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face2face

Upper Intermediate Teacher's Book







With over 100 pages of extra teacher's resources

Chris Redston & Tim Marchand
with Gillie Cunningham

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Upper Intermediate Teacher's Book

Chris Redston and Tim Marchand
with Gillie Cunningham

Tests by Anthea Bazin and Chris Redston

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Welcome to face2face!

face2face

face2face is a general English course for adults and young adults who want to learn to communicate quickly and effectively in today's world.

face2face is based on the communicative approach and it combines the best in current methodology with special new features designed to make learning and teaching easier.

The **face2face** syllabus integrates the learning of new language with skills development and places equal emphasis on vocabulary and grammar.

face2face uses a guided discovery approach to learning, first allowing students to check what they know, then helping them to work out the rules for themselves through carefully structured examples and concept questions.

All new language is included in the interactive *Language Summaries* in the back of the **face2face** Student's Book and is regularly recycled and reviewed.

There is a strong focus on listening and speaking throughout **face2face**.

Innovative *Help with Listening* sections help students to understand natural spoken English in context and there are numerous opportunities for communicative, personalised speaking practice in **face2face**. The *Real World* lessons in each unit focus on the functional and situational language students need for day-to-day life.

The **face2face** Student's Book provides approximately 80 hours of core teaching material, which can be extended to 120 hours with the photocopiable resources and extra ideas in this Teacher's Book. Each self-contained double-page lesson is easily teachable off the page with minimal preparation.

The vocabulary selection in **face2face** has been informed by the *Cambridge International Corpus* and the *Cambridge Learner Corpus*.

face2face is fully compatible with the *Common European Framework of Reference for Languages* (CEF) and gives students regular opportunities to evaluate their progress. **face2face** Upper Intermediate completes B2 (see p13).

face2face Upper Intermediate Components

Student's Book with free CD-ROM/Audio CD

The Student's Book provides 48 double-page lessons in 12 thematically linked units, each with 4 lessons of 2 pages. Each lesson takes approximately 90 minutes.

The free CD-ROM/Audio CD is an invaluable resource for students, with over 200 exercises in all language areas, plus video, recording and playback capability, a fully searchable *Grammar Reference* section and *Word List*, all the sounds in English, customisable *My Activities* and *My Test* sections, and *Progress* sections where students evaluate their own progress. Help students to get the most out of the CD-ROM/Audio CD by giving them the photocopiable instructions on p10–p12.

Class Audio CDs and Class Audio Cassettes

The three Class Audio CDs and three Class Audio Cassettes contain all the listening material for the Student's Book, including conversations, drills, songs and the listening sections of the *Progress Tests* for units 6 and 12.

Workbook

The Workbook provides further practice of all language presented in the Student's Book. It also includes a 24-page *Reading and Writing Portfolio* based on the *Common European Framework of Reference for Languages*, which can be used either for homework or for extra work in class.

Teacher's Book

This Teacher's Book includes *Teaching Tips, Teaching Notes* and photocopiable materials: 35 *Class Activities*, 12 *Vocabulary Plus* and 4 *Study Skills* worksheets, and 12 *Progress Tests*.

Network CD-ROM

The Network CD-ROM is a network version of the CD-ROM material from the Student's Book CD-ROM/Audio CD for use in school computer laboratories by up to 30 users.

Intermediate and Upper Intermediate DVD

The Intermediate and Upper Intermediate DVD contains all the video sequences from the Intermediate and Upper Intermediate Student's Book CD-ROMs. The User Guide accompanying the DVD gives ideas for exploiting the video material in class.

Website

Visit the **face2face** website www.cambridge.org/elt/face2face for downloadable activities, sample materials and more information about how **face2face** covers the language areas specified by the CEF.

The face2face Approach

Listening

A typical listening practice activity checks understanding of gist and then asks questions about specific details. The innovative *Help with Listening* sections take students a step further by focusing on the underlying reasons why listening to English can be so problematic. Activities in these sections:

- focus on how sentence stress, weak forms, linking and extra sounds combine to give spoken English its natural rhythm.
- help students to recognise features of redundancy, e.g. fillers.
- raise awareness of emphatic stress and back referencing.
- focus on different native English speakers' accents.
- encourage students to make the link between the written and the spoken word by asking them to work with the *Recording Scripts* while they listen.

For *Teaching Tips* on Listening, see p18.

Speaking

All the lessons in **face2face** Upper Intermediate and the *Class Activities* photocopiables provide students with numerous speaking opportunities. Many of these activities focus on accuracy, while the fluency activities help students to gain confidence, take risks and try out what they have learned. For fluency activities to be truly 'fluent', however, students often need time to formulate their ideas before they speak. This preparation is incorporated into the *Get ready ... Get it right!* activities at the end of each A and B lesson.

For *Teaching Tips* on Speaking, see p18.

Reading and Writing

In the **face2face** Upper Intermediate Student's Book, reading texts from a wide variety of genres are used both to present new language and to provide reading practice. Reading sub-skills, such as skimming and scanning, are also extensively practised. In addition there are a number of writing activities, which consolidate the language input of the lesson.

For classes that require more practice of reading and writing skills, there is the 24-page *Reading and Writing Portfolio* in the **face2face** Upper Intermediate Workbook. This section contains 12 double-page stand-alone lessons, one for each unit of the Student's Book, which are designed for students to do at home or in class. The topics and content of these lessons are based closely on the CEF reading and writing competences for level B2.

Vocabulary

face2face Upper Intermediate recognises the importance of vocabulary in successful communication. There is lexical input in most lessons, all of which is consolidated for student reference in the interactive *Language Summaries* in the back of the Student's Book. The areas of vocabulary include:

- lexical fields (*a review, a critic, subtitled, dubbed,* etc.)
- collocations (*make a living, work freelance,* etc.)
- word families (*prefer, preference, preferable, preferably*, etc.)
- sentence stems (*Why on earth ... ?, Well, no wonder ...*, etc.)
- fixed and semi-fixed phrases (*It drives me crazy.*, etc.)
- phrasal verbs and idioms (*make sth up, sleep like a log,* etc.)

When students meet a new vocabulary area, they are often asked to tick the words they know before doing a matching exercise or checking in the *Language Summaries*. This is usually followed by communicative practice of the new vocabulary. In addition, each unit in **face2face** Upper Intermediate includes one *Help with Vocabulary* section, designed to guide students towards a better understanding of the lexical systems of English. Students study contextualised examples and answer guided discovery questions before checking in the *Language Summaries*.

For longer courses and/or more able students, this Teacher's Book also contains one *Vocabulary Plus* worksheet for each unit. These worksheets introduce and practise new vocabulary that is **not** included in the Student's Book.

For *Teaching Tips* on Vocabulary, see p18.

Grammar

Grammar is a central strand in the **face2face** Upper Intermediate syllabus and new grammar structures are always introduced in context in a listening or a reading text. We believe students are more likely to understand and remember new language if they have actively tried to work out the rules for themselves. Therefore in the *Help with Grammar* sections students work out the meaning and form of the structure for themselves before checking in the *Language Summaries*. All new grammar forms are practised in regular recorded pronunciation drills and communicative speaking activities, and consolidated through written practice.

For *Teaching Tips* on Grammar, see p19.

Functional Language

face2face Upper Intermediate places great emphasis on the functional language students need to use immediately in their daily lives. Each unit has a double-page *Real World* lesson that introduces and practises this language in a variety of situations. Typical functions include keeping a conversation going, giving your opinion, making polite interruptions, apologising, and making and responding to suggestions.

Pronunciation

Pronunciation is integrated throughout **face2face** Upper Intermediate. Drills for new grammar structures and *Real World* language are included on the Class Audio CDs/ Cassettes and indicated by the icon P. New *Help with Fluency* sections also help students to become more fluent by focusing on phonological aspects of spoken English.

For *Teaching Tips* on Pronunciation, see p19.

Reviewing and Recycling

We believe that regular reviewing and recycling of language are essential and language is recycled in every lesson. Opportunities for review are also provided in the *Quick Review* sections at the beginning of every lesson, the comprehensive *Review* sections at the end of each unit, and the 12 photocopiable *Progress Tests* in this Teacher's Book.

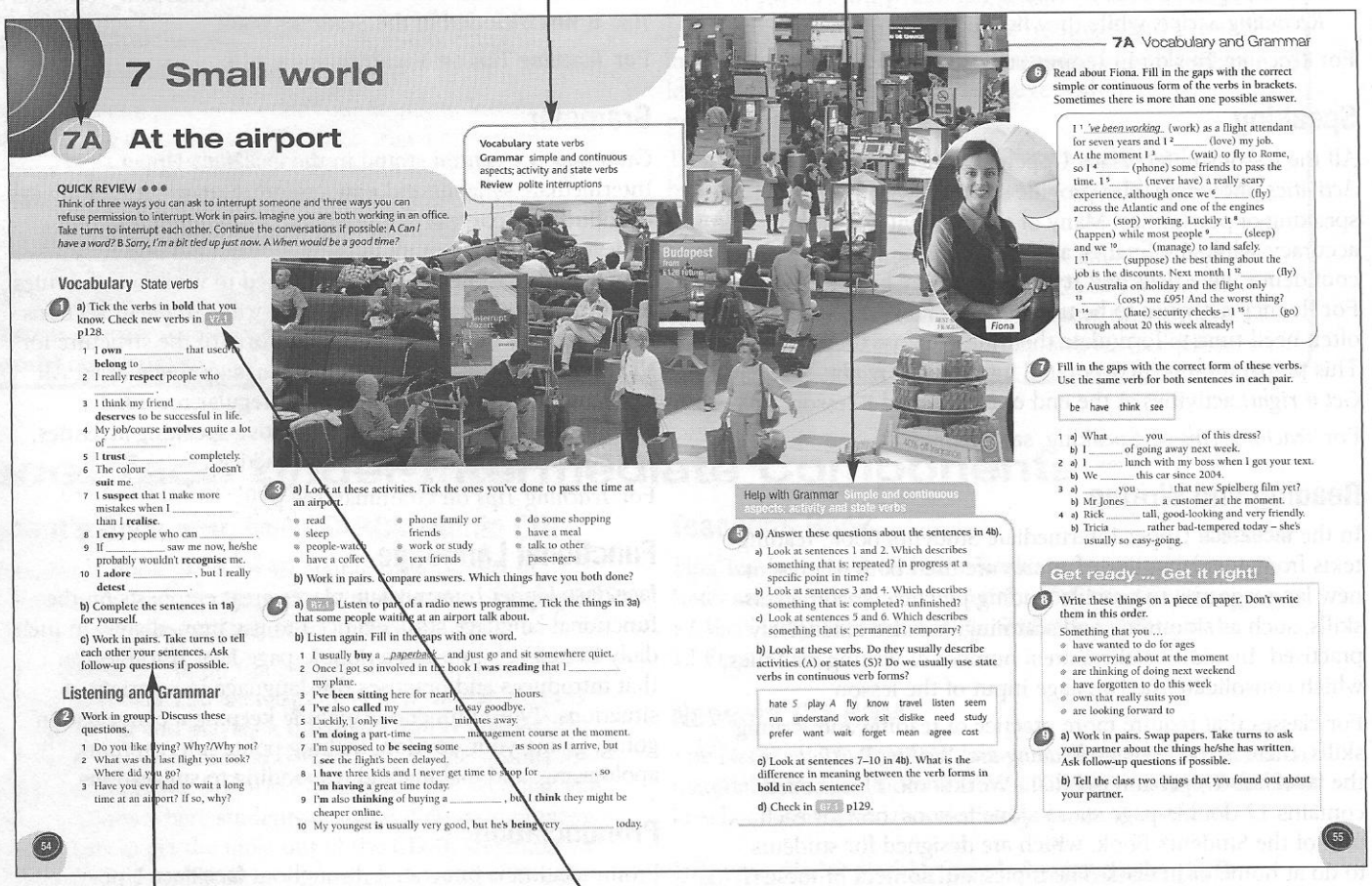
For *Teaching Tips* on Reviewing and Recycling, see p20.

The Student's Book

Lessons A and B in each unit introduce and practise new vocabulary and grammar in realistic contexts.

Menu boxes list the language taught and reviewed in each lesson.

Help with Grammar sections encourage students to work out the rules of form and use for themselves before checking their answers in the interactive *Language Summary* for the unit.



7 Small world

7A At the airport

Vocabulary state verbs
Grammar simple and continuous aspects; activity and state verbs
Review polite interruptions

QUICK REVIEW ●●●
Think of three ways you can ask to interrupt someone and three ways you can refuse permission to interrupt. Work in pairs. Imagine you are both working in an office. Take turns to interrupt each other. Continue the conversations if possible: A *Can I have a word?* B *Sorry, I'm a bit tied up just now.* A *When would be a good time?*

Vocabulary State verbs

1 a) Tick the verbs in **bold** that you know. Check new verbs in V7.1 p128.

1 I **own** _____ that used to **belong** to _____.
2 I really **respect** people who _____.
3 I think my friend _____ **deserves** to be successful in life.
4 My job/course **involves** quite a lot of _____.
5 I **trust** _____ completely.
6 The colour _____ doesn't **suit** me.
7 I **suspect** that I make more mistakes when I _____ than I **realise**.
8 I **envy** people who can _____.
9 If _____ saw me now, he/she probably wouldn't **recognise** me.
10 I **adore** _____, but I really **detest** _____.

b) Complete the sentences in 1a) for yourself.

c) Work in pairs. Take turns to tell each other your sentences. Ask follow-up questions if possible.

Listening and Grammar

2 Work in groups. Discuss these questions.

1 Do you like flying? Why?/Why not?
2 What was the last flight you took? Where did you go?
3 Have you ever had to wait a long time at an airport? If so, why?

3 a) Look at these activities. Tick the ones you've done to pass the time at an airport.

- read
- sleep
- people-watch
- have a coffee
- phone family or friends
- work or study
- text friends
- do some shopping
- have a meal
- talk to other passengers

b) Work in pairs. Compare answers. Which things have you both done?

4 a) 07.1 Listen to part of a radio news programme. Tick the things in 3a) that some people waiting at an airport talk about.

b) Listen again. Fill in the gaps with one word.

1 I usually **buy** a _paperback_ and just go and sit somewhere quiet.
2 Once I got so involved in the book I **was reading** that I _____ my plane.
3 I've **been sitting** here for nearly _____ hours.
4 I've also **called** my _____ to say goodbye.
5 Luckily, I only **live** _____ minutes away.
6 I'm **doing** a part-time _____ management course at the moment.
7 I'm supposed to **be seeing** some _____ as soon as I arrive, but I **see** the flight's been delayed.
8 I **have** three kids and I never get time to stop for _____, so I'm **having** a great time today.
9 I'm also **thinking** of buying a _____, but I **think** they might be cheaper online.
10 My youngest **is** usually very good, but he's **being** very _____ today.

Help with Grammar Simple and continuous aspects: activity and state verbs

5 a) Answer these questions about the sentences in 4b).

a) Look at sentences 1 and 2. Which describes something that is: repeated? in progress at a specific point in time?
b) Look at sentences 3 and 4. Which describes something that is: completed? unfinished?
c) Look at sentences 5 and 6. Which describes something that is: permanent? temporary?

b) Look at these verbs. Do they usually describe activities (A) or states (S)? Do we usually use state verbs in continuous verb forms?

hate *S* play *A* fly know travel listen seem run understand work sit dislike need study prefer want wait forget mean agree cost

c) Look at sentences 7–10 in 4b). What is the difference in meaning between the verb forms in **bold** in each sentence?

d) Check in G7.1 p129.

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7A Vocabulary and Grammar

6 Read about Fiona. Fill in the gaps with the correct simple or continuous form of the verbs in brackets. Sometimes there is more than one possible answer.

I 1 *'ve been working* (work) as a flight attendant for seven years and I 2_____ (love) my job. At the moment I 3_____ (wait) to fly to Rome, so I 4_____ (phone) some friends to pass the time. I 5_____ (never have) a really scary experience, although once we 6_____ (fly) across the Atlantic and one of the engines 7_____ (stop) working. Luckily it 8_____ (happen) while most people 9_____ (sleep) and we 10_____ (manage) to land safely. I 11_____ (suppose) the best thing about the job is the discounts. Next month I 12_____ (fly) to Australia on holiday and the flight only 13_____ (cost) me £95! And the worst thing? I 14_____ (hate) security checks – I 15_____ (go) through about 20 this week already!

7 Fill in the gaps with the correct form of these verbs. Use the same verb for both sentences in each pair.

be have think see

1 a) What _____ you _____ of this dress?
b) I _____ of going away next week.
2 a) I _____ lunch with my boss when I got your text.
b) We _____ this car since 2004.
3 a) _____ you _____ that new Spielberg film yet?
b) Mr Jones _____ a customer at the moment.
4 a) Rick _____ tall, good-looking and very friendly.
b) Tricia _____ rather bad-tempered today – she's usually so easy-going.

Get ready ... Get it right!

8 Write these things on a piece of paper. Don't write them in this order.

Something that you ...

- have wanted to do for ages
- are worrying about at the moment
- are thinking of doing next weekend
- have forgotten to do this week
- own that really suits you
- are looking forward to

9 a) Work in pairs. Swap papers. Take turns to ask your partner about the things he/she has written. Ask follow-up questions if possible.

b) Tell the class two things that you found out about your partner.

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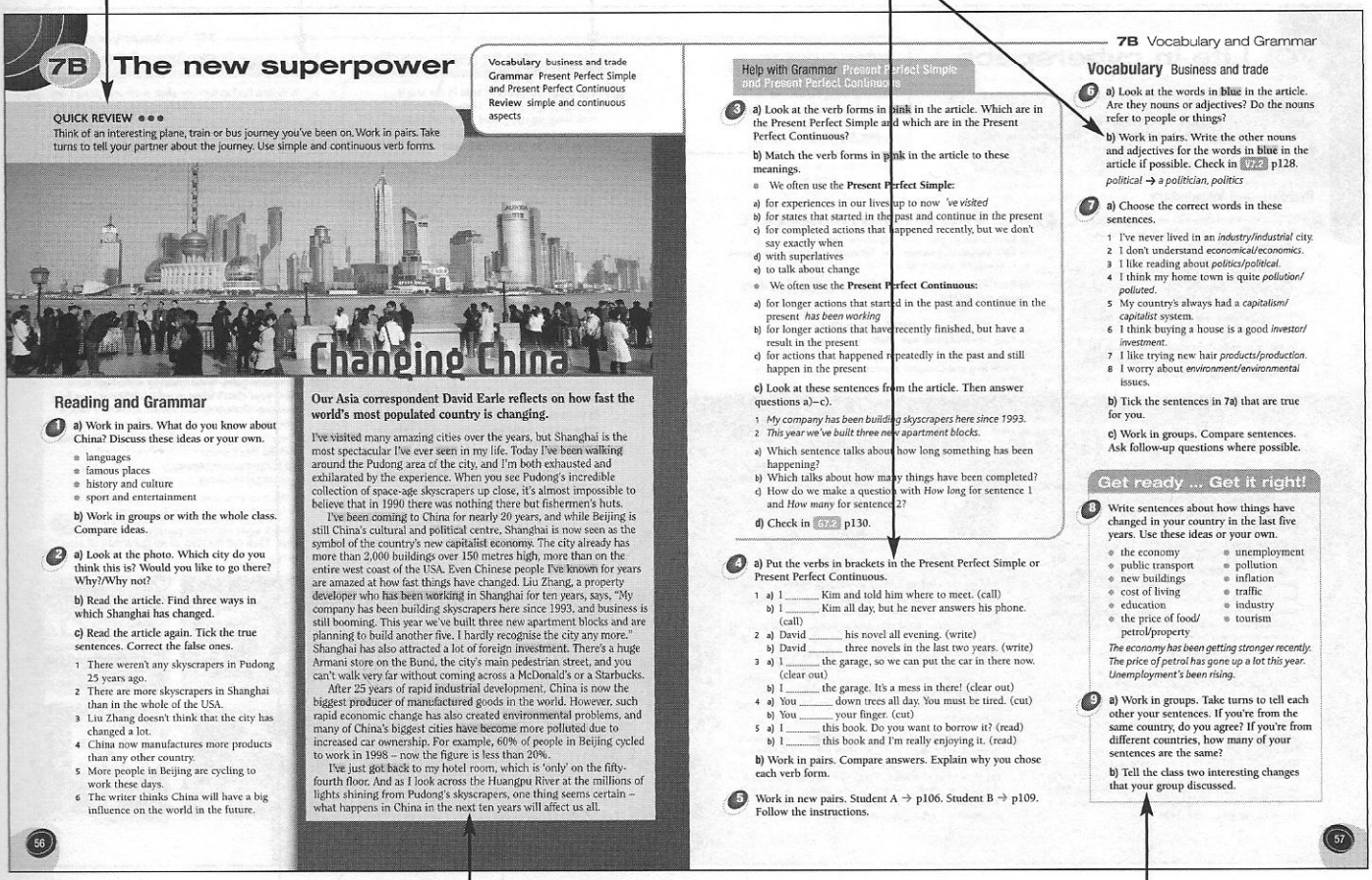
There are practice activities immediately after the presentation of vocabulary to help consolidate the new language.

Students can learn and check the meaning of new vocabulary in the interactive *Language Summary* for the unit in the back of the Student's Book.

Reduced sample pages from **face2face** Upper Intermediate Student's Book

Quick Reviews at the beginning of each lesson recycle previously learned language and get the class off to a lively, student-centred start.

Controlled practice exercises check students have understood the meaning and form of new language.



7B The new superpower

Vocabulary business and trade
Grammar Present Perfect Simple and Present Perfect Continuous
Review simple and continuous aspects

QUICK REVIEW ●●●
Think of an interesting plane, train or bus journey you've been on. Work in pairs. Take turns to tell your partner about the journey. Use simple and continuous verb forms.

Changing China

Reading and Grammar

1 a) Work in pairs. What do you know about China? Discuss these ideas or your own.
- languages
- famous places
- history and culture
- sport and entertainment

b) Work in groups or with the whole class. Compare ideas.

2 a) Look at the photo. Which city do you think this is? Would you like to go there? Why?/Why not?

b) Read the article. Find three ways in which Shanghai has changed.

c) Read the article again. Tick the true sentences. Correct the false ones.
1 There weren't any skyscrapers in Pudong 25 years ago.
2 There are more skyscrapers in Shanghai than in the whole of the USA.
3 Liu Zhang doesn't think that the city has changed a lot.
4 China now manufactures more products than any other country.
5 More people in Beijing are cycling to work these days.
6 The writer thinks China will have a big influence on the world in the future.

Our Asia correspondent David Earle reflects on how fast the world's most populated country is changing.

I've visited many amazing cities over the years, but Shanghai is the most spectacular I've ever seen in my life. Today I've been walking around the Pudong area of the city, and I'm both exhausted and exhilarated by the experience. When you see Pudong's incredible collection of space-age skyscrapers up close, it's almost impossible to believe that in 1990 there was nothing there but fishermen's huts.

I've been coming to China for nearly 20 years, and while Beijing is still China's cultural and political centre, Shanghai is now seen as the symbol of the country's new capitalist economy. The city already has more than 2,000 buildings over 150 metres high, more than on the entire west coast of the USA. Even Chinese people I've known for years are amazed at how fast things have changed. Liu Zhang, a property developer who has been working in Shanghai for ten years, says, "My company has been building skyscrapers here since 1993, and business is still booming. This year we've built three new apartment blocks and are planning to build another five. I hardly recognise the city any more." Shanghai has also attracted a lot of foreign investment. There's a huge Armani store on the Bund, the city's main pedestrian street, and you can't walk very far without coming across a McDonald's or a Starbucks.

After 25 years of rapid industrial development, China is now the biggest producer of manufactured goods in the world. However, such rapid economic change has also created environmental problems, and many of China's biggest cities have become more polluted due to increased car ownership. For example, 60% of people in Beijing cycled to work in 1998 – now the figure is less than 20%.

I've just got back to my hotel room, which is 'only' on the fifty-fourth floor. And as I look across the Huangpu River at the millions of lights shining from Pudong's skyscrapers, one thing seems certain – what happens in China in the next ten years will affect us all.

Help with Grammar Present Perfect Simple and Present Perfect Continuous

3 a) Look at the verb forms in pink in the article. Which are in the Present Perfect Simple and which are in the Present Perfect Continuous?

b) Match the verb forms in pink in the article to these meanings.

- We often use the **Present Perfect Simple:**

a) for experiences in our lives up to now *'ve visited*
b) for states that started in the past and continue in the present
c) for completed actions that happened recently, but we don't say exactly when
d) with superlatives
e) to talk about change

- We often use the **Present Perfect Continuous:**

a) for longer actions that started in the past and continue in the present *has been working*
b) for longer actions that have recently finished, but have a result in the present
c) for actions that happened repeatedly in the past and still happen in the present

c) Look at these sentences from the article. Then answer questions a)–c).
1 *My company has been building skyscrapers here since 1993.*
2 *This year we've built three new apartment blocks.*
a) Which sentence talks about how long something has been happening?
b) Which talks about how many things have been completed?
c) How do we make a question with *How long* for sentence 1 and *How many* for sentence 2?

d) Check in GR 7.2 p130.

4 a) Put the verbs in brackets in the Present Perfect Simple or Present Perfect Continuous.
1 a) I _____ Kim and told him where to meet. (call)
b) I _____ Kim all day, but he never answers his phone. (call)
2 a) David _____ his novel all evening. (write)
b) David _____ three novels in the last two years. (write)
3 a) I _____ the garage, so we can put the car in there now. (clear out)
b) I _____ the garage. It's a mess in there! (clear out)
4 a) You _____ down trees all day. You must be tired. (cut)
b) You _____ your finger. (cut)
5 a) I _____ this book. Do you want to borrow it? (read)
b) I _____ this book and I'm really enjoying it. (read)

b) Work in pairs. Compare answers. Explain why you chose each verb form.

5 Work in new pairs. Student A → p106. Student B → p109. Follow the instructions.

Vocabulary Business and trade

6 a) Look at the words in blue in the article. Are they nouns or adjectives? Do the nouns refer to people or things?

b) Work in pairs. Write the other nouns and adjectives for the words in blue in the article if possible. Check in VT 7.2 p128.
political → a politician, politics

7 a) Choose the correct words in these sentences.
1 I've never lived in an *industry/industrial* city.
2 I don't understand *economical/economics*.
3 I like reading about *politics/political*.
4 I think my home town is quite *pollution/polluted*.
5 My country's always had a *capitalism/capitalist* system.
6 I think buying a house is a good *investor/investment*.
7 I like trying new hair *products/production*.
8 I worry about *environment/environmental* issues.

b) Tick the sentences in 7a) that are true for you.

c) Work in groups. Compare sentences. Ask follow-up questions where possible.

Get ready ... Get it right!

8 Write sentences about how things have changed in your country in the last five years. Use these ideas or your own.
- the economy
- public transport
- new buildings
- cost of living
- education
- the price of food/ petrol/property
- unemployment
- pollution
- inflation
- traffic
- industry
- tourism

The economy has been getting stronger recently.
The price of petrol has gone up a lot this year.
Unemployment's been rising.

