

THINK

TEACHER'S BOOK 2

B1

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CONTENTS

Map of Student's Book 4

Introduction 6

Teacher's notes and keys	
Welcome unit	18
1 Amazing people	26
2 The ways we learn	32
Exam Practice and Review	39
3 That's entertainment	40
4 Social networking	48
Exam Practice and Review	55
5 My life in music	56
6 Making a difference	63
Exam Practice and Review	70
7 Future fun	71
8 Science counts	78
Exam Practice and Review	85
9 What a job!	86
10 Keep healthy	92
Exam Practice and Review	98
11 Making the news	99
12 Playing by the rules	106
Exam Practice and Review	113
Pronunciation	114
Get it right!	117
Workbook answer key	121

STUDENT'S BOOK CONTENTS

Welcome p 4 **A** Introducing yourself; Answering questions; The weather; Families **B** Meeting people; Irregular past participles; losing things; furniture
C Buying and talking about food; In a restaurant; Shops; Things you have to do **D** Plans and arrangements; Sports and sport verbs; Travel plans

	FUNCTIONS & SPEAKING	GRAMMAR	VOCABULARY
Unit 1 Amazing people p 12	Talking about things you have and haven't done Offering encouragement Role play: Good causes	Present perfect with <i>just, already</i> and <i>yet</i> Present perfect vs. past simple	Personality adjectives Collocations WordWise: Phrases with <i>just</i>
Unit 2 The ways we learn p 20	Asking and giving / refusing permission Role play: Asking permission	Present perfect with <i>for</i> and <i>since</i> <i>a, an, the</i> or no article	School subjects Verbs about thinking
Review Units 1 & 2 pages 28–29			
Unit 3 That's entertainment p 30	Comparing things and actions Asking for and offering help	Comparative and superlative adjectives (review) (<i>not</i>) <i>as ... as</i> comparatives Making a comparison stronger or weaker Adverbs and comparative adverbs	Types of films Types of TV programmes WordWise: Expressions with <i>get</i>
Unit 4 Social networking p 38	Giving advice	Indefinite pronouns (<i>everyone, no one, someone, etc.</i>) <i>all / some / none / any of them</i> <i>should(n't), had better, ought to</i>	IT terms Language for giving advice
Review Units 3 & 4 pages 46–47			
Unit 5 My life in music p 48	Asking about feelings Role play: Helpful suggestions	Present perfect continuous Present perfect simple vs. present perfect continuous	Making music Musical instruments WordWise: Phrasal verbs with <i>out</i>
Unit 6 Making a difference p 56	Expressing surprise and enthusiasm	<i>will (not), may (not), might (not)</i> for prediction First conditional <i>unless</i> in first conditional sentences	The environment Verbs to talk about energy
Review Units 5 & 6 pages 64–65			
Unit 7 Future fun p 66	Checking information Agreeing	Future forms Question tags <i>Nor/Neither / So</i>	Future time expressions Arranging a party WordWise: Phrases with <i>about</i>
Unit 8 Science counts p 74	Talking about past habits Talking about imaginary situations Talking about scientific discoveries	Past simple vs. past continuous (review) <i>used to</i> Second conditional <i>I wish</i>	Direction and movement Science
Review Units 7 & 8 pages 82–83			
Unit 9 What a job! p 84	Accepting and refusing invitations Role play: Inviting friends to join you	The passive (present simple, past simple, present continuous, present perfect)	Jobs <i>work as / in / for</i> <i>work vs. job</i> WordWise: Time expressions with <i>in</i>
Unit 10 Keep healthy p 92	Talking about your health	Past perfect simple Past perfect continuous Past perfect simple vs. past perfect continuous	Time linkers Illness: collocations
Review Units 9 & 10 pages 100–101			
Unit 11 Making the news p 102	Reporting what someone has said Expressing feelings: anger	Reported statements Verb patterns: object + infinitive	Fun More verbs with object + infinitive WordWise: Expressions with <i>make</i>
Unit 12 Playing by the rules p 110	Talking about permission Following and giving simple instructions	<i>be allowed to / let</i> Third conditional	Discipline Talking about consequences and reasons
Review Units 11 & 12 pages 118–119			

Pronunciation pages 120–121

Get it right! pages 122–126

Speaking activities pages 127–128

PRONUNCIATION	THINK	SKILLS
Intonation and sentence stress	Values: Human qualities Self-esteem: Personal qualities	Reading Online survey responses: Who do you admire most? TV programme preview: Britain's Smartest Kids Photostory: The new café Writing A short passage about someone you admire Listening Playing a guessing game
Word stress	Values: Learning for life Train to Think: Learning about texts	Reading Article: An education like no other Article: Learning is brain change Culture: A day in the life of ... Writing An email describing your school routine Listening Conversation about a book
Words ending in /ə/	Values: Spending wisely Self-esteem: The film of my life	Reading Article: Big movies on a small budget TV listings: different types of programmes Photostory: Extras Writing A paragraph about your TV habits Listening Interview with a teenage filmmaker
The short /ʌ/ vowel sound	Values: Responsible online behaviour Train to Think: Logical sequencing	Reading Article: Think before you act online Short texts: Different types of messages Culture: Communication through history Writing A web page giving advice Listening Conversation about installing a computer game
Been: strong /bi:n/ and weak /bɪn/	Values: Following your dreams Self-esteem: Music and me	Reading Online forum: Singer songwriter: Any advice? Article: John Otway – Rock's greatest failure Photostory: Pop in the park Writing The story of your favourite band Listening Interviews about music
/f/, /v/ and /b/ consonant sounds	Values: Caring for the world Train to Think: Different perspectives	Reading Article: Hot topic: The environment Leaflet: Small changes, BIG consequences Culture: Stop! Before it's too late Writing An article for the school magazine Listening Interviews about a town project
Intonation of question tags	Values: Believe in a better future Self-esteem: Personal goals	Reading Newspaper articles: The world today Web chat: arranging a party Photostory: Weekend plans Writing An invitation Listening Interviews with two newsmakers
The /ju:/ sound	Values: How science helps people Train to Think: Using criteria	Reading Blog article: Why aren't people more interested in science? Web forum: What should science do next? Culture: Great scientists Writing A blog entry Listening The things kids believe!
/tʃ/ and /dʒ/ consonant sounds	Values: What's important in a job? Self-esteem: I'd rather be ...	Reading Article: Dream jobs Article: Obsolete jobs Photostory: For a good cause Writing A short essay about jobs that will soon be obsolete Listening People with disabilities and their jobs
/tʃ/ and /ʃ/ consonant sounds	Values: Never give up Train to Think: About health	Reading Article: 8,000 birds to see before you die Article: Miracle operations Culture: Keeping healthy – stories from around the world Writing A story about a sports event Listening A presentation on the benefits of exercise
Intonation: rude or polite?	Values: Being able to laugh at yourself Self-esteem: Giving an award	Reading Article: April Fool's Day Article: A tale of two Guys Photostory: The journalist Writing A news report Listening Profile on an extreme weather journalist
Silent consonants	Values: The importance of rules Train to Think: Play rock, paper, scissors	Reading Article: Hard times to be a kid Website contest: The best 50-word stories Culture: Strange laws around the world Writing A set of rules Listening The game rock, paper, scissors

INTRODUCTION

COURSE METHODOLOGY

Solid skills and language work

Think is a six-level course for adolescents and teenagers from A1 to C1-levels of the Common European Framework of Reference (CEFR). Based on a carefully crafted skills and language syllabus, the course helps students develop their receptive and productive language skills and strategies, and provides a systematic approach to competence training to help them prepare for their Cambridge English exams.

The authors have put great emphasis on the continuous extension of students' lexical knowledge by including two vocabulary sections within each unit, together with WordWise activities in every other unit. WordWise aims to develop awareness of and competence in using high-frequency words and chunks of language, important collocations, and phrasal verbs, as well as increasing fluency. In addition, an entertaining and thought-provoking teen photostory offers natural contexts for the presentation and practice of phrases for fluency. These are high-frequency lexico-grammatical chunks of language used in spoken communication.

Students are guided through the grammar via inductive exercises, which support them in their grasp of both form and meaning. The structures are then practised through a sequence of exercises in which students learn how to apply them in motivating and communicative activities.

Adolescents and teenagers do not always find it easy to participate in speaking activities, especially when they are asked to say what they think and feel. *Think* takes this concern seriously. Based on research in teenage classrooms in many different countries, the authors of *Think* have found that adolescents and teens generally find it easier to engage in thinking activities if they are embedded in the framework of topics and texts that they can emotionally connect with, and especially those that are far from their day-to-day realities. This remoteness gives students the opportunity to look outwards rather than inwards, and in so doing feel less self-conscious. So in the first few levels of the course, units often start somewhat removed from students' own lives, presenting stories of extremes, set in faraway places and cultures but whose protagonists – the heroes and heroines of these stories – young people can identify with. This helps them to get in closer touch with inspirational human qualities such as creativity, courage, perseverance, passion and care, and makes it easier for them to get involved in the speaking activities leading into or following the texts; this in turn makes their learning much easier, quicker and more pleasant.

Based on educational principles

Piaget (1981:3) asserts that all learning involves states of 'pleasure, disappointment, eagerness, as well as feelings of fatigue, effort, boredom'. The transition period from adolescence to early adulthood offers its own additional emotional challenges, as it is characterised by the individual's struggle for identity. During this period, many

teens are overwhelmed by their emotions, and these can exert a strong influence – both positive and negative – on their behaviour and their attitudes. The integration of both emotional qualities and cognitive processes is key to the successful development of students' cognition, their understanding of the world, and their development towards becoming responsible human beings.

Think supports you as a teacher in helping your students integrate their emotional reactions and cognitive processes. It achieves this through an invaluable and comprehensive support system aimed at systematically developing your students' thinking skills, their awareness of values and their self-esteem, whilst at the same time building their language skills and competencies. This in turn will increase students' awareness of the issues that are important to their present and future lives, deepen their understanding of important social and global issues, and enable them to become more caring and thoughtful young adults.

TRAIN TO THINK

At the lower levels, *Think* focuses on building basic cognitive tools, i.e. capabilities that are required for the development of so-called higher order thinking skills that will be addressed later on in your students' English language development. Examples of such basic thinking skills include Comparing and Contrasting, Categorising, Sequencing, Focusing Attention, Exploring Space, Time and Numbers and Understanding Cause and Effect.

The higher levels of *Think* focus on the development of more advanced thinking skills. The B2 and C1 levels guide students in developing critical thinking skills. According to Cottrell (2011), these include such things as ascertaining the extent to which we believe what we see or hear, determining whether something is true, arguing one's case, identifying when further information is required and selecting information for a given purpose.

The activities in the books have been carefully designed to offer an appropriate level of challenge, taking into account the fact that students are tackling/approaching them in a language they are still learning and not in their own.

THINK VALUES

Values are what we need to guide us through our life and to inform the way in which we interact with others. They are crucial for young people. Parents, teachers, schools and societies have an obligation to and an interest in, conveying positive values to the next generation.

Teaching values is undoubtedly a challenging task. Telling teens how they should or should not behave is rarely the most efficient way of inculcating the right values in your students. It might be more promising for you to model the behaviour you want to evoke in your students. So, for example, if we want our students to become empathetic listeners, we need to demonstrate what it means to be a good

listener; we ourselves need to listen to them empathetically. Other important elements in promoting positive values in the classroom are: a supportive and encouraging learning atmosphere; and a positive rapport between you and your students. Moreover, exposure to emotionally engaging content (stories) and motivating activities that involve the exploration of important universal values and making them their own, further enables students to increase their awareness of and understand the importance of values, and ultimately, adapt their behaviour accordingly. This is where Think offers you significant support, as it gives your students many opportunities to reflect on and discuss a wide range of important values, including ethical, environmental, health-oriented and artistic ones.

THINK SELF-ESTEEM

As many teachers have noticed, a lack of self-esteem and self-worth can lead to an attitude of defensiveness in teenage students. This frequently observed pattern can lead to serious behavioural issues that are usually very difficult to deal with, such as students failing to take responsibility for their own actions, bullying and threatening others, withdrawing from work, daydreaming, or even giving up study altogether.

Studies show that attempts to try and help students build their self-esteem by repeating affirmations, for example, tend to fail or even result in the exact opposite. Goodman claims that ‘the quest for greater self-esteem can leave people feeling empty and dissatisfied’. (op cit, p. 27) and stresses (op cit p. 28) that ‘a far better way to bolster your sense of self-worth is, ironically, to think about yourself less.

Compassion toward others and yourself, along with a less self-centred perspective on your situation, can motivate you to achieve your goals while helping you weather bad news, learn from your mistakes and fortify your friendships.’

And this is exactly what the activities in *Think* labelled *Think Self-Esteem* are for. They help students reflect on their role in society, their attitudes and those of others. It encourages them to learn from their mistakes, and develop an insight into their own thinking (meta-cognition) – all important stepping-stones towards building a strong sense of self-worth and self-esteem.

Sources:

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Goodman, A. (2013) ‘Letting go of self-esteem’, *Scientific American Mind*, October

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Le Doux, J. (1998) *The Emotional Brain: The Mysterious Underpinnings of Emotional Life*, New York: Simon & Schuster

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Unit and Topic area	Values	Self-esteem	Critical Thinking
1 Amazing people	Human qualities [Moral values: being human]	Personal qualities [A sense of identity: recognising and appreciating personal qualities in others]	
2 The ways we learn	Learning for life [Moral values: understanding the importance of life long learning]		Learning about texts [identifying text type and purpose]
3 That’s entertainment	Spending wisely [Moral values: rationality]	The film of my life [A sense of identity]	
4 Social networking	Responsible online behaviour [Moral values: understanding the importance of value based behaviour]		Networking in the family [sequencing]
5 My life in music	Following your dreams [Health values: the importance of visions and following one’s dreams]	Music and me [A sense of identity: What’s important for me]	
6 Making a difference	Caring for the world [Environmental values]		Different perspectives [recognising text type and purpose]
7 Future fun	Believe in a better future [Environmental values: developing a sense of community with past and future]	Two things [A sense of purpose: becoming independent]	
8 Science counts	How science helps people [Moral values: appreciating achievements in science]		New ideas count [rank ordering; evaluating]
9 What a job!	What’s important in a job [Moral values: finding meaning in what we do]	I’d rather be [A sense of identity: learning to accept oneself]	
10 Keep healthy	Never give up [Health values: the importance of perseverance]		About health [assessing valid vs. Invalid conclusions]
11 Making the news	Being able to laugh at yourself [Health values: the power of humour]	Giving a reward [A sense of identity: recognising and appreciating personal qualities in others]	
12 Playing by the rules	The importance of rules [Moral values: respecting laws and rules]		Play ‘Rock, paper, scissors’ [Creative thinking]

USING THE STUDENT'S BOOK

The first reading sets the scene for the unit ...

2 THE WAYS WE LEARN

OBJECTIVES

FUNCTIONS: asking and giving / refusing permission to do something

GRAMMAR: present perfect with for and since; a, an, the or no article

VOCABULARY: school subjects; verbs about thinking

READING

1 Work in pairs. Write down words that come to mind when you think of these places.
a youth club | a holiday camp | a school

THINK VALUES

Learning for life

1 Read the statements. Tick (✓) the things that you think kids are likely to learn at Tinkering School and Brightworks.

Everyone is different and that's a good thing.

Teamwork is important to achieve things.

When you use a tool you have to be careful.

It is important to be friendly and help others.

It is very important in life to eat healthy food.

Mistakes are important. We learn from them.

Pre-reading activities activate students' prior knowledge, get them interested in the topic of the text and provide a tool for pre-teaching key vocabulary.

Objectives, focusing on skills and language, are clearly displayed. These signal to you and your students what you can expect to achieve by the end of the unit.

Reading texts are about contemporary topics that teens can relate to. They span a range of genres from magazine articles and blogs to webchats and product reviews.

2 THE WAYS WE LEARN

SPEAKING Compare your ideas with a partner.

I think they learn how to be careful with tools. Why?

The text says there are strict rules. Yes, I agree.

THINK VALUES

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READING

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Each sequence of exercises helps students to unlock the text. First, learners read either for gist or to check predictions. Then they re-read for more detailed understanding.

The reading text is also available for students to listen to. This provides you with greater flexibility in how you approach the text. The audio also helps to focus students' attention on the sounds of the language.

Think Values invites students to consider their broader opinions and values through reflection on the reading text. Expressing opinions in pairs/groups provides them with support, while also offering extra fluency practice.

Regular opportunities for personalisation, for developing students' spoken fluency and for promoting collaboration between students through pair and group work appear throughout the unit. Look for **SPEAKING**

... before exploring core language and developing listening skills.

Examples of the target **grammar** are taken directly from the reading text. Language is therefore introduced in context, making it more meaningful for students.

GRAMMAR
Comparative and superlative adjectives (review)

1 Complete these sentences about the article on page 31 with the correct form of the words in the list. Then complete the rules.

good | cheap | boring | expensive

- They used digital video because it's _____ than 35mm film.
- Moviefone thought *Monsters* was one of the _____ films of the year.
- Most Hollywood films are _____ than *Monsters*.
- One person thought *Monsters* was the _____ film ever.

(not) as ... as comparatives

2 Look at the examples of (not) as ... as to compare things. Answer the questions. Then complete the rule.

Extras aren't as expensive as actors.
Monsters looks as professional as Hollywood films.

1 Who are more expensive: extras or actors?

2 *Madagascar* is an animated film and it's a comedy.

- Complete the sentences.
 - Football isn't as exciting as *skiing* _____.
 - Football is more exciting than *golf* _____.
 - Potatoes are healthier than _____.
 - Potatoes aren't as healthy as _____.
 - English is easier than _____.
 - English isn't as easy as _____.
 - Watching TV isn't as good as _____.
 - Watching TV is better than _____.
- 4 Complete the second sentence so it has the same meaning as the first. Use the word in brackets.
- Ben's sister is younger than him. (old)
Ben's sister *isn't as old as* him.
 - Travelling by train is faster than travelling by bus. (slow)
Travelling by train _____ travelling by bus.
 - Tom is 1.65. Sue is 1.65, too. (tall)
Tom _____ Sue.
 - Dogs are noisier than cats. (quiet)
Dogs _____ cats.
 - This mobile phone costs €225. And the bicycle costs €225, too. (expensive)
The mobile phone _____ the bicycle.
 - Jo thinks geography is easier than history. (difficult)
Jo thinks geography _____ history.
 - My room is tidier than yours. (untidy)
My room _____ yours.

Pronunciation
Words ending in /ə/
Go to page 120.

Workbook page 28

Practice exercises for key **pronunciation** points are available at the back of the book. These relate to the language of the unit and are accompanied by audio material. Cross-references on the Student's Book page indicate the most appropriate point in the unit to exploit the relevant **Pronunciation** section.

Lexical sets are presented with clear visuals to support immediate understanding of new **vocabulary** items.

Cross-references indicate where in the **Workbook** you can find further practice of the grammar and vocabulary covered on this page.

VOCABULARY
Types of films

Workbook page 31

1 Write the types of films in the list under the pictures.

action film | animated film | documentary
comedy | horror film | romantic comedy (rom com)
science fiction (sci-fi) | thriller



2 **SPEAKING** Can you think of each kind of film? Are there more than one kind?
Madagascar is an animated film and it's a comedy.

The **listening** section follows established procedure: a pre-listening activity, a listening-for-gist task and an activity which tests understanding at a deeper level.

Students can discover the rule for themselves, via an inductive approach to learning **grammar**, with the help of scaffolding.

This supported approach continues through to the grammar practice stage, which always begins with a controlled task.

Think Self-esteem helps students to empathise with the attitudes and opinions of others and reflect on their role in society. This in turn, enables them to foster greater understanding of their own thinking and in so doing, develop a stronger sense of self-worth. Students' responses and ideas are discussed in pairs or small groups.

LISTENING

1 **01:24** Listen to Part 1 of an interview. Why is Sandra Allen a guest on the radio show?

- She won a prize for acting.
- She won a prize for making a film.
- She made a film and hopes to win a prize.

2 **01:28** Listen to Part 2 of the interview. Choose the correct answers.

- She chose one of the actors for her film because
 - he wanted to act at school.
 - he had useful things for making the film.
 - he was in the football team.
- When she wrote the script for the film, Sandra
 - tried to make it shorter.
 - included a lot of different people and places.
 - asked a friend to improve it.
- Sandra says that the most important thing for making a film is
 - having special equipment.
 - seeing the final film in your head.
 - editing the film to make it shorter.

3 **01:33** Listen to Part 3, in which Sandra says what her film is about. Complete the text.

It starts in a school classroom – I used my school of course, and I _____ sitting around. And the two actors are sitting talking _____ and they start saying how everything is really boring, you know? And another guy is watching them and _____, and then he gets up and walks down a corridor into _____. And in there, we see him pull a big, black handle – and everything goes into _____! And everyone at the school is surprised and _____ but they don't know what's happened. So the film is about how everyone really, really wants to get the colour _____ In the end, everything does go _____ And the couple in the film are in the same place, but now they see it? _____

GRAMMAR

Making a comparison stronger or weaker

1 Read the sentences. **Circle** the phrase that has a different meaning from the other two. Then complete the rules.

0 I think independent movies are a lot / much / a little more interesting.

- I had to make it a little / a lot / a bit shorter.
- The final script was a little / much / far better than the first version.

RULE: Use _____ / _____ / far to make a comparative stronger.
Use a bit / _____ to make a comparative weaker.

2 Rewrite these sentences using the words in brackets.

- Snakes are more dangerous than bears. (a lot)
Snakes are a lot more dangerous than bears.
- My brother is taller than me. (a bit)
- My new phone's better than the old one. (far)
- Her nails are longer than yours. (a little)
- The film's more exciting than the book. (much)

3 Write sentences comparing these things. Use **much / far / a lot, or a bit / a little**.

- watching TV / reading a book (interesting / easy)
I think watching TV is a lot more interesting than reading a book – and it's far easier, too.
- a mobile phone / an MP4 player (useful / expensive)
- gorillas / snakes (dangerous / beautiful)
- English / Art (difficult / interesting)
- my country / USA (big / beautiful)

Workbook page 29

THINK SELF-ESTEEM

The film of my life

1 Write some ideas for a film script based on your life. Think about these things as you write.

- How old are you at the beginning of the film?
- Which other people will be in the film with you?
- What will be the funniest scene in the film?
- How will you end the film?

2 **SPEAKING** Work in pairs. Talk about your film.

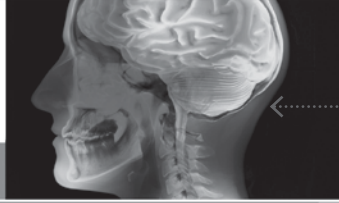
Following language presentation, students are encouraged to personalise target grammar and vocabulary.

The second reading text introduces a new language focus.

Students are guided through established reading skills procedure of predicting (Exercise 1), reading for gist (Exercise 2) and reading for detailed understanding (Exercise 3).

READING

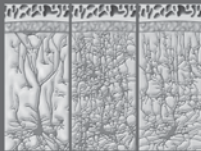
- Look at this picture. Think about the questions and compare your answers with a partner.
 - What does the picture show?
 - Where in the picture is the brain?
 - What does the brain do?



Photos and illustrations act as a visual hook for teens. They also provide a springboard into the text itself: motivating students to read the text, getting them to predict content and often illustrating meaning of key vocabulary.

Learning is brain change

- Everybody has a brain, but not many people know how the brain works. Some people believe that the brain is like the hard disk of a computer. We use it to store files – images, language (words, texts, sounds) and other data. Others compare the brain to a huge container or cupboard with lots of little drawers, shelves and boxes in it. We put information into these boxes and hope to find it again later.
- The brain is not a computer disk, and it isn't a container. Look at the picture here. It looks a bit like weeds in a garden, doesn't it? The picture actually shows a child's neocortex – a part of the brain. You can guess what happens – more 'weeds' grow as the child gets older. Scientists call these neuronal networks. The networks grow around our neurons, or nerve cells. What makes them grow? Learning! 'Learning is brain change,' says Professor James Zull from Case Western University in Cleveland, Ohio, USA. 'Without learning, nothing changes in the brain. For every new word you learn in your English lesson, every puzzle you solve in maths, every new song you learn to sing, a neuronal network grows in your brain and the brain changes.'
- The more neuronal networks we grow, the better we can think and the better we wonder if there can do to make your brain grow. Zull says yes, it brain change if you are interested you are learning control of what you get challenged you think hard. Understanding makes you feel your brain!



Neuronal network 2 years and 4 years

- Match the words with the meanings. Write the numbers 1–5. Then read the text to check your answers.

1 to store	2 a container	3 a weed
4 a nerve cell	5 to concentrate	

 - to think very carefully about what you are doing
 - to keep things for use in the future
 - a wild plant that grows in a garden
 - it carries information between the brain and the body
 - an object used to carry or store things
- Read the text again. Mark the sentences T (true) or F (false).
 - The text compares the brain to weeds. ____
 - The brain is a system of neuronal networks that can change. ____
 - Whenever we learn anything, a change happens in our brain. ____
 - We can't really make our brain stronger. ____
 - Being able to do difficult tasks is good for the brain. ____

TRAIN TO THINK

Learning about text

- Choose the best description of each paragraph.
 - an adventure story to read
 - an ad to sell the reader
 - a magazine article to inform
 - a letter to persuade the reader
- Choose the title that best describes the content of each paragraph. Write the number of the title.
 - The brain – a fantastic discovery
 - What people believe about the brain
 - How to make your brain stronger
 - Our brain is a growing organ

Train to Think focuses on improving students' critical thinking skills by extending the topic of the reading text. The aim is to exploit a topic that students have already engaged with in order to develop a skill that they will use across their whole curriculum.



Be aware of common errors related to *much* and *many*, go to Get it right on Student's Book page 122.

These cross-references, which appear in the **Teacher's Book**, indicate appropriate points in the unit to exploit the **Get it right** section at the back of the **Student's Book**. Get it right provides exercises to help students avoid common errors as identified in the **Cambridge English Learner Corpus**.

The **Cambridge English Learner Corpus** is the world's largest collection of learner writing, comprising more than 50 million words of exam answers written by students taking Cambridge English exams. We carefully check each exam script and highlight all errors made by students. We then use this information to see which words and structures are easy and difficult for learners of English, and ultimately, work out how best to support and develop students.

In all odd-numbered units you'll find the photostory ...

Each episode of the photostory involves the same four British teens but is a complete story in itself.

Each story begins with several photos and accompanying text. Students can also listen as they read.



The four friends from left-to-right: Ryan, Luke, Megan, Olivia.

PHOTOSTORY: episode 1

The new café

1 Look at the photos and answer the questions.

There is going to be a new café in the park. Who does Luke think should open it? Who does Ryan think should open it?

2 **CD 111** Now read and listen to the photostory. Check your answers.



LUKE Have you read this? They're opening a new café in the park. Saturday afternoon.
 OLIVIA That's fantastic. Who's going to do the big opening ceremony?
 RYAN The mayor probably. She always does shop openings and conferences, that sort of thing.
 MEGAN They should get somebody more important.
 LUKE What? More important than the mayor?

See how the story concludes in the video found on DVD or class presentation software. The video picks up precisely where photo 4 ends.

Students predict the ending of the story before they watch. This increases motivation and makes understanding easier.



Further comprehension questions guide students through the story at a deeper level before target language embedded within it is explored.

RYAN What about Olivia? The actress it called ...
 OLIVIA Yes. She's called ...
 RYAN Yes.
 MEGAN But why?
 RYAN No, I don't think ...

Phrases for fluency focuses on authentic language that students can use in conversation to make them sound more natural and fluent. They see these phrases in context and at a level graded for them in the photostory.

Role-plays give students the chance to practise target language in a freer context – while still being provided with essential scaffolding via instructions, ideas and/or key stems. The role cards are at the back of the book.

DEVELOPING SPEAKING

3 Work in pairs. Discuss what happens next in the story. Write down your ideas.

We think the boys go and talk to Paul Norris, the footballer.

4 **CD 111** Watch to find out how the story continues.

5 Complete the sentences with the words in the list.

Megan | the headmaster | the girls | Mr Lane
 Olivia | the boys | the girls

- Megan doesn't tell her idea to _____.
- Megan shares her idea with _____.
- Olivia offers to help _____.
- The girls go to see _____.
- The boys follow _____.
- The mayor thanks _____.
- Olivia's special person is _____.

PHRASES FOR FLUENCY

1 Find the expressions 1–6 in the story. Who says them? How do you say them in your language?

- ... that sort of thing. *Ryan*
- Let's face it, ...
- I don't think so.
- ... and that's that.
- Are you sure?
- Know what?

2 Complete the conversations with the expressions in Exercise 1.

- A That new girl, Sally – she likes you!
 B No, ¹ _____.
 A ² _____? I have a feeling she likes you a lot.
 B No. She never smiles at me. And she criticises me a lot, doesn't laugh at my jokes, ³ _____.
- A Oh, you got it wrong again!
 B I know. ⁴ _____, I'm no good at computer games.
 A ⁵ _____? We just need a rest. Let's go and watch some TV.
 B OK, but I don't want to play this game again, OK? I'm useless at it, ⁶ _____!

Pronunciation

Intonation and sentence stress
 Go to page 120.

1 AMAZING PEOPLE

WordWise
 Phrases with just

WordWise takes a word or phrase which has a number of different meanings in English and provides analysis and practice using them.

2 What does just mean in these sentences?

- Don't be angry. It's just a joke.
- I've just seen a fantastic film.
- It's cold today. The weather is just awful.
- No food, thanks – just a drink.
- She's just had some bad news.

Key phrases for a particular speaking function are explored in the Functions section. Students have the opportunity to practise these in the context of a communicative task.

FUNCTIONS

Offering encouragement

1 **CD 111** Watch the video again. Listen for sentences 1–5. Who says them? Why?

- That is a great idea.
- You should definitely do it.
- You've got to make this happen.
- I'll help you if you want.
- Let's go and speak to some people.

Good causes

2 **ROLE PLAY** Work in pairs. Student A: go to page 127. Student B: go to page 128. Use the sentences from Exercise 1 to do the role play.

... and in all even-numbered units, a culture text.

The focus of the **Culture** section is on getting students to think and talk about life in other countries and how it compares with their own.

This *extended writing* section, designed to guide students step-by-step through the writing process, appears in even-numbered units. A writing *task* is set in all units.

Here, students have the opportunity to develop their ability to deduce meaning from context and increase their receptive vocabulary.

The Culture text is primarily exploited for its informative rather than linguistic content. Students are encouraged to respond to the text and relate it to their own experiences and cultures.

Culture

1 Look at the pictures. Where do you think these sports events take place? Read and check your ideas.



Keeping healthy – stories from around the world

Running for fun

Running regularly helps you keep fit. That's why millions of people run several days a week and regularly take part in races. Some runners combine the sport with doing something good for others. They collect money for their run and give it to a charity. Some charity runners run a full marathon dressed in a crazy costume to collect more money for their charity.

Travis Snyder from the US had been thinking for some time about an idea for a fun run where professionals and amateurs could run together. In 2012 he organised the first 'Colour Run – The happiest 5K on the planet'. What started with 6,000 participants in Phoenix, Arizona, is now held annually in many cities around the world, with millions of runners. The idea is simple: you start wearing something white, and at every kilometre people spray and paint you in different colours: 1K is yellow, 2K is blue, 3K is green, 4K is pink, ... a 'colour extravaganza!' Why do people go on a Colour Run? Because 'it's healthy, fun and colourful' as one runner put it.

A beautiful morning in the park

The scene you can see in this photo is something you will see in many parks in China: big groups of tai chi – slow, controlled movements of the arms and legs. These movements are very good for you to overcome stress, and people doing tai chi say it helps them to concentrate better and to feel happy. On weekdays you will often see elderly people doing tai chi, but at weekends the parks are full of families and children. They are all practising these elegant movements together.



Ice swimming

Imagine it's minus 15 degrees Celsius outside on a sunny Saturday and you are somewhere in Russia or Finland. Would you rather sit in a warm chair, go for a walk and enjoy the beautiful snow, or go for a swim in the ice? Not many of our readers would choose to go for a swim in the ice, but in Russia, Finland and other countries, ice swimming is popular for centuries. Some people say it's very healthy because it improves blood circulation and strengthens the body's immune system. However, these things may be true, but you have to be very brave to go swimming in the ice for people who are already fit and healthy!



2 **LISTENING** Read and listen to the article again. Answer the questions.

- 1 What do ice swimmers say are the health benefits?
- 2 Should ice swimming be recommended to everybody?
- 3 How does a Colour Run work?
- 4 Who came up with the idea for a Colour Run and why?
- 5 How is tai chi good for your health?
- 6 Who is tai chi for?

98

- 3 **VOCABULARY** Read the article again. Find words or phrases with the following meaning.
- 0 an organization that gives money, food or help to people who need it (part 1) *charity*
 - 1 happening once every year (part 1) _____
 - 2 to succeed in controlling a problem (part 2) _____
 - 3 not far away (part 3) _____
 - 4 liked by many people (part 3) _____
 - 5 showing no fear of dangerous or difficult things (part 3) _____

- 10 KEEP HEALTHY
- 4 **SPEAKING** Discuss these questions with a partner.
- Would any of the sports events in the article on page 98 attract your interest? Why (not)?
 - What other fun sports events have you heard of?
 - What do you do to stay fit and healthy?
 - What do you think you should do more of?

WRITING

A story

- 1 Read Lily's story below. Answer these questions.
- 1 Why weren't Lily and her friends happy at lunchtime on the last day of their holiday?
 - 2 Why do you think Pete said they couldn't go on the mountain?
 - 3 What do you think Lily and her friends learned from the experience?
- 2 Which of the words in bold in the story are used to:
- talk about the time when things happened?
 - talk about the order in which things happened?
 - make the story more interesting?

3 Read the story again and answer the questions.

- 1 Which past tenses does the writer use in the first paragraph and why?
- 2 The story has four paragraphs. Which of them ...
 - sets the scene? (who? where? when?)
 - explains the group's plan for that day?
 - talks about a dramatic situation?
 - tells about the solution to the problem?
- 4 Choose a sports event and think of a real or imagined story. Make a plan that helps you to tell the story in four paragraphs. Make notes about ideas for each of them.
- 5 Write your story (in about 200 words). Use Lily's story to help you.
 - Make sure your story is well structured.
 - When you have finished, check the tenses you have used.
 - Find a title that you think makes people want to read your story.

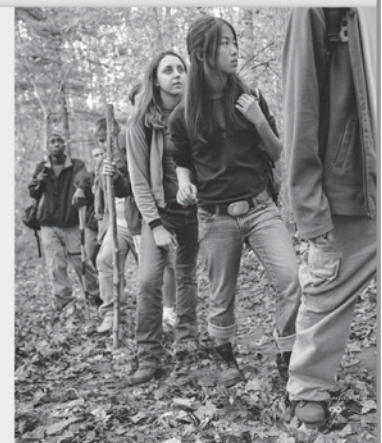
A big mistake

Last summer I was staying at a holiday camp with some friends. **On the last day**, we wanted to go up a mountain near the camp. But it was **already lunchtime**, and it had been raining **all morning**. So Pete, our guide, said, 'Sorry, guys, the weather is just too bad. We can't go.' We had all been looking forward to this mountain trip for days.

At first, we were really disappointed. **Then** one of my friends had an idea. 'Why don't we go anyway?' he said. 'Pete won't notice, and we'll be back before it gets dark'. **Five minutes later** we were ready to leave.

We made good progress. 'We'll be at the top of the mountain in an hour,' we thought. But then the weather changed. It became foggy, and the rain became much stronger. **Suddenly**, we realised that we had lost our way.

Luckily, I had my mobile phone on me. We phoned Pete at the camp. He told us to stay where we were. When he found us, it was already dark. We were really sorry. We had made a big mistake.



This reading is also available for students to listen to.

Students are presented with a model text for analysis of task purpose, and for presentation and practice of useful language before they move on to produce their own compositions. The final task is closely modelled on the type of tasks which appear in the Cambridge English: Preliminary writing test.

Exam practice and review consolidates content from each pair of units.

Cross-references indicate where in the **Workbook** you can find further practice of these Cambridge English exam task-types as well as useful exam tips.

Exercises on this page replicate the content and format of tasks in the Cambridge English exams. Tasks from the Reading and Writing and Listening papers provide authentic practice at the appropriate level for your students.

CAMBRIDGE ENGLISH
THINK EXAMS
READING
Part 4: Four-option multiple choice Workbook page 97
 1 Read the text and questions below. For each question, mark the correct letter A, B, C or D.

Somewhere in Africa
 Seventeen-year-old Nadia Clarke talks about her African experience.
 Last summer I got the chance to spend a month helping out in a hospital in Africa. I had one year left at school, and I was interested in studying medicine at university. I thought it was the perfect time to go to Africa. It was a really difficult experience, but it was also a really interesting one. I met some really nice people and I learned a lot about their lives. It was a great experience and I would love to go back one day.

LISTENING
Part 3: Gap fill
 You will hear a man talk about his summer jobs at the local newspaper. Fill in the missing information in the numbered space.

The Daily Post
SUMMER HOLIDAY JUNIOR
 • Two journalists
 • Two [1] _____
 • One editor
Working week
 • Mondays and [2] _____
 • Tuesdays and Thursdays – 8 am to 4 pm
 • [3] _____ free!
 • £5 an hour
Other info
 Job is for four weeks starting on Monday [4] _____.
 Application forms on website or [5] _____ this week only!
 Phone Robin on [6] _____ for more information.

TEST YOURSELF UNITS 9 & 10

VOCABULARY
 1 Complete the sentences with the words in the list. There are two extra words.
 as soon as | until | then | as | career | notice | challenging | take | feel | in | make | training

- If you aren't sleeping very well, perhaps you should _____ more exercise.
- My brother's working _____ a secretary for the summer.
- Have you ever thought about a _____ in marketing?
- The job's OK, but it isn't very _____, so sometimes I don't enjoy it much.
- At the beginning, we got lots of on-the-job _____ so we could do it properly.
- My mum used to be a teacher, but now she works _____ the travel industry.
- She hated the job, so after a month, she gave in her _____.
- I'm going to keep trying _____ I find the answer!
- I don't feel well. I'm going to phone the doctor and _____ an appointment.
- I'll call you _____ I get home.

/10

GRAMMAR
 2 Complete the sentences. Use the correct form of the verbs in the list.
 build (x2) | invite (x2) | work (x2)

- After I left school, I _____ in a shop.
- Our school _____ in 1965.
- We _____ to a party next Saturday, but I don't know if we can go.
- My mum _____ in the bank for 20 years when she left her job there.
- Every year, my sister _____ to talk at a conference, and she always says 'Yes.'
- They _____ their house in only six months!

3 Find and correct the mistake in each sentence.

- Millions of hamburgers eat every day.
- When we got to London, we had been travelling for a long time.
- Hundreds of houses have damaged by the hurricane.
- The baby was very ill, so they were taken her to hospital.
- Last week, I hurt in a car accident.
- When she left school, she was a student there for eight years.

/12

FUNCTIONAL LANGUAGE
 4 Write the missing words. Choose from the words in the list.
 about | afraid | better | feeling | hurts | see | together | would

- A: My leg _____ really badly.
 B: Oh, really? Perhaps you should go and _____ a doctor.
- A: Joanna, how _____ coming to the cinema tonight?
 B: Well, yes, that _____ be great. Thanks.
- A: I haven't been _____ well all week.
 B: Oh, I'm sorry to hear that. Hope you get _____ soon.
- A: I thought we could do something _____ tomorrow.
 B: I'm really sorry, but I'm _____ I can't.

/8

MY SCORE /30

22 – 30	10 – 21	0 – 9	101
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The Test Yourself page allows students to check progress and is based on language presented in this and the previous unit.

The traffic light scoring system enables students to chart their progress across the level.

3 **LISTENING** Read and listen to the article. For each question, mark the correct letter A, B, C or D.

- What is the writer doing in this text?
 - Describing a summer school he started in 2005.
 - Explaining how to send a child to Tinkering.
 - Talking about the US school system.
 - Talking about G. Tulley's programmes for kids.
- What does the text say about safety at the school?
 - The school is too dangerous for kids.
 - No child has ever had an accident.
 - Children have never hurt themselves badly.
 - The school doesn't give information about that.
- What reactions to Brightworks have there been in the media?
 - They have compared it to Tinkering School.
 - Most of them have been positive.
 - There hasn't been any reaction.
 - Most of them have been negative.
- What effect has the school had on Tina Cooper?
 - It has changed her opinion about school.
 - It has given her exciting and boring times.
 - It has made her more interested in San Francisco.
 - It has encouraged her to ask more questions.

* Within the unit you will see this symbol next to those exercises which are closely modelled on Cambridge English: Preliminary exam tasks.

USING THE WORKBOOK

As you'd expect, the **Workbook** reflects the content of the Student's Book, providing extra practice of language (grammar, vocabulary and pronunciation) and skills (reading, writing, listening and Train to think). The focus is on independent study but Workbook activities can equally be exploited in class.

2 THE WAYS WE LEARN

a, an, the or no article

6 *** Circle the correct words.

Yesterday I went to the park on park. I got there a bit, so I know for the park very well. I sat on the grass and started to read my book. Then lots of things started to happen.

You can do lots of things in the park, but the bicycles aren't allowed. There was for the boy on the ball, a girl for the boy on the swing and he fell off his bike. So the park keeper got here. I think this is the example of the really bad luck!

7 *** Complete the text with a, an, the or (no article).

People have kept cats as pets for thousands of years. Cats are good example of how animal can help people by catching rats and mice for example. This is probably the most important reason ancient people had cats. These days, many people have a cat at home, but they only keep a cat for pleasure. Sometimes the cat sits on the owner's chair or knee, and the owner gets a pleasant feeling when that happens.

8 *** Read the sentences. Tick (✓) the four that are correct.

- I love the dogs.
- I saw a beautiful dog in the park yesterday.
- The dog in the park was bigger than mine.
- It was standing beside the very small dog.
- I think the small dog was a Chihuahua.
- I think the dogs make really good friends.
- There are many different sizes of the dogs.
- I saw a picture of the biggest dog in the world.

Pronunciation
Word stress
Go to page 118.

GET IT RIGHT!
Learners often use a(n) where no article is needed, and no article where a is needed.
✓ I had a great time with my friends last Saturday.
✗ I had great time with my friends last Saturday.
Complete the sentences with a(n) or - no article.

- I've got a pet cat.
- My brother works as a chef in a hotel.
- Do you need to book accommodation?
- We haven't had a holiday for ages.
- I am a student at the University of London.
- We need information about this urgently.
- I would like to buy a desk and chair.

Cambridge Learner Corpus informed exercises, in each unit of the Workbook, help your students avoid common pitfalls.

LISTENING

1 Listen to the conversations and match them with the pictures.

2 Complete the phrases with the missing vowels.

3 Write two short conversations about people telling their friends some exciting news.

TRAIN TO THINK
Recognising different text types

1 Read the extracts and write the text types. Check your answers on page 60 of the Student's Book.

2 A spokesman for Spacel used to report on Tuesday that the company was thinking of sending plants to the moon.

3 He opened his eyes. He had no idea where he was, but he knew the place was dangerous.

4 Jane please feed the cat. Food's in the fridge. See you tonight, Mum.

5 Monday another cool day at school. Science project interesting, working with Lisa. Tomorrow photography club.

VOCABULARY

Word list

School subjects

Thinking

to believe (sb) to recognise

to concentrate (on) to remember

to guess to suppose

to imagine to think

to realise to wonder

Key words in context

achieve I've worked hard all day, but I don't think I've really achieved anything.

away match Our team is from London. Tomorrow they're playing an away match in Manchester.

encourage His parents encouraged him to be a doctor, but he only wanted to be an actor.

exhausted After working hard for twelve hours, she was exhausted.

motivation He doesn't like his job, but he hasn't got any motivation to work hard.

performance It was his first time on the stage, and he gave a great performance.

planet The nearest planet to Earth is Venus.

safety Safety is very important in schools and that's why children aren't allowed to do anything dangerous.

strengthen I did a lot of exercises to strengthen my arms.

teamwork We all work very well together. It's a great teamwork.

tool Computers are an important tool for scientists.

warm-up The players have a ten-minute warm-up before the game begins.

weight training He does weight training and now he can lift 140 kilograms.

workshop We went to a workshop on how to look after your dog.

youth club The youth club in our town is a great place for teenagers to go to.

In addition to grammar and vocabulary practice activities, you'll also find a word list in each unit of the Workbook with examples of target lexis in context. This serves as a useful written record for your students.

A Train to Think section which aims to further develop critical thinking skills covered in the Student's Book features in all even-numbered units of the Workbook.

Finally, in all odd-numbered units, you'll find extra practice of lexical chunks taught in the WordWise and Phrases for Fluency sections of the corresponding unit of the Student's Book.

11 MAKING THE NEWS

DEVELOPING WRITING

A report for the school magazine

1 Read the report quickly. What do the numbers refer to?

0 1997 The year the Guggenheim Museum was created.
1 11,000
2 4
3 24,000

The day we visited a museum – in cyber space!

A For the students in Class 4a of our school, the English lessons in the first week of this month were very different from what we normally do. We were pretty excited when Mr Brown, our teacher, told us to choose a museum in a different country and 'visit' it via the Internet, of course! Together in groups, we also said that we should write an article for the school magazine about it.

B There were five of us in my group, and it wasn't easy to decide which museum we wanted to go to. Mr Brown encouraged us to make one suggestion each. We were surprised how easy it was. We had five suggestions, but everybody was very impressed with Thomas's idea. He wanted us to visit the Guggenheim Museum in Bilbao in the north of Spain, and when he showed us the website, we all knew it was 'our place'.

C The building was created by American architect Frank Gehry in 1997, and it's amazing. The website says it covers an area of 24,000 m², of which 11,000 m² are all exhibition space. It took us about two hours to visit the different parts of the website, and we all loved the photos of the building. The part we liked best was called Explora. It shows really attractive photos of sculptures and other pieces of art from the different exhibitions.

D When the project was finished, Mia, one girl from our group, summed up how we all felt. She said that the project had been fascinating, but what we'd really like to do now is visit the Guggenheim in Bilbao!

Mark Styles, 14, 4a

2 Complete the sentences from the report with the missing verb forms.

1 Our teacher told us _____ a museum in a different country.
2 Thomas _____ the group to visit the Guggenheim.
3 Mia said the project _____ fascinating, but what we _____ really like to do now is visit the Guggenheim in Bilbao.

Writing tip: reported speech

- When you write a news story, it's a good idea to use reported speech because it helps you to sum up the most important things that someone said, and you don't need to write down everything they said word for word.
- In the text above, for example, the writer says this about Mia. She said that the project had been fascinating. This is most probably a summary – Mia might have said much more here, but it isn't important to say that word for word.

3 Read the text again. Match the descriptions with the paragraphs.

0 The paragraph talks about how the students liked the event (their 'visit' to the museum). **D**
1 The paragraph tells the story of how the students decided which museum to visit.
2 The paragraph is about what was different from a normal week for the students.
3 The paragraph describes the place and gives details about it.

4 Plan a report for your school magazine.

- What do you want to write about? (For example, an event at school? A school fair? A special occasion? A fancy dress party?)
- What are the important details of the event – time, place, people? What happened?
- How did people react? What interesting comments were there?

5 Write your report (about 200 words).


Each unit includes a full page devoted to developing your students' writing skills via a guided approach based on a model text. This staging focuses students on why they're writing and who the target reader is, thereby encouraging them to plan their writing appropriately.

The Cambridge exam practice page is designed to enable your students to further develop their exam skills. It covers all the different task types included in Cambridge English: Preliminary tests, together with a step-by-step guide outlining how to tackle each one effectively.

CAMBRIDGE ENGLISH: Preliminary

Help with listening: identifying individual words (2)

1 Listen and complete the text.



We ¹ _____ to London at the weekend. We ² _____ the train because it's quicker. We ³ _____ all around the middle of the city – I think we ⁴ _____ seen it several times. My parents wanted to go to a museum, but I don't like ⁵ _____ things, so I asked if we ⁶ _____ go to the London Eye instead. They said OK, so that's what we did. We had a ⁷ _____ time – I really ⁸ _____ myself!

2 Here are the missing words from Exercise 1. Listen to Exercise 1 again and see if you can hear the underlined letters.

0 went 4 old
1 took 5 could
2 walked 6 great
3 walked 7 enjoyed

Tip: reading and listening to English

Many people learning English find that it's very useful to read and listen to something at the same time – it can help you to see how English is really spoken. So you can:

- listen to songs and read the words at the same time. You can usually find the words (lyrics) of just about any song if you search for 'lyrics' plus the name of the song on the Internet.
- find readers (special books to help people who are learning English) that have a CD as well – then you can read and listen.
- watch films in English on DVD which have captions in English too – although be careful, because sometimes what you hear and what is written isn't 100 per cent the same!

3 Listen and complete the text.

I ¹ _____ to town at the weekend and I ² _____ three things. I ³ _____ a new CD, but when I ⁴ _____ to it, I didn't like it much. I ⁵ _____ some new trousers too – they ⁶ _____ great! And the ⁷ _____ thing I bought was a book about the ⁸ _____ tears in the world – my treat!

Every two units, a double-page consolidation spread provides skills and language practice based on what students have covered in the preceding two units.

CONSOLIDATION

UNITS 3 & 4

LISTENING

1 Listen to the conversation. Tick (✓) A, B or C.

1 What kind of show is Priceless?
A a chat show
B a sports show
C a game show

2 What kind of film is Let Him Go?
A a sci-fi film
B a horror film
C a comedy film

3 What time does the Let Him Go start?
A 8 pm
B 9 pm
C 11 pm

2 Listen again. Answer the questions.

0 Why does Jim want to stay in? Because he's a bit tired.
1 What day of the week is it?
2 What kind of film is By Tomorrow?
3 What happens in Let Him Go?
4 What does Sally want Jim to make?

VOCABULARY

3 Look at the word snake. Find 12 types of films and TV programmes and write them in the correct column. Some can go in both.

TV shows Types of films

snake	snake
snake	snake
snake	snake
snake	snake
snake	snake
snake	snake
snake	snake
snake	snake
snake	snake
snake	snake
snake	snake

4 Complete the text with the words in the list. There are three words you don't need.

buy / download / attach / useful / use / post against / open / ignored / for / followed / lay

One of the problems with modern technology is the number of passwords we need to remember. Every time I want to ¹ _____ an app, check my email or ² _____ a message on Facebook, I have to ³ _____ in a password. My computer even sometimes asks for one if I want to ⁴ _____ a file or ⁵ _____ an attachment. What makes it worse is that all these passwords have to be different. So I asked a friend of mine ⁶ _____ some advice. He advised me ⁷ _____ keeping them on my computer. He told me to write them all down in a file and send it to myself and keep it in my email inbox. It sounded like ⁸ _____ advice so I ⁹ _____ it and did exactly what he said. So my passwords are all safely stored in my email inbox. The only problem is that I can't remember the password to access it!

GRAMMAR

5 Rewrite the sentences using the words in brackets.

0 I don't know anyone kinder than her. (kindest)
She's the kindest person I know.

1 The film was hated by everyone. (no one)

2 You should study more if you've got a test tomorrow. (better)

3 The weather was a lot nicer yesterday. (worse)

4 Polly is nearly as tall as Angus. (a bit)

5 The best thing for you to do is to tell the truth. (ought)

6 Is this house empty? (anyone)

7 I'm a bad singer, but I'm better than Josh. (badly)

8 It's really important for me to finish this today. (must)

9 It's a good idea for us to leave early. (need)

DIALOGUE

6 Complete the conversation. Use the phrases in the list.

have you got a few minutes? | looks like it's everything OK? | Can you lend me a hand? | ought to | after all | I can do it for you | have a look | In fact

EMMA Simon, ¹ _____ you got a few minutes?
SIMON Sure. Yes, I have. ² _____
EMMA Not really. I'm trying to download this file, but it isn't working. ³ _____
SIMON Of course. Let me take a look. (after a few minutes)
SIMON That's very strange. Is ⁴ _____ you've got a virus on your computer.
EMMA A virus!
SIMON Yes, ⁵ _____ Each time I try and open this window, it just shuts down.
EMMA Oh no, is it serious?
SIMON Not really. ⁶ _____ I had the same one on my computer. I know exactly what to do.
EMMA Great. So can you fix it?
SIMON Yes, I can, I'm just running a program now. But you really ⁷ _____ update your virus protection. ⁸ _____ if you want.
EMMA That would be great.
SIMON Oh, Oh dear.
EMMA What?
SIMON Well, I didn't do that before. It seems your computer's gone completely dead. Very strange. Maybe I didn't know that virus ⁹ _____.

READING

7 Read the article and match the missing sentences with the spaces A–F. There is one sentence that you don't need.

0 they watched the night before
1 in the house
2 apart from things like live football matches,
3 like they did when my parents were children
4 whenever and wherever they like
5 better sound and
6 you didn't have a chance of seeing it again

WRITING

8 Write a short text (about 120–150 words) about your favourite TV programme. Include the following information:

- what it is
- when it's on
- what it's about
- why you like it

Think offers exciting digital components to aid the learning process for both teachers and students. Knowing how to make the most of these components will save you time and add variety and impact to your lessons and to the homework you set for your students.

HEADS-UP LEARNING!

The **presentation software** includes a digital version of both the Student's Book (SB) and the Workbook (WB) alongside a set of tools to take full advantage of this material in the classroom. It can be used with an Interactive Whiteboard (IWB) and projector, but also with a projector on its own.

You can easily facilitate class participation by using the material at the front of the class, and successfully getting your students to interact with it, with you and with each other. The presentation software can make this possible.

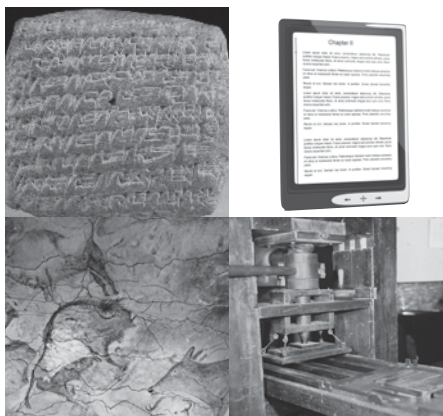
Read on for an explanation of the various presentation tools, as well as tips on how to use them effectively with different exercise types. Find out how to make your lessons as interactive as possible and see specific examples of how to do this.

Using the most appropriate tool for each activity

Look at this!

The **zoom** tool allows you to enlarge part of the page in order to draw students' attention to a specific section of for example, a text, a photo or an exercise.

- **Making predictions based on titles and pictures:** ask students to work with their books closed and focus their attention on unit or reading text titles and pictures. Asking students to make predictions is an excellent way to activate prior or background knowledge and get the students' brains in sync with what they are going to read, see or listen to.
- With the title of a reading text you can ask students what they expect to read about, mention TV families they know, or guess which one will appear in the text.
- **Describing pictures:** zoom in on a picture and students describe it to reactivate or pre-teach vocabulary.
- **Making connections:** use the zoom tool to display the pictures one by one and then ask students to find the link between them and describe what they see.
- **Guessing game:** focus on a small part of a picture to ask students to guess what it is, then zoom out to reveal the bigger picture.



Showing what's important

The **highlight** tool allows you to use one or more colours to select specific words, phrases, sentences or paragraphs. Different colours can be used to show different categories or to identify different students' suggestions.

- **Answers:** As an alternative to displaying all of the answers in one go, in multiple-choice exercises you can highlight the correct answers as you check the exercise. In Reading comprehension exercises, during feedback highlight the parts of the text which contain the answers to the questions.
- **Lexical sets:** highlight the set of target vocabulary e.g. for places in a town: *market, football stadium, hotel, café*.
- **Chunks of language:** in Reading texts ask students to highlight examples of the target language, for example, different ways of comparing: *different from, much lower than, ten centimetres taller than, even taller*, etc.
- **Pronunciation issues:** ask students to highlight the three different past -ed pronunciations in a text using different colours.

READING

1. **STARTING** Work in pairs. Student A reads story A; student B reads story B. Tell your partner about the story you have read.

Miracle operations

A

Jack McNaughton's parents were so happy yesterday when their 4-year-old son walked through the gates of his school in Almondbank near Perth, Scotland, together with his friends.

Jack had been suffering from a serious illness since he was born and was not able to walk. A few months ago, his parents heard about a new miracle operation that doctors in a clinic in the US can perform. With help from friends and the local community, Jack's parents managed to get together the \$40,000 for the operation. A team of doctors from a special clinic in Missouri operated on the young boy. After an operation of several hours the doctors said: 'We're optimistic that your son will be able to walk!' For his parents, a dream had come true. They had been waiting for this moment for years.

They are now hoping that Jack will never need to use a wheelchair again.



B

Doctors at the Emergency Clinic in Linz, Austria, were cautiously optimistic last night after they had operated on a boy's foot for ten hours. The boy, Jan S., had lost his foot in a skiing accident, but doctors attached the boy's foot back onto his ankle. Dr Huber and Dr Thewanger, the operating doctors, told the boy's parents there was great hope that he would be able to walk and lead a normal life again.

The 9-year-old had been taking part in a skiing race. He had been skiing on his own during the break and had not stayed with the other children. He went down a very steep slope, suddenly lost control and hit a tree. His foot was completely cut off below the ankle. Some people who had seen the accident gave first aid, and a helicopter took the boy to hospital. A few teenagers were so shocked by what they had seen that they had to get medical treatment as well.




Hide and elicit

The **mask** tool allows you cover a part of the page so that students can't see it.

- **Matching words to pictures:** in these exercises mask the vocabulary, show the pictures and elicit the vocabulary from the students to find out what they already know



- **The photostory:** cover the photostory dialogues and ask students to predict what the characters are talking about.
- **Listening comprehensions with photos:** hide the exercise below the pictures and ask students to predict the topic of the listening to help them engage fully with it before they listen so that they'll be better able to comprehend while they listen.
- **Manipulating dialogues (disappearing sentences):** Students practise a dialogue in pairs. Cover a small section of the dialogue, beginning from the right-hand side of the screen. Students repeat the dialogues trying to remember the whole thing, including the parts they can no longer see. Cover more and more of the dialogue, with students practising at each stage, until eventually nothing is left on the board. This activity involving lots of repetition is a fun way for students to memorise useful chunks.

Gap fill as a class

The **pen** tool allows you to write in different colours. With the eraser tool you can delete what you have written.

- **Eliciting grammar rules:** when presenting grammar rules you can ask students to go to the front of the class and write the answers directly onto the IWB or board.

everything	something	nothing	anything
everyone	1 _____	2 _____	3 _____
everywhere	somewhere	nowhere	anywhere

- **Annotating texts:** you can use any text in the book to focus students on specific language. For example, students can write definitions of new words or synonyms in the margin of a text.
- **Labelling pictures:** you can use any picture in the book to focus students on specific vocabulary by asking them to label items.

Remember!

The **sticky notes** tool allows you to write notes on the pages of the book.

- **Reminders to yourself:** add ideas or notes that you think of when preparing your lessons.
- **Task extension ideas for students:** the Teacher's Book offers Fast Finishers options on a regular basis. Write these activities on sticky notes and display them for students who are ready to move on to an additional exercise.
- **Prompts for students:** adding extra words for students to work with or reminders related to the target language, for example, 'Don't forget to use the third person s'.

Engage and interact

The IWB software offers multiple opportunities for student interaction. What used to be heads-down activities can now be turned into heads-up ones! Students can close their books and focus on the IWB during lead in activities and speaking tasks therefore creating a more open, inclusive and dynamic classroom atmosphere. Also, asking students to come to the front to perform tasks on the IWB will vary the class dynamics and offer students the chance to be

active participants in the lesson. At the same time, you will be able to ensure that everyone is engaged!

Heads-up teaching and interaction can be carried out in pairs, small groups or as a whole class with any of these activity-types.

- **Multiple-choice, match, complete and drag and drop activities:** These can be solved by asking one student to come up to the board and prompting the other students to call out the answers from their seats. The student at the board can complete the activity based on instructions from the rest of the class. In the case of drop down menu tasks, ask students to guess the right answer before showing the options.
- **Gap-fill activities:** These can become more dynamic if they are set up as team competitions. One member of each team at a time, calls out and spells the word for another member of the same team, who is at the board, to solve the task.

Remember that answers are provided for all activities. These can be displayed on the board, making it a good way to reduce the time spent checking answers. Many activities also have the script or related rules, which can be used to extend the learning opportunities.

HEADS-DOWN LEARNING!

The **Online components in the LMS** complement the presentation software by providing 'heads-down' teaching resources. They can be used in the classroom or set for homework. They offer multiple advantages for teachers and students.

Motivated students...

- Students enjoy more interactivity in the exercises.
- Students receive immediate feedback on their performance by being shown the right and wrong answers, which in turn increases motivation.
- Students have the opportunity to choose what they want to do and when, where appropriate.

...Satisfied teachers!

- Teachers can see which exercises each student has done.
- Teachers can see average marks for each exercise and see whether a student has done better or worse than the average.
- Teachers can see if there is a particular exercise that a number of students have had difficulties with and then focus on that exercise or language area or skill in class for example.
- Teachers can then use class time more effectively for revision or speaking skills development, for example.
- Teachers can save classroom time by showing the answers in class after the students have done the exercises at home, without having to go through them one by one.
- Teachers will save time spent marking thanks to the automatic gradebook.

The LMS also offers extra resources for teachers, which are printable. These resources are course-specific, carefully graded and aligned to the syllabus and can save valuable time for teachers.

- Tests
- Readings
- Grammar worksheets and presentations
- Video worksheets
- Bilingual word lists

WELCOME

Student's Book page 4–5

A GETTING TO KNOW YOU

Introducing yourself

1

BACKGROUND INFORMATION

Brazil (population 191,908,000) is a country in South America. It is the fifth largest country by geographical area and the fifth most populous country in the world. Brazil was a colony of Portugal until its independence in 1822.

Rio de Janeiro (population c. 6.3 million) is the second largest city in Brazil. It is famous for its beaches, its carnival and its gigantic statue of Christ the Redeemer.

Manchester (population 437,000) is a centre of the arts, the media, higher education and big business. The northern English city is world-famous for its sport, being home to Manchester United and Manchester City football clubs.

As a warm up, ask students: *Do you write to friends online that you rarely see? What do you write about?*

Tell students they are going to read a letter from a girl in England to a boy in Brazil. Ask students to read the letter and look at the photos. Students complete the exercise. Check answers.

Answers

Nicola (left); Paulo (right)

- 2 Check/clarify: *hometown*. Students read the text more carefully to answer the questions, then check answers with a partner before whole-class feedback.

Answers

Nicola
15
Manchester
Mum, two brothers
School, listening to music, playing computer games, playing the guitar, sport
Getting up early at the weekend

Asking questions

- 3 Ask students to read through questions 1–6 and match the questions with the responses. Allow them to compare answers with a partner before checking in open class.

Answers

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

Optional extension

Ask students to cover up the responses a–f. Divide the class into pairs and ask them to think of possible responses to questions 1–6. Listen to some of their ideas in open class before asking them to complete the exercise and comparing their answers with those in the book.

- 4 **SPEAKING** In pairs, students ask and answer the questions. Monitor and help students with any difficulties with pronunciation and intonation. Listen to some of their dialogues in open class as feedback.

Optional extension

Divide the class into different pairs. Ask students to think of a famous person and imagine they are that person when they answer the questions. Their partner has to guess who they are. When they have guessed each other's new personality, ask students to do the same activity with a different partner.

- 5 Reorganise the pairs from Exercise 4 or let students work in the same pairs. Students read through questions 1–6 and add the questions to the dialogues in Exercise 3. Check answers.

