great on a hot, sunny day.
 The speaker [] in his garden.
- 4 The damage from the accident wasn't too bad. There was a large dent in the passenger door and some scratches on the bonnet. The garage tell me it should all be sorted out by tomorrow.
 The speaker's [].
- 5 Apparently, there will be a swimming pool, five tennis courts, a volleyball court and a skating rink.
 A new [] in the speaker's home town.
- 6 The screen is large and the image quality is excellent. And there are five speakers which you place around the room to give you the full cinema surround-sound effect.
 The speaker [] yesterday.
- 7 Most of the people who travel into the city and back each day either have their own car or use the bus, so it just isn't worth keeping it open. In future, anyone who wants to use the train will have to catch it in the next town.
 The [] in the speaker's town [] next year.
- 8 It's completely black all over and really tough. There's no way I can eat this!
 The speaker's [].
- 9 They're painting the living room white and the bedrooms green, and they're putting up some lovely blue tiles in the bathroom.
 The speaker [].
- 10 I'm really sorry, sir, but I don't have it. I did it last night and left it on the coffee table in the lounge but when I went to put it in my bag this morning, it had gone. And my dog had a really guilty look on his face.
 The speaker's [] by his dog this morning.
- 11 It's getting rather long and needs a bit of a trim, so I've made an appointment at Maureen's.
 The speaker [] tomorrow.
- 12 I've just checked on the airport's website and, apparently, the airport is closed because of snow. There are no planes coming in or going out, so I'm afraid we won't be flying out today.
 The speaker's [].
- 13 Have you heard the news? The cinema [] [] [] at the weekend! The police are investigating.

Team A

- 1 Next year I **will** spend some time travelling. (2)
- 2 We can't possibly eat this meat – it's **rotten**. (2)
- 3 It was really nice of you to **look after** my cat while I was away. (3)
- 4 **Right now** I'm reading an interesting book about France. (3)
- 5 My brother **really likes** classical music. (5)
- 6 You broke my camera **deliberately**. (2)
- 7 Let's **use** this great weather to get out in the sun. (3)
- 8 Tom is **really desperate** for a holiday. (3)
- 9 We need to decorate the house. **Taking just one example**, the lounge needs painting. (2 words)