9 a) Work in groups. Take turns to tell each other your sentences. If you're from the same country, do you agree? If you're from different countries, how many of your sentences are the same?

b) Tell the class two interesting changes that your group discussed.

New grammar structures are always presented in context in a listening or a reading text.

Get ready ... Get it right! sections are structured communicative speaking tasks that focus on both accuracy and fluency. The *Get ready ...* stage provides the opportunity for students to plan the language and content of what they are going to say before *Getting it right!* when they do the communicative stage of the activity.

Reduced sample pages from **face2face** Upper Intermediate Student's Book

Lesson C *Vocabulary and Skills* lessons develop students' range of receptive skills by providing opportunities to work with different types of semi-authentic text, then exploring and developing areas of lexical grammar.

Help with Vocabulary sections encourage students to work out the rules of form and use of new vocabulary themselves before checking in the interactive *Language Summary* for the unit.

Help with Listening sections focus on the areas that make spoken English so difficult to understand and teach students how to listen more effectively.

VOCABULARY AND SKILLS

7C Life in cyberspace

Vocabulary the Internet; word building (2): prefixes
Skills Reading: Our digital world; Listening: Using the Internet
Help with Listening recognising redundancy
Review business and trade

QUICK REVIEW ●●●
Work in pairs. What are the nouns for the people and the adjectives for these things: *economy; development; industry; pollution; product; politics?* Take turns to make sentences that include one word from each group: *My brother's an economist. It's an economical car.*

Reading and Vocabulary

1 a) Tick the words/phrases connected to the Internet that you know. Check new words/phrases in R7.2 p128.

a search engine a chat room a forum
an online encyclopaedia an online dating agency
a blog an online RPG a webcam an MP3 file
a podcast anti-virus software wireless/Wi-Fi

b) Work in pairs. Which of the things in 1a) have you used, visited or downloaded? What else do you use the Internet for?

2 a) Read the article. Match headings a)–e) to paragraphs 1–5.

a) Connecting people
b) How the Internet started
c) We can't live without it
d) It's our Internet
e) Taking the Internet to the people

b) Read the article again. What does it say about these dates, people and things?

the 1980s Al Gore ARPANET Charles Kline
1972 the World Wide Web 1990 news blogs

c) Work in pairs. Compare answers.

Our digital world



1 These days it's almost impossible to imagine a world without the Internet, or to **overestimate** its influence on our daily lives. It's therefore amazing to think that in the 1980s the Internet was only used by a handful of scientists, engineers and **postgraduate** computer experts.

2 Although **ex-vice president** of the USA, Al Gore, famously claimed that he had invented the Internet, it actually began back in the 1960s as part of a US government defence plan. The Internet (then known as ARPANET) first went online in 1969, when four computers at different American universities were connected together. A man called Charles Kline was the first person to try and connect to another computer via the Internet – but the system crashed when he typed in the G in LOGIN!

3 Email first appeared in 1972 and the first discussion groups started in 1979. Back then there were no computers in people's homes or offices, and anyone who wanted to use the Internet had to learn a very complex system. The Internet first became accessible to the **non-scientific** community in 1989, when British scientist Tim Berners-Lee invented the World Wide Web (the system which allows us to move from one website to another). The public were finally allowed access to the Internet in 1990 – and now we use it to do everything from watching a **preview** of a new film to talking to a friend on the other side of the world.

4 Perhaps the most **undervalued** function of the Internet is the way it brings people together. Email and instant messaging services have revolutionised global communication, while chat rooms, forums and blogs allow us to share opinions with people from all over the world. News reporting is no longer only in the hands of **multinational** media companies, as independent news blogs become more popular and influential. And whether you're a **pro-hunting** campaigner or an **anti-nuclear** activist, the Internet will help you find other people that share your views.

5 Of course the Internet can also be **misused**, and policing cyberspace remains a problem. However, the Internet has made us more independent and **self-reliant**, and has **redefined** our relationship with the outside world. And the most wonderful thing about the Internet is that it isn't owned by any government, organisation or corporation – cyberspace belongs to us all.

Help with Vocabulary Word building (2): prefixes

3 a) Look at the words in **bold** in the article. Underline the prefixes. Then complete the table with these meanings and the words in **bold**.

~~for~~ against do something again many
after before not do something incorrectly
not enough too much of/by yourself used to be

prefix	meaning	example
pro-	*for*	*pro-hunting*
anti-		
pre-		
post-		
under-		
over-		
multi-		
re-		
mis-		
ex-		
self-		
non-		

b) Work in pairs. Which prefixes can you use with these words? Sometimes there is more than one possible answer.

war stop government cultural
millionaire colleague calculate
decorate build smoker wife
understand qualified rated
defence discipline

c) Check in R7.4 p129.

4 Work in new pairs. Student A → p105. Student B → p108. Follow the instructions.

Listening

5 a) Look at pictures A–D. What are the people doing in each one?

b) R7.2 Listen to four people discussing how they use the Internet. Put pictures A–D in the order they talk about them.

c) Listen again. Answer these questions.

1 Why was Ian surprised when he got to work this morning?
2 Why does Molly like shopping online?
3 Does Clive always pay for the songs he downloads?
4 Why hasn't Ian worked out how to download songs?
5 How many people can play an online RPG at any one time?
6 Why does Olivia use her webcam a lot?

Help with Listening Recognising redundancy

In spoken English there are often words and phrases that we can ignore, for example fillers (*um, you know*, etc.) and false starts (*It's … It's about the only thing …* , etc.).

6 a) Look at these sentences from R7.2. Underline the fillers and false starts.

1 Well, I've only … I'd only been away from the office for like a week.
2 Yeah, I generally, um, I buy a lot of things online too, especially, er, books and CDs and you know things like that.
3 You see, it's … it's just that I've never sort of found the time to work out how to do it.
4 Most of … a lot of my family live in the States, and we kind of, er, use the webcam to keep in touch.

b) R7.2 Look at R7.2, p131. Listen to the first half of the conversation. Notice the fillers and false starts. Then listen to the second half of the conversation and underline the fillers and false starts.

7 a) Work in pairs. Write a survey to find out more about your class's Internet habits. Write at least four questions. Include three possible answers for each question.

1 *How much time do you spend on the Internet every week?*
a) less than 2 hours
b) between 2 and 6 hours
c) more than 6 hours

b) Work on your own. Interview four other students. Make notes on their answers.

c) Work again with your partner from 7a). Compare notes. Then tell the class about the results of your survey.



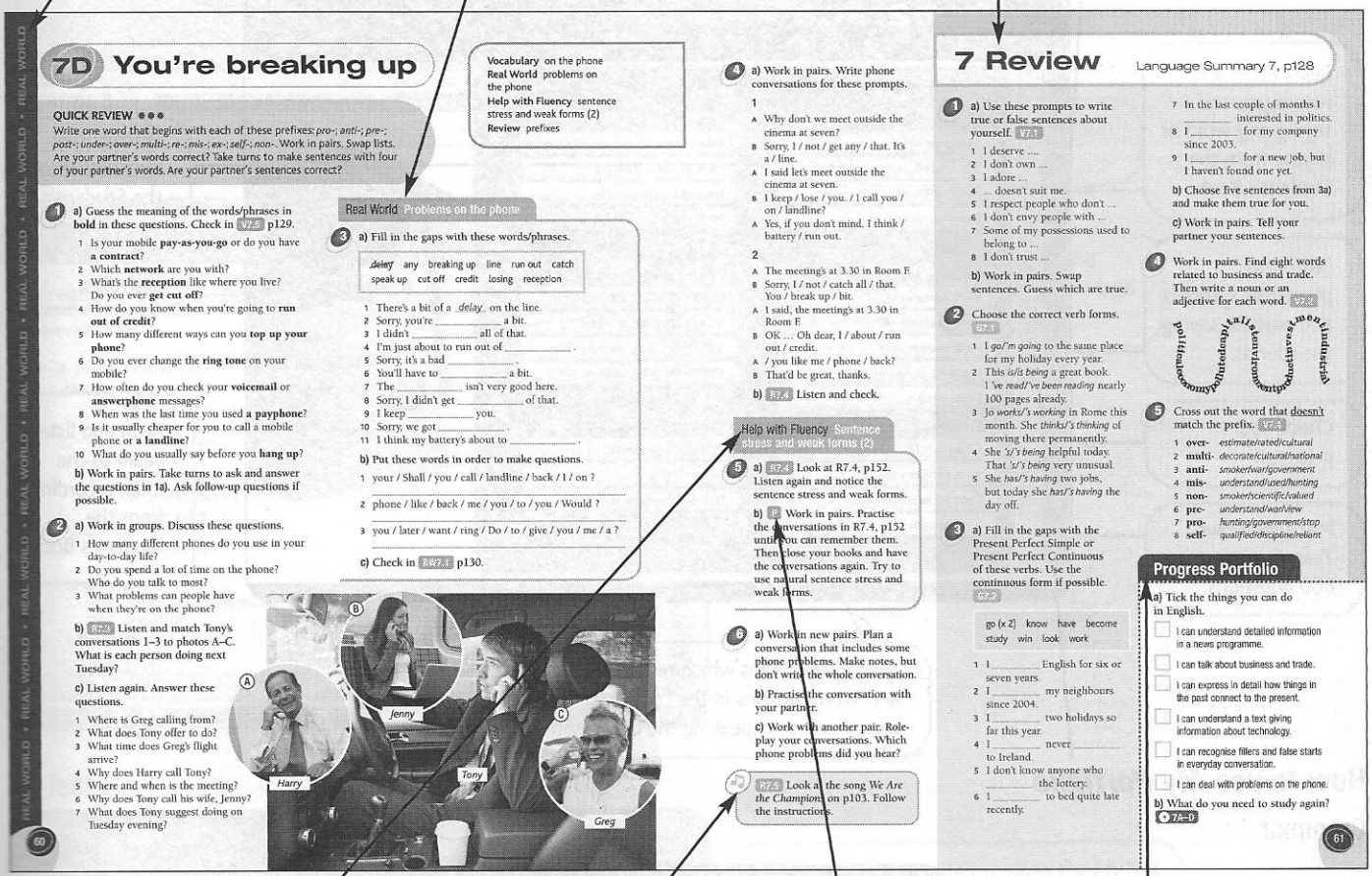
The *Pair and Group Work* section in the back of the Student's Book provides numerous communicative speaking practice activities.

Students are often encouraged to refer to the *Recording Scripts* in the back of the Student's Book to help develop their ability in both listening and pronunciation.

Lesson D *Real World* lessons focus on the functional language students need for day-to-day life.

Real World sections help students to analyse the functional language for themselves before checking in the interactive *Language Summary* for the unit.

The *Review* sections at the end of every D lesson provide revision of key language from the unit. These activities can be done in class or for homework and will help students prepare for the *Progress Test* for the unit.



7D You're breaking up

Vocabulary on the phone
Real World problems on the phone
Help with Fluency sentence stress and weak forms (2)
Review prefixes

QUICK REVIEW
Write one word that begins with each of these prefixes: *pre-; anti-; pre-; post-; under-; over-; multi-; re-; mis-; ex-; self-; non-*. Work in pairs. Swap lists. Are your partner's words correct? Take turns to make sentences with four of your partner's words. Are your partner's sentences correct?

1 a) Guess the meaning of the words/phrases in **bold** in these questions. Check in R7.6 p129.
1 Is your mobile **pay-as-you-go** or do you have **a contract**?
2 Which **network** are you with?
3 What's the **reception** like where you live? Do you ever **get cut off**?
4 How do you know when you're going to **run out of credit**?
5 How many different ways can you **top up your phone**?
6 Do you ever change the **ring tone** on your mobile?
7 How often do you check your **voicemail** or **answerphone** messages?
8 When was the last time you used a **payphone**?
9 Is it usually cheaper for you to call a mobile phone or **a landline**?
10 What do you usually say before you **hang up**?
b) Work in pairs. Take turns to ask and answer the questions in 1a). Ask follow-up questions if possible.

2 a) Work in groups. Discuss these questions.
1 How many different phones do you use in your day-to-day life?
2 Do you spend a lot of time on the phone? Who do you talk to most?
3 What problems can people have when they're on the phone?
b) R7.1 Listen and match Tony's conversations 1–3 to photos A–C. What is each person doing next Tuesday?
c) Listen again. Answer these questions.
1 Where is Greg calling from?
2 What does Tony offer to do?
3 What time does Greg's flight arrive?
4 Why does Harry call Tony?
5 Where and when is the meeting?
6 Why does Tony call his wife, Jenny?
7 What does Tony suggest doing on Tuesday evening?

Real World Problems on the phone

3 a) Fill in the gaps with these words/phrases.
~~delay~~ any breaking up line run out catch speak up cut off credit losing reception
1 There's a bit of a *delay* on the line.
2 Sorry, you're _____ a bit.
3 I didn't _____ all of that.
4 I'm just about to run out of _____.
5 Sorry, it's a bad _____.
6 You'll have to _____ a bit.
7 The _____ isn't very good here.
8 Sorry, I didn't get _____ of that.
9 I keep _____ you.
10 Sorry, we got _____.
11 I think my battery's about to _____.
b) Put these words in order to make questions.
1 your / Shall / you / call / landline / back / I / on ?
2 phone / like / back / me / you / to / you / Would ?
3 you / later / want / ring / Do / to / give / you / me / a ?
c) Check in R7.4 p130.

4 a) Work in pairs. Write phone conversations for these prompts.
1
A Why don't we meet outside the cinema at seven?
B Sorry, I / not / get any / that. It's a / line.
A I said let's meet outside the cinema at seven.
B I keep / lose / you. / I call you / on / landline?
A Yes, if you don't mind. I think / battery / run out.
2
A The meeting's at 3.30 in Room F.
B Sorry, I / not / catch all / that. You / break up / bit.
A I said, the meeting's at 3.30 in Room F.
B OK … Oh dear, I / about / run out / credit.
A / you like me / phone / back?
B That'd be great, thanks.
b) R7.4 Listen and check.

Help with Fluency Sentence stress and weak forms (2)

5 a) R7.4 Look at R7.4, p152. Listen again and notice the sentence stress and weak forms.
b) P Work in pairs. Practise the conversations in R7.4, p152 until you can remember them. Then close your books and have the conversations again. Try to use natural sentence stress and weak forms.

6 a) Work in new pairs. Plan a conversation that includes some phone problems. Make notes, but don't write the whole conversation.
b) Practise the conversation with your partner.
c) Work with another pair. Role-play your conversations. Which phone problems did you hear?

R7.5 Look at the song *We Are the Champions* on p103. Follow the instructions.

7 Review

Language Summary 7, p128

1 a) Use these prompts to write true or false sentences about yourself. V7.1
1 I deserve …
2 I don't own …
3 I adore …
4 … doesn't suit me.
5 I respect people who don't …
6 I don't envy people with …
7 Some of my possessions used to belong to …
8 I don't trust …
b) Work in pairs. Swap sentences. Guess which are true.

2 Choose the correct verb forms. G7.1
1 I *go/'m going* to the same place for my holiday every year.
2 This *is/is being* a great book. I *'ve read/'ve been reading* nearly 100 pages already.
3 Jo *works/'s working* in Rome this month. She *thinks/'s thinking* of moving there permanently.
4 She *'s/'s being* helpful today. That *'s/'s being* very unusual.
5 She *has/'s having* two jobs, but today she *has/'s having* the day off.

3 a) Fill in the gaps with the Present Perfect Simple or Present Perfect Continuous of these verbs. Use the continuous form if possible. G7.2
go (x 2) know have become study win look work
1 I _____ English for six or seven years.
2 I _____ my neighbours since 2004.
3 I _____ two holidays so far this year.
4 I _____ never _____ to Ireland.
5 I don't know anyone who _____ the lottery.
6 I _____ to bed quite late recently.
7 In the last couple of months I _____ interested in politics.
8 I _____ for my company since 2003.
9 I _____ for a new job, but I haven't found one yet.
b) Choose five sentences from 3a) and make them true for you.
c) Work in pairs. Tell your partner your sentences.

4 Work in pairs. Find eight words related to business and trade. Then write a noun or an adjective for each word. V7.2

5 Cross out the word that doesn't match the prefix. V7.4
1 **over-** *estimate/rated/cultural*
2 **multi-** *decorate/cultural/national*
3 **anti-** *smoker/war/government*
4 **mis-** *understand/used/hunting*
5 **non-** *smoker/scientific/valued*
6 **pre-** *understand/war/view*
7 **pro-** *hunting/government/stop*
8 **self-** *qualified/discipline/reliant*

Progress Portfolio

a) Tick the things you can do in English.
- ☐ I can understand detailed information in a news programme.
- ☐ I can talk about business and trade.
- ☐ I can express in detail how things in the past connect to the present.
- ☐ I can understand a text giving information about technology.
- ☐ I can recognise fillers and false starts in everyday conversation.
- ☐ I can deal with problems on the phone.

b) What do you need to study again? 7A–D

Help with Fluency sections help students to become more fluent by focusing on phonological aspects of spoken English.

The *Songs* section on Student's Book p102–p103 contains fun activities based on popular songs appropriate for Upper Intermediate students.

The P icon indicates a practice activity or drill designed to improve students' pronunciation.

Based on the requirements of the *Common European Framework of Reference for Languages* (see p13), the *Progress Portfolios* allow students to monitor their own language development by checking what they can remember from the unit. Students are then directed to the CD-ROM for further practice of areas they are unsure about.

Reduced sample pages from **face2face** Upper Intermediate Student's Book

The CD-ROM/Audio CD: Instructions

- Use the CD-ROM/Audio CD in your computer to practise language from the Student's Book.
- Use the CD-ROM/Audio CD in CD players at home or in your car. You can listen to and repeat the day-to-day language from the *Real World* lessons (lesson D in each unit).

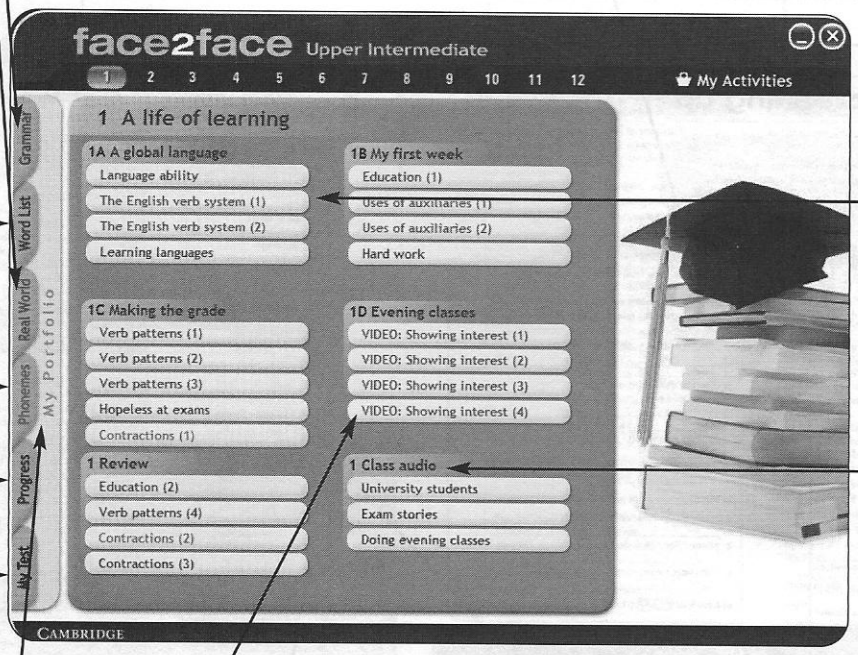
Look at the *Language Summary* reference for the *Grammar* and *Real World* language you have learned in the lessons. You can also add your own notes.

Read, listen and record yourself saying any word or phrase from the Student's Book.

Learn the phonemic symbols and practise saying the sounds.

Check your progress.

Make your own *Tests* from over 600 questions.



Practise the language from the Student's Book in over 200 different activities.

Read and listen again to the main recordings from the Student's Book.

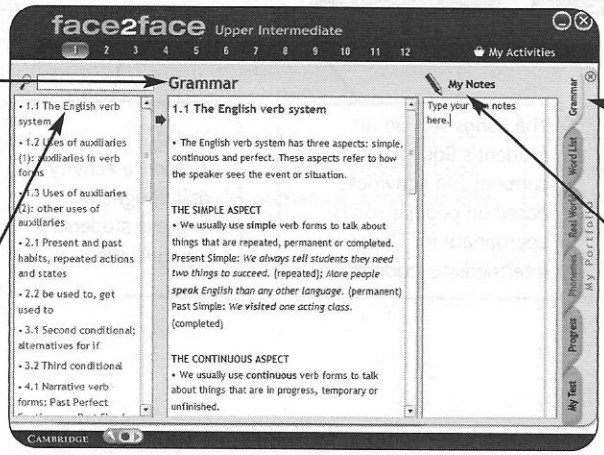
Watch video clips which recycle language learned in the *Real World* lessons in the context of a story. You can also record yourself speaking the conversations.

How to use *My Portfolio*

Grammar

Click on the *Grammar* tab to open the *Grammar* screen. It gives all the information from the *Language Summaries* in the Student's Book so you don't need to have the Student's Book to hand when you are working.

Click on the name of a grammar area to find the information you need.



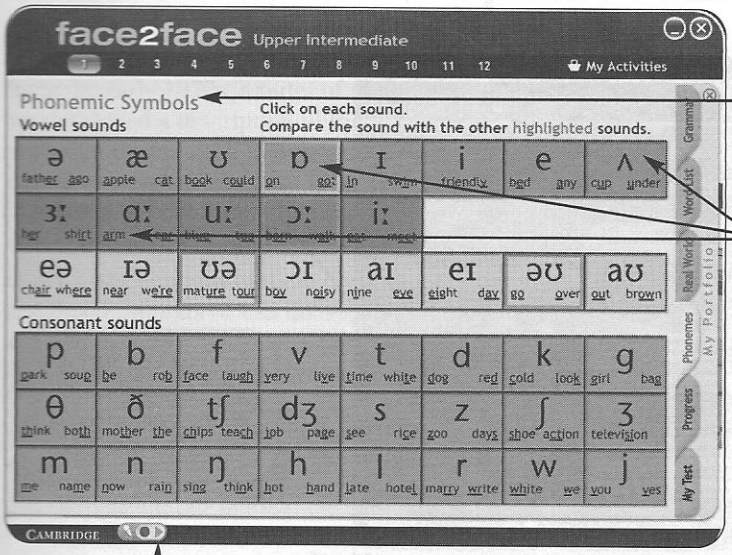
When you are working on an activity, you can click on *Grammar* to get help.

You can write your own grammar notes.

Two screen grabs from **face2face** Upper Intermediate CD-ROM/Audio CD

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Phonemes

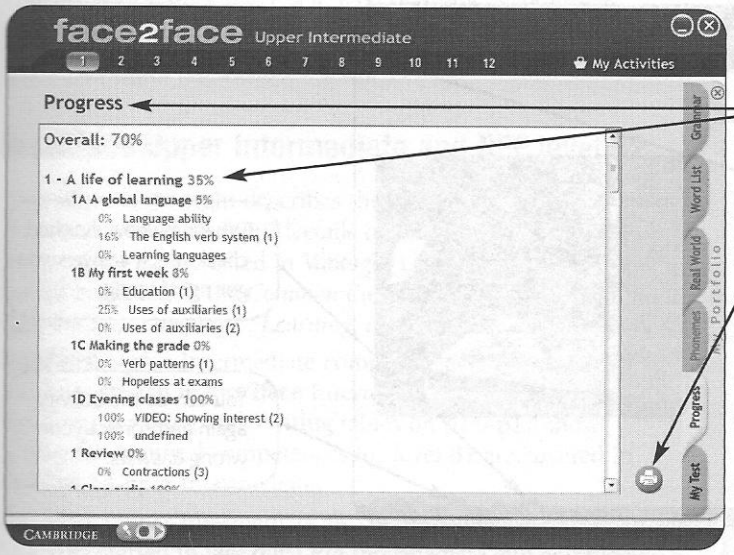


Click on the *Phonemes* tab to open the *Phonemic Symbols* screen. It shows all the sounds in English. It is the same list as on Student's Book p159.

You can click on the sounds to listen to and compare them.

You can also record your pronunciation of the words and sounds.

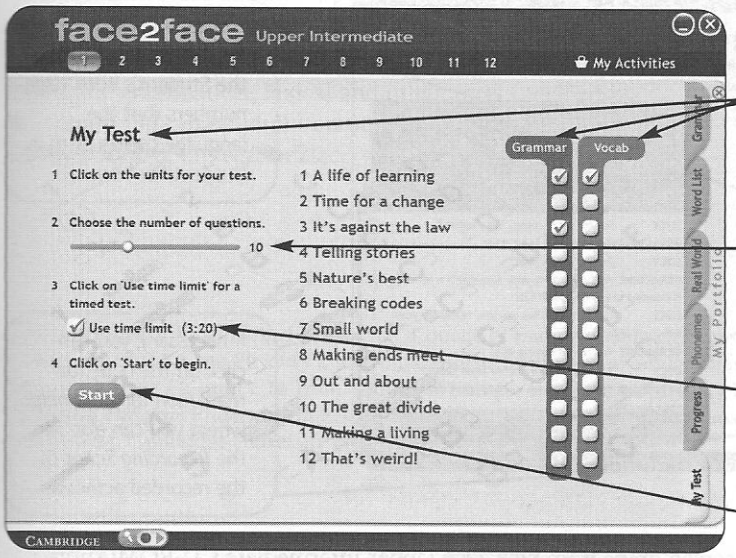
Progress



Click on the *Progress* tab to open the *Progress* screen. It shows your percentage scores for your finished activities.

You can also print your scores.

My Test



Click on the *My Test* tab to open the *My Test* screen. You can choose the grammar and vocabulary that you want to be tested on.

Choose the number of questions you want to do.

You can set a time limit.

Click on *Start*.

Three screen grabs from **face2face** Upper Intermediate CD-ROM/Audio CD

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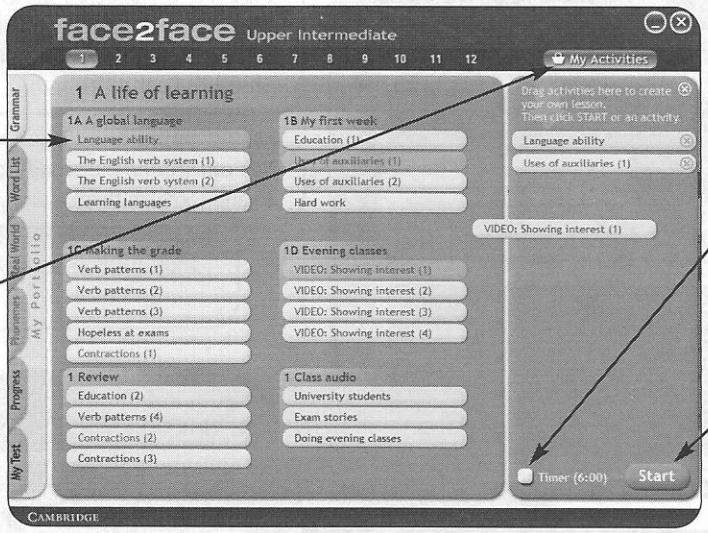
How to practise new language

Click on an activity on the main screen for the unit.