Answers

Dialogue 1 (d) – 3 Dialogue 2 (a) – 5 Dialogue 3 (f) – 6
Dialogue 4 (b) – 1 Dialogue 5 (c) – 2 Dialogue 6 (e) – 4

- 6 **SPEAKING** Students work in pairs and think of one more line for each of the dialogues. Students then practise their dialogues. Monitor and encourage fluency. Do not correct errors unless they hinder comprehension. You could note down any repeated errors to discuss later as a class. Ask a few pairs to feedback to the rest of the class.

Mixed-ability

Stronger students: Encourage stronger students to attempt to say the dialogues without looking at their book.

Weaker students: Ask students to spend some time writing their dialogues before practising them.

Optional extension

If students have access to mobile phones or laptops, ask them to write an email about themselves and send it to another member of the class. They should follow a similar format to the example in Exercise 1 and answer the questions from Exercise 5. Monitor and help with any questions. When students have received an email, divide the class into pairs for students to describe their new pen pal to a partner.

The weather

You could set a homework research task for students to find out about the cities in the pictures. You could then start off the lesson by asking students to tell the class what they have found out.

Books closed. Ask students: *Can you describe the weather in your country? How does it change at different times of the year? Have you ever been on holiday to a country where the weather is different?* Write any weather vocabulary on the board. Elicit the vocabulary required for Exercise 1.

- 1 Use the pictures to check understanding of the weather vocabulary. Say the words for students to repeat and check pronunciation. Ask students to complete the exercise.
- 2 **SPEAKING** Divide the class into pairs. Ask students to compare their answers with a partner. Encourage stronger classes to give reasons for their choices. Listen to some of their answers in open class.
- 3 **▶▶ 1.02** Ask students what they know about the weather in the UK. Check/clarify: *degrees Celsius*. Play the audio while students listen and complete the exercise. Ask students to compare their answers with a partner before a whole-class check.

Answers

sunny (ticked) wet (ticked) cloudy (ticked)
warm (ticked) cold (ticked) windy (ticked)
humid (ticked) rainy (ticked) dry (ticked) hot (ticked)

Audio Script Track 1.02

It will be a cold day in the north of the country with temperatures around 8 degrees Celsius in Manchester. It gets better the further south we go. In Birmingham it will feel quite warm with maximum temperatures of 16 degrees Celsius and in London it could get up to 20 degrees Celsius, which is very hot for this time of year. The skies over London will be clear and sunny with very few clouds. It might even feel a little humid. It will also be dry in Birmingham but it will be a little cloudy at times, too. But back up north, I'm afraid it's not going to be a very nice day. It will be very windy in Manchester, and those winds will bring a lot of rain. So if you have to go out on this rainy day, don't forget your raincoat and umbrella. It will be very wet.

- 4 **▶▶ 1.02** Look at the map with students and draw their attention to the three cities. Say the names of the cities to help students recognise them in the audio. Play the audio again for students to complete the exercise. Check answers in open class.

Answers

Manchester – cold, windy, rainy
Birmingham – warm, dry, cloudy
London – hot, clear, sunny, humid

- 5 **SPEAKING** Divide the class into pairs and ask them to look at the pictures of different cities. Ask students to describe the weather in each picture. Listen to some of their answers in open class and make a note of any interesting new vocabulary on the board.

Optional extension

Write or dictate the following questions:

- 1 *What is the highest temperature ever in your country?*
- 2 *What is the lowest temperature ever in your country?*
- 3 *What is the record for most rain in one hour? Where was it?*
- 4 *What is the record for most snow in one year? Where was it?*
- 5 *What is the record for fastest wind? Where was it?*

Ask students to work in pairs and discuss the questions. Allow each pair one guess per question. Use the Interactive Whiteboard (IWB) to find answers to the questions. Give a point to the group who gets closest to the answer.

Answers

1 Depends on country 2 Depends on country
3 305mm in 42 minutes (Missouri USA 1947) 4 31.5 metres (Washington USA 1971) 5 484 km/h (Oklahoma USA 1999)

Families

- 1 Read the instructions with the class. Go through the first pair as an example, making sure students understand why *father* is the answer. Check answers and pay attention to the pronunciation of the words. During feedback, point out that the word *cousin* is the same for male and female.

Answers

1 father 2 sister 3 uncle 4 granddad 5 wife
6 cousin (the same for male and female)

Optional extension

When students have completed the exercise, divide the class into pairs and set a two-minute time limit for them to add as many new family words to the list as possible, e.g. *niece/nephew; grandson/granddaughter*. After two minutes, ask the pair with the most words to read their list to the class. Elicit any further suggestions from the rest of the class. Check pronunciation of any new words and write them on the board.

- 2 **▶▶ 1.03** Tell students they are going to listen to a conversation between Nicola and Paulo from page 4. Play the audio while students complete the exercise. Check answers.

Answers

1 brother 2 brother 3 mum 4 aunt 5 aunt
6 uncle 7 cousin 8 cousin 9 cousin 10 granddad

Audio Script Track 1.03

Paulo So tell me more about your family. I know you have two little brothers.
Nicola Yes, Colin and Luke. They're twins.
Paulo Twins!
Nicola Yes, they're lots of fun.
Paulo And you live with your mum.
Nicola Yes, she's called Sharon. She's really cool.
Paulo What about your dad?
Nicola My parents are divorced, and my dad doesn't live near us.
Paulo I'm sorry.

Nicola It's no problem. I've got loads of other relatives. My mum's got two sisters, Becky and Jodie. My aunt Jodie's not married but Becky is. Her husband's called Mike. He's really nice. And they've got three children – all boys. Jamie, Kai and Shay. They live just down the road so we see them all the time.

Paulo That's nice.

Nicola And then there's my granddad, Joe. He's really fun. He's like a second dad to me. And he only lives about five minutes away. But anyway, what about your family? Tell me all about your brothers and sisters.

Paulo My family! Have you got a few hours?

- 3 **SPEAKING** Students ask each other questions about their families. With weaker classes, give students some time to prepare questions before doing the exercise. Encourage students to correct each other's sentences if necessary. Ask a few pairs to tell the class about their partner's answers. See if any of the students have any unusual families (for example, twelve uncles or three cousins called John etc.).

Student's Book page 6–7

B EXPERIENCES

Meeting people

BACKGROUND INFORMATION

Bradley Cooper (born 5 January 1975) is an American actor and producer. He has appeared in films including the *Hangover* trilogy (2009–2013), *Limitless* (2011) and *Silver Linings Playbook* (2012) for which he received an Oscar nomination as Best Supporting Actor.

- 1 Ask students: *Have you ever met a famous person? Who was it? Where? What did they say? How did you feel?* If they haven't met anybody famous, ask them: *Who would you like to meet?* Listen to some of their ideas and find out who the class would most like to meet. Tell students they are going to read a dialogue about meeting a famous person. Check/clarify: *signed, autograph*. Divide the class into pairs and ask students to rearrange the sentences in the dialogue. Monitor to help with any questions.

Answers

3 9 7 1 5 10 8 4 6 2

Fast finishers

Ask students to write down some questions that they would ask Bradley Cooper (or another famous actor) if they met one.

- 2 **1.04** Play the audio for students to listen and check their answers to Exercise 1. Check answers in open class before playing the audio again, pausing regularly for students to repeat and practise the intonation patterns.

Audio Script Track 1.04

- A Have you ever met a famous person?
 B Yes, I have. Bradley Cooper.
 A Really! Where? When?
 B It was last summer. We were on holiday in LA. We were walking out of a restaurant when he walked in.
 A Did you say anything to him?
 B Yes, I did. I asked him for an autograph.
 A Did he give you one?
 B Yes, he was really nice. I didn't have any paper with me, so he signed a book that I was carrying.
 A What book was it?
 B It was my English course book, believe it or not. I had it with me to help me with my English.

- 3 **SPEAKING** In pairs, students practise the conversation. Monitor to make notes on students' pronunciation and intonation for future reference, but don't interrupt the flow of their conversations to correct them. For further practice, encourage students to invent their own similar dialogues. Listen to some of the best ideas in open class.

Optional extension

Ask students to work in pairs and create a similar dialogue without naming the person they have met. Ask them to include details in the conversation which give clues as to the identity of the famous person (for example if they are talking about a famous footballer they could say: I met him at a football stadium. They could ask him: How did you feel when you scored the winning goal? etc.). Monitor to help with any vocabulary. When students have completed and practised their dialogues, ask them to read them out to the whole class. When a dialogue is completed, ask the rest of the class to guess who they met and give a point to the first person to recognise the famous person.

- 4 This exercise is an opportunity for students to practise three different past tenses. At this level, students should have encountered the three tenses before, but it is always worth revisiting them for further practice.

If students are unclear about the different uses of the three tenses, ask concept check questions to clarify how they are used. For example, write on the board *Have you ever met a famous person?* Ask students: *Does the question refer to a specific time in the past or to an undefined past time?* (Undefined) Compare this with one of the past simple sentences, for example, *Did you say anything to him?* Elicit that we use the past simple to refer to a specific point in time.

To check students have understood the difference between the past simple and past continuous, give them the following sentences and ask them to explain what they mean. Remind them to think about which action happened first, or if one action was already in progress (past continuous) when another action occurred (past simple). Is the meaning the same or different?

- 1a *When my brother arrived, we cooked a meal.*
 1b *When my brother arrived, I was cooking a meal.*
 2a *When the phone rang, I was eating dinner.*
 2b *I was eating dinner when the phone rang.*

Answers

- 1a *They cooked a meal after he arrived.*
 1b *I was in the middle of cooking a meal when he arrived.*
 2a and b *These mean the same. I was in the middle of eating dinner when the phone rang.*

Ask students to re-read the dialogue and find different examples of the three tenses.

Answers

- 1 It was last summer.
We were on holiday in LA.
... he walked in.
I asked him for an autograph.
Yes, he was really nice.
... so he signed a book ...
It was my English course book ...
I had it with me ...
- 2 I didn't have any paper ...
- 3 Did you say anything to him?
Did he give you one?
What book was it?
- 4 Yes, I did.
- 5 We were walking out of a restaurant ...
... a book that I was carrying ...
- 6 Have you ever met a famous person?
- 7 Yes, I have.

Language note

Students may find it useful to translate the example sentences into their own language and think about how these tenses are used.

Irregular past participles

- 1 Ask students to read through the verbs in the table. Check that students are clear on the difference between the past simple and the past participle. Students complete the exercise. Check answers.
It may be helpful to copy the table onto the board and ask students to complete it with their answers.

Answers

- 1 thought 2 drunk 3 worn 4 seen 5 lost 6 heard
7 eaten 8 made 9 ran 10 won 11 read 12 ridden

Optional extension

Divide the class into four teams. Ask each team to think of ten verbs and then ask another team to say the past participle. One point is scored for each correct answer. The two teams with the highest scores then repeat the exercise, playing each other in the final in open class.

- 2 Students read through sentences 1–8. Check any problems. Go through the example as a class, if necessary. Students complete the exercise and check their answers with a partner before open class feedback. During feedback, point out the use of the present perfect to refer to a past action at an unspecified time.

Answers

- 2 eaten 3 read 4 heard 5 lost 6 won 7 worn
8 made

- 3 Students work individually and answer the questions in Exercise 2 with their own information. Encourage them to go into as much detail as they like. It is a good idea for students to write their answers in their notebooks so they can refer to it later.
- 4 Read through the instructions and the example questions. Divide the class into groups and assign a different question to each student. Ask students to write two follow-up questions to ask.
- 5 **SPEAKING** Students ask their questions to the other students in their group. This works well as a 'mingle', with students circulating and asking questions to each member of their group in turn. Encourage students to make a note of answers.
- 6 **SPEAKING** Select individuals to report back to the group. As a group, students can decide which story was the most interesting.

Losing things**BACKGROUND INFORMATION**

Shipping refers to transport of goods by sea. 90% of international trade is done by sea. Large containers are carried on lorries to ports, where they are loaded on to huge cargo ships. When people move to another country, furniture and other household items are packed by specialist companies before storage in one of the large containers.

- 1 As a warm up, ask students to imagine that they are going to move abroad. Ask them: *What would you need to do? How would you move all the things in your house? What might go wrong?* Listen to some of their ideas in open class.

Tell students they are going to read a story about a family who moved from Indonesia to the UK. Students read the text quickly to find the answer to the question. Tell them it is not important to understand every word. Check/clarify: *shipping company, containers.*

Answer

Motorbikes

- 2 Read through the sentences with students and check understanding. Give students some time to underline the key words in the questions. Students read the text again and write answers using the words in brackets. Tell students to underline the parts of the text where they found the answers. Students check their answers with a partner before feedback.

Answers

- 1 About 10 years ago 2 Six months later 3 About nine or ten years 4 Last year 5 About 10 weeks 6 About two months ago

- 3 **WRITING** Tell students they are going to write a story about something they lost and that the story doesn't have to be true. You could tell them a story of your own as an example.

Give students a short while to think about their answers to the questions and to make notes of their answers. Divide the class into pairs for students to tell their story to a partner. They should expand on

the notes they have made, in order to make the story as interesting as possible. Finally, students should make further notes in their notebooks before writing their final version in class or at home.

Furniture

- As a warm up, ask students to draw a floor plan of their living room and to label all of the furniture and other items it contains. Divide the class into small groups and ask students to compare their plans. As feedback, ask students to name items of furniture and write any interesting vocabulary on the board.

Ask students to look at the pictures and work with a partner to complete the exercise. As a test of memory, you could encourage them to complete the exercise without looking back at the text. Check answers in open class.

Answers

desk (ticked) armchair (ticked) wardrobe (ticked)
carpet (ticked) sofa (ticked) curtains (ticked)

- SPEAKING** Ask students to name the remaining items and check answers. Focus on pronunciation, saying the names of the furniture for students to repeat altogether and individually. Divide the class into pairs and ask students to discuss why they think the items were not put into the container. Monitor to help with vocabulary. Listen to some of their ideas in open class as feedback.

Answers

mirror shelves shower toilet cooker lamp

Optional extension

To expand on the activity and in preparation for Exercise 3, ask students to name the room in which they would find each item and also to think of as many other items of furniture as possible in three minutes. Write any new vocabulary on the board for students to copy into their notebooks.

- Students complete the exercise in small groups. Students should think about not only why they would take certain items, but also why they would leave others behind. When students have completed the task, hold a whole-class debate followed by a vote to decide which are the most important items.

Student's Book page 8–9

C EATING AND DRINKING

Buying and talking about food

- 1.05** The exercises on this page review the grammar of countable and uncountable nouns. To introduce the activity, remind students of countable and uncountable nouns by eliciting a few examples of each. Make sure students remember what the differences are. Ask them: *Can we count water?* (no) *Can we count chairs?* (yes). Ask students: *What do you have in your fridge at home?* Elicit or explain the use of *some* for positive statements and *any* for negative statements and questions.

Explain that students are going to hear a conversation between a shop assistant and a customer. Before listening, ask students to read the conversation and try to guess the answers. Play the audio, pausing after the first gap and go through this as an example, if necessary. Play the audio again for students to listen and complete the exercise. Students can compare answers in pairs before a whole-class check. Play the audio again, pausing as necessary to clarify any problems.

Answers

1 some 2 some 3 else 4 some 5 any
6 supermarket 7 mushrooms 8 have 9 really
10 already 11 much 12 change

Audio Script Track 1.05

Assistant Morning, can I help you?
Customer Yes, please. Um, I want some onions.
Assistant OK, how many?
Customer Two kilos. And can I have some mushrooms too, please? About half a kilo.
Assistant OK. Anything else?
Customer Oh, yes – tomatoes. A kilo of tomatoes, please. And some olives.
Assistant Sorry, we haven't got any olives today. Try the supermarket across the street.
Customer OK, thanks.
Assistant Here are your tomatoes. So, are you going to make pizza tonight with all this?
Customer No, I'm not. I'm making 'mushrooms a la grecque'. It's a French dish. I had it on holiday in France. I loved it!
Assistant Have you got lemons? You don't have to put lemon juice in it, but it's a really good idea!
Customer Oh, right. No, it's OK, thanks. I've already got lemons at home. So how much is that?
Assistant Let's see. That's £4.35, please.
Customer Here you are – five pounds.
Assistant And 65p change. Thanks. Enjoy your dinner!

- Read through the instructions. Students choose the correct word to complete each gap. Ask them to compare answers with a partner. They should then work in pairs and match the sentences with the pictures. During feedback, encourage students to explain why *some* or *any* is the correct answer.

Answers

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

- SPEAKING** Read the instructions with students and check understanding of vocabulary. In pairs, students complete the exercise. Monitor to help with problems.

Optional extension

Students work in pairs and plan their own pizzas using the ingredients in Exercise 3 or adding any of their own choice. Listen to some of their ideas in open class and discover who has created the best (and worst) topping.

- 4 **ROLE PLAY** Students work together to act out a role play. Monitor and check that all students are speaking. Ask some pairs to do their role play in front of the class.

In a restaurant

- 1 **1.06** Books closed. Ask students: *How often do you eat out in a restaurant? Which is your favourite restaurant? What type of food do you usually order?* Listen to some of their ideas in open class.

Tell students they are going to listen to some dialogues between a customer and a waitress. Students complete the exercise and check with a partner. Play the audio for students to check their answers, pausing as necessary for clarification.

Answers

1 C 2 W 3 C 4 C 5 W 6 C 7 C 8 W

Audio Script Track 1.06

Waitress Good evening! Welcome to Luigi's.
 Customer Hello. A table for two please.
 Waitress A table for two? This way, please.
 Customer Can we see the menu, please?
 Waitress Of course. Here you are.
 Waitress Are you ready to order?
 Customer Yes, we'd both like the fish, please. And the soup to start.
 Waitress Thank you.
 Waitress Is everything OK?
 Customer No, not really. There's too much salt in the soup!
 Waitress Sorry, I'll change it for you.
 Customer It's very noisy here. There are too many people.
 Customer I know, it's awful. And the food ... ugh! Let's go!
 Customer Excuse me! The bill, please!
 Waitress Coffee?
 Customer No thanks. We're leaving!

- 2 Students should be familiar with the differences between *too much* and *too many*, but if they need further explanation, write the following on the board:

There are too many people in the restaurant.

There were too many tomatoes in the salad.

There is too much noise.

There was too much sugar in the coffee.

Ask students which words are countable and uncountable and point out that if there is an excess of something, we use *too much* with uncountable nouns and *too many* with countable nouns.

Check understanding by calling out a few nouns, making sure you include a variety of countable and uncountable ones. Students have to say *too much/too many* with the noun you call out. For example:

T: *Chairs.*

S1: *Too many chairs.*

T: *Milk.*

S2: *Too much milk.* etc.

Language note

Students may produce incorrect statements like: *They are too much old.* Remind them that we use *too* + adjective and *too much/many* + noun.

Students complete the exercise. Remind them to look carefully at the noun before they choose *much/many*.

Answers

1 much 2 much 3 many 4 much 5 many 6 many

- 3 As an introduction, ask students: *Have you ever had a problem in a restaurant? Have you ever ordered food that you didn't enjoy? What was wrong with it?* Try to elicit *too much* or *too many*. Students complete the exercise. Allow them to check their answers with a partner before whole-class feedback.

Answers

1 too much salt 2 too much sugar 3 too many mushrooms 4 too many people 5 too many things on the menu 6 too much money

Optional extension

Ask students to think about all the things they have in their bedrooms at home and create two lists: things they have too much or too many of (e.g. soft toys, pairs of shoes) and things they haven't enough of (money; comics; CDs). When students have created the lists, divide the class into small groups and ask students to take it in turns to describe their belongings. Students should try to find somebody to exchange things with i.e. someone with too many CDs should find someone with not enough CDs.

Shops

- 1 Books closed. Write the word *shops* in a circle in the centre of the whiteboard. Draw eight arms projecting from the circle to create a mind map. Divide the class into pairs and tell students they have two minutes to think of as many types of shop as possible. After two minutes, ask individuals to call out the name of a shop to add to the mind map.

Students read through the names of the shops and work with a partner to complete the exercise. Go through the first item as an example in open class. Listen to some of their ideas and write any interesting vocabulary on the board.

Alternatively, this activity can be done on the IWB. Create eight circles and write the name of one of the shops above each circle. Write up the words in the sample answers at random as movable items. Ask students to work in pairs and decide which of the circles the words should go in. When they have completed the exercise, ask students to come to the IWB and drag and drop the words into the correct circle. You could then elicit further items to add to each list.

Fast Finishers

If students finish early, ask them to add more shops to the list.

- 2 **1.07** Tell students they are going to hear five different dialogues in shops. Play the audio while


students complete the exercise. Check answers in open class and ask students: *Which words helped you to decide on your answer?*

Answers

- 1 clothes shop 2 post office 3 bookshop 4 shoe shop
5 newsagent's

Audio Script Track 1.07

- 1
Paul Hello. How much are these jeans, please?
Assistant £49.99. And they're pre-shrunk, so you don't have to buy a larger size than you need. They won't shrink more. They're really popular in America.
Paul Cool. Can I try them on please?
- 2
Postal clerk Can I help you?
Julia Yes, I want to send this letter to the United States, please – as quickly as possible.
Postal clerk OK. That's express, then. So you have to fill in this form, OK?
Julia OK.
- 3
James Can I have these two, please?
Assistant Of course. Oh! Did you know that there's a special offer? If you buy three books, you don't have to pay for the third one. Buy three, pay for two. Do you want to get another one?
James Oh, right. I'll go and have a look. Thank you!
- 4
Karen Can I have these trainers, please? I'm running in a marathon next week!
Assistant OK. They're 65 pounds. Please remember that you have to wear them two or three times before you run a race, OK?
Karen Yes, I know that, thanks.
- 5
Sue Hi. Just these magazines, please, and the newspaper.
Assistant Sure.
Sue There are a lot of people here today! It was a really long queue.
Assistant Yes, that's right. But did you know there's a machine over there? You don't have to wait in a queue. You can use the machine to pay.
Sue Oh, I didn't know that. Is it new?

- 3  1.07 Read through the sentences with students. Check/clarify: *queue, form*. Before they listen, students should underline the key information that they will be listening for.

Mixed-ability

Stronger classes may be able to complete the exercise from memory before listening to the audio again to check answers.

With weaker classes, play the audio while students complete the exercise. Let students check answers with a partner before feedback in open class.

Answers

- 1 newsagent's or supermarket 2 shoe shop
3 clothes shop 4 post office 5 book shop

Things you have to do

- 1 As an introduction, ask students to name some of the rules at their school. Ask them: *Who makes the rules?* Elicit sentences with *have to* and write some examples on the board. Point out that we use *have to* when we talk about an obligation. Ask questions to elicit the negative *don't have to*, for example: *Do you have to wear a hat to school?*

Read through the sentences in open class. Do the first one as an example. In pairs, students think of different possibilities. Encourage them to use their imagination. Monitor to help with vocabulary as necessary. Listen to some examples in open class.

- 2 **SPEAKING** Read through the example dialogue. Say the sentences for students to repeat and check pronunciation. With a partner, students create mini-dialogues and write them in their notebooks. Students practise their dialogues until they are able to act them out without looking at their notes. Monitor and help with pronunciation and intonation if students are having problems. Listen to some of the best dialogues in open class.

Student's Book page 10–11

D LOOKING AHEAD

Plans and arrangements

- 1 As a warm up, ask students: *How often do you send emails? Who do you write to? What sort of things do you write about?* Tell them that in the past people wrote letters to tell each other about their news. Ask them: *Do you do the same with emails?*

Ask students to cover the bottom half of the page and read through the email without looking at Exercise 1. Ask them to underline the events and when they happen. Tell them not to worry if they don't understand some of the vocabulary at this stage.

When students have read the email, ask them to look at Exercise 1 and match the times and the events. Let them check answers with a partner before whole-class feedback.

Answers

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

- 2 Write on the board:
I am playing tennis with Phil at 7.00 tomorrow.
I am going to buy a new bicycle in the summer.
Ask students to identify when the actions take place (in the future). Ask students to identify the tenses (1. present continuous; 2. *going to* + infinitive). Point out that we use the present continuous as this is a fixed arrangement between two people. Ask students to complete the exercise. Check answers. Elicit the tenses used in each sentence and ask students to explain why each tense is used.

Answers

- 1 A 2 A 3 I 4 I 5 I 6 A

- 3 Students underline further examples of the present continuous and compare answers with a partner before open class feedback.

Answers

... you are coming to visit us next weekend ...
 ... our town is having its special weekend gala.
 ... our own team are playing against another town ...
 When are you arriving on Friday?

- 4 **SPEAKING** Divide the class into pairs. Students discuss their plans and arrangements. If students enjoy this activity, expand it beyond the next weekend and include any future activities. Encourage students to use the present continuous and *going to* + infinitive. Listen to some of their ideas in open class as feedback. Pay particular attention to any sports with *play*, *do* and *go*, and write them on the board in preparation for the next activity.


Optional extension

Divide the class into small groups. Tell students they are going to plan a festival for their town. Spend some time brainstorming the types of things they will need to think about (e.g. sponsors, entertainment, food, competitions, decoration, finale etc.). If the students have access to mobile phones, they could use them to search for local entertainers and companies to help them with their festival. When students have some ideas, ask them to prepare a presentation to give to the rest of the class. Monitor and help with vocabulary. You should also help students sound convincing when they are pitching their ideas to the class. Students give their presentations and hold a class vote on which is the best.

Sports and sport verbs

- 1 Check understanding of the eight sports and ask students if they are preceded by *play*, *do* or *go*. Check answers and brainstorm other sports or games to add to each list. When you have a list for each, elicit the rules for when to use each verb (*play* is used for ball games or competitive games against another person/team; *do* is used for activities or non-team sports without a ball; *go* is used with *-ing* activities).
- 2 **SPEAKING** In pairs or small groups, students complete the exercise. Encourage students to use *play*, *do* and *go* when describing activities. Continue the discussion in open class to decide which are the most popular sports in the class and why.

Travel plans

- 1  1.08 Tell students they are going to hear a dialogue between two people making travel arrangements. Before listening, students read the dialogue and try to order the sentences. Play the audio while students check their answers. Play the audio again, pausing as necessary to focus on language that describes the future (*going to*, present continuous, *will*).

Answers

7 3 1 5 6 2 8 4

Audio Script Track 1.08

Laura Hey, Susana. What time are you arriving on Friday?
 Susana Five thirty. I'm going to catch the four o'clock train from London.
 Laura Oh dear, five thirty is difficult for me. Is it OK if I don't meet you at the station?
 Susana Of course. I can take a taxi. No problem.
 Laura Well, sometimes the train's late. If it's late, I'll meet you.
 Susana OK. As soon as the train leaves London, I'll send you a text message.
 Laura Great idea. OK, see you soon. We're going to have a lot of fun this weekend!
 Susana I know. It's going to be great!

- 2 This exercise reviews the first conditional. If you think your students need to be reminded of this grammar point, write a few examples of your own on the board (e.g. *If I study hard for my exam, I ... / If it doesn't rain tomorrow, I ... / If I save up enough money, I ...*). Ask students to offer suggestions to complete each sentence. Ask students what they notice about the verbs in each half of the sentence. Elicit that the first one is present simple and the second one is *will/won't*. Read through the sentences quickly with students and check/clarify: *as soon as*, *your place*. Allow students to compare answers with a partner before whole-class feedback.

Answers

1 miss; 'll catch 2 arrives; 'll take 3 aren't; 'll walk
 4 get 5 get; 'll start 6 don't have; won't visit

- 3 Students look at the pictures and read through prompts 1–6. Go through question 1 as an example in class, if necessary. Students complete the exercise. Check answers.

Answers

1 missed 2 caught 3 flew 4 drove 5 rode

- 4 Students read through sentences 1–6. Go through question 1 as an example, if necessary, making sure students are clear why *be going to* is used. Students complete the exercise and check their answers with a partner. Check answers, asking students to explain their choice of verb.

Answers

1 're going to take 2 'm going to buy 3 'm going to get up
 4 're not going to visit 5 're going to visit 6 're going to try

- 5 Read through the instructions with students and check understanding. Ask students to work individually and make notes of their answers to the questions. Monitor and help with any questions about vocabulary.
- 6 **SPEAKING** Divide the class into pairs or small groups. Students tell each other their plans. Listen to some of the best ideas in open class as feedback and encourage discussion.

1 | AMAZING PEOPLE

Objectives

FUNCTIONS	talking about things you have and haven't done; offering encouragement
GRAMMAR	present perfect with <i>just</i> , <i>already</i> and <i>yet</i> ; present perfect vs. past simple
VOCABULARY	personality adjectives; collocations; phrases with <i>just</i>

Student's Book page 12–13

READING

- 1 In open class, brainstorm adjectives with students and ask them to write three adjectives which describe their own personality. Collect these and read some out to the class (e.g. *This person is cool, friendly and intelligent*). The rest of the class can guess which student wrote the adjectives.

Books open. Read through the adjectives and check pronunciation. In open class, ask concept check questions to check students' understanding (e.g. *Which of the adjectives is negative?* (boring); *Is a cheerful person sad or happy?* (happy).) Ask students to predict where the stress falls in each word. Say the words for students to repeat and check stress. In open class, students look at the photos and choose adjectives to describe them. Listen to their ideas and ask them to explain the reasons for their choices.

- 2 **SPEAKING** Read through the instructions and example sentences. Remind students that we use *looks/seems* + adjective and *looks like* (+ adjective) + noun. Students complete the exercise in pairs. Monitor and help with any questions.
- 3 **SPEAKING** In small groups, students describe their family and friends. To introduce the activity, you could describe somebody you know. Encourage students to give reasons for their choice of adjectives and to ask each other questions about the people they describe. Monitor to help with pronunciation of adjectives. Listen to some examples in open class.
- 4 Tell students they are going to read an article about amazing people. Students read the text quickly to find the answers to the questions. Tell them not to try to understand every word, but to focus on getting a general understanding of the text. Set a time limit of two minutes to encourage students to read quickly.

Answers

- 1 Jack
- 2 Sofia Marconi/Bia's mum
- 3 Mr Donaldson
- 4 Gwen

- 5 **1.09** You could set a homework research task for students to find out about Papua New Guinea and India before they come up in the text. You could then start off the lesson by asking students to tell the class what they have found out.

BACKGROUND INFORMATION

Papua New Guinea (population c. 7 million) is a country in the south-western Pacific region. It is one of the most culturally diverse countries in the world with over 800 different languages spoken. Most of the population live in tribal communities and only 18% live in urban areas. It is one of the world's least explored countries and many undiscovered plants and animals are thought to exist in the interior.

India (population c. 1.2 billion) is a country in South Asia. It is the second most populous country in the world (after China). In the last thirty years, India has seen major economic growth and is now the world's tenth largest economy.

Read through the sentences with students and check understanding. The text contains some quite difficult vocabulary, so it is a good idea to check/clarify: *wildlife*, *endangered*, *messes about*, *parachute jump*, *wheelchair*. Using pictures from the Internet or describing the language in context, ask students: *Can you think of any endangered animals? Can you describe somebody you know who messes about?* etc.

Ask students to answer any of the questions they can from memory before they read again. Encourage students to underline the key information in the questions that they will be looking for in the text. Play the audio while students read the text to find out if the statements are true or false, and to correct any false statements. Suggest that they underline the parts of the text that helped them find their answers. Students check their answers with a partner before feedback.

Answers

- 1 T
- 2 F – She's very popular with Bia's friends. They think she's fab.
- 3 F – Mr Donaldson doesn't have a problem controlling his students. No one ever messes about in his class.
- 4 T
- 5 T
- 6 T
- 7 T
- 8 F – Oliver's uncle didn't change after the accident. He's still the same lovely person he always was.

Optional extension

For further work with the reading text, ask students to underline the language that tells them how the writer feels about the person they are describing (e.g. in Jackie's text ...*the most amazing person I know, a really cool mum; all her friends think she's fab; really lucky to have such a great mum*). Discuss their answers in open class and ask students to write any useful expressions in their notebooks.

- 6 **VOCABULARY** Look at the example with students to demonstrate the activity. Students work individually or in pairs to complete the exercise. As you check the answers, highlight the pronunciation of the vocabulary. As a follow-up, ask students to work in pairs and ask each other questions such as *What does a cheerful person do?*

Mixed-ability

Stronger classes: Ask students to try to complete the exercise without looking back at the text. Weaker students can check their answers in the text.

Answers

- 1 cheerful 2 laid-back 3 creative 4 positive
5 talented 6 brave 7 charming

Optional extension

As a follow-up to the reading exercise, divide students into pairs and ask them to imagine they are one of the people in the survey. Ask them: *How would your lives be different?* Ask students to think of at least four differences. Listen to some of their ideas in open class as feedback.

- 7 Use Internet images to check the meaning of *advertising*. Students complete the exercise. Allow them to check answers with a partner before whole-class feedback.

Answers

- 1 brave 2 charming 3 laid-back 4 talented
5 creative 6 active 7 positive

Fast finishers

Ask students to close their books and write down as many of the personality adjectives as they can remember. Students open their books to check answers and spelling.

THINK VALUES**Human qualities**

- 1 Focus on the exercise in open class. You may like to give your own example before students attempt the task. Encourage them to give reasons for their choice of adjectives.
- 2 **SPEAKING** In pairs, students describe the person they admire. Monitor and help as they complete the task. As the focus is on fluency and educating the whole learner, avoid correcting errors unless they hinder comprehension. Also encourage each student to speak for at least one minute without interruption. Listen to some of the examples in open class.

Student's Book page 14–15**GRAMMAR****Present perfect with *just*, *already* and *yet***

- 1 Focus on the example sentences and ask students to fill the gaps. When checking answers, ask students the following questions:
Which word means a short time before now? (just)
Which word means before now? (already)
Which word do we use when something hasn't happened? (yet)

Answers

- 1 just 2 yet; already

Ask students to read the rule and complete the gaps with the correct words. Check answers.

Rule

- 1 yet 2 just 3 already

- 2 Students look at the pictures and match them with the sentences. During feedback in open class, ask students to explain the reason for their choices.

Answers

- 1 middle picture 2 bottom picture 3 top picture

- 3 Books closed. As a lead-in to this activity, divide the class into pairs and ask them to imagine they are planning a birthday party for a friend for the weekend. *What things do they need to organise?* Set a three minute time limit and ask them to make notes. Monitor and help with vocabulary and to encourage students to use only English. Ask students to open books and compare their lists to the one in the book. Students work individually and write sentences with *already* and *yet*. Monitor to make sure students are writing complete sentences.

During feedback, ask concept check questions to make sure students have understood the target language e.g. *Is he going to make a cake in the future?* (yes); *Does he have the invitations in his house?* (no).

Answers

- 2 He's already sent out the invitations.
3 He hasn't organised the music yet.
4 He's already chosen what to wear.
5 He hasn't decorated the room yet.
6 He's already bought the drinks.

Language note

Students may make the following types of error:

I just see my friend.
I already have seen that film.
I didn't go to Paris yet.

Remind them that we use the present perfect as follows in the structures:

To have + *just/already* + past participle
To have + *not* + past participle + *yet*

- 4 Focus on the example and elicit other possible answers. Ask students to work in pairs to complete the exercise and then compare their answers with another pair and discuss who has the most interesting or amusing answer to each question. Listen to some of their ideas in open class feedback.
- 5 Books closed. As an introduction to the exercise, write *bucket list* on the board and ask students to guess what it means (a list of things somebody wants to do before they die). Ask students to work in pairs and discuss what they would put in their own bucket list. Ask them: *Which of the things on your list would you like to do before you are 20?*
- Books open. Check/clarify: *enter a competition*. Students work individually to complete the exercise.
- 6 **SPEAKING** Focus on the sample dialogue and pay attention to pronunciation. Students should use a rising intonation for the first question, with a strong stress on *you* at the end of the second question. Divide the class into pairs or small groups and ask them to complete the exercise. Monitor and help with any questions. Listen to some examples in open class.

Fast finishers

If any students finish the activity early, ask them to think about their family and friends and write sentences to describe which of the things in Exercise 5 they have done.

Optional extension

Divide the class into small groups to find out which group has done the most things in the list and give points per item they have done. Give students three minutes to write a list of other interesting things they have done. Give them an extra point if you feel it is an interesting activity. Make sure students only score a point for the things they have written down – no copying ideas later!

Workbook page 10 and page 122

LISTENING

BACKGROUND INFORMATION

Lewis Hamilton (born 7 January 1985) is a British Formula One racing driver, currently racing for the Mercedes AMG team. He signed his initial contract with the McLaren team when he was just 13. He is the 2008 and 2014 Formula One World Champion.

Sebastian Vettel (born 3 July 1987) is a German Formula One racing driver, currently driving for the Austrian team Red Bull Racing. He won the Formula One World Championship four times in 2010, 2011, 2012 and 2013.

- 1 **1.10** Show students some photos of famous people, either from magazines or on the Interactive Whiteboard (IWB). Divide the class into small groups and ask them to make a list of everything they know about each individual. As feedback, ask each group to describe one of the people in open class without saying the name. The rest of the group guess who is being described.
- Tell students they are going to hear two people playing a game. Play the audio while students listen for the answer to the question. Tell them not to try to understand every word, but to look for the specific information required by the question. Check answer.

Answer

Two people

Audio Script Track 1.10

- Will Kiki, do you want to play a game?
- Kiki Depends. What kind of game is it?
- Will It's called Mystery Guest. Basically I have to pretend I'm introducing a famous person who's about to win some kind of prize. I can't say who it is, but it's someone who I really admire. Your job is to guess who it is. Got it?
- Kiki OK, sounds fun.
- Will Ladies and gentlemen. I am so excited to be here today. The man I am here to present this prize to is quite simply the fastest and bravest man on four wheels. He was the youngest driver ever to win the world championship, and, of course, he has gone on to win several more. He is currently the most famous German on the face of the planet. Ladies and gentlemen. A big round of applause please for ... Well, go on. Who is it?
- Kiki A German racing driver.
- Will Yeah, but which one?
- Kiki I don't know. Lewis Hamilton?
- Will Lewis Hamilton?! He's British. It's Vettel. Sebastian Vettel.
- Kiki Never heard of him.
- Will Oh, I give up.
- Kiki Shall I have a go?
- Will Oh, go on then.
- Kiki Ladies and gentlemen. Blah, blah, blah. The girl we are here to celebrate today is one of the most talented and creative singers in the world. She's also an amazing violin player.
- Will Adele?
- Kiki No, I haven't finished yet. Besides, Adele doesn't play the violin. Our guest hasn't made a record yet, but it won't be long before she's an international superstar. But she's not just an amazing musician, she's one of the warmest, most charming people I have ever met. Ladies and gentlemen. Please make some noise for the fabulous, the one and only. The greatest ...
- Will I've absolutely no idea. Who?
- Kiki Kiki Young!
- Will That's you.
- Kiki I know. You did say someone you really admire.

- 2 **1.10** This exercise is closely modelled on **Listening Part 1** of the Cambridge English: Preliminary exam. Read through the instructions and the questions in open class. Before they listen, give students some time to underline key words. Play the audio while students listen and tick the correct pictures. Allow students to compare answers with a partner before feedback. Play the audio again, pausing as necessary to clarify any problems.

Answers

1 A 2 C 3 C 4 B

- 3 **1.10** Read through the questions with students. Before repeating the audio, give students the opportunity to answer the questions from memory. Play the audio again while students listen for more detail to answer the questions. Students compare answers with a partner before open class check.

Answers

- 1 Sebastian Vettel 2 fast, brave, young, famous
3 Kiki Young 4 talented, creative, amazing, warm,
charming, fabulous, great

- 4 **SPEAKING** In open class, elicit the rules of *Mystery Guest* and write them on the board (one person has to describe a mystery guest; the other has to guess who it is). Students play in pairs. Monitor and help with any questions. If students enjoy the game, divide the class into two teams and play in open class, giving points for the number of guesses needed to find the mystery person (lowest score wins).

Optional extension

If you have an IWB, use the reveal feature to slowly show a picture of a famous person. Divide the class into teams. Each time you reveal part of the picture, allow each team one chance to guess the identity of the hidden person. Award a point to the team which guesses correctly and an extra point if they can tell you three things about the person.

THINK SELF-ESTEEM**Personal qualities**

- 1 Ask students if they have any favourite poems and whether they've ever written a poem before. Tell students they are going to write a short poem called a cinquain. Read the poem in open class. Students complete the exercise. Check answers.

Answers

- 1 someone's name 2 adjectives 3 verbs
4 adjective 5 three

- 2 **WRITING** Students can do the preparation for this in class and the writing can be set for homework. If students need help thinking of adjectives, hold a brainstorming session and write adjectives on the board for students to choose from. Encourage students to use the adjectives from the beginning of this unit. Students write their cinquain.
Monitor and help with vocabulary. If time allows, encourage students to decorate their cinquains for display in the classroom. Listen to some in open class and ask students to choose the best one.

Student's Book page 16–17**READING**

- 1 **SPEAKING** A recording of this text is available with your digital resources. As a warm up, ask students to work in small groups and decide who the most talented person they know is and why. Ask them: *Can you think of any very talented children in real life or in fiction? What can they do?*
Students discuss the questions in pairs. Listen to some of their ideas in open class and find out who was the first student to do each of the things.

- 2 **SPEAKING** Students continue their conversations with a partner and discuss other milestones. Write some examples on the board for them to discuss e.g. *swim; ride a bicycle; play tennis; write*. Ask students to find three things that they have in common. Listen to their answers in open class.
3 Show pictures on the IWB of Albert Einstein, Leonardo Da Vinci or a genius of your choice. Use the pictures to explain the word *genius*. Tell students they are going to read about three children who did things at a very early age. Students read the text quickly to answer the questions. Tell them not to worry if they do not understand every word. Students compare answers with a partner before checking in open class.

Answers

- 1 Jordan Welsh 2 Samantha Price 3 Daniel Manning
4 Mark Swallow

- 4 Check/clarify: *university degree, contract, publishing house, exhibition, gallery*. Read through the questions with students to check understanding. Ask them to work with a partner to decide which are the key words in the questions. Students read and listen to the text to answer the questions. Play the audio, pausing where appropriate to check comprehension and help with difficult vocabulary. Check answers.

Answers

- 1 Shakespeare, Charles Dickens 2 English, French, German, Latin, Greek 3 £20,000 each for three books
4 Four (piano, cello, clarinet, guitar) 5 Six 6 Former child geniuses

Optional extension

Write the following questions on the board.

- Which child in the text impresses you most?
How does a child become a genius?
Are they already a genius when they are born?
Is it because of their parents?
Is it because they practise a lot?
Would you like to be a genius? Why/Why not?*

In pairs or small groups, students discuss their answers to the questions. Hold an open class discussion and write any interesting vocabulary on the board.

GRAMMAR**Present perfect vs. past simple**

- 1 Ask students to answer the questions from memory before referring back to page 16 to check. During feedback, ask students: *When did all of these events happen; in the past, present or future? (the past); Which questions could you answer with a specific point in time? (1 and 3); Which tense is used; the past simple or present perfect? (past simple); Which tense is used in 2 and 4? (present perfect)*. Students complete the rule in pairs before you check in open class.

Answers

Questions 1 and 3

Rule

past simple; present perfect

- 2 In open class, elicit the answers to question 1 and demonstrate why each tense is used. Ask students to work individually to complete the sentences. Allow them to check answers with a partner before open class feedback. During feedback, refer to the rule and check understanding of the difference between the tenses.

Answers

1 a has/won b won 2 a has met b met
3 a have done b did 4 a recorded b have recorded
5 a lived b have lived 6 a has/signed b signed

Fast finishers

If any students finish the activity early, ask them to turn to page 128 in their Workbooks and test themselves on the past simple and past participle of irregular verbs.

Workbook page 11 and page 122



Be aware of common errors related to present perfect vs. past simple, go to Get it right on Student's Book page 122.

VOCABULARY

Collocations

- 1 Do the first question in open class as an example and to introduce the concept of collocation (you can sign a contract or an autograph, but you can't sign a lesson). Point out that there may be more than one correct answer to each question. Students complete the exercise and check with a partner. Check answers in open class and focus on pronunciation.

Answers

1 a, b 2 a, c 3 b, c 4 a, b 5 a, b 6 b, c

- 2 Focus on the six words and ask students which words could collocate with them. Remind them that there may be more than one answer. Check answers.

Answer

The verb have can go before all of them. Other verbs can go before some of them.

- 3 **SPEAKING** Explain to students that they are going to ask questions to other members of the class in a *Find someone who ... ?* activity. In preparation for the exercise ask students to decide which questions they need to ask to get the information. They should think of a *Have you ever ... ?* question and a 'details' question for each. Point out that the details questions will use the past simple as they are asking about a specific point in the past. Students circulate asking

questions to complete the table. Make sure students don't look at each other's answers. During feedback, encourage students to answer in full sentences.

Mixed-ability

Weaker classes: Give students time to write down full questions before they mingle.

Stronger classes: Suggest more questions to add to the list.

Optional extension

If any students finish the activity early, ask them to write a short paragraph describing one of their experiences.

Workbook page 12

WRITING

Ask students to make notes on their answers and monitor to help with any vocabulary. You may like to give an example of your own to get them started. Give students a short while to think about their answers to the questions and to make notes of their answers. Divide the class into pairs for students to discuss their plans with a partner. Finally, students should make further notes in their notebooks before writing their final version in class or at home.

Language note

When responding to students' written work, it is important to focus not only on grammatical and lexical accuracy, but on various other factors. These factors can be neatly remembered with the acronym CARROT!

Content Has the student answered the question?

Accuracy Is the grammar and spelling correct?

Range Has the student used an appropriate variety of tenses, vocabulary and structures?

Register Is the writing suitably formal, informal or neutral?

Organisation Has the student used paragraphs? Have they used linking words?

Target Reader What effect does it have on the person reading it?

Student's Book page 18–19

PHOTOSTORY: episode 1

The new café

- 1 Write these questions on the board: *Have you ever been to an opening ceremony? What was opened? Who would you invite to open a new café in your town?* Students ask and answer the questions in pairs. Ask some pairs to report back to the class.

Students look at the photos and describe what the people are doing. Ask them to guess the answers to the questions without reading the conversation and write their ideas on the board. These can then be referred to during feedback.

- 2 1.11 Play the audio. Students read and listen to check their answers. Ask students to check answers with a partner before feedback in open class. During whole-class feedback, refer to their ideas from Exercise 1 and check if they predicted correctly.

Answers

Paul Norris Paula Mayberry

DEVELOPING SPEAKING

- 3 Divide the class into pairs and ask students to guess the continuation of the story. Ask them to write their answers in their notebooks. Monitor and help with any questions. Listen to some of their ideas in open class and write some of their ideas on the board, but don't comment at this stage.
- 4 **EP1** Play the video while students check their ideas. During feedback, refer to the ideas on the board and check which were correct.
- 5 Divide the class into pairs and ask students to complete the exercise. Monitor and help with any difficulties. If necessary, play the video again, pausing as required for clarification. Check answers in open class.

Answers

1 the boys 2 Olivia 3 Megan 4 the headmaster
5 the girls 6 the girls 7 Mr Lane

PHRASES FOR FLUENCY

- 1 Ask students to locate the expressions 1–6 in the story on page 18 and decide who says them. Ask them: *How would you say the expressions in your own language?* Ask students to compare their answers with a partner before open class feedback.

Answers

1 Ryan 2 Olivia 3 Ryan 4 Olivia 5 Megan 6 Megan

- 2 Ask students to read through the sentences and complete the answers. Go through the first sentence with them as an example if necessary. During feedback, say the sentences for students to repeat. Drill sentences to ensure correct pronunciation. In pairs, students practice the conversations.

Answers

1 I don't think so 2 Are you sure? 3 that sort of thing
4 Let's face it 5 Know what? 6 and that's that

PRONUNCIATION

For pronunciation practice in intonation and sentence stress, go to Student's Book page 120.

WordWise**Phrases with just**

- 1 Books closed. Write on the board:
I have just passed my driving test.
There were just twelve people at the concert.
The film was just brilliant.
- Ask students to try to explain the different meanings of *just* in the three sentences.
- Books open. Students match the meanings and sentences. Check answers and elicit further examples.

Answers

1 b 2 a 3 c

- 2 Students read through the sentences and match the meaning of *just* with the three options in Exercise 1. Ask students to compare answers with a partner before feedback in open class.

Answers

1 only 2 a short time ago 3 really 4 only
5 a short time ago

- 3 Students complete the exercise and compare answers with a partner before whole-class feedback.

Answers

1 c 2 a 3 b

Workbook page 13

FUNCTIONS**Offering encouragement**

- 1 **EP1** Students watch the video again and identify who says the sentences. Pause the video after each sentence if necessary.

Answer

Olivia says all of these things to Megan to show excitement for her idea and to offer encouragement.

Good causes

- 2 **ROLE PLAY** Divide the class into pairs and assign a letter A or B to each student. Ask students to turn to pages 127 and 128 and read their role cards. Tell students they should use some of the sentences from Exercise 1. Students work in pairs and hold the conversations. Monitor to help with any problems and also offer ideas. As the focus is on fluency and educating the whole learner, avoid correcting errors unless they hinder comprehension. Ask students to put a tick next to a sentence each time they use it and compete to use as many phrases as possible.

2 THE WAYS WE LEARN

Objectives

FUNCTIONS	asking and giving / refusing permission to do something
GRAMMAR	present perfect with <i>for</i> and <i>since</i> ; <i>a</i> , <i>an</i> , <i>the</i> or no article
VOCABULARY	school subjects; verbs about thinking

Student's Book page 20–21

READING

- 1 You could set a homework research task for students to find out about Gever Tulley and alternative education before the lesson. You could then start by asking students to tell the class what they have found out.

BACKGROUND INFORMATION

Gever Tulley is an American writer, computer scientist and founder of the Tinkering School. He is the author of *50 Dangerous Things (You Should Let Your Children Do)* and he believes that children should not be over-protected as this harms their ability to learn and think.


The Tinkering School is an example of alternative schooling. Another example of this is the Steiner school system, which emphasizes independence and allows students to choose activities from a group of options. Classrooms are mixed-age and children learn through discovery rather than through direct instruction. There is also freedom of movement in the classroom. Another example of alternative education is the Sudbury Schools, which are run democratically and where students and staff are equals. There are weekly meetings to decide on school rules, use of budget, hiring and firing of staff etc. Each individual has an equal vote.

As a warm up, ask students: *How often do you work together to create something? In which subjects do you do most teamwork? Is it something you enjoy?* Listen to some of their ideas in an open class discussion.

Mixed-ability

Divide the class into pairs according to level and ask them to create mind maps similar to the example on page 20. Weaker students can complete one mind map, stronger students can attempt all three. Monitor and help with any questions. When students have finished, ask individuals to come to the board and draw a mind map. If you are working with an interactive whiteboard (IWB), ask students to use different colours as this helps draw attention to individual words and makes the mind map easier to read. Elicit further ideas from other students and add them to the examples.

- 2 Ask students to describe what they can see in the photos and imagine where they were taken. Ask them: *Have you done any of the things in the photos?*

- 3  1.14 This exercise is closely modelled on Reading Part 4 of the Cambridge English: Preliminary exam. Read through the questions with students and check understanding. Check/clarify: *innovative, tools, injury, protection*. Ask students to underline the key information in the questions that will help them find their answers. Play the audio while students read and listen. Divide the class in pairs for students to answer the questions. Encourage students to underline the parts of the text that helped them choose their answers. Check answers with the whole class.

Answers

1 D 2 C 3 B 4 A

- 4 Students read through the options and work in pairs to answer the question. Point out to students that the answers do not appear directly in the text and that they should imagine what Gever Tulley might say based on what they have read. Check the answer and ask students why they think the other options are incorrect. Refer to any points in the text that clarify the answers.

Answers

C, D

Optional extension

Divide the class into pairs and ask students to discuss whether the author of the article is positive or negative about the Tinkering School. Ask them to read through the article and underline phrases that support their answers. Listen to some of their ideas in open class feedback.

THINK VALUES

Learning for life

- 1 Working individually, students complete the exercise. Ask them to re-read the text and note down the reasons for their choices.
- 2 **SPEAKING** Read through the speech bubbles with students. Divide the class into pairs or small groups for them to compare their answers. Monitor and help students to explain their ideas. Listen to some of their answers with the whole class and encourage further discussion.

- 3 **SPEAKING** In pairs or small groups, students discuss the questions. Monitor and help as necessary, encouraging students to express themselves in English and to use any vocabulary they have learned from the text. Ask pairs or groups to feedback to the class and discuss any interesting points further.

Optional extension

Ask students which of the six things in Exercise 1 they are taught at school. Ask them: *In which subjects are you taught them? Do you learn them from teachers or from other students? If you are not taught them, do you think you should be?* Divide the class into small groups for them to do the task. After five minutes, appoint a spokesperson from each group to feed back some of their ideas to the whole class.

Student's Book page 22–23

GRAMMAR

Present perfect with *for* and *since*

- 1 Review the present perfect – make sure students understand how it is formed and when it is used. Then ask students to work individually to find examples of the present perfect in the article. Ask students why the past simple is not used instead (the present perfect refers to an indefinite point in the past, or refers to an action which started in the past and continues in the present).

Answers

Children have made fantastic things ...
 They have built a rollercoaster.
 They have made a rope bridge ...
 They have made tree houses ...
 Some children have cut themselves ...
 Tinkering School has been around for many years now, but nobody has ever suffered a serious injury ...
 Gever Tulley's ideas have worked very well.
 A lot of children have gone to his summer schools ...
 Since it started, Brightworks has been written about ...
 Most of the articles have been very positive ...
 They have praised the quality ...
 They have found the children are more motivated ...
 ... there have also been critical voices.
 Some people have said ...
 She has been a student at the school ...
 ... I've never sat in a "normal" class ...
 ... it's been a very exciting experience.
 I've worked hard...
 ... there hasn't been one single moment ...

Language note

Students may confuse the *for* and *since*, possibly due to L1 interference, e.g. *I have been here since five years*. Point out that we use *for* with a period of time and *since* when we mention a specific time.

- 2 Weaker classes: Write these sentences on the board:
Paul has lived in Paris since April.
Sally has lived in Paris for three months.
 Ask students: *Who lives in Paris now?* (both Paul and Sally). Ask students to identify the tense in each sentence (the present perfect). Elicit or explain the use of the present perfect tense to indicate unfinished time and elicit the construction (*have/*

has + past participle). Point out that regular verbs have the same past simple form and past participle e.g. *has lived – lived, has played – played*. There is a list of irregular verbs on page 128 of the Workbook. Students complete the exercise in pairs.

Read through the rule in open class and elicit the answers.

Answers

1 since 2 for

Rule

1 for 2 since

- 3 Ask students to think about whether *for* and *since* refer to a period or a point in time. Students complete the chart and check answers with a partner before whole-class feedback.

Answers

for – a year, a long time, many years, days, an hour

since – your birthday, yesterday, 2014, I phoned you, Friday

Fast finishers

Ask students to add further examples to each list.

Optional extension

As a quick and fun practice of *for* and *since*, separate the class into two groups and ask them to test each other. One group should say a sentence with *for*, e.g. *I have lived here for three years*. The other group have to say the same information in a sentence with *since*, e.g. *I have lived here since 2011*. This is more entertaining (and difficult) if groups are only given ten seconds to think of the correct answer. You should act as judge and timekeeper, giving groups one point if they say a correct sentence in the given time.

- 4 Read through the sentences with the whole class and ask students to think about when each action started (numbers 1,5), or how long it has been taking place (numbers 2,3,4). Working individually, students complete the sentences with the correct form of the verbs in brackets. Check answers with the whole class. Point out that they do not repeat the auxiliary *have* before *phoned* in sentence 3.

Answers

1 have been, since 2 hasn't seen, for 3 haven't written, phoned, for 4 has lived, for 5 have had, since

- 5 Students construct sentences using the present perfect with *for* or *since* and the words in brackets. Go through the example sentence with the whole class. With weaker classes, you might like to elicit which word (*for* or *since*) students need to complete each sentence. Check answers with the whole class and make sure students are using the present perfect. If you're short on time, set this exercise as homework.

Answers

- 1 They have been in the youth club for three hours.
- 2 Joanne and I have been good friends since primary school.
- 3 She has played in the volleyball team for two months.
- 4 I ought to see a doctor. I've been sick for a week.
- 5 I haven't heard a lot from Sandra since last October.

Optional extension

For further practice of the difference between *for* and *since*, write this table on the board:

for		since
a day	→	yesterday
... hours	←	8 am
two days	→	...
... months	←	Christmas
ten minutes	→	...
... years	←	I was born
fourteen years	→	...

Tell students that each time period leading to the present has an equivalent with *for* or *since*. If necessary give them an example with the sentence: *We've been in this classroom for ... minutes* or *We've been in the classroom since ... o'clock*. Tell students to work in pairs to complete the table with the correct time phrases in each column.

Suggested answers

for		since
three hours	←	8 am
two days	→	Monday
10 months	←	Christmas
ten minutes	→	11.30 am
15 years	←	I was born
fourteen years	→	2000

Workbook page 18 and page 122



Be aware of common errors related to present perfect with *for* and *since*, go to Get it right on Student's Book page 122.

VOCABULARY

School subjects

BACKGROUND INFORMATION

School subjects in the United Kingdom

In the UK, secondary education between the ages of 11 and 16 is split into two stages: Key Stage 3 (11–14) and Key Stage 4 (14–16). At Key Stage 3, students have to study twelve subjects. These are the same as the subjects in Vocabulary Exercise 1, with the exception of Drama, which is not a statutory subject. The twelfth subject is called Citizenship and focuses on politics, the legal system, the role of the media etc. and encourages students to research and debate topics. Students have to study a foreign language. At Key Stage 4, students study similar subjects, but have more choice in what they study.

- 1 1.15 Books closed. As an introduction to this activity, write *school subjects* in the centre of the board. Brainstorm subjects that students study. Ask them: *Can you think of any other subjects?*

Books open. Working individually, students look at the pictures and match them to the subjects. With stronger classes, ask students to cover the names of the subjects and try to complete the activity before looking at the names.

Listen to the audio to check, pausing as necessary to check pronunciation.

Answers

1 K 2 G 3 D 4 I 5 E 6 A 7 J 8 H 9 C
10 F 11 L 12 B

Audio Script Track 1.15

- A Geography
- B Spanish
- C ICT (Information and Communication Technology)
- D Art Education
- E Design and Technology
- F Maths
- G Music
- H PE (Physical Education)
- I Drama
- J English
- K Science
- L History

- 2 **SPEAKING** Students work individually and make notes on their answers to the questions. Divide the class into pairs for students to compare their answers. Monitor and check students are pronouncing the subjects correctly. Listen to some of their answers in whole class as feedback.

Fast finishers

Explain to students that the subjects in Exercise 1 are similar to those studied in the United Kingdom. Ask students to write sentences describing how this curriculum compares to the one in their country. Which do they prefer?

Optional extension

As an extension to Exercise 2, you might like to refer back to the list of subjects and ask students to discuss why they think they study the subjects, e.g. *Why do you study Art Education? Why do you do PE?* Give students some time to discuss the subjects in small groups and then hold a class vote to decide which they feel are the most and the least useful subjects.

Workbook page 20

LISTENING

- 1 As a warm up activity and to introduce the topic, show students some photographs or, if you have access to an IWB, videos of people doing dangerous things, e.g. bungee jumping or roof jumping. Ask students if they have ever done anything dangerous. Listen to some of their ideas and write any interesting vocabulary on the board.

With the whole class, ask students to look at the photos and to match them to the activities. Nominate individual students to give answers. Ask students: *Why do you think we like doing dangerous things?*

Answers

1 B 2 A 3 E 4 C 5 D

- 2 **SPEAKING** In pairs students discuss the question. Monitor to help with any vocabulary problems and check that students are using English and not L1. As feedback, ask some of the students to share their experience with the rest of the class.
- 3 **1.16** Tell students they are going to hear two people talking about a book. Play the audio while students listen and answer the question. Tell students not to worry about difficult words, but to concentrate on the task. Students compare their answers with a partner before whole-class feedback.

Answers

Make a fire, spend an hour blindfolded, drive a car

Audio Script Track 1.16

- John Hi, David.
 David Oh, hi, John.
 John I'm going to the pool. Want to come along?
 David I can't. My dad has asked me to do some things with Nick.
 John Your little brother? Oh, you're babysitting. Too bad.
 David No, I'm not actually babysitting. My dad's going to be with us, too.
 John So what are you doing?
 David Well, it's a long story. It all started with a book my dad read recently. It's called *50 Dangerous Things You Should Let Your Children Do*.
 John What? Seriously?
 David Yeah.
 John And?
 David And ... , the book's cool, really. Parents are normally 'don't do this' and 'don't do that', right?
 John Yeah, tell me about it.
 David Well, this book says that parents should let children do things that most parents don't let them do.
 John Wow! OK. Let children do things like what?
 David So, for example, parents should let children make a fire.
 John Really? Isn't that dangerous?
 David Well, of course, kids shouldn't be alone when they make a fire. Parents should be with them, so they learn that fire can be dangerous. And of course they must not make a fire in a place where it is forbidden.
 John Uh-huh. What else?

- David Kids should spend an hour blindfolded.
 John Really, young children? That's dangerous.
 David That's right. That's why they couldn't do that on their own. Their parents need to make sure that nothing happens to them.
 John OK, but why?
 David The child learns something new. It's a new experience. And it's interesting for the child, too. They learn to be cautious.
 John Hmm. Cool.
 David Oh, something else.
 John What's that?
 David Parents should let their children drive a car.
 John Really? In the street?
 David No, no. In an empty space where there are no other cars, obviously.
 John Wow!
 David Yeah, but I'm not sure Dad will try this one with Nick.
 John He thinks he'll probably drive straight into a tree, right?
 David Look, I need to go now. I need to get some sausages.
 John Sausages?
 David Yes, Dad and I are going to show Nick how to make a fire. And then we want to grill some sausages.
 John Really, wow! I'd love to come along.
 David Why don't you?
 John Would that be OK with your dad?
 David Of course. He'd be happy if you could join us. And Nick ...
 John What about him?
 David Well, he'll be proud to show you he can make a fire!
 John Of course!

- 4 **1.16** Read through the sentences with students to check understanding. Check/clarify: *babysitting*. Ask students to underline which key information they will need to listen for. Stronger students may like to try to answer the questions before listening again. Play the audio while students decide if the sentences are true or false. Let students compare answers with a partner before listening to the audio again. During feedback, ask students to explain the reasons for their answers.

Answers

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

FUNCTIONS

Asking and giving / refusing permission

- 1 As a warm up activity, ask students to imagine that they are in England to learn English and they are staying with an English family. They want to ask the family if they can borrow a bicycle. Ask them: *What would you say?* Listen to their ideas and try to elicit. *Can I borrow a bicycle? Will you let me use your bicycle?* Ask students to work in pairs and order the two dialogues. Check answers with the whole class. Elicit which of the sentences ask for permission, give permission and refuse permission. During feedback, say the sentences for students to repeat altogether and check pronunciation. Students practise the dialogues in pairs. Monitor to help with any problems.

Answers

2, 4, 3, 1 3, 1, 4, 2

- 2 Read through the instructions and sentences and check understanding. You may like to do the first question with the whole class as an example. Students complete the exercise and check answers with a partner before whole-class feedback.

Answers

1 AP, GP 2 AP, RP 3 AP, GP 4 AP, GP

ROLE PLAY

- 3 Books closed. Divide the class into pairs. Ask them to write down as many expressions from Exercise 2 as they can remember. Monitor and check they are writing expressions correctly. Open books and read through the instructions with students. Weaker classes: Give them five minutes (or more if necessary) to prepare a short role play. Stronger classes should be able to create role plays without preparation time. If students have access to a recording facility (using their mobile phones, for example), they could record their conversation and play it back to check their own pronunciation and intonation. They can then repeat the exercise and listen for improvements. Invite some of the groups to act out their role play for the rest of the class and ask students to decide which pair uses the most AP, GP or RP expressions.

Optional extension

For further practice of this language, ask each student to prepare three questions asking for permission to do something. Students then mingle and ask their questions to other members of the class, who should respond with one of the phrases for giving or refusing permission.