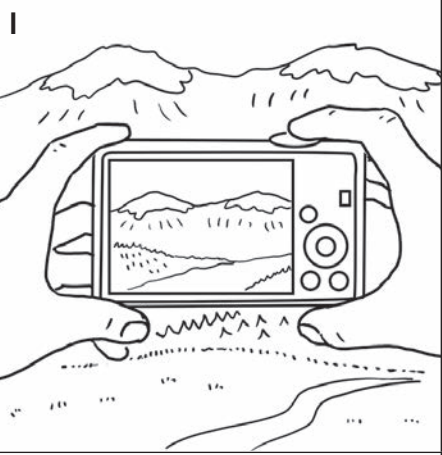
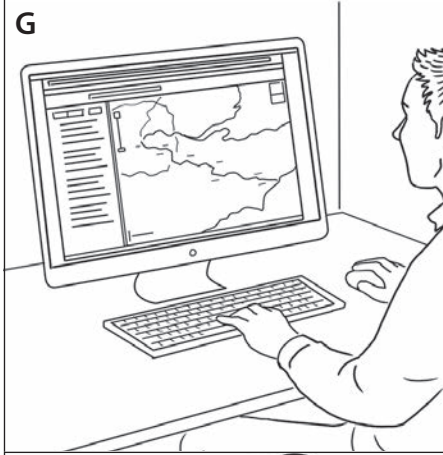
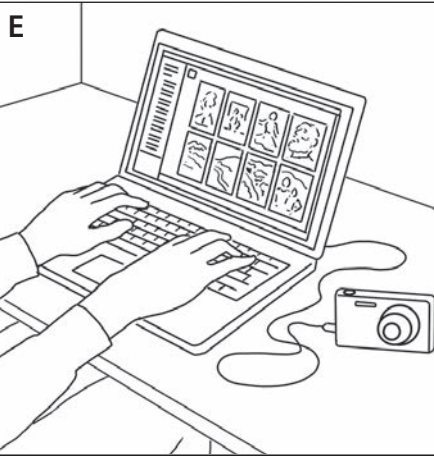
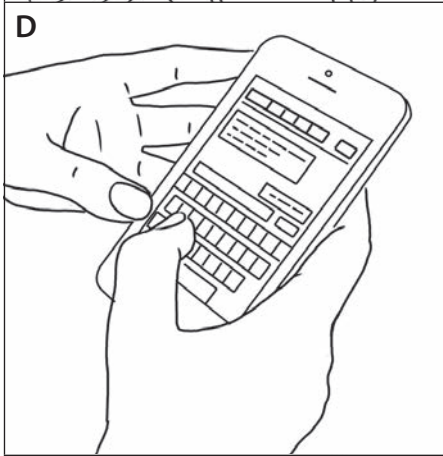
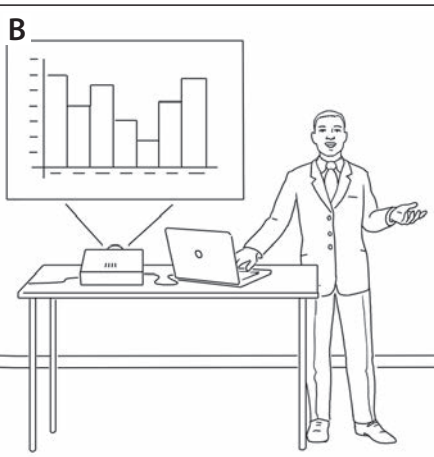
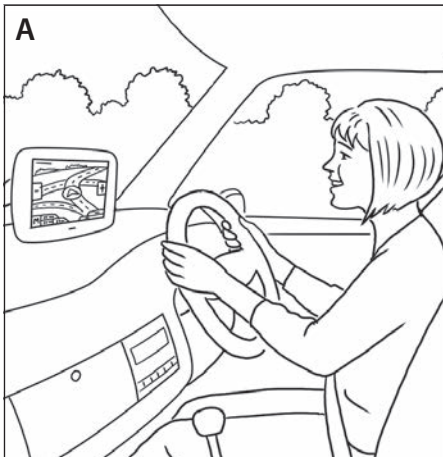
	A	B	C	D	E
1	out	turn	good	on	point
2	bad	on	fell	of	own
3	rid	up	tired	a	of
4	you	down	get	terms	for
5	order	to	of	out	my