Alternatively, make your own lesson by clicking on *My Activities*. Choose activities from the main screen in any unit and put them into the *My Activities* box.

You can set a time limit.

Then click on *Start* and open one of the activities on the main screen or in the *My Activities* box.



Read the instructions and questions for the activity.

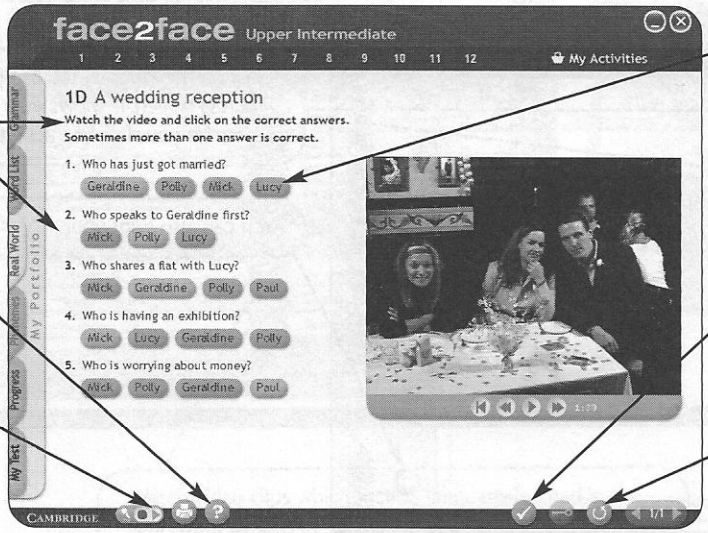
You can click for help with how to do the activity.

If necessary, start the recording by clicking on ▶.

Click on an answer.

When you have finished, check which answers you got right/wrong.

You can do the activity again and correct your wrong answers.

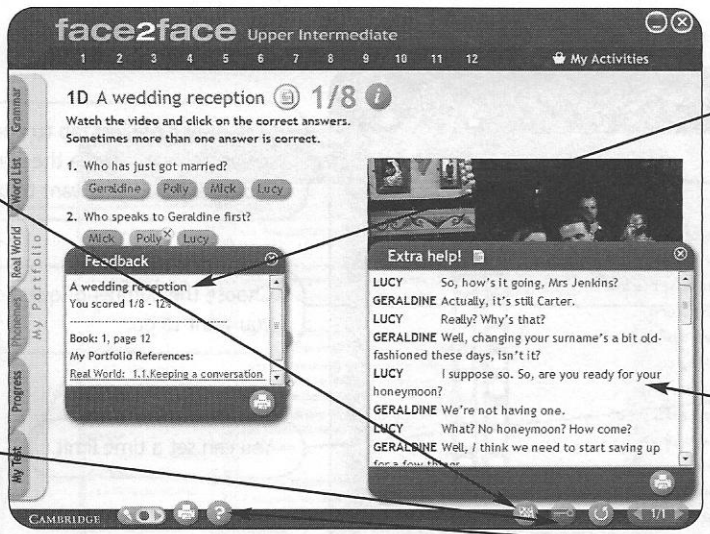


When you have finished the activity, you can get your final score by clicking on the chequered flag icon.

You can also see the correct answers by clicking on the key icon.

You can check your score for the activity and find the Student's Book page numbers that the language comes from in the *Feedback* box.

If necessary, you can click on the question mark icon for *Extra help!* where you can also see the *Recording Script* of the recorded activities.



Three screen grabs from **face2face** Upper Intermediate CD-ROM/Audio CD

© Cambridge University Press 2007 face2face Upper Intermediate Photocopiable

The Common European Framework (CEF)

What is the Common European Framework? (CEF)

Since the early 1970s, a series of Council of Europe initiatives has developed a description of the language knowledge and skills that people need to live, work and survive in any European country. *Waystage 1990*[1], *Threshold 1990*[2] and *Vantage*[3] detail the knowledge and skills required at different levels of ability.

In 2001, the contents of these documents were further developed into sets of 'can do' statements or 'competences' and officially launched as the *Common European Framework of Reference for Languages: Learning, teaching, assessment* (CEF)[4]. A related document, *The European Language Portfolio*, encourages learners to assess their progress by matching their competence against the 'can do' statements.

The **face2face** series has been developed to include comprehensive coverage of the requirements of the CEF. The table above right shows how **face2face** relates to the CEF and the examinations which can be taken at each level through University of Cambridge ESOL Examinations (Cambridge ESOL), which is a member of ALTE (The Association of Language Testers in Europe).

face2face Student's Book	CEF level	Related examinations	Council of Europe document
Elementary	A1		*Breakthrough*
	A2	KET Key English Test	*Waystage*
Pre-intermediate	B1	PET Preliminary English Test	*Threshold*
Intermediate			
Upper Intermediate	B2		*Vantage*
		FCE First Certificate in English	

In the spirit of *The European Language Portfolio* developed from the CEF, **face2face** provides a *Progress Portfolio* at the end of every Student's Book unit. Students are encouraged to assess their ability to use the language they have learned so far and to review any aspects by using the CD-ROM/Audio CD. In the Workbook there is a 24-page *Reading and Writing Portfolio* section linked to the CEF and a comprehensive list of 'can do' statements in the *Reading and Writing Progress Portfolio*, which allows students to track their own progress.

face2face Upper Intermediate and CEF level B2

The table on the right describes the general degree of skill required at B2 of the CEF. Details of the language knowledge required for B2 are listed in *Vantage*. The 'can do' statements for B2 are listed in the *Common European Framework of Reference for Languages: Learning, teaching, assessment*.

face2face Upper Intermediate completes level B2, which students started in **face2face** Intermediate. The Listening, Reading, Speaking and Writing tables on p14–p17 show where the required competences for level B2 are covered in **face2face** Upper Intermediate.

face2face Upper Intermediate also reviews level B1, which students started in **face2face** Pre-intermediate and completed in **face2face** Intermediate. The 'can do' statements from B1 that are covered in **face2face** Upper Intermediate are indicated on p14–p17 by an asterisk (*).

More information about how **face2face** Upper Intermediate covers the grammatical, lexical and other areas specified by *Waystage 1990* can be found on our website: www.cambridge.org/elt/face2face

UNDERSTANDING	Listening	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.
	Reading	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.
SPEAKING	Spoken Interaction	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
	Spoken Production	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
WRITING	Writing	I can write clear, detailed text on a wide range of subjects related to my interest. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.

[1] *Waystage 1990* J A van Ek and J L M Trim, Council of Europe, Cambridge University Press ISBN 978-0-521-56707-7
[2] *Threshold 1990* J A van Ek and J L M Trim, Council of Europe, Cambridge University Press ISBN 978-0-521-56706-0
[3] *Vantage* J A van Ek and J L M Trim, Council of Europe, Cambridge University Press ISBN 987-0-521-56705-3
[4] *Common European Framework of Reference for Languages: Learning, teaching, assessment* (2001) Council of Europe Modern Languages Division, Strasbourg, Cambridge University Press ISBN 978-0-521-80313-7

Listening

A language user at level B2 can:	1	2	3
understand in detail what is said to him/her in standard spoken language even in a noisy environment	This interactive competence is practised		
catch much of what is said around him/her by native speakers	1B 1D		3B 3C 3D
understand the main ideas of complex speech on both concrete and abstract topics delivered in standard dialect			
follow extended speech and complex lines of argument provided the topic is reasonably familiar and the direction of the talk is signposted by explicit markers	1C	2A 2C	
understand most broadcast materials, including radio documentaries, delivered in standard dialect and can identify the speaker's mood and tone			
understand plays and the majority of films in standard dialect	This competence is practised throughout		
use a variety of strategies to achieve comprehension, including listening for main points and checking comprehension by using contextual clues	1B 1C 1D	2A 2C 2D	3B 3C 3D
generally follow complex lectures, talks and reports and other forms of presentation			
keep up with an animated conversation between native speakers		2D	

Reading

A language user at level B2 can:	1	2	3
understand articles on current problems in which the writers express specific attitudes and points of view	1A 1C WBP1	2B WBP2	3C WB3C
quickly grasp the content and significance of news, articles and reports on topics connected with his/her interests or job, and decide if closer reading is worthwhile	1C WB1C	2C	WBP3
scan quickly through long and complicated texts, locating relevant details	1A	2B WB2C	3C
understand in a narrative the motives for the characters' actions and their consequences for the development of the plot			
understand reviews dealing with the content and criticism of cultural topics (films, theatre, books, concerts) and summarise the main points			
read correspondence relating to his/her field of interest and readily grasp the essential meaning		WBP2	
understand in detail texts within his/her field of interest or academic and professional speciality	1C		3B
understand specialised articles outside his/her own field with the occasional help of a dictionary			
guess the meaning of single unknown words from their context*			

* refers to descriptors for B1

1A = **face2face** Upper Intermediate Student's Book unit 1 lesson A

WB1A = **face2face** Upper Intermediate Workbook unit 1 lesson A

WBP1 = **face2face** Upper Intermediate Workbook Reading and Writing Portfolio 1

4	5	6	7	8	9	10	11	12
throughout the course.								
4C 4D	5B 5D	6B 6D	7A 7D	8A 8C 8D	9C 9D	10D	11A 11B 11C	12A
	5C 5D	6C						
4A						10A	11D	
		6C	7A					
the course on the interactive CD-ROM/Audio CD.								
4A 4C 4D	5B 5C 5D	6B 6C	7A 7C 7D	8A 8C 8D	9B 9C 9D	10A 10C 10D	11A 11B 11C	12A
	5C							
			7C		9B	10C	11D	12C

4	5	6	7	8	9	10	11	12
		WBP6	7B 7C WB7C	8C	9C	10B 10C WBP10		12C
4C WB4C	5A 5B WB5C	WB6C	WB7C	WB8C WBP8	WBP9		WB11C	12B WB12C
WBP4	5A		7B 7C	WB8C WBP8	9A 9C	10B 10C WB10C	WB11C	
4B WB4C					WB9C			WBP12
4B 4C		6A			WBP9			
			WBP7				11C WBP11	WBP12
	5C WBP5		7C					12C
	5C	6C WBP6	7C					12C
		6C						

Speaking

A language user at level B2 can:	1	2	3
engage in extended conversation in a participatory fashion on most general topics	1B 1C 1D	2A 2B 2D	3A 3C 3D
initiate, maintain and end discourse naturally with effective turn-taking	1A 1B 1D	2B 2C 2D	3A 3B 3C 3D
exchange detailed factual information on matters within his/her field of interest	1D		
account for and sustain his/her opinions by providing relevant arguments, etc.		2A 2C 2D	3A 3C
express his/her thoughts about abstract and cultural topics such as music and films*			
take an active part in discussions, evaluate proposals and respond to hypotheses		2D	3C
help a discussion along on familiar ground, confirming comprehension, etc.		2D	
convey degrees of emotion and highlight the personal significance of events		2B	3A 3B 3D
use stock phrases to gain time and keep the turn		2D	
carry out a prepared interview, checking information and following up replies*	1A		
take initiatives in an interview and expand and develop ideas	1C		3A 3C
summarise and give his/her opinion on a short story, article, talk, discussion or interview, and answer further questions in detail*		2C	3C
give clear detailed descriptions on subjects related to his/her field of interest	1B		
give detailed accounts of experiences describing feelings and reactions*	1C		3B
give detailed presentations and respond to a series of follow-up questions			
explain a viewpoint giving the advantages and disadvantages of various options		2C	
narrate a story*			3B
summarise the plot and sequence of events in an extract from a film or play			
summarise short extracts from news items, etc. containing opinions and discussion		2D	
construct a chain of reasoned argument linking ideas logically			
speculate about causes, consequences and hypothetical situations			3A 3B 3C
use some cohesive devices to link his/her utterances into clear, coherent discourse			

Writing

A language user at level B2 can:	1	2	3
write clear and detailed texts on various subjects related to his/her field of interest	WBP1		
write about events and experiences in a detailed and easily readable way		WBP2	
write reports and essays which develop an argument, giving reasons for or against a point of view, and explaining the advantages and disadvantages of various options	WBP1	WBP2	
develop an argument, emphasising decisive points and including supporting details		WBP2	
write letters conveying degrees of emotion, highlighting the personal significance of events and commenting on the correspondent's news and views			
express news and views in writing and relate to those of others			WBP3
write a review			
convey factual information to friends/colleagues or ask for information*			
make a note of 'favourite mistakes' and consciously monitor his/her work for them	This competence is practised in all the		
take notes on important points during a lecture on a familiar topic			

* refers to descriptors for B1
1A = **face2face** Upper Intermediate Student's Book unit 1 lesson A

WBP1 = **face2face** Upper Intermediate Workbook Reading and Writing Portfolio 1

4	5	6	7	8	9	10	11	12
4C 4D	5A 5B 5C	6A	7A 7B 7D	8A 8C	9A 9B 9C 9D	10C 10D	11C 11D	12B 12C
4A 4B 4C 4D	5A 5B 5C 5D	6A 6B 6C 6D	7A 7B 7C 7D	8A 8B 8D	9A 9B	10A 10B 10D	11A 11B	12A 12B
	5C	6C	7B 7C	8C	9B			
	5B 5D	6A	7B	8A 8C	9B 9C	10C	11C	12C
4B					9B 9C			12B
	5C 5D					10C	11C 11D	12A
	5D				9C 9D		11C	
4C 4D		6B	7A	8A 8B	9C	10A 10C 10D	11A 11B	12C
4C	5D						11D	
			7C	8B				
4B			7D		9A		11A 11B	
	5C	6C	7B					
		6B					11C	
4D			7A					
							11D	
	5A 5D					10C		
4A 4B 4C								
					9B			
	5D		7C					
		6A					11D	12C
		6B		8A 8B				12B
4B 4C								

4	5	6	7	8	9	10	11	12
WBP4	WBP5	WBP6		WBP8		WBP10		WBP12
				WBP8	WBP9			
	WBP5				WBP9			
							WBP11	WBP12
		WBP6						
					WBP9			
			WBP7			WBP10	WBP11	WBP12
Workbook Portfolio writing tasks.								
4C 4D	5C			8C				12C

Teaching Tips

Listening

- Make full use of the *Help with Listening* sections in the Student's Book, which are designed to help students understand natural spoken English and develop their ability to anticipate and understand what is being said.
- Before asking students to listen to a recording, establish the context, the characters and what information you want them to listen for.
- Give students time to read the comprehension questions in the Student's Book. Deal with any problems or new language in these questions before playing a recording.
- Be sensitive to the difficulties that students might be having and play a recording several times if necessary.
- If you use a cassette recorder in class, don't forget to set the counter to zero each time.
- When you play a recording for a second or third time, you can ask students to read the *Recording Scripts* at the back of the Student's Book while they listen. This helps them to 'tune in' to spoken English and connect what they hear with what they read.
- When students need to listen and write their answers, you can stop the recording after each answer in second and subsequent listenings to give them time to write.
- Use the activities for the *Songs* on Student's Book p102–p103 at the points suggested in the course.
- Encourage students to listen again to the classroom recordings on their CD-ROM/Audio CD on their computer at home. Note that students can only listen to these classroom recordings on a computer, not on a CD player.

Speaking

Pair and Group Work

- Make full use of all the communicative speaking activities in the Student's Book, particularly the *Get ready ... Get it right!* sections.
- Try to ensure that students work with a number of different partners during a class. If it is difficult for students to swap places in class, you can ask them to work with students in front or behind them as well as on either side of them.
- It is often useful to provide a model of the tasks you expect students to do. For example before asking students to talk about their regrets in pairs, you can talk about your regrets with the whole class to give students a model of what they are expected to do.
- Remember that students often find speaking activities much easier if they are personalised, as they don't need to think of ideas as well as language.
- Go around the class and monitor students while they are speaking in their pairs or groups. At this stage you can provide extra language or ideas and correct any language or pronunciation which is impeding communication.
- Avoid becoming too involved in speaking activities yourself unless you see students have misunderstood your instructions or you are asked for help.
- When giving feedback on speaking, remember to praise good communication as well as good English, and focus on the result of the task as well as the language used.

Correction

- When you hear a mistake, it is often useful to correct it immediately and ask the student to say the word or phrase again in the correct form. This is particularly effective if the mistake relates to the language you have been working on in the lesson.
- Alternatively, when you point out a mistake to a student you can encourage him/her to correct it himself/herself before giving him/her the correct version.
- Another approach to correction during a freer speaking activity is to note down any mistakes you hear, but not correct them immediately. At the end of the activity write the mistakes on the board. Students can then work in pairs and correct the mistakes. Alternatively, you can discuss the mistakes with the whole class.

Vocabulary

- Give students time to work through the exercises in the *Help with Vocabulary* sections on their own or in pairs. This gives students the opportunity to try to work out the rules themselves before checking in the *Language Summaries*. You can then check students have understood the main points with the whole class.
- Point out the stress marks (•) on all new words and phrases in the vocabulary boxes in the lessons and the *Language Summaries*. These show the main stress only on words and phrases.
- When you write a new vocabulary item on the board, make sure students know the stress and part of speech.
- Make sure students are aware of collocations in English (for example *make a profit, go bankrupt*, etc.) by pointing them out when they occur and encouraging students to record them as one phrase in their notebooks.
- Encourage students to build word families with new vocabulary (*vandalism*, *vandal*, *vandalise*, etc.).
- Review and recycle vocabulary at every opportunity in class, using the *Reviews*, the *Language Summaries* and the *Class Activities*.
- Use the photocopiable *Vocabulary Plus* worksheets to introduce and practise extra vocabulary which is not included in the Student's Book. They can be used for self-study in class or as homework, or as the basis of a classroom lesson. There is one *Vocabulary Plus* worksheet for each unit in the Student's Book.
- Use the photocopiable *Study Skills* worksheets to help students understand other aspects of vocabulary, such as spelling rules, silent letters and homonyms.

Grammar

- Give students time to work through the exercises in the *Help with Grammar* sections on their own or in pairs. This gives students the opportunity to try to work out the grammar rules themselves before checking their answers in the *Language Summaries*. You can then check students have understood the main points with the whole class, as shown in the *Teaching Notes* for each lesson.
- Teach your students useful grammatical terms (e.g. past participle, clause, etc.) when the opportunity arises. This helps students become more independent and allows them to use grammar reference books more effectively.
- Use different colour pens for different parts of speech when writing sentences on the board (for example passive verb forms) to help students see patterns in grammar structures.
- If you know the students' first language, highlight grammatical differences between their language and English. This raises their awareness of potential problems if they try to translate. It is also useful to highlight grammatical similarities to show students when a structure in English is the same as in their own language.

Pronunciation

- Make full use of the pronunciation drills on the Class Audio CDs/Class Audio Cassettes. These drills are marked with the pronunciation icon P in the Student's Book and give standard British native-speaker models of the language being taught.
- Point out the stress marks on all new vocabulary in the vocabulary boxes in the lessons and the *Language Summaries*. Note that only the main stress in each new word or phrase is shown. For example in the phrase *make a living*, the main stress on *living* is shown, but the secondary stress on *make* is not. We feel this is the most effective way of encouraging students to stress words and phrases correctly.
- Also point out the example sentences in the Student's Book before using the pronunciation drills. Note that in the examples of sentences in *Grammar* or *Real World* drills, all stresses in the sentences are shown.
- When using the recordings of these drills, there are usually sufficient pauses for students to repeat chorally without stopping the recording. Alternatively, you can pause the recording and ask each student to repeat individually before continuing.
- For variety, model and drill the sentences yourself instead of using the recordings.
- Point out the stress, linking and weak forms marked in some of the *Recording Scripts* (Student's Book p143).
- Encourage students to listen to the audio component of the CD-ROM/Audio CD on their CD player. This contains *Real World* drills from each lesson D in the Student's Book.

Helping students with fluency

- Make full use of the *Help with Fluency* sections in the D lessons of the Student's Book. These usually focus on phonological aspects of spoken English which have been highlighted in *Help with Listening* boxes in the previous lesson or earlier in the course.
- While students are practising the conversations in the *Help with Fluency* sections, encourage them to copy the sentence stress, weak forms and linking as shown in the *Recording Scripts* (Student's Book p143).
- Before students work in pairs, you can drill each sentence of the conversation with the whole class by playing the recording and pausing after each sentence for students to repeat.
- Work on fluency at other points in the lesson by asking students to repeat sentences with natural rhythm and stress.

Helping students with sounds

- Consider teaching your students the phonemic symbols (Student's Book p159). This allows students to look up the pronunciation of words in a dictionary and record difficult pronunciation in their notebooks. It is often easier to take a 'little and often' approach to teaching these symbols, rather than trying to teach them all in one lesson.
- Encourage students to use the phonemes section of the CD-ROM/Audio CD at home. This will help them to learn the symbols and allow them to practise the sounds.
- Highlight the phonemic transcriptions in the *Language Summaries*. Note that transcriptions are given only for vocabulary that is particularly problematic.
- Write the phonemic transcription for difficult words on the board and ask students to work out the pronunciation.
- For sounds students often have problems with (for example /θ/) you can demonstrate the shape of the mouth and the position of the tongue in front of the class (or draw this on the board). Often students can't say these sounds simply because they don't know the mouth position required.
- Draw students' attention to the English sounds which are the same in their own language(s) as well as highlighting the ones that are different.

Helping students with stress and intonation

- Drill all new words, phrases and sentences, and pay particular attention to words that sound different from how they are spelt.
- When you write words or sentences on the board, mark the stress in the correct place or ask the students to tell you which syllables or words are stressed.
- When you model sentences yourself, it may be helpful to over-emphasise the stress pattern to help students hear the stress. You can also 'beat' the stress with your hand or fist.
- Emphasise that intonation is an important part of meaning in English and often shows how we feel. For example a falling intonation on the word *please* can sound very impolite to a native English speaker.
- Show the intonation pattern of model sentences by drawing arrows on the board or making hand gestures.
- Hum the sentences you are focusing on. It is sometimes easier for students to hear the stress or intonation pattern when there are no words.

Drilling

- Make sure students know the meaning of new language before drilling this with the class.
- When you model a phrase or sentence, make sure that you speak at normal speed with natural stress and contractions. Repeat the target language two or three times before asking the whole class to repeat after you in a 'choral drill'.
- After choral drilling it is usually helpful to do some individual drilling. Start with the strongest students and drill around the class in random order.
- As the aim of drilling is accuracy, you should correct students when they make a mistake. However, avoid making the students feel uncomfortable and don't spend too long with one student.
- Praise students for good/comprehensible pronunciation and acknowledge weak students' improvement, even if their pronunciation is not perfect.
- Use 'mumble' drills. Ask students to say the phrase or sentence to themselves initially, then increase the volume each time until they are speaking at a normal volume. Shy students often appreciate the chance to say things quietly until they feel more confident.

Reviewing and Recycling

- Use the *Quick Reviews* at the beginning of each lesson. They are easy to set up and should take no more than five to ten minutes. They are a good way of getting the class to speak immediately as well as reviewing what students learned in previous lessons.
- Exploit the *Review* sections at the end of each unit. They can be done in class when students have finished the unit, or set for homework. Note that the *Review* exercises are organised in lesson order, so individual exercises can be used as quick fillers at the beginning or end of a lesson (see the Extra practice and homework boxes in the *Teaching Notes*).
- After a mid-lesson break, ask students to write down in one minute all the words they can remember from the first part of the lesson. These quick *What have we just learned?* activities are very important for helping students to transfer information from their short-term memory to their long-term memory.
- Start a class vocabulary box. You or the students write each new vocabulary item on a separate card and put the cards in the box. The cards can be used for revision in later classes.
- Encourage students to use the **face2face** CD-ROM/Audio CD to review each lesson at home. Also encourage students to review new language by reading the *Language Summary* for the lesson.
- Set homework after every class. The **face2face** Upper Intermediate Workbook has a section for each lesson in the Student's Book, which reviews all the key language taught in that lesson.

Teaching Upper Intermediate Classes

Most students at Upper Intermediate level have reached a reasonable level of communicative competence and they often tend to be rather inaccurate, particularly in spontaneous conversation. Another problem with Upper Intermediate classes is that students often don't feel that they are making progress quickly enough. This 'plateau' can sometimes be rather demotivating for students. If this is the case for your class, try some of the following suggestions:

- Give students time to prepare what they are going to say, as in the *Get ready ... Get it right!* sections of the Student's Book. This allows students to work out what language they are going to use before they do the communicative stage of the activity, which will help them retain the accuracy that has been built up during the lesson.
- Use every opportunity for correction during the class and praise students who use new language correctly.
- Encourage students to make a list of their own typical mistakes, or collect typical mistakes for the class yourself. You can collect together the 'top ten' mistakes of the class and make a poster of these for the classroom.
- Record or video your students during communicative activities, then use the recordings for error correction later in the class or in the next class.
- Encourage students to broaden their vocabulary whenever possible, for example by using *brilliant* or *amazing* instead of *very good*. Students at this level often like to stay in their linguistic 'comfort zone' and often need to be persuaded to use more advanced language.
- Increase the amount of speaking practice by using the *Class Activities* (p116) whenever possible.
- Use the *Review* section in the Student's Book and the *Progress Tests* in the Teacher's Book (p194). Keep a record of students' scores on the *Progress Tests* for end-of-term reports.
- Use the *Vocabulary Plus* worksheets (p173) to give classes extra input of new lexical items.
- Ask students to tick the things they can do in the *Progress Portfolios* at the end of each unit to help give them a sense of progress.
- Plan which students are going to work together in pair and group work. Mix stronger students with weaker ones when they can give help, for example in a vocabulary matching activity. On other occasions, for example in freer speaking activities, it is often a good idea to place stronger students in the same group. Weaker students may feel more confident speaking with other students at their own level.
- Encourage students to read as much as possible outside class. Use authentic reading material in class where possible.
- Have ideas for extra activities to give early finishers something to do while the slower students are still working, for example an exercise from a *Review* section or the Workbook, or a *Vocabulary Plus* worksheet.
- Set weaker students extra homework from the Workbook or the CD-ROM/Audio CD to help them catch up with areas of language that the rest of the class is confident with.

1 A life of learning

Student's Book p6–p13

1A A global language

Vocabulary language ability
Grammar the English verb system

QUICK REVIEW ●●●

- Quick Reviews begin each lesson in a fun, student-centred way. They are short activities which review previously taught language and are designed to last about five or ten minutes. For more information on the **face2face** approach to Reviewing and Recycling, see p20.

This activity gives students the opportunity to get to know each other. Students move around the room and talk to five other students, or talk to five students sitting near them. At the end of the activity, ask students to tell the class two things they have in common with two of the people they spoke to.