Student's Book page 24–25

READING

- 1 A recording of this text is available with your digital resources. As a warm up activity on the topic of brains, draw two brain shapes on the board and write *14-year-old brain* under one and *50-year-old brain* under the other. Ask students: *What does each brain spend its time thinking about?* Give an example to get them started e.g. *Which brain thinks about computer games? Which one thinks about going to the supermarket?* Divide the class into pairs and ask students to discuss which activities to put with each brain. Listen to some of their ideas in open class as feedback. Read through the questions and ask students to discuss them in pairs or small groups. Listen to some of their ideas in whole class as feedback and write any interesting vocabulary on the board.
- 2 Tell students they are going to read an article about how the brain works. Check pronunciation of words 1–5. Do not explain meaning at this stage. Students work with a partner to complete the matching exercise. Play the audio while students read and listen to the text to check their answers.

Answers

b 1 c 3 d 4 e 2

- 3 Check students understand the meaning of the sentences. Ask students to read the text again and underline the key information which helps them answer the questions. With stronger classes, encourage them to answer from memory before reading the text again to check. During whole-class feedback, ask students to tell you which parts of the text helped them to choose their answers. Weaker classes: To help students answer the questions, you may want to play the audio again, pausing as necessary to clarify any problems.

Answers

1 T 2 T 3 T 4 F – There are several things we can do to make our brain stronger. 5 T

TRAIN TO THINK

Learning about texts

- 1 Students read the different descriptions of the text and choose which is most suitable. During feedback, ask them to say why the others are incorrect.

Answer

C

- 2 Students work with a partner to complete the exercise. Ask them to underline the language which helps them to choose the titles. Check answers with the whole class, referring to specific language in the text which supports their answers.

Answers

Paragraph 1: B Paragraph 2: D Paragraph 3: C

Optional extension

Divide the class into two groups, A and B. Give all As one text and all Bs another. You could use texts from the Workbook for this. In pairs, students write a one-sentence summary of each paragraph in their text. Summaries should be written up neatly on a separate piece of paper in random order. Put two pairs together to form AABB groups. Pairs swap summaries and texts and attempt to match their partner's summaries to the correct paragraphs. Give them five minutes or so for this. Pairs then return to their AABB groups and check answers. You could encourage students to comment on each other's summaries and even try to improve on them.

GRAMMAR

a, an, the or no article

- 1 Read through the instructions. In pairs students complete the activity. Monitor and help with any problems. When students have completed the exercise, do not comment on their answers, but ask them to complete the rule.

During feedback on Exercise 1, check students have completed the rule correctly, and then ask them to refer to the rule when they give their answers.

Answers

(Food) is important for your body. But did you know that the food you eat is important for your brain, too? Here is an example: (sugar) . (Sugar) tastes good. But the sugar from (sweets) can create (problems) . Your concentration and your (memory) get worse. What can we learn from the example here? It's better to eat an orange or a banana than to eat (chocolate) , because that's good for your brain and for your body.

Rule

a, an the no article

- 2 Working individually, students complete the exercise. To help weaker students, you could tell them how many times they need to use each type of article (*the* x 3, *an* x 1, *no article* x 4). Let students compare answers with a partner, then check answers with the whole class and ask students to explain why they chose the answer. To check which students are answering correctly, ask all students to answer at the same time, raising their right hand if they think the answer is *the*, their left hand for *a/an* or no hands for *no article*. You should immediately be able to see if any of the students are making mistakes. If you're short on time, set this exercise as homework.

Answers

1 -;- 2 The 3 an; the 4 - 5 the;-

- 3 Students read through the text. Check any problems with vocabulary. Go through the example as a class, if necessary. Students complete the text. Check answers following the same hand-raising feedback procedure as in Exercise 2.

Answers

1 - 2 - 3 a 4 - 5 - 6 A 7 the

Fast finishers

Ask students to write sentences containing nouns that don't take an article.

Workbook page 19 and page 122

VOCABULARY

Verbs about thinking

- 1 Books closed. Ask students: *What do you think about most? Do you think about different things at different times of day?*

Ask students: *Do you know any verbs to describe how you think about the past? (e.g. remember). Do you know any verbs to describe how you think about the future? (e.g. wonder). Do you know any other 'thinking' verbs? Write some of their ideas on the board.*

Books open. Students work in small groups and discuss the meanings of the verbs. Ask them to check in a dictionary if they are not sure. Weaker classes: This is quite a challenging activity and students may need several examples to clarify the differences between the verbs. Check answers and elicit some sample sentences from students to clarify meaning.

Fast finishers

Ask students to decide which of the verbs can be followed by the following words: *who, it, that*. Tell them that some of the verbs can be followed by more than one of the words. They should use a dictionary to check their ideas. Check answers during feedback on Exercise 1.

- 2 Read through the exercise and check understanding of vocabulary. Students complete the exercise and check answers with a partner before whole-class feedback. During feedback pay attention to the pronunciation of the verbs.

Answers

1 think 2 believe 3 imagine 4 realised 5 believe
6 recognise 7 guess 8 concentrate 9 wondered
10 suppose

PRONUNCIATION

For pronunciation practice in word stress, go to Student's Book page 120.

- 3 **SPEAKING** Read through the questions in open class. You may like to give some examples of your own to get students started. In pairs or small groups, students discuss the questions. Monitor and help as necessary, encouraging students to express themselves in English. Praise them for using verbs from Exercise 1. Ask pairs or groups to feedback to the class and discuss any interesting ideas further.

Workbook page 20

Student's Book page 26–27

CULTURE


A day in the life of ...

BACKGROUND INFORMATION

Moscow (population c.11.5 million) is the capital city and financial centre of Russia. It has been ranked the second most expensive city in the world. Moscow is home to many world famous ballet companies including the Royal Moscow Ballet, Moscow City Ballet and Bolshoi Ballet.

Chicago (population c.2.7 million) is the third most populous city in the USA. The city is an international hub for finance, industry, technology, telecommunications, and transport. It is also a cultural centre, and is particularly famous for its blues, jazz, soul and house music. Chicago is home to several basketball teams, the most famous of which is the Chicago Bulls.

Sydney (population c. 4.76 million) is a city on the South East coast of Australia. It originated as a penal colony in 1776, but has now grown into one of the most multicultural cities in the world. Famous landmarks include the Sydney Opera House in Sydney Harbour and Bondi Beach.

- 1  1.19 As a warm up activity, ask students: *Would you like to go to a special school where you spend all day studying and practising your favourite activity? What type of school would it be? Can you think of any disadvantages of this type of school?* Listen to some of their ideas and encourage open class discussion.

Tell students they are going to read about three students who go to special schools. Students work in pairs or small groups to answer the question. Then play the audio for students to listen and read to check their answers. Encourage them not to focus on difficult words. Check answers with the whole class.

- 2 Read through the questions with the class. Students read the text again and answer the questions. Ask them to compare their answers in pairs before whole-class feedback.

Answers

1 Ethan 2 Ella 3 Alexander 4 Alexander 5 Ella
6 Ethan

- 3 **VOCABULARY** Read through the definitions quickly. Ask students to complete the activity, reading the text again to find the words or phrases that match the definitions.

Mixed-ability

Stronger students may like to attempt the activity without re-reading the text. With weaker students, give students the first letter of each word to guide them. Check answers and during feedback, check the pronunciation of new vocabulary.

Answers

2 warm-up 3 classical ballet 4 strengthen
5 weight training 6 away match 7 nearly midnight
8 completely exhausted 9 lecture 10 carbohydrates
11 workshop 12 performance

Optional extension

If there is time, point out that parts of the third text are written in note form. Ask students to work in pairs and decide which words are necessary to make full sentences. Go through the text with the whole class as feedback.

- 2 Students read the email again and work in pairs to complete the exercise.

Answers

a Are you enjoying your new school? b His father is working in the UK ... c I'm spending more time at school ... d We're also getting a lot more homework ...
Present continuous tense – for temporary actions or situations happening in and around the present time.

- 3 Students work with a partner to order the sentences. Give weaker classes the first (and last) word in each sentence to help them. Check answers with the whole class.

Answers

1 There's a new kid in my class, too. 2 I come home at 5.30 four times a week. 3 But I love the projects we do in this class.

Present simple – for actions or situations which are permanent or happen regularly.

- 4 Tell students that there is a basic format which should be followed when writing an email and that Kylie's email follows this format. With the whole class, look quickly through the email and elicit the order of the paragraphs.

Answers

1 c 2 a 3 d 4 b

- 5 Tell students they are going to write a response to Kylie's email. Working individually, students make notes on what to include in the email. Monitor and help students with ideas. As feedback, discuss the type of things students have decided to include.
- 6 Ask students to write their email. Encourage them to organise their writing as outlined in Exercise 5 and to use the present continuous.

In a subsequent lesson, divide the class into small groups and ask students to read each other's emails and decide which is the most interesting. Listen to the most interesting email from each group in open class and hold a class vote to decide which one is the best.

WRITING

An email describing your school routine

- 1 As a warm up to this activity, ask students: *How often do you send emails? What sort of things do you write about?* Tell students they are going to read an email from a girl describing her new school. Students read the email and answer the questions. Let them check their answers with a partner before a whole-class check.

Answers

1 She's enjoying it. 2 She thinks he's cool. 3 No, she doesn't. 4 She has more time at school and more homework. 5 Technology and Design. She loves the projects.

CAMBRIDGE ENGLISH: Preliminary

THINK EXAMS

READING

Part 3: True/false

1

Answers

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

LISTENING

1.20 Part 1: Multiple choice

2

Answers

1 B 2 A 3 A 4 A 5 C

Audio Script Track 1.20

1 What did Sally buy at the shops?

Pete Did you get everything?

Sally Um, everything except for the eggs. They didn't have any.

Pete But did you get the milk and the bread?

Sally Yes, and I got some apples, too.

2 What time is it?

Girl Are we late?

Boy I don't think so. The film starts at seven o'clock.

Girl Are you sure? I think it starts at half past six.

Boy Let me see. Oh, no! You're right. And it's six o'clock already! We are late.

Girl So, come on, let's hurry up and go!

3 How did Brian get to work?

Kate You're half an hour late Brian. What happened?

Brian I know, I'm sorry. I had a problem with my car.

Kate Oh, dear. Did you get the bus?

Brian I wanted to, but I missed it, so I decided to walk.

Kate Really? But you live on the other side of town.

Brian I know. I'm exhausted.

4 Which lesson did Fred enjoy most?

Mum Did you have a good day at school Fred?

Fred It was OK, apart from History. That was boring as usual. But luckily that was in the morning and the rest of the day was fine.

Mum So what did you do after lunch?

Fred We had science. That was lots of fun, and then we had music, which was alright.

5 When is Tom's brother's birthday?

Tom It's my brother's 18th birthday next Thursday.

Lisa Really? I thought he was 18 already.

Tom No, he's only 17.

Lisa Next Thursday? So he's going to be 18 on the 18th.

Tom No, next Thursday is the 19th.

Lisa So it is.

TEST YOURSELF UNITS 1 & 2

VOCABULARY

1

Answers

1 won 2 active 3 wrote 4 creative 5 wonder
6 realise 7 guess 8 brave 9 recognise 10 missed

GRAMMAR

2

Answers

1 haven't opened 2 bus 3 didn't see 4 didn't open
5 haven't seen 6 the bus

3

Answers

The correct sentences are:

- 1 Correct sentence
- 2 I've **already** travelled ~~already~~ to more than ten countries.
- 3 We've lived here ~~since~~ **for** three years.
- 4 I've ~~gone~~ **went** to a party last night.
- 5 This is my bicycle. I've had it for two years.
- 6 It's important to eat a lot of ~~the~~ fruit if you want to be healthy.

FUNCTIONAL LANGUAGE

4

Answers

- | | |
|--------------|--------------|
| 1 A Can | B afraid |
| 2 A Let's | B idea |
| 3 A thinking | B definitely |
| 4 A OK | B go |

3

THAT'S ENTERTAINMENT

Objectives

FUNCTIONS	Comparing things and actions; asking for and offering help
GRAMMAR	comparative and superlative adjectives (review); (<i>not</i>) <i>as ... as</i> ; making a comparison stronger or weaker; adverbs
VOCABULARY	types of films; types of TV programmes; expressions with <i>get</i>

Student's Book page 30–31

READING

- 1 Books closed. As a warm up, write the following questions on the board:

How often do you go to the cinema? What is your favourite type of television programme? How often do you play computer games? Do you like going to the theatre?

Students discuss their answers with a partner. Listen to some of their answers with the whole class.

Books open. Look at the pictures with students and ask them to match the words and pictures. Say the words for students to repeat and check pronunciation.

Answers

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

- 2 **SPEAKING** In pairs or small groups, students discuss their favourite forms of entertainment from the list. Monitor and help with any questions. Ask some of the students to share their opinions with the rest of the class.
- 3 **SPEAKING** For variety, pair students with different partners from those in Exercise 2 or put them in small groups. Students complete the exercise. Encourage them to add more adjectives to the list.
- 4 You could set a homework research task for students to find out about the four items in the background information box before they come up in the text. You could then start off the lesson by asking students to tell the class what they have found out.


BACKGROUND INFORMATION

Titanic is a film which was released in 1997. It tells the tragic story of a young couple who fall in love on the Titanic's maiden voyage in 1912. It is very loosely based on real events. Directed by James Cameron and starring Leonardo DiCaprio and Kate Winslet, the film was a huge success with critics and fans. It won 11 Oscars including Best Picture and made nearly \$2 billion at the box office, the highest amount of money ever made by a single film. The special effects in the film were ground breaking at the time and included a 227-metre long ship and a 1.3 million litre tank of water. The film also made extensive use of computer-generated imagery (CGI).

Spider Man 3 is a superhero film which was released in 2007. It was directed by Sam Raimi and starred Tobey Maguire and Kirsten Dunst. The film included 900 visual effects shots. It cost \$258 million to make and made nearly \$900 million at the box office.

Monsters is a British science fiction film which was released in 2010. It cost less than \$500,000 to make and made \$4.2 million at the box office. It is set in Mexico and tells the story of an alien invasion. It was written, directed and filmed by Gareth Edwards, who also created the special effects. *Monsters* won Best Independent Movie at the 2011 Scream Awards.

Tell students they are going to read an article about films. Students look at the title and pictures and complete the exercise. Check/clarify: *salaries* and *budget*. Do not give the answer to the question at this stage.

- 5  1.21 Students read and listen to the text quickly to find the answer to the question. Tell them not to try to understand every word, but to focus on getting a general understanding of the text.

Answer

3

- 6 Read through the instructions with students and check understanding. Check/clarify: *crew*, *cast*, *extras*, *production work*, *editing*. Students read the article again, this time focusing on the detail. Check answers with the whole class.

Mixed-ability

Weaker students: Ask students to work with a partner and read the article again to complete the exercise.

Stronger students: Ask students to work with a partner and try to answer the questions from memory before reading the article again to check.

Answers

1 Titanic, Spider Man 3 2 It won several awards; it got very good reviews from many film critics. 3 (Possible answers) It only took three weeks to film; the film crew was only seven people in a van; it was filmed with digital video; they didn't use a studio; the only cast were Edwards and a few of his friends; no paid extras were used; Edwards did all the editing and special effects himself. 4 A year and one month/thirteen months.

Optional extension

The text mentions two films that cost more than \$200 million to make. Professional footballers are paid millions of dollars a year. Ask students if they think too much money is spent on entertainment when millions of people in the world have very little money. Divide the class into film producers and people who work for a charity in Africa. Students then work with a partner from the same group to write sentences arguing for or against millions being spent on entertainment (charity workers should argue against and film producers for). It is important that students do not give their own opinions as they are playing a role. Monitor and help with any vocabulary questions. When students have finished their sentences, pin them all on the wall for students to read each other's work. Finally hold a vote with students giving their own opinions.

Optional extension

Find trailers of the three films mentioned in the article and show them on the interactive whiteboard (IWB). Ask students to discuss the trailers and decide which one makes them want to see the film most.

THINK VALUES**Spending wisely**

- 1 To introduce the activity, you might like to describe a friend of yours who has expensive tastes. Describe the type of things he/she buys and his/her reasons for buying them. Tell students they are going to discuss spending. Read through the sentences in open class and check that they understand the instructions. Students work individually to complete the exercise.
- 2 Read the sample sentences in open class and ask students which opinion they agree with. Listen to some of their reasons. Divide the class into small groups and ask students to compare their answers to the other questions. As feedback, listen to some of the students' ideas with the whole class and continue the debate.

Student's Book page 32–33**GRAMMAR****Comparative and superlative adjectives (review)****Language note**

Students may produce incorrect comparatives, e.g. **more interesting that*. Remind them we use *more... than* in English. It may be useful to remind students of the spelling rules for comparatives and superlatives at this point:

- one syllable adjectives: add *-er/-est*, e.g. *fast – faster – fastest*

- one syllable adjectives ending in consonant + vowel + consonant: double the final consonant + *-er/-est*: *big – bigger – biggest*
- two syllable adjectives ending in consonant + *-y*, delete the *-y* and add *-ier/-iest*: *tidy – tidier – tidiest*
- two or more syllable adjectives: add *more/most* in front of the adjective: *more/most successful*
- irregular adjectives: learn them! *far – further – furthest*

- 1 Ask students to work in pairs and try to complete the sentences before they refer back to page 32 to check. Check answers, asking students to tell you which are the comparatives and which are the superlatives. You could also give pairs a minute or two at this stage to discuss how we form comparatives and superlatives. In open class, elicit the rules as stated in the 'language note'.

Answers

1 cheaper 2 best 3 more expensive 4 most boring

Optional extension

Divide the class into pairs and give students three minutes to write as many comparative sentences comparing themselves to each other as possible. The winning pair is the one with the most grammatically correct sentences at the end of the three minutes.

(not) as ... as comparatives

- 2 Ask students to read through the two examples and answer the questions. Check answers. Explain to students that we use *as ... as* to say two nouns are the same and *not as ... as* to say that the first noun is less than the second. Elicit what is being compared in the first example sentence (extras and actors) and in the second (Monsters and Hollywood films).

To check understanding at this point, it may be useful to ask students to produce some sentences of their own using the construction *(not) as ... as*.

Answers

1 Actors 2 No, they don't.

Rules

as; as

- 3 Ask students to read through sentences 1–8. Go through the examples, asking students to explain why *as ... as* and *more ... than* are used. Students complete the exercise. Monitor and help with vocabulary as necessary. Let students compare their answers with a partner before listening to some of their ideas with the whole class. If you're short on time, set this exercise as homework.

Fast finishers

Ask students to write as many sentences as possible using *not as ... as* and comparing themselves with people they know.

4 Read through the instructions and example with students and check understanding of the vocabulary. If your students are preparing for the PET exam, tell them that this type of sentence transformation question will appear in the exam. Students work individually to complete the exercise, and then check their answers with a partner before whole-class feedback. If you're short on time, set this exercise as homework.

Answers

1 isn't as slow as 2 is as tall as 3 aren't as quiet as
4 is as expensive as 5 isn't as difficult as 6 isn't as untidy as

Language note

Students may produce statements like ... *(not) as quiet than*. Remind them in English we use *as ... as* in positive sentences when two things are the same and *more ... than* in comparative sentences.

Optional extension

Give students the following prompts and adjectives (or stronger classes can think of their own):

interesting/big/clean/dangerous/easy
Messi/Ronaldo
aerobics/gymnastics
snowboarding/skiing
Rome/Paris
English/students' own language

Students must make at least one sentence for each prompt using the adjectives provided and the *(not) as ... as* construction.

Workbook page 28 and page 122



Be aware of common errors related to comparative adjectives and *(than) go to* Get it right on Student's Book page 122.

Workbook page 31

PRONUNCIATION

For pronunciation practice in words ending in /ə/, go to Student's Book page 120.

VOCABULARY

Types of films

1 Ask students to cover the list of film types and to look at the pictures. With the whole class, ask students: *What are the types of films shown in the pictures?* before uncovering the list and completing the exercise. Check answers.

Answers

1 science fiction (sci-fi) 2 action film 3 animated film
4 romantic comedy (rom com) 5 comedy 6 horror film
7 documentary 8 thriller

Fast finishers

Ask students to think of some more types of film. Listen to their ideas during feedback.

Optional extension

Ask students to rank the film types 1–8 according to how often they watch that type of film. Divide the class into small groups so they can compare their lists. As feedback, hold a vote to find out which are the most commonly watched types of films.

2 **SPEAKING** On the IWB, create a grid with nine columns and nine rows. In the first column, write the eight film genres from Exercise 1, one on each row (leave row 1 blank). Ask students to copy the grid and write the names of eight films of their choice along the top of columns 2–9. Working with a partner, students should tick which genres correspond to each film (e.g. for *Madagascar*, students would tick the *animated film* and *comedy* rows). Listen to some of their ideas in open class feedback.

Ask students to work individually and to write sentences. Point out that they should write full sentences and not simply the names of the films. Monitor as they write, helping with any spelling and checking students' use of descriptive language.

Mixed-ability

Encourage stronger students to write reasons for their choices.

Optional extension

If your students are interested in films, divide the class into pairs and ask them to write a 100-word summary of the plot of a film, without giving the title or names of characters. They should spend some time planning their summary. Monitor and help students to write concise sentences. When students have completed their summaries, ask them to read them out in open class for other students to guess the title.

LISTENING

1 1.24 As a warm up, ask students to work in pairs and make a list of people who work on films. Give them two examples on the board to get them started – *actor*, *cameraman*. Listen to some of their ideas as feedback and create a list on the board for students to copy into their notebooks.


Tell students they are going to hear an interview in three parts with a student talking about a film. Read through the three sentences. Play the first part of the audio while students listen and complete the exercise. Check answers.

Answer

2

Audio Script Track 1.24

- Host And today we're with local girl Sandra Allen, who's just won a prize for 'Best first-time movie'. So, Sandra, well done, how does that feel?
- Sandra Well, cool. I was surprised, of course, but I'm very happy that I won.
- Host What was the prize?

- 2  1.25 This exercise is closely modelled on Listening Part 2 of the Cambridge English: Preliminary exam. Ask students to read through the questions and decide which key information they need to listen out for. They could also try to predict the answers before they listen. Play the audio while students answer the questions. Tell them to focus on answering the questions and not to worry about understanding every word. Allow them to compare answers with a partner before checking with the whole class. If necessary, play the audio again, pausing to clarify answers.


Answers

1 B 2 C 3 B

Audio Script Track 1.25

- Sandra I'm going to use it to buy some equipment for my next film, I hope.
- Host Next film? So you're planning to do another one?
- Sandra Sure. I mean, my plan is to be a film director, that's what I want to do as my career.
- Host Hollywood?
- Sandra No, no – I want to do my own things, independently, that's a lot more interesting I think.
- Host Great. And so, tell me, how do you go about making a short movie, a home-made movie – because your film was 100% home-made, right?
- Sandra Yeah. Well, I mean, you have to get an idea first, right? And then you have to get some equipment, and you need your friends to be in the film, to be the actors.
- Host How do you choose the actors?
- Sandra Well, in my case I chose a friend who had some film equipment, like a really good expensive digital camera, so he was in the film straightaway. No problem!
- Host That's like the kid who's got a football is always picked for the team.
- Sandra Exactly. But in fact he's not a bad actor. And the other one, the other actor in my film, was a friend who's already done some acting at school, so I know she's really good.
- Host Only two actors then?
- Sandra Yeah, well there were one or two extras, just friends who didn't need to say anything.
- Host What about the script? The story?
- Sandra Yeah, well I wrote the story on my computer of course, and I got another friend to look through it and make it better. In fact, she made the script much better. And the thing is, of course, it's a short movie and you don't want it to be expensive or complicated, right? So you need a story that doesn't involve too many people or places – or money!
- Host And then ...? You go and do the filming, and then it's ready?

- Sandra Well, no ... you have to edit the film. I mean, we had about two hours of film and the competition was for a 15-minute film, so I had to edit it, make it shorter, take out some of the things that didn't look too good or weren't really necessary for the final film.
- Host You did that yourself?
- Sandra Yes, I used a programme on my laptop, you don't need special stuff.
- Host No special programme?
- Sandra No, you see, a lot of people think you need all kinds of special, expensive equipment to make a film, and you don't. In fact the one thing you really need is just, well, you need to really want to make a film and you need to kind of see it in your head. If you can see it in your head, then you can make it.
- Host Excellent. Well, just one more question, Sandra – what was your film about?

- 3  1.26 Before playing the third part of the audio, ask students to read through the text. Check understanding of vocabulary. Tell them that the audio is the same as the text. Play the audio while students fill in the gaps. When students have compared answers with a partner, play the audio again for them to check their answers. Give feedback in open class.

Mixed-ability

With weaker classes, you might like to tell students how many words are needed to complete each gap. With stronger classes, give students some time to predict the answers before listening to the audio.

Answers

1 lots of my friends 2 to each other 3 listening to them
4 a dark room 5 black-and-white 6 they think it's terrible
7 back into their lives 8 back to colour
9 with different eyes

Audio Script Track 1.26

- Sandra Well, I'm glad you asked me that! It's, well, it's a kind of a mystery movie, I guess. Or horror? I don't know. It starts in a school classroom – I used my school of course, and lots of my friends were sitting around. And the two actors are sitting talking to each other and they start saying how everything is really boring, you know? And another guy is watching them and listening to them, and then he gets up and walks down a corridor into a dark room. And in there, we see him pull a big, black handle – and everything goes into black-and-white! And everyone at the school is surprised and they think it's terrible but they don't know what's happened. So the film is about how everyone really, really wants to get the colour back into their lives. In the end, everything does go back to colour. And the couple in the film are in the same place, but now they see it with different eyes.
- Host Sounds very interesting! Thanks again, Sandra, and congratulations on your film and your prize!

GRAMMAR

Making a comparison stronger or weaker

- 1 Once students have chosen the correct intensifier, they complete the rule individually.

Mixed-ability

Stronger classes: Students look at the sentences and choose the correct intensifier. Ask them to identify the comparative adjectives in each sentence and then elicit or explain what difference the words *much / far / a lot* make (*much / far / a lot* is used with comparative adjectives to show a big difference; *a bit / a little* is used with comparative adjectives to show a small difference). To check understanding at this point, ask students to give you an example of their own for one or all of the intensifiers.

Weaker classes: Books closed. Write two example sentences of your own on the board (e.g. *I'm much younger than my brother. / I'm a bit older than you.*) Ask students to identify the comparative adjectives (*younger/older*). Ask them to look at the words before each adjective and explain the purpose of each (*much* is used with comparative adjectives to show a big difference; *a bit* or *a little* is used with comparative adjectives to show a small difference).

Answers

1 a lot 2 a little

Rule

a lot; much a little

- 2 Read through the example and sentences 1–4. Check/Clarify: *nails*. Students complete the exercise. Check answers.

Answers

- 1 My brother is a bit taller than me.
- 2 My new phone's far better than the old one.
- 3 Her nails are a little longer than yours.
- 4 The film's much more exciting than the book.

- 3 Students read through prompts 1–5. Go through the example before students complete the exercise. Point out that we use *and* when the second part of the sentence agrees with the first. Tell students they should use *but* when the second part contradicts the first, e.g. *I think English is more difficult than Art – but it's more interesting*. Remind them they must use the correct comparative forms and to start each sentence with *I think...*. Monitor and check students are using the comparative forms correctly, noting down any repeated errors for further discussion. Students can compare answers in pairs before a whole-class check. If you're short on time, set this exercise as homework.

Fast finishers

Ask students to think of four (or more) cities from their own country (or another country) and write sentences about them using *much / far / a lot / a bit / a little* and comparative adjectives.

Workbook page 29 and page 123

THINK SELF-ESTEEM

The film of my life

- 1 To introduce the topic, ask students if they have ever seen a film based on the life of a famous person (e.g. *The Social Network*), or about the life of a fictional character (e.g. *Forrest Gump*). You could show trailers of these two films on the IWB. Discuss the type of things that are shown in these films. Tell students you want them to write the plan for a script based on their own lives. Read through questions 1–4. Ask students to work individually to answer the questions. Monitor and help students with ideas if they are having difficulty.

Mixed-ability

Weaker classes: To help students with ideas, brainstorm possible answers to each of the questions in open class and write some of their ideas on the board.

- 2 **SPEAKING** Divide the class into small groups and ask students to discuss their films. If possible, encourage students to show photographs on their mobiles to illustrate their stories. Ask students to decide which the most interesting story in their group is. Listen to some of the most interesting ideas with the whole class as feedback.

Optional extension

Ask them to work in small groups and choose one of the life story scripts they prepared in Exercises 1 and 2. Ask them to decide which the most important scene is and to write a script for it. Students then act out the scene and record them on their phones if appropriate. Monitor and help with any difficulties. Students can then exchange phones with another group and watch each other's recordings.

Student's Book page 34–35

READING

- 1 A recording of this text is available with your digital resources. As a warm up activity, write the names of some popular television programmes on the board. Ask students to talk in pairs and discuss which of the programmes they watch/don't watch and why/why not. Listen to some of their ideas as feedback. With the whole class, ask students which is the best channel on television and why.

Students read the question and look at the TV listings. Elicit some ideas. Students then read the text quickly to check their ideas. Remind them they don't have to understand every word in the text at this stage. Check answers as a class.

Answers

Channel 1 soap opera Channel 2 quiz show
Channel 3 reality TV show Channel 4 news
Channel 5 chat show

- 2 Read through questions 1–4 and check/clarify: *contestants, presenters, viewers, participate*. Ask students to read the descriptions again and answer the questions. Check/clarify: *host*. Students compare answers with a partner before a whole-class check.

Mixed-ability

Stronger classes: Students may like to attempt the exercise without re-reading the text.

Answers

- 1 Double Your Money, 19th-century House
- 2 Double Your Money, The News, The Jordan Baker Show
- 3 Down Our Street
- 4 19th-century House

- 3 This exercise is closely modelled on Part 2, Paper 1 of the Cambridge English: Preliminary exam. Before answering, students should look for key words in the tweets which will help them find the answers (e.g. *questions, money, think carefully, married, vote off, wins*). As students complete the exercise, encourage them to underline the language that helped them decide on their answer. Students compare answers with a partner before feedback with the whole class. Discuss which words helped them find the answers.

BACKGROUND INFORMATION

Tweets are short (maximum 140-character) messages sent on Twitter, the online social networking platform. Registered users of Twitter can send and read tweets, unregistered users can only read them. Twitter was created in March 2006 in San Francisco. By 2012, Twitter had 500 million registered users and was one of the ten most-visited websites in the world.

Answers

Double Your Money Down Our Street 19th-century House

- 4 **SPEAKING** In small groups, students discuss the question. Monitor and help with vocabulary as required. When students have discussed fully, you may like to mix up the groups for them to present their answers to their new group. Encourage students to speak at length without interruption. As feedback, listen to some of their ideas in open class and encourage further discussion.

GRAMMAR**Adverbs and comparative adverbs**

- 1 Students look again at the TV listings and complete the sentences. Check answers with the whole class.

Mixed-ability

Weaker students:

Write the following sentences on the board:

- 1 *I am nervous before exams.*
- 2 *I waited nervously before the exam results arrived.*

Ask students: *Which sentence contains an adjective?* (1) *Which contains an adverb?* (2) Elicit the formation of regular adverbs (adjective + *-ly*). Follow the procedure for stronger students.

Stronger students:

Look at the four words in the list and ask students which are adjectives (easy, popular) and which are adverbs (easily, carefully). Ask students what adjectives do (describe nouns) and what adverbs do (describe verbs). Students complete the sentences. Check answers.

Answers

1 easy 2 easily 3 carefully 4 popular

- 2 Students should circle *easily* and *carefully* in the previous exercise. Students complete the exercise and compare their answers with a partner. Check answers.

Rules

Adjective Adverb Adverb; adjective

- 3 Referring to the rules, students complete the exercise. Check answers.

Answers

1 carefully 2 cleverly 3 clearly 4 well 5 badly
6 easily 7 fast

Fast finishers

Ask students to write sentences containing the adverbs.

Optional extension

Call out several adjectives of your choice (e.g. *nervous, bad, easy, slow, hard*) and ask students to give you the adverbs.

- 4 Students read the example sentences. Explain that comparative adverbs are used when two actions are compared. Ask students to tell you what the actions are in the example sentences (1. think, 2. speak, 3. answer questions). Students then read and complete the rule box.

Mixed-ability

Weaker students:

Books closed. Put two examples of your own on the board (e.g. *I can speak [L1] more quickly than English./I understand French more easily than Spanish.*). Ask a student to come to the board and underline the comparative adverbs. Point out that we use *more ... than* with adverbs as well as adjectives for comparison and explain that comparative adverbs are used when two actions are compared. Students open their book at page 35 and read the example sentences and complete the rule box.

Stronger students:

Ask students to come to the board and write a sentence with comparative adverbs. The class then have to identify the comparative adverb.

Rule

more

- 5 Students read through sentences 1–7. Check any problems with vocabulary. Go through the example with them, if necessary. Students complete the exercise. Remind them to look carefully at each adjective and decide if it is regular or irregular. Check answers. If you're short on time, set this exercise as homework.

Answers

1 more clearly 2 more carefully 3 more slowly
4 earlier 5 worse 6 harder 7 better

VOCABULARY

Types of TV programmes

- 1 Read through the instructions with students and check pronunciation of target vocabulary. In pairs, students think of an example for each programme type. As feedback, nominate individual students to name a programme for the whole class. Ask the rest of the students: *What type of programme is it?*
- 2 **SPEAKING** In pairs or small groups, students discuss the questions. Give students some time to think about their answers before completing the exercise. Monitor and encourage quieter students to give their opinion. When students are comparing their ideas, encourage them to use comparative adjectives and vocabulary from the unit if possible. Tell students to note down their ideas as they discuss them, as they will need them for the writing task. Listen to some of their ideas in open class as feedback.

Optional extension

Write 'Television – good or bad?' at the top of the board or use the IWB. Divide the class into two groups. Ask one group to think of reasons why television is good and the other why television is bad. Set a ten-minute time limit. Ask a student from each group to come to the board and write the groups' ideas on the board. Which group has the best arguments? To continue the discussion, write the sentence *Life was better without television* on the board and encourage an open class debate between the two groups, one arguing for the statement and the other against.

Workbook page 31

WRITING

A paragraph

Mixed ability

For weaker students, brainstorm ideas on the board before students write their paragraph. They can use their notes that they took in Exercise 2.

To make this task more challenging for stronger students, ask them to compare their current TV habits with their TV habits in the past and what they predict their TV habits will be in the future.

Students expand their notes into a paragraph. In the next lesson, display the paragraphs on the walls of the classroom for students to read to find somebody who has the same viewing habits as they do. If you're short on time, set this exercise for homework.

Student's Book page 36–37

PHOTOSTORY: episode 2

- 1 Look at the photos with students and ask them to name the people. Ask students: *What can you remember about Luke, Olivia, Ryan and Megan from the photostory?* Students look at the photos and guess what they're talking about. Ask them to guess the answers to the questions without reading the conversation. Write some of their ideas on the board. These can then be referred to during feedback.

- 2 **1.27** Play the audio. Students read and listen to check their answers. Ask students to check answers with a partner before feedback with the whole class. During feedback, refer to their ideas from Exercise 1 and check if they predicted correctly.

Answers

So she can meet Gregory Harris.
She read the time wrong and missed the audition.

DEVELOPING SPEAKING

- 3 Divide the class into pairs and ask students to guess the continuation of the story. Ask them to write their answers in their notebooks. Monitor and help with any questions. Listen to some of their ideas in open class and write some of their ideas on the board, but don't comment at this stage.
- 4 **EP2** Play the video while students check their ideas from Exercise 3. During whole-class feedback, refer to the ideas on the board and check which were correct.
- 5 Read through the sentences with the whole class. Divide the class into pairs and ask students to complete the exercise. Monitor and help with any difficulties. Play the video again, pausing as required for clarification.
Check answers in open class. Ask individual students to correct the false statements.

Answers

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

PHRASES FOR FLUENCY

- 1 Ask students to locate the expressions 1–6 in the story on page 36 and decide who says them. Ask them: *How would you say the expressions in your own language?* Ask students to compare their answers with a partner before open-class feedback.

Answers

1 Luke 2 Megan 3 Luke 4 Olivia 5 Luke 6 Luke

- 2 Ask students to read through the sentences and complete the answers. Go through the first sentence with them as an example if necessary. During feedback, say the sentences for students to repeat. Drill sentences to ensure correct pronunciation. In pairs, students practice the conversations.

Answers

1 Guess what 2 Have a look 3 In fact 4 Come on
5 looks like 6 after all

WordWise

Expressions with *get*

- 1 Read the instructions with the class. Do the first one as an example, making sure students understand why *go*, *arrive* is the answer. Students work with a partner to choose the meaning of *get* in the sentences. Check answers with the whole class.

Answers

1 c 2 d 3 b 4 a

- 2 Ask students to read through the phrases and check understanding. Ask students what *get* means in each of the six phrases.

get home/there = *arrive*

get bored/angry/better = *become*

get a drink = *buy*

Go through the first sentence with the whole class as an example.

Students work with a partner and complete the exercise. Remind them to look carefully at the tenses they need to use and to use the past simple if necessary. Check answers.

Answers

1 got bored 2 got there 3 get home 4 got better
5 get angry 6 get a drink

- 3 This exercise practises phrases with *get* in some natural situations. Ask students to work with a partner and match the questions and answers. During whole-class feedback, work on pronunciation and intonation of the sentences.

Mixed-ability

Working with a partner of a similar level, students practise the dialogues. Allow them to read from the book at first, and then take it in turns to close their book and attempt to complete the dialogues without looking. Finally they can both close their books and try to remember the five dialogues. Stronger students may like to try to develop the conversations further.

Answers

1 c 2 a 3 e 4 b 5 d

- 4 Working individually, students write their answers to the questions. Give them an example of your own to get them started. Monitor to help with any questions. When students have finished their sentences, they can practise dialogues with a partner. Listen to some examples in open class as feedback.

Workbook page 31

FUNCTIONS

Asking for and offering help

- 1 Books closed. Tell students to imagine that they are in England and their bag is too heavy for them to carry. Ask them: *How would you ask for help?* Elicit some ideas and put any correct sentences on the board. Then ask students to imagine that they see an old lady whose bag is too heavy for her to carry. Ask them: *What would you say to her?*

Books open. Students read the sentences and complete the exercise. Check answers in open class.

Answers

1 Offering help 2 Asking for help

- 2 In pairs, students complete the exercise. Check answers with the whole class. During feedback, elicit possible answers to the questions and write them on the board. You could also draw attention to the difference between *lend* (something to someone) and *borrow* (something from someone).

Answers

1 Asking for help 2 Offering help 3 Asking for help
4 Offering help

- 3 **SPEAKING** In pairs, students create dialogues. Monitor and help with any problems. As the focus is on fluency and educating the whole learner, avoid correcting errors unless they hinder comprehension. Listen to some of their conversations in front of the whole class.

4 SOCIAL NETWORKING

Objectives

FUNCTIONS	giving advice
GRAMMAR	indefinite pronouns (<i>everyone, no one, someone, etc.</i>); <i>all / some / none / all of them; should(n't), had better, ought to</i>
VOCABULARY	IT terms; language for giving advice

Student's Book page 38–39

READING

You could set a homework research task for students to find out about these social networking sites as they come up in the text. Ask students to tell the class what they have found out.

BACKGROUND INFORMATION

Facebook is an online social networking service which was founded at Harvard University in 2004 by Mark Zuckerberg. It was initially limited to Harvard University students, but soon expanded into the Boston area, then to other universities, high schools and beyond. It is now open to anyone in the world over the age of 13. Users create a personal profile on which they can post messages and photos. They then add friends, who can view the messages and photos. In 2012, Facebook had over a billion users and a market value of \$104 billion.

Google is a corporation specializing in Internet-related services which was founded in California in 1998. It is best known for its search engine, the most used in the USA and other parts of the world. It was the most visited website in the world in June 2014. The verb to google (*if you need some information, google it*) is now commonly used to mean to carry out an Internet search.

Pinterest is an Internet service, launched in 2009, on which users create and share collections of photographs and other items of interest. By January 2012, the site had 11.7 million US users, making it the fastest ever site to reach 10 million users. 70% of the users are women.

LinkedIn is a social networking service mainly used for professional networking. It was founded in 2002 and by June 2013 had more than 250 million users in 200 countries. Users post their curriculum vitae and use the site to make connections with other business people, find jobs, search for employees etc.

Twitter (see background information in Unit 3).

As a warm up, ask students: *What do you use social networks for?* If your students have mobile devices, ask them to use them to compare answers. Ask: *Do you all use the same apps and networks?* Listen to some of their ideas in open class and encourage discussion.



- 1 SPEAKING** Look at the logos and check students can name them. In pairs or small groups, students discuss the questions. Ask individual students to report back to the class during feedback. Use the interactive whiteboard (IWB) to show students some of the sites

and discuss how they work. See if the class can agree on what the best social network is.

Optional extension

If your students are interested in this topic, ask them to work in pairs and recommend a social network for the following:

Sending photos; Doing business; Keeping in touch with old friends; Looking for a job; Making live comments on a sports game.

- 2 SPEAKING** Read through the sentences and check understanding. Give students some silent thinking time to think of their answers to the questions. In pairs, students discuss the sentences and make notes of their answers. Monitor and help with any questions about vocabulary. Tell students that they don't have to write complete sentences. Divide the class into small groups. Students tell each other their thoughts about the statements. Listen to some of the best ideas with the whole class as feedback.
- 3**  **1.28** This exercise is closely modelled on Reading Part 3 of the Cambridge English: Preliminary exam.  Students should read the sentences carefully and decide which key information they need to look for. They should be careful to check if the verbs in the sentences are positive or negative when deciding on their answer. Give students time to read the sentences and clarify any difficult vocabulary. Tell students they are going to read an article giving advice on using social networks. Play the audio while students listen and read. Then they complete the exercise. Ask students to underline the parts of the text which helped them find the answer. Students can compare answers in pairs. Play the audio again for students to check or change their answers.

Answers

1 A 2 B 3 B 4 A 5 A 6 A 7 A 8 B

- 4** Ask students to work together with a partner and correct the incorrect statements. Stronger students may be able to do this without looking back at the text. Check answers with the whole class.

Answers

- 2 He wrote that he didn't have a very interesting job and his boss said he should look for something he would personally find more interesting.
- 3 Cathy's birthday party ended in disaster because she posted the invitation and address online.
- 8 He says that if you're angry or frustrated when you're writing a message, you should wait a bit. Read it again later before you post it.

Responsible online behaviour

- 1 Read through the statements and check/clarify: *bullied*. Students work individually to complete the exercise. Monitor and help with any difficulties.

Answers

- Do talk to your teacher or another adult if you get bullied on social media.
think carefully before you write a post about yourself or other people.
think before you post a photo of yourself or someone else.
- Don't say bad things about other people online.
write a post about someone when you are angry with them.
write posts containing personal information about your family.

- 2 **SPEAKING** Students compare their lists with a partner. As feedback, create a *dos* and *don'ts* list on the board and ask individuals to come to the board and add to it.

Optional extension

Divide the class into small groups. Ask students to discuss if they have, or they know someone who has, ever had a bad experience on a social network. Ask some of the students to share their experiences in open class.

Student's Book page 40–41

GRAMMAR

Indefinite pronouns (*everyone, no one, someone etc.*)

- 1 Students complete the sentences from the article. Check answers with the whole class. Ask students if the indefinite pronouns refer to people, places or things (things: *everything, something*, people: *no one*). Then ask students to find more indefinite pronouns in the text on page 39.

Mixed-ability

Stronger classes: Ask students to try to fill the gaps from memory without looking back at the text. Elicit or explain the meaning of the indefinite pronouns in each sentence, asking students if they are used in this case to refer to people, places or things (things: *everything, something*, people: *no one*).

Explain that these words are called *indefinite pronouns* in English. Then give students a few minutes to go back through the text on page 39 and find more.

Weaker classes: Write the following examples (or a few of your own) on the board:

*I can't remember everything in my diary for this week.
I'm meeting someone tomorrow, but I can't remember who!*

Explain or elicit the meaning of the pronouns in each sentence, asking students if they are used in this case to refer to people, places or things (*everything*: things, *someone*: people). Students now open their books on page 40 and look at the examples. Give them three options to fill the gaps: (*no one, something, everything*). Students complete the sentences. Check answers, and then ask students to find more examples in the text on page 39.

Answers

- 1 everything 2 something 3 No one

Other examples of indefinite pronouns (underlined) – look for something; some of them; some important tips; none of them; all of them; Not everyone will like; everyone should ask; someone is unfriendly; anyone can be polite; Don't share your passwords with anyone

- 2 Students read through the table while you copy it onto the board. Elicit the words to complete the gaps. Let students look back at the text if necessary.

Answers

- 1 someone 2 no one 3 anyone

Divide the class into pairs and ask students to complete the rule. Check answers in open class.

Rule

every some any no

Language note

- 1 Explain that words ending in *-thing* refer to things, words ending in *-one* refer to people and words ending in *-where* refer to places.
- 2 *some-* and *every-* words are used in positive statements and *no-* words are used in negative statements with positive verbs. A typical mistake for many students is to use double negatives (e.g. *I don't know nothing), which isn't correct in English.
- 3 Students may find it useful to translate the words in the table into their own language and compare them.

- 3 Students read sentences 1–8. Check any vocabulary problems. Go through the first sentence as a class asking students to explain why the correct answer is *everywhere*. Students work in pairs to complete the exercise. Remind them to look carefully at each sentence and decide if the missing word is a person, place or thing first. Students compare answers in pairs before a whole-class check.

Answers

- 1 everywhere 2 everyone 3 No one 4 someone
5 something 6 anywhere 7 nowhere 8 somewhere

- 4 Students work individually and complete the sentences. Divide the class into pairs for students to share their sentences. A variant on this exercise is for students to write three true sentences and one untrue sentence, all of which must contain an indefinite pronoun. Their partner should then guess which of the sentences is untrue. If you're short on time, set this exercise for homework.

Workbook page 36 and page 123



Be aware of common errors related to *any* vs. – (no article) pronouns, go to Get it right on Student's Book page 123.

VOCABULARY

IT terms

- 1 Books closed. To introduce the topic of computers, write *computer geek* on the board. Elicit or explain that this is a term for a person who is extremely interested in how computers work and who spends a lot of time using them. Ask students: *Are you a computer geek? Why?* Ask students to work in pairs and describe how they use computers at home. Ask them: *What do you use them for?*

Books open. A lot of technology vocabulary is international, so your students are likely to have seen some of the phrases before. Students complete the exercise in pairs. Check answers with the whole class.

Answers

b 4 c 3 d 5 e 8 f 1 g 2 h 9 i 6 j 10

Fast finishers

If students finish early, ask them to write sentences about how often they do each of the actions in the phrases.

Optional extension

The phrases in this exercise can easily be made into a matching activity. Before the lesson, write half of each phrase on a different piece of paper (e.g. *to key in/your password; to install/a programme*). Mix up all the beginnings and endings. Create enough sets of cards to allow for one set per four students. Students work in groups to match the beginnings and endings of the phrases.

- 2 **SPEAKING** Divide the class into pairs. Students read through questions 1–4. Check/clarify: *secure*. Give students a few minutes to discuss the questions with a partner. Ask each pair to feedback to the class and if there are any interesting points, discuss these further with the whole class.
- 3 Look at the mind map for *key in*. Divide the class into three and ask each group to create a mind map for one of the other three verbs. Ask individuals to come to the front of the class and recreate their group's mind map on the board. Elicit further words from the rest of the class to add to each mind map.

Workbook page 38

LISTENING

- 1 As a warm up, ask students: *How much do your parents know about computers? What do they use them for? Do they ever ask you for help with computers?* Ask students to discuss the questions in small groups, and then listen to some of their answers in open class.
- Books closed. Tell students that you have a list of six computer problems and you want students to guess what they are. Elicit possible computer problems and write any interesting vocabulary on the board.
- Books open. Read through the problems and definitions and check understanding. If you have a computer or an IWB in the classroom, you could use the screen to help you explain some of the vocabulary. Divide the class into pairs. Students complete the exercise before feedback in open

class. During feedback, encourage students to add any further IT related vocabulary and write any interesting suggestions on the board.

Answers

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

- 2 **SPEAKING** Students work together in pairs to discuss the questions. Ask individuals to share their experiences with the class and find out who has had the most serious computer problem.

Mixed-ability

Weaker students can discuss the questions in small groups. Ask them: *Who has had the most serious computer problem?* Stronger students can also think of other problems (not mentioned in Exercise 1) that people have with computers.

Optional extension

Ask students to work in pairs and imagine three computer problems. When students have their problems, join pairs into groups of four. Students ask the other pair to solve their problems. Hold a competition to find out which pair is best at solving problems.

- 3 **1.29** Tell students they are going to listen to a conversation between a girl and her father. Students listen and answer the questions. Encourage students to concentrate on the task and not to worry if they don't understand every word. Check answers.

Answers

- 1 He's trying to install and play a computer game.
2 He hasn't created a username and password.

Audio Script Track 1.29

- Dad Why isn't this working, come on. OK, I'll try again.
Argh!! Stupid machine!
- Hannah What's up, Dad?
- Dad Oh, it's nothing, Hannah, don't worry. I'm only trying to ...
- Hannah What are you doing?
- Dad Oh, a friend of mine gave me this game. But I can't make it work.
- Hannah Let me see. Football Fast – I didn't know you're into gaming, Dad!
- Dad Well, I'm not normally, you know that. But they're all talking about this game at the office. I thought I should give it a try, too.
- Hannah You of all people? Isn't it you who's told your son about 7 million times that he should 'stop playing those silly games'?
- Dad Ha, ha. Come on, be a good girl. You don't need to tell him, Hannah!
- Hannah Well, I'll think about it. As you know, 'there are more important things to get on with in life' ...
- Dad ... than gaming.
- Hannah Anyway, what's the problem?
- Dad It just won't start.
- Hannah Let me have a look. You haven't created a username and a password, have you?
- Dad Username? Password? What for?

Hannah Come on, Dad. Let's not ask any unnecessary questions. The question isn't what for, it's whether you've done it or not.

Dad Well, no, I haven't. My friend says it's easy to download, and I don't have to do anything. Just start it and that's it.

Hannah Well, to install it you need to create a username and a password. That's not exactly a huge job, is it? But let me do it.

Dad OK. But don't ...

Hannah Alright. That's COOLDAD42, and the password is ICANDOIT.

Dad Oh, dear.

Hannah You have to wait a bit and then you have to choose your team.

Dad OK.

Hannah Dad. You don't have to press ENTER 12 times. Once is enough.


Dad That's ridiculous.

Hannah Hey. What are you doing? You mustn't touch the keyboard during the installation.

Dad Stupid game.

Hannah Well, the game isn't stupid, but you're impatient. Oh, no. What's that? A serious error has occurred while loading Football Fast. We recommend that you apologise to your daughter.

Dad Ha ha. Very funny!

- 4  1.29 This exercise is closely modelled on * Listening Part 4 of the Cambridge English: Preliminary exam. Tell students they will hear the audio again and that they should decide if each sentence is correct or incorrect. Tell them to read the sentences carefully and to pay particular attention to sentences with negative verbs, as these often cause confusion. Before listening, students should decide which key information they are listening for. Play the audio. Let students compare answers with a partner before playing the audio for a second time. Check answers and ask students to correct incorrect statements in open class.

Answers

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

GRAMMAR

all / some / none / any of them

- 1 Before introducing this grammar point, refer back to the grammar of indefinite pronouns on page 40 and explain that we use *somewhere/nowhere/everywhere* to make general statements. Tell students they are going to learn how to give extra information about a group of people or things. Ask students to work in pairs and try to complete the sentences before they refer back to the article on page 39 to check. Check answers.

Mixed-ability

Weaker classes/students: If your students need a bit more support with this language point, write this information on the board:

I asked ten people these three questions.

- 1 *Do you like strawberries?*
- 2 *Can you speak English?*
- 3 *Have you been to Paris?*

The answers were:

- 1 *Yes 10 No 0*
- 2 *Yes 5 No 5*
- 3 *Yes 0 No 10*

Elicit or write the following sentences:

All of them like strawberries.

Some of them can speak English.

None of them have been to Paris.

Point out that we use *of them* when we refer to a specific group. Add that we can also use *any of them* in negative sentences and questions such as:

I have a lot of numbers in my phone but I can't remember any of them.

Do any of them come from France?

Any of them can also be used when we don't express preference.

Which cake would you like? Any of them would be great!

Answers

1 none of them 2 all of them

- 2 In open class read the rule and elicit answers.

Rule

1 none 2 things 3 more

- 3 Read the sentences with students and check understanding of vocabulary. Go through the first sentence as an example. Students work individually to choose the correct option to complete sentences. Allow them to compare answers with a partner before whole-class feedback.

Answers

1 None 2 any 3 some 4 Any 5 all 6 none
7 any 8 some

Language note

If we are talking about a group that includes the person speaking (or writing) we use *all / some / none / any of us*. If the group includes the listener (or reader) we use *all / some / none / any of you*.

Fast finishers

Ask students to write sentences about their families using *all / some / none of them / us*. Listen to some of their sentences when you check answers for Exercise 3.

- 4 Students complete the gaps and check with a partner before whole-class feedback. If you're short on time, set this exercise as homework.

Answers

1 none / all 2 some 3 all / some 4 any 5 none
6 None / Some

Optional extension

Using the IWB, do a Google images search for groups of famous actors. Divide the class into groups of four. Ask students to look at the pictures and take it in turns to make sentences describing them using *none of them / all of them / some of them*, e.g. All of them have brown eyes. Some of them are wearing ties. Groups score one point for each correct sentence. Sentences cannot be used more than once. This can be played within groups or as an open class competition.

If you do not have an IWB, you could simply print the photos. Alternatively, the same activity can be done by dividing the class into groups of four and asking students to look around at the other groups and take it in turns to make sentences describing a group using *none of them / all of them / some of them*, e.g. All of them have brown eyes. None of them are wearing a skirt.

Workbook page 36 and page 123

Student's Book page 42–43

READING

- 1 A recording of this text is available with your digital resources. As a warm up activity, write on the board: *text message; email; note*.

Divide the class into small groups and ask students how often they use each of the three types of communication. Discuss in open class and find out who sends the most messages.

Tell students they are going to read some messages. Make it clear that the messages are not in the correct order and that they shouldn't worry about the order at this stage. Students read the messages and work with a partner to complete the exercise. Tell them it is not important to understand every word at this stage. If students have any questions about difficult words, tell them to try to guess the meaning. Check answers with the whole class.

Answers

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

- 2 Ask students to read through questions 1–6. Check/clarify: *warm up, posted, advert, condition, lower*. Ask students to read the text and choose the correct option. Ask students to compare their answers in pairs before whole-class feedback.

Answers

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

TRAIN TO THINK

Logical sequencing

- 1 Working individually, students decide on a logical order for the messages. Ask them to underline words and phrases which helped them make their decisions.

Mixed-ability

Tell weaker students which of the messages to put first (and possibly last).

Answers

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

- 2 **SPEAKING** Divide the class into pairs for students to compare their answers to Exercise 3. Monitor and help with any questions. Go over answers in open class and pay particular attention to which words and phrases they used to help them decide.

Optional extension

Tell the class they are going to imagine a conversation between the two main characters from the text. Divide the class into two groups and give each group one of the following characters: *Emily* or *Lucas*. Students discuss some of the things their character might say when they first meet and during the bike ride. When students have some ideas, re-assemble the class into pairs containing one student from each of the groups. Students act out a conversation between the two characters. Monitor and take note of any repeated errors, but do not interrupt, as this is a fluency activity. Listen to some examples in open class as feedback.

GRAMMAR

Should(n't), had better, ought to

- 1 As an introduction to the grammar of giving advice, refer back to the messages in the reading and ask students to imagine that Emily and Lucas are going to meet again. What advice would they give? Write the following on the board:

Lucas _____ *buy Emily some flowers*.

Elicit *should* to fill the gap. Ask students if they know any other words with similar meaning to *should*.

Look at sentences 1–3. Ask students to look back at the text and complete the sentences. Check answers. Ask stronger students to try to explain the difference (if any) between *should*, *ought to* and *had better*.

Answers

1 ought to 2 should 3 'd better

Read through the rule with students and elicit answers. Give students an example of the use of *had better*. E.g. Mother to child – *You had better study hard or you won't pass the exam*.

Rule

1 advice 2 negative 3 don't

Language note

- 1 *Should* and *ought to* are modal verbs. You may want to remind students about some common features of modal verbs:

There is no infinitive, e.g. **to should*

There is no third person, e.g. **shoulds, oughts to*

Question forms are constructed by inversion, e.g. *Should I ... ? Ought I to ... ?* not **Do I should ... ?*

The negative form of *ought to* is *ought not to* (or *oughtn't to*).

- 2 Make sure students are not saying **should to go*

3 *Had better* is used with *you* to give strong advice. When we use *had better* with *I* or *we*, we usually indicate an intention, e.g. *I'd better go to bed* implies that *I am going to bed*. *Had better with you* can imply a threat and therefore is not appropriate for giving polite advice.

- 2 Students match the correct questions and answers. Ask them to check answers with a partner before feedback in open class.

Answers

1 g 'd better (circled) 2 f ought to (circled) 3 d ought to (circled) 4 e 'd better (circled) 5 a shouldn't (circled) 6 b should (circled) 7 c 'd better not (circled)

Fast finishers

If any students finish early, ask them to write some sentences giving advice to someone who wants to learn to speak English. Listen to some of their ideas during feedback.

- 3 Ask students to work in pairs and write short dialogues giving advice to people in the pictures. Monitor and help with any difficult vocabulary. Listen to some examples in open class as feedback. If you are short on time, set this exercise as homework.

Optional extension

Ask students to imagine some problems that they have. You could either put them in pairs and ask them to create dialogues as in Exercise 3 above, or ask them to walk around asking people for advice for their problems. This encourages them to use the language of advice spontaneously. When students have asked for advice several times, ask individuals to give feedback in open class and decide as a class what the best piece of advice was.

Workbook page 37 and page 123



Be aware of common errors related to *should*, *go to*. Get it right on Student's Book page 123.

VOCABULARY

Language for giving advice

- 1 This is a challenging exercise, so you might prefer to explain the difference between the verb *to advise* and the noun *advice* before completing b and c.

Books closed. Ask students who gives them the best advice. *Is it a friend, a family member, the Internet?* Write on the board: *My mother gives me _____ advice. I always do what she says. She advises me _____ work hard and do all my homework. She advises me _____ playing computer games. I _____ her advice.*

Try to elicit words which can fill the gaps.

Books open. Give examples of what something or someone might be. Divide the class into pairs and ask students to discuss questions 1–3. Listen to some of their ideas in open class.

Answers

a Advice is a noun; advise is a verb. b not to listen to somebody's advice: to ignore [someone's] advice
c do what somebody has advised you to do: to take/follow [someone's] advice

Language note

Point out that we say *to advise someone to do something*, but we *advise against doing something*. Tell students that this is because *against* is a preposition and is therefore followed by a noun or the gerund (*-ing*) form of the verb.

- 2 Students complete the sentences in pairs. Check answers. During feedback, make sure students are pronouncing *advice* /s/ and *advise* /z/ correctly.

Answers

1 ignored; advice 2 advice about 3 advised; follow/take; advice 4 advises against

Workbook page 38

FUNCTIONS

Giving advice

SPEAKING Read the questions with students and quickly elicit some possible answers. Encourage students to use language from the unit in their answers. Students work in pairs and discuss the questions. Monitor and help students with any questions. If you have a problem with students speaking in L1, try giving them a 'time out' (they have to keep completely quiet for thirty seconds, and maybe even stand up!) if they use L1. In feedback discuss interesting ideas further.

Student's Book page 44–45

CULTURE

Communication through history

You could set a homework research task for students to find out about the following items from the text. You could then start off the lesson by asking students to tell the class what they have found out.

BACKGROUND INFORMATION

The Cave of Altamira is a cave in Cantabria, Northern Spain which is famous for its Upper Palaeolithic (c.16,000 years ago) cave drawings. The paintings were made public in 1880 and initially thought to be fake by many people. After scientific tests they were pronounced genuine and radically changed the perception of prehistoric man. The cave was closed to the public in 1977 as the paintings were being damaged by the carbon dioxide in the breath of the large number of visitors.

Egypt (population 86.5 million) is a country in North Eastern Africa. It has one of the longest histories of any country and has been a nation state for 12000 years. Ancient Egypt saw some of the earliest developments of writing, agriculture, organised religion and central government. Their ancient writing system of hieroglyphics has been found on clay tablets dating from the 33rd century BC.


Mesopotamia is an area of land around the Tigris River, corresponding to modern day Iraq, Kuwait and Syria. It is widely considered to be the cradle of Western civilization. 5000 years ago, Mesopotamia consisted of the Sumer, Akkadian, Babylonian and Assyrian empires. Sumerian writing is thought to pre-date and be the main influence on Egyptian hieroglyphics.

Papyrus is a thin paper-like material made from the papyrus plant. It was used in Ancient Egypt and throughout the Mediterranean region as a writing material.

Johannes Gutenberg (c.1398–1468) was a German printer who introduced printing to Europe. He invented mechanical movable type printing in around 1439. This introduced the era of mass communication. His most famous printed work is the Gutenberg Bible of which 48 still survive today. **Project Gutenberg**, an online digital library, was set up in 1971 and allows free digital access to thousands of public domain novels and other literature.

- 1 Books closed. As a warm up, write the word *books* on the board. Go round the class quickly nominating students to give you the title of a book by an English-speaking author. Write any answers on the board. Ask students: *How long ago were the first books written? Do you know where?*

Books open. In open class, ask students to describe the pictures and answer the questions. The pictures show (from left to right) an inscription on a stone, an e-reader, a cave painting and a printing press.

- 2  1.30 Tell students they are going to read about the history of written communication. Read through the instructions and paragraph headings to check understanding. Tell students not to worry about difficult vocabulary at this stage. Let students compare answers with a partner before open-class feedback. Weaker classes: to make the exercise easier, ask students to choose from just four of the headings (*b, c, e, f*).

Answers

1 e 2 b 3 f 4 c

- 3 **SPEAKING** Students discuss the questions. Monitor and help as necessary, encouraging students to express themselves in English and to use any vocabulary they have learned from the text. Praise them for any original ideas. Ask pairs or groups to feed back to the class and discuss any interesting points further.

PRONUNCIATION

For pronunciation practice in the short /ʌ/ vowel sound, go to Student's Book page 120.

- 4 **VOCABULARY** Read through the definitions with the class to check understanding of difficult vocabulary (*hole, underground, tongue*). Students read through the text more carefully to complete the exercise and check answers with a partner before whole-class feedback.

Answers

1 emotions 2 engraved 3 papyrus 4 licked
5 published 6 printing press 7 browsing

Optional extension

Ask students to imagine the following situation:

You are digging a hole in your garden when you find a 2000-year-old stone tablet that proves the existence of life on other planets. What would you do with the information? Would it be better to keep quiet and not tell anybody?

Ask students to discuss in pairs. When they have some ideas, hold an open class discussion and decide what to do.

WRITING

A web page giving advice

- 1 Students read through the instructions and questions. (The information would be important for anyone using a computer in a public place.) Check answers.

Answers

1 internet café, library, airport 2 (open question)
3 Someone else could access your account.
4 If you haven't logged out, your account information may still be accessible to someone else.

- 2 Read through the example sentence with students to check that they understand the exercise. Divide the class into pairs and ask them to rewrite the sentences. Check answers with the whole class.

Answers

2 Don't click 'Yes'. 3 Make sure you do not simply close the browser. 4 You should always log out. 5 Politely ask them to go somewhere else.

- 3 Elicit that all of the sentences in Exercise 2 are used to give advice. Students work individually to match the advice with the situations. Allow them to compare their answers with a partner before checking in open class.

Answers

a 2 b 3 c 1 d 5 e 4

- 4 In open class, read through the descriptions of the content. Students look back at the text and complete the exercise. Check answers in open class.