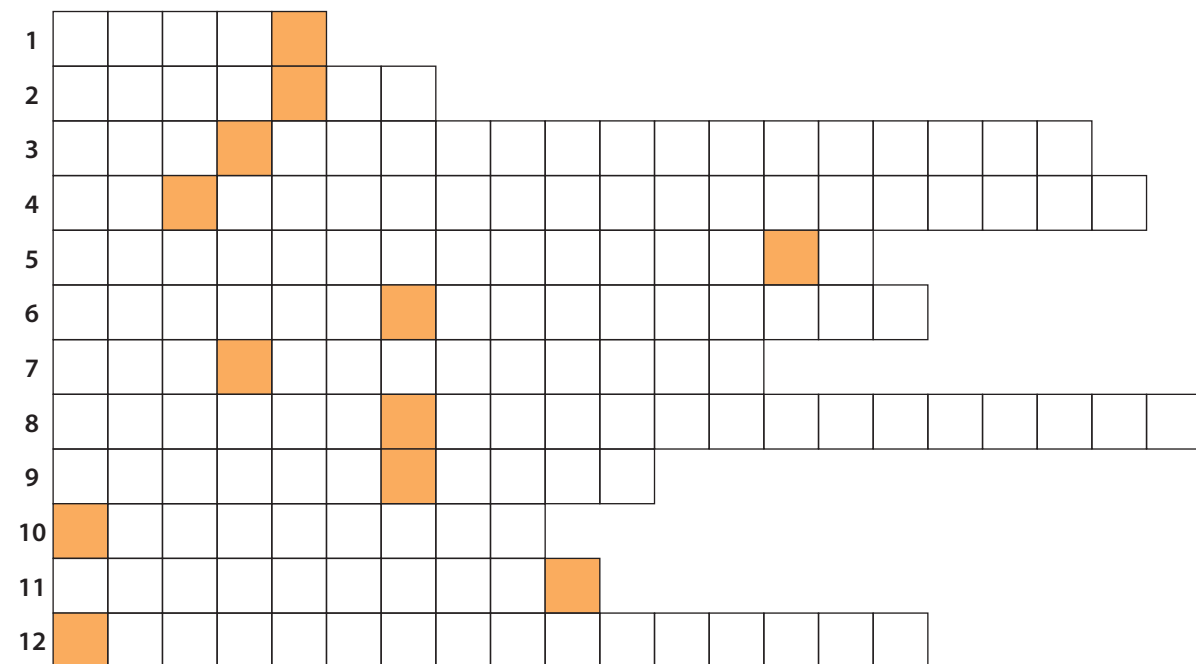
Team B

- 1 I'm **fed up with** people arriving late all the time. (2)
- 2 My neighbour and I are **not getting on** at the moment. (3)
- 3 Fresh salad is very **healthy**. (3)
- 4 I agree with you **but I don't agree with everything you say**. (4)
- 5 Could you **reduce** the volume on the television? I need to make a phone call. (2)
- 6 Tanya and I **had a serious argument** at the weekend. (2)
- 7 Unfortunately, the lift is **not working** at the moment. (3)
- 8 I spent Saturday evening **alone**. (3)
- 9 When we moved to a smaller flat, we had to **throw out** a lot of our things. (3)

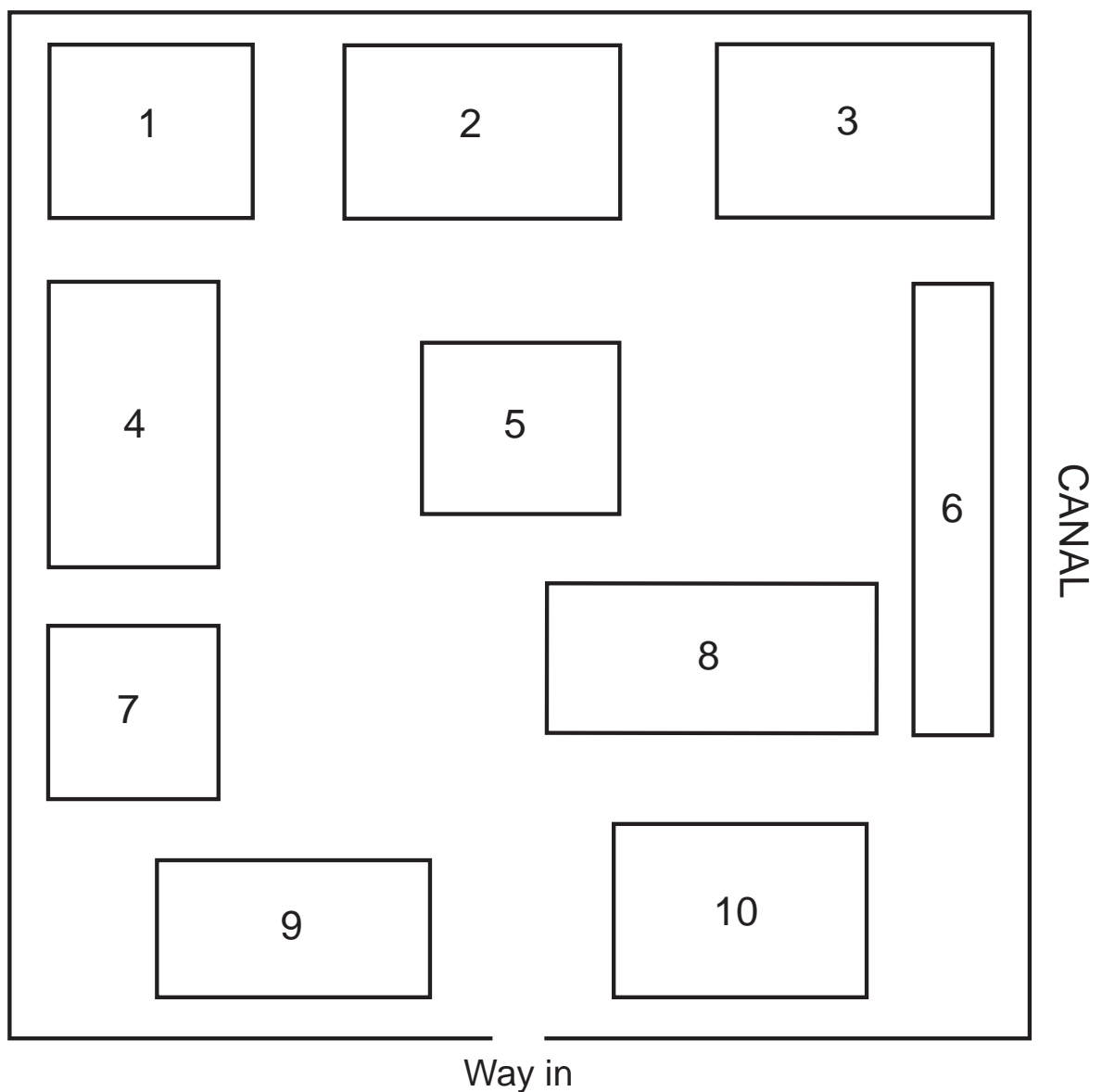
	A	B	C	D	E
1	a	on	at	off	care
2	take	has	for	to	of
3	take	need	advantage	moment	passion
4	instance	plan	the	got	for
5	in	gone	purpose	of	of