Vocabulary Language ability

1 a) Focus students on phrases 1–10. Students work on their own and choose the correct word in each phrase.

Students check their answers in Language Summary 1 V1.1 SB (Student's Book) p113. Note that in **face2face** Upper Intermediate only the meanings of **new** words/phrases are shown in the Language Summaries. These words/phrases are highlighted by an asterisk (*) and the meanings are given in a dictionary box. Also point out that only the **main** stress (•) in phrases is shown in vocabulary boxes and Language Summaries.

Check answers with the class. Check students understand the meaning of the new words/phrases *bilingual, fluent, reasonably, get by (in a language), rusty* and *pick up (a language)*, which are in the dictionary box in the Language Summary.

Also check students understand that their *first language* is the language they learned as a child and point out that we can also say a language is *very rusty*.

Model and drill *bilingual* /baɪ'lɪŋgwəl/, *reasonably* /'riːzənəbli/ and *rusty* /'rʌsti/.

2 in 3 in 4 at 5 by 6 few 7 of 8 have 9 bit 10 up

b) Students do the exercise on their own. Remind students that they can choose phrases about other people they know (e.g. members of their family) as well as themselves.

c) Students do the activity in groups. Encourage them to ask follow-up questions if possible.

Ask students to tell the class one interesting thing they found out about their partner.

Reading and Grammar

2 a) Discuss the question with the class. Encourage students to give general answers. Avoid discussing students' own reasons for learning English at this stage, as they are asked to do this in **7**.

b) Focus students on the article. Pre-teach *outnumber, the middle classes, a call centre* and *pretend (to do something)*.

Students do the exercise on their own. Check answers with the class. Ask students to justify their answers by referring back to the article.

1c) 2d) 3a) 4b)

3 Students do the exercise on their own, then compare answers in pairs. Check answers with the class.

According to David Crystal, non-native speakers now outnumber **native speakers** by 3 to 1. By the end of last year, the number of adult English speakers in Asia had reached **350 million**. In ten years' time **2 billion** people will study English. For the middle classes in India, English can mean a prized job in **a call centre**. At a **Toyota** factory in the Czech Republic, English was chosen as the working language. **Samsung** have started moving towards an English-only email policy. **80%** of the world's electronic information is stored in English. In **South Korea**, the national government has been building immersion schools all over the country. '**Hinglish**' is the Indian mix of Hindi and English.

EXTRA IDEA

- Students work in groups and think of two positive effects and two negative effects of the global spread of English. Ask students to share their ideas with the class.

Help with Grammar The English verb system

- Help with Grammar boxes help students to examine examples of language and discover the rules of meaning, form and use for themselves. Students should usually do the exercises on their own or in pairs, then check their answers in the Language Summaries. You can then check the main points with the class as necessary. For more information on the **face2face** approach to Grammar, see p5.

4 a)–d) Students do the exercises on their own or in pairs, then check their answers in G1.1 SB p114. Check answers with the class.

- **a)** Past Simple *visited*; Present Perfect Simple *have started*; Past Perfect Simple *had reached*; Present Continuous *is changing*; Past Continuous *was pretending*; Present Perfect Continuous *has been building*; Present Simple Passive *is stored*; Past Simple Passive *was chosen*
- The aim of this exercise is to remind students of verb forms that they have probably studied in previous courses and to check they know the names of these verb forms. Students will study all these verb forms again in **face2face** Upper Intermediate, so you don't need to go into detail here.
- **b)** We usually use **simple** verb forms to talk about things that are repeated, permanent or completed.
- We usually use **continuous** verb forms to talk about things that are in progress, temporary or unfinished.
- We usually use **perfect** verb forms to talk about things that connect two different time periods (the past and the present, etc.).
- We usually use **passive** verb forms when we are more interested in what happens to somebody or something than in who or what does the action.
- Use the first three rules to introduce students to the concept of aspect. The English verb system has three aspects: simple, continuous and perfect. These aspects refer to how the speaker sees the situation. These aspects combine with past, present or future time to give the Present Simple, Past Continuous, Present Perfect, etc.
- The aim here is to raise students' awareness of the various aspects of meaning that all simple, continuous, perfect and passive verb forms have in common, not to review the meaning and use of every verb form. Note that similarities of form are dealt with in lesson 1B.
- The simple and continuous aspects are studied in more detail in lesson 7A. Perfect verb forms are studied further in lessons 4A, 7B and 11A, and the passive is studied further in lesson 9A.
- **c) activity verbs** learn; change
  state verbs need; seem
- We don't usually use state verbs in continuous verb forms.
- Check that students remember the difference between activity verbs, which talk about activities and actions, and state verbs, which talk about states, feelings and opinions. Elicit a few examples of each type of verb from the class.
- Activity and state verbs are studied in more detail in lesson 7A.

EXTRA IDEA

- Write these verbs on the board in random order: *play, hit, wait, lose, learn, cook, swim, sleep, work, write, know, remember, forget, believe, understand, love, hate, prefer, want*. Students work in pairs and decide which are activity verbs and which are state verbs. Check answers with the class. (The first ten verbs are activity verbs. The others are state verbs.)

5 Do question 1 with the class as an example. Students do questions 2–6 in pairs. Check answers with the class.

1 *studied* Past Simple; *'ve studied* Present Perfect Simple a) They don't study Portuguese any more. b) They started studying Portuguese three years ago and they still study it now. 2 *watches* Present Simple; *'s watching* Present Continuous a) This is a present habit. b) This is something in progress at the moment of speaking. 3 *did* Past Simple; *was doing* Past Continuous. a) First I got home, then Jo did her homework. b) Jo started doing her homework before I got home and continued after I arrived. 4 *teaches* Present Simple; *'s teaching* Present Continuous a) Teaching English is her permanent job. b) Teaching English is her temporary job while she's in Berlin. 5 *started* Past Simple; *had started* Past Perfect Simple a) First we got there, then the class started. b) First the class started, then we got there. 6 *repaired* Past Simple; *was repaired* Past Simple Passive a) Antonio repaired the car himself. b) Somebody else repaired Antonio's car, probably a mechanic at a garage.

6 a) Students do the exercise on their own, then compare answers in pairs.

b) R1.1 Play the recording. Students listen and check their answers. Check answers with the class.

2 went 3 'd never been 4 was travelling 5 picked up 6 was told 7 was 8 decided 9 recommended 10 've been going 11 always enjoy 12 is taught 15 think 14 've learned 15 'm studying

Get ready … Get it right!

- There is a Get ready ... Get it right! activity at the end of every A and B lesson. The Get ready ... stage helps students to collect their ideas and prepare the language they need to complete the task. The Get it right! stage gives students the opportunity to use the language they have learned in the lesson in a communicative (and often personalised) context. These two-stage activities help students to become more fluent without losing the accuracy they have built up during the controlled practice stages of the lesson. For more on the **face2face** approach to Speaking, see p5.

7 Ask all students to turn to p110. Check they are all looking at the correct exercise.

a) Focus students on the English learner profile. Students work on their own and make notes on points 1–10 in the second column of the table. While they are working, help students with language and ideas.

b) Focus students on example questions 1 and 2. Students continue working on their own and write questions with *you* for prompts 3–10 in **a)**. Check questions with the class.

3 Which exams have you taken in English? 4 Why are you studying English now? 5 Which English-speaking countries would you like to go to? 6 How do you feel about your level of English now? 7 What do you do to improve your English outside class? 8 What do you want to do (or do better) in English? 9 What don't you like about the English language? 10 What do you like about the English language?

c) Students do the activity in pairs. Remind students to use the notes they made in **a)** when answering their partner's questions. Also encourage students to ask follow-up questions where possible and to make a note of things that they have in common.

d) Finally, ask each pair to tell the class two things that they have in common.

EXTRA IDEAS

- For homework, ask students to write a description of themselves as language learners, based on the notes they made in the English learner profile on p110. Ask students to include a photo of themselves on the profile if possible. These can then be displayed around the classroom for other students to read.
- Ask students to do some of the practice activities on the CD-ROM/Audio CD for homework. For photocopiable instructions on how to use the CD-ROM/Audio CD, see p10.

EXTRA PRACTICE AND HOMEWORK

Ph Class Activity 1A My classmates p131 (Instructions p116)
1 Review Exercises 1 and 2 SB p13
CD-ROM Lesson 1A
Workbook Lesson 1A p5

1B My first week

Vocabulary education
Grammar uses of auxiliaries
Help with Listening contractions
Review verb forms

QUICK REVIEW ●●●
This activity reviews verb forms. Students do the first part of the activity on their own. Put students into pairs. Students take turns to tell each other about the things they thought about and ask follow-up questions. Ask students to tell the class any interesting things they found out about their partner.

Vocabulary Education

1 **a)** Students do the exercise in pairs, then check the meanings of any new words/phrases in V1.2 SB p113.

Check students' answers by asking students to explain the differences between the sets of words/phrases to the class.

Check students understand that *a state school* is paid for by the government, whereas parents pay to send their children to *a private school*. Also point out that in American English *a state school* is called *a public school*. However, in British English *a public school* is an expensive type of private school (e.g. Eton, Harrow, etc.).

Highlight that we say *on campus: I live on campus.* not ~~*I live in/at campus*~~.

Also point out that we often use abbreviations to talk about university degrees: *a BSc* = a Bachelor of Science; *an MA* = a Master of Arts, etc. Note that *a PhD* originally stood for a Doctor of Philosophy, although nowadays you can get a PhD in any subject.

Note that *a professor* is a false friend in many languages, and that students often confuse *a course* (a series of lessons in a particular subject) with *a career* (the job, or series of jobs, that you do in your working life).

Model and drill the words/phrases, highlighting the pronunciation of *private* /'praɪvət/, *college* /'kɒlɪdʒ/, *graduate* /'grædʒuət/, *PhD* /ˌpiː eɪtʃ 'diː/, *lecturer* /'lektʃərə/, *lecture* /'lektʃə/ and *scholarship* /'skɒləʃɪp/.

Point out that *graduate* can be a noun or a verb (e.g. *I graduate next year.*), and that the verb is pronounced /'grædʒueɪt/.

Note that only the main stress in words/phrases is shown in vocabulary exercises and vocabulary boxes in the Student's Book.

b) Students do the activity on their own.

c) Students do the activity in pairs. Ask students to tell the class one or two things that they found out about their partner.

EXTRA IDEA

- If you have a class of university students, you may want to do the worksheet Vocabulary Plus 1 *Academic subjects/professions* p176 (Instructions p173) at this point in the lesson, or alternatively give it for homework.

Listening and Grammar

2 **a)** Students do the exercise in groups. Ask each group to share interesting information with the class.

b) Focus students on the photos on SB p8. (Note that the background photo is of Birmingham University in the UK.) Tell students that they are going to listen to a conversation between Mia and Tim during their first week at university.

R1.2 Play the recording (SB p143). Students listen and tick the things that Mia and Tim talk about. Check answers with the class.

Mia and Tim talk about a lecture; getting lost; courses they're doing; accommodation; money

3 R1.2 Give students time to read parts of Mia and Tim's conversation 1–6, then play the recording again. Students listen and fill in gaps a)–h) with one word.

Students compare answers in pairs. Check answers with the class.

a) lecture b) lost c) bookshop d) map
e) map f) July g) boring h) expensive

EXTRA IDEA

- Before playing the recording again, students predict which words are missing in the sentences in **3**. Students then listen and check their predictions.

Help with Grammar Uses of auxiliaries

4 **a)–d)** Students do the exercises on their own or in pairs, then check their answers in G1.2 SB p115. Check answers with the class.

- **a)** *was walking* Past Continuous; *found* Past Simple; *'s (= has) done* Present Perfect Simple; *are ... studying* Present Continuous; *think* Present Simple; *do ... live* Present Simple; *was told* Past Simple Passive
- **b)** All the verb forms in blue in **3** have auxiliaries except *found* and *think*.
- **c)** We make all continuous verb forms with *be* + verb+*ing* (*was walking, are studying*, etc.).
- We make all perfect verb forms with *have* + past participle (*has done*, etc.).
- We make all passive verb forms with *be* + past participle (*was told*, etc.).
- In the Present Simple and Past Simple we use a form of *do* to make questions and negatives (*do you live ... ?, didn't understand*, etc.).
- Remind students that we don't use auxiliaries in the positive forms of the Present Simple and Past Simple (*Most people think ... , at least you found it ...* , etc.).
- Use the **TIP!** in **4c)** SB p9 to remind students that we also use modal verbs (*will, would, can, could*, etc.) as auxiliaries: *I'll do my best*, etc. Remind students that modal verbs are different from the auxiliaries *be, do* and *have* because they have their own meanings.

5 **a)–b)** Students do **5a)** on their own or in the same pairs, then check their answers in G1.3 SB p115. Check answers with the class.

- **a)** b) Did he? c) Neither did I; so do I d) don't e) No, I don't f) did have
- Remind students that because there is no auxiliary in the positive form of the Present Simple or Past Simple, we use *do/don't, does/doesn't* or *did/didn't* when making question tags, echo questions, etc. for these verb forms.
- For question tags, remind students that if the main verb is positive, the auxiliary in the question tag is negative, and vice versa: *You went to Professor Lee's geography lecture yesterday, didn't you?* not ... ~~*did you?*~~.
- Contrast this with the auxiliaries in echo questions to show interest, which must agree with the main verb: TIM *He graduated last July.* MIA *Did he?* not ~~*Didn't he?*~~.
- Highlight that we use *So do I, So have I*, etc. to agree with a positive sentence and *Neither do I, Neither was I*, etc. to agree with a negative sentence.
- Point out that we can say *Nor* instead of *Neither* when we are agreeing with a negative sentence: A *I can't swim very well.* B *Neither/Nor can I.*
- Check students understand what ... *but I don't* refers to in this sentence: *Most people think economics is really boring, but I don't (think it is really boring).*
- Highlight that when we add emphasis to a verb in the positive form of the Present Simple or Past Simple, we use the auxiliaries *do, does* or *did* and that we stress these auxiliaries: *I do understand! He does have a job. We did enjoy ourselves*, etc.
- Point out that when we add emphasis to other verb forms, we stress the uncontracted form of the auxiliary: *I am going to do it!*

Help with Listening Contractions

- Help with Listening boxes are designed to help students understand natural spoken English. They often focus on phonological aspects of spoken English which make listening problematic for students. For more information on the **face2face** approach to Listening, see p5. This Help with Listening section focuses on the use of contractions in spoken English.

6 a) Focus students on the introductory bullet and check students understand what a contraction is (*I'm, he's, she'd,* etc.).

R1.3 Play the recording. Students listen and decide which sentence they hear first, a) or b). Play the recording again, pausing after each pair of sentences to check students' answers.

1b) 2a) 3b) 4b) 5a) 6b)

EXTRA IDEA

- Ask students to say which auxiliaries are contracted in the a) sentences in **6a)**. Check answers with the class.

1a) has 2a) had 3a) are 4a) have 5a) will 6a) will not

b) R1.4 Play the recording (SB p143). Students listen and write the sentences. Point out that they will hear each sentence twice.

c) Students do the exercise in pairs. Check answers by eliciting the sentences from the class and writing them on the board. Ask students which auxiliaries are contracted in each sentence.

1 He hasn't decided which college he's going to yet. (has not; he is) 2 When I've finished my degree, I'd like to do a PhD. (I have; I would) 3 She's waiting to hear if she's passed her exams. (She is; she has) 4 I'd been to a private school, but I didn't like it. (I had; I did not) 5 She doesn't think she'll go to the tutorial today. (she does not; she will) 6 I've started a Master's and I'm really enjoying it. (I have; I am)

EXTRA IDEA

- R1.4 With a lower-level class, use the recording to drill sentences 1–6 in **6b)**. Check students copy the contractions correctly.

7 a) Check students remember Mia and Tim. Tell students that they met again in the cafeteria the next day.

Students do the exercise on their own. Don't check answers with the class at this stage.

b) R1.5 Play the recording. Students listen and check their answers. Check answers with the class.

2 have 3 did 4 was 5 didn't 6 did 7 's 8 hasn't 9 has 10 do 11 are 12 do 13 'm 14 Are 15 do 16 did 17 did 18 didn't

EXTRA IDEA

- Students work in pairs and decide why each auxiliary in the conversation in **7a)** is used, referring to the uses of auxiliaries in **4c)** and **5a)**. Check answers with the class.

8 Students do the exercise on their own, then check answers in pairs. Check answers with the class.

2 Ian didn't go to college, but his sister did.
3 My parents haven't been there, but we have.
4 Penny doesn't like golf, but her brothers do.
5 We're not going out tonight, but they are.
6 Tom enjoyed the play, but I didn't.

Get ready ... Get it right!

9 a) Put students into pairs. If you have an extra student, have one group of three students.

Ask each pair to choose one of the situations or to invent their own.

Students do the exercise in their pairs. While students are working, check their conversations for accuracy and help with any problems.

b) Students practise the conversation in their pairs until they can remember it. While they are working, monitor and help students with their pronunciation.

10 a) Reorganise the class so that two pairs are working together in a group of four. If you have an extra pair, have one group of six students.

Pairs takes turns to role-play their conversations. The other students guess what the relationship is between the characters.

b) Ask a pair from each group to role-play their conversation for the class.

Finally, ask the class to decide which conversation was the best.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 1B Auxiliary dominoes p132 (Instructions p116)
Ph **Vocabulary Plus** 1 Academic subjects/ professions p176 (Instructions p173)
1 Review Exercises 3 and 4 SB p13
CD-ROM Lesson 1B
Workbook Lesson 1B p6

1C Making the grade

QUICK REVIEW ●●●
This activity reviews verb forms and echo questions. Students do the first part of the activity on their own. Put students into pairs. Students take turns to say their sentences and respond with an echo question and a follow-up question. Ask students to tell the class one thing that they found out about their partner.

Vocabulary verb patterns (1)
Skills Reading: Under examination; Listening: Exam stories
Help with Listening sentence stress and rhythm
Review verb forms; echo questions

Reading and Vocabulary

1 a) Students discuss the questions in pairs. Ask each pair to share their ideas with the class. Don't elicit students' personal experiences of exams at this stage, as they discuss these in **8**.

b) Focus students on the article and elicit what is happening in the cartoon (the writer, Jeremy Harris, is having nightmares about a maths exam). Use the cartoon to pre-teach *equation* /ɪ'kweɪʒən/.

Students read the article quickly and decide if the writer is for or against exams. You can set a time limit of two or three minutes to encourage students to read for gist. Check the answer with the class (he's against exams).

2 a) Students do the exercise on their own.

b) Students check their answers in pairs. Check answers with the class. Ask students to justify their answers by referring back to the article.

1T (True) 2F (False) The writer **didn't talk** to his classmates before the exam. 3T 4T 5F He **doesn't want** his daughters to leave school at 16. 6F He **never** uses his knowledge of maths in daily life.

Help with Vocabulary Verb patterns (1)

- Help with Vocabulary boxes help students to explore and understand how vocabulary works, often by focusing on aspects of lexical grammar. Students should usually do the exercises on their own or in pairs, then check their answers in the Language Summaries. Check the main points with the class as necessary. For more information on the **face2face** approach to Vocabulary, see p5.

3 a) Remind students that when we use two verbs together, the form of the second verb usually depends on the first verb. Check students understand the verb patterns in the second column of the table by focusing on the examples *avoid, refuse, make, allow, might* in the article and the verbs forms that follow them.

Students work on their own and put the verbs in blue in the article in the correct place in the table. Remind them to write the infinitive form of the verbs.

While students are working, copy the table in V1.3 SB p113 onto the board ready for checking. Check answers with the class.

- **a)** Focus students on the table on the board. Elicit which verbs go in each row and fill in the table (see the verbs in blue in the table in V1.3 SB p113).
- Check students understand the meaning of the new verbs *end up, regret, force, encourage* and *persuade*.
- Model and drill *encourage* /ɪn'kʌrɪdʒ/ and *persuade* /pə'sweɪd/.

b) Students do the exercise on their own or in pairs. Point out that some verbs can go in more than one place in the table. Check students understand *convince*. Students check their answers in V1.3 SB p113.

- **b)** Focus students on the table on the board. Elicit which verbs go in each row and complete the table (see the table in V1.3 SB p113).
- Point out that some verbs (shown in **bold** in V1.3) have more than one verb pattern. These verb patterns have the same meaning.

c)–d) Focus students on the verbs in pink in the article. Students do the exercise on their own, then check their answers in V1.3 SB p114. Check answers with the class.

- **c)** 1a) 2b) 3d) 4c) 5e) 6f)
- Check students understand the different meanings of *remember, stop* and *try* by focusing them on the pictures in V1.3 SB p114.
- Point out that after *remember* and *stop*, verb+*ing* looks back in time from the remembering/stopping, whereas the infinitive with *to* looks forward in time.
- Tell students that with *try* both forms are often possible, and that we often use *and* instead of *to*: *I'll try to/and find out for you.*

4 Put students into pairs, student A and student B. Student As turn to SB p104 and student Bs turn to SB p107. Check they are all looking at the correct exercise.

a) Students do the exercise on their own. If necessary, check the answers with the class. Only check the verb forms so that students in the other group doesn't hear the questions they are about to be asked.

Student A 2 do 3 singing 4 stay 5 to study 6 to be; going 7 do/to do 8 to give **Student B** b) living c) to study d) listening e) do f) sending g) to choose h) making

b) Students do the exercise in their pairs. Ask students to share any interesting answers with the class.

Listening

5 a) Be prepared with definitions, examples, etc. to pre-teach the vocabulary in the box or bring in a set of dictionaries for students to check the meanings themselves.

Note that the aim of these boxes is to highlight which words/phrases you need to pre-teach in order to help students understand the listening or reading that follows. The vocabulary in these boxes isn't in the Language Summaries.

b) Focus students on pictures A and B. Students work in pairs and discuss what is happening in each one.

Ask students to share their predictions with the class, but don't tell them if they are correct at this stage.

c) R1.6 Play the recording (SB p143). Students listen and check their predictions. Check answers with the class.

A Henry is cheating in a history exam by looking at information he has written on his shirt cuffs.
B Yvonne is doing her French oral exam, but she can't understand anything the examiner is saying.

6 a) R1.6 Play the recording again. Students listen and write six words/phrases to help them remember each story.

b) Put students into new pairs. Students take turns to tell each other one of the stories. Encourage students to include as much detail as they can.

Ask two students to tell the stories to the class.

Help with Listening Sentence stress and rhythm

- This Help with Listening section develops students' understanding of sentence stress and rhythm by asking students to work out which types of word are usually stressed and which are usually unstressed.

7 a) Check students understand the introductory bullet. Then focus students on the beginning of the first exam story.

R1.6 Play the beginning of the recording again. Students listen and notice the stressed words.

b) Write these parts of speech on the board: *main verb, positive auxiliary, negative auxiliary, noun, pronoun, possessive adjective, adjective, adverb, preposition, connecting word, article.* (Note that this is not a complete list of parts of speech, but only those that appear in the example sentences in **7a)** and **7c)**.) Elicit examples of each type of word from the class.

Focus students on the first two words of the example sentences in **7a)**. Point out that the possessive adjective *My* is unstressed and the adjective *worst* is stressed.

Students work in pairs and decide if the parts of speech on the board are usually stressed or unstressed in the example sentences in **7a)**.

Check answers with the class. Note that *history* is used as an adjective in the recording (*history exam, history classes*).

Point out that these are general guidelines, not fixed rules, and that any type of word in English can be stressed if the speaker thinks that it carries important information.

Usually stressed adjectives (*worst, history, good*); nouns (*exam, moment, mum, classes, memory*); main verbs (*happened, caught, cheating, liked, have*); adverbs (*really, very*); negative auxiliaries (*didn't*)

Usually unstressed possessive adjectives (*my*); connecting words (*when, but*); pronouns (*I*); positive auxiliaries (*was*); prepositions (*by, after*); articles (*a*)

c) Focus students on the next part of the story. Students work on their own or in pairs and decide which words are stressed.

While they are working, copy the paragraph onto the board ready for checking.

d) R1.6 Play the next part of the recording. Students listen and check their answers.

Check answers by eliciting which words are stressed and marking them on the board.

So on the morning of the exam I wrote loads of important facts and figures on the insides of my shirt cuffs. I made sure that I got to the exam room really early so I could sit at the back.

e) Students turn to R1.6, SB p143. Play the whole recording again. Students listen and notice the sentence stress and rhythm.

8 Students discuss the questions in groups.

Finally, ask each group to tell the class one interesting or funny exam story.

EXTRA IDEA

- For homework, ask students to write about their best or worst exam experience.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 1C Something circles p133 (Instructions p117)
1 Review Exercise 5 SB p13
CD-ROM Lesson 1C
Workbook Lesson 1C p8

1D Evening classes

Real World keeping a conversation going
Help with Fluency sentence stress and rhythm
Review verb patterns; echo questions; question tags

QUICK REVIEW ●●●
This activity reviews verb patterns. Students do the first part of the activity on their own. Put students into pairs. Students take turns to say their sentences and ask follow-up questions. Ask students to share interesting information with the class.

1 Focus students on the advert. Check students understand what it is advertising (evening classes at Barnwell College of Further Education).

Pre-teach *pottery, salsa, creative writing, ballroom dancing* and *jewellery*. Ask students which courses are shown in the pictures (Thai cookery, pottery, yoga, digital photography and jewellery making).

Students discuss the questions in groups.

Ask the class which of the evening classes in the advert they would like to do and find out which course is the most popular.

2 a) Tell students that they are going to listen to a conversation between two friends, Kim and Sue.

R1.7 Play the recording (SB p143). Students listen and tick the evening classes that Kim is doing on the advert.

Check answers with the class. Ask students which day the conversation is taking place (Thursday).

Monday: Digital photography; Tuesday: Computer skills – intermediate; Wednesday: creative writing; Friday: Salsa – beginners

b) Give students time to read questions 1–7, then play the recording again.

Students compare answers in pairs. Check answers with the class.

1 A couple of months ago. 2 She had to imagine she was an animal and write a story about a typical day. 3 A digital camera. 4 The computer skills class. 5 Because if she forces herself to do something different in the evenings, it helps her sleep better. 6 A few people from work. 7 Two weeks.

Real World Keeping a conversation going

- Real World boxes are designed to help students with functional language that they can use in real-life social situations, often by teaching common fixed and semi-fixed phrases. Students should usually do the exercises on their own or in pairs, then check their answers in the Language Summaries. Check the main points with the class as necessary. For more information on the **face2face** approach to Functional Language, see p5.

3 a)–c) Check students understand the introductory bullet.

Students do the exercises on their own or in pairs, then check their answers in RW1.1 SB p115.

Check answers with the class.