Answers

Introduction: d Bullet point 1: e Bullet point 2: b
Bullet point 3: a Bullet point 4: c

- 5 Divide the class into small groups. Ask them to read through the four ideas and discuss what advice they would give in each situation. Tell them to use the web page as an example and to use words like *should, ought to, make sure* etc. Monitor and check students are using the language of advice carefully. If you are setting the writing for homework, encourage all students to make notes as they will need to refer to the notes when they write their text.
- 6 Students write the text. This can be done as a collaborative writing activity in class with pairs of students working together to complete the exercise. On completion, you could ask students to exchange their texts with another pair for them to read and correct any grammatical errors. If you have space, display the texts on the walls of the classroom. If you're short on time, set this exercise as homework.

Student's Book page 46–47

CAMBRIDGE ENGLISH: Preliminary

THINK EXAMS

READING

Part 2: Matching

1

Answers

1 C 2 E 3 D 4 A

Workbook page 42

LISTENING

Part 4: True/False

2  1.33

Answers

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

Audio Script Track 1.33

- Dad Five minutes, Ellen. Then I want you to stop and come and help me in the kitchen.
- Ellen What?!
- Dad You've been on the computer long enough now. I want you to take a break.
- Ellen That's not fair. I've only been on for half an hour.
- Dad Yes, but what about this morning? You spent most of the morning on it, too. Anyway, what are you doing that's so important that you can't take a break?
- Ellen Stuff for school. I've got a history project and the teacher told us to go online to find out loads of facts.
- Dad Really? What's the project about?
- Ellen Umm. Queen Victoria.
- Dad So why are you looking at pictures of shoes? Don't tell me – they're Queen Victoria's shoes!
- Ellen No, of course not. I was just taking a break, and I need some new shoes.
- Dad So why don't you close that window down and show me the historical sites you're looking at?
- Ellen Dad!

- Dad Come on. Let's see what else you've got open. Oh, chatting with Jenny on a social networking site. Well, that's useful.
- Ellen Actually, it is. I'm asking her for ideas about the project. You can have a look if you don't believe me.
- Dad No, thanks. That's your private life, and in any case, I believe you. But that doesn't mean I don't want you to take a break and come and help me.
- Ellen What do you want help with anyway?
- Dad Well, I'm trying to make a cake for your Mum's birthday – it's a surprise so don't say anything – but anyway, I'm having problems with the ingredients.
- Ellen You – baking a cake? This I've got to see. Why didn't you say that earlier?
- Dad Great, but no laughing, please. I mean it's a bit of a mess in the kitchen.

Workbook page 35

TEST YOURSELF UNITS 3 & 4

VOCABULARY

1

Answers

- 1 mode 2 comedy 3 upload 4 documentary
5 advice 6 news 7 advise 8 attachment 9 post
10 ignore

GRAMMAR

2

Answers

- 1 no one 2 best 3 someone 4 none 5 better
6 Everyone

3

Answers

- 1 He's a bit angry – I think you ought to apologise to him.
2 The film isn't as good ~~than~~ as the book.
3 There are six films on TV, and all of them ~~is~~ are terrible.
4 It's the ~~most bad~~ worst party I've ever been to.
5 He runs more ~~quick~~ quickly than me.
6 It's late. We'd better ~~to~~ go home now.

FUNCTIONAL LANGUAGE

4

Answers

- 1 everything; should 2 help; would 3 with; against
4 hand; ought

5 MY LIFE IN MUSIC

Objectives

FUNCTIONS	asking about feelings and making helpful suggestions
GRAMMAR	present perfect continuous; present perfect simple vs. present perfect continuous
VOCABULARY	making music; musical instruments; phrasal verbs with <i>out</i>

Student's Book page 48–49

READING

- 1 **▶1.34** Books closed. To wake students up with a physical warmer, ask the whole group to stand up. Nominate an individual to say the name of a musician or group. If a student likes a song by this artist they sit down. You could ask individual students to name which song they like when they have sat down. Keep going until everybody is sitting down. This can then be repeated with students standing up when they own a recording by a named artist.

Books open. Play the audio while students match the types of music to the pictures.

Answers

- 1 rap 2 dance music 3 jazz 4 opera 5 rock
6 pop

- 2 Write *types of music* in the centre of the board. Divide the class into groups of three and ask them to think of as many different types of music as possible. Tell students they should write their list in the form of a mind map with genres of music leading to other genres e.g. rock leading to punk, heavy metal, rock and roll, glam rock etc. After three minutes, ask students how many they have in their list. Ask a student from the highest scoring group to come to the board and try to draw a mind map of their list. When it is complete, elicit further types from the rest of the group and ask them to add them to the mind map.
- 3 **SPEAKING** Divide the class into small groups and ask students to compare their musical tastes. In preparation for their discussion, you might like to write some adjectives on the board for them to use (e.g. *brilliant, great, terrible, awful*). Monitor to make sure students are getting equal opportunity to speak and that students are attempting to describe the music they like, rather than simply giving lists of artists. Try the 'silent tick' – writing a tick on a student's notebook if they speak well. Students can be quite motivated by this! Ask some of the students to share their opinions with the whole class and encourage open class discussion.

- 4 Read through the questions with students before they complete the exercise. Check/clarify: *busker, talent show, talent scout*. Do not check answers at this stage.
- 5 Students read the text quickly to check their ideas. Remind students they don't have to understand every word at this point. Check answers.

Answers

- 1 bottom picture 2 top picture (this picture shows *One Direction* who shot to fame after winning the talent show *X Factor*) 3 (open question) 4 (open question)

BACKGROUND INFORMATION

X Factor is a television music competition franchise. Amateur artists compete to win the affections of a team of judges and the audience. Judges review and then train finalists, helping with song selection and styling. It originated in the United Kingdom.

The Voice is a television music competition franchise created in Holland in 2010. It is different from other talent shows in that competitors are only judged on how well they sing, rather than how they look or perform.

Leona Lewis (born 3 April 1985) is a British singer-songwriter. She won the *X Factor* in 2006, winning a £1 million record contract. She has now released five albums.

Steve Brookstein (born 10 November 1968) is an English singer who won the *X Factor* in 2004. His first single *Against All Odds* reached number one in 2005. He was soon dropped by his original record label but kept recording with other labels and released his third album *Forgotten Man* in 2014.


Olly Murs (born 14 May 1984) is an English singer. He was runner-up in the *X Factor* in 2009. His debut single *Please Don't Let Me Go* reached number one in August 2010. He remains popular and has released three albums.

Joe McElderry (born 16 June 1991) is an English singer. He won the *X Factor* in 2009. His first single *The Climb* reached number one. He has now released four top 20 albums.

Justin Bieber (born 1 March 1994) is a Canadian singer-songwriter. He was first discovered through his YouTube videos in 2007 and was immediately a massive success with seven songs from his debut album charting in the USA.

Lily Allen (born 2 May 1985) is an English singer-songwriter. She left school at 15 to concentrate on music. She posted some songs on MySpace which were played on national radio and resulted in a recording contract. Her first single *Smile* was number one in July 2006 and her first album *Alright, Still* sold over 2.6 million copies.

Eric Clapton (born 30 March 1945) is an English singer and guitarist. His long career includes playing with *The Yardbirds* and *Cream* in the 1960s and as a solo artist since the seventies. He is seen as one of the most influential guitarists of all time.

- 6  1.35 You could set a homework research task for students to find out about these items before they come up in the text. You could then start off the lesson by asking students to tell the class what they have found out.

Students read through questions 1–8. Check/clarify: *publicity, contract, label, posted, attention*. Play the audio while students listen and read and answer the questions. Students can compare answers in pairs before a whole-class check. Play the audio again as necessary, pausing to clarify any problems.

Answers

- 1 TV talent shows 2 Steve Brookstein 3 Third
4 Justin singing in a local competition 5 13
6 She posted some of her music online 7 It helps them get a good local following. 8 London

Optional extension

If you have an Interactive Whiteboard (IWB) in the classroom, show students some clips of videos by the artists mentioned in the reading text. Ask students to work in pairs and give their opinions on the music. This can be done as a speaking or writing exercise. Alternatively, students could work in small groups and give the songs a score from one to ten. Add up the scores to see which song is most popular.

THINK VALUES

Following your dreams

- 1 Books closed. To introduce this topic, you might like to tell students about your ambitions when you were younger. Alternatively, you could put a photo (or photos) that illustrates your dream on the IWB and hide it with the 'reveal' option. Slowly reveal the picture and ask students to guess what your dream was. Ask them: *Did the dreams come true?*

Write sentences 1–4 on the board. Ask students to work in pairs and try to guess what the four people's dreams are. Listen to some of their ideas before students open their books and match the people with their dreams. Check answers with the whole class.

Answers

- 1 d 2 b 3 c 4 a

- 2 This is an opportunity to review the language of advice from Unit 4. Working individually, students make notes on their answers. Monitor and help with any vocabulary as required.

Mixed-ability

Stronger classes: Elicit words and phrases used for giving advice and write them on the board. Weaker classes can look back at Unit 4 to find language of advice.

- 3 **SPEAKING** Divide the class into pairs or small groups. Students compare their ideas and decide which the best piece of advice is for each of the people. Listen to some of their ideas as feedback.

- 4 **SPEAKING** In pairs or small groups, students discuss their dreams. Encourage them to go into detail about what they want to do and how they plan to make it happen. Their partners should give advice to them. Listen to some of their ideas in open class.

Student's Book page 50–51

GRAMMAR

Present perfect continuous

- 1 Focus students on the sentences and ask them to try to complete them, in pairs, before they refer back to Answer #3 in the online forum to check answers. Encourage them to underline the sentences in the text as they find them. During open class feedback, use concept-check questions to check understanding: *In 1 does the speaker write songs now? (yes); When did the speaker begin writing songs? (when he/she was a teenager); Is he/she doing a lot of busking? (yes but not right at this moment); Why does he/she mention this? (to explain the benefits/positive consequences of doing this); In 3 is the band still playing now? (yes); How long have they been playing together? (not long).*

Answers

- 1 've been writing 2 've been doing 3 haven't been playing

- 2 Students match the sentences with the rules. With weaker classes, you may like to do this as a whole-class activity. Check answers. You could also get students to match sentences 1–3 in Exercise 1 with the rules if they need further clarification/support. Do this during feedback or as a follow-on activity.

Answers

- 1 b 2 a 3 c

- 3 This exercise checks students' understanding of the form of the present perfect continuous. Read through the sentences and check understanding of *barked/barking*. Let students compare answers with a partner before a whole-class check.

Answers

- 1 talking 2 been 3 hasn't 4 been 5 haven't
6 barking

Fast finishers

Ask students to write sentences describing how long members of their family have been doing things, e.g. My brother has been learning Spanish for two months. My sister has been playing the violin since she was 10.

4 In preparation for this exercise, you may like to review the use of *for* and *since*, by writing the following on the board:

three days

1989

yesterday

a week

last Tuesday

twenty minutes

Ask students to decide whether to use *for* or *since* with each of the phrases.

Read through sentences 1–6 with students and check understanding of vocabulary. In pairs, students complete the exercise. Check answers with the whole class.

Answers

- 1 've been running; for
- 2 've been waiting; for
- 3 's been watching; since
- 4 's been lying; since
- 5 've been walking; for
- 6 's been working; since

PRONUNCIATION

For pronunciation practice in **been: strong /bi:n/ and weak /bm/, go to Student's Book page 120.**

5 **SPEAKING** Divide the class into pairs or small groups. Students discuss each of the activities to find out how long each of them has been doing the different things. Monitor to check that students are using English and not L1. As feedback, find out who has been doing each of them for the longest period. If you have a lot of space in the classroom, ask students to stand up and order themselves in a line according to how long they have been doing something. Make sure they are asking each other questions (e.g. How long have you been living in your house?) to find out where they should go in the line.

Workbook page 46 and page 124

VOCABULARY

Making music

1 Ask students to read through the paragraph about the fictional group Dymonde once before they try to fill in the gaps, to get a general idea of the text. Encourage students to guess the meanings of any words they do not know. Students complete the exercise individually. Students check answers in pairs before feedback in open class. Say the words and ask students to repeat them altogether and individually to check pronunciation.

Answers

- 1 writes
- 2 start
- 3 playing
- 4 enter
- 5 won
- 6 record
- 7 released
- 8 downloading
- 9 entered
- 10 going

Fast finishers

Ask students to write sentences about a musician or group of their choice using the target vocabulary, e.g. *They released their first album in 2001. They won the Mercury Music Prize in 2005.*

2 **SPEAKING** Divide the class into pairs or small groups. Students discuss their favourite musical artists. To maximize speaking, make sure each person in the group has a different favourite. Monitor and help with vocabulary as necessary and to encourage students to use the vocabulary in Exercise 1. Make a note of any students who use the vocabulary and ask them to repeat their sentence during whole-class feedback.

Workbook page 48

WRITING

This activity can be done with a partner as a collaborative writing task. Ask students to choose a band. If you want them to work in pairs, they should choose an artist they are both familiar with. Students make notes on each of the items. If mobile phone use is permitted in the lesson, encourage them to search for information on the Internet. In the next lesson, ask various students to present their work to the rest of the class. If you're short on time, set this exercise as homework.

LISTENING

1 **1.38** As a warm up, ask students: *Do you know the lyrics to any English songs? Can you sing them?* Encourage some students to sing some of their favourite English language songs. You could do an online search for the lyrics, using the IWB if there is a popular song that students like. Discuss the lyrics. Tell students they are going to listen to an interview. Play the audio while students listen and answer the question. Tell them not to worry about understanding every word at this stage. Check the answer.

Answer

Music

Audio Script Track 1.38

Interviewer Hi Tom, I'm doing a short survey on music. Can I ask you a few questions?

Tom Sure.

Interviewer So, do you like music?

Tom I love music.



Interviewer What is it about music you like so much?

Tom Everything, I mean the way it makes me feel, the way it puts me in a good mood when I'm not feeling too good, the way I feel when I hear a fantastic new band for the first time.

Interviewer And how's that?


Tom What, the feeling when you hear a good new band for the first time? Well, excited, of course. You just want to go and get all their music. But I also feel a bit worried, too.

Interviewer	Worried?
Tom	Well, only a bit. It's just that I don't want them to go on and become mega-successful. It's a bit selfish, I know, but I just want to keep them secret, something to share with my very best friends.
Interviewer	And where do you hear new music?
Tom	On websites, from friends ...
Interviewer	On the radio?
Tom	No, I never listen to the radio. I haven't listened to the radio for years!
Interviewer	Where do you get your music?
Tom	If I like something I always download it. I've been downloading music since I stopped listening to the radio.
Interviewer	CDs?
Tom	No. Does anyone buy CDs these days?
Interviewer	Just me. OK, just a couple more questions. Where do you like to listen to music?
Tom	Anywhere I can, when I walk to school, before I fall asleep in bed. I think the only time I don't listen to music is when I'm doing my homework. I just can't do that.
Interviewer	And the final question. Do you like dancing?
Tom	Not at all. I like listening to music, not dancing to it.
Interviewer	Thank you Tom. That's all.

- 2  1.38 This exercise is closely modelled on  Listening Part 2 of the Cambridge English: Preliminary exam. Students read through questions 1–5. Check any language problems. Before listening, elicit which key information students should look for in each question and ask them to underline it. If necessary, play the audio and stop it after the answer to the first question and go through this as an example. Play the audio for students to listen and answer the questions. Remind them to listen for key words from the questions in the audio to help them find the answers. Check answers, playing and pausing the audio again to clarify any problems.

Answers

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

- 3  1.39 Tell students they are going to listen to a girl called Sara answering the same questions. To prepare students for the listening, elicit what type of information they will need to complete each sentence. Play the audio and give students time to complete their sentences. Let them check answers with a partner before playing the audio again, pausing as necessary for clarification.

Answers

1 her dad's old CDs. 2 when her friends lend it to her.
3 two or three songs a month. 4 she does her homework.
5 happy.

Audio Script Track 1.39

Interviewer	Hi, Sara. Have you got time to answer a few questions about music?
Sara	Sure.
Interviewer	So, first question. Do you like music?
Sara	Yeah. I mean I'm not crazy about it, but I do like it.
Interviewer	So what do you listen to?
Sara	I mostly listen to my dad's old CDs.
Interviewer	Really?
Sara	Yes, he's really into music, and he plays it around the house all the time. Some of it's really good.
Interviewer	So you don't listen to new music at all?
Sara	Yes, I do. My friends lend me stuff. That's how I hear about new music. And I listen to the radio sometimes, too.
Interviewer	Do you buy much music?
Sara	Not really. I probably download two or three songs a month.
Interviewer	And when do you listen to music?
Sara	That's a good question. I'm not really sure. I mean, as I said, Dad's always playing something, but that's not really me choosing to listen. Oh, I know. I always listen to music when I do my homework. It helps me concentrate.
Interviewer	And finally, do you enjoy dancing?
Sara	Yes, I love dancing. I don't really go out to dance, but I love dancing about the house. It always makes me feel happy.
Interviewer	Thank you, Sara.

THINK SELF-ESTEEM

Music and me

- To introduce this section (and to make your students smile), find some videos of music that was popular when you were their age. Play the videos on the IWB. Ask students: *Does the music sound good to you?* Tell students they are going to do a quiz to find out how important music is in their lives. Check/clarify: *feeling down, depending on, influences, melody*. Students do the quiz individually and work out their score.
- SPEAKING** Read through the questions quickly to check understanding. Divide the class into pairs. Students discuss the questions. Monitor and encourage them to use any language they have picked up from the listening and the quiz. Listen to some of their ideas in open class as feedback. If students are motivated by the topic of music, ask them to organize themselves into pairs or small groups according to their taste in music (a group that like hip-hop, another group that likes heavy metal etc.). Ask them to work together to prepare a presentation on their chosen style of music. As well as describing the history of the music and popular artists, this could include an explanation of the type of people that like the music, reasons why they like the music and so on. Ask students to present their work to the rest of the class and if possible to use the IWB to show pictures and short video clips. After each presentation, encourage the rest of the class to ask questions and finally hold a class vote to decide which was the most interesting presentation.

Optional extension

Ask students to imagine that they are the managers of one of their favourite artists and that they are at a music conference. Their job is to sell the artist to record companies around the world. Tell students they have enough money to pay for three artists. Students stand up and mingle, trying to convince other students to buy their artist. Students score a point each time they sell their artist. Monitor and make sure students are using English. Listen to some of their arguments in open class as feedback and decide who has been the most persuasive and sold their artist the most times.

Student's Book page 52–53

READING

- 1 **SPEAKING** A recording of this text is available with your digital resources. As a warm up, ask students if they like any music that no one else in the class listens to. Ask them: *What about your parents? Do they listen to strange music?* Divide the class into groups. Groups take it in turns to try to name artists that other groups have not heard of. To prove they have heard of an artist, students need to name a song by them.
- Read through the instructions with students. Students work individually to complete the exercise. Listen to some of their ideas in open class and discuss why students rank the things in different orders.

Optional extension

Show the class a few pictures of famous popular musicians. Use the IWB if you have got one. Ask them to discuss to what extent they have items 1–6 from Exercise 1.

- 2 Tell students they are going to read about an English musician called John Otway. Working individually, students quickly read the text and answer the question. Check answers with the whole class.

Answers

loyal fans, good songs

- 3 This exercise is closely modelled on Reading Part 4 of the Cambridge English: Preliminary exam. Students should read the sentences carefully and decide which key information they need to look out for. Tell them that there will usually be more than one answer that seems to be correct at first reading, so they should not go straight for the first answer that looks right. Students read the article and answer the questions. As they read, they should underline the information in the text that helped them choose their answer. Allow them to compare answers with a partner before open class feedback. During feedback, pay attention to why each option is correct and why the wrong answers are wrong.

Answers

1 A 2 B 3 D 4 C

GRAMMAR

Present perfect simple vs. present perfect continuous

- 1 Focus students on the two sentences and encourage them to try to complete them with a form of *play* in the present perfect tense before they go back to the article on page 52 to check. They could do this individually or in pairs. Check answers in open class before students move on to Exercise 2.

Answers

1 has been playing 2 has played

- 2 To clarify meaning, ask: *Does he still play music?* (yes); *When did he start playing music?* (40 years ago); *Is he playing a concert now?* (no); *Do we know how long he's playing concerts?* (no); *Do we know how many?* (yes, hundreds).

Students then read through the rule box and complete the rules. Check answers in open class. Another way to think about this rule is in terms of the difference between *how long* vs. *how much/many*. Ask students: *Which sentence, 1 or 2, answers the question how long?* (1); *Which tense is used?* (present perfect continuous); *What question could you ask for sentence 2 to be the answer, how many or how long?* (how many); *Which tense is used in sentence 2?* (present perfect simple).

Rules

continuous; 1 simple; 2

To check understanding at this point, ask students to give you an example of their own for each tense to make sure they are using the tenses correctly.

Language note

Students may produce incorrect statements like: I am studying English for two years. Ask them to translate some of the examples from this exercise to compare how this structure works in English and their own language.

Point out that there are many verbs called state verbs which are not normally used in continuous tenses in English, for example: *see, hear, smell, taste, want, prefer, like, love, hate, think, feel, forget, remember.*

- 3 Students read through sentences 1–5. Go through the first sentence as an example, if necessary, making sure students are clear why the different tenses are used. Students complete the exercise. Remind them to check the context of each sentence carefully and check whether the action is finished or not before they choose the tense. Check answers.

Answers

1 's written; 's been writing 2 've been having; haven't taken 3 've been playing; 've played 4 've been watching; 've eaten 5 's made; Has... been preparing

Fast finishers

Ask students to write sentences using the present perfect simple and past perfect continuous, describing how long they have been doing various activities and how many times they have done certain activities, e.g. I have been listening to Metallica for two years. I have listened to Master of Puppets hundreds of times.

- 4 Students read through sentences 1–6. Check any language problems. Go through the first sentence if necessary, asking students to explain why the different tenses are used. Students complete the exercise and check answers with a partner before feedback with the whole class. If you're short on time, set this exercise as homework.

Answers

1 's been collecting; 's collected 2 's taken; 's been taking
3 's been driving; 's driven 4 've been swimming; 've swum
5 's taught; 's been teaching 6 've been picking; 've picked

Workbook page 47 and page 124



Be aware of common errors related to present simple or present continuous vs. present perfect continuous, go to Get it Right on Student's Book page 123.

VOCABULARY**Musical instruments**

- 1 To introduce this topic, divide the class into two groups. Give students two minutes to think of as many different musical instruments as they can. Allow them to use mobile phones or tablets if available. After two minutes, play a game of 'vocab tennis' with each group taking it in turns to say one instrument until one team runs out of ideas.

Look at the pictures of musical instruments. Nominate students to match the words with the instruments. Say the names of the instruments for students to repeat and check pronunciation.

Answers

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

Fast finishers

Students can try to write down a musical instrument beginning with every letter of the alphabet: (A is for accordion; B is for bassoon/balalaika etc.).

- 2 1.40 Play the audio while students listen and name the instrument. If necessary, repeat the audio pausing after each instrument to check answers.

Answers

2 trumpet 3 saxophone 4 drums 5 piano
6 keyboard 7 guitar 8 violin

Workbook page 48

SPEAKING

Read through the questions with students and quickly elicit some ideas. Divide the class into pairs. Students discuss the questions. Ask some of the students to share their answers with the rest of the class as feedback.

Optional extension

Distribute a small piece of paper to each student and ask them to write their answers to the questions, e.g. I have been playing the guitar for three years. I would like to play the trumpet. I have been talking about Motorhead. I saw them play live in 2011. Collect the pieces of paper and read some of them out. The other students have to guess who wrote the notes.

Student's Book page 54–55

PHOTOSTORY: episode 3**Pop in the park**

- 1 Look at the photo with students and ask them to name the people. Ask them: *What can you remember about Luke, Olivia, Ryan and Megan from the photostory?* Allow students to look back at Units 1 and 3 if necessary. Students look at the photos and describe what the people are doing. Ask them to guess the answers to the questions without reading the conversation. Write some of their ideas on the board. These can then be referred to during feedback.
- 2 1.41 Play the audio. Students read and listen to check their answers. Ask students to check answers with a partner before feedback in open class. During feedback, refer to their ideas from Exercise 1 and check if they predicted correctly.

Answers

- 1 He hasn't got any money to buy a ticket for the concert.
2 Borrow some money from his dad; sell something.

DEVELOPING SPEAKING

- 3 Divide the class into pairs and ask students to guess the continuation of the story. Ask them to write their answers in their notebooks. Monitor and help with any questions. Listen to some of their ideas in open class and write some of their ideas on the board, but don't tell them whether they are right or wrong.
- 4 EP3 Play the video while students check their ideas from Exercise 3. During whole-class feedback, refer to the ideas on the board and check which were correct.
- 5 Read through the instructions in open class. Divide the class into pairs and ask students to complete the exercise. Monitor and help with any difficulties. If necessary, play the video again, pausing as required for clarification. Check answers in open class.

Answers

- 1 Tiddles 2 Lucy 3 Lucky 4 Sophie

- 6 With a partner, students answer the question. Check answers in open class.

Answers

Ryan – because he thinks she looks like a ‘Tiddles’.
Olivia – because it’s her favourite name.
Luke – because the reward money for finding her will pay for his concert ticket.

PHRASES FOR FLUENCY

- 1 Ask students to locate the expressions 1–6 in the story on page 54 and decide who says them. Ask them: *How would you say the expressions in your own language?* Ask students to compare their answers with a partner before open class feedback.

Answers

- 1 Megan 2 Olivia 3 Luke 4 Olivia 5 Luke 6 Ryan
- 2 Ask students to read through the sentences and complete the conversations. During feedback, say the sentences for students to repeat. Drill sentences to ensure correct pronunciation. In pairs, students practice the conversations.

Answers

1 What’s up 2 Tell me about it 3 There’s no point in
4 I can’t wait 5 No way 6 if you say so

WordWise

Phrasal verbs with out

- 1 Books closed. Explain that many verbs in English often have a preposition after them, e.g. *listen to*. Point out that these verbs are not always phrasal verbs – their meaning can be more obvious than with phrasal verbs. Elicit examples of verbs like this that students know already, e.g. *listen to*, *depend on*, etc. Tell students they are going to see some verb + preposition combinations with the preposition *out*. All of them have appeared in Unit 5. Students work in pairs and fill the gaps in the sentences.

Check answers with the whole class and make sure that students understand the meaning of the verbs. Point out that the major change in meaning of *run* and *out* in the phrase *run out of*.

Answers

- 1 started 2 went 3 come 4 sort 5 run 6 find
- 2 Read through the definitions with students and check understanding. Students work with a partner to match the phrases and the definitions. Check answers.

Answers

- 1 b 2 a 3 c 4 d 5 f 6 e
- 3 Students complete the sentences. Point out that they will need to change the tense of the verb in some of the sentences. Students compare answers with a partner before whole-class feedback. Check answers. If you’re short on time, set this exercise as homework.

Answers

1 went out 2 came out 3 ‘ve run out 4 find out
5 sorted ... out 6 started out

Fast finishers

Give students five minutes to work in pairs and write a story which includes all six of the verb + preposition combinations in this exercise. Listen to some examples in open class and hold a vote to find the best story.

Workbook page 49

FUNCTIONS

Asking about feelings

- 1 Books closed. Write the four questions on the board and ask students to suggest possible responses. Write any good answers on the board. Then ask students to open books and complete the exercise. During feedback, ask the questions for students to repeat altogether or individually. Check pronunciation.

Answers

1 c 2 d 3 a 4 b

Helpful suggestions

- 2 **ROLE PLAY** Tell students they are going to do a role play about giving helpful suggestions. Divide the class into pairs and assign a letter A or B to each student. Students work with a partner and hold the conversations. Monitor to help with any difficulties, but do not interrupt as this is a fluency activity. You might also offer ideas if students have none. Listen to some examples in open class as feedback.
Weaker students might benefit from some preparation time before the conversation. Divide the class into two groups: As and Bs, and give each group five minutes to prepare ideas for their side of the conversation before pairing up students A with B.

6 MAKING A DIFFERENCE

Objectives

FUNCTIONS	expressing surprise and enthusiasm
GRAMMAR	will (not), may (not), might (not) for prediction; first conditional; unless in first conditional sentences
VOCABULARY	the environment; verbs to talk about energy

Student's Book page 56–57

READING

You could set a homework research task for students to find out about Panama and the Maldives before they read about them in the text. You could then start off the lesson by asking students to tell the class what they have found out.

BACKGROUND INFORMATION

Panama (population 3.6 million) is the southernmost country of Central America. It covers an area of 75,517 sq. km. It is crossed by the Panama Canal which links the Atlantic and Pacific Oceans. Panama's jungle is home to an abundance of tropical plants, animals and birds.

Maldives (population 393,500) is an island nation, made up of 26 islands, in the Indian Ocean. It is the smallest Asian country in population and land area. The average ground level is just 1.5 metres above sea level and the highest point just 2.4 metres.

1 Books closed. As a warm up, write *tnneemvori* in the centre of the board. Ask students: *Which word has been mixed up?* Elicit *environment*. Write *saving the environment* on the board. Ask the class *How can we save the environment?* Hold a brainstorming session. Write some of their ideas on the board.

Books open. Students match the words and phrases with the pictures. Check answers.

Answers

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

2 **SPEAKING** Read through the instructions and expressions. Divide the class into pairs and ask students to complete the sentences with their own ideas. During whole class feedback, listen to some of their ideas and encourage further discussion if students disagree.

3 **SPEAKING** You may like to give an example from your own experience to get students started on this exercise. Allow them a short time to think about their answers before dividing the class into pairs or small groups for them to discuss the places they have visited. Monitor, helping with vocabulary as required

and encouraging students to use English in their descriptions. Listen to some of their experiences.

4 **1.42** This exercise is closely modelled on Reading Part 3 of the Cambridge English: Preliminary exam. Students should read the sentences carefully and decide which key information they need to read for. Check/clarify: *extinct, horn, species, crops, cattle, ice caps, poles, melt, low-lying*. They should pay particular attention to sentences with negative verbs as these often cause confusion. Encourage students to ask questions if they do not understand the vocabulary.

Tell students they are going to read and listen to an article about the environment. Play the audio while students listen and read and complete the exercise. As they read, students should underline the parts of the text which helped them find the answer. Students compare answers in pairs. During feedback in open class, ask students where they found the answers.

Answers

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

5 Working individually or in pairs, students rewrite the false sentences. Monitor and help with any problems. Check answers in open class.

Answers

- 1 Black rhinos are as endangered as tigers.
- 2 At the beginning of the last century there were 33 times more (100,000) tigers than now (3,000).
- 4 The fishing laws are not strict enough, and the fishing industry doesn't keep to them.
- 6 Sea levels rise as sea temperatures rise because higher sea temperatures melt the polar ice caps.

THINK VALUES

Caring for the world

1 Working individually, students complete the exercise. Ask them to re-read the text and find reasons for their choices.

Answers

1, 4, 5, 6

2 **SPEAKING** Look at the speech bubbles with students. Divide the class into pairs or small groups for them to discuss their thoughts on the values. Monitor and help as necessary, encouraging students to express themselves in English and to use any

vocabulary they have learned from the text. Ask pairs or groups to feedback to the class and discuss any interesting points further.

Optional extension

Give students a minute or so to reflect on and rank the values from Exercise 1 in order of importance. Next, students discuss their rankings with a partner to find how similar they are. Monitor and encourage students to expand on their ideas, and also to challenge their partners, giving praise to those who do. During whole-class feedback, ask for a show of hands to find out which values were ranked highest.

Student's Book page 58–59

GRAMMAR

will (not), may (not), might (not) for prediction

- 1 In open class, nominate individuals to complete the sentences. Point out the use of *will*, *might* and *may*. Ask students: *Will we definitely lose millions of species?* (yes); *Will all the tigers definitely die?* (no, it's possible but not definite). To check understanding at this point, ask a few students to give you an example of their own for each verb. Students now go back through the text on page 57 and underline other examples of *will/won't* and *may/might (not)*.

Answers

- 1 might not be 2 may be gone 3 will lose

Students now read the rule box and complete it. Check answers.

Rule

- 1 won't 2 may

Language note

Remind students that the negative form of *will* is *won't* and that it is the same for all persons.

- 2 Students read through sentences 1–6. Check any language problems. Do the first question as an example, if necessary. Students work with a partner to complete the exercise. During feedback in open class, ask students which words in the sentences helped them to decide on their answers.

Answers

- 1 will be 2 will live 3 won't like 4 will win
5 will start 6 won't be

Fast finishers

Ask students to write some sentences using *will*, *may* or *might* to make predictions about their friends, school, town or country.

- 3 Students read through sentences 1–6. Check/clarify: *sunrise*. Do the first sentence in open class if necessary, making sure students understand why *might* is the correct answer. Working individually, students complete the exercise. Remind them to think about the degree of possibility before they choose

their verb. Check answers with the whole class. If you're short on time, set this exercise as homework.

Answers

- 1 will 2 may not 3 might 4 may 5 won't 6 may

- 4 **SPEAKING** Divide the class into pairs. Students read through the prompts. Give students a few minutes to discuss their weekends. Remind them to use *will/won't* and *might/may not* wherever possible. Monitor and check these are being used correctly and note down any errors or pronunciation problems to go through as a class later.

Ask for pairs to feedback to the class. If there are any interesting ideas, discuss these further as a class.

Mixed-ability

Weaker classes: Give students some time to make notes about what they are going to say before discussing their weekends.

Stronger classes: Tell students to ask their partner questions as well as telling them about their weekends.

Workbook page 54 and page 124



Be aware of common errors related to *will*, go to Get it right on Student's Book page 123.

VOCABULARY

The environment

- 1 Students work individually to match the words with the definitions. Check answers and practise pronunciation of words 1–6.

Mixed-ability

Ask stronger students to cover up the definitions a–f. In pairs, students try to define the words 1–6 before letting them look at the definitions in the book and completing the exercise.

Weaker students read through the words and definitions and complete the exercise, looking back at the text on page 57 to see the words in context if necessary.

Answers

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

- 2 **SPEAKING** Divide the class into pairs. Ask students to read through the questions and then give them time to discuss their answers. Encourage them to make a note of their answers. Ask groups to report back to the class and compare answers.

Mixed-ability


Stronger students: In pairs or small groups, students go through the questions and discuss them.

Weaker students: They can choose one or two questions only to discuss. If necessary, elicit a few prompts for the question they have chosen to help them with their discussion.

Ask pairs or groups to feedback to the class and discuss any interesting points further.

Optional extension

With smaller classes, this exercise would lend itself well to a news programme activity. Divide the class into six pairs or small groups and ask each group to imagine they are news reporters. Assign a different question to each of the groups. Students write an article about the question to be read out in a news programme at the end of the activity.

- 3  1.43 Ask students to read through words 1–4 and to look at the pictures.

Play the audio for students to listen and complete the exercise. Play the audio again, pausing for students to repeat each word.

Answers

1 litter 2 rubbish 3 recycling 4 smog

- 4 Working individually, students think about the environment in their country and make notes. Encourage them to think of positive things as well as problems! Monitor, helping with vocabulary as required and encouraging students to use some of the vocabulary from the unit.
- 5 **SPEAKING** Read through the instructions and the speech bubbles with the whole class. Divide the class into pairs or small groups. Students discuss their notes from Exercise 4 and predict the future. Point out that they should use *will/might/may* in their answers. As feedback, ask a spokesperson from each group to summarise their conversation and hold a class discussion on some of their ideas.

Optional extension

Ask students to work in pairs or small groups and make a list of the three environmental issues that they think should concern us most. Ask a group to come to the IWB and put their list on it. Ask them to give reasons for their choices. Ask a different group to come to the IWB and replace one of the items in the first list, giving a reason why their choice should concern us more than the original choice. Continue with other groups. Encourage the rest of the class to say whether they agree with the changes, but do not change the list. When several groups have come to the IWB, hold a vote to decide which are the most serious problems.

Workbook page 56 

LISTENING**BACKGROUND INFORMATION**


Incredible Edible was set up in 2008 by Pamela Warhurst and Mary Clear with the aim of bringing people together through local food. Starting with small herb gardens and community plots, the group has since founded a food knowledge hub and fishery at the local high school, as well as a market garden for young people to grow and sell their own produce. It has also backed successful campaigns such as encouraging the keeping of free-range chickens and bees.

In the wider community, *Incredible Edible Todmorden* has supported local businesses and worked with the council and the police to enrich the town and pursue its sustainability.

There are now more than 50 groups in the UK and more than 200 groups around the world in the *Incredible Edible* network. All the groups are different but typically their work involves setting up community growing plots, reaching out to schools and children, and backing local food suppliers.

- 1 As a warm up, ask students if they have a garden at home. Ask them: *What is growing in it? Have you ever planted a vegetable and watched it grow? Were you successful?* If students don't have a garden, ask them: *Have you ever grown anything indoors or on a balcony?* Listen to some of their ideas with the whole class.

Look at the photos and headlines. Check/clarify: *radish* and *eccentric*. Students work in pairs to complete the exercise. Monitor and help with any vocabulary questions. Listen to some of their ideas in open class but do not comment at this stage.

- 2  1.44 Tell students they are going to listen to a story about a special town. In pairs, students discuss why the town might be special, looking again at the photos and the headlines. Listen to some of their suggestions and encourage them to use *might* and *may*. Play the audio to check.

Audio Script Track 1.44

- Radio host And now over to our reporter Vicky Sandhurst who's currently in Todmorden in West Yorkshire, a little town with a great idea. And that idea is all about carrots and cucumbers, apples and apricots. I'll say no more ... Vicky!
- Reporter Yes, good morning, Brendan. I'm here in Todmorden, or 'Tod', as the people here call it. What's happening here is amazing. But I want you to hear it from one of the young people who live here. What's your name?
- Simon Simon.
- Reporter And how old are you?
- Simon 15.
- Reporter Simon, tell our listeners please what's so special about Tod.
- Simon Incredible Edible.
- Reporter And what's Incredible Edible, Simon? Tell us more.
- Simon Well, it's the name of a project that we're all involved in. Some people in Tod had the idea some time ago that Todmorden should become the first town in the country that is self-sufficient in food. The idea was that all the free spaces in the town should be used to grow vegetables. People liked the idea, I guess, and started to plant vegetables. Where we had flowers before, you know, now we've got vegetables and fruit trees, and every ... everybody can take what they want, and nobody has to pay for it.
- Reporter Wow! Well, thanks for talking to us, Simon. That sounds wonderful. Excuse me, you've just taken some broccoli from this flower bed here which is actually right next to the police station. And they aren't arresting you for doing that?
- Man No, not at all. We don't buy our vegetables from the supermarket, we get them free.
- Reporter That's amazing! But who plants all those vegetables?
- Man We all do, and that's the idea. If we all work together, we do good things for others, and others do good things for us.
- Reporter What a brilliant idea! Enjoy your lunch!
- Man Thank you.
- Reporter And I'm now joined by the woman who started it all – Mary Clear. Mary, I heard that you came up with this wonderful idea when you were drinking coffee with a friend. Is that right?

Mrs Clear Yes, we were talking and found we were both pretty unhappy about the state of things. There are so many negative things happening in the world ... so we thought, let's just do something positive.

Reporter Wow. And how did people react?

Mrs Clear At our first public meeting 60 people showed up. And the reaction was amazing. Incredible Edible ...

- 3 **1.44** Read through the questions and check for any difficulty with vocabulary. Some students may already be able to give some of the answers, but do not comment on them at this stage. Play the audio. Students listen for the answers to the questions and then compare answers with a partner. Check the answers with the whole class. You may want to play the audio again, pausing and asking questions to clarify other content.

Answers

- 1 Growing free food locally 2 Everyone 3 Mary Clear and her friend 4 There were many negative things happening in the world, so they decided to do something positive. 5 The idea was popular and the reaction was amazing.
- 4 In pairs or small groups, students discuss the questions. Ask them to consider the advantages of the experiment, but also what might go wrong. Ask students: *Do you think it would be a success in your neighbourhood?* Hold an open-class discussion.

FUNCTIONS

Expressing surprise and enthusiasm

- 1 **1.44** Read through the phrases with students and check understanding. Explain that they are all used to show enthusiasm and surprise. Play the audio again for students to complete the exercise. Check answers. During feedback, practise the pronunciation and intonation of the phrases.

Answers

What a brilliant idea! (ticked) That sounds wonderful! (ticked) That's amazing! (ticked) Wow! (ticked)

- 2 Divide the class into pairs. Read through the instructions and the sentences and check/clarify: *role*. Students work in pairs to order the dialogue. When you have checked answers, give students some time to practise the conversation. Students may like to try to recreate the whole dialogue without looking at the book. Listen to their attempts with the whole class.

Answers

7 5 1 3 8 4 6 2

Optional extension

Write the following short dialogue on the IWB. Write the parts in bold below using a white-coloured pen, making them invisible to the students. Divide the class into pairs and ask students to complete the dialogue. In open class, elicit the correct words. When students get the correct answer, make it visible to the class. Students can then practice the dialogue in pairs.

I'm going to a Formula 1 race tomorrow.

Wow! That sounds wonderful! Where is it?

In Paris!

How exciting!

Yes. And I'm hoping to meet Lewis Hamilton, the racing driver.

That's amazing!

You can come with me if you want to.

Really?

Yes, I'll ask my Dad. We could go together.

What a brilliant idea!

- 3 **SPEAKING** In pairs the students practice the dialogues. Tell students to take turns beginning the discussions. Listen and correct any pronunciation problems. Praise students for original ideas.

Mixed-ability

Divide the class into pairs of equal ability. Read through the instructions and the ideas. Give weaker students some thinking time to think of some surprising information about some of the example topics from the book. Stronger students should add some other ideas of their own. Regroup the students and ask them to create dialogues with their new partner. Monitor and encourage students to sound genuinely surprised by the information. Listen to some of the best dialogues in open class.

Student's Book page 60–61

TRAIN TO THINK

Different perspectives

- 1 Working individually, students match the text types to the texts. Ask them to underline words and phrases in the texts which helped them make their decisions.

Mixed-ability

Weaker classes: This is quite a difficult activity, so you might like to tell weaker students which two text types are not use (note and information leaflet).

Stronger students can cover up the text types and try to guess what they are just from reading the texts 1–4.

Answers

1 diary entry 2 text message 3 informative leaflet
4 newspaper article

- 2 **SPEAKING** Divide the class into pairs for students to complete the exercise. Monitor and help with any questions. Go over answers in open class and ask students to underline words and phrases in the texts that helped them decide on their answers.

Optional extension

Make groups of four or five. Assign one text type to each group from the four depicted in Exercise 1 but ask them to keep it a secret. For homework, ask students to find an authentic example of their text type in English. They could find examples via an Internet search engine for example. In the next class, students regroup and share examples. Groups then make a list of five typical features of their genre. This could be with reference to layout, register, language and/or content. Groups then read out their list and ask the rest of the class to guess the text types.

Possible features of the target text types

Newspaper article: *a heading; the date; photos; use of the present perfect to give current relevance to past events; not in chronological order*

Text message: *acronyms and graphics e.g. xxx for kisses; verbs without subjects; very informal language*

Diary entry: *the date; personal language including much use of 'I'; descriptive language and mention of feelings*

Informative leaflet: *positive/promotional language; lots of facts; imperatives; information divided into sections; photos*

READING

- 1 A recording of this text is available with your digital resources. As a warm up, write the words *electrical appliances* on the board. Elicit or give the meaning and ask students to brainstorm all the appliances they have in their home. Make a list on the board.

Read through the instructions in open class. Working individually, students read and listen to the text and answer the questions. Allow students to read the text carefully as they will need a good understanding when they do Exercise 2. Allow students to discuss the answers before whole-class feedback.

Answer

Informative leaflet

- 2 **SPEAKING** Before attempting this exercise, students will need to read the text more carefully. Check/clarify: *standby, charge, wasting, reuse, suffer, rinse, drip, charity*. After studying the text, students complete sentences 1–6. Encourage them not to look back at the text, but allow them to do so if necessary. Monitor and help with grammar and vocabulary. Allow students to compare answers with a partner before whole-class feedback.
- 3 In open class, give your own answers to the questions. Make sure you form complete sentences and elaborate on your answers to encourage students to go into detail when they answer. Students discuss their answers with a partner. Hold a class discussion and decide how the students could save more energy.

GRAMMAR**First conditional; unless in first conditional sentences**

- 1 Read through the example sentences with students and ask them to offer suggestions to complete the gaps. Ask them what they notice about the verb following *unless* in the sentence and elicit that it is positive. Students then turn to the text on page 60 again and check their answers. Remind students

how to form the first conditional by asking them: *Which verb goes in each half of the sentences?* Students read through the rule box and complete it using the examples to help them.

Answers

1 won't use 2 'll save 3 will suffer

Rule

1 possible 2 if not

- 2 To check understanding of the first conditional, ask students to produce an example sentence about themselves.

Language note

- Remind students that the *if* phrase can come first or second in the sentence but the present simple tense always goes with the *if* phrase.
- Remind students to use contracted forms in conditional sentences. It is more natural in English to say *If the weather is good tomorrow, I'll go to the beach.* than ... *If the weather is good tomorrow, I will go to the beach.*
- Students may produce incorrect sentences like *If I will go ... , I will ...*. Ask them to think about how these sentences work in their own language.
- Remind students that *unless* means *if not*.
- Students may produce statements like *Unless I don't work, I will ...*. Remind them that *unless* is always followed by a positive verb.

Answers

1 c 2 a 3 d 4 b

- 3 Students read through sentences 1–6. Go through the example sentence if necessary. Students work with a partner to complete the exercise. While checking answers in open class, say each sentence for students to repeat and work on pronunciation.

Answers

- If I give this phone to charity, they'll find someone who needs it.
 - If this tap doesn't stop dripping, how much water will we waste in a day?
 - The situation will become worse if they don't change their behaviour.
 - Look – battery full! If you don't disconnect the charger, you'll waste energy.
 - If she reads this book, she'll understand the situation better.
 - If you don't stop shouting, I won't listen any more.
- Unless could be used in sentences 3, 4 and 6.

Fast finishers

Ask students to write sentences describing what they'll do if it is sunny at the weekend.

- 4 Students read through questions 1–5. Go through the example if necessary, pointing out the word order in questions. Students complete the exercise. Remind them to use the correct question forms and to look for the *if/unless* phrase carefully since it may not always be at the start of each question. Check

answers. If you're short on time, set this exercise as homework.

Answers

- 1 don't study; won't ... get 2 is; 'll go 3 invites; will ... buy
4 won't help; asks 5 come; will ... show

- 5 **SPEAKING** Divide the class into pairs. Students discuss the questions. Monitor and check students are using the first conditional correctly. Listen to some examples in open class as feedback.

Optional extension

Write the following prompts on the board:

- more cars on the road/more pollution
- ice melt/sea levels rise
- more people recycle/save the planet

Divide the class into small groups of four or five. Each group chooses a prompt and must make as many first conditional sentences from it to form a chain. For example:

If there are more cars on the road, there will be more pollution.

If there is more pollution, there will be more illness.

If there is more illness, there will be more work for doctors.

If there is more work for doctors, they will be busy.

Ask some groups to read out their chain sentences to the rest of the class.

Workbook page 55 and page 124

VOCABULARY

Verbs to talk about energy

- 1 **2.02** Ask students if they can remember any of the verbs used to talk about energy in the text on page 60. Read through the verbs with the class. Students match the words with the definitions. If they are unsure about some of the vocabulary, allow them to look back at the text and guess the meaning from its context. During feedback, say the words and ask students to repeat them and check pronunciation.

Answers

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

Audio Script Track 2.02

Number 1, to reuse. This means to use something again.

Number 2, to throw away, means to get rid of something.

Number 3, to recycle, means to collect and treat rubbish in order to produce useful materials that can be used again.

Number 4, to waste, means to use too much of something or use it incorrectly.

Number 5, to charge. This means to fill up an empty battery again.

Number 6, to disconnect. This means to stop the connection between an electrical appliance and the power source.

Number 7, to save, means to stop something from being wasted.

Number 8, to leave on standby, means not to switch an appliance off completely so it is ready to be used at any time.

Fast finishers

Ask students to write a list of different ways of saving energy. Listen to some of their ideas when you have given feedback on Exercise 1.

- 2 **SPEAKING** In pairs, students discuss the questions. Encourage them to use the vocabulary items from Exercise 1 as they speak. As feedback, nominate individual students to tell the class about their partner's answers.

Workbook page 56

Student's Book page 62–63

CULTURE

Stop! Before it's too late

You could set a homework research task for students to find out about the following items before they come up in the text. You could then start off the lesson by asking students to tell the class what they have found out.

BACKGROUND INFORMATION

The Himalayas (literally "abode of the snow") is a mountain range in South Asia. It is home to over 100 mountains exceeding 7,200m including Mount Everest (8848m). Many of the peaks are sacred to Buddhists and Hindus.

The Ganges is a river which flows through India and Bangladesh. It is 2,525km long. Millions of Indians depend on it for their daily needs. It was ranked as the fifth most polluted river in the world in 2007. Pollution threatens 140 fish species, 90 amphibian species and the endangered Ganges river dolphin.

The Indus is a river that flows through Pakistan. It is 3180km long. The river has been heavily polluted by industry in recent years. It is also feared that global warming could lead to a 50% reduction in the flow of the river with catastrophic effects.

The Yangtze is a river that flows through China. It is the third longest river in the world (6300km). The river has been very polluted by tourism, commercial traffic and pollution from factories.

Galapagos Islands (population 26640) is an archipelago of volcanic islands in the Pacific Ocean. Many animal and bird species are unique to the islands. In the last two centuries, new plants and animals have been introduced to the island for farming and many native species, which had no natural predators, are now endangered.

Ecuador (population c.15.2 million) is a country in north western South America. It is the most species-diverse country in the world.

Charles Darwin (12 February 1809 – 19 April 1882) was an English naturalist and geologist. He is best known for his evolutionary theory which established that all species of life have descended from common ancestors and that evolution results from natural selection, the survival of the fittest.

The Amazon rainforest covers an area of 5.5 million square kilometres (roughly five times as big as Europe). It contains an estimated 390 billion trees divided into 16000 species. Prior to the early 1960s, access to the forest's interior was highly restricted, and the forest remained basically intact. After the introduction of farming in the 1960s, land started to be cleared of trees. Between 1991 and 2000, the total area of forest lost in the Amazon rose from 415,000 to 587,000 square kilometres.

The Great Barrier Reef is under threat from climate change. As the water temperature rises, coral loses its ability to sustain life. It is also under threat from pollution (for example, pesticides from Australian farms) and overfishing, which breaks up the natural food chain and results in habitat destruction.

- 1 As a warm up, nominate individuals to give you the name of an animal. If they can't think of an animal immediately, move on to the next student. After a few examples, ask students to name an endangered animal and continue around the class. Write any correct answers on the board. Use the IWB to search for images of endangered animals and ask students to name the animals. You could also search to find out how endangered individual animals are. Ask: *Are there any endangered animals in your country?* Ask students to name the animal on page 62.

Answer

Student's own answer (for reference, it's a golden lion tamarin)

- 2 **2.03** Tell students they are going to read a text about environmental damage and endangered species. Ask them to read it though quickly and to focus on answering the question without worrying about any difficult vocabulary. Check answers in open class. If students have access to the Internet, ask them to search for information about one of the animals and report back to their classmates.

Answer

tiger, rhino, snow leopard, freshwater fish, golden lion tamarin, jaguar, giant tortoise, Galapagos penguin, Galapagos sea lion, birds, turtle

- 3 **SPEAKING** Students answer the questions and check answers with a partner before whole-class feedback.

Mixed-ability

Stronger students should try to answer the questions without re-reading the text. They should then look back at the text to check their answers.

Allow weaker students to read the text carefully to find answers.

Answers

b 350: tribes in the Amazon in Brazil c 17: percentage of the Amazon forest lost d 1,000: distance in kilometres from Ecuador to the Galapagos Islands e 2,000: length in kilometres of the Great Barrier Reef f 70: percentage of coral we could lose in the next 40 years

- 4 **SPEAKING** In pairs or small groups, students discuss the question. If students have access to the Internet, ask them to do some online research to find out which areas of the world suffer from environmental damage and why certain areas of the world are in danger. Listen to some of their ideas.

Optional extension

Write on the board: *How can we save endangered animals?* Elicit some answers in open class and write them on the board. Divide the class into groups and ask students to discuss what they think are the best ways to save endangered animals. Monitor to help and check students are using English. Hold an open class discussion as feedback.

- 5 **VOCABULARY** Point out the underlined words in the article. Read through the definitions and check students understand the language used. Students

work with a partner to match the words with the definitions. If they are unsure about some of the vocabulary, allow them to look back at the text and guess the meaning from its context. If time allows, they could check their answers in a dictionary. During feedback, say the words and ask students to repeat them.

Answers

1 global warming 2 organism 3 fear 4 fragile
5 glaciers 6 peaks 7 tiny 8 threat

Optional extension

Write the words *global warming* on the board. Students have three minutes to make as many other words as they can from it. You can give three points for three-letter words, two for two-letter words etc. The student with the most points is the winner!

PRONUNCIATION

For pronunciation practice in /f/, /v/ and /b/ consonant sounds go to Student's Book page 120.

WRITING

An article for a school magazine

- 1 Ask students: *Have you ever written an article for a school magazine? What was it about?*

Read through the instructions and questions with the whole class. Students read the article and answer the questions. Let them compare their answers with a partner before whole-class check.

Answers

- To encourage people to help clean up a river.
- The water is polluted, there are hardly any fish left, it smells terrible and the banks are covered in litter.
- Factories nearby and people throwing waste.
- The river will get worse.
- Factories should stop polluting, stricter laws should be made by politicians, and people should get together to help clean up the river banks.

- 2 Working in pairs, students order the words to make sentences. Check answers in open class and write the sentences on the board. Ask students to read the article again and underline evidence for each of the statements. Allow them to compare answers with a partner before whole-class feedback.

Answers

- The Quiller River was once so beautiful.
- The situation is alarming.
- And just look at the river banks.

Evidence:

- There is even a song about it.
- Newspapers have recently reported that the water of the river is totally polluted. There are hardly any fish left, and the water itself smells terrible.
- They are covered in litter.

- 3 Read through the instructions in open class. Students work with a partner to complete the exercise. During

feedback, ask students to explain which words helped them decide if it was a possible consequence, suggestion or prediction. (Possible consequences: *may* and *might*; Suggestions: *need* and *should*; predictions: *will*).

Answers

- 1 c – possible consequence 2 a – suggestion
3 e – possible consequence 4 d – suggestion
5 b – prediction

- 4 Read through the questions in open class. Students complete the exercise with a partner and underline the language in the text that helped them choose their answers. Check answers in open class.

Answers

- a 4 b 1 c 3 d 2

- 5 Divide the class into small groups so that they can share ideas before writing individually at home. Students make notes in preparation for writing their article. Monitor and help with any difficulties. Alternatively, you could ask students to work together to produce a piece of writing in class.
- 6 Students can do the preparation in class, and complete the writing at home. They should organise their work to follow the same format as the article in Exercise 4. Remind students to refer back to the model text if necessary. They should use words and phrases from Unit 6. When they have finished, ask them to read their article to the class or to a partner.

Student's Book page 64–65

CAMBRIDGE ENGLISH: Preliminary

THINK EXAMS

READING

Part 5: Four-option multiple-choice cloze

1

Answers

- 1 A for 2 D as 3 A a 4 B to 5 B made
6 A everywhere 7 C hardly 8 B also 9 C every
10 D use

WRITING

Part 1: Sentence transformations

2

Answers

- 1 better than 2 has been swimming 3 unless you/
if you don't 4 have been/have been playing 5 may/
might go

TEST YOURSELF UNITS 5 & 6

VOCABULARY

1

Answers

- 1 charge 2 melt 3 waste 4 download 5 release
6 enter 7 tour 8 flood 9 extinct 10 standby

GRAMMAR

2

Answers

- 1 won't 2 have been playing 3 if 4 might not
5 unless 6 have played

3

Answers

- 1 He's ~~being~~ **been** working here for over ten years.
2 If it ~~will~~ **rains**, we'll stay at home.
3 I've ~~been making~~ **made** fifty sandwiches for the party tonight.
4 We ~~might to~~ **go** out tonight.
5 You won't do well in the test ~~unless if you don't~~ **study.**/
You won't do well in the test ~~unless you don't~~ **study.**
6 Ouch! I've ~~been cutting~~ **cut** my finger.

FUNCTIONAL LANGUAGE

4

Answers

- 1 matter; bit 2 up; How 3 doing; not 4 news; sounds

7 FUTURE FUN

Objectives

FUNCTIONS	checking information; agreeing
GRAMMAR	future forms; question tags; <i>Nor/Neither / So</i>
VOCABULARY	future time expressions; arranging a party; phrases with <i>about</i>

Student's Book page 66–67

READING

1 To introduce the topic, use the Interactive Whiteboard (IWB) to do a Google image search (or show students pictures) for new inventions. Look at some of the images with the whole class and ask students to describe what they see. Ask students: *Do you think the inventions will be popular? Why/Why not?* Ask them: *Can you think of any items you own that would have seemed incredible one hundred (or even twenty) years ago?* Listen to some of their ideas and encourage open class discussion.

Read through the instructions and look at the pictures with the whole class. Nominate individuals to say what each image shows.

- 2 **SPEAKING** Divide the class into pairs to complete the exercise. If students have access to mobile phones, ask them to do an online search to find some stories. Monitor and help with any difficulties and to give students some ideas if necessary. Listen to some of their ideas in open class as feedback.
- 3 In the same pairs, ask students to imagine what the three stories are about. During feedback, write some of their ideas on the board for future reference, but do not say if they are correct.
- 4 Ask students to read the newspaper items. Tell them to focus only on the answer to the question and not to worry about difficult vocabulary at this stage. Set a time limit of two minutes for the exercise. Check answer in open class.

Answer

It's from the future.

- 5 **2.06** Ask students to read through the sentences and check understanding. Ask students to underline the key words in the sentences. Check/clarify: *holograms, breakthrough*. Play the audio while students read the stories and answer the questions. Stronger students may like to try to answer the questions before re-reading the stories. Tell students to underline the parts of the stories that helped them choose their answer. Students compare answers with

a partner before open class feedback. Ask students to correct the incorrect sentences and compare their answers with a partner before checking answers with the whole class.

Answers

- 1 Correct 2 Correct 3 Incorrect – There aren't any human actors in Star Client. 4 Correct 5 Incorrect – Shirley Williams lost a hand in a car accident. 6 Correct 7 Correct 8 Incorrect – People will be able to use 3D holograms in the near future.

THINK VALUES

Believe in a better future

- 1 Read through the instructions in open class. Ask students to work individually and answer the question. Monitor and help with any difficulties.
- 2 **SPEAKING** Divide the class into pairs or small groups. Students compare their answers to exercise 1. Listen to some of their ideas in open class as feedback and encourage further open class discussion.
- 3 **SPEAKING** To introduce this topic, ask students to decide how positive they are about the future of the world. Ask them to choose a number between 1 and 10, where 10 is extremely positive and 1 is extremely negative. Group the students according to their responses (all 10s together, all the 9s together etc.) and ask them to complete the exercise. When they have some ideas for each of the areas, re-group the students so that positive students are grouped with negative students. This should encourage a lot of communication. Students compare their ideas about the future and try to convince the others in their groups that their ideas are right.

Optional extension

Ask students to think about the future of other areas e.g. education, transport, fashion, English/their own language. In groups, students make a list of how these may change in positive and negative ways in the future. Give each group a different topic. To add an element of competition, challenge groups to come up with as many ideas as possible. In whole-class feedback, congratulate the group with the most ideas. Ask all groups to present their ideas to the class and encourage reactions.

GRAMMAR

Future forms

- 1 Students read the four examples from the dialogue. Ask students to work in pairs and complete the sentences with different future forms without looking back at the text. Let them check their answers in the text before feedback in open class. Students then read through the rule and complete it

Answers

a opens b will c start d spending

Rule

1 a 2 c 3 b 4 d

To check students have understood the difference clearly, write the following examples on the board (or use some of your own):

- 1 *I'm flying to England for my holidays this summer. Here are my tickets.*
- 2 *My plane leaves at 6.30 in the morning.*
- 3 *I'm going to visit London and do a lot of shopping.*
- 4 *It will probably rain, but I think I'll have a great time.*

Underline the tenses and elicit the names of the tenses.

Ask students the following questions:

Which sentence shows something that has been planned already? (sentence 1)

Which sentence shows something that will happen at a fixed time in the future? (sentence 2)

Which sentence describes a future intention? (sentence 3)

Which sentence makes a prediction about the future? (sentence 4)

Language note

- 1 Students may produce statements like: I will go to Brazil on holiday. Remind them that if something is already arranged we use the present continuous: I'm going to Brazil on holiday.
- 2 Students may find it useful to translate some of the examples in Exercise 1 into their own language to compare them.

- 2 Read the instructions and look at the pictures in open class. Students work with a partner to complete the exercise. Check answers in open class. Point out the use of a 24-hour clock at the airport.

Answers

1 arrives at 14:55 2 starts at 8 pm 3 leaves at 10 am
4 opens at 7 am

- 3 Students read though sentences 1–7. Go through the first sentence with the whole class as an example. Nominate an individual to explain how we know that this is a prediction. Students work in pairs to complete the exercise. Tell students to look at the rules box if they have any difficulties. Check answers with the whole class, making sure students can

explain why they made their choices by referring to the rules.

Answers

1 P 2 I 3 F 4 A 5 F 6 P 7 I 8 A

Fast finishers

Ask students to write some sentences explaining what they are going to do next weekend, using the four future forms as appropriate.

- 4 Read through the instructions and the dialogue in open class. Working individually, students choose the correct form to complete each gap. Ask them to compare answers with a partner. During feedback, encourage students to explain why each option is correct. If you're short on time, set this exercise as homework.

Mixed-ability

Ask students to practise the dialogue with a partner. Weaker students can read from the book. Stronger students can take it in turns to cover the dialogue and try to remember their lines.

Answers

1 'm working 2 do you finish 3 won't 4 'm having
5 are coming 6 won't be 7 will be

Optional extension

Ask students to work in pairs and plan a holiday that they will go on together. They should answer the following questions:

Where are you going?

When do you leave?

What are you going to do?

What do you think you will enjoy most?

Give students ten minutes to plan their holidays and encourage them to go into as much detail as possible. Monitor and help with any difficulties.

After ten minutes, regroup students into groups of four and ask each pair to ask the other students questions about their holiday. Tell them that they score a point each time they use a future form correctly. Listen to some of the most interesting ideas in open class as feedback.

Workbook page 64 and page 125



Be aware of common errors related to future forms, go to Get it right on Student's Book page 124.

VOCABULARY

Future time expressions

- 1 Books closed. To introduce this topic, drill the names of the days of the week, then the months of the year. Display a calendar of the current month on the IWB. Point to today's date and say *today*. Point to tomorrow and elicit *tomorrow*. Continue with *this week*, *next week* etc. Ask students if they can name any other time expressions and write any correct answers on the board.

Books open. Read through the instructions and the expressions. Ask students to work with a partner and complete the exercise. During whole-class feedback, use the calendar on the IWB to clarify the meaning of the expressions.

Answers

1 next 2 long 3 time 4 next 5 after 6 later
7 from 8 near

Fast finishers

Ask students to write down some more future time expressions which follow similar patterns to those in the exercise e.g. *the day after next, in twenty minutes' time, last weekend* etc. Listen to some of their ideas after feedback on Exercise 1.

- 2 Students work individually to complete the sentences with their own answers. You might want to give them an example of your own. Check answers with the whole class.

Mixed-ability

Stronger students can complete the sentences without looking back at the rules for future forms. Allow weaker students to look back at the rules to help them with their answers. When students have completed the exercise, divide the class into pairs by level and ask them to compare their answers. Listen to some examples in open class as feedback.