- 1 'I'm absolutely mad about modern technology!'
John said that absolutely mad about modern technology.
- 2 'I hope to study Electronics at university.'
John told me that to study Electronics at university.
- 3 'I've been interested in technology since I was young.'
John said that in technology since he was young.
- 4 'I cannot understand why so many people are afraid of technology.'
John said that why so many people were afraid of technology.
- 5 'I once drove miles just to see an exhibition about robot technology.'
John told me that miles just to see an exhibition about robot technology.
- 6 'I spend most of my money on technological stuff.'
John said that money on technological stuff.
- 7 'I'll buy my next computer online.'
John told me that next computer online.
- 8 'Do you think people spend too long on the internet?'
John asked me too long on the internet.
- 9 'Have you got a memory stick I can borrow?'
John asked me a memory stick he could borrow.
- 10 'Do you play games on the internet?'
John asked me games on the internet.
- 11 'I love my new smartphone.'
John said that new smartphone.
- 12 'I'm doing a computer programming course.'
John told a computer programming course.
- 13 'I think that will be the next big thing.'
John said that the next big thing.



- A** The eye in the sky – taking you to great heights for a bird’s eye view of the festival site
- B** Miniworld – see some of the world’s most famous man-made structures without leaving the country!
- C** A plate full of pleasure – taste your way around the world!
- D** Our green world – bring out your inner explorer by taking a walk in the jungle!
- E** An amazing world – take a virtual flight over some of the world’s most beautiful natural sights!
- F** A little knowledge – learn from the experts at one of our informal lectures
- G** The right moves – watch and learn, then dress up and join in the fun!
- H** The welcome web – a warm welcome from around the world
- I** The big chill – bringing the Arctic to Ambeltown
- J** Wild things – a chance to get up close and personal with some interesting species





Have you ever wanted to know what it's like at the North Pole? Well, here's your chance! Wrap up warmly and head to our 'ice tent' (1) to experience sub-zero temperatures and admire some amazing ice sculptures. There's an igloo for kids to explore, and they can even feed the friendly reindeer (carrots provided!).

We have several guest speakers this year. We're especially delighted to welcome television presenter, writer and linguist Chaz Davidson, whose recent television series and book *Around the World in 80 Languages* has been a hit in over 30 countries. He will be talking about why we need to keep different languages alive. Also speaking will be Maureen Rivers, head of Anthropology at Ambelton University. Hear them talk in the lecture tent (2).