- **a)** 2 that 3 what 4 mean 5 like 6 else 7 as 8 come 9 way 10 sort
- Check students understand the meanings of short questions 1–10 (see RW1.1 SB p115).
- Go through the first three **TIPS!** in the Language Summary with the class.
- **b)** Who **with**?; How long **for**?
- Use the parts of Kim and Sue's conversation to highlight that we often make short questions with 'question word + preposition'. Point out that in these types of questions, both the question words and the prepositions are stressed.
- Go through the other **TIPS!** in the Language Summary with the class.

EXTRA IDEA
- Ask students to turn to R1.7, SB p143. Play the recording again. Students listen, read and underline all the examples of ways to keep a conversation going.

4 a) R1.8 Play the recording (SB p144). Students listen and complete the short questions with a preposition. Pause the recording after each sentence if necessary.

b) R1.9 Play the recording. Students listen and check their answers. Ask students if prepositions in short questions are stressed or unstressed (they are stressed).

2 to 3 with 4 for 5 from 6 to 7 for 8 by

EXTRA IDEA
- R1.8 Ask students to close their books. Play R1.8 again. Students take turns to say the correct short questions.

5 a) Students do the exercise on their own, then compare answers in pairs.

b) R1.10 Play the recording (SB p144). Students listen and check their answers. Play the recording again if necessary. Check answers with the class.

2 with 3 come 4 mean 5 can't 6 else 7 Are 8 sort 9 for

Help with Fluency Sentence stress and rhythm

- Help with Fluency boxes are designed to help students' spoken English become more fluent. They usually focus on phonological aspects of spoken English which have been highlighted in Help with Listening boxes earlier in the course. For more information on the **face2face** approach to Pronunciation, see p5.

6 **a)** R1.10 Students turn to R1.10, p144. Play the recording again. Students listen, read and notice the sentence stress and rhythm.

b) P (= pronunciation activity). Put students into pairs and ask them to choose a role, Kim or Sue.

Students practise the conversation in R1.10, p144 until they can remember it. Remind students to copy the sentence stress as shown in the Student's Book.

While they are working, monitor and help students with their pronunciation.

When students are ready, they close their books and have the conversation again. Encourage them to use natural sentence stress and rhythm.

Ask one or two pairs to role-play the conversations for the class.

7 Put students in new pairs. Allow pairs a minute or two to choose two ideas from the list to discuss. Alternatively, they can choose their own ideas.

Students discuss the two ideas they have chosen in their pairs. Encourage students to use the short questions from **3** to keep each conversation going. You can ask students to keep each conversation going for two or three minutes.

Finally, ask a few pairs to tell the class what they talked about.

EXTRA PRACTICE AND HOMEWORK

1 Review SB p13
CD-ROM Lesson 1D
Workbook Lesson 1D p9
Workbook Reading and Writing Portfolio 1 p64
Progress Test 1 p200

1 Review

- The Review section reviews the key language taught in the unit. It includes communicative and personalised speaking stages as well as controlled grammar, vocabulary and writing practice.
- This section is designed to be used in class after students have finished lesson D, but individual exercises can be used as 'fillers' if you have a few minutes left at the end of a lesson. The Extra practice and homework boxes list which exercises are relevant to each lesson.
- The icons refer to the relevant sections in the Language Summary. Students can refer to these if they need help when doing the exercises.
- For more information on the **face2face** approach to Reviewing and Recycling, see p5.

1a) 2 few 3 in 4 of 5 bit 6 by 7 up

2 1 ~~I've spent~~ → I spent 2 ~~I'm needing~~ → I need 3 ~~I learn~~ → I've been learning 4 ~~it handed in~~ → it was handed in 5 ~~Kim was~~ → Kim's been 6 ~~I meet~~ → I'd met 7 ~~I talked~~ → I was talking

3a) 2 campus 3 graduate 4 lecturer 5 scholarship 6 degree

4 1 Have 2 didn't 3 did 4 don't 5 do 6 Do 7 Didn't 8 didn't 9 does 10 was 11 didn't

5 1 a) meeting b) to meet 2 a) to tell b) telling 3 a) drinking b) to drink 4 a) to talk b) talking 5 a) to be b) being

Progress Portfolio

- Progress Portfolio boxes encourage students to reflect on what they have learned and help them decide which areas they need to study again.
- Note that the *I can* … statements reflect communicative competences as set out in the *Common European Framework of Reference for Languages* (CEF) for level B2. For more information on the CEF, see p13.

a) Students work through the list of *I can* … statements on their own and tick the things they feel they can do. They can refer to Language Summary 1 if they wish.

Students can also work in pairs or groups and compare which statements they have ticked.

b) Students work on their own or in pairs/groups and decide which areas they need to study again. Encourage students to use the CD-ROM/Audio CD lessons 1A–D to help them improve in these areas. For more information on the CD-ROM/Audio CD, see p10.

There is also further practice on all key language taught in the Student's Book in the **face2face** Upper Intermediate Workbook.

2 Time for a change

Student's Book p14–p21

2A It's bad for you!

QUICK REVIEW ●●●

This activity reviews ways of keeping a conversation going. Students do the activity in pairs. Ask students to tell the class about any interesting things that their partner did last weekend.

Vocabulary expressing frequency

Grammar present and past habits, repeated actions and states

Review keeping a conversation going; present and past verb forms

Reading, Listening and Grammar

1 a) Focus students on part of a web page on health. Students do the exercise on their own.

b) Students compare answers in pairs, then check on SB p159. Check answers with the class.

1 25% 2 50% 3 33% 4 70%

c) Ask students if a similar survey in their country/countries would produce the same results. Encourage students to give reasons for their ideas. If appropriate, you can also ask students for their own reaction to the information on the web page.

EXTRA IDEA

- Begin the class by putting students into pairs and asking them to decide if the food items in the photo are good or bad for you. Ask students to share their ideas with the class.

2 a) Focus students on the photos of Cassy and Ted. Ask students who they think is healthier.

Pre-teach *cookies* (American English for *biscuits*), *a cookie jar*, *be addicted to something* and *nutrition* /njuːˈtrɪʃən/. Also point out that *mom* is American English for *mum*.

Students do the exercise on their own or in pairs.

b) Check students understand *a high/low fat diet, a heart attack, a food label* and *the fat content* of a product.

R2.1 Play the recording (SB p144). Students listen, check their answers to **2a)** and tick the sentences when they hear them. Check answers with the class.

Cassy says sentences 1–3.
Ted says sentences 4–6.

c) Give students time to read questions 1–6, then play the recording again. Students listen and answer the questions.

d) Students check answers in pairs. Check answers with the class.

Ask students whether their attitude to food is more like Cassy's or Ted's.

1 The French eat a high fat diet and they have fewer heart attacks than people in America. 2 No, it hasn't. 3 Cassy. 4 Yes, he does. 5 To see what the fat content is. 6 Japanese people have far fewer heart attacks than Americans because they have a very low fat diet.

Help with Grammar Present and past habits, repeated actions and states

3 a)–d) Elicit a few examples of state verbs from the class (*be, like, want,* etc.).

Students do the exercises on their own or in pairs, then check their answers in G2.1 SB p116.

Check answers with the class.

- **a)** We use the **Present Simple** to talk about present habits, repeated actions and states.
- We often use the **Present Continuous** with *always* to talk about present habits and repeated actions that annoy us or happen more than usual.
- We can use ***will* + infinitive** to talk about repeated and typical behaviour in the present. We don't usually use this verb form with state verbs for this meaning.
- **b)** Sentence 1 talks about repeated and typical behaviour. Sentence 2 talks about a future action.
- This use of *will* + infinitive to talk about repeated and typical behaviour in the present often confuses students. While it is important that students recognise this use, you may want to discourage them from using it too often themselves.
- Highlight that when we want to show criticism, we stress the uncontracted form of *will*: *He* ***will*** *leave the door open all the time!*.
- **c)** We use the **Past Simple** and ***used to* + infinitive** to talk about past habits, repeated actions and states.
- We can use ***would* + infinitive** to talk about past habits and repeated actions. We don't usually use this verb form with state verbs.
- Highlight that we usually make **negative** sentences with *used to* with *didn't + use to* + infinitive: *I didn't use to like vegetables.*

- Also highlight that we make **questions** with (question word) + *did* + subject + *use to* + infinitive: *Where did you use to live?*.
- Go through the **TIPS!** in the **PAST HABITS, REPEATED ACTIONS AND STATES** section in G2.1 SB p117 with the class.

4 Students do the exercise on their own. Before they begin, check students understand that both verb forms are possible in some of the sentences. Also tell students not to worry about the words in **bold** at this stage.

Students compare answers in pairs, giving reasons for their choices. Check answers with the class.

1 I felt 2 it used to be 3 they're always changing
4 I walk/I'll walk; go 5 I eat/I'll eat; I know
6 I always worry/I'm always worrying 7 I tried
8 I didn't use to like

5 **a)** Focus students on the photo of Ted's parents, George and Kath.

Students do the exercise on their own. Ask students to read the text quickly first for gist before they start filling in the gaps and tell them not to worry about the phrases in **bold** at this stage. Also encourage students to use a variety of different verb forms where possible, rather than just the Present Simple and Past Simple.

b) Students compare answers in pairs. Check answers with the class.

2 lived/used to live 3 moved 4 had/used to have
5 stayed/used to stay/'d stay 6 didn't have/didn't use to have 7 always go on/'m always going on
8 were/used to be 9 bought/used to buy/'d buy
10 never ate/never used to eat/would never eat
11 have 12 go/'ll go 13 eat/'ll eat 14 go/'ll go
15 drive/'ll drive 16 love 17 think 18 always tells/is always telling

Vocabulary Expressing frequency

6 **a)** Elicit some words/phrases that express frequency from the class (*always, sometimes, hardly ever, never, every week, once a month,* etc.) and write them on the board.

Focus students on the words/phrases in **bold** in **4** and **5a)**. Use the examples *frequently* and *rarely* to show that the words/phrases in **bold** express either higher or lower frequency.

Students do the exercise on their own, then check their answers in V2.1 SB p116.

Check answers with the class. Note that only the main stress in words/phrases is shown in the Language Summaries.

Point out that we can also say *most mornings/days/weekends,* etc.

Also highlight that *frequently* is less common than its synonym *often*, and *rarely/seldom* are less common than their synonym *hardly ever*. *Frequently, rarely* and *seldom* are also more formal and can sometimes sound unnatural in spoken English. While it is important that students recognise these words, you may want to discourage them from using them too often when speaking.

Go through the word order section in V2.1 SB p116 with the class or ask them to study this for homework.

Model and drill the words/phrases, highlighting the pronunciation of *rarely* /'reəli/ and *occasionally* /ə'keɪʒənəli/.

lower frequency rarely; occasionally; seldom; every so often; once in a while; every now and again
higher frequency frequently; more often than not; most weeks; most of the time

b) Students do the exercise on their own.

c) Students do the exercise in pairs.

Ask each pair to tell the class one or two things they found out about their partner.

Get ready … Get it right!

7 Focus students on the prompts. Check students understand *taste in music/films/TV programmes* (the music, films or TV programmes that you like).

Students do the exercise on their own. Before they begin, remind students to make notes, not write complete sentences. If you have a class of older students, you can ask them to make notes on the differences between their lives now and **ten** years ago if they prefer.

8 **a)** Students do the activity in groups, using their notes from **7**. Encourage students to use a variety of verb forms from **3** in their discussion, rather than just the Present Simple and Past Simple. While they are working, monitor and help with any problems.

b) Finally, ask each group to tell the class about the person whose life has changed the most.

EXTRA IDEA

- For homework, ask students to write a paragraph comparing their lives now to their lives five years ago.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 2A Nightmare neighbours p134 (Instructions p117)
2 Review Exercises 1 and 2 SB p21
CD-ROM Lesson 2A
Workbook Lesson 2A p10

2B Life's different here

Vocabulary feelings and opinions
Grammar *be used to, get used to*
Review present and past habits

QUICK REVIEW ●●●
This activity reviews ways of expressing present and past habits. Students do the first part of the activity on their own. Encourage them to use *used to, would* or *will* + infinitive and the Present Continuous with *always* where possible. Put students into pairs to complete the activity. Ask pairs to tell the class about any friends they have that are similar.

Vocabulary Feelings and opinions

1 a) Students do the exercise on their own or in pairs, then check their answers in V2.2 SB p116.

Check answers with the class. Point out that the prepositions in **bold** in the Language Summary are the most common for these adjectives, but we can also use the other prepositions in brackets.

Also check students understand the meaning of all the adjectives, particularly the new words/phrases *shocked, impressed, aware, fond of* and *sick of*.

Point out that we must use the preposition with *fond of* and *sick of* for these meanings, but that the other adjectives can be used without a preposition: *I was absolutely terrified.*

Highlight that we can often use *by* after adjectives that end in *-ed* because they have a passive meaning.

Remind students that prepositions are followed by a noun, a pronoun or verb+*ing*.

Model and drill the adjectives with their prepositions, highlighting the pronunciation of the *-ed* endings of the first seven adjectives. Point out that *-ed* is pronounced as an extra syllable /ɪd/ in *fascinated* /'fæsɪneɪtɪd/, *excited* /ɪk'saɪtɪd/ and *disappointed* /ˌdɪsə'pɔɪntɪd/ because it follows a /t/ sound, but as a /t/ sound in *shocked* /ʃɒkt/ and *impressed* /ɪm'prest/, and as a /d/ sound in *terrified* /'terɪfaɪd/ and *satisfied* /'sætɪsfaɪd/.

2 by 3 about 4 with 5 by 6 in 7 by
8 of 9 for 10 of 11 about 12 of

b) Students do the exercise on their own.

c) Students do the activity in pairs. Ask students to share any interesting information with the class.

EXTRA IDEA

- Write the first six adjectives in **1a)** on the board and elicit the *-ing* adjectives and the verbs for each one (*terrifying, terrify*; *fascinating, fascinate*; *exciting, excite*; *satisfying, satisfy*; *shocking, shock*; *disappointing, disappoint*). Also point out that we say something is *impressive* not ~~*impressing*~~, and that the verb is *impress*.

Reading and Grammar

2 a) Focus students on the photo. Ask them which city they think it is, giving reasons for their ideas (Mexico City).

b) Be prepared with definitions, examples, etc. to pre-teach the vocabulary in the box or bring in a set of dictionaries for students to check the meanings themselves.

Model and drill the words/phrases, highlighting the pronunciation of *foreign* /'fɒrɪn/, *tortilla* /tɔ:'ti:jə/ and *pedestrian* /pɪ'destriən/.

c) Students do the exercise on their own. You can set a time limit of two or three minutes to encourage students to read for gist. Check the answer with the class (the traffic).

3 a) Students do the exercise on their own, then check answers in pairs. Check answers with the class.

a) He's a foreign correspondent in Mexico City.
b) The rush hour lasts all day, from 7 a.m. to 11 p.m.
c) He's really impressed with the way Mexicans drive.
d) He's learned to ignore traffic lights. e) Cars drive so close to each other that you can't get a Mexican tortilla between one car and another. f) Walking in the city is more dangerous than driving and crossing the road is very difficult.

b) Students discuss the questions in groups.

Ask each group to share interesting ideas and experiences with the class. You can also discuss students' opinions of the traffic in the town or city where you are now.

Help with Grammar *be used to, get used to*

4 a)–f) Students do the exercises on their own or in pairs, then check their answers in G2.2 SB p117.

Check answers with the class.

- **a)** 1 Yes, he did. 2 No, it isn't.
- **b)** We use ***be used to*** to talk about things that are familiar and no longer strange or difficult for us (phrase 1 in the article).
- We use ***get used to*** to talk about things that become familiar, less strange or less difficult over a period of time (phrase 2).
- If necessary, focus students on the pictures in G2.2 SB p117 to check they understand the meaning of *be used to*.

- Check students understand that *be used to* refers to a state, whereas *get used to* refers to something that is changing.
- Point out that we can say *be accustomed to* instead of *be used to*, but this is more formal and less common: *Mr Jenkins was accustomed to working alone.*
- **c)** After *be used to* and *get used to* we use verb+*ing* (phrases 5 and 6 in the article).
- After *be used to* and *get used to* we can use a noun or a pronoun (phrases 3 and 4).
- **d)** b)2 c)5 d)4 e)6 f)3
- Use the examples to highlight that we can use *be used to* and *get used to* in any verb form.
- Also point out that the form of *used to* in *be/get used to* doesn't change in questions or negatives: *She isn't used to it.* not ~~*She isn't use to it.*~~
- **e)** In sentence 1, the speaker lived in Mexico City in the past, but he/she doesn't live there now. In sentence 2, the speaker lives in Mexico City now and has probably lived there for some time. When he/she started living there, life was probably strange or difficult, but now it isn't.

5 P Use the example to highlight the pronunciation of *used to* /ˈjuːstə/ and the sentence stress.

R2.2 Play the recording (SB p144). Students listen and practise. Check students copy the stress correctly.

You can also ask students to turn to R2.2, SB p144. They can then follow the stress as they listen and practise.

6 **a)** Focus students on the photos on SB p17. Tell students that Marcus and Erin are also foreign correspondents and elicit where they are living at the moment (Japan and Iceland).

Students do the exercise on their own.

b) Students compare answers in pairs and decide who said each sentence, Marcus or Erin. Check answers with the class.

1 'm not used to/haven't got used to; Marcus 2 get used to; Marcus 3 'm not used to/haven't got used to; Erin 4 get used to; Marcus 5 'm used to/was used to/'ve been used to; Erin 6 'm used to/'ve got used to; Marcus

7 **a)** Students do the exercise on their own.

b) Students work in pairs and take turns to say the sentences to each other. Students then decide if any of their sentences are the same.

Ask each pair to share interesting sentences with the class.

Get ready ... Get it right!

8 Students do the exercise on their own. Tell students to write short phrases (*commuting to work, speaking in public,* etc.), not complete sentences. Make sure students don't write the answers in the same order as the prompts.

9 **a)** Students work in pairs and swap papers. Students take turns to ask questions about the things written on their partner's paper (*Are you used to commuting to work?*, etc.).

Encourage students to ask follow-up questions if possible.

b) Finally, ask students to tell the class two interesting things they found out about their partner.

EXTRA PRACTICE AND HOMEWORK

Ph **Vocabulary Plus** 2 Phrases with *get* p177 (Instructions p173)
2 Review Exercises 3 and 4 SB p21
CD-ROM Lesson 2B
Workbook Lesson 2B p11

2C Managing my time

Vocabulary word building (1): suffixes
Skills Reading: Timely tips; Listening: Saving time
Help with Listening linking (1): consonant-vowel links; linking /r/ sounds
Review feelings and opinions

QUICK REVIEW ●●●

This activity reviews adjectives to describe feelings and opinions. Students do the first part of the activity on their own. Tell students to check which prepositions they should use with the adjectives in V2.2 SB p116 if necessary. Put students into pairs to complete the activity. Ask students to share any interesting information with the class.

Reading and Vocabulary

1 Students discuss the questions in pairs.

Ask students to tell the class how they remember appointments, birthdays, etc. and find out how many students usually do everything they plan to do each day.

2 **a)** Be prepared with definitions, examples, etc. to pre-teach the vocabulary in the box, or bring in a set of dictionaries for students to check the meanings themselves.

Use the nouns *a priority* and *an interruption* to teach the verbs *prioritise* and *interrupt*, and point out that *dread* is a verb and an uncountable noun. Also check students remember *deadline*.

Model and drill the words, highlighting the pronunciation of *priority* /praɪˈɒrɪti/ and *prioritise* /praɪˈɒrɪtaɪz/.

b) Focus students on the article and tell the class that it offers advice about how to manage your time efficiently. Students do the exercise on their own. Check answers with the class.

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

c) Students do the exercise on their own, then compare answers in pairs. Check answers with the class. Ask students to justify their answers by referring back to the article.

1 Write a 'to do' list. 2 Use colours, numbers or letters on your list to signal which things are the most urgent or important. 3 Time yourself doing routine tasks. 4 Say no. 5 Make 'holes' in it by breaking it into smaller tasks.

d) Students discuss the questions in groups. Ask each group to share their ideas with the class. You can ask the class to decide which they think is the most useful tip in the article.

Help with Vocabulary Word building (1): suffixes

3 a)–d) Students do the exercises on their own or in pairs, then check their answers in V2.3 SB p116. Check answers with the class.

- **a)** 1 preferably 2 decide 3 originally 4 realistically 5 convinced 6 responsible 7 weakness 8 improvement 9 critical 10 recognise
- Check the meaning of any words students don't understand. Highlight that *conviction* in this word family means 'a strong opinion or belief': *It's my personal conviction that people should look after their parents when they get old.*
- You can also teach students *a critic*.
- **b)** -ly (ADV); -ion (N); -ive (ADJ); -ate (V); -ity (N); -al (ADJ); -ism (N); -ic (ADJ); -ally (ADV); -ed (ADJ); -ing (ADJ); -ility (N); -ible (ADJ); -en (V); -ness (N); -ment (N); -ise (V)
- Point out that in British English, many verbs end with the suffix *-ise* (*criticise, recognise,* etc.), but in American English this suffix is spelt *-ize* (*criticize, recognize,* etc.).
- Also remind students that the verb and the noun are sometimes the same, e.g. *plan, test, need, run,* etc.: *I **plan** to go to college next year. That's a good **plan**.*
- Highlight that if an adjective ends in *-e*, we usually replace *-e* with *-ly* to make the adverb: *responsible → responsibly*. If an adjective ends in *-ic*, we add *-ally* to make the adverb: *realistic → realistically*.
- **c)** convi**nce** → convi**ction**; weak**en** → weak**ness**; criticis**e** → criticis**m**; recogni**se** → recogni**tion**

4 a) Tell students that the stress often changes in word families. Use the examples to show that the stress on *prefer* is on the second syllable, but the stress on *preference, preferable* and *preferably* is on the first syllable. R2.3 P Play the recording (SB p144). Students listen and practise. Check students copy the sentence stress correctly. Point out that *preference* is two syllables, not three, and *preferable* and *preferably* are three syllables, not four.

Also elicit from students which syllable is stressed in the other five word families in **3a)** (*decide, convince, weaken, improve, criticise*) which aren't on the recording. Point out that the stress doesn't change in these word families.

b) Students do the exercise in pairs. Remind students to test their partners on all the word families in **3a)**, not just the ones in which the stress changes.

EXTRA IDEA

- Students work on their own and write six sentences using words from the word families in **3a)** about people they know. Put students into pairs. Students check their partner's sentences and ask follow-up questions.

Listening

5 Focus students on the photos. Ask students what they think Nancy and Jake do (Nancy runs a sandwich delivery service, Jake is a university student).

Remind students of the 'Timely tips' article on SB p18 and focus them on headings a)–i) in **2b)**.

R2.4 Play the recording (SB p144). Students listen and write *Nancy* or *Jake* next to the headings in **2b)** (not on the article). Check answers with the class.

Nancy talks about tips 1, 4 and 7. Jake talks about tips 2, 7 and 8. Both people talk about tip 7.

6 a) Give students time to read sentences 1–6, then play the recording again. Students listen, tick the true sentences and correct the false ones.

b) Students compare answers in pairs. Check answers with the class.

1T 2T 3F She **doesn't try** to make the perfect sandwich (any more). 4F Jake found **some** of the time management course helpful. 5F He **likes** the idea of multitasking. 6T

Help with Listening Linking (1): consonant-vowel links; linking /r/ sounds

- This Help with Listening section focuses on consonant-vowel linking and when we use linking /r/ sounds.

7 a) R2.5 Focus students on words/phrases 1–6, then play the recording. Students listen and notice the linking /r/ sounds. Play the recording again if necessary.

Use these examples to highlight that in British English, when a word ends in *-r* or *-re*, we only say the /r/ sound when the next word begins with a vowel sound.

Also point out that in American English, the /r/ sound is always pronounced. Note that differences between British and American accents are dealt with in lesson 8C.

b) R2.4 Play the beginning of the recording again. Students listen and notice the consonant-vowel links and the linking /r/ sounds.

Use the examples of consonant-vowel links to highlight that we usually link words that end in a consonant sound with words that start with a vowel sound.

c) Students do the exercise in pairs.

While students are working, copy the paragraph onto the board ready for checking.

d) Students look at R2.4, SB p144 and check their answers. Check answers with the class by eliciting each link and marking it on the board. Play this section of the recording again if necessary.

After‿/r/‿I'd started making the sandwiches‿I'd realise that‿I hadn't got‿everything‿I needed for‿/r/‿all the different fillings. That meant‿I'd have to spend‿another‿/r/‿hour‿/r/‿in the supermarket‿or‿/r/‿even‿a couple‿of hours sometimes!

e) R2.4 Check students are still looking at R2.4, SB p144, then play the whole of Nancy's part of the recording again. Students listen, read and notice the linking.

8 Ask all students to turn to SB p111.

a) Pre-teach *a perfectionist, a control freak* (someone who tries to make everything happen exactly as he/she wants) and *spontaneously*. Also check students remember *put something off, multitasking* and *punctual*.

Model and drill *perfectionist* /pəˈfekʃənɪst/, *punctual* /ˈpʌŋktʃuəl/ and *spontaneously* /spɒnˈteɪniəsli/.

Students do the exercise on their own.

b) Students do the exercise in pairs. Encourage students to give reasons for the sentences they ticked, and to find out how many similarities there are between them.

c) Finally, ask each pair to tell the class two things that they have in common.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 2C Where's the stress? p135 (Instructions p117)

Ph **Study Skills** 1 Spelling rules: the final *-e* p190 (Instructions p188)

2 Review Exercise 5 SB p21

CD-ROM Lesson 2C

Workbook Lesson 2C p13

2D I see your point

Real World discussion language (1): agreeing and disagreeing politely

Help with Fluency linking (1): consonant-vowel links; linking /r/ sounds

Review word building (1): suffixes

QUICK REVIEW ●●●

This activity reviews suffixes and word families. Students do the first part of the activity on their own. Put students into pairs to complete the activity. Remind students to stress the words correctly. Students can check answers in V2.3 SB p116. Ask each pair to tell the class one of their word families.

1 Pre-teach *strict* and point out that the opposite in this context is *relaxed*.

Students discuss the questions in groups. Ask students to share interesting answers with the class.

EXTRA IDEA

- Begin the class by asking students to think of at least three things their parents made them do when they were children and three things they let them do. Students discuss their ideas in groups or with the whole class.

2 a) Focus students on the photo. Establish where the people are (in a playground) and what they are doing (Harriet is playing on the climbing frame and the other people are having a picnic).

b) Use the photo to establish the relationships between the people (James is Jenny's father, Lily is Liam's grandmother and Hazel is Harriet's mother).

R2.6 Give students time to read questions 1–3, then play the recording (SB p144). Students listen and answer the questions. Students compare answers in pairs. Check answers with the class.

1 Lily 2 Harriet 3 James

c) Students do the exercise in pairs.

d) Play the recording again. Students compare answers in pairs. Check answers with the class.

Ask the class whose attitude they agree with most, James's, Hazel's or Lily's.

1 James 2 Hazel 3 James; Lily
4 James; Hazel 5 Hazel; Lily

Real World Discussion language (1): agreeing and disagreeing politely

3 a)–b) Students do **3a)** on their own or in pairs, then check their answers in RW2.1 SB p117. Check answers with the class.