Workbook page 66

LISTENING

- 1 **SPEAKING** As a warm up, ask students to work with a partner and remember as much information as they can from the future newspaper on page 67. Ask them: *Can you remember any names or dates?* Listen to their ideas in open class as feedback and write anything they can remember about boxer Shirley Williams and moon tourist Mira Xin on the board.

Mixed-ability

Weaker students can work with a partner to write questions about one of the people before comparing with another pair. Stronger students can work individually. Listen to some of their ideas in open class and write some on the board, but do not comment at this stage.

- 2 **2.07** Play the audio while students listen and complete the exercise. During whole-class feedback, refer back to the questions on the board to check if they were asked.

Answers

Mira:
So how are you feeling?
So what have you got planned for your time on the moon?
Have you got anything special packed in your suitcase?
Can you make calls from the moon?
Shirley:
How does it feel to know that you're going to be fighting professionally again soon?
Did you think you'd ever see this day?
And how are you feeling about the championships?
So what have you got planned?

Audio Script Track 2.07

Interviewer Mira, Mira. Yes, Mira. A few questions please.
Mira Of course.
Interviewer So how are you feeling?
Mira How am I feeling? I am so excited. I can hardly tell you. I'm a bit nervous, too, but mostly I'm just so excited.
Interviewer So what have you got planned for your time on the moon?
Mira Well, we're definitely going to go on a moon walk. That will be incredible. Otherwise, we're just planning to relax. The hotel looks absolutely amazing, and I can't wait to visit the anti-gravity spa rooms. You actually get to float about. It's going to be amazing.
Interviewer Have you got anything special packed in your suitcase?
Mira Just the usual things you take on holiday. Well, I don't think I'll need my sunglasses, but ... a really good camera, my e-reader, my phone.
Interviewer Can you make calls from the moon?
Mira I'm not sure, but I never go anywhere without my phone.
Announcer Ladies and gentlemen. We are now ready to welcome you aboard SS Moon Star. If you would like to make your way to the reception desk.
Mira Oh, they're calling us. Got to go.
Interviewer Thank you, and make sure you speak to us when you get back.
Interviewer So Shirley, congratulations on your selection for the European championships.
Shirley Thank you.
Interviewer How does it feel to know that you're going to be fighting professionally again soon?
Shirley Absolutely fantastic.
Interviewer Did you think you'd ever see this day?
Shirley I did. I always knew it would come. I just didn't think it would take so long.
Interviewer And how are you feeling about the championships?
Shirley I'm feeling really positive. I think it'll be a really good year for me.
Interviewer So what have you got planned?
Shirley Well, I want to win gold in the European championships – that's number one. It'll be tough, but I'm going to train hard every day between now and next month. So that's my number one ambition, and I think my second plan is to spend more time with my mum and dad. I mean it's been a difficult two years, and they've been there for me every second of every day. I want to do something to say 'thank you', so I'm going to take them on holiday. Somewhere nice and hot. My mum loves the sun.
Interviewer Shirley, thank you, and good luck in Helsinki.
Shirley Thank you.

- 3 **2.07** This exercise is closely modelled on * Listening Part 1 of the Cambridge English: Preliminary exam. Read through the instructions and questions in open class. Ask students to underline the key words in the questions and to make sure they understand what is happening in each picture. Play the audio while students choose the correct pictures.

Allow them to compare answers with a partner before feedback in open class. If necessary, repeat the audio, pausing to clarify answers.

Answers

1 C (ticked) 2 B (ticked) 3 C (ticked) 4 A (ticked)

THINK SELF-ESTEEM

Personal goals

- 1 To introduce this activity, you could give your own answers to some of the questions as an example. Tell the class about the things you want to do and how you are going to do them. Be ambitious! Ask students to work individually and complete the lists. Monitor and help with any difficulties or help with ideas.
- 2 **SPEAKING** Students work in pairs to compare their lists. Monitor and help with any difficulties and praise any original or interesting ideas. Listen to some of their ideas in open class.
- 3 **SPEAKING** Working with the same partner, students discuss how they are going to achieve their goals. Encourage students to go into detail about their ambitions and to see if they could help each other achieve their goals in any way. Listen to some of their ideas in open class and encourage group discussion on the importance of having goals in life.

Mixed-ability

Exercises 2 and 3 may work better if students are paired with a partner of a similar level.

Optional extension

Ask students to work in small groups and make a list of five things that can help people achieve personal goals in life. Elicit some examples (e.g. talent, money etc.) to get them started. Encourage them to think about simpler goals (e.g. staying healthy, being happy) as well as high-achieving goals (e.g. winning the World Cup). When they have completed their lists, write some of their ideas on the board and hold a vote to rank the items in the list from most important to least important and decide which five things are the most important.

Student's Book page 70–71

READING

- 1 A recording of this text is available with your digital resources. As a warm up, ask students how they celebrated their last birthday. Ask them: *Did you have a party? Did you celebrate with friends? How many people were there? Did you have a cake? Did you listen to music and play party games?* Listen to some of their experiences in open class.
Read the instructions and the list of items with the class. Ask students to work individually and complete the exercise. Monitor and help with any difficulties.
- 2 **SPEAKING** Divide the class into pairs and ask students to compare their lists. Ask them to explain why they ranked things in the way that they did. During whole-class feedback, encourage students

to explain why they think certain things are more important than others. Have a class vote on the most important thing.

- 3 Tell students they are going to read a chat room conversation about preparations for a party. Before reading, check/clarify: *pay a deposit, sorted, put up posters, draw up a guest list, I've got you down, come round*. Students read through the conversation and answer the questions. There is some quite difficult language in the text, so tell students to focus on the questions and not to worry about unknown words or phrases. Tell students to underline the parts of the text that helped them answer the questions. Allow them to compare answers with a partner before whole-class feedback.

Answer

A school dance party

- 4 Students compare their answers before whole-class feedback. During feedback, refer to the parts of the text that helped them decide on their answers.

Answers

Kev – food Fran – music Lucy – venue Oliver – guests
Lewis – publicity

GRAMMAR

Question tags

- 1 Ask a few questions with question tags of your own (e.g. *It isn't raining today, is it?/You aren't (Chiara), are you?/You saw the aeroplane outside, didn't you?* etc.) and write them on the board, but do not explain the use of question tags at the moment.

Students open their books at page 71 and read through the gapped sentences. Elicit or give the answer to the first sentence in open class as an example and ask students to complete the exercise. Students can compare answers in pairs before open class feedback. At this point, ask students what they notice about the verbs in each sentence and the question tags at the end. Elicit or explain that where there is a positive verb there is a negative question tag and where there is a negative verb there is a positive question tag. Explain to students that we use a positive verb and a negative tag when we are checking information and we expect the answer to be *Yes*, and a negative verb and a positive tag when we expect the answer to be *No*.

Answers

1 didn't 2 isn't 3 aren't 4 shouldn't 5 am
6 have

Read through the rule with students and ask them to work with a partner to complete it. During whole-class feedback, refer back to the sentences in Exercise 1 to clarify the rule.

Answers

1 positive 2 do 3 doesn't 4 did

Language note

Students may find this concept a little difficult because of the way their own language works. They may produce incorrect statements like: *He's Carlos, is he? It's raining, is it?*

Remind them that in English the question tag is generally the opposite of the verb in the main part of the sentence.

- 2 Ask students to read through items 1–8 and underline the verb in the first part of each sentence. Remind them that a positive statement is followed by a negative question tag and vice versa. They should also pay attention to the tense used in the statement. Go through the example in open class to check comprehension. If students are still having problems, refer them back to the rules in Exercise 1.

Ask students to work with a partner to complete the exercise. Check answers in open class. Say the sentences for students to repeat altogether and draw attention to the intonation patterns (this will also be covered in the Pronunciation section).

Answers

1 will you 2 did she 3 can't you 4 isn't he
5 wasn't it 6 do they 7 haven't you 8 are you

Fast finishers

Ask students to think of a famous person and write some questions with question tags that they could ask them, e.g.

You're Lionel Messi, aren't you?

You didn't win the World Cup, did you? Etc.

Optional extension

If you are using an IWB, create two text boxes, one green and one orange. Copy and paste these seven times, thus creating eight green boxes and eight orange ones. Write the first part of each of the eight sentences below in a green box and the question tag in an orange box. Mix the boxes up on the board and ask students to work in pairs to match the boxes and create eight correct sentences as quickly as possible. Ask the first pair to finish to come to the board and drag and drop the boxes to make the correct sentences.

You've been to France, haven't you?

We're not going to win, are we?

It's Wednesday today, isn't it?

They don't like dogs, do they?

My brother's very clever, isn't he?

We're going to be late, aren't we?

This film's not very good, is it?

You speak French really well, don't you?

Nor/Neither / So

- 3 Books closed. To introduce this language, ask students to think of three things they like and three things they don't like. Write some of their ideas on the board, e.g.

I like football.

I don't like going to the dentist.

Read out a sentence and ask students how they could agree with it. Elicit or explain *so / neither/nor do I*.

Repeat the procedure with things the students *can/can't* do and elicit *so / neither/nor can I*.

Point out that we repeat the auxiliary verbs when agreeing with statements in this way.

Students complete the sentences. Check answers with the whole class.

Mixed-ability

Books open. Read through the sentences with students in open class. Tell them that they are all from the chat room conversation on page 70. Stronger students can try to complete the exercise before looking back at the text to check their answers. Allow weaker students to find the answers in the conversation on page 70. Check answers in open class.

Answers

am can do will

Read through the rule in open class and elicit the answers. Refer to the sentences in Exercise 3 to clarify the rules.

Rule

1 so 2 nor/neither

Language note

Students may make the mistake of thinking that *nor/neither* makes a verb negative and make incorrect statements such as:

A: I love going to concerts.

B: Neither do I.

Point out to students that to disagree with a statement we simply repeat the auxiliary verb in the negative, e.g.

A: I love going to concerts.

B: I don't.

- 4 Read through the sentences and ask students to work individually and complete the exercise. Allow them to compare answers with a partner before feedback in open class. If you're short on time, set this exercise as homework.

Answers

1 Nor did I. / Neither did I. 2 Nor can I. / Neither can I.
3 So should I. 4 So am I. 5 Nor do I. / Neither do I.
6 Nor will I. / Neither will I. 7 So was I.

Optional extension

Divide the class into small groups. Give students three minutes to work individually and make a list of things that they think are the same between them and one of the others in the group. Ask students to take it in turns to say one of their ideas. If their partner responds *so do I/neither/nor do I*, they score one point. Remind students that they have to give honest answers! Students cannot copy each other's statements. The winner is the student who can think of the most things.

Workbook page 65 and page 125

PRONUNCIATION

For pronunciation practice in intonation of question tags, go to Student's Book page 121.



Be aware of common errors related to question tags, go to Get it right on Student's Book page 124.

VOCABULARY

Arranging a party

- 1 Read through the instructions and the words and check understanding. Tell students they may need to add an article (*a* or *the*) to the nouns. Check answers in open class. Say the phrases for students to repeat and check pronunciation.

Mixed-ability

Stronger students can complete the activity without looking back at page 70. Allow weaker students to look back at page 70 and find the phrases.

Answers

send out invitations organise the food and drinks
get permission hire a DJ draw up a guest list
decorate the room

Fast finishers

Ask students to rank the verb and noun combinations in order of importance, i.e. decide which of the things is most important when arranging a party.

Optional extension

The phrases in this exercise can easily be made into a matching activity. Before the lesson, write half of each phrase on a different piece of paper (e.g. to send out/invitations; to draw up/a guest list). Create enough sets of cards to allow for one set per four students. Mix up all the beginnings and endings and distribute one set to each group of students. Either ask students to match the beginnings and endings of the phrases or ask them to turn all the pieces of paper face down and play a game of pelmanism, taking it in turns to try to find a matching pair.

- 2 **SPEAKING** Ask students to work with a partner and decide on the best order to do the things on the list. Look at the example sentence and tell students they should try to use question tags in their discussion. Listen to make sure they are using question tags correctly. Monitor and help with any difficulties. Listen to some of their ideas in open class as feedback.

Workbook page 66

WRITING

An invitation

This exercise can be set as homework or done as a collaborative writing activity in class with pairs of students working together to complete the exercise. Read through the instructions in open class. Divide the class into small groups and ask them to write their invitations.

Encourage them to use images and different colours to make the invitation look interesting. Monitor and check they are including all of the information. Tell them not to put any names on the invitation. When students have finished, display the texts on the walls of the classroom for students to read. Hold a class vote for students to decide on which party they would like to attend.

Student's Book page 72–73

PHOTOSTORY: episode 4

Weekend plans

- 1 Look at the photo with students and ask them to name the people. Ask students: *What can you remember about Luke, Olivia, Ryan and Megan from the photostory?* Allow students to look back at the photostories in previous units to help them remember. Students look at the photos and guess how the people feel and what they might be discussing. Ask them to guess the answers to the questions without reading the conversation. Write some of their ideas on the board. These can then be referred to during feedback.
- 2 **2.10** Play the audio. Students read and listen to check their answers. Ask students to check answers with a partner before feedback in open class. During feedback, refer to their ideas from Exercise 1 and check if they predicted correctly.

Answers

Megan wants to have a picnic. Ryan's spending the day with his cousin. Olivia is going shopping. Luke is going to play football.

DEVELOPING SPEAKING

- 3 Divide the class into pairs and ask students: *How do you think the story continues?* Ask them to write their answers in their notebooks. Monitor and help with any questions. Listen to some of their ideas in open class and write some of their ideas on the board, but don't comment on them at this stage.
- 4 **EP4** Play the video while students check their ideas from Exercise 3. During whole-class feedback, refer to the ideas on the board and check which were correct.
- 5 Read through the questions in open class. Divide the class into pairs and ask students to complete the exercise. Monitor and help with any difficulties. If necessary, play the video again, pausing as required for clarification. Check answers in open class.

Answers

- 1 His dad's car broke down. 2 The match got cancelled.
- 3 Olivia's mum had to work.

PHRASES FOR FLUENCY

- 1 Ask students to locate the expressions 1–6 in the story on page 72 and decide who says them. Ask them: *How would you say the expressions in your own language?* Ask students to compare their answers with a partner before open class feedback.

Answers

1 Ryan 2 Megan 3 Megan 4 Ryan 5 Megan
6 Megan

- 2 Ask students to read through the sentences and complete the answers. Go through the first sentence with them as an example if necessary. During feedback, say the sentences for students to repeat. Drill sentences to ensure correct pronunciation. In pairs, students practice the conversations.

Answers

1 Lucky you
That's a shame
2 Thank goodness
In other words
3 What do you reckon
There's nothing wrong with

WordWise

Phrases with *about*

- 1 Books closed. To introduce this activity, write the word *about* in the middle of the board. In open class, ask students to think of any words that could go before or after *about*. Write any correct answers on the board.

Books open. Read through the sentences and the phrases. Ask students to work with a partner and complete the exercise. During whole-class feedback give further examples if necessary.

Answers

1 about eleven 2 forgotten about 3 Sorry about
4 about to 5 about you

- 2 Students work individually to match the questions and answers. Check answers. During whole-class feedback, say the sentences for students to repeat and check pronunciation and intonation. Ask students to practise the dialogues with a partner.

Mixed-ability

Stronger students can cover the answers and work with a partner to think of suitable responses to the questions using one of the phrases in Exercise 1, before uncovering the answers to compare their ideas with the responses in the book.

Weaker students can work in pairs or groups to match the questions and the answers.

Answers

1 b 2 e 3 d 4 a 5 c

Optional extension

Ask students to work in pairs and write continuations of the dialogues. Monitor and help with vocabulary as necessary. Listen to some examples during whole-class feedback.

- 3 Students complete the sentences and compare answers with a partner before whole-class feedback. Check answers. If you're short on time, set this exercise as homework.

Workbook page 66

FUNCTIONS

Agreeing

- 1 To introduce this topic, make some statements of your choice and elicit answers with *so / neither/nor*. E.g.

I'm going to the beach on Saturday – So am I
I didn't go out last night – Neither did I

Read through the sentences and replies in open class. Ask students to work with a partner and complete the exercise. Check answers in open class.

Answers

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

- 2 Read through the instructions. Complete the first sentence in open class as an example. Working individually, students complete the sentences with their own ideas. Monitor and help with any difficulties.
- 3 Ask students to stand up and walk around the classroom saying their sentences from Exercise 2 and finding students who agree with them.

Fast finishers

If students complete their chart early, tell them to continue looking for more names to add to the right-hand column of the chart.

8 SCIENCE COUNTS

Objectives

FUNCTIONS	talking about past habits; talking about imaginary situations; talking about scientific discoveries
GRAMMAR	past simple vs. past continuous (review); <i>used to</i> ; second conditional; <i>I wish</i>
VOCABULARY	direction and movement; science

Student's Book page 74–75

READING

1 Books closed. As a warm up, write the word *blog* on the board. Divide the class into two teams and play a quick game of 'vocab tennis'. Teams take it in turns to say a word beginning with the letter *b* and continue until one of the teams cannot immediately think of a word. Do the same with *l*, *o* and *g*. Ask students: *Which blogs have you read?* Listen to some of their answers in open class and look at some of the blogs they mention on the Interactive Whiteboard (IWB). Ask: *What makes a good blog?* Elicit answers and discuss in open class.

Books open. Look at the pictures in open class and nominate individuals to say what each one shows.

Answers

1 Fire 2 A wheel 3 Electricity 4 A mobile phone (smart phone) 5 Paper 6 A car (automobile)

2 **SPEAKING** Read through the questions and speech bubble in open class. Divide the class into pairs and ask students to complete the exercise. Monitor to help with any difficulties and encourage students to think of at least three reasons why the things are important and three things that were different before people had these things. Listen to some of their answers in open class as feedback. Check students are using past tenses in their answers to question 2.

3 **SPEAKING** Divide the class into small groups. Read through the questions and check understanding. Ask students to discuss the questions and write down their answers. For extended speaking practice, regroup the students when they have completed the exercise and ask them to compare their answers. Listen to some of their ideas in open class and encourage further discussion.

4 With the whole class, look at the pictures and elicit answers to the questions. Write some of their ideas on the board to refer back to after the next exercise.

5 **2.11** Play the audio while students check their ideas. You could set a homework research task for students to find out about the following people who come up in the text. You could then start off the lesson by asking students to tell the class what they have found out.

BACKGROUND INFORMATION

Isaac Newton (1643–1727) was an English physicist and mathematician, and one of the greatest scientists of his era. In 1661, he went to Cambridge University where he became interested in mathematics, optics, physics and astronomy. In the mid-1660s, Newton discovered that white light is composed of the same system of colours that can be seen in a rainbow and established the modern study of optics (or the behaviour of light).

In 1687, Newton published 'Mathematical Principles of Natural Philosophy'. This showed how a universal force, gravity, applied to all objects in all parts of the universe.

Archimedes (c.287–c.212 BCE) was a Greek mathematician, philosopher and inventor who wrote important works on geometry, arithmetic and mechanics. He was born in Sicily and educated in Alexandria in Egypt.

Among his inventions are the lever and the hydraulic screw for raising water from a lower to higher level. He is most famous for discovering the law of hydrostatics, sometimes known as 'Archimedes' principle', stating that a body immersed in fluid loses weight equal to the weight of the amount of fluid it displaces.

Archimedes also created war machines such as the catapult and (though this may be an invented story) a mirror system for reflecting the sun's rays on to enemies' boats and setting light to them.

6 Read through the question with students and check/clarify: *sideways*, *gravity*, *directly related to*, *come up with*. Students answer the questions.

Mixed-ability

Stronger students can try to answer the questions from memory, before looking back at the text to check their answers. Weaker students can look at the text and find the answers. Allow them to compare their answers with a partner before checking answers with the whole class.

Answers

- 1 Why things fall down and not up or sideways.
- 2 That the level of the water went down.
- 3 It's Greek for 'Now I understand'.
- 4 They needed scientists, people like Newton and Archimedes, to think about them and understand them.

Optional extension

For further work on the text, tell students that it is written in an informal, conversational style. Ask students to work together with a partner and read through the text, underlining any language which is informal and conversational. Listen to some of their ideas in open class as feedback.

THINK VALUES**How science helps people**

- 1 Look at the sentences with students and check understanding of vocabulary. Make sure they read them carefully and consider each one when deciding which is the best summary of the blog. Working individually, students complete the exercise. Ask them to re-read the text and find reasons for their choices.
- 2 **SPEAKING** Divide the class into pairs or small groups for them to compare their answers. Monitor and help students explain their ideas. Listen to some of their answers in open class and encourage further discussion.
- 3 **SPEAKING** In pairs or small groups, students discuss the question. Monitor and help as necessary, encouraging students to express themselves in English and to use any vocabulary they have learned from the text. Ask pairs or groups to feed back to the class and discuss any interesting points further.

Optional extension

As a follow-up to Exercise 3, ask students to imagine their lives without the four items. Ask them: *What would you do without the Internet? How would you contact people without the Internet or telephones? What would you do without medicine? How would you keep food cold without a fridge?* Weaker classes could just imagine life without one of the items. Quickly elicit some ideas in open class, and then divide the class into small groups for them to discuss the questions. After five minutes, appoint a spokesperson from each group to feed back some of their ideas in open class.

Student's Book page 76–77**GRAMMAR****Past simple vs. past continuous (review)**

- 1 Read through the instructions and the two sentences from the text.

Mixed-ability

Stronger students can complete the sentences without looking at the text. Weaker students should look back at the text to find the answers.

Answers

- 1 sitting; thinking; fell; hit 2 getting; noticed; went

Students now read through the rule box and complete it with a partner. Check answers with the whole class. To check understanding, ask students: *Which tense do we use to describe the actions that began first?* (the past continuous). Elicit or explain that in sentence 1, the

first action was in progress when it was interrupted by the second action. In the second sentence, the past continuous describes the background situation to an action in the past.

Rule

past simple; when past continuous; while

- 2 Read through the example in open class and check students understand why each tense is used. Students work with a partner to complete the exercise before open class feedback. During feedback, refer to the rule to explain answers.

Answers

1 were doing; started 2 didn't stop; didn't have 3 went; was doing 4 discovered; was surfing 5 were ... talking; saw 6 found; became

Fast finishers

Ask students to think of as many double consonant *-ing* forms as they can, e.g. *running, swimming* etc.

- 3 Ask students to quickly read through the statement to get an overall understanding of the situation. Students complete the statement in pairs. Check answers with the whole class.

Mixed-ability

Divide the class into pairs by level.

Stronger students: Ask them to cover the list of verbs and complete the exercise with verbs of their choice. Monitor and help with any questions. During feedback, check they have used the correct tenses and verbs that make sense.

Weaker students: Allow them to look at the list of verbs and complete the statement.

Answers

1 were walking 2 doing 3 were standing/were walking 4 saw 5 was riding 6 was going/was riding/was cycling 7 cycled/rode 8 hit 9 knocked 10 didn't stop

Optional extension

Divide the class into pairs or small groups. Tell them they are going to play a game to practise the past continuous and past simple. Ask one student to start a sentence for the other to finish, e.g.

A I was walking to school when ...

B I saw a black cat. (One point to B)

B I met my friend Billy when ...

A Err ... (No points to A)

Students score a point only if they can make a correct sentence immediately without hesitating. When students have tried a few sentences, you could divide the class into two teams and have a group competition.

Workbook page 72 and page 125

VOCABULARY**Direction and movement**

- 1 Read the sentence in open class and elicit the answers. Use hand gestures to clarify meaning.

Answers

1 down 2 up

- 2 Look at the pictures with students and read through the sentences. Use hand gestures to clarify understanding. Point out the different use of *up and down* (in sentence 6, *up and down* means to walk in one direction and then the other, usually when feeling nervous). Divide the class into pairs and ask students to complete the exercise. Check answers with the whole class and read through the Look! box.

Answers

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

Fast finishers

Ask students if they can think of any more words describing movement (e.g. *over, through*).

- 3 In pairs or small groups, students discuss the question. Listen to some of their ideas in open class. Ask them: *Can any of you travel in all the directions?*

Optional extension

Ask students if they play any online games. Elicit some examples in open class and if possible, look at some games on the IWB. Divide students into small groups and ask them to describe the movement of the characters in the games. Students score a point each time they use vocabulary of direction and movement. Listen to some examples in open class as feedback.


Workbook page 74

LISTENING

- 1 In open class, ask students to look at the pictures. Nominate individuals to describe what they can see.

Answers

1 D 2 A 3 C 4 B

- 2  2.12 Tell students they are going to hear four people talking about things children didn't understand. Play the recording while students listen and put the pictures in the order they hear about them. Tell students not to worry about difficult words, but to concentrate on the task. Let students compare answers with a partner before whole-class feedback.

Answers

A 2 B 3 C 1 D 4

Audio Script Track 2.12

Teacher Morning everyone.

Class Morning.

Teacher Right! Everyone OK? OK, this morning I was having breakfast and I was listening to a radio programme, and they were talking about what kids used to believe when they were little. It was really interesting! And I started to think about when I was a kid, and I remembered that when I was a little girl, every night I used to plug something in to all the electrical sockets in my bedroom. I thought that if I didn't, the electricity would come out of the holes during the night, and I'd get ill. I used to plug in different things all around the room so that I didn't get sick!

Sarah Really, miss? Did you really use to do that?

Teacher Yes, it's true – honestly! So, I thought it might be fun today to start our lesson, just a few minutes, talking about the things we used to believe when we were kids.

Alex We still are kids, miss.

Teacher Come on, Alex, you know what I mean! I mean when you were little kids. Did you use to believe strange things? Anyone? Yes, Sarah!

Sarah Well, when I was a kid, about five I guess, I thought the moon was really beautiful, and I used to look at it for hours. And, you know how the moon looks white sometimes, well, for some reason I thought it was white because it was afraid of me! So I used to laugh at it and call it names!

Teacher You thought the moon was scared of you?

Sarah That's right. I guess I remembered cartoons where people go white in the face when they're scared, maybe that's why.

Teacher OK, Sarah, thank you. That's a really nice story. Who's next? Yes, come on, Alex.

Alex Well, miss, this is actually about my grandfather, not me.

Teacher OK. That's fine. Tell us.

Alex I remember my grandfather said that when he was a kid, he noticed how when you stand on a water hose, the water stops coming out of it. And so he used to be scared of standing on a wire or cable, because he thought that the electricity would stop!

Teacher Oh, nice one. So, if you stand on a wire, there's no more electricity?

Alex Yes.

Teacher OK, thanks, Alex, that's a good one. Anyone else? Hands up! Yes, Martin, off you go.

Martin Well, my family used to have an apple tree in the garden, so we didn't use to buy apples, we always had apples from our tree, you know?

Teacher Right.

Martin And we ate lots of apples. But I got this idea, I don't know where from, I really don't, anyway, I used to think that I mustn't eat the pips, the apple seeds.


Teacher Really? Why not eat the apple seeds?

Martin Yeah, well, I used to think that if I got an apple seed in my stomach, then an apple was going to grow inside me!

Teacher Goodness! But now you know that's not true, right?

Martin Of course!

Teacher	Excellent. Great stories! So today we're going to think about ideas that people used to have in the past, ideas that we now know aren't true. OK?
Sarah	Like, people used to think that the Earth was flat, miss?
Teacher	Exactly. Now, can anyone think of more examples? Anyone? ...

- 3  **2.12** Read through the questions with students and check/clarify: *ill, step on, wires*. Play the recording again while students answer the questions. Stronger classes may like to try to guess the answers to the questions before listening. Check answers in open class. If necessary play the recording again to clarify answers.

Answers

- 1 She thought electricity might come out of the sockets.
- 2 She thought it was beautiful.
- 3 She thought it was afraid of her.
- 4 He thought the electricity would stop.
- 5 They had an apple tree in their garden.
- 6 He thought an apple would grow inside him.

GRAMMAR

used to

- 1 Read through the instructions and sentences 1–5 in open class. Ask students to work with a partner and complete the exercise. During whole-class feedback, ask concept check questions to clarify meaning. For example, *Do the people from the class discussion (in Exercise 2) do these things now? (no); Did they do them in the past? (yes); Did they do the things in 1, 2, 3 and 5 once in the past or many times? (many times); In 4, was the speaker scared for one moment in time or for a period of time? (for a period of time).*

Answers

- 1 plug
- 2 do
- 3 laugh
- 4 be
- 5 eat

To check understanding at this point, ask students to give you a sentence of their own using *used to*. In open class, read through the rule and nominate individuals to complete the sentences.

Answers

- 1 used
- 2 use
- 3 use



Be aware of common errors related to *used to*, go to Get it right on Student's Book page 124.

Language note

- 1 Students may produce incorrect questions like: Did he used to like punk music? Remind them that the question form is *did + use to*.
- 2 They may also produce incorrect statements like: Did she used to going to university? Remind that we use *used to + infinitive without to*.
- 3 Students may find it helpful to translate some examples into their own language and compare the two.

- 2 Students read through sentences 1–7. Check any problems. Go through the example, focussing students' attention on the use of the present simple in the second part. Students complete the exercise. Remind them to read each one carefully and to think about which verb should be in the present simple. Check answers. If you're short on time, set this exercise as homework.

Answers

- 1 used to be; don't know
- 2 didn't use to listen; don't listen
- 3 don't like; used to be
- 4 used to go; prefer
- 5 used to believe
- 6 didn't use to care; think
- 7 did ... use to have

Fast finishers

Ask students to write sentences about the clothes/music/food they used to like when they were younger.

Optional extension

In small groups, students think about their own town or city and how it has changed over the years. They must produce a sentence using *used to* to describe how their city has changed. For example:

There used to be a vegetable shop on the corner of the square. There's a big supermarket there now.

Ask groups to feedback to the rest of the class.

Stronger students: They can follow this up as a mini-project and illustrate or add photos to this and write out a short paragraph about the changes to their city.

PRONUNCIATION

For pronunciation practice in the /ju:/ sound, go to Student's Book page 121.

Workbook page 72 and page 125

FUNCTIONS

Talking about past habits

- 1 Ask students to work individually and answer the question. You might like to give an example of your own to get them started. Monitor and help with any difficulties or to give students ideas.
- 2 **SPEAKING** Read the speech bubbles with students and point out the use of *used to* to describe a repeated past action. Divide the class into small groups for students to tell their stories. Monitor to help with any questions. As the focus is on fluency and educating the whole learner, avoid correcting errors unless they hinder comprehension. Listen to some of the stories in open class as feedback.

READING

- 1 **SPEAKING** A recording of this text is available with your digital resources. Books closed. To introduce this topic, write the following on the board.

Would you like to have these things? Why/why not?
A pair of flying shoes
An invisible winter jacket
An extremely fast bicycle
A memory chip for your brain

Ask students to work with a partner and discuss the questions. Listen to some of their answers in open class and encourage further discussion.

Books open. Read through the instructions and speech bubbles. Ask students to work individually and think of further examples of things that haven't yet been invented, and then compare their answers in small groups. Ask each group to decide which was the best idea and to report back to the rest of the group.

- 2 Look at the pictures in open class and elicit answers to the question. Write some of their ideas on the board.
- 3 Ask students to read the forum and check their answers to Exercise 2. Check answers in open class.

Answers

Petrol that doesn't cause pollution; a time machine; a cure for malaria; a machine that does homework; something that allows you to live on one or two hours of sleep.

- 4 Point out the names of the people in the forum. Read through the instructions and the statements. Check/clarify: *go back in time*. Ask students to work in pairs and decide who is being described. Ask them to underline the parts of the text that helped them choose their answers. Check answers in open class, asking students to refer back to the text.

Answers

1 Georgina 2 Bruna 3 Morris 4 Hannah

TRAIN TO THINK

Using criteria

- 1 Ask students to work individually and rank the five ideas. Encourage them to think of reasons for their choices.
- 2 **SPEAKING** Divide the class into pairs or small groups for students to compare their lists. Ask them to try to come to agreement on the best ranking. As feedback, listen to their ideas in open class and hold a class vote to decide on the best ranking.
- 3 In open class, elicit other possible ways to rank the ideas. Write students' suggestions on the board.
- 4 Divide the class into groups and give each group a different criterion from Exercise 3 to order the things by. Students work with their partners to decide on the best order. Regroup the students to include one or two students from each of the initial groups. Students report back their decisions on how to order

the things. Listen to some of their ideas in open class as feedback.

Optional extension

Students work in pairs to come up with an idea for a scientific advance or invention that they would like to see, for example, a pill that improves your memory or a robot that cleans your room for you. They then present it to the class, telling the other students what criteria they used to evaluate its importance. The whole class then votes on the invention that best meets its criteria.

GRAMMAR

Second conditional

- 1 Students read through the questions and the example sentences. Elicit the answers in the first sentence (found, would be). Ask students to work with a partner and complete the three sentences. Check answers in open class. Ask students: *Are these situations real or imagined?* (imagined). Elicit/point out the use of the past simple in the *if*-clause and *would* in the main clause.

Answers

1 found; would be 2 could; would go for 3 Wouldn't it be; was

Ask students to re-read the web forum on page 78 and underline any further examples of the second conditional. Discuss their answers in open class.

Answers

It would be great if there was some kind of petrol we could use in cars and things that didn't produce any pollution. ... it would be great if they invented a pill ...

- 2 Read through the rule in open class and nominate individual students to fill the gaps.

Rule

1 an improbable 2 past 3 would

At this point students may find it useful to compare the form of the first conditional with a second conditional sentence. You can put a first conditional sentence on the board and ask students to give you an example of a second conditional sentence, e.g.

If I win the lottery, I'll buy a new car.

If I had lots of money, I'd buy a new car.

If necessary, ask students to look back at page 61 and review the usage of the first conditional. It might be useful to compare the rules for the first conditional with those for the second conditional.

Language note

- 1 Explain to students that after *if* in the second conditional we can use *was* or *were*, e.g. *If I were you, I'd ...* or *If I was you, I'd ...* Explain too that *were* can also be used with third person singular in the second conditional.
- 2 Remind them that the *if*-clause can go at the beginning or at the end of the conditional sentence.

- 3 This exercise can be set for homework. Students read through sentences 1–5. Check any problems. Go through the example, if necessary. Students work individually to complete the exercise. Remind them to look carefully at the verbs and to see where the *if*- clause is before they make their choice. Allow them to check answers with a partner before open-class feedback.

Answers

1 would learn; listened 2 was; would have 3 would lend; asked 4 was; would stay 5 would give; knew

Fast finishers:

Ask students to write sentences describing what they would do if they had £20 million (or a large amount of money in students' own currency).

- 4 Students read through sentences 1–4. Go through the example, if necessary. To make the exercise more challenging for students, tell them to cover Exercises 1–3. Students work with a partner to complete the exercise before open class feedback. If you're short on time, set this exercise for homework.

Answers

1 would ... talk; had 2 'd like; were 3 didn't make; wouldn't do 4 could; would ... choose

Optional extension

Stronger classes: Write the following prompts on the board and divide the class into small groups for students to decide on a suitable answer.

If you went to a park and a dog started chasing you, what would you do?

If (insert name of famous person) invited you to dinner, what would you do?

If you discovered a box full of gold in your back garden, what would you do?

Circulate and help students with any difficulties with pronunciation and intonation. Listen to some of their ideas in open class as feedback. As an extension to this activity, ask students to think up some situations of their own and ask the rest of the class what they would do.

Optional extension

Give students the following short text and ask them to find seven mistakes in the second conditional sentences:

If I am winning the lottery I buy a new house for myself and my family. If I buy a new house for myself I choose a big one. If I would choose a big house my friends could come and live with me. If my friends would come to live with me, we have parties all the time.

Answers

If I am winning **won** the lottery I buy **would buy** a new house for myself and my family. If I buy **bought** a new house for myself I choose **would choose** a big one. If I would choose **chose** a big house my friends could come and live with me. If my friends would come **came** to live with me, we have **would have** parties all the time.



Be aware of common errors related to second conditional, go to Get it right on Student's Book page 125.

I wish

- 5 Read the sentences in open class. Elicit the answer to the question. Point out that this use of the past tense, to refer to wishes about a present and hypothetical situation, is similar to the use of a past tense in the second conditional.

Answer

Both ideas are impossible/unreal.

Language note

It is common to use *were* instead of *was* after *I wish/If only*, e.g. *I wish I was/were rich* or *If only he was/were here now* are all correct.

- 6 Ask students to work individually and complete the sentences with the correct verb form. Allow students to check answers with a partner before feedback in open class.

Answers

1 were 2 could 3 wasn't 4 weren't making/wouldn't make

- 7 **SPEAKING** Ask students to look at the pictures and match them to a sentence from Exercise 6. Listen to some of their ideas in open class as feedback.

Workbook page 73 and page 126

VOCABULARY

Science

- 1 Books closed. Ask students if they can remember any of the words connected to science that they have learnt in this unit. Write some of their ideas on the board.

Books open. Read through the words with the class. Students match the words with the definitions.

During feedback, say the words and ask students to repeat them altogether and check pronunciation.

Answers

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

- 2 **SPEAKING** Read the instructions in open class. Students complete the exercise individually. Monitor and check they are using the second conditional and *wish* correctly.

- 3 **SPEAKING** Nominate individual students to tell the class about their answers and hold a class vote to decide on the best one. Alternatively, ask students to write their answers on small pieces of paper and display these around the classroom for students to circulate and read before deciding which one is the best.

Workbook page 74

CULTURE

Great scientists

- 1 You could set a homework research task for students to find out about the following people before they come up in the text. You could then start off the lesson by asking students to tell the class what they have found out.

BACKGROUND INFORMATION

Galileo was an Italian astronomer, physicist and philosopher. In 1609, Galileo heard about the invention of the telescope in Holland. He constructed a superior version and made many astronomical discoveries, including mountains and valleys on the surface of the moon, sunspots, the four largest moons of the planet Jupiter and the phases of the planet Venus. In 1614, Galileo published his work on the Copernican theory that the sun was at the centre of the solar system. This was revolutionary at a time when most people believed the Earth was in this central position.

Louis Pasteur was a French chemist and microbiologist. In addition to the invention of pasteurisation, Pasteur is also remembered for creating the first vaccines for rabies and anthrax. His discoveries provided support for the theory that diseases are caused by germs and led to the use of sterilisation in operations.

Karl Landsteiner was an Austrian biologist and physician. He is famous for discovering the three main blood groups and for discovering the polio virus. In 1930, he received the Nobel Prize in Physiology or Medicine. He is recognised as the father of transfusion medicine.


Francis Crick and **James Watson** are most famous for their discovery of the double helix structure of DNA at Cambridge University in 1953. Every cell in the human body consists of the same DNA structure and everybody's DNA is unique. They were awarded the Nobel Prize in Physiology or Medicine in 1953.

Jane Goodall is a British primatologist, anthropologist and UN Messenger of Peace. She has studied chimpanzees for 45 years. She works extensively on conservation and animal welfare issues.

Books closed. As a warm up, write on the board: *Isaac Newton, Archimedes*. In open class, ask students: *What can you remember about the two people? What was their job? (scientist) Can you think of any more famous scientists? What did they discover?*

Listen to some of their ideas in open class and encourage discussion.

Book open. Look at the pictures with students and nominate individuals to describe one. Write any interesting vocabulary on the board.

- 2  **2.15** Tell students they are going to read about six scientists. Students quickly read the article to check their answers. Set a two minute time limit on the reading to encourage students to skim the text quickly and not to focus on every word. Students check answers with a partner before feedback in open class.

Answers

A 2 B 1 C 5 D 3 E 4

- 3 Read through the questions with the class. Check/clarify: *pasteurisation, transfusion, solving*. Students work individually and read the article again to answer the questions. Ask them to compare answers in pairs before open class feedback.

Answers

1 Jane Goodall, James Watson 2 Galileo 3 Jane Goodall 4 Louis Pasteur and Karl Landsteiner, Francis Crick, James Watson 5 Louis Pasteur 6 Louis Pasteur, Karl Landsteiner, Francis Crick, James Watson 7 Galileo 8 Francis Crick, James Watson

- 4 **SPEAKING** In pairs or small groups, students discuss the two questions. Monitor and help with any questions. As feedback, listen to some of their ideas in open class and hold a group discussion.
- 5 **SPEAKING** Point out the underlined words in the article. Read through the definitions and check understanding. Students work with a partner to match the words with the definitions. During feedback, say the words and ask students to repeat them.

Mixed-ability

Stronger students can attempt this exercise from memory, and then look at the text to check their answers.

Weaker students: If they are unsure about some of the vocabulary, allow them to look back at the text and guess the meaning from its context. If time allows, they could check their answers in a dictionary.

Answers

1 identify 2 enormous 3 basic 4 achievement
5 prevent 6 treat 7 tools

WRITING

A blog entry

- 1 As a warm up to this activity, ask students how often they read blogs. Ask them: *What sort of things do you read about?* Tell students they are going to read a blog entry about a world without television. Students read the blog entry and answer the questions. Let them check their answers with a partner before whole-class feedback.

Answers

a Read; listened to music; sang songs together; told each other stories. b She thinks it wouldn't be as good.

- 2 Students read the blog entry again and work in pairs to complete the exercise. Check answers in open class. Ask students to explain why they chose the paragraph headings. If there are any problems with the use of *used to* and the second conditional, use this as an opportunity to review the grammar.

Answers

A paragraph 2 B paragraph 1

- 3 Tell students they are going to write a similar blog entry, in which they imagine life without a piece of technology. Working individually or in pairs, students decide on a topic for their blog entry. Encourage them to think carefully about their choice and to make sure they will have something to write about!
- 4 Students work individually or with a partner to make notes on their blog entry. You might like to give students an example on the IWB, using bullet points and note forms. As feedback, discuss in open class the type of things students have decided to include.
- 5 Ask students to write their blog entry. Encourage them to organise their writing in a similar style to the example on page 81 and to use *used to* and the second conditional.

Students can do the writing task for homework. In a subsequent lesson, pin students' work on the walls so that they can circulate and read each other's descriptions and decide which is the most interesting.

Student's Book page 82–83

CAMBRIDGE ENGLISH: Preliminary

THINK EXAMS

READING

Part 1: Three-option multiple choice

1

Answers

1 B 2 B 3 C 4 A 5 A

Workbook page 71

WRITING

Part 1: Sentence transformations

2

Answers

1 ... I understood ... 2 ... does he 3 ... didn't use to ...
4 ... wouldn't fail / would pass ... 5 ... neither/nor does ...

Workbook page 17

TEST YOURSELF UNITS 7 & 8

VOCABULARY

1

Answers

1 next 2 towards 3 experiment 4 draw up 5 later
6 hire 7 cure 8 research 9 up and down 10 near

GRAMMAR

2

Answers

1 walked 2 isn't it 3 was walking 4 Neither/Nor
5 hasn't it 6 So

3

Answers

1 When I was a kid, I used to ~~playing~~ **play** with toy cars.
2 If you ~~would work~~ **worked** harder, you would do better at school.
3 When you phoned me, I ~~had~~ **was having** dinner.
4 The world **was would be** a happier place if people smiled more.
5 James never listens to pop music, and ~~so~~ **nor** do I.
6 I wish this homework ~~isn't~~ **wasn't** so difficult.

FUNCTIONAL LANGUAGE

4

Answers

1 wait; Neither/Nor 2 used; did 3 wish; So 4 was; do

9 WHAT A JOB!

Objectives

FUNCTIONS	accepting and refusing invitations
GRAMMAR	the passive (present simple, past simple, present continuous, present perfect)
VOCABULARY	jobs; <i>work as / in / for</i> ; <i>work vs. job</i> ; time expressions with <i>in</i>

Student's Book page 84–85

READING

- 1 Books closed. As a warm up, ask:

What's my job? (teacher)

What does a teacher do?

When do teachers work?

How much holiday do teachers get? etc.

Elicit answers in open class and write some of their ideas on the board. Divide the class into pairs and ask students to describe their parents' (or another family member's) jobs. Listen to some of the information in open class as feedback. Books open. Look at the photos and nominate individuals to name the jobs. Brainstorm more jobs in open class and write them on the board. As you elicit the jobs, say them for students to repeat and check pronunciation. Mark the main stress on each word when you put it on the board. Encourage students to copy the list of jobs into their notebooks.

Answers

police officer dentist doctor waiter pilot
cook/chef musician

- 2 Divide the class into pairs or small groups and ask students to think of two jobs for each of the questions. Monitor and help with any questions.
- 3 **SPEAKING** Regroup students with different partners. Students compare their answers to Exercise 2. During feedback, ask students to come to the board and underline the answers to each question in a different colour. (Underline question 1 answers in red, question 2 in blue etc.)

Optional extension

For further speaking practice, ask students to work in pairs and describe one of the jobs, without naming it. Their partner has to guess which job is being described.

- 4 Look at the photographs on page 85 with students. Elicit answers to the question and write some of their ideas on the board to refer back to later.

- 5 **2.16** This exercise is closely modelled on Reading Part 3 of the Cambridge English: Preliminary exam. You could set a homework research task for students to find out about the following items before they come up in the text. Start the lesson by asking students to tell the class what they have found out.

BACKGROUND INFORMATION

Swizzels is a British sweet company that was set up in 1928. The sweets they produce have been popular with British children ever since. In the 1930s, the company began selling popular sweets such as Rainbow Drops and Parma Violets. In the 1950s, they introduced Lovehearts and the famous Drumstick chewy bar. Swizzels now produces 250 different products.

Charlie and the Chocolate Factory is a 1964 children's book by Roald Dahl, a very popular British children's author. It features the adventures of Charlie Bucket, a boy who wins a competition to visit a magical chocolate factory owned by the magical Willy Wonka. There have been two film versions made, one in 1971 with Gene Wilder and the second in 2005 with Johnny Depp.

Hamilton Island (population c.1,200) is the largest of the 74 Whitsunday islands off the south-eastern coast of Australia. It is a popular tourist destination and hosts the Hamilton Island Race Week yachting festival annually.

Queensland (population c.4.5 million) is the second largest and third most populous state in Australia. It was first occupied by Aboriginal Australians around 50,000 years ago before becoming home to a penal colony at Brisbane after the arrival of Captain Cook in 1770. Queensland became an independent state in 1860.

Tell students they are going to read about three unusual jobs. Before reading, ask students to underline the key words in the sentences. Play the audio while students read the stories and answer the questions. Tell students to underline the parts of the stories that helped them choose their answer. Students compare answers with a partner before open class feedback. After feedback, ask students to correct the incorrect sentences and compare their answers with a partner before a whole-class check.

Answers

1 A 2 B 3 B 4 A 5 A 6 B 7 A 8 B 9 B

THINK VALUES

What's important in a job?

- 1 Read through the instructions in open class. Ask students to work individually and answer the questions. Tell them they should look back at the article to find any evidence to support their answers. Monitor and help with any difficulties.

- 2 **SPEAKING** Divide the class into pairs or small groups. Students compare their answers to Exercise 1. Listen to some of their ideas in open class as feedback and encourage further open class discussion.
- 3 Read instructions in open class and check understanding. Students complete the table. Monitor and help with any difficulties.

Mixed-ability

Stronger students can work individually to complete the exercise.

Weaker students can use a dictionary to help them with difficult vocabulary.

- 4 **SPEAKING** Put students into groups for them to compare their answers to Exercise 3. Listen to some of their ideas in open class as feedback.

Optional extension

Divide the class into small groups. One student chooses an occupation and mimes it to the rest of the group. The others must guess what the occupation is. The person miming can only nod or shake their head as an answer. Set a time limit of 20 seconds for the others to guess. The student who guesses correctly mimes a different occupation. Alternatively, this can be done as a whole-class activity.

Student's Book page 86–87**GRAMMAR****The passive: present simple and past simple**

- 1 Students look at the examples. They work individually or in pairs to complete the sentences. During whole-class feedback, ask students if they know who did the action in each sentence (no).

Answers

1 are made 2 Is ... paid 3 isn't paid 4 was ... chosen
5 was asked 6 weren't chosen

Read the rule in open class and elicit the answers. Refer to the sentences in Exercise 1 for examples of each of the three different uses of the passive.

Rule

1 to be 2 isn't 3 want 4 don't know

To check understanding at this point, ask students to think of one example sentence in the present simple passive about something in their own country.

Language note

Students may have a different verb in their own language for this structure and they may have problems using this structure correctly. Monitor them carefully when they use it, making sure they are using the correct form.

- 2 Ask students to read through sentences 1–8. Go through the example, if necessary. Ask students to work in pairs and complete the exercise. Remind them to check if the subject is singular or plural before they decide which part of the verb *be* to use and remind them that they can use the irregular verb

list on page 128 if necessary. Check answers with the whole class, checking students' understanding by asking them who did the action in each sentence. If you're short on time, set this exercise as homework.

Answers

1 wasn't paid 2 are not found 3 was written 4 are designed 5 was ... painted 6 is chosen 7 Were ... asked 8 wasn't ... given

Fast finishers

Ask students to write passive sentences using the verbs *invent*, *discover* and *win*.

- 3 Ask students to work in small groups and read the instructions. Tell students they have three minutes to write as many sentences as possible. The sentences must make sense (e.g. Millions of pizzas were discovered in 1492 is not correct!) After three minutes, ask students to pass their sentences to another team to be checked. The winner is the team with the most grammatically correct sentences.

Optional extension

If you are using an IWB, prepare a document with the eight sentences below. Make sure students do not see the document. Cover the document with the reveal feature. Divide the class into pairs or small groups. Moving the curtain from left to right, slowly reveal the first word of the sentences, then the next and so on. Students have to guess what the sentences are. Stop on every fifth word to allow students to work together and try to guess the sentences. If one of the groups thinks they know a sentence, they should raise their hands and say the sentence. If they are correct they gain a point. If wrong, they lose a point. The winning team is the one with the most points when all the sentences have been guessed correctly.

- 1 *Our house was built ten years ago.*
- 2 *America was discovered in 1492.*
- 3 *Exodus was written by Bob Marley.*
- 4 *The World Cup was won by Spain in 2008.*
- 5 *My computer wasn't made in France.*
- 6 *This cake was made by my mother.*
- 7 *The Mona Lisa was painted by Leonardo Da Vinci.*
- 8 *Were you given permission?*

Workbook page 82 and page 126



Be aware of common errors related to the passive: present simple and past simple, go to Get it right on Student's Book page 125.

VOCABULARY**Jobs**

- 1 To introduce this activity, describe a job, or jobs, of your choice (perhaps one that you had before becoming a teacher). Include some of the vocabulary from the essay in your description. In open class, ask students to tell you what they remember from your description. Read through the instructions in open class. Working individually, students read the essay and answer the question. Check answers in open class.

Answers

Waiter Shop assistant Store manager Management consultant

- 2 Ask students to look at the words in bold in the essay. Tell students that it is important to look at the context if they have to guess the meaning when reading. Check answers. In pairs, students complete the exercise. Monitor and help with any difficulties. During whole-class feedback, say the words for students to repeat and check pronunciation.

Answers

1 earn 2 promoted 3 starting a career 4 successful
5 get paid holidays 6 gave in (your) notice 7 to work long hours 8 on-the-job training 9 challenging

Fast finishers

Ask students to write sentences explaining what they would like to have in their future job, e.g. *I want to earn a lot of money. I don't want to work long hours.* Tell them they should use one of the expressions in each sentence.

PRONUNCIATION

For pronunciation practice in /tʃ/ and /dʒ/ consonant sounds, go to Student's Book page 121.

- 3 **SPEAKING** Read through the instructions and look at the photographs in open class. Nominate individuals to name the jobs and write them on the board. Divide the class into pairs or small groups and ask students to complete the exercise. Listen to some of their ideas in open class as feedback.

Workbook page 84

LISTENING

- 1 In open class, elicit the five senses (make sure they use the correct terminology: *sight, taste, touch, smell* and *hearing*) and think of an animal with an exceptional ability in each area. Listen to some of their ideas and encourage open class discussion. Divide the class into pairs and ask students to discuss which are their strongest and weakest senses. Listen to some of their answers in open class. In open class, look at the pictures and nominate individuals to match the words to the pictures.

Answers

A in a wheelchair B deaf C blind

- 2 **SPEAKING** Read through the instructions and speech bubble in open class. Divide the class into pairs and ask students to discuss the questions. Encourage them to think of reasons for their answers. Listen to some of their ideas in open class as feedback.
- 3 **2.19** Tell students they are going to listen to a radio interview. Play the audio while students listen and answer the questions. Tell them that it is not necessary to understand every word. Check answers in open class and nominate individual students to give reasons to support the answers.

Audio Script Track 2.19

- Announcer And here we are looking at the world of work and jobs. Now, sometimes it's not easy to get a job, and it can be much, much harder to find a job if you have a disability – for example, if you need to use a wheelchair or you are blind. But of course there are lots of disabled people who have very successful careers – we shouldn't forget that not long ago, Britain had a minister for education who is blind. Every day this week, we're talking to people with disabilities about their jobs, and today Mike Lawley meets Marina Stuart.
- Mike Marina, when you were born, you already had problems with your eyes – is that right?
- Marina Yes, that's right. I could only see partially, and when I was eighteen I had an operation to get rid of the problems. Unfortunately, the operation went badly wrong and I was left completely blind.
- Mike So, what about your education?
- Marina Well, I went to a special school for blind people, and then I went to college. But somehow, you know, the teachers at the college for blind people just didn't think we could get good, interesting jobs.
- Mike You mean, the teachers didn't think you were going to be successful? That's terrible.
- Marina I know! And so I didn't really know what to do. I got a job in a shop, but I hated it. I stayed because I felt that, well, because I was blind, I really didn't have much choice.
- Mike But one day all that changed, right?
- Marina Yes. I was in a café in London, and by accident I met someone who was in the theatre. We talked a bit, and I found out that he was the director of a group of disabled actors. He invited me to go to a workshop, and I went. I loved it, and soon I started doing real acting.
- Mike Then what?
- Marina Well, after working in the theatre, I got an offer to work in television for the first time. I worked in two or three television films, and I'm happy to say that one of them won an award.
- Mike Acting isn't the only thing that you do, is it?
- Marina No, I also love music, and I play the piano, and I give piano lessons at home to small children. It's wonderful, I love it almost as much as acting!
- Mike So, it looks like that teacher was wrong. It is possible for a disabled person to be successful in the world of work. Is that right?
- Marina Yes, it is. When I was young, you know, when I was a child and a teenager, no one thought I could do much. And it was hard to imagine what jobs I could do. But I fought hard and the most important thing is, I didn't let being blind get in my way. I have always wanted people to think of me as Marina Stuart, that's all. I'm Marina first, and then I'm a blind person.

- 4 **2.19** Read the questions in open class and check understanding. Play the audio while students listen and answer the questions. Students compare answers with a partner before feedback.

Answers

1 An operation on her eyes went wrong, and she was left completely blind. 2 Demotivating. They didn't think the blind students could get good jobs. 3 She felt that she had no choice but to stay. 4 The director of a group of disabled actors. 5 One. 6 She didn't let being blind get in her way.

Optional extension

Write the following on the board:

How would your life be different if you were deaf?

How would your life be different if you were blind?

How would your life be different if you were in a wheelchair?

Can you think of anything that is done to help people with disabilities?

Divide the class into small groups and ask them to discuss the four questions. Monitor and help with any difficulties. Listen to some of their ideas in open class.

THINK SELF-ESTEEM**I'd rather be ...**

- 1 Read through the instructions and check understanding. Working individually, students complete the exercise. Give them five minutes to make notes on the reasons for their choices.
- 2 **SPEAKING** Divide the class into small groups and ask them to compare their answers to Exercise 1. Monitor and answer any questions, but as this is a fluency practice activity, do not interrupt the conversations unless inaccuracy hinders comprehension. Listen to some of their ideas in open class.

Optional extension

Put students in groups of four or five and ask them to brainstorm more words for characteristics in English. Allow a few minutes for this, and then ask groups to swap and add to each other's lists. Monitor and identify vocabulary that might be worth sharing with the class. In pairs, students choose five characteristics to describe (a) a friend, (b) a family member, and (c) themselves. Next, pairs agree on the perfect job for each of these people, given the characteristics described.

Student's Book page 88–89**READING**

- 1 A recording of this text is available with your digital resources. Books closed: As a warm up, ask students: *Do you know what jobs your grandparents or great-grandparents did?* Ask students: *Did they do any unusual jobs?* You might like to give an example of your own to get them started. Write any interesting vocabulary on the board. Ask students: *Can you think of any jobs that people did in the past that no longer exist?*
Books open. Look at the photographs in open class and nominate individuals to describe what they can see. Elicit answers to the questions.

Answers

1 D 2 C 3 B 4 A

- 2 Explain *obsolete* (something that is not used any more). Tell students they are going to read a text about obsolete jobs. Read through the questions and use the pictures to check/clarify: *operates a lift, light the lamps, typesetters, switchboard operators*. Play the audio while students listen and read the article to answer the questions. Allow them to compare answers with a partner before checking in open class.

Answers

1 The people using the lift. 2 Some office buildings and tourist attractions. 3 A candle on a long pole. 4 About 100. 5 They put metal letters into wooden frames to make the layout of each page for a book or magazine. 6 The number they wanted to call.

- 3 **SPEAKING** Read through the instructions and check understanding. Give an example of your own to get them started (e.g. *Waiter: people will serve themselves in restaurants or pay for food at a counter*). Divide the class into pairs and ask students to discuss the question. When they have some examples, join pairs to make groups of four and ask them to share their thoughts. Listen to some of their ideas in open class.

Optional extension

Tell students you want them to do a role play. Student A is the manager of a company, student B is an employee. Student A has to tell student B that his job is now obsolete, e.g. *We have electricity now, so we don't need any lamplighters*. Student B has to try to keep his job and say that it is useful, or that he could do different jobs for the company. Ask students to write down their dialogue before practising it. Monitor and help with vocabulary. Listen to some of their ideas in open class.

WRITING

Ask students to make some notes on their answers to Exercise 3 and to write a short essay describing the job and giving reasons why it will no longer exist in the future. In the next lesson, divide the class into small groups and ask students to read each other's essays and choose the most interesting. If you're short on time, set the writing as homework.

GRAMMAR**The passive: present continuous and present perfect**

- 1 Read through the instructions and sentences in open class. Students complete the sentences from the article on page 88. Students compare answers with a partner before feedback in open class.

Answers

1 have been 2 are being 3 is being 4 has been

Read through the rule in open class. Ask students to work individually and complete the rule before feedback in open class.

Rule

1 to be 2/3 2 and 3 4/5 1 and 4

- 2 Read the instructions with students. Divide the class into pairs and ask them to complete the exercise. During whole-class feedback, ask individual students to describe which phrases in the sentences helped them decide which tense to use.

Answers

1 are being designed 2 have been operated 3 have been developed 4 are being built 5 have been made 6 has been tested

- 3 Read through the instructions with students. Divide the class into pairs. Students look at the pictures and complete the exercise. Monitor to help with any vocabulary difficulties and to make a note of any repeated errors with the formation of the passive. Listen to some of their answers in open class as feedback. If you're short on time, set this exercise as homework.

Workbook page 83 and page 126



Be aware of common errors related to the passive: present simple passive vs. past simple passive, go to Get it right on Student's Book page 125.

VOCABULARY

work as / in / for

- 1 In open class, read the sentences with students and look at the examples. Point out the three different prepositions that follow *work*. Ask students to work alone and match the verbs to the objects. Check answers in open class.

Answers

a 3 b 1 c 2

- 2 Ask students to read through the sentences to check understanding. Students work with a partner to complete the exercise. Tell students to check which type of word follows each gap to help them decide on their answers. Check answers in open class.

Answers

1 as 2 for 3 in 4 as 5 in 6 as 7 in 8 as 9 for

Fast finishers

Ask students to write sentences about members of their family, friends or neighbours using *work as / in / for*, e.g. *My father works as a builder. He works in the building industry. He works for Brown and Sons.*

work vs. job

- 3 Read through the Look! box and check understanding. The difference between the nouns *work* and *job* is difficult for some nationalities due to L1 interference. Ask students to complete the exercise in pairs before whole-class feedback.

Answers

1 work 2 job 3 job 4 job, work 5 jobs 6 work 7 work 8 job

Student's Book page 90–91

PHOTOSTORY: episode 5

For a good cause

- 1 Look at the photo with students and ask them to name the people. Ask students: *What can you remember about Luke, Olivia, Ryan and Megan from the photostory?* Allow students to look back at previous units if necessary. Students look at the photos and describe what is happening in each photo. Ask them to guess the answers to the questions without reading the conversation. Write some of their ideas on the board. These can then be referred to during feedback.
- 2 2.20 Play the audio. Students read and listen to check their answers. Ask students to check answers with a partner before feedback in open class. During feedback, refer to their ideas from Exercise 1 and check if they predicted correctly.

Answers

1 New equipment for the playground in town
2 A long walk, a sponsored book read, a car wash
3 A car wash

DEVELOPING SPEAKING

- 3 Divide the class into pairs and ask students: *How do you think the story continues?* Ask them to write their answers in their notebooks. Monitor and help with any questions. Listen to some of their ideas in open class and write some of their ideas on the board, but don't comment at this stage.
- 4 EP5 Play the video while students check their ideas from Exercise 3. During feedback, refer to the ideas on the board: *Which were correct?*
- 5 Read through the questions in open class. Check/clarify: *scratched, stone, sponge*. Divide the class into pairs and ask students to complete the exercise. Monitor and help with any difficulties. If necessary, play the video again, pausing as required for clarification. Check answers in open class.

Answers

1 A 2 A 3 C 4 B

PHRASES FOR FLUENCY

- 1 Ask students to locate the expressions 1–6 in the story on page 19 and decide who says them. Ask them: *How do you say the expressions in your own language?* Ask students to compare their answers with a partner before open class feedback.

Answers

1 Olivia 2 Olivia 3 Ryan 4 Luke 5 Ryan 6 Ryan

- 2 Ask students to read through the sentences and complete the answers. Go through the first sentence with them as an example if necessary. During

feedback, say the sentences for students to repeat. Drill sentences to ensure correct pronunciation. In pairs, students practice the conversations.

Answers

- 1 for a while 2 That sounds 3 Surely 4 as long as
5 By the way 6 That's not the point.

WordWise

Time expressions with *in*

- 1 Write *in the end*, *in the past*, *in the next few years* on the board. In open class, ask students which of the expressions means finally (*in the end*), which expression means before now (*in the past*) and which means in the future (*in the next few years*). Read through sentences 1–3 and check understanding. Students complete the exercise. Check answers.

Answers

- 1 In the past 2 in the next few years 3 in the end

- 2 This exercise practises time expressions with *in* in some natural situations. Ask students to work with a partner and match the questions and answers. During whole-class feedback, work on pronunciation and intonation of the sentences.

Answers

- 1 b 2 a 3 c 4 e 5 d

- 3 **SPEAKING** Working individually, students think of answers to the questions. Give them an example of your own to get them started. Monitor to help with any difficulties. When students have finished their sentences, they can practise dialogues with a partner. Listen to some examples in open class as feedback.

Mixed-ability

Weaker students can write their answers to the questions before discussing them with a partner.

Stronger students can have the dialogues without writing their answers first. Encourage them to develop the dialogues further and attempt to use some of the phrases from the phrases for fluency section.

Workbook page 84

Answers

Want to join us That'd be great.

- 2 Look at the list of expressions. Ask students to work with a partner and decide if they are expressions for accepting or refusing. During whole-class feedback, say the sentences for students to repeat altogether and individually. Check pronunciation.

Answers

- 1 Yes, I'd love to. 2 Yes. I'll (come along/join you/be there). 3 Sorry, no. But thanks for asking me.
4 I'm (really) sorry, I'm afraid I can't.

- 3 **ROLE PLAY** Tell students they are going to do a role play about accepting and refusing situations. Divide the class into pairs and assign a letter A or B to each student. Students work with a partner and practise the dialogues. Monitor to help with any difficulties, but do not interrupt as this is a fluency activity. You might also offer ideas if students have none. Listen to some examples in open class as feedback.