If it's cold outside, warm up in our 'Typically Tropical' tent (3) by the canal. Over 200 species from tropical countries have been brought in from nearby Bartholomew Gardens to recreate a miniature rainforest. Make your way through tropical foliage and admire some beautiful flowers that you would normally have to go to the Amazon to see.

Come to the animal tent (4) and meet some of our friends from the animal kingdom. From mischievous monkeys to cute cuddly koalas, here is a rare chance to meet, hold and pet wildlife from around the world. Interactive video displays also show you how some of these live in their natural habitat.

Look down on the festival from our static hot air balloon (5). On a clear day, you should be able to see as far as the River Thames in one direction and the French coast in the other. If you can't see the balloon on the ground, just look up!

You won't need your passport to visit the Eiffel Tower, the Taj Mahal, the Pyramids and many other well-known buildings. You'll find them lined up along the canal (6). Well, all right, they're only models; but they are incredibly accurate and the next best thing to seeing the real thing.

Head to the stage (7) to see – and take part in – traditional folk and tribal dances from Russia, China, Australia and South Africa. You can even put on local costumes for the full experience, and there is also a fascinating collection of musical instruments for sale.

See the Grand Canyon, the Amazon rainforest, the Himalayas and the Sahara desert from above in one of our 3D video presentations (8). Climb into a genuine helicopter seat, put on the video headset and prepare to be amazed!

The first thing that strikes you as you enter the festival gates is the smell of various dishes being fried, grilled, barbecued and steamed. In fact, we challenge you to walk past our food tent (9) without popping in to find out exactly what's on the menu – and fill up on some delicious snacks to keep you going for the day!

In our reception tent (10), you'll find several computers. These are all connected to other computers in various countries across six continents. And at the end of each line, there is a smiling face to say hello and wish you an enjoyable day. And, of course, you can talk right back. Sponsored by UNESCO, this is a wonderful opportunity to meet people from around the world without leaving your own country!

Students A and B

a an the the the a a the the a

Shackleton's, Bramley Road, SW3

If you're looking for lively atmosphere and delicious food, then Shackleton's would be excellent venue. So what's so unusual about it? Well, restaurant is located in city's biggest prison, Wormville Marsh, and staff are all convicted criminals serving time for variety of crimes. Its popularity has resulted in long waiting list, which probably makes Wormville only prison in world that people are trying to get into rather than out of. Truly unique experience that we highly recommend!

a the an a the an the the a the

Bosworth's Diner, Clearwater

For big portions of food, it's well worth taking short trip out of city to Bosworth's Diner, situated in old house on Clearwater's pretty High Street. And when we say big, we mean BIG! Bosworth's menu offers variety of monster dishes, including restaurant's signature dish, 8,000-calorie pizza which is believed to be world's biggest commercially available pizza! If you manage to eat all of it, you won't have to pay bill. And after all that food, long walk back home might be just what you need if you miss last bus.



Students C and D

the the the the the the a a the a

Monkey Business, Acacia Street, NW1

Whatever you do when you take your seat at Monkey Business, don't start eating bowl of peanuts that has been put on your table. If you do, you'll be depriving hard-working staff of their tip. As name of restaurant suggests, Monkey Business is partly staffed by ... monkeys! Owner, Michael Robertson, came up with idea of using apes to supplement his staff of humans after visiting similar restaurant in Japan. You order your food from human waiter but it's restaurant's monkeys that deliver it. Tipping them with handful of peanuts will ensure that they don't jump onto your table and eat your food!

an a the the the a the a a a

Blackout, W4

Blackout offers its diners unusual dining experience: meals are served in room with no windows, and all lights are switched off. Consequently, you have to eat your meal in complete darkness. Apparently, this enhances your senses of smell and taste, which, in theory, is supposed to make food on your plate taste better. All of staff are registered blind people, and 20 percent of your bill is donated to national charity for blind, so eating here will help lot of people. But let us offer you bit of advice: you're bound to spill lot of food down yourself, so don't wear your best clothes!