- **a)** 2D 3D 4A 5D 6A 7A 8A 9A 10D 11A 12A
- Check students understand that *Oh, do you think so?* is a polite way of disagreeing, not a real question.
- Highlight that we often follow an agreement phrase with *but* to challenge the other person's opinion.

4 a) Use the photo on SB p20 to remind students who James, Hazel and Lily are. Students do the exercise on their own.

b) R2.7 Play the recording (SB p145). Students listen and check their answers. Check answers with the class. Ask the class which person in the conversation they agree with most, giving reasons for their answers.

1 Do; so 2 know; that 3 good point 4 might; right 5 can't; see; point 6 see; mean 7 still; convinced 8 argue; that

Help with Fluency Linking (1): consonant-vowel links; linking /r/ sounds

5 a) R2.7 Students turn to R2.7, SB p145. Play the recording again. Students listen, read and notice the consonant-vowel links and the linking /r/ sounds.

b) P Put students into groups of three. If you have extra students, have one or two pairs and ask the stronger student in each pair to take two roles.

Students practise the conversation in R2.7, SB p145, taking turns to be James, Hazel or Lily. Encourage students to copy the linking as shown in the Student's Book and use natural rhythm.

6 a) Students do the exercise on their own. You can ask students to make notes on their reasons.

b) Students discuss the sentences in **6a)** in groups. Encourage students to use the ways of agreeing and disagreeing in **3a)**. Finally, ask each group to tell the class which topic they disagreed about most and why.

Ask students to turn to SB p102 and look at *Complicated*. This song was recorded by the Canadian singer Avril Lavigne in 2002.

1 Check students understand *complicated*. Ask students to read the song in **2a)** quickly and notice the words/phrases in **bold**.

Students do the exercise on their own, then check in pairs. Check answers with the class. Elicit the infinitives of the answers to 4–6 (*fake, yell* and *act*) and point out that these are all regular verbs. Also highlight that *cool, chill out* and *yell* are informal words/phrases.

1 cool 2 chill out 3 a fool 4 faking 5 yelling 6 acting

2 a) R2.8 Play the recording. Students listen and match 1–22 to a)–v). Play the recording again if necessary.

b) Students compare answers in pairs. Play the recording again, pausing after each group of three or four lines to check students' answers.

2d) 3b) 4a) 5f) 6h) 7e) 8g) 9k) 10i) 11j) 12n) 13o) 14m) 15l) 16q) 17s) 18p) 19r) 20v) 21t) 22u)

3 a) Students do the exercise on their own.

b) Students compare ideas in pairs. Elicit ideas from the class.

She wants her boyfriend to stop trying to be cool by changing the way he behaves and dresses, which is making their relationship very complicated. She thinks he should relax and be himself because she likes him the way he is.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 2D The Big Question p136 (Instructions p118)
2 Review SB p21
CD-ROM Lesson 2D
Workbook Lesson 2D p14
Workbook Reading and Writing Portfolio 2 p66
Progress Test 2 p202

2 Review

See p29 for ideas on how to use this section.

1a) 1 went out 2 usually wake up/'m always waking up 3 used to have/had 4 ✓ 5 'm always losing/always lose 6 ✓

3a) 1 about 2 with 3 of 4 of 5 in/by/with 6 by/with 7 of 8 about/of 9 for 10 by/at 11 of 12 by

5a)–b) See V2.3 SB p116.

Progress Portfolio

See p29 for ideas on how to use this section.

3 It's against the law

Student's Book p22–p29

3A Honesty

Vocabulary types of crime, criminals and crime verbs
Grammar second conditional; alternatives for *if*
Review agreeing and disagreeing politely

QUICK REVIEW ●●●

This activity reviews ways of agreeing and disagreeing politely. Check students understand *designer clothes, graffiti* and *reality TV*. Give students a minute or two to make notes on their opinions of the five topics. Put students into pairs. Students discuss each topic in turn. Remind students to use the language in RW2.1 SB p117 in their conversations. Ask students to share any differences of opinion with the class.

Vocabulary Types of crime, criminals and crime verbs

1 a) Students work on their own and tick the words they know, then check new words in V3.1 SB p118. Check answers with the class.

Highlight the difference between *robbery* (stealing money from banks), *theft* (stealing money and things), *burglary* (stealing from houses and flats) and *shoplifting* (stealing from a shop while it is open).

Check students understand the meaning of the other types of crime. Point out that all these types of crime are uncountable nouns and that *robbery, theft, burglary, mugging, kidnapping* and *murder* can also be used as countable nouns: *There was a robbery last night.*

Model and drill the words, highlighting the pronunciation of *burglary* /ˈbɜːgləri/, *fraud* /frɔːd/, *bribery* /ˈbraɪbəri/, *murder* /ˈmɜːdə/ and *terrorism* /ˈterərɪzəm/.

Point out that the stress on all the multisyllable words is on the first syllable (*shoplifting, kidnapping*, etc.).

b) Students do the exercise on their own or in pairs, then check answers in V3.2 SB p118.

While students are working, draw a three-column table on the board and write the headings *crime, criminal* and *verb* at the top of each column. Then write the crimes in **1a)** in the first column.

Check answers with the class by eliciting the criminal and the verb for each crime and writing them in the correct columns on the board.

Point out that there is no word for a criminal who bribes someone. Also highlight that we say *commit fraud, commit arson* and *commit an act of terrorism.*

Tell students that we can also say *I was burgled.* to mean 'my house was burgled'.

Remind students that the plural of *thief* is *thieves* /θiːvz/ and point out that all the verbs are regular verbs, apart from *steal* (*stole, stolen*).

Model and drill the word families with the class (*robbery, robber, rob*, etc.). Highlight the pronunciation of *thief* /θiːf/, *burglar* /ˈbɜːglə/, *burgle* /ˈbɜːgəl/, *fraudster* /ˈfrɔːdstə/.

c) Check students remember *victim* (of a crime).

Students discuss the questions in groups. If you have a multilingual class, put students from different countries in each group.

Ask each group to share interesting answers with the class.

Reading and Grammar

2 a) Pre-teach *be due back* (for a library book), *a fine, a security guard* /gaːd/ and the verb *clamp* (put a clamp on one of the wheels of your car when you have parked illegally to stop you driving away).

Focus students on the questionnaire and ask them to read the introductory paragraph. Elicit what the aim of the questionnaire is (to find out how honest you are). Students do the questionnaire on their own.

b) Students compare answers in pairs. Students look at the key on SB p159 to find out how honest they are, according to the questionnaire.

Ask each student to tell the class their results. Make sure that you keep this stage light-hearted so that students don't feel that their honesty is being seriously questioned.

Help with Grammar Second conditional; alternatives for *if*

3 a)–d) Students do the exercises on their own or in pairs, then check their answers in G3.1 SB p119. Check answers with the class.

- **a)** 1 imaginary situations 2 **b)** the present or the future 3 *if* + subject + Past Simple, subject + *'d* (= *would*)/*wouldn't* + infinitive 4 *could; might*
- Ask students to identify the *if* clause and the main clause in the three example sentences in **bold** in the questionnaire. Use these examples to highlight that the *if* clause can come first or second in the sentence and that we use a comma if the *if* clause is first.
- Remind students that we can use *could* or *might* in the main clause of second conditionals instead of *would* to mean 'would perhaps'.
- Point out that *even if* = it doesn't matter whether the situation in the *if* clause exists or not: *I'd take the books back, even if I had to pay a fine.*
- Also remind students that in second conditionals we can say *If I/he/she/it was ...* or *If I/he/she/it were ...* : *If I was/were rich, I'd buy a Ferrari.*

- **b)** Point out that we often use *provided, as long as, assuming, imagine* and *suppose* instead of *if* in conditionals.
- 1 *Provided* and *as long as* mean 'only if (this happens)'. 2 *Assuming* means 'accepting that something is true'.
- Tell students that *as long as* is usually pronounced /əz'lɒŋəz/.
- **c)** *Imagine* and *suppose* have the same meaning (= form a picture in your mind about what something could be like).
- We can use *imagine* and *suppose* as an alternative for *if* in questions.
- Also highlight that we can say *provided* or *providing* and *suppose* or *supposing*, but that the first word in each pair is more common. Focus students on question 5 and answer c) in the questionnaire for examples of second conditionals with *supposing* and *providing*.
- Point out that we can also use *provided, as long as, assuming, imagine* and *suppose* in other types of conditionals to talk about real situations.
- Tell students we can use *that* after *provided, imagine* and *suppose*: *Provided (that) no one was looking, I'd take as much as I needed.*
- Highlight that questions with *imagine* and *suppose* can also be written as two sentences: *Imagine you saw a ten-year-old boy shoplifting. Would you tell a security guard?*.

4 **a)** Students do the exercise on their own.

EXTRA IDEA

- With a lower-level class, ask students to circle *if* in each sentence before they begin. This will help them use the correct verb forms in the appropriate places.

b) Students compare answers in pairs. Check answers with the class.

1 would ... accept 2 wouldn't take; didn't want 3 was/were; 'd/would ... accept 4 might go; wasn't/weren't 5 didn't offer; wouldn't take 6 got; didn't like; 'd/would come

5 **a)** Students do the exercise on their own. Before they begin, point out that sometimes both words/phrases are possible.

b) Students compare answers in pairs. Check answers with the class.

Students take turns to ask each other the questions. Students answer for themselves.

1 Suppose; assuming 2 Imagine/If; as long as/provided 3 If/Suppose; even if 4 Imagine; provided

Get ready ... Get it right!

6 Put students into two groups, group A and group B. Students in group A turn to SB p105 and students in group B turn to SB p108.

a) Pre-teach *a park bench* and *drop something*.

Put students into pairs with someone from the same group. Students do the exercise in pairs.

If necessary, check the answers with the class. Only check the verb forms students need to fill in the gaps, so that students in the other group don't hear the questions they are about to be asked.

Student A 1 hit; would ... leave 2 found; would ... hand 3 paid; would ... keep 4 got; realised; would ... take 5 borrowed; dropped; would ... tell

Student B a) wanted; would ... try b) asked; thought; would ... tell c) found; would ... give d) gave; would ... give e) asked; would ... tell

b) Reorganise the class so that a student from group A is working with a student from group B. Students take turns to ask and answer the questions, as in the speech bubbles. Tell students to make brief notes to help them remember their partner's answers, as they will need these for the next stage of the activity.

EXTRA IDEA

- While students are doing **a)**, write these prompts on the board: *Yes, I would, as long as/ provided/providing ... ; Yes, I would, assuming/if ... ; It would depend on ... ; No, I wouldn't, even if ... .* Encourage students to use these phrases when answering the questions in **b)**.

c) Reorganise the class again so that students are working with the person they worked with in **a)**. Students discuss how their partners from the other group answered each question, referring to their notes where necessary. Students decide if their answers were similar and which student from the other group is more honest.

Finally, ask each pair to share their conclusions with the class, giving reasons for their choices.

EXTRA PRACTICE AND HOMEWORK

Vocabulary Plus 3 Word pairs p178 (Instructions p173)
3 Review Exercises 1 and 2 SB p29
CD-ROM Lesson 3A
Workbook Lesson 3A p15

3B It's a crime

Vocabulary crime and punishment
Grammar third conditional
Help with Listening third conditional
Review types of crime, criminals and crime verbs

QUICK REVIEW ●●●
This activity reviews types of crime, criminals and crime verbs. Students work on their own and make a list of five crimes. Put students into pairs. Students take turns to say a crime, e.g. *robbery*, and his/her partner says the criminal and the verb, e.g. *robber, rob*.

EXTRA IDEA
- If you have a multilingual class, ask students to explain what they know about their country's legal system to the rest of the class.

Vocabulary Crime and punishment

1 a) Students do the exercise in pairs, then check their answers in V3.3 SB p118.

Check answers with the class by eliciting the complete phrases and writing them on the board. Point out that the phrases are organised in a logical order, from committing the crime to types of sentence handed out in court. Check students understand the meanings of any new words/phrases.

Highlight the different prepositions in the phrases (*arrest somebody **for** a crime*, etc.) by underlining or circling them on the board. Point out that *convict* is the opposite of *acquit*. Establish that *arrest, charge, sentence* and *fine* are also nouns, and that the opposite of *guilty* is *innocent*.

Also teach students that *a court* is a large room where lawyers formally present all the evidence about a crime: *He's appearing in court today*. Point out that we also use *a court* to refer to all the people in the courtroom: *Please tell the court what happened.* Remind students that the process of deciding if somebody is guilty or innocent is called *a trial*: *The trial has already lasted three weeks.*

Model and drill the phrases with the class, highlighting the pronunciation of *guilty* /'gɪlti/ and *acquit* /ə'kwɪt/.

b) Check students remember *the judge* /dʒʌdʒ/, *the jury* /'dʒʊri/ and *a witness*. Point out that *judge* and *witness* are also verbs.

Model and drill these words with the class.

Focus students on the example, then ask students to do the exercise in pairs. Check answers with the class by writing *a criminal, the police*, etc. in front of the phrases written on the board in **1a)**.

Also establish that if there is a jury, it is the jury members' responsibility to deliver *the verdict* (say if somebody is guilty or not guilty), but the judge decides on the type of punishment. If there isn't a jury, the judge (or panel of judges) decides on the verdict and the punishment.

the police arrest somebody for a crime; charge somebody with a crime; take somebody to court; give evidence **a witness** give evidence **the judge/the jury** find somebody (not) guilty; acquit/convict somebody of a crime **the judge** send somebody to prison (for 10 years); sentence somebody to (10 years) in prison; fine somebody (£500)

Listening and Grammar

2 a) Focus students on pictures A and B. Tell students that both pictures show a real incident that took place in the USA. Use picture A to teach the American English phrase *a parking lot* [UK = *a car park*].

Students do the exercise in pairs. Ask students to share their ideas with the class. Don't tell students if they are correct at this stage.

b) Tell students that they are going to listen to three friends talking about what happened in the pictures. Also point out that both stories are true.

R3.1 Play the recording (SB p145). Students listen and check their answers from **2a)**.

Check answers with the class.

A A woman thought four men were stealing her car, so she pulled out a gun and threatened to shoot them. After they'd run away she realised that the car wasn't hers and that her identical car was parked nearby.
B A man was so annoyed by the sound of a car alarm going off at night that he shot the car's tyres.

3 a) Students do the activity in pairs. Encourage students to use all the words in the boxes and to include as much detail as they can remember.

b) R3.1 Play the recording again. Students listen and check if their versions of the stories were correct.

Check any remaining comprehension problems with the class.

4 a) Students do the exercise on their own, then compare answers in pairs. Check answers with the class.

1 trouble 2 run 3 alarm 4 note 5 owner
Sentences 1 and 2 are from story A.
Sentences 3–5 are from story B.

b) Students discuss the questions in groups. If possible, include students from different countries in each group. Ask each group to share their ideas with the class.

Alternatively, discuss the questions with the whole class.

Help with Grammar Third conditional

5 a)–d) Students do the exercises on their own or in pairs, then check their answers in G3.2 SB p119. Check answers with the class.

- **a)** 1 No, she didn't. 2 No, she didn't.
- We use the third conditional to talk about imaginary situations in the past.
- Highlight that the third conditional often describes the opposite of what really happened: *If the woman had shot the men, she'd have been in serious trouble.* (The woman didn't shoot the men, so she didn't get in serious trouble.)
- **b)** We use the Past Perfect Simple in the *if* clause. We use *'d (= would)/wouldn't + have* + past participle in the main clause.
- Write the form of the third conditional on the board: *if* + subject + Past Perfect Simple, subject + *'d (= would)/wouldn't + have* + past participle. Then write sentence 1 in **4a)** below as an example.
- Point out that the third conditional is the same for all subjects (*I, we, he,* etc.).
- Also highlight that we don't usually use *would* in the *if* clause: *If I'd known, I'd have helped.* not ~~*If I would have known, I'd have helped.*~~
- **c)** 1 We can also use *could* and *might* in the main clause to mean 'would perhaps' (sentences 2 and 4 in **4a)**).
- 2 No, it isn't. As with other conditionals, the *if* clause can be first or second in the sentence: *I wouldn't have been too happy if the car alarm had woken me up.* Remind students that we use a comma when the *if* clause is first.
- 3 We make questions in the third conditional with: (question word) + *would* + subject + *have* + past participle ... *if* + subject + Past Perfect Simple: *What would the owner of the car have done if he'd seen him?.*
- Point out that we can also use *imagine* and *suppose* in third conditional questions: *Imagine/Suppose he'd seen you, what would you have done?.*

Help with Listening Third conditional

- This Help with Listening section helps students to understand the third conditional in natural spoken English.

6 a) R3.2 Focus students on sentences 1–4. Play the recording. Students listen and read the sentences. Point out how we say the contractions (*I'd, you'd,* etc.) and the weak forms of *have* /əv/ and *had* /əd/. Play the recording again if necessary.

b) R3.3 Play the recording (SB p145). Students listen and write the five sentences. Play the recording again if necessary. Students check their sentences in pairs.

Play the recording again, pausing after each sentence is said the second time to elicit students' answers and write the sentences on the board. Ask students to identify the contractions and the examples of the weak forms of *have* and *had*. Circle or underline them on the board.

1 If I hadn't gone to the party, I wouldn't have met her. 2 I'd have come round earlier if you'd asked me to. 3 If Sue had been more careful, she might not have got hurt. 4 He wouldn't have known about it if you hadn't told him. 5 If Dave had known when your flight was, he could have picked you up.

7 R3.4 P Play the recording (SB p145) and ask students to repeat. Check students copy the sentence stress, contractions and weak forms correctly.

EXTRA IDEA

- Before doing **7**, ask students to decide which words are stressed in the sentences they wrote in **6b)**. Students can then listen to R3.4 and check their answers. Elicit which words are stressed and mark them on the board.

8 a) Tell students that they are going to read six sentences about Jim's terrible evening.

Students do the exercise on their own.

b) Students check answers in pairs. Check answers with the class.

1 'd/had taken 2 had told; could have asked 3 wouldn't have parked; 'd/had known 4 hadn't left; might not have stolen 5 hadn't given; would have stayed 6 would have been; hadn't come

Last night Jim drove to Juliet's party. He parked his car in the street, but he left it unlocked and it was stolen. Mary gave him a lift home.

9 a) Focus students on the text. Tell students that it is a true story. Pre-teach *cash register* and the American English phrase *gas station* [UK = *petrol station*], and check students remember *end up* (*somewhere*).

Students read the text and answer the questions. Students can compare answers in pairs. Check answers with the class.

1 Eight dollars. 2 They weren't from that town and they didn't have a map. 3 At the gas station that they had robbed. 4 To get directions. 5 They were probably arrested.

b) Focus students on the example. Students then do the exercise on their own. While they are working, monitor and check students' sentences for accuracy.

c) Students work in pairs and check that their partner's sentences are correct.

Possible answers If they'd looked in the bag, they'd have seen that there was only $8 in it. They might not have got lost if one of them had been from Poulsbo/that town. If they'd had a map, they wouldn't have got lost. They wouldn't have driven into that gas station if they'd realised it was the same one. If they'd seen the police car, they would have driven away. They might have got away if they'd asked someone else for directions. They wouldn't have got arrested if the sales girl hadn't called the police.

Get ready ... Get it right!

10 **a)** Students do the exercise on their own. Tell students to write notes, as in the examples, not complete sentences.

b) Students do the exercise on their own. Tell students to work out how to express their ideas in the third conditional, but to avoid writing the complete sentences if possible. With a lower-level class, you can allow students to write the sentences if they wish.

11 **a)** Students do the activity in pairs. Encourage students to ask follow-up questions if possible.

b) Finally, ask students to tell the class two interesting things they have found out about their partner's past.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 3B The Unlucky Club p137 (Instructions p118)
3 Review Exercises 3 and 4 SB p29
CD-ROM Lesson 3B
Workbook Lesson 3B p16

3C Identity theft

Vocabulary verbs and prepositions
Skills Reading: Protect your identity; Listening: A lawyer-client meeting
Help with Listening weak forms
Review third conditional

QUICK REVIEW ●●●
This activity reviews the third conditional. Students do the first part of the activity on their own. Put students into pairs. Students take turns to tell each other their sentences. Encourage students to ask follow-up questions if possible. Ask a few students to tell the class one of their sentences.

Reading and Vocabulary

1 Students discuss the questions in groups. Ask students to share interesting answers to question 3 with the class.

2 **a)** Check students understand *identity theft*. Students do the exercise in pairs. Ask students to make notes on the points they discussed.

b) Ask students to share their ideas with the class and write them on the board.

c) Students read the advert for the law firm Cabott & Spencer and find out how many of the ideas on the board are included in the article.

d) Students compare answers in the same pairs. Check answers with the class.

3 Students read the advert again and answer the questions. Students compare answers in pairs. Check answers with the class.

1 You might get a credit card statement showing you have bought something you didn't actually buy, been somewhere you didn't go to, or have a bank account that you didn't apply for.
2 Because we depend on credit cards for everything and we give our credit card details when we buy things on the Internet or over the phone.
3 Your credit card details, address, professional history and bank account details.
4 They will check all the information held about you on the Internet every day.

Help with Vocabulary Verbs and prepositions

4 **a)–d)** Students do the exercises on their own, then check their answers in V3.4 SB p118.
Check answers with the class.

- **a)** 1 on 2 on 3 to 4 about 5 with 6 with
- **b)** spend; explain; provide
- **c)** 1 to; for 2 to; about 3 to; about 4 at; for 5 to; for 6 on; for
- Point out that we can say *depend on sb/sth for sth* or *rely on sb/sth for sth*: *I depend/rely on my parents for financial support.*
- Also teach students that we often leave out *on* with *depend* if it is followed by a question word: *It depends when it starts.*

5 a) Students do the exercise on their own. Check answers with the class.

2 insist on 3 worry about 4 apologised to; apologise for 5 depend on 6 cope with 7 spending ... on 8 complained about; complain to 9 shouted at 10 explain ... to 11 talk to 12 provide ... with

b) Students do the exercise in pairs. Ask students to tell the class one or two things they found out about their partner.

Listening

6 a) Focus students on the photo and ask students what they think the man's job is (he's a lawyer).

Tell the class that the woman, Bonnie Mead, is a victim of identity theft and is meeting the lawyer to discuss her problem. Then ask students to read the prompts and check they understand them.

R3.5 Play the recording (SB p145). Students listen and tick the things Bonnie talks about.

Check answers with the class.

Bonnie talks about legal advice; her friends' reaction; her work situation; how the problem started; how she's tried to deal with the problem

b) Give students time to read sentences 1–6, then play the recording again.

Students compare answers in pairs. Check answers with the class.

1 Her sister. 2 Because it takes hours to make phone calls, write letters and see people. 3 When she got a letter from a credit card company about four months ago, asking if she'd tried to open a new account. 4 They took all Bonnie's details, but said that they couldn't do anything until she showed them some evidence that she hadn't spent all the money. 5 As soon as one account was closed, the woman who had stolen Bonnie's identity opened another. 6 They said that she had to check with the other Bonnie Mead.

Help with Listening Weak forms

- This Help with Listening section reviews common weak forms and highlights the relationship between weak forms and sentence stress.

7 a) Focus students on the words in the box. Check students remember the difference between strong and weak forms by eliciting the strong form and the weak form of *can* (strong /kæn/, weak /kən/). Ask students whether we usually hear strong or weak forms of these words in natural spoken English (weak forms).

Students do the exercise in pairs, saying the strong form first.

b) R3.6 Play the recording (SB p146). Point out that they will hear the strong form of each word first. Students listen and check their pronunciation.

Check pronunciation with the class if necessary. Highlight that all of the weak forms contain a schwa sound /ə/.

Point out what types of word are often pronounced in their weak forms (auxiliary verbs, the verb *be*, pronouns, prepositions, articles, etc.).

EXTRA IDEA

- R3.6 Ask students to turn to R3.6, SB p146 and look at the table of strong and weak forms (as shown below). Play the recording again. Students listen and notice the pronunciation of the strong and weak forms of the words. Use the table to highlight the schwa sounds /ə/ in the weak forms.

	strong	weak		strong	weak
can	/kæn/	/kən/	of	/ɒv/	/əv/
was	/wɒz/	/wəz/	to	/tuː/	/tə/
were	/wɜː/	/wə/	from	/frɒm/	/frəm/
has	/hæz/	/həz/, /əz/	as	/æz/	/əz/
have	/hæv/	/həv/, /əv/	and	/ænd/	/ən/
are	/ɑː/	/ə/	that	/ðæt/	/ðət/
do	/duː/	/də/	some	/sʌm/	/səm/
you	/juː/	/jə/	a	/eɪ/	/ə/
at	/æt/	/ət/	the	/ðiː/	/ðə/
for	/fɔː/	/fə/	your	/jɔː/	/jə/

c) Focus students on the first part of Bonnie's conversation with the lawyer and highlight that *and* and *a* are weak forms.

Students work in pairs and circle the other weak forms.

While students are working, copy the sentences on the board ready for checking.

d) Ask students to look at R3.5, SB p145 to check their answers.

Check answers with the class by circling the weak forms on the board.

LAWYER Good afternoon, Ms Mead. Come in (and) take (a) seat. Firstly I'd like (to) say how sorry I am (that) this (has) happened.

BONNIE Well, thank (you) (for) seeing me so quickly. I've been trying (to) get (some) legal advice (for) ages, but I (was) getting nowhere.

LAWYER Glad I (can) be (of) help.

e) R3.5 Play the whole recording again. Students look at R3.5, SB p145 and notice the relationship between the weak forms and sentence stress.

Note that only the weak forms focused on in **7a)** are marked in the recording. Ask students if weak forms are ever stressed (they aren't).

8 Tell students that they are going to read about four crimes that happened in the UK. Put students into groups of four. Student A in each group turns to SB p105, student B turns to p108, student C turns to p110 and student D turns to p111. If you have extra students, have one, two or three groups of three and make the strongest student in each of these groups student C. Ask these students to read about the crime on p110 and the one on p111.

a) Students do the exercise on their own.

b) Students work in their groups and take turns to tell each other about their crimes, using the words/phrases they wrote in **a)** as prompts. After each crime, students discuss what punishment they would have given if they had been the judge. Encourage students to come to a group decision if possible.

c) Students turn to SB p159 and read what happened to the criminals.

Students work in their groups and discuss the sentences each criminal actually received.

Finally, ask the class how many people agreed with the sentences for each of the four crimes.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 3C Preposition pelmanism p139 (Instructions p118)
3 Review Exercise 5 SB p29
CD-ROM Lesson 3C
Workbook Lesson 3C p18

3D Do you need any help?

Real World making, refusing and accepting offers
Help with Fluency sentence stress and weak forms (1)
Review verbs and prepositions

QUICK REVIEW ●●●

This activity reviews verbs and prepositions. Students do the first part of the activity on their own. Put students into pairs. Students complete the activity with their partner. Ask each student to tell the class one of his/her sentences.