FUNCTIONS

Accepting and refusing invitations

- 1 Books closed. To introduce this function, write following on the board:

Do you want to go to the cinema tomorrow?

Ask students to work with a partner and think of two different ways to accept and two different ways to refuse the invitation. Listen to their ideas in open class and write any correct answers on the board.

Books open. Read through the sentences. Students complete the sentences.

10 KEEP HEALTHY

Objectives

FUNCTIONS	talking about your health
GRAMMAR	past perfect simple; past perfect continuous; past perfect simple vs. past perfect continuous
VOCABULARY	time linkers; illness: collocations

Student's Book page 92–93

READING

1 **SPEAKING** Books closed. If you have an interactive whiteboard (IWB), create a pie chart of your free-time activities with rough percentages. Describe the pie chart to the students and give some details of when you do the activities. Ask students to draw their own pie charts, but tell them not to label the activities. Students work in pairs and take it in turns to show their pie charts to their partners, who have one minute to guess the activities. After one minute, students explain their pie chart to their group. Listen to some of their answers in open class as feedback. You might like to give some of the students the opportunity to come to the front of the class and explain their pie chart on the IWB.

Books open. Look at the pictures in open class and ask students to work with a partner to describe them. Give students three minutes to think of as many other free-time activities as they can. During whole-class feedback, write some of their ideas on the board.

Answers

playing online games playing the piano cooking/baking
bird watching

2 Read through the instructions in open class. Before asking students to answer the question, do a brainstorming activity to elicit vocabulary connected to the activities. Then ask students to work individually or in pairs and rank the activities according to which is best for their health. If students do not think the activities are healthy, ask them: *Can you think of a way to make them healthier?*

Mixed-ability

Stronger students can complete the exercise alone. Weaker students can work with a partner.

3 **SPEAKING** Divide the class into pairs and ask students to discuss their answers to Exercise 2. For further discussion, ask students to look at the activities you wrote on the board after Exercise 1 and decide if they are good for someone's health. Listen to some of their ideas in open class as feedback.

BACKGROUND INFORMATION

Phoebe Snetsinger (1931–1999) was a birdwatcher famous for spotting more birds than anyone else in history. Upon the death of her father, she inherited a large amount of money and spent the rest of her life travelling the world spotting birds. Three of her four children now work as bird researchers.

Guinness Book of Records (known as Guinness World Records since 2000) is a reference book which has been published every year since 1955. It includes records of human achievements and records in the natural world. Over the years, the book has developed into a worldwide business which, as well as checking new world records, now includes television programmes and museums in many countries.

Missouri (population c.6million) is a state in midwestern USA. It has a highly varied geography with the Ozark Mountains in the south and plains to the north, with the Missouri river separating them. The area is home to hundreds of different bird species.

The Mississippi River is one of the longest rivers in the USA. It is 3,766 km long and stretches from close to Canada in the north to the Gulf of Mexico in the south.

4 **2.21** This exercise is closely modelled on Reading * Part 3 of the Cambridge English: Preliminary exam. Read through the instructions in open class. Students should read the sentences carefully and decide which key information they need to read for. They should be particularly careful to check if sentences are positive or negative when answering. Give students time to read through the sentences.

Tell students they are going to read an article about someone who likes bird watching. Play the audio while students listen and read and complete the exercise. Ask students to underline the parts of the text which helped them find the answer. Students can compare answers in pairs before whole-class feedback. During feedback, ask students to explain which parts of the text helped them decide on their answers.

Answers

1 A 2 B 3 B 4 B 5 B 6 B 7 B 8 A

5 **SPEAKING** Students work in pairs to correct the incorrect statements in Exercise 4. Monitor and help with any difficulties. Check answers in open class.

Answers

- 2 As soon as she got the bad news, she started travelling.
- 3 After travelling for about ten years, her illness came back.
- 4 No one was as successful with their bird spotting as Phoebe.
- 5 She was very worried about the environment.
- 6 Phoebe died in a car accident.
- 7 Her book was published four years after she died.

THINK VALUES

Never give up

- 1 Read through the instructions in open class. Check/clarify: *passionate, give up hope*. Ask students to work individually and complete the exercise. Encourage them to think of reasons for their choices. Monitor and help with any difficulties.
- 2 **SPEAKING** Divide the class into pairs or small groups. Students compare their answers to Exercise 1. Quickly listen to some of their ideas in open class as feedback.
- 3 **SPEAKING** Ask students: *Which of the sentences is most important to you?* Students should give reasons for their answers. Listen to some of their ideas in open class as feedback and encourage further discussion.

Optional extension

Students might enjoy creating a role play involving two friends. Divide the class into pairs and assign a role to each student – one is a very active person and the other just wants to sit on the sofa and play computer games. The active person should give advice to the less active person using some of the language in Exercise 1. The less active person should disagree with everything! Monitor and praise the use of correct English. For feedback, nominate pairs to describe their conversation.

Student's Book page 94–95

GRAMMAR

Past perfect simple

- 1 Read through the information in Exercise 1 in open class and elicit answers to the questions.

Answers

- 1 Her returning from a trip
- 2 Spotting the birds

Read through the rule in open class and elicit the answer.

Rule

past participle

If students need further examples, dictate the following sentences for students to write down.

I was very angry when I got home yesterday. My brother _____ my chocolate. All of it!

And he _____ my iPad to his friend's house, so I couldn't check my emails! Grrr!

Ask students to work with a partner to decide how to fill the gaps. Elicit answers (had eaten, had taken) in open class. Ask students which actions came first and if necessary draw them on a timeline to clarify.

You could also present a situation of a famous person coming to a student's house for lunch. Ask students what they would need to do before he/she arrived, e.g. go shopping, cook lunch, clean the house etc. Now write on the board:

When Justin Bieber (or other suitable famous person) arrived, I ...

Present and elicit possible endings to the sentence (I had cooked lunch; I had cleaned the house).

Language note

- 1 Students may confuse the past perfect with the present perfect and produce incorrect statements like: I have finished my homework when the phone rang. Remind them of the use of the past perfect in English.
 - 2 Students may find it useful to translate a few examples into their own language and compare the two.
 - 3 Remind them that we don't repeat the main verb in short answers. We don't say: Had you played tennis before your game last week? Yes, I had played.
- 2 Students read through sentences 1–8. Check any problems. Go through the first sentence as an example in class, making sure students understand the form correctly. Students complete the exercise. Remind them to think carefully about the past participle they need to use and if they need a regular or an irregular past participle. Check answers. If you're short on time, set this exercise for homework.

Answers

- 1 had ... gone
- 2 had changed
- 3 had lost
- 4 had stolen
- 5 had forgotten
- 6 had ... left
- 7 hadn't given
- 8 Had ... returned

Fast finishers

Ask students to make a list of as many irregular past participles as possible. After feedback on Exercise 2, find out who has the longest list and ask students to test each other in open class, saying the infinitive of the verb and asking other students to say the participle.

- 3 Read through the instructions and sentence openings and check understanding. Give an example of your own to act as an example. Remind students that they should use the past perfect in their answers. Students work individually to complete the exercise. Monitor and help with any difficulties. Divide the class into pairs for students to compare their sentences. Listen to some examples in open class as feedback.

Optional extension

Tell students that you are going to read some information to them and that they should memorise it. Read the following once only:

John and Henry were planning a surprise party for Tina on Saturday afternoon. When Tina went to work at 9.00 on Saturday morning, John and Henry started preparing the party. They had six hours. At 9.30, John made a cake. At 10.30, Henry phoned ten friends. At 11.00, they moved the furniture. At 12.00, they decorated the house. At 12.30, they bought some food and drinks. At 1.00, they bought her a present. At 2.00, they chose some music. At 2.30, Tina's friends arrived. At 2.59, they all hid behind the furniture. When Tina arrived, she saw that her friends had ...

Ask students to write eight sentences describing what had happened during the day. Circulate and check students are forming the past perfect correctly. Remind students of the verbs if they cannot remember all the actions. Check answers.

Workbook page 90 and page 126



Be aware of common errors related to the past perfect vs. past simple, go to Get it right on Student's Book page 125.

VOCABULARY

Time linkers

- 1 To introduce time linkers, write the following sentences on the board:

- 1 I started studying as soon as I got home.
- 2 When I got hungry, I had a sandwich.
- 3 I studied for hours. Then I had a coffee.
- 4 I studied until 2.30 in the morning.
- 5 I fell asleep while I was studying.

Ask students to work with a partner and discuss the meaning of the underlined words. Listen to some of their ideas and elicit or explain that:

- As soon as* = at exactly the same moment
When = at the same moment or soon after
Then = after that
Until = up to a point in time
While = at the same time as

Working individually, students read through the story and complete it with the words in the list. Allow them to compare their answers with a partner before open-class feedback.

Answers

- 1 Then 2 When 3 While 4 until 5 As soon as

Fast finishers

Ask students to write sentences describing their last weekend or holiday and include the five time linkers.

Optional extension

If you are using an IWB, create twenty boxes. Break up the three sentences below into smaller chunks as indicated and write one chunk in each of the boxes. Mix the boxes up on the board and ask students to work in pairs to order the boxes and create three sentences as quickly as possible. Ask the first pairs to finish to come to the board and drag and drop the boxes to make the correct sentences.

*I/didn't meet/John until/I/started/secondary school.
As/soon/as he/woke up,/he phoned/his/uncle and said/Happy Birthday.
While they were/swimming/in the sea,/they saw/a shark.*

- 2 Divide the class into pairs and ask students to match the parts of the sentences. Check answers in open class, paying attention to the use of the time linkers. If you're short on time, set this exercise as homework.

Answers

- 1 c 2 e 3 a 4 d 5 b

- 3 Read through the instructions and check understanding. Students complete the sentences and compare answers with a partner. Listen to some of their sentences in open class as feedback.


Mixed-ability

Stronger students can do the exercise without preparation time. This can be turned into a competition, with students working in pairs and taking it in turns to say a sentence until one of them cannot think of another example.

Weaker students: Allow time for students to prepare sentences before comparing them with a partner and thinking of further examples if possible.

Workbook page 92

LISTENING

- 1  2.22 If you are using an IWB, a fun introduction to this topic is to do an online search for a video of a 95-year-old weightlifter. Show the video and ask students to give their opinions!

Write the following questions on the board:

*How much exercise do you do? Why do you exercise?
Do you do more exercise than your parents/grandparents?*

Ask students to discuss the questions in small groups. Monitor and help with any difficulties. Listen to some of their answers in open class.

Tell students they are going to listen to a talk about health. Read through the instructions and the three sentences in open class. Play the audio while student listen and complete the exercise. Tell them not to worry if they do not understand every word. Students compare answers with a partner before checking in open class.

Answer

2

Audio Script Track 2.22

Hi everyone. What I'm going to talk about today is keeping fit. You already know that doing exercise is good for you. That it helps you to strengthen muscles and to control your weight and all that sort of thing. That's all important, of course, but today I'm going to talk about reasons for keeping fit that you might not know about.

OK, so the official title of my talk is 'Four reasons why it's good to be fit that maybe, you didn't know about'. And here goes with the first reason:

Exercise makes you happy.

Scientists have just discovered that regular exercise doesn't only help you with your physical health, it also helps with your mental health. There is a clear link between lack of movement and depression. Listen to this: walking for a mile and a half a day can help you feel much better about yourself. And that won't take you more than 20 minutes. Therefore, regular exercise helps you to become a happy person.

Point number 2: Exercise protects you from colds.

In a study they showed that people who do some kind of exercise five days a week have 50% fewer colds than people who don't do exercise at all. The reason is that regular exercise strengthens your immune system, and that helps you fight against colds and other infections. And even if you fall ill, regular exercise can help you get better again much faster.

Point number 3: Exercise is good for your memory.

You have all heard about those terrible illnesses that some people get when they become older, such as dementia. Dementia means that you can't remember facts and faces any more. A person who suffers from dementia forgets everything. They don't even recognise the people in their own family any more. Now the good news is that regular exercise helps to keep the brain strong as we get older.

And last but not least, point 4: Exercise is good for your heart.

Exercise gives you a healthy heart, so you should exercise regularly. If you do, you reduce the risk of dying from a heart attack by almost a half compared to people who don't do any sport. Exercise is only one of the things to remember. Of course, other factors are important too – healthy eating, for example. But the key point is – EXERCISE!

- 2 2.22 This exercise is closely modelled on Listening Part 3 of the Cambridge English: Preliminary exam. Read through the instructions in open class. Give students time to read through the notes carefully and imagine possible answers before hearing the audio. Listen to some of their ideas, but do not comment at this stage. Play the audio twice while students complete the notes. Allow students to check their answers with a partner before whole-class feedback.

Answers

1 weight 2 movement 3 system 4 infections
5 memory/brain 6 heart

- 3 **SPEAKING** Divide the class into pairs and ask students to compare their notes. Check answers in open class. In pairs, students discuss the points in Sam's talk. Listen to some of their ideas in open class.

TRAIN TO THINK

About health

- 1 Write the following sentences on the board.

*I have no money! _____, I can't go out at the weekend.
Can you give me some advice?*

Ask: *Which word could complete the sentence?* Students may offer *so*. Point out that we would not start a sentence with *so* in this context, but that the word you are looking for has a similar meaning and can be used to start sentences. Elicit/give *therefore*. Explain that we use *therefore* to make a conclusion. Ask students to give you advice and elicit sentences with *should*. Refer back to the grammar section on page 43 if students have any problems with *should*.

Read through the instructions in open class and ask students to work individually and complete the exercise. Check answers in open class.

Answers

a you should (suggestion) b Therefore (conclusion)

- 2 **SPEAKING** To show the difference between a valid and invalid conclusion, write the following examples on the board:

I can speak French. Therefore I am French. (invalid)
He has the same birthday as his brother. Therefore they are twins. (valid)

Read through the instructions and speech bubble. Point out the amount of detail given in the answer. Ask students to work with a partner and decide if the sentences are valid or invalid. Monitor and help with any difficulties. Encourage students to explain their reasons fully. Listen to some of their answers in open class as feedback.

Answers

A invalid B valid C valid D invalid

Optional extension

If you have access to the Internet, do an online search for *lateral thinking problems*. There are several good websites which offer problems with hints and solutions. Choose one or more of the problems and ask students to work in small groups and try to solve it. If students are allowed to use mobile devices in the classroom, ask them to search for problems themselves and try them out on other students. Students should practice using *so* and *therefore* in their answers.

Student's Book page 96–97

READING

- 1 **SPEAKING** A recording of this text is available with your digital resources. Books closed. Write the following words on the board.

*School \$40,000 helicopter doctors
skiing ankle miracle tree*

Tell students that they are going to read two stories which each contain four of the words. Ask them to work with a partner and group the words by story. Listen to some of their ideas in open class, but do not comment on whether they are right at this stage.

Divide the class into pairs and assign a letter A or B to each student. Tell each pair they are each going to read a different story and then describe the story to their partner in their own words. Students open their books and cover up the story they are not reading. Students read their stories. Monitor to help with any vocabulary difficulties. Students explain their stories to their partner. During feedback, ask students to imagine how the different characters in the stories felt and why.

- 2 Read through the instructions and sentences in open class. Check/clarify: *shocked, operation*. Students listen to the audio and read the stories again to answer the questions. Before whole-class feedback, ask students to underline the parts of the text that helped them decide on their answers.

Answers

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

GRAMMAR

Past perfect continuous

- 1 Read the instruction and ask students to complete the sentences.

Mixed-ability

Stronger students can attempt to complete the exercise from memory before checking in the text. Weaker students can look back at the text and find the answers. Check answers in open class. If necessary, clarify the answers with a timeline showing the past perfect continuous action continuing up to a specific point in the past.

Answers

- 1 had been waiting
- 2 had been skiing
- 3 had been suffering

Rule: Read through the rule in open class and elicit answers. You could ask students to match each of the three points in the rule with each of the three example sentences.

Rule

- 1 past
- 2 past
- 3 how long

- 2 Ask students to work individually and complete the exercise. Students compare answers with a partner before feedback in open class. If you're short on time, set this exercise as homework.

Answers

- 1 had been waiting
- 2 had been walking
- 3 hadn't been paying
- 4 had been trying
- 5 had ... been climbing

Fast finishers

Ask students to look back at the reading text on page 96 to find different tenses and think about why each tense is used.

Past perfect continuous vs. past perfect simple

- 3 Write the following examples on the board (or some of your own):

- 1 *I'd been looking forward to the holiday for months!*
- 2 *I had an ice cream every day. By the end of the holiday, I'd spent all my money, but I'd eaten fourteen ice creams!*

Elicit the names of the tenses in each sentence. Explain that the past perfect continuous (sentence 1) often shows that an action started in the past and continued until a later point in the past (she'd been waiting until she went on holiday), and the past perfect simple (sentence 2) is used when an action started in the past but ended before a later point in the past (she'd spent all her money before she went home). The past perfect continuous is often used when we want to stress the activity and the duration of the activity more than the result of the activity, whereas the past perfect simple is often used when we want to stress the completed result of the activity (e.g. *I was tired because I'd been working hard all day.* vs. *I was tired because I'd painted three bedrooms in ten hours.* Or *I'd eaten fourteen ice creams (in sentence 2).*

Read through the instructions and do the first sentence with the whole class if necessary. Divide the class into pairs for students to complete the exercise. Check answers with the whole class.

Answers

- 1 had ... been playing
- 2 had been raining
- 3 had broken
- 4 had been studying
- 5 had been

Workbook page 91 and page 126

VOCABULARY

Illness: collocations

- 1 Books closed. To introduce this topic, try to elicit some of the collocations. Ask the following questions.

Why do you go to a doctor?

What do you do on the phone before you go to a doctor?

What does the doctor give you?

What does the doctor advise you to do?

Write any interesting answers on the board. Books open. Read through the instructions in open class. Ask students to work with a partner to complete the exercise. During whole-class feedback, say the collocations for students to repeat and check pronunciation.

Answers

- 1 f - had an operation (underlined)
- 2 a - got better (underlined)
- 3 c - make an appointment (underlined)
- 4 b - see a doctor (underlined)
- 5 e - feeling sick (underlined)

Fast finishers

Ask students to write a list of illnesses and health problems. After feedback on Exercise 1, hold a brainstorming session in open class and create a mind map on the board.

- 2 Read through the instructions and check/clarify: *earache, overweight*. Divide the class into pairs and ask students to complete the exercise. Students compare answers with a partner before whole-class feedback. If you're short on time, set this exercise as homework.

Answers

- 1 'd been feeling sick
- 2 have an operation
- 3 make an appointment
- 4 see a doctor
- 5 take ... exercise
- 6 get better

Workbook page 92

PRONUNCIATION

For pronunciation practice in /tʃ/ and /ʃ/ consonant sounds, go to page Student's Book page 121.

FUNCTIONS

Talking about your health

SPEAKING Ask students to read through the questions. Check understanding. Divide the class into small groups for students to discuss their answers. You may like to give some answers of your own to act as an example. Give weaker students some time to think about and write down their answers before completing the exercise. While students are discussing the questions, monitor and help with any vocabulary questions, but as this is a fluency exercise, do not correct errors unless students do not understand each other. Listen to some of their answers in open class as feedback.

Student's Book page 98–99

CULTURE

Keeping healthy – stories from around the world

1 Write the following questions on the board.

How often do you ... run?
Where do you ... swim?
Why do you ... do martial arts?

Ask students to work in small groups and discuss the questions. Listen to some of their ideas and encourage open class discussion.

Tell students they are going to read about three sports events. Students work in pairs or small groups to look at the pictures and answer the question. Students quickly read the article to check their answers. Set a three-minute time limit on the reading to encourage students to skim the text quickly and not to focus on every word. Check answers in open class.

Answers

top picture: Arizona, USA middle picture: China
 bottom picture: Russia or Finland

2 **2.25** Read through the questions with the class. Check/clarify: *charity*, *overcome stress*, *immune system*. Students read the text again and answer the questions. Ask them to compare answers in pairs before open class feedback.

Answers

- 1 It improves blood circulation and strengthens the body's immune system.
- 2 No. It's only for people who are already fit and healthy.
- 3 You start wearing something white, and at every kilometre people spray and paint you in different colours.
- 4 Travis Snyder – he wanted to organise a fun run where professionals and amateurs could run together.
- 5 It helps overcome stress, improves concentration and helps you feel happy and relaxed.
- 6 Everyone.

3 **VOCABULARY** Read through the definitions quickly in open class. Ask students to complete the activity, reading the text again to find the words or phrases that match the descriptions. Check answers and during feedback, say the words for students to repeat and check pronunciation.

Mixed-ability

Stronger students may like to attempt the activity without re-reading the text. With weaker classes, point out that the words appear in the correct order in the text. You could even give students the first letter of each word to guide them.

Answers

- 1 annually 2 overcome 3 nearby 4 popular 5 brave

4 **SPEAKING** Divide the class into pairs or small groups. Students discuss the questions. Monitor and help as necessary, encouraging students to express themselves in English and to use any vocabulary they have learned from the unit. Ask pairs or groups to feedback to the class and discuss any interesting points further.

Mixed-ability

Weaker students can choose one question to discuss.

Stronger students can go through the questions in the box and discuss all of them.

WRITING

A story

1 As a brief introduction to the topic, ask students: *Have you ever been camping or stayed at a holiday camp?* Listen to some of their answers.

Tell students they are going to read a story about a girl's experiences on holiday. Students read the story then check answers with a partner before feedback in open class.

Answers

- 1 They couldn't go on their mountain trip because of bad weather. 2 Student's own answer 3 Student's own answer

2 In open class, point out the words in bold in the story. Read through the instructions and check understanding. Divide the class into pairs for students to complete the exercise. During whole-class feedback, elicit further examples of words to add to each group.

Answers

talk about the time when things happened – last summer, on the last day, lunchtime, all morning talk about the order in which things happened – already, at first, then, five minutes later make the story more interesting – suddenly, luckily

3 Tell students that there is a basic format which can be followed when writing a story. Read through the instructions and ask students to work in pairs and answer the questions. During whole-class feedback, ask them to give examples from the text in their answers.

Answers

- 1 past continuous (ongoing/background action in the past), past simple (shorter action or state in the past), past perfect continuous (situation or action in the past continuing until another point in the past)
- 2 Paragraph 1 sets the scene; Paragraphs 1 and 2 explain the group's plan for that day; Paragraph 3 talks about a dramatic situation; Paragraph 4 talks about the solution to the problem
- 4 Tell students they are going to write a story about a sports event. In pairs or small groups, students make notes on what to include in their story. As feedback, discuss in open class the type of things students have decided to include.
- 5 Ask students to write their story. Encourage them to organise their writing as outlined in Exercise 3 and to use a variety of past tenses.

This can be done as a collaborative writing activity in class with pairs of students working together to complete the exercise. On completion, you could ask students to exchange their texts with another pair for them to read and correct any grammatical errors. If you have space, display the texts on the walls of the classroom.

Alternatively, students could do the writing for homework. In a subsequent lesson, give them the opportunity to read each other's descriptions and decide which is the most interesting.

Student's Book page 100–101

CAMBRIDGE ENGLISH: Preliminary

THINK EXAMS

READING

Part 4: Four-option multiple choice

1

Answers

1 D 2 C 3 D 4 C

Workbook page 97

LISTENING

Part 3: Gap fill

2  2.26

Answers

1 photographers 2 Fridays 3 Wednesdays
4 28 July 5 newspaper 6 0184 6780

Audio Script Track 2.26

If you're aged 16 or 17 and facing the long summer holidays with little or nothing to do, then listen carefully because this might be just the thing for you. The Daily Post newspaper is looking for young people to fill their junior apprenticeship positions.

That's right. If you are interested in a career in journalism, then this is your chance to get some valuable hands-on experience at one of the oldest newspapers in the world.

There are a total of five positions; two for trainee journalists, two for trainee photographers and one position as a junior assistant editor. No experience is necessary and full training will be given on the job. Successful applicants will be expected to work a 20-hour week. Working hours will be from 1 pm to 6 pm on Mondays and Fridays and from 8 am to 1 pm on Tuesdays and Thursdays. So that means you don't have to work on Wednesdays.

You might have to work at the weekend sometimes. But the good news is that you will be paid extra for weekend work! The paper is offering £5 an hour. Each position is for four weeks starting on Monday 28 July. And if you really impress them, you might be offered a part-time contract to work weekends during term time. This is an excellent opportunity to get a foot in the door of one of the most competitive careers there is.

If you're interested, application forms can be downloaded from The Daily Post website, or you can find a copy in the newspaper itself every day this week.

For more information phone Robin on 0184 6780. That's Robin on 0184 6780 and he will give you all the information you need. Go on – do it!

Workbook page 53

TEST YOURSELF UNITS 9 & 10

VOCABULARY

1

Answers

1 take 2 as 3 career 4 challenging 5 training
6 in 7 notice 8 until 9 make 10 as soon as

GRAMMAR

2

Answers

1 worked 2 was built 3 have been invited/were invited 4 had been working 5 is invited 6 built

3

Answers

1 Millions of hamburgers **eat are eaten** every day.
2 When we got to London, we had **being been** travelling for a long time.
3 Hundreds of houses have **been** damaged by the hurricane.
4 The baby was very ill, so they were **taken taking** her to hospital.
5 Last week, I **was** hurt in a car accident.
6 When she left school, she **was had been** a student there for eight years.

FUNCTIONAL LANGUAGE

4

Answers

1 hurts; see 2 about; would 3 feeling; better
4 together; afraid

11 MAKING THE NEWS

Objectives

FUNCTIONS	reporting what someone has said; expressing feelings: anger
GRAMMAR	reported statements; verb patterns: object + infinitive
VOCABULARY	fun; more verbs with object + infinitive; expressions with <i>make</i>

Student's Book page 102–103

READING

- 1 Books closed. If you have an Interactive Whiteboard (IWB), do an Internet search for an online newspaper and look through the different sections. Write any interesting vocabulary on the board. Ask students: *What do we call a person who writes for a newspaper?* Elicit *journalist*. With the whole class, discuss what a journalist does in their job.
Books open. Read through the qualities with the whole class and check understanding. Say the qualities and ask students to repeat and mark the main stress. Check answers.
Ask students to work individually and complete the exercise. Monitor and help with any difficulties.
- 2 **SPEAKING** Divide the class into pairs and ask students to compare their answers to Exercise 1 and try to think of some more qualities. Listen to their answers in open class and write any new qualities on the board.
- 3 **SPEAKING** Students discuss the question in pairs. During whole-class feedback, nominate individual students to give reasons for their answer.
- 4 If you have access to the Internet in your classroom, a good way to introduce this topic is to do an online video search for one of the April Fool's jokes from the reading text, e.g. *The flying penguins* and show a video clip on the IWB. Ask students if it looks real. Read through the information and discuss the question in open class.
- 5 **2.27** You could set a homework research task for students to find out about the following items as they come up in the text. You could then start off the lesson by asking students to tell the class what they have found out.

BACKGROUND INFORMATION

Panorama, which has been a popular BBC television programme since 1951, is the longest running current affairs programme in the world. It covers current news topics in a documentary format.

April Fool's Day has been celebrated in many countries, especially in Europe, Australia and the USA since the 19th Century. The earliest reference to 1 April as a fool's day appeared in literature in 1392. Jokes often appear across the media. In the UK, joking is supposed to stop at midday.

The London Marathon is the second largest running event in the UK. It has been held in spring every year since 1981. The event has raised over £450 million for charity since 1981.

Thomas Edison (1847–1931) was an American inventor and businessman. He was a prolific inventor who patented more than 1,000 inventions, the most famous of which are the phonograph, the motion picture camera and the long-lasting electric light bulb. He was one of the pioneers of mass production and created the first industrial research laboratory.

Tell students they are going to read about some April Fool's Day jokes. Look at the photos with students and nominate individuals to describe what they can see. Play the audio while students read the article and answer the questions. Students compare their answers before a whole-class check.

Answers

Penguins: 1 April 2008 Food machine: 1 April 1878
Spaghetti: 1 April 1957 Runner: 1 April 1981
Hamburger: 1 April 1998

- 6 Read through the instructions and questions in open class. Before reading, ask students to underline the key words in the sentences. As they read, students should underline the parts of the stories that helped them choose their answer. Students compare answers with a partner before open class feedback. During feedback, ask students to refer to the parts of the text that helped them find the answer.

Answers

- 1 The BBC claim that penguins could fly
- 2 The left-handed burger advertisement
- 3 The Japanese runner in the London marathon
- 4 The spaghetti tree story
- 5 Thomas Edison's food machine

Optional extension

Ask students to work in small groups and discuss the following questions:

Can you think of three different examples of April Fool's Day jokes that you have experienced?

Have you ever believed an April Fool's Day joke?

Can you invent a new April Fool's joke?

Students discuss the questions. Monitor and help with any difficulties and to give ideas if students have none. Listen to some of the best examples in open class as feedback. Ask: *Which is the funniest? Which is the most believable?*

THINK VALUES

Being able to laugh at yourself

- 1 SPEAKING** Read through the instructions and the three reactions. Check/clarify: *embarrassed*. Ask students to work in small groups and discuss the three reactions. Listen to some of their ideas in open class and ask them what they think their own reaction would be.
- 2 SPEAKING** Read through the instructions. Give an example of your own or a fictional example to get them started. In pairs or small groups, students discuss the questions. Monitor to encourage students to explain the jokes and their reactions in detail. Also check that all students are getting a chance to speak. As feedback, nominate an individual from each group to describe the funniest story to the class.
- 3 SPEAKING** Regroup the students so that they have different partners or groups. Students discuss the questions before feedback in open class.

Student's Book page 104–105

GRAMMAR

Reported statements

- 1** Read through the instructions and statements 1–6 in open class. Go through the example, pointing out the change in tense from present continuous to past continuous. Students complete the sentences. Check answers in open class, pointing out the changes in tenses.

Mixed-ability

Stronger students can attempt to complete the exercise from memory before checking in the article.

Weaker students can find the answers in the article.

Answers

- 1 could 2 had seen 3 was 4 had invented
5 was going to 6 would

Students read through the Rule table. Look at the example. Explain to students that each tense in direct speech changes in reported speech. Students complete the exercise. Remind them to think carefully about how each tense will change before they write their answer. Check answers.

Rule

past continuous past perfect past perfect
was/were going to could/couldn't would/wouldn't

Language note

- 1 Point out that the past perfect doesn't change in reported speech.
- 2 Remind students that pronouns may also need to be changed in reported speech, e.g. *these – those, this – that, here – there*, as well some time phrases, e.g. *last night – the night before, tonight – that night, next week – the following week*.
- 3 Students may find it useful to translate some direct speech into reported speech in their own language and notice if the same changes take place.

Optional extension

If your students need a little bit more support in this language area, read out the following statements (or others of your choice).

My brother is going on holiday next week.

I play football every Tuesday.

My sister can speak six languages.

Write *My teacher said ...* three times on the board and ask students to work with a partner and complete the sentences with the information you gave them. Monitor to see how students are getting on and to remind them to think carefully about tense.

In open class, elicit

My teacher said he/she was going on holiday next week.

My teacher said he/she played football every Tuesday.

My teacher said his/her sister could speak six languages.

- 2** Explain to students that the two main verbs used to report speech are *say* and *tell*. Write on the board:

He said he was hungry.

He told me he was hungry.

Elicit the difference between *say* and *tell* (*tell* is followed by an object pronoun).

Read through the instructions and look at the example. Students complete the exercise in pairs. During whole-class feedback, emphasise the use of object pronouns after *told*.

Answers

- 1 told 2 said 3 said 4 told 5 said 6 said
7 told 8 said; told

Fast finishers

Ask students to write sentences reporting some of the things their friends said to them yesterday. Encourage them to use both *said* and *told*.



Be aware of common errors related to *say* and *tell*, go to Get it right on Student's Book page 126.

- 3** Students read through sentences 1–8. Go through the example, drawing students' attention to the changes in tense and pronoun. Students complete the exercise. Remind them to look carefully at the verbs and pronouns in each sentence before they make their decisions about the tense changes. They should also look at the rule box if necessary. Check answers. If you're short on time, set this exercise as homework.

Answers

- 1 She told me [or other object] that she had flown back from Africa on Friday.
- 2 They said they had met lots of interesting people.
- 3 He told me that he was going to write a book one day.
- 4 You said that you could work for two days without sleeping.
- 5 They told me that they would call me from the airport.
- 6 She said that she was working on a really interesting story.
- 7 He told me that he needed a holiday.
- 8 She told me that she had wanted to see the movie on opening night.

Optional extension

Divide the class into small groups of four or five. One student thinks of a true sentence about themselves in direct speech. They whisper it to the next person in the group who must then report the first student's sentence to the next person and add a new sentence in direct speech about themselves. This continues until the last person on the group can report back all the sentences. Continue like this until everyone has had a turn at reporting back all the sentences. For example:

S1 to S2: I'm going to the cinema tonight.

S2 to S3: Marco said he was going to the cinema tonight. I went to the cinema yesterday.

S3 to S4: Marco said he was going to the cinema tonight, Magda said she had been to the cinema yesterday. I'm ... etc.

Workbook page 100 and page 127

Fast finishers

Ask students to write a short joke in English. After feedback on Exercise 1, ask individual students to read their jokes to the group. Take a vote on whose joke is the funniest.

- 3 **SPEAKING** Read through the questions with students in open class and check understanding. Divide the class into small groups to discuss the questions. Encourage them to answer in detail and give examples of funny jokes and experiences. During whole-class feedback, ask individuals to volunteer to tell jokes to the class.

Workbook page 102

WRITING**A news report**

To introduce the topic of news reports, read out (or write on the board) the following story (insert your name and school details if you wish).

ENGLISH TEACHER DISAPPEARS

Popular English teacher XXXX has gone missing.

Mrs XXXX who works at the XX School in XX was last seen on Friday afternoon, walking towards her house carrying a bag full of homework. When she did not go to school on Monday morning her friend went to her house to look for her. The bag of homework was found on a table next to a note which said. 'This homework is brilliant. My students now have perfect English. My work here is done.'

Her neighbours told police that they had heard loud music on Saturday evening. Her student XXXX said she had walked past Mrs XXXX's house and thought she was having a party.

After a short investigation, local police discovered that Mrs XXXX had taken all the money out of her bank account and it is believed she is now on a beach somewhere in the Caribbean.

Point out the following to students:

- The use of the present perfect tense in first sentence to explain the basic story
- Description of *when, where, what* etc. in first paragraph
- The use of reported speech
- Further information and current situation found in second paragraph

Look at the three headlines with students in open class. Ask students to work with a partner and write a short news report using one of the headlines, using the format above. When students have completed their stories, ask them to exchange with a different pair and correct the other pair's report. Tell them to not to correct every error, but to look for the following:

Does the report follow the format above, with paragraphs, the present perfect and reported speech?

Can you understand it?

Do you need more information?

Could vocabulary be improved?

Is punctuation and spelling correct?

VOCABULARY**Fun**

- 1 Books closed. To introduce the topic of fun, tell students the following jokes or different ones of your choice:

Joke 1

A man walks into a library and walks up to the librarian and says, 'I'll have a cheeseburger and fries, please.' The librarian responds, 'Sir, this is a library' The man says, 'Oh, sorry. [in a whisper] I'll have a cheeseburger and fries, please.'

Joke 2

*What did one eye say to the other eye?
Don't look now but something between us smells.*

Hold a class vote to decide which joke students thought was the funniest. In open class, discuss why the jokes are or aren't funny.

Books open. Ask student to cover up sentences a–h. Read through the instructions and sentences 1–8. Elicit or explain the meaning of the words in italics. Ask students to work in pairs and think of sentences to follow 1–8 which explain the meaning of the words in italics. Monitor and help with any difficulties. Listen to some of their ideas in open class.

- 2 Divide the class into pairs. Ask students to complete the exercise. Check answers in open class. During feedback, say the words for students to repeat and check pronunciation.

Answers

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


Monitor and help with any difficulties. Students work in small groups to review reports and point out any necessary corrections and changes. Students return reports and create a final draft of their report. Listen to some of the best examples in open class.

LISTENING

- 1 In open class, elicit any weather vocabulary (covered in Unit 1) and write any interesting words on the board. Look at the four pictures with students and nominate individuals to match the words to the pictures. Say the words for students to repeat and check pronunciation. Tell students that *tornado*, *blizzard*, *flood* and *hailstorm* are examples of extreme weather.

Answers

1 wind 2 snow 3 rain 4 ice

- 2  2.28 Read through the instructions and question with students. Play the audio while students listen and complete the exercise. Check answers in open class.

Answers

A weather journalist reports when the weather is extreme enough to be a news story. A weatherman studies and predicts the weather.

Audio Script Track 2.28

Some journalists report on politics, some report from football grounds. Some journalists report from the law courts, others report on wars from the other side of the world. Warren Faidley is a journalist with a difference. He's an extreme weather journalist. Don't confuse him with a weatherman, who studies the weather and predicts what's going to happen tomorrow. Warren is a weather journalist. He's there when the weather is the news. For more than 25 years he has been following and filming tornadoes and blizzards, giant hailstorms and floods. Wherever there is bad weather, Warren Faidley is never far behind.



An extreme weather journalist is always close to danger. Of course, Warren always tries to stay safe. He doesn't look for trouble, but trouble always seems to find him.

In his career he has had many last-minute escapes. The closest he ever came to death, however, was when he was a 12-year-old child. He was by the side of a river with a friend watching a flood. Suddenly, the side of the river collapsed, and he found himself in the fast-flowing muddy flood waters. He thought he was dead, but luckily he managed to grab onto a rock and pull himself out of the water.

Warren's interest in extreme weather began when he was a small child. In his autobiography *Storm Chaser*, he describes several occasions when he came face to face with scary weather conditions. For example, there was one time when he and his father were chased by a huge storm while they were out sailing in a small boat. His father later told him he thought they were going to die.

Warren was always interested in photography and at college he worked as a part-time photojournalist. He reported from many dangerous places and quickly learned how to use a film camera in difficult conditions. His lucky break came when one day he took an amazing photo of lightning striking a gas farm. The photo was published by *Life* magazine and suddenly everyone was interested in his work. Warren was now able to follow his dream and become a weather journalist.

These days Warren is often seen on American TV news programmes reporting on incidents of extreme weather. He has also become an expert on how to survive in these situations and has written a book called *The Ultimate Storm Survival Handbook* based on his experiences. He's also started a charity called *The Storm Angel Foundation* which helps educate children about the dangers of extreme weather.

- 3  2.28 This exercise is closely modelled on  Listening Part 2 of the Cambridge English: Preliminary exam. Give students two minutes to look at the pictures and to think about which key information they will need to listen for to answer the questions. Play the audio while students complete the exercise. Play the audio again for students to check their answers before feedback in open class. Ask students to give reasons for their answers.

Answers

1 B 2 A 3 A 4 C

Optional extension

Divide the class into pairs. Ask students to imagine how Warren Faidley feels when he is reporting on extreme weather. Which of the weather conditions do they think is most frightening? Listen to some of their answers in open class.

THINK SELF-ESTEEM

Giving an award

- 1 In open class, ask students if they have ever won an award. Read through the instructions and hold a group discussion followed by a vote to decide who the best type of person to give the prize to is. Ask students to give reasons for their answers.
- 2 Divide the class into small groups and ask them to create an award. Monitor and help with any difficulties or to give ideas. In their groups, students discuss who they think should receive their award. If they are allowed to use mobile phones, ask them to research the winner. When students have completed the exercise, ask students to present the winner of their award on the IWB, using photo searches and presenting other information on websites.

Optional extension

During whole-class feedback on Exercise 2, write the different awards that students have created on the board. Ask students to return to their groups to agree on a nomination for each of the other groups' awards. Give students 5–10 minutes for this. In open class, ask for each group's nominations and write them on the board. Hold a class vote to decide who the recipient of each award should be. Students can also vote for the person they chose in Exercise 2.

Student's Book page 106–107

READING

- 1 A recording of this text is available with your digital resources. Books closed. To introduce the topic, tell students they are going to interview you about your specialist subject: English! Give them two minutes to work in pairs and think of questions to ask you. Answer their questions in open class.
Books open. Read through the instructions and questions. Students work individually and complete the exercise. Monitor and help with vocabulary as required.
- 2 **SPEAKING** Divide the class into pairs. Students take it in turns to ask their partner questions about their specialist subject. Tell them that the interviews should last for at least three minutes. Listen to some examples in open class as feedback.
- 3 Tell students they are going to read about a man at an interview. Read through the questions quickly and check/clarify: *candidate*. Students read the article and match the people to the descriptions. Give them a time limit of two minutes to encourage them to concentrate on completing the exercise. Students compare answers with a partner before checking in open class.

Answers

1 b 2 a 3 c

- 4 Check understanding of the instructions. Check/clarify: *court case*. Before reading, ask students to underline the key information they need to find in the text. Students work individually to put the events in order. After whole-class feedback, do an online video search for a clip of Mr Goma being interviewed and show students the video on the IWB.

Mixed-ability

Stronger students may be able to order the statements from memory before looking back at the article to check.

Weaker students read the article in more detail and complete the exercise, underlining the parts of the text that helped them decide on their answers.

Answers

6 2 7 3 4 8 1 5

GRAMMAR

Verb patterns: object + infinitive

- 1 Read through the instructions. Students work in pairs and order the words to make sentences. During whole-class feedback, pay attention to the word order and the use of the object pronoun and base form.

Answers

1 She told him to follow her. 2 Karen asked him to talk about the result of the court case. 3 The woman wanted him to answer questions.

Read through the rule in open class and nominate individuals to complete it.

Rule

1 pronoun 2 infinitive

- 2 Look at the example in open class. Ask students to look at the pictures and work in pairs to complete the exercise. Tell them that they should write questions or imperatives. Check answers.

Answers

2 Can you pick the paper up, please?/Please pick the paper up. [Command.] 3 Can you close the door, please?
4 Can you be quiet, please?/Please be quiet. [Command.]

Fast finishers

Ask students to write some further requests and a sentence to report each of the requests, e.g. *Could I borrow your pen? He asked if he could borrow her pen.*

- 3 In pairs, students take it in turns to report the sentences in Exercise 2. Monitor and help with any difficulties. During whole-class feedback, say the sentences for students to repeat and check pronunciation.

Optional extension

Divide the class into pairs roughly according to level so that strong students are working together and weaker students are working together. Assign a role to each student – A is a teacher and B is a student. Teachers tell students to do a variety of things. After a minute or so, regroup students into As and Bs. Bs report what they were told to do (She told me to ...) and As report what they said to the student (I told her to ...). Monitor and record any repeated errors with verb patterns to return to later. During whole-class feedback, listen to some examples and decide who was the strictest teacher.

Workbook page 101 and page 127

VOCABULARY

More verbs with object + infinitive

- 1 Tell students that we use many other verbs to report speech, as the information they give makes texts sound more interesting than always using *say* and *tell*. Read through the verbs in open class and check understanding. Ask students to work with a partner to match the verbs to the sentences. Check answers in open class.

Answers

1 warn 2 remind 3 allow 4 encourage 5 persuade
6 want 7 invite

- 2 Students work with a partner and rewrite the sentences using the reporting verbs. Tell them to decide which the main verb is in each sentence that they need to report. Check answers and make sure students are using object pronouns and base forms correctly. Point out that *him* in the answers could be replaced by *her/me/us*.

Answers

- 1 (You/She/He/They) warned (me/her/him/us) to slow down.
- 2 (You) reminded (me) to watch the programme.
- 3 (You) allowed (me) to go to the party.
- 4 (You) encouraged (me) to enter the talent show.
- 5 (You) persuaded (me) to take (you) to the concert.
- 6 (You) wanted (me) to play in the team.
- 7 (You) invited (me) to the cinema.

Fast finishers

Ask students to write further sentences containing one of the eight verbs. Their sentences should report things that they have said or heard, e.g. My mother reminded me to do my homework. Listen to some examples after feedback on Exercise 2.

Workbook page 102

SPEAKING

- 1 Working individually, students complete the exercise. Give them some examples if necessary.
- 2 Divide the class into pairs and ask students to tell each other about their sentences from Exercise 1. Encourage them to go into detail and give examples. Listen to some of their thoughts in open class as feedback.
- 3 Students discuss the questions with their partner. Monitor and check that they are using a variety of reporting verbs. During feedback, listen to some of their examples and decide who wants the most from their parents and whose parents expect the most from them.

Mixed-ability

Stronger students: Discuss the questions with a partner or in small groups.

Weaker students: Give students some time to think about and make notes on their answers before discussing with a partner.

PRONUNCIATION


For pronunciation practice in intonation, go to Student's Book page 121.

Student's Book page 108–109

PHOTOSTORY: episode 6

The journalist


- 1 Look at the photo with students and ask them to name the people. Ask them: *What can you remember about Luke, Olivia, Ryan and Megan from the photostory?* Allow students to look back at the photostories in previous units to help them remember. Students look at the photos and guess how the people feel and what they might be discussing. Ask them to guess the answers to the questions without reading the conversation. Write some of their ideas on the board. These can then be referred to during feedback.

- 2  2.31 Play the audio. Students read and listen to check their answers. Ask students to check answers with a partner before feedback in open class. During feedback, refer to their ideas from Exercise 1 and check if they predicted correctly.

Answers

The newspaper report criticises teenagers.
Graffiti

DEVELOPING SPEAKING

- 3 Divide the class into pairs and ask students to guess the continuation of the story. Ask them to write their answers in their notebooks. Monitor and help with any questions. Listen to some of their ideas in open class and write some of their ideas on the board, but don't comment at this stage.
- 4  EP6 Play the video while students check their ideas from Exercise 3. During whole-class feedback, refer to the ideas on the board and check which were correct.
- 5 Read through the sentences in open class. Divide the class into pairs and ask students to complete the exercise. Monitor and help with any difficulties. If necessary, play the video again, pausing as required for clarification. Check answers in open class. Ask individual students to correct the incorrect statements.

Answers

1 (ticked) 2 (ticked) 3 (ticked) 4 (crossed)
5 (crossed) 6 (ticked) 7 (ticked)

PHRASES FOR FLUENCY

- 1 Ask students to locate the expressions 1–6 in the story on page 108 and decide who says them. How would they say the expressions in their own language? Ask students to compare their answers with a partner before open class feedback.

Answers

1 Megan 2 Luke 3 Ryan 4 Olivia 5 Luke 6 Megan

- 2 Ask students to read through the sentences and complete the answers. Go through the first sentence with them as an example if necessary. During feedback, say the sentences for students to repeat. Drill sentences to ensure correct pronunciation. In pairs, students practice the conversations.

Answers

1 We're talking about 2 It's not worth it 3 he was like
4 have a word with 5 check this out 6 I'm just saying

WordWise

Expressions with *make*

- Books closed. To introduce this activity, write the word *make* in the middle of the board. In open class, ask students to think of any words that could go after *make*. Write any correct answers on the board.

Books open. Read through the sentences and the phrases. Ask students to work with a partner and complete the exercise. Check answers in open class.

Mixed-ability

Weaker classes: Before students complete the exercise, write *make fun, make friends, make angry, make up, make sure, make a difference* on the board and discuss the meaning of each.

Stronger classes: During whole-class feedback, elicit or explain the meaning of the five phrases and give further examples as necessary.

Answers

1 up 2 fun 3 angry 4 sure 5 difference 6 friends

- Students work individually to complete the sentences. Students compare answers with a partner before whole-class feedback. If you're short on time, set this exercise as homework.

Answers

1 make sure 2 make ... difference 3 make friends
4 make fun 5 make ... up 6 make ... angry

Workbook page 102 

FUNCTIONS

Expressing feelings: anger

- Show a photo of an angry person on the IWB. In open class, ask students: *Why might the person be angry?* Listen to some of their ideas and write any interesting vocabulary on the board.

Read through the instructions and the words in the box. Students complete the exercise with a partner. During whole-class feedback, say the sentences for students to repeat and check pronunciation.

Answers

1 so 2 makes 3 hate 4 cross

- Working individually, students write sentences about what makes them angry. Monitor to help with any questions and to check they are using the expressions correctly.
- SPEAKING** Divide the class into pairs or small groups. Students discuss what makes them angry. Encourage partners to be sympathetic and give ideas about how to make things better. Listen to some of their ideas in open class as feedback.

12 PLAYING BY THE RULES

Objectives

FUNCTIONS	talking about permission; following and giving simple instructions
GRAMMAR	<i>be allowed to, let; third conditional</i>
VOCABULARY	discipline; consequences and reasons

Student's Book page 110–111

READING

- 1 As a warm up, write the word *freedom* in the centre of the board. In open class, nominate individuals to describe what they understand by *freedom*. Write: *Are you free to do anything you want?* on the board and elicit some ideas in open class.

Read through the instructions with students.

Check/clarify: *hang out with*. Ask students to work individually and complete the exercise.

- 2 Students write down their answers to the question. With weaker classes, you might need to give them some ideas to get them started. Monitor and help with any vocabulary questions.
- 3 **SPEAKING** Divide the class into pairs. Students compare their answers to Exercises 1 and 2 and decide who has to live with stricter rules. Listen to some examples in open class as feedback.
- 4 Students look at the pictures on page 111. In open class, nominate individuals to say why they think the children had a hard life.
- 5 **2.32** You could set a homework research task for students to find out about the following items before they come up in the text. You could then start off the lesson by asking students to tell the class what they have found out.

BACKGROUND INFORMATION

Ancient Greece is the name given to a period of Greek history from 800 BCE to 600AD. In this period, Greece made huge advances in politics, philosophy, architecture, education and science. Greek culture and philosophy had a powerful influence on Roman culture and formed the basis for western civilisation.

The Aztecs were ethnic groups of central Mexico. The Aztec Empire was an efficient social, political, religious and commercial organisation which dominated Central America from the 14th to 16th centuries. The Aztecs built magnificent temples and palaces, some of which still are still standing today.

Telpochcalli were Aztec schools attended by teenagers (from aged 15 onwards) from the lower classes. Students were taught to serve their community or to become a soldier. The school day started with a cold bath and was largely spent memorizing songs or learning how to use weapons. Naughty students were punished with beatings or told to sweep the streets at night, which was considered worse than a beating.

Calmecac were Aztec schools for the upper classes. Students were trained to be priests, judges and teachers.

Tell students they are going to read an article about some children in the past. Read through the instructions in open class. Play the audio while students read and listen and label the pictures. During whole-class feedback, ask individual students to describe what is happening in each picture.

Answers

1 Greek 2 Both (Greek girls learned weaving; Aztec girls learned home-making skills.) 3 Both (Boys in both cultures learned to fight.) 4 Aztec

- 6 Ask students to read through the sentences and check understanding. Before reading, ask students to think about the type of word (noun, verb etc.) that could go in each gap. Check/clarify: *to get rid of, slave, punishments, unwanted*.

Mixed-ability

Stronger students can try to answer the questions from memory, before looking back at the text to check their answers. Weaker students can look at the text and find the answers. Allow them to compare their answers with a partner before checking answers with the whole class.

Answers

1 five days 2 slaves 3 went to school 4 enough
5 Nasty punishments 6 was important 7 didn't go
8 important families

Optional extension

Divide the class into small groups. Ask students to discuss the following question:

Which of the things in the article would you dislike the most? Is there anything you would enjoy?

Ask students to discuss the question before whole-class feedback.

THINK VALUES

The importance of rules

- 1 Read through the instructions and sentences in open class. If necessary elicit or explain that *not allowed to* means to not have permission and *let* means to give permission. Tell them these words will be covered later in this unit. Students work with a partner to complete the exercise. Check answers in open class.

Answers

1 c 2 b 3 d 4 a

- 2 **SPEAKING** Working in small groups, students think of more rules for each of the four areas and the punishment for breaking the rules. Before this exercise, you may need to teach some vocabulary for punishments, e.g. *to be suspended from school* (told to stay at home for a period of time), *to be expelled from school* (told to leave permanently), *to be given a fine*, *to be put in prison* etc. Monitor and help with any difficulties. Listen to some of their ideas in open class as feedback.

Optional extension

In groups, students invent a club, e.g. a chocolate-eating club. Encourage them to think of funny/silly ideas. They then write the rules for the club without mentioning the club's name or purpose.

Example rules

You're not allowed to eat or even mention healthy food like fruit or vegetables.

You must make sure you bring some to share with the whole club. Don't eat before club. You'll need to clean your teeth after club.

Each group reads out their rules and the other groups try to guess what kind of club it is.

Student's Book page 112–113

GRAMMAR

be allowed to / let

- 1 Read through the example sentences in open class. Draw students attention to the words which follow *allowed to* and *let*. Divide the class into pairs and ask students to complete the rule. Check answers in open class. Use the examples in Exercise 1 to clarify the rules.

Rule

1 be allowed to 2 be 3 verb 4 let/not let
5 let/not let

To check understanding at this point, elicit a few more examples from the class of things they are allowed/not allowed to do in the classroom, at home, etc.

Language note

Students may produce incorrect statements like *My dad lets me to stay out late*. Remind them that in English we don't use *to* after the expression *let someone do something*. Students may also produce incorrect statements like *I'm allowed stay out late*. The expression *allow someone to do something* is always followed by the infinitive with *to*.

- 2 Read through the instructions and the example sentence. Ask students to work individually and complete the exercise. Check answers in open class. If you're short on time, set this exercise as homework.

Answers

- 1 My parents didn't let me go to the party.
- 2 I wasn't allowed to walk to school on my own until I was 12.
- 3 The teacher doesn't let us text in class.
- 4 I'm allowed to play my dad's electric guitar.
- 5 Dad lets my sister stay up until 11 pm on Saturday nights.

Fast finishers

Ask students to imagine they are 45 years old and they have two teenage children. Ask them to write sentences describing what their children are allowed to/not allowed to do.

- 3 Working alone, students write two true sentences and one false sentence. Give an example of your own to get them started and point out that they can use both positive and negative forms of *allowed to* and *let* in their sentences.
- 4 **SPEAKING** Divide the class into pairs or small groups for students to complete the exercise. Listen to some examples in open class for students to guess which sentences are not true. Give students one point if they spot a false sentence and give students two points if nobody guesses which of their sentences is false.

Workbook page 108 and page 127



Be aware of common errors related to *let* vs. *make*, *go to* Get it right on Student's Book page 126.

VOCABULARY

Discipline

- 1 To introduce the topic, tell students a story about a naughty thing that you (or somebody you know) did as a child. Explain what the punishment was and use some of the vocabulary from the exercise. Ask students to work with a partner and think of naughty things they have done and what the punishment was. Listen to some of their experiences in open class. Students complete the exercise. During whole-class feedback, say the expressions for students to repeat and check pronunciation.

Mixed-ability

Stronger classes: Students work with a partner to complete the exercise.

Weaker classes: Allow students to use a dictionary to check difficult vocabulary. In pairs students complete the exercise.

Answers

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

- 2 Read through the instructions in open class. Check/clarify: *rebel*. Students work in pairs to complete the exercise. Check answers in open class. If you're short on time, set this exercise as homework.

Mixed-ability

Stronger students can attempt the exercise without looking at Exercise 1. Weaker students can look at Exercise 1 and find the answers.

Answers

1 punished/told off/into trouble 2 behaves well/does what he's told 3 did what he was told/behaved well
4 punished/into trouble/told off 5 to break the rules
6 punished/into trouble/told off

Fast finishers

Ask students to write sentences describing times when they were punished, using the six phrases from Exercise 1, e.g. I got punished when I broke a plate.

- 3 In pairs, students complete the exercise. Check answers in open class.

Answers

A 2 (or 3) B 3, 4, 6 C 5

- 4 **SPEAKING** Read through the sentences in open class. Working in pairs or small groups, students complete the exercise. Encourage them to use language from the exercise whenever possible in their discussion. During whole-class feedback, nominate an individual from each group to report back on the most interesting information from their conversation.

Workbook page 110

LISTENING

- 1 **2.33** Books closed. Tell students they are going to play a game called Face Snap. Give the following instructions:
- Sit facing your partner.
 - Cover your face with your hands.
 - Make a face behind your hands – a happy, sad or surprised face.
 - Count to 3 together.
 - On 3 take away your hands.
 - If your partner is making the same face as you say 'Snap!'.
 - Get one point if you are the first person to say 'Snap!'.

NB –this game can be quite easy at first, but can get very confusing after a few rounds!

Tell students they are going to listen to a man talking about a game. Read through the instructions and check understanding. Play the audio while students complete the exercise. Tell them they do not need to understand every word and that they should focus

mainly on answering the questions in the exercise. Allow them to compare answers with a partner before open-class feedback.

Answers

1 paper 2 rock 3 scissors 4 frog 5 snail 6 snake

Audio Script Track 2.33

I want to talk to you today about a really cool game called *rock, paper, scissors*. First of all, I want to tell you how to play it and then afterwards, I'd like to tell you a bit about its history.

The rules are really simple, and to play it, all you need are your hands. Before you start, you have to know the three positions you can make with your hand.

The positions

The first position is the *rock* – where you bring all your fingers together to make a fist. You know, like people do sometimes when they're angry.

The second position is *paper* – just put your hand out flat with your fingers all together. Like a piece of paper.

And the third position is *scissors*. Just make two of your fingers – the first and second fingers – into a V shape, like a pair of scissors.

So there you go: rock, paper and scissors.

How do you play?

Well, both players – it's a two-player game – put one hand behind their back. One of the players counts to three – one, two, three – and then, at the same time, both players bring out their hand in one of the positions, as rock, paper or scissors. (You're not allowed to change your position when you see the other person's hand.) Then you look to see who's won.

Who's the winner?

Rock defeats *scissors* because a rock can damage scissors—like, if you hit scissors with a rock, and then the scissors aren't sharp and they can't cut any more.

Scissors defeats *paper* because they can cut it, of course.

Paper defeats *rock* because you can cover a rock with paper. I think that's the reason.

So, for example, if I have rock and you have scissors, I win a point. But if I have rock and you have paper, you win the point. If we have the same – no one wins, and we have to do it again.

So, you decide how many points you are going to play to, and the first player to get that number of points is the winner.

The history of the game

So now I'd just like to tell you a bit about the history of the game. It was invented around 2,000 years ago in Asia. Over time, many countries developed a version of the game. There was an early version in Japan called *Mushi-ken*. Instead of rock, paper and scissors, this game used a frog, which was shown by the thumb, a snail, which was shown by the little finger, and a snake, which was shown by the first finger, the one next to the thumb (or the index finger, if you want to use its proper name).

The snake defeats the frog, the frog defeats the snail and the snail defeats the snake – though I've no idea why.

In the early 20th century, *rock, paper, scissors* became popular in Europe and then in the US. Today, there are even *rock, paper, scissors* world championships every year to find out who is the best player on the planet.

OK, that's it – thanks for listening to my talk on the game *rock, paper, scissors*.

- 2 **2.33** Play the audio again for students to listen and answer the questions. Allow them to compare answers with a partner before a whole-class check.

Mixed-ability

Stronger classes: Students may like to work in pairs and try to answer the questions from memory before listening to the audio again to complete the exercise. Check answers in open class.

Weaker classes: Read through the questions in open class and check understanding. Repeat the audio while students complete the exercise. If necessary, play the audio again, pausing to clarify answers.

Answers

- 1 Paper – because you can cover a rock with paper
- 2 Scissors – because rock can damage or ruin scissors
- 3 Around 2000 years old 4 Japan 5 The snake defeats the frog, the frog defeats the snail and the snail defeats the snake. 6 Every year

Optional extension

Ask students to work in pairs and say the rules for each of the games in their own words. Monitor and help with any difficulties. As feedback, nominate individuals to explain the rules step by step. Finally, students can play the games in pairs. Monitor to ensure they speak only in English.

FUNCTIONS**Following and giving simple instructions**

- 1 In open class, elicit the names of various simple games that students can play (not chess!!). Write some on the board and choose four that a lot of students know. Divide the class into four groups and assign a different game to each group (A–D) Students work with a partner from the same group AA, BB etc. and decide on the best way to answer the questions and make notes on their answers. They should also think about the best way to explain the rules of their game. Monitor and help with vocabulary as required. Divide the class into groups of four with ABCD in each group. Students take it in turns to describe their games – this gives students a chance to speak at length without interruption.
- 2 **SPEAKING** Working in the same groups, students go on to explain the rules of their game. During whole-class feedback, discuss which game was the hardest to describe and which would be the most fun to play.

TRAIN TO THINK**Play rock, paper, scissors**

- 1 Look at the pictures with students in open class and ask them to make the hand gestures. Divide the class into pairs and ask students to discuss the question. Ask students to decide how the three elements would defeat each other. Listen to some of their ideas in open class as feedback.
- 2 Read through the instructions in open class. Put students in pairs to create a new game. Tell them that they should think carefully about how to explain the game to other students. Circulate and help with vocabulary and ideas if students have none. Put pairs together to make groups of four. Pairs take turns to explain and play their games.

Optional extension

Swap pairs to make new groups of four. Repeat the procedure to give students the opportunity to explain and play their game with a different pair. This repetition gives students the chance to perfect their explanations and to collaborate with a greater number of students. You could include a correction slot prior to this stage so that students can practise any corrections or new language when giving their explanations for the second time.

Student's Book page 114–115**READING**

- 1 A recording of this text is available with your digital resources. Books closed. Ask the following questions in open class and elicit or give answers.

How many words are there in the English language? (There is no fixed number. Estimates vary from around 500,000 in 'common' usage to over a million, including scientific terminology). A Google survey of electronic books found that the English language is growing by around 25,000 words a year.

How many words do you know? (probably around 2–3,000)

Could you write a story with about 50 words in it? (of course)

Could you write a story with exactly 50 words in it? (this is more difficult!)

Books open. Tell students they are going to read five 50-word stories. Look at the pictures in open class and elicit some ideas for what happens in the stories. Students complete the exercise. Let students compare answers with a partner before whole-class feedback.

Mixed-ability

Stronger classes: Play the audio while students listen and read and complete the exercise.

Weaker classes: Students read the stories and match to the photos. Monitor and help with any difficult vocabulary. Play the audio while students check their answers.

Answers

A 3 B 5 C 2 D 1 E 4

- 2 Read through the titles in open class. Ask students to work with a partner and complete the exercise. Tell them they should underline the parts of the text that helped them choose their answers. Check answers in open class.

Mixed-ability

Stronger students may be able to do this from memory without looking back at the text. Weaker students can look back at the text to help them decide on their answers.

Answers

a 4 b 2 c 3 d – e 1 f 5

- 3 Read through the instructions in open class. Ask students to carefully re-read the stories and complete the exercise. If you're short on time, set this exercise for homework.

Mixed-ability

Stronger students: Ask students to find at least three words in each story.

Weaker students: Ask students to find two words in each story.

- 4 Ask students to read through the instructions and sentences. Students work in pairs to complete the exercise and discuss which of the statements they agree with and say why/why not. During whole-class feedback, ask individuals to share their thoughts and encourage further discussion in open class.

Answers

a 5 b 3 c 2 d 1 e 4

- 5 **WRITING** In open class, check understanding of the topics. Students work together with a partner to choose one of the topics and to plan their story. Tell them that a good way to do this activity is to write a short story to begin with and then reduce the number of words until they get down to 50. When students have completed their story ask them to exchange with another pair and read each other's stories. You may like to display the stories around the class for students to circulate and read. Hold a class vote on which is the best story. If you're short on time, set this exercise for homework.

GRAMMAR

Third conditional

- 1 In open class, read through the examples from the text with students. Elicit answers to the questions.
Ask: *Is the situation in the past or the present?* (past)
Now ask them to look at the verbs used and elicit how to form the third conditional. Elicit or explain that the sentences are showing the person imagining how things might have been different in the past and this is when we use the third conditional.
Students then read and complete the rule. Check answers.

Answers

1 no, yes 2 no, yes

Rule

1 past perfect 2 past

- 2 Students work individually to match the beginnings and endings of the sentences. Let them compare answers with a partner before checking answers in open class. During feedback, point out that the *if* clause and *would* clause can be reversed and give examples of this, e.g. *The test would have been a lot easier for me if I had studied harder.*

Answers

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

Language note

- Students may produce incorrect statements like *If I looked at my watch, I'd have been OK*. Remind them how to form the third conditional if necessary.
- Remind them (as in all conditional sentences) that the *If* clause can go at the beginning or the end.