can't be (x2) can't have left can't have seen might be might have might have got
 might have put on must have been must have made must know ~~must need~~

Friend 1	Friend 2	Friend 3 (you)
1 Richard rang and said he wants to see me really urgently. I <input type="checkbox"/>	A He lost. You know how bad he is with directions. <input type="checkbox"/>	i <i>He might have got himself into trouble. You know what he's like!</i>
2 These trousers were OK when I got them but now they're really tight. <input type="checkbox"/>	B Hmm ... she something we don't. Let's ask her. <input type="checkbox"/>	ii
3 I felt terrible after eating those prawns last night. <input type="checkbox"/>	C It It's the wrong size and colour. <input type="checkbox"/>	iii
4 Simon should be here by now. <input type="checkbox"/>	D She in town. She often goes shopping on Saturday. <input type="checkbox"/>	iv
5 When I looked out of the window last night, there was a wolf in our garden. <input type="checkbox"/>	E You an allergy to seafood. A lot of people can't eat it. <input type="checkbox"/>	v
6 I can't find my mobile anywhere. <input type="checkbox"/>	F Well, you it in the restaurant last night. I remember you putting it in your bag. <input type="checkbox"/>	vi
7 What's that noise coming from the kitchen? <input type="checkbox"/>	G Don't be silly, you one. There aren't any in England. <input type="checkbox"/>	vii
8 When I told Alison that I had seen Gary and Louise together, she started laughing. <input type="checkbox"/>	H You a mistake. She's away on holiday. <input type="checkbox"/>	viii
9 Joe broke my camera last week. <input type="checkbox"/>	I He <i>must need</i> something from you. That's the only reason he usually calls. i <input type="checkbox"/>	ix
10 I've been trying to call Sheryl all morning but she isn't answering. <input type="checkbox"/>	J You weight. You have been eating a lot recently. <input type="checkbox"/>	x
11 I think I saw Serena in town last night. <input type="checkbox"/>	K It the oven. I turned it off when I finished cooking lunch. <input type="checkbox"/>	xi
12 What's this fruit? Is it an apple? <input type="checkbox"/>	L You absolutely furious with him! I know I would. <input type="checkbox"/>	xii

<p>Book light</p> <p>This small battery-operated light clips onto any book. Ideal for those situations where there's no electricity.</p>	<p>Cam-cover</p> <p>Protect your digital camera from water with this special waterproof cover.</p>	<p>Boomerang</p> <p>This classic aboriginal weapon from Australia makes an ideal toy for outdoor fun and exercise!</p>	<p>Hand-held scales</p> <p>These small scales are ideal for checking how much your luggage weighs. So small they'll fit in your pocket!</p>	<p>Desktop fan</p> <p>Keep cool on a hot day with this portable, battery-operated fan.</p>
<p>USB cup warmer</p> <p>Plug this handy cup holder into a USB port on your computer. It will keep your tea or coffee warm for hours.</p>	<p>Key ring camera</p> <p>A tiny digital camera with a key ring attached. Takes fantastic pictures!</p>	<p>Remote control helicopter</p> <p>Fly your very own helicopter. OK, it's only a model helicopter but it's almost as much fun as the real thing!</p>	<p>Lava lamp</p> <p>This amazing glass lamp constantly changes colour and looks great in any room.</p>	<p>Electronic drum kit</p> <p>These electronic drums would make the perfect gift for anyone who wants to start their own rock group!</p>
<p>Instant website</p> <p>Everything you need to start up your own website.</p>	<p>Fly trap plant</p> <p>Grow your own meat-eating plant (eats mosquitoes, flies and other small insects).</p>	<p>Inflatable punchbag</p> <p>This inflatable punchbag is ideal for when you're angry and need to hit something!</p>	<p>Solar phone charger</p> <p>Use the power of the sun to recharge your phone when the battery runs low with this portable charger.</p>	<p>Home gym</p> <p>No need to pay for expensive gym membership. Stay fit with this home gymnasium kit.</p>
<p>Portable barbecue</p> <p>This looks like a metal briefcase but folds out into a small barbecue.</p>	<p>Computer protector</p> <p>Wrap this around your laptop or tablet computer to protect it from damage.</p>	<p>Waterproof radio</p> <p>The ideal gift for someone who likes singing in the shower!</p>	<p>Miniature video camera</p> <p>This video camera is so small it will fit comfortably into your pocket. It weighs less than 200 grams.</p>	<p>Electric scooter</p> <p>A classic scooter with a small electric motor. Great for short trips out.</p>
<p>Fold-up scooter</p> <p>This tiny but strong scooter folds up and can be carried in a small bag or case.</p>	<p>Swiss Army knife</p> <p>This multi-purpose classic Swiss Army knife even has a USB stick.</p>	<p>Alarm clock and 'gun'</p> <p>This alarm clock comes with an electronic 'gun'. When the clock goes off, point the gun at it, fire and it switches off.</p>	<p>Hand warmer</p> <p>Battery-operated hand warmer. Keeps your hands warm on a cold day. Can also be used to warm up a cold bed!</p>	<p>Electronic photo album</p> <p>Display your favourite photographs in this electronic album. Holds up to 2,000 pictures.</p>
<p>Fruit-powered clock</p> <p>You won't need batteries for this clock. Just plug the wire into any item of fruit (bananas are best).</p>	<p>Beach towel</p> <p>This towel has the word 'Reserved' on it in big, bold letters. Reserve your place by the pool before anyone else gets there!</p>	<p>Portable speakers</p> <p>Get excellent sound from your MP3 player with these tiny but powerful speakers.</p>	<p>Secret safe</p> <p>It looks like an ordinary drinks can but is actually a secret hiding place for your money and other valuables.</p>	<p>Night vision glasses</p> <p>See in the dark with these amazing glasses (range up to 30 metres).</p>