1 Students discuss the questions in groups. Ask students to share interesting ideas with the class.

2 a) Focus students on the photos. Ask students what they remember about Bonnie from lesson 3C (someone stole her identity and she went to a lawyer to ask for his help). Tell students that Helen is Bonnie's sister.

Give students time to read the list of topics and check they understand *a filing system* and *a threatening letter*.

R3.7 Play the recording (SB p146). Students listen and put the topics in the order they are first talked about. Check answers with the class.

1 Bonnie's meeting with the lawyer 2 a threatening letter 3 Bonnie's filing system 4 a trip to Paris 5 Helen's children

b) Play the recording again. Students listen and make notes on the topics in **2a)**.

c) Students do the exercise in pairs.

Ask each pair to tell the class which topics they both made notes on (see R3.7, SB p146).

Real World Making, refusing and accepting offers

3 a–c) Students do the exercises on their own or in pairs, then check their answers in RW3.1 SB p119. Check answers with the class.

- **a)** 2 Let 3 help 4 don't 5 like 6 What 7 offering 8 better 9 easier 10 manage 11 mind 12 be 13 could 14 don't
- **b)** *Let me ... , Why don't I ...* and *I'd better ...* are followed by the infinitive.
- *Would it help if I ... , What if I ...* and *It'd be easier if I ...* are followed by the Past Simple.
- *Thanks for ...* is often followed by verb+*ing*.
- Highlight that we can also say: *It'd be great/nice/helpful/fantastic,* etc. *if you could.*

4 R3.8 P Play the recording (SB p146). Students listen and repeat. Check students copy the polite intonation correctly. Remind students that if their voices are too flat, they might sound rude or bored.

5 a) Tell students that Bonnie has finally managed to sort out her identity theft problems and is moving house. Helen's husband, Nigel, offers to help her. Students do the exercise in pairs.

b) R3.9 Play the recording (SB p146). Students listen and check their answers. Check answers with the class.

1

NIGEL **Would** you like me **to** help **you** move tomorrow?
BONNIE **Are you** sure **you wouldn't** mind?
N No, of course not.
B Thanks. **That'd be a** great help.
N Why **don't** I come over this evening and help you pack?
B It'**d be** wonderful **if you** could.

2

N Let **me** help **you** pack those files.
B No, **don't** worry. **I'd** better do those myself.
N Well, what if **I carried** these heavy things downstairs for you?
B **As** long **as** you **don't** mind.
N Not at all. Then **I'll** pack up the computer and printer, if **you** like.
B No, **that's** OK. It'**d be easier if** I **sorted** those out.

Help with Fluency Sentence stress and weak forms (1)

6 a) R3.9 Students turn to R3.9, SB p146. Play the recording again. Students listen, read and notice the sentence stress and weak forms. Use the first line of the conversation to remind students that weak forms are never stressed.

b) P Put students into pairs and ask them to choose a role, Bonnie or Nigel. Students practise the conversations in R3.9, SB p146 until they can remember them. Remind students to copy the sentence stress and weak forms as shown in the Student's Book.

When students are ready, they close their books and have the conversations again. Encourage them to use natural sentence stress and weak forms.

Ask one or two pairs to role-play the conversations for the class.

7 Put students into pairs, student A and student B. Student As turn to SB p106 and student Bs turn to SB p109.

a)–b) Students do the exercises on their own.

After students have been working for a few minutes, tell them to move on to **b)** if they haven't already done so.

c) Students work with their partner and take turns to discuss the situation in **a)**. Ask student A in each pair to begin the conversation by telling his/her partner about the situation in his/her own words. Students then continue the conversation by referring to their lists. Encourage students to use the ways of making, refusing and accepting offers from **3a)** in their conversations.

Students then discuss student B's situation in the same way. While students are working, monitor and correct students where necessary.

Finally, ask a few pairs to tell the class what they have agreed to do for their partners.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 3D Easy money! p140 (Instructions p119)
3 Review SB p29
CD-ROM Lesson 3D
Workbook Lesson 3D p19
Workbook Reading and Writing Portfolio 3 p68
Progress Test 3 p204

3 Review

See p29 for ideas on how to use this section.

1a)

T	B	U	R	G	L	A	R	Y	M
E	M	T	H	E	T	R	V	B	M
R	U	W	L	L	H	S	A	L	U
R	R	F	O	O	E	O	N	T	G
S	D	R	O	T	F	N	D	M	G
P	E	A	T	C	T	E	A	P	I
Q	R	U	I	K	M	U	L	D	N
K	I	D	N	A	P	P	I	N	G
Z	L	F	G	F	R	A	S	V	H
B	R	I	B	E	R	Y	M	S	X

1b) burglar, burgle; kidnapper, kidnap; bribe; murderer, murder; fraudster, (commit fraud); looter, loot; thief, steal; arsonist, (commit arson); vandal, vandalise; mugger, mug

2a) 1 A If you saw some people robbing a shop, what would you do? B As long as the robbers couldn't see me, I'd call the police. 2 A Suppose you could work for any company in the world, which would you choose? B I'd like to work for H&M provided I could have free clothes.

3 A Imagine you had the chance to learn a new skill, what would it be? B If I could afford it, I'd learn to fly.
4 A Supposing you were a journalist, who would you most like to interview? B I'd like to interview Prince William providing I could ask him anything.

3 1 arrest 2 commit 3 fine 4 send 5 charge 6 find 7 give 8 take

4 1 It might **have been** better if you'd left yesterday. 2 If you'**d/had** flown last Monday, it would have been much cheaper. 3 If you'd asked sooner, I **could** have helped. 4 What **would** you have done last night if she hadn't given you a lift? 5 I wouldn't **have** come if you hadn't asked me.

5 1 for 2 about 3 on 4 about 5 for 6 on 7 at 8 with 9 about

Progress Portfolio

See p29 for ideas on how to use this section.

4 Telling stories

Student's Book p30–p37

4A Urban legends

Vocabulary phrasal verbs (1)
Grammar narrative verb forms; Past Perfect Continuous
Review making, refusing and accepting offers

QUICK REVIEW ●●●
This activity reviews ways of making, refusing and accepting offers. Put students in pairs, student A and student B. Give students a minute or two to think of things that they can offer to do to help each other. Students finish the activity in pairs. Ask students to tell the class one thing that they are going to do to help their partners.

Vocabulary Phrasal verbs (1)

1 **a)** Students work in pairs and try to guess the meanings of the phrasal verbs in **bold**. Tell students not to answer the questions themselves at this stage. Students check new words/phrases in V4.1 SB p120.

Check students understand the meaning of any new phrasal verbs.

Highlight that *turn out* is often followed by the infinitive with *to* or (*that*) + clause: *The trip turned out* ***to be*** *rather exciting. It turns out* ***that we went to the same school***.

Also highlight that we often use the preposition *from* with *run away* (*The man was running away from the police.*) and that *work out* is often followed by a question word (*I couldn't work out* ***what*** *was happening.*).

You can also point out that *turn out, go off, run away, take off* and *come round* are TYPE 1 phrasal verbs and *pass on, make up, run over, work out* and *knock out* are TYPE 3 phrasal verbs. Note that students studied the grammar of phrasal verbs in **face2face** Intermediate.

> **Phrasal verbs**
> There are four types of phrasal verbs.
> TYPE 1 phrasal verbs don't have an object: *Prices have* ***gone up***.
> TYPE 2 phrasal verbs always have an object. The object is always after the phrasal verb: *I* ***came across*** *some old photos. I* ***came across*** *them.*
> TYPE 3 phrasal verbs always have an object. If the object is a noun, we can put it in the middle or after the phrasal verb: *I* ***looked up*** *the word. I* ***looked*** *the word* ***up***. If the object is a pronoun, we must put it in the middle of the phrasal verb: *I* ***looked*** *it* ***up***. not ~~*I* ***looked up*** *it*~~.
> TYPE 4 phrasal verbs have three words and always have an object. The object is always after the phrasal verb: *I'm* ***looking forward to*** *the party. I'm* ***looking forward to*** *it.*

b) Students do the activity in pairs.

Ask students to share interesting answers with the class.

Reading, Listening and Grammar

2 Focus students on the beginning of an article about urban legends. Students read the text and answer the questions. Students compare answers in pairs.

Check answers with the class. Also check that students can pronounce *urban legend* /ˈɪedʒənd/ correctly and explain that they are often called *urban myths* /mɪθs/.

Don't ask students to tell you any urban legends they know at this stage as students have the opportunity to do that at the end of the lesson.

> 1 An urban legend is a funny, surprising or scary story this is told again and again. 2 In emails or on websites. 3 Yes, a few of them are. 4 To make them sound more interesting or shocking.

3 **a)** Be prepared to pre-teach the vocabulary in the box or bring in a set of dictionaries. Point out that *sink* is an irregular verb (*sank, sunk*) and that we usually say *a bug* in American English and *an insect* in British English. Check students remember *sailor* and *kangaroo*.

Model and drill the words, highlighting the pronunciation of *yacht* /jɒt/ and *crew* /kruː/.

b) Focus students on pictures A–C of famous urban legends. Students work in pairs and guess what happened in each story.

Elicit students' ideas for each picture, but don't tell them if they are correct at this stage.

c) R4.1 Play the recording (SB p146). Students listen and check their ideas for each story.

Check answers with the class (see R4.1, SB p146).

4 **a)** R4.1 Give students time to read sentences 1–8, then play the recording again. Students listen and fill in the gaps with one word.

b) Students compare answers in pairs and decide if they think the stories are true.

Students check their ideas on SB p159. Check answers with the class.

> 1 race 2 sailors; kangaroo 3 photos 4 cow; sky 5 Russian; police 6 crew; cows 7 California; bugs 8 bombs; instructions The dead kangaroo story isn't true. The falling cow story is possibly true. The exploding house story is true.

EXTRA IDEA

- Ask students to turn to R4.1, SB p146. Students listen to and read the urban legends again, and underline all the phrasal verbs they can find.

Help with Grammar Narrative verb forms; Past Perfect Continuous

5 **a)–e)** Students do the exercises on their own or in pairs, then check their answers in G4.1 SB p121. Check answers with the class.

- **a)** We use the **Past Simple** for completed actions in the past. These tell the main events of the story in the order that they happened (sentence 2 in **4a)**).
- We use the **Past Continuous** for a longer action that was in progress when another (shorter) action happened (sentence 3).
- We also use the **Past Continuous** for background information that isn't part of the main story (sentence 1).
- **b)** 4 *fell* Past Simple 5 *told* Past Simple; *had happened* Past Perfect Simple 6 *took off* Past Simple; *had stolen* Past Perfect Simple 7 *had been trying* Past Perfect Continuous 8 *put* Past Simple; *hadn't read* Past Perfect Simple
- **c)** We usually use the **Past Perfect Simple** for an action that was completed before another action in the past (sentences 5, 6 and 8).
- We usually use the **Past Perfect Continuous** for a longer action that started before another action in the past (and often continued up to this past action) (sentences 4 and 7).
- If necessary, go through the three diagrams in G4.1 SB p121 with the class.
- **d)** Past Perfect Simple: subject + *had* or *'d* + past participle
- Past Perfect Continuous: subject + *had* or *'d* + *been* + verb+*ing*
- We make these verb forms negative by using *hadn't* instead of *had* or *'d*.
- Elicit how we make the question forms of these verb forms:
  Past Perfect Simple: (question word) + *had* + subject + past participle.
  Past Perfect Continuous: (question word) + *had* + subject + *been* + verb+*ing*.
- Go through the **TIPS!** in the Language Summary with the class or ask students to read them for homework.

6 P Focus on the example and highlight the weak forms of *had* /əd/ and *been* /bɪn/.

R4.2 Play the recording (SB p147). Students listen and practise. Check students copy the stress and weak forms correctly.

7 **a)** Students do the exercise on their own. Note that *Monaghan* is pronounced /'mɒnəhən/.

b) Students compare answers in pairs. Check answers with the class.

2 was crossing 3 hit 4 was getting 5 ran him over 6 drove away 7 had been walking 8 stopped 9 had called 10 helped 11 arrived 12 stepped 13 didn't realised 14 had been waiting
Robert Monaghan had three accidents in one day.

8 Students do the exercise on their own, then compare answers in pairs. Check answers with the class.

1 had been trying (had tried) 2 called; was watching 3 hadn't been going out (hadn't gone out); proposed 4 got; realised; 'd/had left 5 arrived (had arrived); 'd/had already been waiting ('d/had already waited) 6 was walking; met; hadn't seen

Get ready … Get it right!

9 Put students into pairs, student A and student B. Student As turn to SB p104 and student Bs turn to SB p107.

a) Students read their urban legends on their own. While they are working, monitor and help students with new vocabulary.

Tell students that they are going to tell their urban legend to their partners. Students write ten words/phrases from their urban legends on a piece of paper to help them remember the story.

b) Ask students to close their books. Students work with their partners and take turns to tell each other their urban legends in their own words, using the words/phrases they wrote in **a)** to help them.

c) Ask students to tell the class any other urban legends they know.

Finally, ask students which of the urban legends in the lesson they thought was the best.

EXTRA IDEA

- If your students have Internet access, ask students to find another urban legend and make notes on it for homework. Next class, students work in groups and take turns to tell each other their urban legends from their notes.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 4A Jack's story p142 (Instructions p119)
4 Review Exercises 1 and 2 SB p37
CD-ROM Lesson 4A
Workbook Lesson 4A p20

4B Magical novels

Vocabulary books and reading
Grammar defining, non-defining and reduced relative clauses
Review narrative verb forms

QUICK REVIEW ●●●
This activity reviews narrative verb forms. Write these prompts on the board: *the dead kangaroo; the falling cow; the exploding house; Robert Monaghan; the dinner party; the telephone bill.* Put students into pairs. Each pair chooses two urban legends from lesson 4A from the prompts. Students take turns to tell each other about one of the urban legends they have chosen.

Vocabulary Books and reading

1 a) Students do the exercise on their own. Tell students not to answer the questions at this stage. Students check new words/phrases in V4.2 SB p120.

Check the meaning of new words/phrases with the class. Check students understand the difference between *an author* and *a novelist*, and the difference between *a biography* and *an autobiography*. Check the meaning of *literary genre* by eliciting types of genre from the class (science fiction, thrillers, historical novels, etc.). Tell students that we can say *flick through* or *flip through*.

Model and drill the words/phrases, highlighting the pronunciation of *fiction* /'fɪkʃən/, *character* /'kærɪktə/, *biography* /baɪ'ɒgrəfi/, *autobiography* /ɔːtəbaɪ'ɒgrəfi/, *genre* /'ʒɒnrə/ and *browse* /braʊz/. Note that only the main stress in words/phrases is shown in vocabulary boxes and the Language Summaries.

b) Students do the exercise in pairs. Ask students to share interesting answers with the class.

Reading and Grammar

2 a) Focus students on book covers A and B. Ask if anyone in the class has read either of these books. If so, ask them to tell the class what they thought of it/them.

b) Be prepared with definitions, examples, etc. to pre-teach the vocabulary in the box or bring in a set of dictionaries. Also check students remember *generation, insomnia, ghost* and *chaos* /'keɪ.ɒs/.

Note that *magical realism* (or *magic realism*) is a literary genre in which magical, supernatural or dreamlike elements appear in a realistic context.

Model and drill the words/phrases, highlighting the pronunciation of *solitude* /'sɒlɪtuːd/ and *coup* /kuː/. Point out that the stress on *isolated* is on the first syllable, not the third.

3 a) Put students into pairs, student A and student B. Student As read the review of *One Hundred Years of Solitude* and student Bs read the review of *The House of the Spirits*. All students answer questions 1–5 about their review.

b) Students do the exercise in their pairs.

c) R4.3 Play the recording of both reviews. Students listen, read and check their partner's answers. Check answers with the class.

One Hundred Years of Solitude 1 An isolated South American village called Macondo. 2 The Buendía family. 3 Seven. 4 At one point everyone living in the village suffers from both insomnia and amnesia. One man is always followed by hundreds of butterflies. People who die early in the story often return as ghosts. 5 The author says that it is based on his childhood memories of living with his grandparents.

The House of the Spirits 1 An unnamed South American country. 2 The Trueba family. 3 Three. 4 One of the characters, Clara, can see the future and is able to predict almost every event in her life. She lives in a house full of ghosts and spirits, which advise her on how to deal with family problems. 5 The novel began as a letter to the author's dying grandfather.

The two novels have these things in common: They are set in South America and written by South American authors. They are about different generations in one particular family. Magical or supernatural things happen. They are classics of the magical realism genre.

Help with Grammar Defining, non-defining and reduced relative clauses

4 a) Focus students on the relative clauses in blue and pink in the reviews. Students do the exercise on their own.

Check answers with the class. Establish that non-defining relative clauses are more common in written English than spoken English, particularly in stories and more formal types of writing.

- **a)** Defining relative clauses tell you which person, thing, etc. the writer or speaker is talking about.
- Non-defining relative clauses add extra non-essential information.

b)–f) Students do the exercises on their own or in pairs, then check their answers in G4.2 SB p122. Check answers with the class.

- **b)** In defining relative clauses we use *who* (or *that*) for people, *that* (or *which*) for things, *whose* for possessives, *where* for places and *when* for times.

- We don't use commas with defining relative clauses.
- Remind students that we usually use *who* for people (but *that* is also correct) and *that* for things (but *which* is also correct).
- Point out that we can't use *what* in defining relative clauses: ~~*Did you get the letter what I sent?*~~. However, we can use *what* to mean 'the thing/ things that': *Can you tell me what he said?*.
- **c)** In sentence 1 we must use *that* because it is the subject of the relative clause. In sentence 2 we can leave out *that* because it is the object of the relative clause (*her grandmother Clara* is the subject).
- Focus students on the **TIPS!** in the LEAVING OUT *WHO, THAT, WHICH,* ETC. section of G4.2 SB p122 or ask students to read these for homework.
- **d)** 1 No, we don't. 2 No, we can't. 3 Yes, we do.
- Point out that in non-defining relative clauses we also use *whose* for possessives, *where* for places and *when* for time.
- You can also highlight that in non-defining relative clauses *who* or *which* can also refer to a whole clause: *The book has dozens of characters,* ***which*** *can make the plot difficult to follow.* (*Which* refers to 'the fact that the book has dozens of characters'.)
- **e)** 1 Present Continuous *is living* 2 Past Simple Passive *was written*
- Establish that when a defining relative clause contains a continuous or passive verb form, we can often leave out *who, that* or *which* and the auxiliary.

5 **a)** Students do the exercise on their own. Point out that they are looking for relative clauses that aren't already in blue or pink.

b) Students compare answers in pairs. Check answers with the class.

One Hundred Years of Solitude ... who live in an isolated South American village called Macondo. (non-defining) ... which can make the plot difficult to follow. (non-defining) **The House of the Spirits** ... that her grandmother Clara wrote 50 years earlier. (defining) ... which advise Clara on how to deal with family problems. (non-defining) ... that ends in a bloody coup and political chaos. (defining) ... which began as a letter to the author's dying grandfather. (non-defining)

6 **a)** Focus students on book cover C. Ask if any students have read *The Alchemist*. If so, ask them to tell the class what they thought of it. Note that *an alchemist* /'ælkəmɪst/ is a person who claims he/she can turn ordinary metals, such as lead, into gold.

b) Pre-teach *shepherd* /'ʃepəd/, *treasure* /'treʒə/, *lead* /led/ (the metal) and *tale* (= story). Students do the exercise on their own. Ask students to read the review quickly for gist before they fill in the gaps.

c) Students do the exercise in pairs. Check answers with the class.

2 that/which 3 who/that 4 where 5 who/that 6 when 7 – (that/which) 8 which 9 whose 10 who/that
Reduced relative clauses ... to find some treasure (~~that is~~) buried near the Pyramids. He meets many people (~~who are~~) travelling along the same road.

d) Ask students which of the three books they would like to read (or read again), giving reasons for their answers.

7 Focus students on the example. Students do the exercise on their own, then compare answers in pairs. Check answers with the class.

Ask students which sentences contain defining relative clauses (1, 2, 4, 5), non-defining relative clauses (3 and 6) and reduced relative clauses (7 and 8).

2 This is the room where I wrote my first novel./This is the room I wrote my first novel in. 3 Clive McCarthy, who was my English teacher, writes biographies./Clive McCarthy, who writes biographies, was my English teacher. 4 That's the woman whose first novel became a best-seller. 5 I threw out some paperbacks that/which I hadn't looked at for years. 6 I lost my copy of *The Alchemist*, which had been signed by the author. 7 I saw an old lady sitting outside the library./I saw an old lady who/that was sitting outside the library. 8 I found some old books hidden behind a cupboard./I found some old books that/which were hidden behind a cupboard.

Get ready ... Get it right!

8 Put students into two groups, group A and group B. Students in group A turn to SB p104 and students in group B turn to SB p107.

a) Put students into pairs with someone from the same group. Students do the exercise in pairs. Tell all students to write the non-defining relative clauses and the ending to the story, as they will be working separately during the next stage of the activity.

EXTRA IDEA

- Ask students to take turns to read their story to their partners before doing **b)**.

b) Reorganise the class so that a student from group A is working with a student from group B. Students take turns to tell their stories to their partner. Each pair decides which they think is the best. Finally, ask one or two students to tell the class their stories.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 4B The book quiz p143 (Instructions p120)
Ph **Vocabulary Plus** 4 Descriptive verbs p179 (Instructions p173)
4 Review Exercises 3 and 4 SB p37
CD-ROM Lesson 4B
Workbook Lesson 4B p21

4C Very funny!

Vocabulary connecting words: reason and contrast
Skills Reading: April Fool!; Listening: A practical joke
Help with Listening predicting what comes next
Review books and reading; narrative verb forms

QUICK REVIEW ●●●
This activity reviews words/phrases connected to books and reading. Students do the first part of the exercise on their own. Put students into pairs to complete the activity. Ask students to tell the class one thing that they found out about their partner.

Reading and Vocabulary

1 Pre-teach *comedian* /kə'miːdiən/ and *a practical joke* (a joke that involves physical action rather than words).
Students discuss the questions in groups. Ask students to share interesting answers with the class.

2 a) Be prepared with definitions, examples, etc. to pre-teach the vocabulary in the box or bring in a set of dictionaries for students to check the meanings themselves.
Model and drill the words/phrases, highlighting the pronunciation of *whistle* /'wɪsəl/, *hoax* /həʊks/ and *nylon* /'naɪlɒn/.

b) Tell students that in the UK and many other countries, people play practical jokes on each other on April 1st (April Fool's Day). Big companies, newspapers and TV stations also try to fool the public on this day.
Ask students to cover the text in the 'April Fool!' article. Focus students on pictures A–D. Tell students that these pictures are of April Fool's Day jokes.
Students work in pairs and discuss what they think happened in each picture.
Elicit ideas for each picture from the class, but don't tell students if they are correct at this stage.

c) Students read the article and check their ideas.
Check answers by asking students to explain the pictures to the class.

A In 1998 Burger King announced a new item for their menu – a left-handed Whopper. The burger was rotated 180° so that the ketchup would drip out of the right side, not the left.
B In 2002 the British supermarket chain, Tesco, advertised a 'whistling carrot', which started whistling when it was fully cooked.
C In 1957, the BBC documentary series *Panorama* showed Swiss farm workers pulling spaghetti from 'spaghetti trees'.
D In Sweden in 1962, people were told that if they pulled a nylon stocking over the TV screen, they would be able to watch the programmes in colour.

3 a) Students read the article again and answer the questions.
Check answers with the class.

1 Yes, it would.
2 In Switzerland.
3 Because spaghetti wasn't very common in the UK at the time.
4 To ask where they could buy their own spaghetti trees.
5 Hundreds of thousands of people.

b) Ask the class which story they thought was the funniest. Also ask them to share any other April Fool's Day stories they know with the class.

Help with Vocabulary Connecting words: reason and contrast

4 a)–c) Check students understand *expressing contrast* by telling students that *but* is an example of a connecting word that expresses contrast.
Students do the exercises on their own or in pairs, then check their answers in V4.3 SB p120. Check answers with the class.

- **a) giving reasons** because; due to; as; because of; since
- **expressing contrast** however; apart from; instead of; despite; whereas; even though; nevertheless
- Point out that we can also use these phrases for expressing contrast: *except for* (= *apart from*), *in spite of* (= *despite*), *although* (= *even though*).
- Check students can pronounce *although* /ɔːl'ðəʊ/ and *even though* /ðəʊ/ correctly.
- **b)** *Because, however, whereas, as, since, even though* and *nevertheless* are followed by a clause (subject + verb + ...).
- *Apart from, instead of, despite, due to* and *because of* are followed by a noun or verb+*ing*.
- Point out that after *due to* and *because of* it is more common to use a noun than verb+*ing*.
- Establish that we use *however* and *nevertheless* to contrast two sentences. We usually put these words at the beginning of the second sentence.
- We use the other words/phrases in the table to contrast two clauses in the same sentence. We can put these words/phrases at the beginning or in the middle of the sentence.
- Point out that we can also say *in spite of/despite* ***the fact that*** + clause: *The ad fooled thousands of people, in spite of/despite* ***the fact that*** *it was published on April Fool's Day.*

5 Focus students on the example. Students do the exercise on their own, then compare answers in pairs. Check answers with the class.

2 Joe paid for everything, apart from the taxi./Apart from the taxi, Joe paid for everything. (Note that the clauses can be reversed in all the answers apart from sentence 3.)
3 We wanted to go to Canada. However, the flight was too expensive.
4 Ann went out for a run, despite the rain./despite the fact that it was raining.
5 I went for a walk instead of watching TV.
6 He stayed up late as he didn't have to work the next day.
7 The match was called off due to the bad weather.
8 Since most people don't understand, I'll explain it again.
9 We enjoyed the film, even though it was very long.

Listening

6 **a)** Be prepared with definitions, examples, etc. to pre-teach the vocabulary in the box or bring in a set of dictionaries for students to check the meanings themselves.

Point out that *drill* in this context means 'make holes in a road' and that it is a noun and a verb. Also highlight that in the UK *the local council* /ˈkaʊnsəl/ is in charge of such things as road repairs, rubbish collection, recycling, etc.

b) Tell students that they are going to listen to two friends, Kevin and Dave, discussing a practical joke.

R4.4 Give students time to read prompts a)–d), then play the recording (SB p147). Students listen and make notes.

Students compare notes in pairs. Check answers with the class.

Possible answers
a) In Birmingham in the mid-eighties.
b) Dave's brother Alan and his two university flatmates.
c) A group of local council workmen and two policemen.
d) One of Alan's flatmates called the police and told them that some university students were digging up the road outside their house. Meanwhile, Alan's other flatmate told the workmen that some students dressed as policemen were going round telling people what to do.

c) Play the recording again. Students listen, tick the true sentences and correct the false ones.

Students compare answers in pairs. Check answers with the class.