Fast finishers

Ask students to write some sentences describing something they regret (e.g. a failed exam, an argument with a friend, an accident, something that they broke, something that they lost) and how they would have done it differently if they had the chance.

- 3 Read through sentences 1–4 in open class and check any problems. Go through the example if necessary. Students complete the exercise, working individually. Remind them how to form the third conditional before they begin. Allow students to compare answers with a partner before whole-class feedback. If you're short on time, set this exercise for homework.

Answers

1 hadn't invited; would have been 2 had entered; would have won 3 would have gone; hadn't forgotten 4 wouldn't have won; hadn't scored

- 4 Read the instructions in open class and write the statement on the board. Elicit third conditional sentences to imagine a different past.
e.g. *If they hadn't met, they wouldn't have had children. If they hadn't had children ...*

Ask students to work in pairs and continue writing third conditional sentences as in the example. Monitor and help with any difficulties and to check students are using the third conditional correctly. Listen to some of their ideas in open class as feedback.

Workbook page 109 and page 127

VOCABULARY

Talking about consequences and reasons

- 1 Books closed. Write the following on the board:

He went home because it was raining.

He went home because of the rain.

In open class, elicit the difference in how we form phrases with *because* and *because of* (*because* + subject + verb; *because of* + noun).

Tell students they are going to learn some more ways of talking about consequences and reasons. Books open. Look at the four pictures in open class and nominate individuals to describe what they can see. Read through the dialogues and check understanding. Ask students to work with a partner and match the conversations with the pictures. Check answers in open class.

Ask students to work in pairs and practise the dialogues. Stronger students may like to try to memorise the dialogues. Listen to some examples in open class as feedback.

Answers

A 3 B 4 C 2 D 1

Fast finishers

Ask students to write sentences to continue conversations 2 and 4 in Exercise 1. Listen to some of their ideas after feedback on the exercise.

Optional extension

Write the following sentences on a page (page 1) on the IWB:

- 1 *Why are you so excited?*
- 2 *Why didn't you arrive on time?*
- 3 *I was really tired last night.*
- 4 *Jim passed his driving test!*

On a second page (page 2) write the following:

- a *That explains why you didn't do your homework.*
- b *Because of the traffic.*
- c *Because I'm going on holiday tomorrow.*
- d *So that's why he looked so happy when I saw him!*

Display page 1. Read the sentences and elicit possible answers to each question in open class. Encourage students to use *because/so that's/because of/that explains why*.

Display page 2 and ask students to try to remember the sentences from page 1 and to match sentences. Nominate individuals to give their ideas. Return to page 1 and ask students to try to remember the sentences from page 2 and to match sentences. Continue to alternate between the pages until students can remember the dialogues. Close the pages on the IWB and ask students to write the dialogues in their notebooks. Monitor and help with any problems. Check answers in open class. Ask students to work in pairs and practise the dialogue. Encourage them to think of ways to extend the dialogues.

- 2 Read through the dialogues in open class and check understanding. After working individually to complete the dialogues, students compare their ideas with a partner. Nominate some pairs to share a dialogue with the rest of the class as feedback. If you're short on time, set this exercise as homework.

Workbook page 110

PRONUNCIATION

For pronunciation practice in silent consonants, go to Student's Book page 121.

Student's Book page 116–117

CULTURE

Strange laws around the world

- 1 Books closed. Divide the class into small groups and ask them to make a list of laws in their country. Give groups three minutes to write down as many as possible. Encourage them to use *be allowed to* where necessary. Listen to some of their ideas in open class and write any interesting vocabulary on the board.

Ask students if they can think of any strange laws and elicit some answers.

Books open. Tell students they are going to read about some strange laws from around the world. Read through the questions. Ask students to work with a partner and answer the questions. Check answers.

- 2 Tell students to cover the answers to the quiz (at the bottom of the page). Check/clarify: *hairdryer, whale, light bulb*. Students work with a partner to complete the quiz. Monitor and help with any difficulties. Students check their answers.
- 3 Read through the sentences with students and check understanding. Ask stronger students to answer any of the questions they can from memory before they read again. Encourage students to underline the key information in the questions that they will be looking for in the text. Students read the text to find out if the statements are true or false. Suggest that they underline the parts of the text that helped them find their answers. Students check their answers with a partner before feedback. During feedback, ask individuals to correct the false statements.

Answers

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

Optional extension

Divide the class into pairs. Ask students to draw signs to depict rules. Tell them that they should use a red circle to show that something is not permitted, e.g. a picture of a dog inside a red circle would mean *No dogs allowed*. When students have drawn various examples in their notebooks, ask individuals to come to the IWB and draw their examples. The rest of the class have to guess the meaning of the signs and the first student to guess correctly can score one point.

- 4 **SPEAKING** Students work in small groups and discuss which the funniest law is. Monitor and encourage fluency. Do not correct errors unless they hinder comprehension. You could note down any repeated errors to discuss later as a class. Ask a few pairs to feedback to the rest of the class.
- 5 **VOCABULARY** Read through the definitions with the class to check understanding. Students read the underlined words or phrases in the text to complete the exercise and check answers with a partner before open class feedback. Check answers in open class.

Mixed-ability

Stronger classes: Give students some time to attempt the exercise from memory before looking back at the text to check.
Weaker classes: You might like to give students the first letter of each word to help them complete the exercise.

Answers

1 breaking the law 2 upside down 3 own 4 crime
5 end up 6 prison 7 except 8 illegal

WRITING

A set of rules

- 1 Books closed. To introduce this activity, write *class rules* at the top of the board. In open class, elicit the rules for your classroom. (e.g. Arrive on time. You are not allowed to send text messages etc.) and write them on the board. Ask students to work with a partner and discuss any rules that they have at home. Listen to some examples in open class as feedback. Tell students they are going to read a set of rules written by a teenage girl. Read the instructions and questions in open class. Students work with a partner to complete the exercise. Check answers in open class.

Answers

- 1 She can eat anything for breakfast on Sundays.
 - 2 She sleeps until 10 am on Saturdays.
 - 3 She will only tidy it late on Sundays.
 - 4 Between seven o'clock on Friday evening and nine o'clock on Sunday evening, no one is allowed to ask her about homework. At other times, they can help her if they want.
 - 5 Her sister Juliana is not allowed to use her computer, and she isn't allowed to come into her room at all unless she brings chocolate.
 - 6 After school finishes on Friday, Mum and Dad are not allowed to talk to her about school or teachers.
 - 7 If there is a football match on TV with her team, no one can watch any other programme at that time.
 - 8 She is not allowed to be boring about rules 1–7.
- 2 Ask students to cover the set of rules. In pairs, students order the sentences and discuss how Martha feels about the topics. During whole-class feedback, point out the use of *not allowed to* in two of the sentences.

Mixed-ability

Stronger students can complete this exercise without referring to the text. Weaker students can attempt the exercise and look at the text if they have any difficulty.

Answers

- 1 No one is allowed to ask me about homework.
 - 2 She isn't allowed to come into my room at all.
 - 3 No one can watch any other programme at that time.
- 3 Divide the class into pairs or small groups. Students read the rules again and complete the exercise. Tell them to underline the phrases that are not completely serious. Monitor and help with any difficulties. Check answers in open class.

Answers

(At other times, they can help me if they want.)
Anything at all!!! (And that includes ice-cream!)
(Well, only if she brings chocolate.)
... but before then: keep out!
I am not allowed to be boring about rules 1–7!
... (the boss!)

- 4 Read through the instructions in open class. You may like to give some examples of your own to get them started. Ask students to choose one of the topics and group the students according to which topic they

choose. Ask students to work together and brainstorm ideas for what to include in their set of rules. Monitor and help with vocabulary as necessary.

- 5 In the same pairs or small groups, students write their set of rules. Encourage them to use similar structures to those in Martha's set of rules and to decorate their work with drawings if time allows. When they have completed their list, ask them to exchange with another group and to comment on each other's work. Students return the rules and make any necessary corrections and changes to their own work. Listen to some of the best examples in open class as feedback and display work on the walls if space allows.

Student's Book page 118–119

CAMBRIDGE ENGLISH: Preliminary

THINK EXAMS

READING

Part 1: Three-option multiple choice

1

Answers

1 C 2 A 3 B 4 C 5 B

Workbook page 71

LISTENING

Part 2: Multiple choice

2  2.36

Answers

1 C 2 C 3 A 4 A 5 A

Audio Script Track 2.36

- Presenter Now, if you were watching the news yesterday evening, you probably noticed that we had a new face in our team. Twelve-year-old Lucy Harmon won a competition to be our weather forecaster for the day, and she now joins us this morning to tell us all about the experience. Lucy, welcome.
- Lucy Thank you.
- Presenter First of all, tell us, what did you have to do to enter the competition?
- Lucy Um, I had to write a short letter saying why I wanted to read the weather on TV, and then I had to make a short video of me reading a news story. Then I just sent it in the post, and about two months later I got a phone call saying I had won, and they wanted me to go to the studios the next Friday. I couldn't believe it.

TEST YOURSELF UNITS 11 & 12

Presenter	So what happened on the big day?
Lucy	Well, I got to the studio at about three o'clock. I met the producer and all the news team. They were really nice. Then I practised reading the weather a few times, for quite a while, just to get used to the cameras. The producer gave me some advice, and then suddenly it was time to go live on air.
Presenter	At four o'clock?
Lucy	No, at five. The four o'clock news and weather, well, someone else did those.
Presenter	And were you nervous?
Lucy	No, not at all. I was too excited to be worried. It was so much fun. I just loved it.
Presenter	And did you get a good forecast to do?
Lucy	Yes, it was brilliant. It had everything: sun, rain, clouds, strong winds. Everything that makes British weather so interesting. The only thing it didn't have was snow, but then I suppose it is still summer.
Presenter	But you wouldn't believe it if you looked out of the window.
Lucy	No.
Presenter	So what did you think of the day? Do you want to be a weather reporter now?
Lucy	It was great. I've always wanted to be a teacher, since I was a little girl, but I think that's changed now. I'm not sure I want to be a weather forecaster, but I would like to be some kind of TV presenter.
Presenter	Well, Lucy, I think there's every chance of that. Your performance yesterday was wonderful.
Lucy	Thank you.

VOCABULARY

1

Answers

1 told 2 because 3 funny 4 encouraged 5 explains
6 warned 7 trouble 8 expected 9 fun 10 because of

GRAMMAR

2

Answers

1 would have gone 2 let 3 hadn't eaten 4 allowed
5 wouldn't have eaten 6 had gone

3

Answers

1 They ~~said~~ **told** me to stay in the house.
2 Why didn't they let me ~~to~~ **go** home?
3 They wanted me **to** answer some questions.
4 I reminded him ~~to~~ **giving** **give** me back my book.
5 If I ~~would have~~ **had** known, I wouldn't have told anyone.
6 We ~~hadn't~~ **wouldn't have** won the game if Graham hadn't played.

FUNCTIONAL LANGUAGE

4

Answers



1 let; Because 2 makes; why 3 allowed; reason
4 hate; have

PRONUNCIATION

UNIT 1

Sentence stress

Aim: Students identify and stress the most important word in phrases and short sentences.

- 1  1.12 Students listen to the recording while reading the dialogue.
- 2 The positive words which show that Linda likes Henry's idea are *great*, *fun* and *definitely*.
- 3  1.13 Students listen and repeat.



EXTRA INFORMATION

- Emphasising the most important words in short phrases and sentences helps students to recognise the importance of stress and intonation to convey meaning.
- Explain to students how stressing positive words shows enthusiasm.

UNIT 2

Word stress

Aim: Students identify and say the stressed syllables in thinking verbs.

- 1  1.17 Students listen to the recording while reading the dialogue.
- 2 Ask students to identify the one-, two-, and three-syllable verbs in the dialogue. One syllable, blue: *know*, *think*; two syllables, red – with stress on second syllable: *believe*, *suppose*, *forget*; two syllables, red – with stress on first syllable: *wonder*; three-syllable words, green – with stress on the first syllable: *recognise*, *concentrate* and with stress on the second syllable: *remember*.
- 3  1.18 Students listen and repeat.



EXTRA INFORMATION

- Teachers could tell their students to try putting the stress on each syllable in turn. We tend to be able to 'feel' which one is right (Say: *remember*, *remember*, *remember; which one sounds the best to you?*).

UNIT 3

Words ending with schwa /ə/

Aim: Students identify and say words ending with the schwa /ə/ phoneme, including comparatives ending in *-er* and words spelled *-or* and *-ure*.

- 1  1.22 Students listen to the recording while reading the dialogue.
- 2 Ask students to identify and say the words ending in the schwa /ə/ (*monster*, *computer*, *river*, *adventure*, *Webster*, *doctor*, *actor*, *Baker*, *longer*, *shorter*, *dinner*, *after*, *funnier*, *super*, *burger*, *dinner*). Remind students that the final syllable in each of these words is very short.
- 3  1.23 Students listen and repeat.



EXTRA INFORMATION

- The schwa is an important phoneme as it is often used in unstressed syllables, regardless of the spelling of the syllable (e.g. *actor*, *future*, *colour* and *banana*). Your students may say word endings the way they're spelled if they don't use the /ə/ correctly.
- You can help students to say this phoneme by explaining that it is the shortened /ɜ:/ sound (e.g. *verb*, *purple*).
- The schwa gives English its characteristic rhythm and when speakers don't use it they tend to sound unnatural and wooden.

UNIT 4

The short /ʌ/ vowel sound

Aim: Students identify and pronounce the short /ʌ/ sound in words, including those with irregular spellings (e.g. *come*, *Monday*, *young*, *doesn't*).

- 1  1.31 Students listen to the recording while reading the poem.
- 2 Ask students to identify and say the words with the /ʌ/ sound (*cousin*, *London*, *coming*, *Monday*, *young*, *lovely*, *funny*, *loves*, *sun*, *running*, *jumping*, *doesn't*, *studying*, *money*).
- 3  1.32 Students listen and repeat.



EXTRA INFORMATION

- If this short phoneme isn't found in the speaker's own language, it can be difficult for them.
- The irregular spellings of this phoneme also cause confusion. When written with letters other than *u* (e.g. *Monday*, *young*), students tend to pronounce the words the way they're spelled.
- You can help students to pronounce these words correctly through rhyme, for example, *Monday* rhymes with *Sunday*; *one* and *done* with *sun*; *come/sum*; *money/funny*; *does/buzz* and *young/sung*.

UNIT 5

Strong and weak forms of *been*: /bi:n/ and /bɪn/

Aim: Students practise the strong and weak forms of *been* /bi:n/ and /bɪn/.

- 1  1.36 Students listen to the dialogue while reading.
- 2 Students identify and practise saying the two pronunciations of *been*: *Where have you **been*** /bi:n/?; *I've **been*** /bɪn/ *hiding in the kitchen*. Students try to find the word that sounds exactly the same as the weak form of *been* in the dialogue (*bin*).
- 3  1.37 Students listen and repeat.



EXTRA INFORMATION

- The weak form /bɪn/ is much more common than the strong form /bi:n/.
- The weak form is pronounced with the short /ɪ/ vowel sound. This is also used in other unstressed syllables (*waited* /'weɪtɪd/; *dishes* /dɪʃɪz/; *kitchen* /'kɪtʃɪn/), although the schwa is the most common weak form.
- Some English language learners find it difficult to hear the difference between the long /i:/ and the short /ɪ/ vowel sounds. Ask students to exaggerate the manner of articulation to help them to say and hear the phonemes. For /ɪ/ the lips are only slightly open, in a 'square' shape; for /i:/ the lips are spread in a thin smile and the sound is longer.

UNIT 6

/f/, /v/ and /b/ consonant sounds

Aim: Students identify and say words containing the /f/, /v/ and /b/ phonemes (e.g. *forest*, *village*, *beach*).

- 1  2.04 Students listen to the recording while reading the sentences.
- 2 Ask students to find and say the words with the three phonemes: /f/ *beautiful*, *forests*, *farms*, *fantastic*, *for*, *fishing*, *Friday*, *forget*; /v/ *visit*, *village*, *of*, *Victoria*, *river*, *souvenir*, *very*, *never*; /b/ *beautiful*, *by*, *buy*, *buildings*, *buses*, *beach*.
- 3  2.05 Students listen and repeat.


EXTRA INFORMATION

- All three phonemes are made at the front of the mouth. The /f/ and /v/ sounds are an unvoiced and voiced consonant pair. The front teeth are placed on the bottom lip, but when producing the /v/ phoneme, the voice is used. Teachers could ask students to put their fingers on their throat when saying the two sounds to feel the vibration.
- Point out to students that both the strong *of* /ɒv/ and weak *of* /əv/ are pronounced with the /v/ sound.

UNIT 7

Intonation of question tags

Aim: Students identify and use correct intonation in question tags.

- 1  2.08 Students listen to the recording while reading the dialogue.
- 2 Ask students to say the sentences where the speaker's voice rises at the end (*You do want to come*, *don't*

you?; *You're not afraid*, *are you?*). Explain that in these sentences the speaker doesn't know the answer to their question. Then ask students to identify the question tags with falling intonation (*I don't really know Jane*, *do I?*; *They're big dogs*, *aren't they?*). In these sentences the speaker knows the answer, so the intonation falls.

- 3  2.09 Students listen and repeat.



EXTRA INFORMATION

- The intonation in question tags depends on whether the speaker knows the answer to their question or not. In the example, Sam is surprised by Max's hesitation and fear so his voice rises. Compare: 'I don't like fish, do I?' (I know I don't like fish) to 'You're not afraid, are you?' (I don't know if you're afraid).

UNIT 8

The /ju:/ sound

Aim: Students identify and say words containing the /ju:/ sound (e.g. *you*, *student*, *university*, *computer*, *music*).

- 1  2.13 Students listen to the recording while reading the dialogue.
- 2 Ask students to say the words containing the /ju:/ sounds (*you*, *Stewart*, *students*, *music*, *computing*, *university*, *unusual*, *future*, *reviews*, *newspapers*).
- 3  2.14 Students listen and repeat.



EXTRA INFORMATION

- The /ju:/ sound can be spelled in many ways (*Tuesday*, *usual*, *you*, *few* and *view*).
- In American English, some words may be pronounced with the /u:/ sound instead (e.g. *news* /nu:z/, *student* /'stu:dənt/) but many other words such as *music*, *computer* and *usually* are pronounced as they are in British English.

UNIT 9

/tʃ/ and /dʒ/ consonant sounds

Aim: Students identify and say words containing the voiced /dʒ/ and unvoiced /tʃ/ phonemes (e.g. *Jane* and *choose*).

- 1  2.17 Students listen to the recording while reading the dialogue.
- 2 Ask students to find and say the words with the /tʃ/ (*choose*, *Charlie*, *chess*, *changed*, *teacher*, *coach*, *chance*, *champion*) and /dʒ/ sounds (*journalist*, *journalism*, *Jane*, *dangerous*, *job*, *changed*, *Geography*, *just*, *joined*).
- 3  2.18 Students listen and repeat.



EXTRA INFORMATION

- /tʃ/ and /dʒ/ are an unvoiced and voiced consonant pair; the manner of articulation is the same for both phonemes: The top of the tongue is placed on the ridge behind the top teeth; we push the tongue off the ridge as we make a /ʃ/ sound to produce /tʃ/ or a /ʒ/ sound to make /dʒ/. When producing the /dʒ/ phoneme, the voice is used. Teachers could ask students to put their fingers on their throat when saying the two sounds to feel the vibration.
- The /dʒ/ phoneme has four spelling patterns: *jam*, *giraffe*, *orange*; *bridge*. The /tʃ/ phoneme is usually spelled *ch* (e.g. *chance*) but is also spelled *tch* (*watch*) and appears in some other words as *t* (e.g. *future*, *question*).

UNIT 10

/tʃ/ and /ʃ/ consonant sounds

Aim: Students identify and say words containing the unvoiced consonant sounds /ʃ/ and /tʃ/ (e.g. *show*, *chef*, *special*; *kitchen*, *much*, *picture*)

- 1  2.23 Listen to the dialogue. Students listen to the recording while reading the dialogue.
- 2 Ask students to find and say the words with the /ʃ/ (*show*, *chef*, *demonstration*, *special*, *Russian*, *dish*, *Patricia*, *sugar*, *shouldn't*, *finished*, *delicious*) and /tʃ/ sounds (*kitchen*, *Mitchell*, *watch*, *picture*, *temperature*, *chopping*, *cherries*, *much*).
- 3  2.24 Students listen and repeat.



EXTRA INFORMATION

- /tʃ/ and /ʃ/ are both unvoiced consonants. The /tʃ/ phoneme is produced by placing the blade of the tongue on the ridge at the top of the mouth cavity; we push the tongue off the ridge with our breath to make the sound. The /ʃ/ sound is made by putting the top of the tongue just below the ridge behind the top teeth and exhaling. The sound comes from the movement of air between the tongue and the ridge. To make a /tʃ/ sound, we push the tongue off the ridge as we make a /ʃ/ sound. The /ʃ/ phoneme is usually spelled with *sh* but some common words have irregular spellings (*chef*, *sure*, *Russia*, *station*).
- The /tʃ/ phoneme is most commonly spelled with *ch* or *tch* but is also found in words such as *temperature* and *question*.

UNIT 11

Intonation: rude or polite?

Aim: Students recognise how intonation can make someone sound polite or rude.

- 1  2.29 Students listen to the recording while reading the dialogue.
- 2 Ask students to tell you which sentences sound rude (*Put that bag down over there, please. Excuse me. Could you repeat that? Yes, put that bag down over there!*) and which sound polite (*I mean, could you repeat that politely? I'm terribly sorry. Put that bag down over there, please.*)
- 3  2.30 Students listen and repeat.



EXTRA INFORMATION

- English intonation has quite a wide range and flattening it can make someone sound uninterested or rude. Some language learners find it difficult to use the range with considered polite when making requests in English.
- Ask students to say other imperative sentences in polite and rude ways so that they can practise increasing their range and make a good impression when asking questions.

UNIT 12

Silent consonants

Aim: Students identify and say common words containing silent consonants (e.g. *listen*, *hour*, *should*, *mustn't*).

- 1  2.34 Students listen to the recording while reading the dialogue.
- 2 Ask students to say the words where the silent consonants are highlighted (*listen*, *walking*, *talking*, *hour*, *castle*, *should*, *empty*, *write*, *answer*, *know*, *mustn't*).
- 3  2.35 Students listen and repeat.

EXTRA INFORMATION

- Sometimes consonants are silent because they are part of a spelling pattern (e.g. *wr* is pronounced /ɹ/ as in *write* and *wrong*; *kn* is pronounced /n/ as in *know* and *knit*; *al* is pronounced /ɔ:/ as in *walk* and *talk*).
- The letter *h* is only silent in four words (*hour*, *heir*, *honest*, *honour* – and *herb* in American English).
- The letter *r* is not pronounced when it's part of a vowel sound spelling pattern. Examples are *-er* endings (e.g. *mother*) where it is pronounced as the schwa /ə/. Most commonly, the letter *r* after a vowel indicates a long vowel sound, e.g. the *or* spelling in *sport* /spɔ:t/, the *ar* in *park* /pa:k/ and the *ur* in *turn* /tɜ:n/.

GET IT RIGHT!

UNIT 1

Present perfect vs. past simple

Focus: Students at this level often use the present perfect when it is more natural to use the past simple.

Write these two sentences on the board: 1 *I _____ (go) to New York three times.* 2 *I _____ (go) to New York last year.* Ask students to complete the sentences with the correct tense. Encourage them to discuss their ideas in pairs before you take feedback. Answers: 1 *'ve been*; 2 *went*. Explain/elicite that we choose between the present perfect and the past simple to talk about a past action depending on whether we are saying exactly when in the past the action happened. It doesn't matter if the action occurred 5 minutes ago or 5 years ago. The moment we include a past time expression, we need to use the past simple. Focus students on the example before they complete the exercise.

Answers

- 1 Yes, I have. I saw it yesterday.
- 2 Yes, I have. I have been there two times.
- 3 Yes, I have. I visited them a few days ago.
- 4 Yes, I have. I saw him five minutes ago.
- 5 Yes, I have. I (have) changed it for a better one.
- 6 Yes, I have. I earned over £100 last week.

UNIT 2

Present perfect with *for* or *since*

Focus: Students at this level often use the present simple to talk about an action or state that began in the past and continues in the present when actually the present perfect is required.

Begin by reviewing the use of *for* and *since*. Ask students to stand up behind their chairs and as you call out time expressions, students should take a step to the left for *for*, for example, *three years*, or to the right for *since*, for example, *yesterday*. Focus students on the example sentence and ask these concept-check questions: *Did I know him in the past/three months ago?* (yes); *Do I know him now?* (yes); *Which tense do we use?* (present perfect). Refer students to the example in the exercise and instruct them to make sentences by combining the two pieces of information.

Answers

- 1 We have been friends since we were ten.
- 2 I have not seen her since I was five.
- 3 I have worked in the newsagent's for two years.
- 4 You have lived in Madrid for six months.
- 5 My family have not travelled abroad since 2010.
- 6 I have earned £100 over the last week.

UNIT 3

Comparatives and *than*

Focus: Students at this level often have difficulties with the form of comparative structures.

Review/elicite the rules for forming comparatives and make sure that students understand that if a comparative adjective has *-er/-ier* at the end, then we don't need to use *more*. Write this sentence from the article on page 31 on the board: *Most Hollywood films are more expensive than Monsters.* Ask students to correct it. (Answer: ~~that~~ *than*). Focus students on the exercise. Ask them to compare answers in pairs prior to whole-class feedback.

Answers

- 1 I am much happier than before.
- 2 If you go to Europe, the weather will be better in July than in February.
- 3 Which is older, soccer or rugby?
- 4 The beaches are cleaner in the countryside than in the city.
- 5 It will make you fitter and healthier.

UNIT 4

Any vs. - (no article)

Focus: Students at this level often fail to include *any* when it's necessary in questions and negative statements. Students also sometimes mistakenly use *any* when it's *not* necessary in positive statements.

Write on the board: *Have you got brothers or sisters? I've got three sisters. I haven't got brothers.* Ask students to insert the two missing words. Encourage them to share their ideas in pairs and elicit the answers in whole-class feedback: *Have you got any brothers or sisters? I've got three sisters. I haven't got any brothers.* Elicit that *any* is used in questions and negative statements but not in positive statements. Direct students to the exercise and do number 1 as a class.

Answers

- 1 In the countryside there aren't any discos.
- 2 I didn't take any notice of it and deleted it again.
- 3 I have been doing homework.
- 4 We need time to work on this.
- 5 I have been here for four months and I can't live here any longer.
- 6 Do you have any money I can borrow?

will vs. should

Focus: Students at this level often mistakenly use *will* when *should* would be the most appropriate form in English.

Focus students on the examples in the box and highlight that *should* is used to give advice or make recommendations and that *will* is used to talk about the predicted results of a future event. Elicit that *will* is used in the first conditional by writing this sentence on the board and asking students to complete it: *If it rains tomorrow, I _____ take the bus.* (Answer: *will/'ll*). Ask students to complete the exercise. Encourage them to focus on the meaning of each sentence and perhaps ask them to work in pairs. In whole-class feedback prompt students to explain their answers.

Answers

- 1 In my opinion, you should not move school.
- 2 If you like the seaside, you should go to the south coast.
- 3 If we do it that way, it will be a disaster.
- 4 On this diet, you must eat healthy food, and you shouldn't drink fizzy drinks.
- 5 I'll meet you there if you like.
- 6 Should we study everything for the test or just this unit?

UNIT 5

Present simple or present continuous vs. present perfect continuous

Focus: Students at this level often mistakenly use the present simple or present continuous to talk about actions that began in the past and continue into the present when they should be using the present perfect continuous. This is effectively an extension of the focus in *Get it Right* unit 2.

Books closed. Write on the board: *I moved into this house three years ago. I live in this house now.* Ask students to work in pairs to write one sentence connecting both pieces of information. Give them a couple of minutes then refer them to the box on page 123 to check their answers. If students ask, acknowledge that *I've lived in this house for three years* is also correct. Ask students to complete the exercise reminding them to think about the time within which each action takes place.

Answers

- 1 I have been trying to do that for ages, but I can't manage it.
- 2 How long has Michael been learning English?
- 3 I always go to work by train, because I live far away.
- 4 His friends laugh every time he tells that joke – I don't know why.
- 5 I need to fill in your address – where do you live?
- 6 Since last Wednesday I have been going to karate lessons.

UNIT 6

Future with will

Focus: Students at this level often misuse *will* when the present simple is required or, conversely, fail to use it, opting for the present simple, when *will* is the most appropriate form.

Make sure students understand that *will* is just one of the many ways to talk about the future in English. It expresses the speaker's level of certainty about the future which, in objective terms, equates to a future prediction. It's also key that students understand that we follow these time expressions with the present simple when referring to future time: *when, if, before, after, as soon as, unless*. This is referred to as the condition clause in the rule box on page 61. Students then correct the sentences in the exercise and compare answers in pairs before you check with the whole class.

Answers

- 1 We normally go there every Wednesday.
- 2 I think I know what you mean.
- 3 So I will see you on the 15th.
- 4 I'm sure you will want to go there when you see these pictures.
- 5 When I get home, I'll send you a text.
- 6 Who will win the next football match?

UNIT 7

Future forms and time phrases

Focus: Students at this level often put time phrases immediately after the verb to which they correspond but they should come after the verb + object phrase, typically right at the end of the sentence.

Focus students on these sentences from the stories on page 67: *The film opens in the UK on Friday. Shirley Williams will not be able to compete in the European Championships in Helsinki next month.* Nominate students to come to the front of the class to underline the time expressions in each sentence (*on Friday* and *next month*). Ask students: *Do these come before or after the verb?* (after the verb); *Do they come immediately after the verb?* (no). Clarify that the object or complement of the verb will come first. Do number 1 as a class. Then ask students to complete the exercise individually. Students check answers in pairs before you check with the whole class.

Answers

- 1 He will look at my project this week.
- 2 I can't help you straight away, but I will as soon as I can.
- 3 I'll do what you've suggested immediately.
- 4 Will you have it finished by Friday?
- 5 I will talk to him now.
- 6 I bet he won't do it like that next time.

Question tags

Focus: Students at this level often use the wrong auxiliary verb in question tags.

Revisit the rules on page 71 and focus students on the example in the exercise. Ask students: *Why do we use*

isn't and not doesn't? (because we use the same verb *be* in the tag as in the main clause); *When do we use 'do' in the tag?* (when the verb isn't a modal or auxiliary verb). Students correct the tags, writing the corrected sentences in full then compare answers in pairs before you check with the class.

Answers

- 1 He is working on his project, isn't he?
- 2 We have always wanted to travel, haven't we?
- 3 That doesn't sound very interesting, does it?
- 4 You don't finish work at 6 p.m., do you?
- 5 It would probably be too far to walk there, wouldn't it?
- 6 He's driving much too fast on these wet roads, isn't he?

UNIT 8

used to vs. usually

Focus: Students at this level often don't realise that *used to* can only be used in English to refer to the past. They frequently and mistakenly use *use(d) to* to talk about present habits, rather than *usually* + present simple.

Books closed. Write this sentence on the board: *I used to go running in the park three times a week*. Ask students: *Does this refer to a present or a past habit?* (past); *How can we transform this into the present to talk about a habit that we have now?* (I usually go running in the park three times a week.) Clarify that *I use to go running in the park* is not a correct structure in English. Refer students to the exercise. Ask them to complete it and check in pairs before you check as a whole class.

Answers

- 1 If I have time, I usually play computer games in the evening.
- 2 When I was younger I used to listen to pop music all the time.
- 3 They usually hang out every Saturday night so that's when I see them.
- 4 We used to buy clothes twice a year, but now that we have extra money we go shopping more often.
- 5 Now that I go to the tennis club, I usually get home late.
- 6 I used to go on camping holidays, but that was a long time ago.

Second conditional tenses

Focus: Students at this level often use the wrong tenses, in the *if* and main clauses, in second conditional structures.

Revisit the rule box on page 79. Alternatively, ask students to complete the following on the board, referring to the examples they underlined in the web forum on page 78 to help them:

If + subject + 1 _____, subject + 2 _____ + infinitive (Answer: 1 *past simple*; 2 *would*). Make sure students understand that while the whole of the *if*-clause can come before or after the result clause, inside the *if*-clause, we have to use the past simple not *would*. Do number 1 as a class, then instruct students to complete the exercise by themselves.

Answers

- 1 If you answered my email I would be very pleased.
- 2 It would be fantastic if you came to visit me.
- 3 If I found your mobile, I would bring it on Monday.
- 4 I would be very grateful if you could meet me at 11 on Sunday.
- 5 If I broke this vase, my parents would be angry.
- 6 I would love it if you could visit me in the holidays.

UNIT 9

Present simple passive vs. past simple passive

Focus: Students at this level frequently confuse the present and past simple passive.

Remind students that when talking about actions which continue into the present or when describing habitual present actions, we use the present of *be* when forming the passive. If an action is firmly rooted in the past, then the past form of *be* is required. Consider staging the exercise as follows; first, students underline the passive form within each sentence, then they decide when the relevant action took place, and finally correct the form of *be*. Ask students to check their answers in pairs before you check with the whole class.

Answers

- 1 I always keep shopping until the mall is closed.
- 2 I was born in Britain and have lived here since then.
- 3 I'm proud that my town was chosen as City of Culture.
- 4 The hotel is located in front of the beach, so that will be very convenient.
- 5 Ten minutes later my tent was flooded and I had to leave it because everything was wet.
- 6 I was given a puppy for my last birthday.

UNIT 10

Past perfect vs. past simple

Focus: Students at this level frequently confuse the past perfect with the past simple.

Review the rules for using the past perfect and past simple by writing these sentences from the story on page 93 and asking students to complete it: *She _____ (set) a new record when she _____ (spot) species number 8,000. Nobody _____ (spot) so many different bird species before*. Students refer to the examples on page 94 to check their answers. Make sure students understand that when we want to connect two past actions, and we want to situate one as having happened before the other, we use the past perfect for the earlier action and the past simple for the later one. Work through the exercise as a class.

Answers

- 1 Our PE teacher taught us the rules of tennis and we started to play.
- 2 I had come home from school when it happened.
- 3 I didn't give the teacher my homework yesterday because I'd left my bag at home.
- 4 When we had finished eating and drinking we went for a walk in the town centre.
- 5 Do you like these jeans? I bought them yesterday.
- 6 The letter was from Brown University – they accepted me!

UNIT 11

say vs. tell

Focus: Students at this level often confuse *say* and *tell* in reported speech. *Say* + direct object pronoun is a common error.

Books closed. Write these sentences on the board: *I said/told her I was coming to Italy. I said/told I would go this Summer.* Ask students to choose the correct word in each case. Give them a minute or so to discuss in pairs, then do class feedback by asking for a show of hands for each sentence. Try to elicit the rule in open class. Give them a hint by saying there is no real difference in meaning between *say* and *tell* but there is a difference in form. Refer students to the box on page 126 to check their ideas. Students work through the exercise in pairs before you check answers as a whole class.

Answers

- 1 My parents said that you can come along.
- 2 (correct).
- 3 As they said, it is a very big sports centre with a lot of facilities.
- 4 I want to tell you about this great new computer game.
- 5 I don't know who I can tell about this problem.
- 6 (correct).
- 7 Did you tell her on what day and at what time she has to be here?
- 8 The customer has made a complaint – he says that his order hasn't arrived yet.

UNIT 12

let vs. make

Focus: Students at this level often use *let* when *make* is the more appropriate verb and vice versa.

Write these sentences on the board: *My parents let me go to the party. They made me come home at 11.00.* Check meaning by asking: *Did I have permission to go to the party?* (yes); *Did I want to go to the party?* (yes); *What time did I come home?* (11.00); *Was that my choice or my parents'?* (my parents'). Establish that *make* generally refers to an action that isn't completely of the subject's own volition or within their control. Collocation will also dictate which of these two verbs is most appropriate in many cases, for example, *let me ask you; let someone know; it makes someone think; make a film.* Refer students to the exercise. Encourage them to agree on their answers in pairs and then do whole-class feedback.

Answers

- 1 You can go ahead – I won't make you wait for me.
- 2 Let me ask you something – do you have any plans for Saturday?
- 3 Could you let her know I'll be late?
- 4 That document really makes you think about the problems caused by pollution.
- 5 They can't make us stay late if we don't want to.
- 6 If you help me tidy the house and prepare the food, I'll let you invite your friends to the party, too.

WORKBOOK ANSWER KEY

WELCOME UNIT

A GETTING TO KNOW YOU

Asking questions

Exercise 1

- 1 Are you 15? 2 What are you doing? 3 What do you do?
4 What do you like doing? 5 Do you like watching TV?

Exercise 2

Suggested answers

- 1 What are you doing? 2 Where are you from? 3 Do you like sports? 4 What's your favourite hobby? 5 What do you do? / What's your job?

The weather

Exercise 1

- 1 B 2 E 3 C 4 D 5 A

Families

Exercise 1

- 1 grandma 2 cousin 3 husband 4 mother 5 sister
6 granddad 7 uncle 8 father 9 aunt

02 Exercise 2

	Relation to Zoë	Age	Nationality	Job
Jess	cousin	14	English	student
Tom	uncle	(about) 40	Scottish	policeman
Karen	grandma	62	American	doctor

Audio Script Track 02

- Ian That's a great photo, Zoë.
Zoë Thanks. I took it on holiday. We had a really big family reunion. Everyone was there.
Ian So who are these three in the photo?
Zoë Well, this is my cousin Jess. She's 14 like me and we're best friends.
Ian Where's she from?
Zoë She's from London, so I don't see her very often. And the man next to her is her dad.
Ian Your uncle?
Zoë Yes, my uncle Tom.
Ian So he's from London too?
Zoë Well, he lives in London, but he's from Scotland.
Ian So what does he do?
Zoë He's a policeman.
Ian And how old is he?
Zoë He's about 40, I think.
Ian And is that his wife?
Zoë No! That's my grandma, Karen.
Ian Your grandma? She looks so young.

- Zoë She is. She's 62. She's a doctor.
Ian Wow. So where does she live?
Zoë She lives in Chicago. She's American.
Ian Your family are in lots of different places!
Zoë I know. That's why it was so great to get everyone together for a holiday.

SUMMING UP

Exercise 1

- 1 cousin 2 is he doing 3 aunt 4 hot and sunny
5 Do you

B EXPERIENCES

Meeting people (tense revision)

Exercise 1

- 1 C 2 A 3 B

Exercise 2

- 1 He didn't eat 2 Did he eat; No, he didn't. 3 He was eating
4 Has he ever eaten; Yes, he has.

Exercise 3

- 1 was 2 happened 3 missed 4 got 5 Did, see
6 started 7 went 8 were playing 9 saw 10 have, seen

Irregular past participles

Exercise 1

- 1 thought 2 ridden 3 had 4 drunk 5 read 6 gone
7 seen 8 won 9 eaten 10 worn

Exercise 2

- 1 read 2 seen 3 ridden 4 worn 5 gone 6 won

Exercise 3

- 1 thought 2 read 3 lost 4 ran 5 went 6 seen
7 wore 8 rode

Losing things

Exercise 1

- 3, 7, 11, 1, 9, 5, 4, 10, 6, 2, 8

Exercise 2

- 1 She felt horrible – it was like losing her whole life.
2 Because it had all her friends' numbers on it.
3 She rang her mobile number from her mum's phone.
4 She found it under her bed.
5 He thinks it's not a story about losing something, it's a story about being untidy.

Furniture

Exercise 1

- 1 shelves 2 carpet 3 shower 4 toilet 5 cooker
6 sofa 7 mirror 8 armchair 9 wardrobe 10 curtains
11 lamp

Exercise 2

Suggested answers

- 1 wardrobe, shelves, carpet, mirror, curtains, lamp
2 shelves, carpet, sofa, mirror, armchair, curtains, lamp
3 shelves, cooker 4 carpet, curtains, lamp 5 shelves,
shower, toilet, mirror

SUMMING UP

Exercise 1

- 1 haven't finished 2 bought 3 curtains 4 haven't seen
5 were shopping

C EATING AND DRINKING

Buying and talking about food

Exercise 1

- 1 everything 2 help you 3 How many 4 Would you like
5 else 6 How much

03 Exercise 2

- 1 How many would you like? 2 anything else? 3 Have you
got any of those Spanish oranges? 4 Would you like some of
those? 5 Is that everything? 6 How much is that?

Exercise 3

- 1 any 2 some 3 any 4 any 5 some

In a restaurant

Exercise 1

- 1 Are you ready to order? W 2 Is everything OK? W
3 There's too much salt on the chicken. C 4 Can we have the
bill, please? C 5 A table for four, please. C

Exercise 2

- 1 much 2 many 3 much 4 many 5 much

Exercise 3

- a 1 b 4 c 2 d 5 e 0 f 3

Shops / Things you have to do

Exercise 1

- 1 supermarket 2 clothes shop 3 post office

Exercise 2

- a have to 3 b have to 1 c have to 2 d have to 0

Exercise 3

- 1 You have to ask the assistant before you try on clothes.
2 You have to pay by cash. You can't pay by credit or debit card.
3 You don't have to carry your shopping home.

SUMMING UP

Exercise 1

- 1 have 2 some, else 3 much

D LOOKING AHEAD

Plans and arrangements

Exercise 1

- 1 she's going for a walk/walking in the park with Olivia.
2 she's having lunch with her parents. 3 she's seeing the
dentist. 4 she's catching a train to Manchester. 5 she's
watching/seeing a film with Paula.

Exercise 2

- 1 I 2 I 3 A 4 A 5 A

Sports and sport verbs

Exercise 1

- 1 went 2 goes 3 do 4 play 5 goes 6 do 7 do

Travel and plans

Exercise 1

- 1 d 2 a 3 b 4 c 5 e

04 Exercise 3

- 1 She's going for two weeks. 2 She's taking the train.
3 She's leaving next Monday. 4 She needs to buy some more
summer clothes. 5 She needs to get a new passport and she
won't be able to get one in time.

04 Exercise 4

- 1 going to spend 2 flying 3 taking 4 going to be
5 leaving 6 taxi 7 train 8 driving 9 going to buy

SUMMING UP

Exercise 1

- 1 taking / catching 2 flying 3 do 4 go

UNIT 1 AMAZING PEOPLE

GRAMMAR

Exercise 1

- 1 just 2 yet 3 already

Exercise 2

- Jake hasn't put his CDs on the shelf yet. Jake hasn't picked
up the towels and put them in the bathroom yet. Jake has
already made the bed. Jake hasn't taken the bin downstairs
yet. Jake has already hung up his / the clothes.

Exercise 3

- 1 They have just had an accident. 2 They have just scored
a goal. 3 She has just fallen over. 4 She has just won the
trophy. 5 It has just started to rain.

Exercise 4

- 1 d 2 f 3 a 4 c 5 e

Exercise 5

- 1 Have you tidied your room? 2 Yes, I tidied it yesterday.
3 Have you taken the dog out? 4 Yes, I took it out before
lunch. 5 Have you washed your bike? 6 Yes, I washed it on
Friday. 7 Have you phoned Jim? 8 Yes, I phoned him this
morning. There was no answer. 9 Have you watched your
new DVD? 10 Yes, I watched it last night.

Exercise 6

1 was 2 lived 3 has lived 4 was 5 didn't finish
6 has had / has done 7 has been 8 worked 9 stopped
10 got 11 had 12 looked 13 has, bought 14 hasn't
learned

GET IT RIGHT

1 My brother has not had a summer job yet. 2 I have already
learned to drive. 3 My friends and I have just been on holiday.
4 Have you bought your mum a birthday present yet?
5 The singer has already released five albums. 6 I have just
finished writing my blog for this week.

VOCABULARY

Exercise 1

1 A 2 B 3 C 4 B 5 A 6 B 7 A 8 C

Exercise 2

1 laid-back 2 talented 3 charming 4 confident
5 positive

Exercise 4

1 missed 2 signed 3 write 4 have 5 do

Exercise 5

1 made a cake 2 sign his autograph 3 do a degree
4 make albums

Exercise 6

1 ✓ 4 ✓ 5 ✓ 6 ✓ 7 ✓

Exercise 7

1 -0,7 2 -5,6 3 -1,4

READING

Exercise 1

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

Exercise 2

1 ✓ 3 ✓ 4 ✓ 5 ✓

Exercise 3

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

DEVELOPING WRITING

Exercise 1

1 D 2 B 3 C

Exercise 2

Two good things and one bad thing.

Exercise 3

2 ✓ 4 ✓ 5 ✓

Exercise 4

1 If he doesn't like something, he says so. *honest* 2 When
Patrick talks to adults, he talks to them like he's an adult too.
confident 3 Once he promised to come to her house and help
her with something. He forgot to come. *forgetful*

Exercise 5

1 B 2 E 3 A 4 C

LISTENING

05 Exercise 1

1 going to a film 2 an actor

05 Exercise 2

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

05 Exercise 3

1 what 2 great idea 3 should definitely 4 Let's face it
5 make this happen

Audio Script Track 05

Jason So, how was your weekend, Maggie?
Maggie Hi Jason. Well, it was good. Exciting, in fact.
Jason Exciting? Why, what happened?
Maggie Well, you know that Liam Hemsworth is my absolute
film hero?
Jason Yes, of course I know that. So what?
Maggie Well, last week I read that he's going to be at a film
premiere in London next month.
Jason What's a premiere?
Maggie Oh come on, Jason! Where have you been? It's the
night they show a film for the first time and all the
stars go there and ...
Jason Oh, yeah, right, I know what you mean. First night.
Maggie Yes! Anyway, so ... at the weekend, I decided that ...
well, I'm going to the premiere!
Jason Oh, that's a great idea!
Maggie Oh? Do you really think so?
Jason Yes, you should definitely do it. You've always wanted
to meet him.
Maggie Wow, that's great. Thank you. I'm just worried that my
parents ... Let's face it, they won't like the idea.
Jason I know what you mean. But, hey, you know what?
You've got to make this happen!
Maggie Brilliant. You're so right! But I think they won't want
me to go on my own. And the film's on a Saturday,
in the evening. I mean, how do I get back home from
London?
Jason Listen, I've got an aunt and uncle who live in London.
We can stay with them after the film.
Maggie Er... we?
Jason Yes. I'm going with you ... if you want me to, that is.
After all, I like Liam Hemsworth too, you know.
Maggie Jason, that's fantastic. You're amazing!
Jason I know! But look, let's go and talk to your parents and
tell them how it can all work.
Jason All right! Let's do it! Jason, you're my hero!
Maggie Are you sure? I thought your absolute hero was Liam
Hemsworth!
Jason He is! And I'm going to see him, with you!!

DIALOGUE

Exercise 1

Conversation 1

3, 1, 5, 6, 4, 2

Conversation 2

3, 1, 5, 7, 2, 4, 8, 6

PHRASES FOR FLUENCY

Exercise 1

- 1 Are you sure? 2 Let's face it 3 and that's that
4 I don't think so 5 That sort of thing

Exercise 2

- 1 Let's face it 2 that sort of thing 3 and that's that
4 Know what 5 I don't think so

CAMBRIDGE ENGLISH: PRELIMINARY

Exercise 1

- 1 got more 2 is my brother's 3 spoke to 4 already
learned 5 (really) interesting

Exercise 2

- 1 never been 2 don't buy 3 flying 4 the most expensive
5 don't have to

UNIT 2 THE WAYS WE LEARN

GRAMMAR

Exercise 1

- 1 since 2 for 3 since 4 for 5 since 6 since, for
(number of years) 7 since, for (number of years)

Exercise 2

- 1 Steve and Jane have been singers for five years.
2 Sophie hasn't played football since she broke her leg.
3 Harry hasn't written on his blog for a long time.
4 Sam hasn't been to the dentist for a year.
5 George and I haven't been friends since we were kids.
6 They haven't seen a good film for more than a month.
7 We haven't gone / been on holiday for two years.

Exercise 3

- 2 have you known 3 have you been 4 have you had

Exercise 4

- 2 She's known her best friend, Sarah, since 2009. 3 She's
been at this school for five years. 4 Her favourite possession
is her bike. She's had it for six months.

- 1 Jack has lived in his house since 2010. 2 He's known his
best friend, Harry, since 2012. 3 He's been at this school since
2012. 4 His favourite possession is his dog. He's had it for
two years.

- 1 Dan has lived in his house for three months. 2 He's known
his best friend, Jim, for a long time. 3 He's been at this school
since September. 4 His favourite possession is his laptop.
He's had it since May.

Exercise 6

- 1 the 2 the 3 - 4 - 5 a 6 a 7 The 8 the 9 -
10 the 11 the 12 an 13 -

Exercise 7

- 1 a 2 an 3 - 4 - 5 - 6 the 7 - 8 - 9 the 10 a

Exercise 8

- 2 ✓ 3 ✓ 5 ✓ 8 ✓

Exercise 9

- 1 I love dogs. 4 It was standing beside a very small dog.
6 I think dogs make really good friends. 7 There are many
different sizes of dogs.

GET IT RIGHT

- 1 a 2 - 3 a 4 a 5 - 6 a

VOCABULARY

Exercise 1

- 1 Technology 2 Geography 3 Chemistry 4 English
5 Maths 6 History 7 Drama

Exercise 2

- 1 English 2 Geography 3 Drama 4 Chemistry
5 History 6 Music 7 ICT

Exercise 3

W	R	U	O	R	T	G	K	O	B	R
C	O	N	C	E	N	T	R	A	T	E
S	G	F	G	M	I	K	E	E	Y	B
G	T	E	U	E	E	B	A	S	E	T
I	H	G	E	M	I	H	L	I	H	I
M	I	N	S	B	E	L	I	E	V	E
A	N	S	S	E	L	V	S	Y	K	E
G	K	G	L	R	T	E	E	N	Q	L
I	F	V	U	J	X	O	L	O	K	E
N	S	U	P	P	O	S	E	G	F	L
E	U	O	M	B	W	O	N	D	E	R
P	R	E	C	O	G	N	I	S	E	C

Exercise 4

- 1 concentrate 2 remember 3 wonder 4 think
5 imagine 6 suppose 7 recognise 8 realise 9 guess

READING

Exercise 1

- 1 building things 2 shopping bags 3 there are health and
safety regulations 4 only 20 5 positive 6 learn
7 has never been bored

Exercise 2

- 1 No one was friendly to her, they asked her lots of questions
and made her feel like a criminal, and people looked at her in
a strange way. 2 She was surprised that no one ever came to
talk to her. 3 She feels that things have got better. 4 She
has learnt that she can succeed even if not everything is the
way she wants it to be.

Exercise 3

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

DEVELOPING WRITING

Exercise 1

- 1 ✓ 4 ✓

Exercise 2

- 1 d 2 e 3 c 4 a

CAMBRIDGE ENGLISH: PRELIMINARY

Exercise 3

- 1 Anyway, By the way 2 You know, right?, OK? 3 Take care,

LISTENING

09 Exercise 1

Conversation 1 – D Conversation 2 – C Conversation 3 – A

09 Exercise 2

- 1 He has to come back in two minutes. 2 The girl's project is about local buildings. 3 Yes, he does. 4 The boy's laptop is a Paul's house. 5 He can use Joanna's laptop in 30 minutes.

Audio Script Track 09

Conversation 1
 Jimmy Excuse me, Miss Jones.
 Miss Jones Yes, Jimmy. What is it?
 Jimmy Is it OK if I go out for a moment?
 Miss Jones What for, Jimmy?
 Jimmy Well, you know ... the toilet.
 Miss Jones Jimmy, the lesson finishes in ... seven minutes. Can't you wait until then?
 Jimmy Not really, Miss. Sorry.
 Miss Jones OK, go on then. But be back in two minutes.
 Jimmy Yes, Miss. Thank you, Miss.

Conversation 2
 Girl Excuse me?
 Man Yes?
 Girl Can I take a photograph of your house?
 Man My house? Why?
 Girl Well, it's old and beautiful. And I'm doing a project at school.
 Man Oh, yes? At school? What about?
 Girl Local buildings. Houses and shops and churches, you know. And I'm going to put my photos on my website. Your house can be on it!
 Man Oh, right. Nice!
 Girl So ... is it OK if I take the photos?
 Man Go ahead!

Conversation 3
 Boy Joanna?
 Joanna What now?
 Boy Can I ask you something?
 Joanna What is it?
 Boy Erm, well don't get angry! Um, will you let me use your laptop?
 Joanna My laptop? Why? What's wrong with yours?
 Boy Nothing – but I left it at Paul's house.
 Joanna Hopeless! You're so forgetful.
 Boy So ... can I use it, then?
 Joanna Sorry, not right now. I'm using it. You can use it in ... thirty minutes.
 Boy Thanks, Jo. You're the best sister in the world.
 Joanna I know. Why is he my brother? Oh!

DIALOGUE

Exercise 1

Conversation 1

- 1, 5, 7, 3, 4, 6, 2

Conversation 2

- 1, 5, 7, 9, 3, 2, 8, 4, 6

TRAIN TO THINK

Exercise 1

- 1 C 2 B 3 A

Exercise 1

- Text 1 – to criticise someone or something
 Text 2 – to praise someone or something

Exercise 2

- A – to persuade someone to do something
 B – to thank somebody for doing something
 C – to entertain the reader with a thrilling story
 D – to complain about something

CONSOLIDATION UNITS 1 & 2

10 Exercise 1

- 1 B 2 C 3 A

10 Exercise 2

- 1 It's better than her old school. 2 Mr Clarke. He teaches Art.
 3 Because her mum's Chilean and they speak Spanish at home.
 4 It's on the second floor of the English block, next to the café.

Audio Script Track 10

Allan Hi. You're new here, aren't you?
 Sophie That's right. I started here a week ago.
 Allan Last Wednesday?
 Sophie Well, it wasn't exactly a week ago. It was Friday... or Thursday...
 Allan You're having so much fun you've forgotten already.
 Sophie No, it was definitely Friday.
 Allan So what do you think about it... So far?
 Sophie It's all right. I'm quite enjoying it. It's better than my last school.
 Allan Where was that?
 Sophie Upton Heath in Leeds.
 Allan OK, so you haven't moved far.
 Sophie No, I still get to see my old friends.
 Allan So who's your favourite teacher here?
 Sophie Well it's a bit early to say but I really like Mr Clarke.
 Allan The art teacher?
 Sophie Yes, it's funny but I never liked art before.
 Allan So is art your new favourite subject?
 Sophie No, I still like Spanish best.
 Allan Really? I'm rubbish at languages. I like the sciences best.
 Sophie My mum's Chilean, so we speak Spanish to her at home.
 Allan Yeah, I bet Spanish is really easy for you. That's why it's your favourite.
 Sophie Exactly.
 Allan So anyway, do you know your way around the school yet?
 Sophie Most of it, I think. I can find the important places, the cafe, the gym, the sports centre...
 Allan The library...
 Sophie The library... No, not the library. I haven't been there yet. Where is it?
 Allan It's in the English block, on the second floor. It's right next to the cafe.
 Sophie Really? I didn't see it.
 Allan Well, it's not the biggest library in the world. I tell you what – we've still got half an hour of lunch time. Why don't I take you there?
 Sophie That would be great. By the way, my name's Sophie.
 Allan Nice to meet you, Sophie. I'm Allan. Come on.

Exercise 3

- 1 It's the biggest school in our city. 2 I've already taken some important exams. 3 But I haven't got the results yet.
4 I've already decided what I want to study at university.
5 I want to study Spanish. 6 Bess is my best friend at school.

Exercise 4

- 1 f 2 a 3 b 4 c 5 e

Exercise 5

- 1 Drama 2 Geography 3 Maths 4 History 5 PE
6 Science 7 Music

Exercise 6

- 1 and that sort of thing 2 That's a great idea. 3 Of course you can. 4 I'll help you if you want. 5 Are you sure?
6 Let's face it 7 Know what? 8 just

Exercise 7

- 1 F 2 T 3 T 4 F 5 T 6 T 7 F

UNIT 3 THAT'S ENTERTAINMENT

GRAMMAR

Exercise 1

- 1 tall 2 the tallest 3 pretty 4 prettier 5 more expensive 6 the most expensive 7 interesting 8 the most interesting 9 difficult 10 more difficult 11 better
12 the best 13 bad 14 the worst

Exercise 2

- 1 more realistic 2 more exciting 3 the most professional
4 best 5 the most handsome 6 cheaper 7 emptier

Exercise 3

- 1 F 2 F 3 F 4 T 5 F

Exercise 4

- 1 isn't as friendly as 2 isn't as big as 3 isn't as modern as
4 isn't as far as 5 is as good as

Exercise 5

- 1 as good as 2 as successful as 3 isn't as funny
4 as bad as

Exercise 6

- 1 A✓ B× C✓✓
2 A× B✓✓ C✓
3 A✓✓ B✓ C×

Exercise 8

- 1 ADJ 2 ADV 3 ADV 4 ADV

Exercise 9

- 1 harder, better 2 tidier 3 more quickly
4 more carefully 5 more kindly

GET IT RIGHT

- 1 better 2 last 3 best 4 latest 5 best

VOCABULARY

Exercise 1

- 1 action 2 comedy 3 thriller 4 horror 5 documentary
6 animated film 7 romantic comedy

Mystery character: Spider-Man

Exercise 2

Suggested answers

- 1 documentary 2 science fiction / sci-fi 3 animated film
4 romantic comedy / rom com 5 horror 6 thriller 7 comedy

Exercise 3

- 1 news 2 reality show 3 drama series 4 cartoon
5 game show 6 sitcom 7 soap opera 8 sports programme 9 talent show

Exercise 4

- 1 talent show 2 chat show 3 game show 4 news
5 soap opera / drama series

Exercise 5

- 1 there 2 angry 3 drink 4 better 5 bored

Exercise 6

- 1 become 2 buy 3 have / find / discover 4 receive

Exercise 7

- 1 b 2 d 3 c

READING

Exercise 1

- 1 *Titanic* cost \$50,000 less to make than *Spider-Man* 3.
2 Two 3 Less than half a million dollars. 4 Seven 5 Three
6 He spent 13 months working on the film. 7 90 minutes

Exercise 2

John Carter and Tangled.

Exercise 3

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

DEVELOPING WRITING

Exercise 1

The writer disagrees with the title.

Exercise 2

- 1 Personally, In my opinion 2 Furthermore, Moreover
3 However

Exercise 3

- 1 C 2 D 3 A

Exercise 4

	A or B	For	Against
1	A	✓	
2	A		✓
3	B	✓	
4	B		✓
5	A		✓
6	A	✓	

LISTENING

Exercise 1

A4 B3 C1 D2

Exercise 2

- 1 Because he's not connected to the Internet / the wi-fi isn't on.
- 2 She recommends the box set of *Glee*.
- 3 Because the woman pressed the wrong button on the control.

Audio Script Track 13

Conversation 1

Woman Can I help you?
 Man No, I'm all right.
 Woman Are you sure? That TV looks really heavy.
 Man No, no. I'm fine.
 Man Oh dear. Can you lend me a hand to clear this up?
 Woman Of course I can.

Conversation 2

Man Could you help me with something?
 Woman Sure – what is it?
 Man I'm trying to buy some theatre tickets online, but I can't open the web page.
 Woman OK. Let's see. Umm, you aren't actually connected to the Internet. Is the wi-fi on?
 Man Oh, yes! That might just be the problem.

Conversation 3

Woman Do you need any help?
 Man I do, actually. I'm looking for a DVD for my niece. She's 13 years old.
 Woman Does she like musicals?
 Man Absolutely. She's in a singing group at school.
 Woman Then what about this? It's the box set of *Glee*. She'll love it.

Conversation 4

Man Is everything OK?
 Woman Not really. I can't get the TV to work.
 Man Let me have a look.
 Woman Have you got a few minutes?
 Man Sure. Now, let me see. Ah, I know. You pressed the wrong button on the remote control. Now look.
 Woman It works! You're a magician!

DIALOGUE

Exercise 1

- 1 Can I help you? 2 Is everything OK? 3 Could you help me with something? 4 Can you lend me a hand? 5 Have you got a few minutes?

Exercise 2

a 1 b 3 or 4 c 0 or 4 d 2 e 3 or 4 f 5

PHRASES FOR FLUENCY

Exercise 1

5, 7, 1, 3, 2, 6, 4

Exercise 2

- 1 come on 2 In fact 3 have a look 4 Looks like 5 after all

CAMBRIDGE ENGLISH: PRELIMINARY

Exercise 1

- 1 b, e 2 j, d 3 h, a 4 i, f

Audio Script Track 14

Listen to some people talking about their hobbies. Match each of the speakers with two activities. There are two activities you don't need to use.

Joanne

My favourite hobby is, well, I really love going swimming. I don't swim every day, but even on the days I don't go swimming, I usually go to the sports centre. I enjoy that because there are always some friends there, and things to do, you know?

Marek

I spend a lot of time writing my blog – I'm really into that. In fact, I maybe spend too much time on the computer because my other big thing is films. I download them on the computer and watch them. I spend hours doing that!

Alessandra

Well, one of my favourite things is going out on my bike. I really love taking my bike out and going riding for hours. And then there's the theatre. Lots of my friends like the cinema but I've always preferred the theatre. It's just a great atmosphere, I love it.

Jorge

For me, friends are the most important thing, so I love phoning them or just being with them after school and in the shopping centre at the weekend – you know, just chatting, talking. And my other love is the violin. I'm still learning and I'm not very good yet, but I want to play the violin really well one day.

Exercise 2

1 A 2 A 3 B 4 A 5 B

Audio Script Track 15

You will hear a girl, Maia, talking about television. Decide if each sentence is correct or incorrect. If it's correct, choose the letter A for YES. If it isn't correct, choose the letter B for NO.

TV? Well, I'm not very keen on it. I don't really spend a lot of time watching TV. I mean, there are some good things, but a lot of it is pretty terrible, really. But there is one show I really like and it's called *The Street*. It's a kind of soap opera – well, it is a soap opera! It's on on Mondays and Wednesdays, every week, half an hour each time, so you don't have to sit and watch for hours, you know? And it's just about people and their lives and what they do, how they get on with each other. The show is called *The Street* because almost all the people in it live in the same street – not all of them but the majority. Erm... my favourite character is a man called Ted. He works in a small shop on the corner of the street and he always gets things wrong. He makes lots of mistakes, but the customers don't mind because he's such a nice guy. He makes people smile ... erm ... that's why I like him so much.

UNIT 4 SOCIAL NETWORKING GRAMMAR

Exercise 1

- 1 anyone 2 anything 3 everywhere 4 something 5 nothing 6 no one

Exercise 2

- 1 somewhere 2 Everyone 3 anywhere 4 anything 5 something 6 nowhere 7 no one

Exercise 3

- 1 nothing to 2 something / anything to 3 Nowhere is
4 it / the cat anywhere 5 everywhere I

Exercise 4

- 1 e 2 d 3 a 4 b

Exercise 5

- 1 some 2 all 3 none 4 Some 5 all

Exercise 6

- 1 E 2 A 3 F 4 D 5 B

Exercise 7

- 1 You should / had better / ought to delete it. / You shouldn't open it. 2 You should / had better / ought to open it. / You shouldn't delete it. 3 You should / had better / ought to go online and find it cheaper. 4 You should / had better / ought to activate the flight mode on your tablet. 5 You should / had better / ought to delete it. / You shouldn't upload it onto your blog. 6 You should / had better / ought to attach it as a file. 7 You should / had better / ought to choose a good password for it.