'I'm sorry I broke your laptop,' said Jenny.
 'You're always breaking things,' I said angrily.
 Jenny ran out of the room in tears.

Jenny *apologised*..... *for*..... breaking my laptop. I *criticised*..... her *for*..... always breaking things.
 I *wish*..... I *had*..... *accepted*..... her apology. If I *had*....., she *wouldn't*..... *have*..... run out of
 the room in tears.

My friend Joan said, 'Can I borrow your camera?'
 'Of course you can but be careful with it,' I said.
 I never saw the camera again because she lost it.

Joan borrow my camera, and I
 she but her careful with it. Now I
 I no. If I, she it.

Pete said, 'Would you like to see a rock concert with me this Saturday?'
 'Yes,' I said. 'And I'll pay for the tickets.'
 The tickets cost a fortune and I ended up spending all of my monthly allowance.

Pete see a rock concert with him on Saturday and I
 invitation. I also for the tickets. I
 I If I him pay for them instead, I
 all of my monthly allowance.

My friend Harry said, 'Let's go for a picnic at the weekend.'
 'I think that's a great idea,' I said.
 It rained all day and I caught an awful cold.

Harry for a picnic at the weekend. I that I it was a
 great idea. I I go. If I, I
 an awful cold.

accepted	for	had	let	said	warned
accepted	for	hadn't	lost	she	wish
apologised	going	have	me	spent	wish
asked	had	have	me	suggested	wish
be	had	have	offered	thought	wish
caught	had	have	pay	to	wouldn't
could	had	his	refused	to	wouldn't
could	had	if	said	to	wouldn't
criticised	had	invited	said	to	wouldn't



Team A, here is your question for Team B:

Which invention of the last 50 years do you think has changed our lives the most?

Team B, here is your question for Team C:

Do you think schoolchildren should study science subjects more, and other subjects like history and geography less?

Team C, here is your question for Team D:

Can you think of something that hasn't been invented yet that you would really like to see invented?

Team D, here is your question for Team A:

Has science made our lives better or worse in the last 50 years?

Agreement/Disagreement cards



I wouldn't say that.

I'm afraid I don't agree at all.

I agree with you.

I couldn't agree more.

I disagree with you.

I agree up to a point.

I totally/completely agree with you.

I partly agree with you.

I totally/completely disagree with you.

You're absolutely right.