GET IT RIGHT

- 1 all 2 all 3 everyone 4 everyone 5 all 6 all

VOCABULARY

Exercise 1

- 1 e 2 b 3 a 4 f 5 c

Exercise 2

- 1 open 2 post 3 upload 4 key 5 delete
6 download 7 install

Exercise 3

- 1 upload, social media 2 buy, app 3 attach, file
4 message 5 key, password 6 download

Exercise 4

- 1 advise 2 advise 3 advice

Exercise 5

- 1 A 2 C 3 A 4 B 5 B 6 B 7 A 8 C 9 A

READING

Exercise 1

- 1 500 2 3 million 3 Three 4 One 5 Two

Exercise 2

- 1 Paul Chambers 2 Nicole Crowther 3 Guy Adams

Exercise 3

- 1 Nicole 2 Guy 3 Paul 4 Nicole 5 Paul

DEVELOPING WRITING

Exercise 1

- 1 blog 2 machine 3 online 4 download 5 install
6 posted 7 deleted

Exercise 2

- 7, 8, 4, 1, 6, 2, 5, 3

LISTENING

Exercise 1

- A 2 B 1 C 3

Exercise 2

Conversation 1

Problem – The program keeps freezing.
Solution – Take the machine into the shop.

Conversation 2

Problem – The computer screen is blank.
Solution – Switch the monitor on. / Read the instructions.

Conversation 3

Problem – Victim of online crime.
Solution – Call the bank immediately.

Exercise 3

- 1 A notebook 2 A PC 3 Yesterday 4 peterpaul3434
5 A laughing clown

Audio Script Track 17

Conversation 1

Woman Hello, computer help line. How can I help?

Man Oh, hello. It's my notebook.

Woman What's the problem, exactly?

Man Well, the program keeps freezing.

Woman Do you get an error message?

Man Yes. It says 'Error 323'.

Woman That's a serious one. You'd better bring the machine into the shop and we'll see what we can do.

Conversation 2

Woman Hello, you've reached the computer help line. What can I do for you today?

Man Hello. Yes, it's my computer screen. It's blank.

Woman Really? Is it a notebook?

Man No – it's a PC and it's brand new. I only bought it yesterday.

Woman So it's never worked?

Man No.

Woman OK, are you in front of your computer now?

Man Yes, I am.

Woman See the little button at the bottom of the monitor?

Man Yes.

Woman Push it.

Man It's on.

Woman Yes, sir. It's the on/off button.

Man The on/off button?

Woman Yes, sir. It's all explained in the instructions. You really ought to read them before you use the computer.

Man OK, I will – and thanks.

Woman My pleasure.

Conversation 3

Woman Computer help line. Good morning.

Man Good morning.

Woman What can I do for you today, sir?

Man I'm trying to buy an app, but I'm having a problem paying for it online.

Woman So what exactly is the problem?

Man Well, it asked me for my bank details, which I put in, and then it asked for my password, which is 'peterpaul3434'.

Woman Sir, please. You should never tell anyone your password.

Man Oh, I'm sorry. Anyway, when I keyed in my password, the screen completely changed and now there's just a picture of a clown laughing and I can't get rid of it.

Woman Sir, I think you should put down the phone and call your bank immediately. I think you've been the victim of an online crime.

Man Oh.

DIALOGUE

Exercise 1

- 1 You really ought to read the instructions before you use the computer. 2 You should never tell anyone your password.
- 3 You should put down the phone and call your bank immediately.

TRAIN TO THINK

- 1 2, 3, 7, 1, 6, 4, 5
- 2 8, 6, 7, 5, 3, 2, 1, 4

CAMBRIDGE ENGLISH: PRELIMINARY

Exercise 1

- 1 H 2 F 3 C 4 D 5 A

CONSOLIDATION UNITS 3 & 4

18 Exercise 1

- 1 C 2 A 3 B

Exercise 2

- 1 It's Monday. 2 It's a horror film. 3 A character called Ian Banks wakes up one morning, not in his own bed or even on his own planet. 4 Dinner (while she watches the first half of the football).

Audio Script Track 18

Sally What do you want to do tonight? Do you want to go out?
 Jim Not really. I'm a bit tired. Is there anything good on TV?
 Sally Probably not. Let me have a look in the paper.
 Sally OK, let me see. There's 'Priceless' on at 8 pm. That's supposed to be quite good.
 Jim No, I don't really like quiz shows.
 Sally It's not a quiz show. It's a game show.
 Jim What's the difference? I don't really like either. Is there a good chat show on?
 Sally Um, no. Monday night's not a good night for chat shows, I'm afraid.
 Jim That's a shame.
 Sally There's football on at...
 Jim No way. What about a film?
 Sally There's a couple. There's one called 'By Tomorrow'. I think it's a horror film and it doesn't start until 11 pm.
 Jim That's much too late.
 Sally Or there's one called 'Let him go', that starts at 9 pm.
 Jim That sounds better. Is it a comedy?
 Sally I don't think so. 'When Ian Banks wakes up one morning, it's not in his own bed or even on his own planet...' Sounds like a sci-fi.
 Jim Sounds good.
 Sally Better than the football?
 Jim Yes!
 Sally OK, I'll make a deal. You let me watch the first half of the game, then we turn over and watch the film together.
 Jim And who makes dinner?
 Sally You do. While I watch the football.

Exercise 3

TV shows

comedy, chat show, news, documentary, drama series, sitcom, soap opera, cartoon

Types of film

sci-fi, comedy, thriller, rom-com, documentary, drama, horror film, cartoon

Exercise 4

- 1 post 2 key 3 download 4 open 5 for 6 against 7 useful 8 followed

Exercise 5

- 1 No one liked the film. 2 You'd better study more if you've got a test tomorrow. 3 The weather is a lot worse today. 4 Polly is a bit shorter than Angus. / Angus is a bit taller than Polly. 5 You ought to tell the truth. 6 Does anyone live here? / Is there anyone here (in this house)? 7 I don't sing as badly as Josh. 8 I must finish this today. 9 We need to leave early.

Exercise 6

- 1 Is everything OK? 2 Can you lend me a hand? 3 looks like 4 have a look 5 In fact 6 ought to 7 I can do it for you 8 after all

Exercise 7

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

UNIT 5 MY LIFE IN MUSIC GRAMMAR

Exercise 1

- 1 E 2 C 3 F 4 A 5 D

Exercise 2

- 1 hasn't been feeling 2 's been cooking 3 's been raining 4 hasn't been sleeping 5 haven't been studying

Exercise 3

- 1 've been writing 2 've been dreaming 3 have been thinking 4 've been talking

Exercise 4

- 1 How long has she been speaking to the teacher? 2 How long have you been trying to phone me? 3 What have you been doing? 4 How long has Bob been practising the piano?

Exercise 5

- b 've been trying c 've been discussing d 've been tidying e 's been feeling

Exercise 6

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

Exercise 7

- 1 c 2 a 3 e 4 d 5 b

Exercise 8

- 1 've been looking, 've looked 2 's written, 's been writing 3 've been listening, 've listened 4 've been playing, 've played 5 's painted, 's been painting

Exercise 9

- 1 How long has he known Ben? 2 How long have they been playing in a band? 3 How long have you had your guitar? 4 How long has she been listening to music? 5 How long have they been teachers? 6 How long have we lived / been living in this house?

Exercise 10

- 1 have you been playing 2 have you been 3 have you been studying 4 have heard

GET IT RIGHT

1 was eating 2 've been waiting 3 was working
4 've been playing 5 've been getting 6 was ringing

VOCABULARY

Exercise 1

1 recorded, single 2 released 3 played gigs 4 entered the charts 5 download 6 wrote, songs 7 went on, tour

Exercise 2

1 drums, bass guitar 2 trumpet, saxophone 3 keyboards, piano 4 violin, guitar

Exercise 4

1 B 2 D 3 A 4 D 5 D

Exercise 5

1 e 2 a 3 f 4 d 5 b

READING

Exercise 1

1 that you will be successful for a long time 2 They both became popular through the internet. 3 He accidentally clicked on his video on Youtube. 4 playing music in the street 5 on the streets of London

Exercise 2

Singer's name – Sixto Rodriguez First two albums – Cold Fact and Coming from Reality. Neither were successful.

Exercise 3

1 A 2 B 3 B 4 A 5 C

DEVELOPING WRITING

Exercise 1

1 New Zealand 2 They praise her voice, lyrics and feel for rhythm and music. 3 The writer is fascinated by her music and personality.

Exercise 2

1 appeared, have been praising 2 have been, saw

Exercise 3

1 experts have been praising her talent; I have been fascinated by Lorde's music and personality 2 Ever since Lorde appeared on TV screens for the first time; since I first saw her in a video clip.

Exercise 4

1 C 2 B 3 D

LISTENING

20 Exercise 1

1 Because he can't concentrate on both things. It makes him nervous. 2 He likes listening to music when he goes to bed. 3 She loves it. 4 No, they don't. 5 It makes her feel energetic. 6 He finds new music on the Internet. 7 He likes country and western, and classical. 8 Yes, he does.

DIALOGUE

20 Exercise 1

1 f 2 a 3 e 4 b 5 c

Audio Script Track 20

Conversation 1

Interviewer Do you listen to a lot of music, William?
William Not really. My problem is that I don't like listening to music while I do other things. Most of my friends love listening to music while they're doing their homework, for example. I hate doing that.
Interviewer Why's that?
William Because I can't concentrate on both things. It makes me ... er ... nervous.
Interviewer So do you never listen to music?
William No – I do. I quite like music. I like listening to music when I go to bed.
Interviewer Does it relax you?
William Yeah, it helps me see pictures. When I listen to good music, I start dreaming ... well, daydreaming ... and I see beautiful pictures.

Conversation 2

Interviewer How do you feel about music, Chloë?
Chloë I love it.
Interviewer Could you be without music?
Chloë No, I don't think I could. I'd listen to it all the time if I could.
Interviewer All the time?
Chloë That's right, but of course there are times when I can't – like when I'm at school.
Interviewer Would your teachers allow you to listen to music during the lessons?
Chloë No – course not.
Interviewer How do you feel when you listen to music?
Chloë Energetic. I feel the rhythm, and I want to get up and dance, really.
Interviewer Do you dance a lot?
Chloë Not as often as I'd like to.

Conversation 3

Interviewer Hello, Ryan. How important is music for you?
Ryan It's really important. I love finding new music.
Interviewer And where do you do that?
Ryan On the Internet. You can hear music from all over the world.
Interviewer Any music you like especially?
Ryan I like country and western. I'm the only one of my friends who likes that. And I like classical music.
Interviewer Oh, really. When do you listen to that?
Ryan Well, when I need to think. It helps me to think ...
Interviewer Do you often listen to music while you're doing some work?
Ryan Yes, but only classical music.

PHRASES FOR FLUENCY

Exercise 1

3, 7, 1, 9, 11, 5, 6, 8, 2, 4, 10

Exercise 2

1 There's no point in 2 Tell me about it 3 No way
4 What's up 5 I can't wait

CAMBRIDGE ENGLISH: PRELIMINARY

21 Exercise 1

1 Wednesday 2 4 3 90 4 40 5 Tuesday, Thursday
6 8 7 90 8 64

Audio Script Track 21

Eduardo is thinking about having English lessons. Listen and complete the information.

- Receptionist Good morning. Can I help you?
 Eduardo Good morning. Yes, I think so. I want to have some English lessons.
- Receptionist Oh, right. Well, this is the place! We've got two different courses at the moment that you can join – course A and course B.
 Eduardo OK. What's the difference, please?
 Receptionist Well, on course A, you get lessons every Monday and Wednesday.
 Eduardo OK.
 Receptionist And there are two lessons each day, in the morning only, so four lessons a week altogether.
 Eduardo Four lessons a week. I see. How long are the lessons?
 Receptionist Oh, sorry. They're 90 minutes each. An hour and a half.
 Eduardo Right. And how much does it cost, please?
 Receptionist Well, each lesson is ten pounds, so that's 40 pounds a week altogether.
 Eduardo Forty pounds a week? Not bad. OK, and the other course?
 Receptionist Right, course B. Yes, it's a bit different. On course B, you get lessons every Tuesday and Thursday, but it's mornings and afternoons. So you get four lessons every day. That's eight lessons a week.
 Eduardo OK, eight lessons. And are they 90 minutes too?
 Receptionist Yes, they are. Just the same as course A.
 Eduardo OK. But I guess course B is more expensive?
 Receptionist Well, yes, but on course B, each lesson is eight pounds, not ten ...
 Eduardo Oh.
 Receptionist So it's 64 pounds a week.
 Eduardo OK, that's interesting – thank you. I'm going to think about it.
 Receptionist Of course! And please let me know if you need any more information.
 Eduardo OK, thanks. Bye.

22 Exercise 2

- 1 130 2 a bathroom 3 air conditioning 4 3 pm
 5 11 o'clock 6 10 7 pets

Audio Script Track 22

Jean phones a bed and breakfast. Listen and complete the information.

- Dave Good morning, Sea View. This is Dave. How can I help you today?
 Jean Hello. Have you got a room for this weekend? Two nights – Friday and Saturday?
 Dave Yes, we have. We have single rooms at £110 a night ...
 Jean No, I'd want a double room.
 Dave OK, double rooms are £130 a night – at the weekend, anyway.
 Jean A hundred and thirty. OK. And ... erm ... has the room got a bathroom?
 Dave Yes, all our rooms have a bathroom ... and every room has air-conditioning too.
 Jean Oh, very nice. Good. Although I don't think we'll need air-conditioning. It isn't very warm, is it?
 Dave No, that's right. Anyway, let me give you a bit more information. Um ... check-in is from three o'clock in the afternoon ...
 Jean Three o'clock, OK.
 Dave ... but if you're going to arrive after ten o'clock at night, please let us know.
 Jean No, no, we'll be there around six. Um ... we're coming by car ... Is there a car park?

- Dave Well, we haven't got a car park ourselves, but there is a car park across the road. You can park there for ten pounds a night.
 Jean OK. Oh, you didn't tell me about check-out times.
 Dave Oh yes. Check-out is eleven o'clock, please.
 Jean Fine.
 Dave Oh, just one more thing – I'm afraid we don't accept pets, so no dogs or anything.
 Jean Oh, that isn't a problem. I'll think about it and call you back, OK?
 Dave Of course. Thank you for calling! Bye.

UNIT 6 MAKING A DIFFERENCE

GRAMMAR

Exercise 1

- 1 C 2 E 3 A 4 B 5 D

Exercise 2

- 1 won't believe 2 will cost 3 will like 4 will get
 5 won't remember

Exercise 3

- 1 'll 2 might 3 will 4 may 5 won't 6 won't

Exercise 4

- 1 We may / might visit the US next summer. 2 I may / might watch a film in English next week. 3 They won't see a match on Sunday. 4 Next month there may / might be a lot of rain. 5 Jim will go to university one day. 6 Sally may / might watch TV tonight.

Exercise 7

- 1 is 2 don't 3 Will 4 will be 5 'll find 6 gets 7 don't

Exercise 8

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

Exercise 9

- 1 don't pass 2 won't let 3 'll invite 4 goes 5 'll miss
 6 'll be

Exercise 10

- 1 If you watch TV tonight, what will you watch? – e
 2 What will you buy if you get birthday money? – c
 3 If you feel hungry at break, what will you eat? – f
 4 What will you do if you don't pass the exam? – b
 5 What will you do if you lose your phone? – a

GET IT RIGHT

- 1 If we have some help, there won't be a problem. 2 I will wear a coat if it's cold. 3 They'll understand if you explain it.
 4 Will he go if the meeting is at 7.00? 5 If it doesn't rain, they'll have a picnic.

VOCABULARY

Exercise 1

- 1 factory fumes, pollution, smog 2 flood 3 rubbish, litter, waste, recycling

Exercise 2

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

Exercise 3

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

READING

Exercise 1

- 1 because fishermen can get better prices for them 2 30%
3 to produce wood, paper and cardboard and also to create
more space for growing crops 4 20 years 5 They might end
up below the sea.

Exercise 2

- 1 Severn Cullis-Suzuki 2 Canada 3 The UN Assembly in
Brazil

Exercise 3

- 1 F – She raised the money for the trip herself. 2 T 3 F – She
talked about poor and starving children. 4 T 5 F – Severn's
example shows that when you are still young you can make a
difference to the world if you're brave and believe in yourself.

DEVELOPING WRITING

Exercise 1

- 1 A, D 2 B, F 3 C, E

Exercise 2

- 1 This is why 2 unless 3 so 4 if

Exercise 3

- 1 Every year, we lose; The species is endangered because ...; The
air in big cities is terribly polluted; Forty per cent of the species in
that area are in danger 2 If we don't stop now, there will be ...;
Unless people begin to change their behaviour, it might be too
late; In five years' time from now, most of the animals will ...; We
might have bigger problems soon 3 Then we have to ...; We
must introduce new laws to stop ...; First we need to ...

LISTENING

▶▶ 25 Exercise 1

- A3 B2 C1

▶▶ 25 Exercise 2

- 1 She's invited her to go to the cinema. 2 She invites him
to come with them to the cinema. 3 He's planning to go
camping. 4 He's going to invite Mike and Nick. 5 Because
it's her birthday party at the weekend. 6 He's going to see a
Formula 1 race at Silverstone. 7 At home in front of the TV.

DIALOGUE

▶▶ 25 Exercise 1

- 1 a 2 d 3 b 4 c

Audio Script Track 25

Conversation 1

- Vicky Hi Henry. I've got news.
Henry What's that?
Vicky Well, guess what? My aunt from the States is with us
right now, and she's invited me
Henry Incredible! She's invited you. So you're ...
Vicky I think you should ...
Henry That's really exciting. I'm sure you'll visit New York, and
Disneyworld, Las Vegas and ...
Vicky Stop. Henry, listen. She's invited me ...
Henry I know, and I think that's wonderful.
Vicky Hang on. She's invited me to the cinema tonight.
Henry What? I thought ...

- Vicky Yeah, I know. You just didn't want to listen. Anyway, I
wanted to ask if you want to come along to the cinema.
They're showing *Free Birds*.
Henry Oh, really? Yes, sounds absolutely cool.

Conversation 2

- Isaac Hello, Anne.
Anne Hi, Isaac. Are you all right?
Isaac Yeah, I'm fantastic. I'm planning something great for the
weekend. I'm going camping with Mike and Nick. We're
staying overnight in the woods behind the lake, and we
got permission to make a camp fire, and we're taking
our guitars along.
Anne Huh?
Isaac Yeah, imagine. It sounds all so exciting.
Anne Are you sure Mike and Nick are excited too?
Isaac I haven't told them. But I'm sure they'll think it's great.
Anne OK. So ...
Isaac Well, you don't think it's a great idea, do you?
Anne Well, to be honest, no.
Isaac But, Anne – Mike, Nick and I have wanted this for a
whole year.
Anne Well, maybe, but on Saturday it's my birthday party,
and you've forgotten about that.
Isaac Oh yes. So it is. Never mind – we can go another
weekend.
Anne Are you sure?
Isaac Of course! There's no way we're missing your party.

Conversation 3

- Oliver Hi Sara. I'm going to see the Formula 1 race at
Silverstone next Sunday.
Sara That sounds exciting!
Oliver And I'll be able to see all the drivers up close.
Sara Wow! How come?
Oliver Well, I'm just lucky.
Sara So you've got a special ticket?
Oliver Erm ... no. We've got ... guess what?
Sara A friend who works in a racing team?
Oliver No. We've got ... a TV at home.
Sara Oliver! You're cheeky. I really believed you for a moment.
Oliver Well, it isn't a lie. We do have a TV.

Exercise 2

- 1 That's amazing! 2 That sounds exciting! 3 Wow!
4 Oh, really? 5 How exciting! 6 Cool! 7 Incredible!

TRAIN TO THINK

Exercise 1

- 1 informative leaflet 2 newspaper 3 adventure story
4 note 5 diary

CAMBRIDGE ENGLISH: PRELIMINARY

Exercise 1

- The environmental problems of the Olympic Games.

Exercise 2

- Information for visitors to London Zoo.

CONSOLIDATION UNITS 5 & 6

▶▶ 26 Exercise 1

- 1 A 2 C 3 B

▶▶ 26 Exercise 2

- 1 He sings and plays keyboards. 2 Jessica plays bass guitar
and Lucy plays violin. 3 She's been playing for about half a
year / six months. 4 They practise in the music classroom.

Audio Script Track 26

Liz So I hear you're starting a band, Ben.
 Ben That's right. I am. The Green Warriors.
 Liz The what?
 Ben The Green Warriors – that's our name.
 Liz OK, so how did you choose that name?
 Ben Well, it was Ian's sister Alice who came up with it. She said we should choose something environmental.
 Liz Why?
 Ben To show that we care about the environment. It makes us a bit different.
 Liz So are all your songs about the environment?
 Ben Well, we haven't got any yet, but we're going to write some.
 Liz Yes, that might be a good idea. So I guess you sing and play keyboards, Ian plays guitar ...
 Ben No, Ian isn't playing the guitar any more. He prefers the drums.
 Liz Is he any good?
 Ben He isn't bad.
 Liz Who else is in the band?
 Ben There's Jessica on bass guitar and Lucy on violin.
 Liz Wow – you've got a violinist!
 Ben Yes. She's really cool.
 Liz So I don't suppose you're looking for someone to play the saxophone?
 Ben Well, we did have a trumpet player, but he dropped out, so yes – I suppose if we knew someone who played, we'd be interested. Why – do you know someone?
 Liz Well, yes, I do – me.
 Ben You, Liz?
 Liz Yes, me. I've been playing for about half a year.
 Ben OK. Come along to our next practice – it's after school on Wednesday in the music classroom – and we'll see if you're any good.
 Liz Cool. I'll be there.

Exercise 3

1 already visited 2 don't 3 won't be 4 been working 5 do 6 will 7 already written 8 replied

Exercise 4

1 has written 2 has been writing 3 has made 4 have sent 5 has replied 6 has been thinking 7 hasn't decided

Exercise 5

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

Exercise 6

1 reuse 2 throw 3 away 4 Recycle 5 Disconnect 6 standby 7 wastes

Exercise 7

1 How exciting! 2 I can't wait. 3 What's up, Jennie?
 4 I'm just a bit upset. 5 So what's the matter? 6 No way.
 7 There's no point in

Exercise 8

1 T 2 F 3 F 4 T 5 T

UNIT 7 FUTURE FUN

GRAMMAR

Exercise 1

1 will/won't 2 the present continuous 3 the present simple 4 be going to

Exercise 2

1 leaves, arrives 2 starts, finishes 3 opens, closes

Exercise 3

1 arrangement 2 fixed event 3 intention 4 arrangement
 5 prediction 6 intention 7 prediction 8 arrangement
 9 prediction 10 intention

Exercise 4

1 'm going to watch 2 's going to be 3 is 4 're going
 5 will end 6 's getting 7 leaves 8 won't win 9 doesn't open 10 're bringing out

Exercise 5

1 don't you 2 did you 3 aren't you 4 can't you
 5 can you 6 haven't you 7 didn't you 8 have you
 9 won't you

Exercise 6

1 did 2 So 3 have 4 can 5 do

Exercise 7

1 So have I. 2 So was I. 3 Neither/Nor did I. 4 So will I.
 5 Neither/Nor do I. 6 Neither/Nor do I. 7 Neither/Nor will I.

GET IT RIGHT

1 X 2 ✓ He was there and so was she.
 3 ✓ I can't go to the party and neither can Joe. 4 X
 5 ✓ I don't eat meat and neither does he.

VOCABULARY

Exercise 1

1 the week after next 2 the day after tomorrow 3 in the near future 4 three weeks from now 5 in two years' time 6 later this month

Exercise 3

1 in a few years' time 2 before too long 3 later this month
 4 in a month's time 5 the week after next 6 in six months' time 7 in two days' time

Exercise 4

1 theme 2 food 3 organise 4 guests 5 invitations
 6 hire 7 deposit 8 room

Exercise 5

1 think about 2 sorry about 3 about 75 4 about you
 5 about to 6 forget about 7 about them

READING

Exercise 1

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

Exercise 2

1 B 2 D 3 A 4 C

Exercise 3

1 Because he had to give a disappointing answer. 2 There isn't much sunlight, and there is too much pressure on walls to keep the water out. 3 Because nobody knows for sure what will happen to the people in the experiment.

DEVELOPING WRITING

Exercise 1

1 Saturday, 8 o'clock. 2 The Mill Room at the Grove Street Youth Club. 3 Just themselves (beautifully dressed).

Exercise 2

1 Jeremy is going. 2 Susanna isn't going because she's going on holiday to Spain the night before the party.

Exercise 3

1 Y 2 T 3 Y 4 N 5 Y 6 T

Exercise 4

1 A 3 B 1 C 4 D 2
2 A 3 B 1 C 2

LISTENING

Exercise 1

1 No, he doesn't. 2 No, she doesn't. 3 France. 4 Both of them. 5 Because her dad's got some problems at work. 6 Yes, she does. 7 Yes, he does. 8 It's raining. 9 Two years ago. 10 The girl. 11 There's no school, there's time to relax and there's time for him. 12 She's going to study. 13 10 o'clock. 14 Neither of them. 15 He offers to help her with the studying.

DIALOGUE

Exercise 1

1 d 2 b 3 a 4 c

Audio Script Track 28

Conversation 1

Boy So, have you got any plans for the summer holidays?
Girl Not really. Well, I think we're going on holiday somewhere.
Boy So are we. My parents have booked a camping holiday in France.
Girl Camping? Really? That's awful! I really don't like camping.
Boy Nor do I. And that's the problem. I told them I didn't want to go camping in France, but it didn't make any difference. Sometimes I just can't talk to my parents.
Girl Neither can I – I mean, to my parents!

Conversation 2

Boy Are you going anywhere in the summer? Any plans?
Girl No, I don't think so. Well, I mean, I don't know yet. My dad's got some problems at work, so I think perhaps we'll have to wait and see.
Boy Is there anywhere you'd like to go? Anything you'd like to do?
Girl Well, you know me. I just want to go to a beach somewhere. I just love being on a beach!
Boy Oh, so do I. Sunshine, sand, warm water – it's the best.
Girl Oh, stop! It's raining outside and you're talking about the beach!
Boy Well, you started talking about the beach, not me!
Girl Yes, you're right. Sorry. It's just that I hate rain and I haven't been to a beach for two years.

Conversation 3

Girl So, soon it's the summer holidays. I really don't like summer holidays.
Boy Are you crazy? I love them. No school, time to relax, time for ... well, for me!
Girl I'm going to spend the holidays studying. Well, some of the time, anyway.
Boy Not me! I'm going to get up at 10 o'clock every day and watch TV until midnight!
Girl My parents don't let me do that.
Boy Well, neither do mine. But, you know, you can always dream!
Girl Hah! Yes. And I can dream that all my studying helps me get to medical school.
Boy Oh, that's right – you want to be a doctor. I almost forgot. Look, I can help you with the studying if you want. If you think I can help.
Girl Well, thanks! I'll call you.

PHRASES FOR FLUENCY

Exercise 1

7, 3, 5, 1, 9, 8, 4, 2, 6

Exercise 2

- 1 A thank goodness B lucky you
- 2 B in other words, that's a shame
- 3 A What do you reckon B There's nothing wrong with

CAMBRIDGE ENGLISH: PRELIMINARY

Exercise 1

1 B 2 B

Exercise 2

1 C 2 A 3 A 4 C

UNIT 8 SCIENCE COUNTS

GRAMMAR

Exercise 1

1 was drawing 2 were reading 3 was sleeping
4 was looking 5 were playing

Exercise 2

1 got, was dancing 2 was raining, decided 3 were walking, started
4 fell, were watching 5 didn't answer, was listening

Exercise 3

1 weren't looking 2 were talking 3 screamed 4 dropped
5 looked 6 was looking 7 looked 8 was getting 9 ran
10 went 11 was holding 12 came 13 was smiling

Exercise 4

1 Did you use to play 2 used to buy 3 didn't use to eat
4 Did you use to listen 5 used to wear 6 used to write
7 used to have

Exercise 5

1 c 2 a 3 b 4 f 5 d

Exercise 6

1 wouldn't 2 went 3 would be 4 would 5 got 6 got
7 would start 8 Would 9 would phone 10 wouldn't
11 got 12 would be

Exercise 8

- 1 I was / were stronger 2 my hair was curly / I had curly hair
3 I could sing 4 I was / were an astronaut 5 I had a new bike

GET IT RIGHT

- 1 hope 2 wish 3 wish 4 hope 5 hope

VOCABULARY

Exercise 1

- 1 towards 2 up 3 down 4 away from 5 up and down
6 backwards, forwards

Exercise 2

- 1 backwards 2 towards 3 away from 4 around
5 forwards

Exercise 3

- 1 discover 2 invent 3 cure 4 machine 5 invention
6 experiment 7 discovery 8 laboratory

The 'mystery word' is scientist

Exercise 4

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

READING

Exercise 1

- 1 apple 2 idea 3 Greek 4 bath 5 level 6 moon
7 accidents

Exercise 2

- 2 ✓

Exercise 3

- 1 F 2 T 3 DS 4 F 5 DS 6 T 7 DS

DEVELOPING WRITING

Exercise 1

- A the lift B penicillin C the aeroplane

Exercise 2

- 1 **things would be very different:** Without it, we wouldn't have towers and really tall buildings; How would you carry all your shopping to your home if you had to walk up four or five staircases? Can you imagine what things would be like if [?] didn't exist? Everyone's life would be harder. The work of doctors and hospitals would be a lot more difficult, too; If we didn't have [?], things like the food we eat in many countries would be different. Maybe things would be better without fresh pineapple or holidays in faraway countries?
2 **people didn't use to have it:** It used to be very expensive; that used to be impossible
3 **more difficult:** Everyone's life would be harder; life is much better; people feel a lot more free; go to a lot of places much more easily; things would be better

LISTENING

31 Exercise 1

- A 2 B 2 C 1 D 1

31 Exercise 2

- 1 He told his friend's mother. 2 Because if it was expensive, he might not have the money to replace it. 3 Because she scored the winning goal of the game. 4 Because the ball hit the girl's hand, so it wasn't a goal. 5 The team would be angry and they'd never talk to them again.

Audio Script Track 31

Conversation 1

- Girl My brother had a problem at the weekend.
Boy Why? What happened?
Girl Well, he was at a friend's house on Sunday and he knocked over a vase and it broke. His friend said it was her mother's favourite vase, and expensive too.
Boy What did he do?
Girl Well, he went to talk to her mother and explained and said he was sorry.
Boy I'm not sure if I'd do that.
Girl What? You mean, if you broke something, you wouldn't tell the person?
Boy Well, it depends. If it was something normal, perhaps I'd tell them. But if it was expensive ... I mean, what if the person said, 'Well, you have to buy a new one?' I wouldn't have the money.
Girl That isn't the point, John.

Conversation 2

- Girl We won - I'm so happy! And I scored the goal at the end - the winning goal!
Boy Yeah, great. Well done, Janine.
Girl Well, you could be a little more enthusiastic.
Boy Sorry ... but, well, I know and you know that the ball hit your hand, not your head. It wasn't a goal.
Girl Yes, you're right. But the referee didn't see it, so it's OK.
Boy I don't think so.
Girl OK, so what am I supposed to do? Stand up and say, 'Oh, sorry, it wasn't a goal so we don't win the game?'
Boy Yes, exactly.
Girl Really? Well, I don't think you'd do that, Mike. If you did, all the other players in the team would be really angry. They'd never talk to you again!
Boy I wouldn't care about that, Janine.
Girl Oh, really?

DIALOGUE

Exercise 1

Conversation 1

- 5, 3, 1, 7, 6, 8, 2, 4

Conversation 2

- 7, 1, 3, 5, 4, 8, 6, 2

TRAIN TO THINK

Exercise 1

- 1 f 2 d 3 b 4 a 5 c

CAMBRIDGE ENGLISH: PRELIMINARY

Exercise 1

- 1 Greenock, England 2 1763 3 1765 4 Monday
5 1775 6 1800 7 1819

CONSOLIDATION UNITS 7 & 8

32 Exercise 1

- 1 A 2 B 3 C

32 Exercise 2

1 F 2 T 3 T 4 F 5 F

Audio Script Track 32

Girl I wish it was summer. I'd love a bit of sunshine. Look at all that rain outside.

Boy Yes, it's not very nice, is it? But at least the snow's stopped. When I went out this morning, it was snowing!

Girl I think someone should invent a way to stop winter happening. That would be wonderful, wouldn't it?

Boy Well, actually, no. It would be awful. You've got to have seasons, haven't you?

Girl Yes, you're probably right.

Boy And anyway, spring will be here before too long. We've only got to wait for about three weeks. In fact it's almost starting already.

Girl Oh really? What makes you say that?

Boy There are some flowers out there in the garden. Look! Soon there'll be birds singing round here, too. I love that, don't you?

Girl Er, yes, it's all right I suppose.

Boy Actually, I've got an idea. Maybe we could have a party at the end of the month, a 'Welcome to Spring' party.

Girl Now that's a good idea. A theme party for spring. And you know me – I love parties!

Boy So do I.

Girl Where would you have it?

Boy Not sure. This flat certainly isn't big enough. If we had it here, we'd only be able to have about ten people! There's a hall in the village here, but that's not very big either. I don't think it would make a nice place.

Girl Nor do I. Hey! How about your parents' garden? It's a wonderful garden, isn't it? All that space.

Boy Well, yes, but what if it rains?

Girl But, this is a 'Welcome to Spring' party, isn't it?

Boy Yes, but don't forget, in England it rains in spring too!

Exercise 3

1 were 2 used 3 Neither/Nor 4 could

Exercise 4

1 If I knew the answer, I'd tell you. 2 He's read this book, hasn't he? 3 I wish my sister was / were nicer to me.
4 I wish I could go out tonight, but I've got homework.

Exercise 5

1 theme 2 invented 3 towards 4 day 5 away
6 before 7 research 8 hire 9 now 10 guest

DIALOGUE**Exercise 6**

1 In other words 2 What do you reckon 3 there's nothing wrong with 4 thank goodness 5 lucky you 6 round and round 7 That's a shame

Exercise 7

1 E 2 B 3 A 4 C

UNIT 9 WHAT A JOB!**GRAMMAR****Exercise 1**

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

Exercise 2

1 were called 2 were you asked 3 was asked 4 asked
5 are called 6 aren't called 7 ask 8 wasn't asked
9 was called 10 was offered 11 offered

Exercise 3

1 are made 2 aren't charged 3 weren't seen 4 are lost
5 was bought by 6 aren't cooked 7 were designed by

Exercise 4

1 is written 2 is put 3 are put 4 is posted 5 collects
6 takes 7 are sorted 8 is done 9 wasn't done
10 was done 11 are taken 12 are given

Exercise 5

1 being 2 been 3 been 4 being 5 being 6 been
7 been

Exercise 6

1 is still being 2 hasn't been 3 being 4 I've been
5 being 6 been 7 being

Exercise 7

1 is being questioned by the police. 2 is giving the dog a bath. 3 have opened a new café near my house. 4 has just been made. 5 is being cooked by a professional chef. 6 are renting the house. 7 has been eaten.

Exercise 8

1 has been done 2 have been built 3 has been put on
4 haven't been put 5 is being done 6 are being painted
7 is being fitted 8 has, been fitted

GET IT RIGHT

1 've been given 2 are made 3 is found 4 has been attacked 5 has been stolen 6 are called

VOCABULARY**Exercise 1**

1 pay 2 earn 3 paid 4 on-the-job 5 promoted
6 challenging 7 career 8 successful 9 notice

Exercise 2

1 tourism 2 travel company 3 online gaming company
4 software engineer 5 IT 6 fashion 7 model
8 modelling agency

Exercise 4

1 work 2 jobs 3 job 4 work 5 jobs 6 work 7 work

Exercise 5

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

READING**Exercise 1**

1 Roisin 2 Harry 3 Harry 4 Ben 5 Roisin

Exercise 2

Richard was an interviewer, not an interviewee.

Exercise 3

1 F 2 F 3 T 4 DS 5 DS 6 F 7 F

DEVELOPING WRITING

Exercise 1

1 A 2 B

Exercise 2

1 Text A 2 describes a process 3 Text B 4 gives instructions.

LISTENING

Exercise 1

1 Ben, Eve 2 Rob, Jim 3 Ollie, Debbie

Exercise 2

1 20 miles. 2 Next Saturday, at Rob's house. 3 Give some books to Rob. 4 Because she hates dancing.

Audio Script Track 33

Conversation 1

Eve Hey, Ben. Just the person I wanted to see.
 Ben Oh, hi, Eve. What do you want?
 Eve I'm trying to raise some money to help the victims of that terrible earthquake in China.
 Ben Yes, I saw that. It was awful.
 Eve Well, I'm organising a sponsored walk.
 Ben A sponsored walk?
 Eve Yes, you know. I do a 20-mile walk and get people to give me money.
 Ben I know what a sponsored walk is.
 Eve So the big question is: do you want to join us?
 Ben Absolutely. Count me in.
 Eve That's great. Thanks, Ben.

Conversation 2

Rob Hey, Jim. Have I told you about my book sale?
 Jim Book sale?
 Rob Yes. I want to raise some money for the Chinese earthquake appeal, so I thought I'd sell some of my old books.
 Jim That's very kind of you, Rob.
 Rob Well, I have to do something. It's a real tragedy. So next Saturday afternoon, at my house, I'm having a book sale.
 Jim Next Saturday?
 Rob Yes. Are you going to be there?
 Jim I'd love to, but I can't. I'm going away with my parents this weekend.
 Rob That's a shame.
 Jim But, if you want, I can bring some of my books to you on Friday afternoon. You can put them in the sale.
 Rob That's really great - thanks, Jim.

Conversation 3

Ollie Debbie, have you heard about our sponsored dance?
 Debbie For the Chinese earthquake? Yes, I have.
 Ollie So are you in?
 Debbie No, sorry. Not this time, Ollie.
 Ollie Oh, come on! I promised Kate you'd do it with us.
 Debbie Well, to be honest, I hate dancing.
 Ollie What! But it's for a really good cause.
 Debbie I know. I am doing something.
 Ollie Really? What?
 Debbie I'm going to help Rob with his book sale at his house.
 Ollie Oh, yes. I heard about that.
 Debbie And, of course, I'm happy to sponsor you and Kate for your dance.
 Ollie That's great. Thanks. And I'm definitely coming to the book sale.

DIALOGUE

Exercise 1

1 Count me in. 2 Are you going to be there? 3 I'd love to but I can't. 4 So are you in? 5 No, sorry, not this time.

PHRASES FOR FLUENCY

Exercise 1

7, 3, 5, 9, 1, 6, 2, 8, 4

Exercise 2

1 that's not the point 2 by the way 3 for a while
 4 Sounds 5 As long as

CAMBRIDGE ENGLISH: PRELIMINARY

Exercise 1

1 But 2 to 3 To 4 of 5 for 6 for 7 can 8 were
 9 but 10 as 11 as 12 at 13 and 14 at 15 do
 16 you 17 to 18 was

Audio Script Track 36

Boy Hey. How are you?
 Girl Good. **And** you?
 Boy Yes, not bad, thanks. **But** I've got to go **to** London tomorrow. **To** do a test.
 Girl What sort **of** test?
 Boy Oh, it's OK - not a test **for** any medical things.
 Girl So it's a test **for** what?
 Boy To see if I **can** play in the England under-17 football team!
 Girl Really? Wow - fantastic! Well done! I knew you **were** good at football, **but not as good as** that!
 Boy Thanks. It's all day - starts **at** eight **and** finishes **at** five.
 Girl Right. And when **do you** know the result?
 Boy Not sure. I'll have **to** wait.
 Girl Well, good luck, then. I wish I **was** going with you!

Exercise 2

1 are 2 and 3 and 4 was 5 but 6 was 7 can
 8 at 9 but 10 were 11 for 12 to 13 do 14 you
 15 can 16 but 17 as 18 as 19 an 20 of

Audio Script Track 37

1
 My favourite things to eat are fish and chips and green peas.
 2
 The film was bad, but the dinner was worse!
 3
 I can come at eight, but I may be late.
 4
 The questions were really difficult for me to answer.
 5
 Where do you live?
 6
 She can sing pretty well, but not as well as an old friend of mine.

UNIT 10 KEEP HEALTHY

GRAMMAR

Exercise 1

1 D 2 B 3 A

Exercise 2

1 e 2 d 3 b 4 a 5 c

Exercise 3

- 1 had/'d had 2 hadn't tidied 3 had, done 4 had tidied
5 hadn't done 6 hadn't seen

Exercise 4

- 1 started 2 looked 3 knew 4 had got 5 remembered
6 had attended 7 had taught 8 ran 9 put 10 joined
11 pulled 12 heard 13 knew 14 had come 15 gave
16 had probably saved

Exercise 5

- 1 I hadn't been listening to them. 2 How long had you been waiting? 3 She had been crying all morning. 4 I hadn't been feeling very well. 5 How long had it been raining?

Exercise 6

- 1 had been cooking 2 hadn't eaten 3 had watched
4 had walked 5 hadn't written

Exercise 7

- 1 hadn't been sleeping 2 had been snowing 3 had been waiting 4 hadn't called 5 hadn't listened 6 had written

Exercise 8

- 1 A had, been playing B had played
2 A had drunk B had been drinking
3 A hadn't been looking B hadn't looked

GET IT RIGHT

- 1 was walking 2 was carrying 3 had been waiting
4 had been working 5 was talking

VOCABULARY

Exercise 1

- 1 As soon as 2 then 3 until 4 while

Exercise 3

H	A	V	E	A	S	B	D	D	I	N
P	O	H	I	J	V	I	O	W	E	O
Q	A	E	U	B	M	E	C	X	Y	I
D	B	X	I	M	M	W	T	K	S	T
T	N	E	M	T	N	I	O	P	P	A
A	S	R	T	X	C	S	R	B	F	R
K	G	C	L	T	K	T	H	L	F	E
E	J	I	H	J	E	G	S	E	E	P
C	F	S	L	G	L	R	C	R	E	O
K	L	E	K	A	M	J	C	H	L	R

- 1 take (some) exercise 2 make (an) appointment
3 have (an) operation 4 get better 5 see (a) doctor

Exercise 4

- 1 see a doctor 2 make an appointment 3 have an operation 4 get better 5 take some exercise

Exercise 5

- 1 see a doctor 2 make an appointment 3 have an operation 4 getting better 5 take some exercise

Exercise 6

- 1 A have, operation B gets better
2 A see, doctor B take, exercise
3 A feeling, sick B make, appointment

READING

Exercise 1

- 5, 8, 1, 7, 2, 3, 4, 6

Exercise 2

- 1 She had two operations. 2 She doesn't need any more operations.

Exercise 3

- 1 F 2 T 3 F 4 T 5 F 6 F 7 T

DEVELOPING WRITING

Exercise 1

The boy is holding his wrist not his ankle; the weather is bright and sunny, not wet and windy.

LISTENING

38 Exercise 1

- 1 B 2 C 3 C 4 C

Audio Script Track 38

Conversation 1
Paul My doctor says I need to do some more exercise.
Sally Really? Why don't you take up running?
Paul I can't. My knees aren't very strong.
Sally Oh. So you need to do something that's easier on your legs?
Paul That's right, so I think it's going to be cycling.
Sally What about swimming? That's really good for the whole body.
Paul Yes, but I don't really like water.

Conversation 2
Martin What time's your doctor's appointment tomorrow?
Chloë It's at 4.30.
Martin So you need to leave the house at about four?
Chloë No, I'm leaving before that because I want to do some shopping.
Martin Can I get a lift with you?
Chloë Of course. Just make sure you're here by about three.

Conversation 3
Jim Are you going to the match tomorrow?
Lucy Yes, I thought I'd take the car.
Jim The car? Are you mad? There'll be nowhere to park.
Lucy So I'll walk then. It's always good to take a bit of exercise.
Jim I'm going to take the bus. I'll see you there.

Conversation 4
Julia Is it cold outside?
Henry It isn't very warm.
Julia So I'd better wear my hat and gloves?
Henry It isn't that cold. Just a coat will do.
Julia Well, I always feel the cold, so I think I'll wear them all.

DIALOGUE

Exercise 1

- 1 7, 3, 5, 1, 6, 4, 2
- 2 6, 2, 4, 3, 1, 5
- 3 5, 1, 3, 2, 4

TRAIN TO THINK

Exercise 1

- 1 Most people in my classroom are doing their favourite lesson.
- 2 I'm reading a book. 3 I'm tired.

Exercise 2

Suggested answers

- 1 I'm dancing. 2 he said yes. 3 his second book was his worst. 4 it's my birthday today.

CAMBRIDGE ENGLISH: PRELIMINARY

Exercise 1

- 1 D 2 A 3 B 4 C 5 C

CONSOLIDATION UNITS 9 & 10

42 Exercise 1

- 1 A 2 A 3 C

42 Exercise 2

- 1 T 2 F 3 T 4 F 5 T

Audio Script Track 42

- Andy Hey Tracy. I heard that your mother isn't very well.
 Tracy Hi Andy. Yes, that's right. Well, she isn't too bad. But she's had some problems ...
 Andy With her shoulder, right? Or her wrist?
 Tracy No, actually, it's her elbow. In fact, she had to have an operation to try to fix it. We don't know yet if it's fixed.
 Andy Well, I hope she's OK. But how did the problem start?
 Tracy Well, a couple of years ago she was promoted at work and that was great, but she had to use the computer a lot more.
 Andy Oh right.
 Tracy She'd been working outside the office a lot before that – but then she started sitting, using her arm and wrist to move the mouse, typing – and she types really badly!
 Andy Oh, that can be really bad for your wrist and elbow.
 Tracy Yes, and another problem is that she plays tennis too. When she left school, she'd already won some competitions. But now she only plays for fun – but, of course, you know, if you play a lot of tennis, you can have problems with your elbow.
 Andy I hear some guitar players have the same problem, actually.
 Tracy Yes, but that's not something Mum has problems with! Anyway, this working at a computer just made things far, far worse.
 Andy Well, yes. My uncle had an operation on his elbow too – and he'd been playing tennis for years too. And he was warned by the doctors, but he still played.
 Tracy Hope I never get it. Anyway, Mum's getting better now, but she's decided not to go back to work at the same place. She's given in her notice. She doesn't really like working in an office anyway.
 Andy So what's she going to do?

- Tracy Well, she really wants to be a cook, believe it or not. So she's going to start at a small restaurant near the railway station. They're going to give her on-the-job training.
 Andy I always think that kind of work is pretty challenging – more than people think.
 Tracy Yes, but she's looking forward to it. She won't earn as much, of course, but she just wants to do something she likes.
 Andy Good for her. Give her my best wishes, OK?
 Tracy I'll do that. Thanks! See you soon.
 Andy Bye.

Exercise 3

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

Exercise 4

- 1 earn 2 promoted 3 career 4 notice 5 challenging

Exercise 5

- 1 A new school was built. 2 My sister has been promoted. 3 Another film about the Titanic is being made. 4 Football is shown on TV every day! 5 That building has been knocked down.

Exercise 6

- 1 was 2 had spent 3 had been writing 4 (had) started 5 had been 6 got 7 had been driving 8 realised 9 had left

Exercise 7

- 1 By the way 2 hadn't been 3 for a while 4 have an operation 5 in a few weeks' time 6 as long as 7 as soon as

Exercise 8

- 1 Surf the Internet 2 Use your work area as a gym 3 Keep moving 4 Think about food 5 Watch how you sit

UNIT 11 MAKING THE NEWS

GRAMMAR

Exercise 1

- 1 He told me that he could help me. 2 They said they would join us for lunch. 3 I told you that I was going to be late. 4 The article said the accident had happened the day before. 5 Our teacher told us she had lost our homework.

Exercise 2

- 1 me (that) she wanted to go to the concert. 2 (that) she hadn't been happy with the test. 3 Mike (that) she hadn't seen the film yet. 4 (that) we'd/they'd be late unless we/they left soon. 5 me (that) she hadn't really enjoyed the party. 6 (that) he wasn't feeling very well. 7 Jo (that) she didn't want to invite Tim to her party.

Exercise 3

- 1 were staying 2 had visited 3 had been 4 had seen 5 were going

Exercise 4

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

Exercise 5

- 1 persuaded us to stay 2 asked me to help 3 invited us to watch 4 warned me not to get 5 picked her to be 6 didn't expect her to do 7 don't allow him to go out

Exercise 6

- 1 Pauline asked Mary to help her. 2 Dave encouraged Mia to join the band. 3 Andy told Paul to meet him at six o'clock. 4 Mr Jones warned Jack not to go in the sea. 5 Mike's dad reminded Mike to feed the dog.

Exercise 7

- 1 you told me to do it! 2 I reminded you to bring them! 3 I warned him not to climb it! 4 you didn't invite me to come!

GET IT RIGHT

- 1 She **said** she'd call me yesterday, but she didn't. 2 We invited Ben and **told** him to bring pizza. 3 I am so happy that you **asked** me to write the article. 4 Tomorrow I'll **ask** a friend about the homework. 5 Dan, I've **already told** them that you're coming.

VOCABULARY

Exercise 1

- 1 intelligent 2 confident 3 warm

Exercise 2

- 1 funny 2 fun 3 funny 4 make fun 5 get the joke 6 jokes 7 joke

Exercise 3

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

Exercise 4

- 1 tornado 2 hailstorm 3 escape 4 expert 5 blizzard 6 candidate

Exercise 5

- 1 sure 2 angry 3 difference 4 friends 5 fun

Exercise 6

- 1 a 2 b 3 f 4 c 5 e

READING

Exercise 1

- 1 Because for one day they don't have to be serious. 2 They said that penguins could fly. 3 It could make any food from just air, water and earth. 4 They said that he had misunderstood and that instead of running 26 miles he was running for 26 days. 5 It was for left-handed people.

Exercise 2

- An April Fool's joke claimed that J.K. Rowling was working on the eighth novel in the Harry Potter series.

Exercise 3

- 1 April 2 details 3 false 4 media 5 critically 6 see or hear 7 want (to believe)

DEVELOPING WRITING

Exercise 1

- 1 The amount of exhibition space. 2 The writer's class. 3 The total area of the museum building.

Exercise 2

- 1 to choose 2 wanted 3 had been, would

Exercise 3

- 1 B 2 A 3 C

LISTENING

45 Exercise 1

- a 3 b 1 c 2

45 Exercise 2

- 1 Because someone has torn up flowers in the park. 2 He thinks they should put signs up warning people not to do things like that. 3 She thinks she wouldn't be good enough. 4 Someone in her old drama club kept laughing at her and telling her she was a hopeless actor. 5 He feels angry about it. 6 Because he thinks his best friend said something bad about him. 7 She thinks he should ask Ian if it's true or not. 8 Because he promised Hunter that he wouldn't.

45 Exercise 3

- 2 b 3 e 4 c 5 d 6 f

Audio Script Track 45

Conversation 1

- Andrew I can't believe it.
Elizabeth What's up?
Andrew Just look at the mess over there.
Elizabeth It's unbelievable. Who would do something like this? Who'd tear out flowers and turn a beautiful park like this one into a complete mess?
Andrew I have no idea, but what I do know is that I get really cross when I see something like this.
Elizabeth Me too. This is awful.
Andrew I think the police should put up big signs. They should warn people not to do things like this.
Elizabeth You're right, Andrew. And we ... should tell the police!

Conversation 2

- Sam Why don't you join our acting club, Anna?
Anna I wouldn't be good enough.
Sam What makes you think that?
Anna Well, I was in the drama club at my old school, and there was this boy who kept laughing at me. He always said I was a hopeless actor.
Sam Seriously? I get so angry when people say things like that.
Anna Well, he was probably right.
Sam Well, we're all good at some things, and not so good at other things, but what really counts is that you enjoy what you do and want to become better, doesn't it?
Anna That's right. You know what? I think I'll give it a go and join the club.
Sam Fantastic!

Conversation 3

- Layla What's up, Max?
Max Nothing.
Layla Come on, what's wrong?
Max No, it's just ... I've just spoken to Hunter, and he said that my best friend Ian said something bad about me.
Layla Hang on a minute. You're cross with Ian because of something that Hunter said? How do you know Hunter's telling the truth?
Max I don't. But I can't go and ask Ian.
Layla Why not?
Max I promised Hunter.
Layla What?! He probably made you promise because it isn't true. You need to go and talk to Ian now.
Max You know what? You're absolutely right, Layla.

DIALOGUE

Exercise 1

3, 5, 1, 4, 2, 6, 8, 10, 9, 7

PHRASES FOR FLUENCY

Exercise 1

1 it's not worth it 2 Check this out 3 We're talking about
4 I'm just saying 5 have a word

CAMBRIDGE ENGLISH: PRELIMINARY

Exercise 1

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

UNIT 12 PLAYING BY THE RULES GRAMMAR

Exercise 1

1 B 2 F 3 E 4 A 5 D

Exercise 2

1 allowed 2 allowed 3 let 4 let 5 allowed

Exercise 3

1 forget their homework once a month. 2 They are allowed to / Their teachers let them send work by email. 3 They are allowed to / Their teachers let them use tablets. 4 They aren't allowed to / Their teachers don't let them eat during lessons. 5 They aren't allowed to / Their teachers don't let them run in corridors. 6 They aren't allowed to / Their teachers don't let them use phones in class. 7 They aren't allowed to / Their teachers don't let them borrow more than three books from the library.

Exercise 4

1 weren't allowed to take 2 let, use 3 aren't allowed to make 4 Do, let, call 5 let, listen 6 let, take 7 let, chew 8 let, change

Exercise 6

a 3 b 4 c 2 d 0 e 1 f 5

Exercise 7

1 had read 2 would have eaten 3 wouldn't have lost
4 hadn't studied 5 hadn't been 6 wouldn't have bought
7 would, have joined

Exercise 8

1 If Terry had heard the phone, Dan would have talked to him.
2 If Terry hadn't been on his own all afternoon, he wouldn't have been bored. 3 If he hadn't gone to bed at 6 pm, he wouldn't have woken up at midnight. 4 If he'd gone back to sleep, he wouldn't have been tired on Monday. 5 If he hadn't been tired, he wouldn't have found the Maths test difficult. 6 If Terry hadn't got a bad mark, his teacher wouldn't have been disappointed.

GET IT RIGHT

1 If you'd **been** there, it would have been fun. 2 The trip would have been difficult if it **had rained**. 3 It **would have been** worse if we hadn't got there on time. 4 I'm sure you would have enjoyed it if you'd **been** there. 5 If I hadn't brought my umbrella, I'd **have got** wet.

VOCABULARY

Exercise 1

1 let 2 do what they are told 3 behave well 4 gets punished 5 breaks the rules 6 gets into trouble 7 gets told off

Exercise 2

1 let 2 was getting told off 3 allowed to 4 get into trouble 5 behave well 6 Do what you're told

Exercise 4

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

READING

Exercise 1

1 outside 2 weren't 3 weave 4 strict 5 soldiers
6 an easy 7 punishments

Exercise 3

Teachers had to be very strict and had the right to hit children and punish them with cold water.

Exercise 4

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

Exercise 5

1 T 2 F 3 T 4 F 5 T

DEVELOPING WRITING

Exercise 1

You have to learn the rules by heart.

LISTENING

47 Exercise 1

1 B 2 A 3 C

47 Exercise 2

1 If a car is coming, you need to stop. 2 Get a ticket.
3 Get your ticket validated. 4 Never argue with the referee.
5 Never disagree with the coach.

Audio Script Track 47

Conversation 1

Daughter So how do I drive around a roundabout?
Woman OK, so when you see a sign showing a blue circle that means a roundabout is coming up, so you need to slow down. That's the first rule.
Daughter Slow down when you see the sign?
Woman That's right. As you get to the roundabout, look to your right. The second rule is if a car's coming, you need to stop. If there's no car coming, you can drive onto the roundabout.
Daughter OK.
Woman Now you're on the roundabout, so you need to get off. This is the tricky bit.

Conversation 2

Girl I'm so excited that I'm coming to visit you, but I'm a bit nervous about getting the train from Sistiana to Trieste. Is it very different from getting a train in the UK?
Boy Not really. The first thing you need to do is get a ticket. You can do that from the ticket window at the station, or from a machine.

Girl OK – that's the same then.
 Boy But – and this is the important thing – you need to get your ticket validated.
 Girl Ticket validated? How do I do that?
 Boy Look for a yellow machine, and put your ticket into the machine. It stamps the ticket and that shows the date and the time of day. Now you're ready to go.
 Girl Sounds easy enough.
 Boy Right. Just don't forget that. Otherwise you'll have to pay a fine.

Conversation 3

Coach Welcome to the team, Max. I'm sure you'll like it here. We're a great team, we all look after each other. Just remember the two golden rules.
 Max What are the rules, then?
 Coach Well, on the pitch, you should never argue with the referee. That's a no-go.
 Max I see.
 Coach And off the pitch, you should never disagree with me.
 Max OK.
 Coach Just remember those two rules and I'm sure we'll get along fine.

Exercise 3

1 sign, slow down 2 ticket, stamped 3 referee, disagree

DIALOGUE

Exercise 1

5,7, 1, 3, 8, 2, 4, 6

CAMBRIDGE ENGLISH: PRELIMINARY

48 Exercise 1

1 took 2 walked 3 walked 4 old 5 could 6 great 7 enjoyed

49 Exercise 3

1 bought 2 bought 3 listened 4 got 5 look 6 last 7 best

CONSOLIDATION UNITS 11 & 12

50 Exercise 1

1 C 2 B 3 B

50 Exercise 2

1 Because he had to finish some homework. 2 He'll be in trouble with his parents. 3 He's heard that it's hilarious. 4 Don't make fun of me. 5 He suggests they go and get some pizza.

Audio Script Track 50

Hannah Where's Jack?
 Paul I've no idea. But he said he was coming.
 Hannah You did invite him, didn't you?
 Paul Of course I did. If I hadn't invited him, I wouldn't have told you he was coming.
 Hannah Hmm. Yes. Sorry. So, what time did you ask him to get here?
 Paul Seven thirty. I sent a text message this afternoon and reminded him to meet us here at seven thirty. And it's seven forty now. So I guess he's not too late really.
 Hannah But it starts in five minutes.
 Paul Oh relax, Hannah.

Hannah OK. I'm just saying. I really want to see this film and I don't want to miss it. Oh – good, look, here he is.
 Jack Hi you two. Listen, sorry I'm a bit late but I had to get some homework finished. My parents are very strict you know – I can't go out until I've done everything.
 Paul Hi, Jack. So you got all the work done?
 Jack Yes. If I hadn't finished it, my parents wouldn't have let me come out. Oh, and I've got to be back by eleven – otherwise, I'm in trouble.
 Hannah Hi, Jack. Nice to see you.
 Jack Oh hi, Hannah. How are you? I didn't expect to see you here.
 Hannah Really? Didn't Paul say that I was going to be here?
 Paul I think I did, Jack.
 Jack Well, maybe. Anyway, I've heard that this film is hilarious. Um, have you bought the tickets already?
 Hannah No, we'll have to get them now. Come on.
 Hannah Three tickets for 'Don't make fun of me', please.
 Woman Sorry, too late. The film's started. We don't let people go in after the film's started.
 Paul Seriously? But that's crazy.
 Woman They're the rules, and I can't break the rules.
 Paul Are you playing a joke on us?
 Woman No, young man, I'm not.
 Hannah Come on, Paul, don't argue, it's not worth it.
 Jack It's my fault. Sorry guys. Let's go and get some pizza – I'll pay, OK?

Exercise 3

1 break 2 intelligent 3 punished 4 encouraged 5 confident

Exercise 4

1 reminded 2 warned 3 makes 4 behaves 5 persuaded 6 off 7 expected

Exercise 5

1 'd known, I'd have lent 2 me to work 3 wasn't 4 hadn't seen 5 would have arrived, had left

Exercise 6

1 allowed 2 let 3 lets 4 allowed 5 allowed

Exercise 7

1 We're talking about 2 make it up 3 made fun 4 I'm just saying 5 have a word 6 make sure 7 it's not worth it

Exercise 8

1 It was a beautiful sunny day. 2 She was picking up starfish and throwing them back into the sea. 3 Because otherwise they would die on the sand. 4 Because there were too many starfish for her to be able to save them all. 5 Because she can make a difference for each individual starfish that she helps.

WORKBOOK

PRONUNCIATION KEY

UNIT 1

Sentence stress

Exercise 1

1 help you 2 changed forever 3 the new café 4 definitely
do 5 fantastic time 6 dangerous places 7 to be famous
8 an idea 9 had a terrible 10 never heard 11 is for living

UNIT 2

Word stress

Exercise 1

one syllable: guess, know, think
two syllables: believe, forget, suppose
three syllables: concentrate, recognise, remember.

Exercise 3

Oo	oO	Ooo	oOo
listen	believe	concentrate	consider
study	discuss	motivate	imagine
wonder	explain	recognise	remember

UNIT 3

Words ending with schwa /ə/

Exercise 1

1 quieter 2 better 3 earlier 4 taller 5 older 6 slower
7 funnier

Exercise 3

two syllables: **better**, **older**, **slower**, **taller**
three syllables: **earlier**, **funnier**, **tidier**, **quieter**

UNIT 4

The short /ʌ/ vowel sound

Exercise 1

1 c home 2 a shout 3 c you 4 c nose 5 d note
6 d ground 7 a put 8 a could 9 c over 10 b use
11 a good

UNIT 5

Strong and weak forms of *been* /bi:n/ and /bɪn/

Exercise 1

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

Exercise 3

The strong forms of *been* (pronounced /bi:n/)

1 Where have you been? You're covered in dirt!
4 Look at your face. It's so red! Where have you been?
g I've already been.

UNIT 6

/f/, /v/ and /b/ consonant sounds

Exercise 1

1 a 2 b 3 b 4 a 5 a

Exercise 3

1 very 2 vet 3 best 4 van

UNIT 7

Intonation in question tags

Exercise 1

1 rising arrow 2 falling arrow 3 falling arrow
4 falling arrow 5 falling arrow

Exercise 3

1 b 2 a 3 b 4 b 5 b

UNIT 8

The /ju:/ sound

Exercise 1

U	E	U	R	E	K	A	E	C	A
S	N	E	W	T	O	N	W	O	U
E	F	E	E	O	T	M	H	M	S
D	Z	R	W	R	C	U	O	P	U
I	A	O	W	T	R	U	R	U	A
I	F	U	T	U	R	E	R	T	L
Y	O	U	C	H	R	F	U	E	L
R	E	V	I	E	W	T	U	R	Y

Exercise 3

1 umbrella 2 guess 3 threw 4 butter

UNIT 9

/tʃ/ and /dʒ/ consonant sounds

Exercise 1

1 match 2 future 3 switch 4 charities

Exercise 2

The sound which occurs in all of the words in the list is 'ch' /tʃ/.

Exercise 4

1 join 2 bridge 3 jokes 4 message

Exercise 5

The sound which occurs in all of the words in this list is 'j' /dʒ/.

UNIT 10

/tʃ/ and /ʃ/ sounds

39 Exercise 1

1 Sheryl 2 Mitchell 3 Chelsea 4 Charlie 5 Shawn

Audio Script Track 39

Example

shoes – cheese – wish; shoes – cheese – wish

Who do you meet?

Marsha

1

choose – witch – she’s; choose – witch – she’s

Who do you meet?

2

wash – chips – chair; wash – chips – chair

Who do you meet?

3

ships – share – watch; ships – share – watch

Who do you meet?

4

catch – cheap – match; catch – cheap – match

Who do you meet?

5

choose – share – ships; choose – share – ships

Who do you meet?

40 Exercise 3

1 machine 2 wish 3 sure 4 information

41 Exercise 5

the /ʃ/ sound: delicious, passion, competition

the /tʃ/ sound: future, question, mixture

the /ʒ/ sound: conclusion, decision, revision.

UNIT 11

Polite intonation

Exercise 1

1 A 2 C 3 R 4 C 5 A 6 R

43 Exercise 2

1 ✓ 2 ✗ 3 ✗ 4 ✓ 5 ✗ 6 ✗

44 Exercise 4

The speaker uses a wider range of intonation and often raises the voice at the end to be more friendly.

UNIT 12

Silent consonants

Exercise 1

1 daughter 2 scissors 3 would 4 island 5 hour
6 salmon 7 answer 8 mustn't