1T 2F During Rag Week **students** raise money for charity. 3F Alan and his flatmates had only had **two and a half** hours' sleep. 4F They called the police from a **payphone**. 5T 6F When the workmen and the policeman realised what had happened, they **thought it was quite funny**. 7T

Help with Listening Predicting what comes next

- This Help with Listening section focuses on words/phrases that we often use at the beginning of a sentence to prepare the listener for what we are going to say next.

7 **a)** Focus students on the table. Use the example to show that when we hear a sentence that begins with *Actually*, we know that the speaker is going to correct something that the other person said.

Students do the exercise in pairs. Check answers with the class.

Point out that we can say *Luckily* or *Fortunately*, and that we often use *Unfortunately* (but not ~~*Unluckily*~~) at the beginning of a sentence to prepare the listener for something bad or unfortunate.

2d) 3a) 4b) 5h) 6g) 7e) 8f)

b) Write the words/phrases 1–8 from the table on the board.

R4.4 Students turn to R4.4, SB p147. Play the recording again. Students listen again and underline the words/phrases on the board when they hear them.

8 All students turn to SB p110.

a) Students think of a story they can tell other students using one of the ideas or their own.

Students work on their own and make notes about the sto

b) Students look at their notes from **a)** and decide where they can use some of the words/phrases in the box in their story. Point out that they don't have to use all the words/phrases.

c) Put students into groups. Students take turns to tell their stories. Each group decides which story is the most interesting or the funniest.

d) Ask students to tell the class the most interesting or the funniest stories from their group.

Finally, ask students to decide which is the best story in the class.

EXTRA IDEA

- Students write their story for homework. These can be collected in next class and displayed around the classroom for other students to read.

EXTRA PRACTICE AND HOMEWORK

Class Activity 4C The island p144 (Instructions p120)
4 Review Exercise 5 SB p37
CD-ROM Lesson 4C
Workbook Lesson 4C p23

4D How was your day?

Vocabulary ways of exaggerating
Real World saying you're surprised or not surprised
Help with Fluency sentence stress
Review narrative verb forms

QUICK REVIEW ●●●
This activity reviews narrative verb forms. Give students a minute or two to think of an interesting or funny story. Put students into pairs. Students take turns to tell each other their stories. Encourage each student to keep talking for two minutes if possible.

1 a) Check students understand *exaggerate* /ɪg'zædʒəreɪt/, e.g. by referring to a local place and saying *I've been there millions of times.*

Students work on their own or in pairs and try to guess the meaning of sentences 1–12.

Students then do the matching exercise in V4.4 SB p120.

Check answers with the class.

You can also teach the literal meanings of *stiff, starving, a fortune, a nightmare* and *a ton* /tʌn/ to help students understand the ways of exaggerating.

Model and drill the sentences with appropriate intonation. Point out that our voices often rise when we are exaggerating.

V4.4 2a) 3d) 4b) 5e) 6c) 7j) 8l) 9g) 10i) 11h) 12k)

b) Students do the exercise on their own.

c) Focus students on the examples. Students work in pairs and take turns to tell each other about their situations from **1b)**.

Ask students to tell the class about any interesting or unusual situations they discussed.

2 a) Focus students on the photo. Tell students that they are going to listen to Ellen telling her husband, Steve, about her day.

R4.5 Give students time to read the bullet points, then play the recording (SB p147). Students listen and tick the things Ellen talks about.

Check answers with the class. Don't go into too much detail about each point at this stage.

Ellen talks about something they've bought recently; Ellen's computer; a problem with their son; Ellen's brother

b) Play the recording again. Students listen and make notes on the four things from **2a)** that Ellen talks about.

c) Students compare notes in pairs. Each pair decides who has the most information about Ellen's day. Check answers with the class.

Something they've bought recently Ellen waited in all morning for the new TV to be delivered, but they never turned up. They didn't turn up last week either. She arranged for it to be delivered next Wednesday.

Ellen's computer Her laptop crashed while she was on the Internet. She thinks it's got a virus. She hadn't installed the anti-virus software.
A problem with their son Their son Jack got sent home from school because he was caught fighting during the break. He said that the other boy started it.
Ellen's brother Her brother Derek has finally found a job selling furniture in a department store. He's been unemployed for a long time.

Real World Saying you're surprised or not surprised

3 a)–c) Students do the exercises on their own or in pairs, then check their answers in RW4.1 SB p122. Check answers with the class.

- **a)** 2 must 3 kidding 4 earth 5 news 6 honest 7 bet 8 no wonder 9 wouldn't 10 imagine
- Point out that we can say *You're joking/kidding!* or *You must be joking/kidding!* and tell students that *kidding* is more informal.
- Also highlight that we can also say *What/Who/Where/How on earth ... ?*.
- Teach students that we often use *Guess what!* to introduce surprising news.
- **b)** 1 c) and d) 2 a) and b)
- We often use negative auxiliaries in questions when we think we know the answer. This answer can be *yes* or *no*, depending on the context.
- Focus students on question a). Point out that Steve thinks the answer will be *yes* because he knows that Ellen made the appointment with the TV delivery company.
- Focus students on question b). Point out that Steve thinks the answer will be *no* because Ellen thinks she has a virus on her laptop.

EXTRA IDEA
- R4.5 Students turn to R4.5, SB p147. Play the recording again. Students listen and underline all the ways of exaggerating and the ways of saying you're surprised and not surprised that they hear.

4 R4.6 P Play the recording. Students listen and practise. Check students copy the surprised intonation correctly. Play the recording again if necessary.

5 a) Students do the exercise on their own.

b) R4.7 Play the recording (SB p148). Students listen and check their answers.

Check answers with the class.

2 news 3 moon 4 can 5 No 6 kidding/joking 7 weren't 8 surprised 9 honest 10 bet 11 must 12 fortune

Help with Fluency Sentence stress

6 a) R4.7 Students turn to R4.7, SB p148. Play the recording again. Students listen, read and notice the sentence stress.

b) P Put students into pairs. Students practise the conversation in R4.7, SB p148 with their partner, taking turns to be Steve or Ellen. Encourage students to copy the sentence stress as shown in the Student's Book, and to use appropriate intonation when sounding surprised.

While they are working, monitor and help students with their pronunciation.

Ask one or two pairs to role-play the conversation for the class.

7 a) Students do the exercise on their own. Ask students to think of at least four good or bad things that have happened to them today.

b) Students work in pairs and take turns to tell each other about their day. Encourage students to use language from **1a)** and **3** in their conversations.

Finally, ask students to tell the class the best or worst thing that happened to their partner.

Ask students to turn to SB p102 and look at *I Heard it Through the Grapevine*. This song was first recorded by the American singer Marvin Gaye in 1968 and became his first number one hit.

1 a) Students do the exercise on their own or in pairs. Check answers with the class. Point out that *feel blue* means 'feel unhappy or depressed' and that when you *hear something through* (or *on*) *the grapevine*, you hear the news from someone who heard the news from someone else.

2d) 3e) 4a) 5b)

b) Ask students to cover the song. Students do the exercise in pairs. Elicit students' ideas about the topic of the song and write them on the board. Don't tell students if they are correct at this stage.

2 a) R4.8 Give students time to read the song, then play the recording. Students listen and choose the correct words/phrases. Play the recording again if necessary.

b) Students compare answers in pairs. Play the recording again, pausing after each line to check students' answers.

2 plans 3 knew 4 the two 5 love 6 must 7 yesterday 8 supposed 9 tears 10 Losing 11 that 12 could 13 love 14 half 15 hear 16 confused 17 true 18 plan 19 loved

3 a) Focus students on the predictions on the board. Students do the exercise on their own.

b) Students compare ideas in pairs. Check which predictions on the board were true and ask students to share their advice to the singer with the class.

EXTRA PRACTICE AND HOMEWORK

4 Review SB p37
CD-ROM Lesson 4D
Workbook Lesson 4D p24
Workbook Reading and Writing Portfolio p70
Progress Test 4 p206

4 Review

See p29 for ideas on how to use this section.

1 1 ran over 2 pass on 3 make up 4 knocked out; came round 5 take off 6 went off 7 running away 8 work out 9 turned out

2a) When I **got** home last night I was feeling tired so I decided to stay in. While I was watching TV I **heard** an explosion nearby. I **ran** out to see what **happened/had happened/was happening**. As soon as I **got** outside, I **saw** a lot of smoke coming from a neighbour's garden. I went round to see if he **was** alright and luckily he was fine.

Apparently, he'd been burning some rubbish and he **hadn't** realised that there was an aerosol can in one of the bags. Of course, when it **hit** the fire, it exploded.

3 See V4.2 SB p120.

4 1 which 2 who/that 3 whose 4 who 5 when 6 who 7 where 8 whose 9 who/that

Progress Portfolio

See p29 for ideas on how to use this section.

5 Nature's best

Student's Book p38–p45

5A Keeping koi

QUICK REVIEW ●●●

This activity reviews ways of saying you're surprised or not surprised. Students do the first part of the activity on their own. Put students into pairs. Students take turns to tell each other their interesting or surprising things and respond by saying they are surprised or not surprised, as in the example. Encourage students to ask follow-up questions if possible. Ask students to tell the class the most interesting or surprising thing their partners told them.

Vocabulary animals
Grammar ways of comparing
Review saying you're surprised or not surprised

EXTRA IDEA

- Write these categories on the board: *birds, reptiles, fish, mammals, insects*. Students work in pairs and write as many animals they can think of for each category in two minutes. Find out which pair has the most words. Elicit which words go in each category and write them on the board. Ask if other pairs have any different words and put them in the correct categories. Check the meaning and pronunciation of any difficult words.

Vocabulary Animals

1 a) Students work on their own and tick the animals they know, then do the matching exercise in V5.1 SB p123.

Check answers with the class. Don't check the words on the pictures or in the dictionary box at this stage.

Model and drill the words, highlighting the pronunciation of *tiger* /'taɪgə/, *eagle* /'iːgəl/, *crocodile* /'krɒkədaɪl/, *leopard* /'lepəd/, *mosquito* /mə'skiːtəʊ/, *bear* /beə/ and *whale* /weɪl/.

Note that only the main stress in words/phrases is shown in vocabulary boxes and the Language Summaries.

V5.1 1j) 2a) 3f) 4i) 5m) 6d) 7c) 8n) 9k) 10b) 11e) 12o) 13h) 14g) 15l)

b) Students do the activity in pairs. Tell students not to check the words in **bold** in V5.1 SB p123 at this stage.

c) Students work in groups of four and compare answers. Students can now check any words they don't know in V5.1 SB p123.

Check answers with the class. Also check students understand all the words in **bold** in **1b)**.

Point out that *bite* (*bit, bitten*), *lay* (*laid, laid*) and *sting* (*stung, stung*) are irregular verbs.

Also highlight that *fur* and *skin* are uncountable nouns, and that *bite, poison, sting* and *hunt* can be verbs and nouns.

Remind students that the adjective from *poison* is *poisonous* /'pɔɪzənəs/, and that we say *an insect* in British English and *a bug* in American English.

Model and drill *feathers* /'feðəz/, *reptiles* /'reptaɪlz/, *claws* /klɔːz/, *fur* /fɜː/ and *poison* /'pɔɪzən/.

2 a whale 3 a parrot 4 a bee/a butterfly/a mosquito 5 a snake 6 a tiger 7 a leopard 8 an eagle/a parrot 9 a rabbit 10 a bee 11 a tiger/a crocodile/a leopard/a bear 12 a spider 13 a rabbit/a parrot/a goldfish

Reading and Grammar

2 a) Students discuss the questions in groups.

Ask students to share interesting answers with the class.

b) Pre-teach *jewels* /'dʒuːəlz/, *a pool* and *enthusiastic* /ɪnˌθjuːzi'æstɪk/ and check students have heard of Freddie Mercury (he was the lead singer of the rock group Queen, and he died in 1991).

Focus students on the photos and ask students what type of fish they are (they are called *koi* /kɔɪ/, which is the Japanese word for *carp*). Note that *koi* is both a singular and a plural word.

Students read the article and answer the questions. Check answers with the class.

1 Because they're extremely beautiful and very expensive. 2 No, he didn't, because he thought they were too expensive.

c) Students do the exercise on their own.

Students work in pairs and take turns to explain what the article says about each number.

Check answers with the class. Ask the students if they were surprised by any of the numbers.

Freddie Mercury had **89** koi. Freddie Mercury's koi cost up to **£10,000** each. Recently a koi sold for **£250,000**, which was a record. Serious collectors can pay up to **£15,000** for a fully-grown koi. The cheapest koi that the writer could find were **£75** each. All but **5** of Freddie Mercury's koi died when someone accidentally turned off the electricity supply to their pool.

d) Ask the class if they would like to own some koi, giving reasons for their answers.

Help with Grammar Ways of comparing

3 a)–d) Students do the exercises on their own or in pairs, then check their answers in G5.1 SB p124. Check answers with the class.

- **a) a big difference** far (more addictive) than, nowhere near as (high) as, considerably (less) than, not nearly as (beautiful) as, a great deal (cheaper) than
- **a small difference** almost as (much) as, nearly as (expensive) as, slightly (bigger) than, not quite as (enthusiastic) as
- **no difference** as (beautiful) as, not any (nicer) than, no (harder) than
- Point out that *considerably* and *a great deal* are more formal than the other phrases. Check students can pronounce *slightly* /'slaɪtli/ correctly.
- Tell students that we can also say *not anywhere (near) as* to talk about a big difference: *The normal price isn't anywhere near as high as that.*
- Remind students that we can also use *much/a lot* with comparatives to talk about a big difference and *a bit/a little* to talk about a small difference.
- **b)** We use comparatives with *than*: *They're slightly **bigger** than the ones I've got.*
- We use adjectives with *as ... as*: *The normal price is nowhere near as **high** as that.*
- Go through the other **TIPS!** in G5.1 SB p124 with the class or ask students to read them for homework.
- **c)** 1 twice as big as 2 are getting more and more expensive; was getting better and better 3 The more I learned about koi, the more interested I became; The bigger they are, the more they cost.
- Use the example from the article to establish that we can use ***twice/three times, four times,*** etc. + ***as ... as*** to compare two things: *The koi were only about twice as big as my goldfish.*
- To describe something that continuously changes we can use ***get* + *more (and more)* + adjective** for long adjectives and ***get* + comparative + *and* + comparative** for short adjectives.
- We can use ***the* + comparative/*more* ... , *the* + comparative/*more* ...** to say that one thing depends on the other.
- Teach students the common phrase *the sooner, the better = as soon as possible.*

4 Focus students on the example and point out the linking and the weak form of *as* /əz/.

R5.1 P Play the recording (SB p148). Students listen and practise. Check students copy the linking and the weak forms correctly. Note that not all the phrases in the article are included in the recording.

You can also ask students to turn to R5.1, SB p148. They can then copy the sentence stress, linking and weak forms as they listen and practise.

5 a) If necessary, pre-teach *destructive* and *be likely to do something.*

Students do the exercise on their own, then compare answers in pairs. Check answers with the class.

2 near 3 as 4 great 5 more 6 more 7 far 8 considerably 9 smaller 10 the 11 lazier 12 lazier 13 nearly 14 no 15 than

b) Students discuss the question in pairs or with the whole class. Encourage students to give reasons why they think an animal makes a good pet, using language from **3** if possible.

EXTRA IDEA

- Ask each student to decide which animal makes the best pet. Put students into groups. Students share ideas and try to convince the rest of the group that their pet is the best, using language from **3**.

6 Focus students on the example and check students understand what they have to do.

Students do the exercise on their own, then compare answers in pairs. Check answers with the class.

2 Most butterflies live nearly as long as bees. 3 Snakes aren't nearly as dangerous as people think. 4 Steel is nowhere near as strong as spider's silk. 5 Lions are slightly smaller than tigers./Tigers are slightly bigger than lions. 6 Elephants live twice as long as bears. 7 A blue whale's heart is as big as a small car.

7 a) Students do the exercise on their own. While they are working, monitor and check their sentences for accuracy.

b) Students compare sentences in pairs and decide if they agree with their partner's sentences.

Ask each pair to share one or two of their sentences with the class.

EXTRA IDEA

- Elicit a complete sentence for 1 in **7a)**, e.g. *The older you get, the less you worry.* Ask students to continue the 'sentence chain' for as long as possible, e.g. *The less you worry, the better you sleep. The better you sleep, the more energy you have.*, etc. Students work in pairs and make 'sentence chains' for their sentences 2–5 in **7a)**.

Get ready ... Get it right!

8 a) Put students into pairs. Ask each pair to choose two places, two people or two things that they both know well.

b) Students work on their own and write at least five sentences comparing the places, people or things they chose in **8a)**, as in the examples. Encourage students to use language from **3** in their sentences. Students are not allowed to talk to their partner during this stage of the activity.

9 a) Students work with their partner from **8a)**. Students take turns to say their sentences. If their partner doesn't agree, he/she must explain why not, again using language from **3** if possible.

b) Finally, ask each pair to tell the class two things that they disagreed about.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 5A Comparisons board game p145 (Instructions p120)
5 Review Exercises 1 and 2 SB p45
CD-ROM Lesson 5A
Workbook Lesson 5A p25

5B The global garden

Vocabulary plants and gardens
Grammar future verb forms; Future Continuous
Review ways of comparing

QUICK REVIEW ●●●
This activity reviews ways of comparing. Students do the first part of the activity on their own. Put students into pairs. Students take turns to say their sentences and guess if their partner's sentences are true or false. Ask a few students to tell the class something that they found out about their partner.

Vocabulary Plants and gardens

1 a) Students work on their own and tick the words they know, then do the exercise in V5.2 SB p123. Check answers with the class.

Remind students that the singular of *leaves* is a *leaf* and ask students what *a greenhouse* is usually made of (glass).

Check students know what kind of trees grow in *an orchard* (fruit trees) and that they understand the difference between *a bush, a hedge* and *a tree*.

Highlight that we only use *a lawn* to refer to an area of grass in people's gardens.

Also point out that an area of land where vines are grown in order to produce wine is called *a vineyard* /'vɪnjɑːd/.

Model and drill the words, highlighting the pronunciation of *herb* /hɜːb/, *petals* /'petəlz/, *hedge* /hedʒ/, *lawn* /lɔːn/, *orchard* /'ɔːtʃəd/ and *leaves* /liːvz/.

V5.2 2e) 3c) 4b) 5d) 6f) 7j) 8k) 9h) 10l) 11i) 12g) 13m) 14o) 15r) 16p) 17n) 18q)

b) Ask students to close their books. Students write all the words connected to plants and gardens from **1a)** that they can remember. Set a time limit of one minute.

c) Students do the exercise in pairs.

Reading, Listening and Grammar

2 a) Ask students to cover the text on SB p40. Focus students on the photos of the Eden Project. Students discuss the questions in pairs.

Ask students to share their ideas with the class, but don't tell them if they are correct at this stage.

b) Students read about the Eden Project and check their ideas.

Check students' answers to the questions in **2a)**.

The Eden Project is a unique conservation project that tells the story of man's dependence on plants. At the Eden Project you can see different types of plants from all over the world. You can also go on guided tours, go to workshops or live concerts.

c) Students read about the Eden Project again and answer the questions.

Students can compare answers in pairs. Check answers with the class.

1 Three. 2 A wide variety of Mediterranean, Californian and South African plant species. 3 The Eden Project is a conservation project that aims to educate the public about the importance of plants and how they can help us create a better future.

d) Ask students if they would like to visit the Eden Project, giving reasons for their answers.

EXTRA IDEA

- Students work on their own and underline three words/phrases in the text that they would like to know the meaning of. Students work in pairs and help each other with the meanings of the words/phrases they chose. Students can check other words/phrases with you or in a dictionary.

3 Tell students that they are going to listen to a phone conversation between two friends, Emma and Diane.

R5.2 Give students time to read the bullet points, then play the recording (SB p148). Students listen and tick the topics Emma and Diane talk about. Check answers with the class.

Emma and Diane talk about Emma's daughter; Emma's family's holiday; the Eden Project; a TV documentary; travel arrangements

4 R5.2 Give students time to read sentences 1–8, then play the recording again. Students listen and fill in the gaps in the sentences with two words.

Students compare answers in pairs. Check answers with the class.

2 small hotel 3 Eden Project 4 great time 5 day off 6 seven thirty 7 your village 8 next week

Help with Grammar Future verb forms; Future Continuous

5 a)–b) Students do the exercises on their own or in pairs, then check their answers in the **Future verb forms** section of G5.2 SB p125. Check answers with the class.

- **a)** 2 're staying 3 'll take 4 starts 5 's going to pass 6 'll have
- **b)** 1 be going to 2 Present Continuous 3 will 4 Present Simple 5 be going to 6 will
- Go through the **TIPS!** in the **Future verb forms** section of G5.2 SB p125 with the class or ask students to read them for homework.

c)–f) Focus students on sentences 7 and 8 in **4**. Students do the exercises on their own or in pairs, then check their answers in the **Future Continuous** section of G5.2 SB p125. Check answers with the class.

- **c)** 1 'll be walking 2 'll be driving
- Use sentence 8 in **4** to highlight that we use the Future Continuous for something that will be in progress at a point of time in the future. If students are having problems with this meaning, refer them to the diagram in G5.2 SB p125.
- Use sentence 7 in **4** to show students that we also use the Future Continuous for something that will happen in the normal course of events, without any particular plan or intention.
- Point out that for this meaning there is often very little difference between the Future Continuous and the Present Continuous: *Don't call me in the morning, I'll be working/I'm working then.*
- **d)** We make the Future Continuous with: subject + *will* or *'ll* + *be* + verb+*ing*.
- **e)** Establish that we make the negative form of the Future Continuous with: subject + *won't* + *be* + verb+*ing*.
- Also highlight that we make questions with the Future Continuous with: (question word) + *will* + subject + *be* + verb+*ing*.

6 R5.3 P Play the recording (SB p148) and ask students to repeat. Check students copy the stress correctly.

7 a) Remind students of Emma, the woman who is going on holiday to Cornwall with her family.

Focus students on her conversation with her husband, Paul.

Students do the exercise on their own.

b) Students compare answers in pairs. Encourage students to explain why they have chosen each verb form by referring back to the rules in **5a)** and **5c)**.

c) R5.4 Play the recording. Students listen and check their answers. Check answers with the class.

2 are we going 3 We'll be having 4 I'll record 5 we'll watch 6 I'm going to buy 7 she'll let 8 I'll give 9 I'll be seeing 10 I'll ask 11 starts 12 We're going to miss 13 she'll be

8 a) Students work on their own and write sentences about their plans and arrangements for the next few weeks, as in the examples. Encourage students to use *be going to*, the Present Continuous, the Present Simple or the Future Continuous in their sentences.

While they are working, monitor and check their sentences for accuracy.

b) Put students into pairs. Students take turns to tell each other their sentences and ask follow-up questions.

Ask students to tell the class about their plans and arrangements.

Get ready ... Get it right!

9 Check students understand *scientific advances* (= improvements and new discoveries in science).

Students do the exercise on their own. With a lower-level class you can ask them to write complete sentences.

10 a) Students discuss their ideas in groups, giving reasons for their opinions where possible. Encourage students to use *be going to*, *will* or the Future Continuous in their conversations.

While they are working, monitor and correct any mistakes you hear.

b) Finally, ask students to tell the class two things their group agreed about.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 5B Nature crossword p146 (Instructions p121)

Ph **Vocabulary Plus** 5 Geographical features p180 (Instructions p174)

5 Review Exercises 3 and 4 SB p45

CD-ROM Lesson 5B

Workbook Lesson 5B p26

5C That smells nice!

Vocabulary back referencing
Skills Listening: The history of perfume; Reading: The history of flowers
Help with Listening homophones
Review plants and gardens; animals

QUICK REVIEW ●●●
This activity reviews plants, gardens and animals. Put students into pairs, student A and student B. Student As write eight words connected to plants and gardens. Student Bs write eight words connected to animals. Students then work with their partners and take turns to define the words on their lists. Their partner guesses the words, as in the example.

Listening

1 Pre-teach *perfume, aftershave* and *a celebrity* /sɪ'lebrɪti/. Point out that the stress on *perfume* is usually on the first syllable.

Students discuss the questions in groups. Try to include men and women in each group if possible.

Ask students to share interesting answers with the class.

EXTRA IDEA

- Begin the class by asking students to work on their own and write three things they like the smell of and three they don't. Students compare ideas in groups or with the whole class, giving reasons for their choices if possible.

2 **a)** Be prepared with definitions, examples, etc. to pre-teach the vocabulary in the box or bring in a set of dictionaries for students to check the meanings themselves.

Model and drill the words, highlighting the pronunciation of *tomb* /tuːm/, *scent* /sent/ and *fragrance* /'freɪgrəns/.

b) Focus students on the photos. Students work in pairs and discuss what they know about the people.

Ask students to share their ideas with the class.

Napoleon Bonaparte (1769–1821) was one of France's greatest military leaders. He was Emperor of France from 1804–1814 and again briefly in 1815. He surrendered to the British at the Battle of Waterloo.

Michael Jordan (1963–) was a famous basketball player who won six NBA championships. He is also one of the most marketed athletes in history.

Queen Elizabeth I (1533–1603) was the daughter of Henry VIII and became Queen of England in 1558. She never married and reigned for 45 years until her death.

Tutankhamun was Pharaoh /'feərəʊ/ of Ancient Egypt from about 1334 BC–1323 BC and died at the age of 19. His tomb was discovered in 1922.

Coco Chanel (1883–1971) was one of the world's most famous designers. She also created some best-selling perfumes, including Chanel N° 5 in 1922.

c) Students do the exercise on their own or in pairs. Don't tell students the answers at this stage.

3 **a)** Tell students they are going to listen to a lecture about the history of perfume.

R5.5 Play the recording (SB p148). Students listen and check their answers to **2c)**.

Check answers with the class.

1 Tutankhamun 2 Queen Elizabeth 1 3 Coco Chanel
4 Napoleon Bonaparte 5 Michael Jordan

b) Put students into pairs, student A and student B. Ask student As to read topics 1–4 and student Bs to read topics 5–8.

Play the recording again. Students listen and make notes on their four topics.

c) Students work with their partners and take turns to tell each other about the topics they made notes on in **3b)**.

Ask students to tell the class briefly about each topic.

See R5.5, SB p148.

Help with Listening Homophones

- This Help with Listening section introduces students to homophones, which are very common in spoken English, and helps students to recognise some homophones in context.

4 **a)** Focus students on the introductory bullet and check that they understand what a homophone is.

Students do the exercise on their own. Check answers with the class.

1 know 2 our 3 way

b) Ask students to look at the pairs of homophones 1–10. Check students understand the meanings of all the words.

Tell students that they are going to listen to ten sentences from the lecture.

R5.6 Play the recording (SB p148). Students listen and choose the correct words, a) or b). Check answers with the class.

1 flew 2 through 3 pair 4 wore 5 scent
6 new 7 there 8 wear 9 whether 10 buy

c) Students do the exercise in pairs.

You can make this activity into a game by setting a time limit of three minutes. The pair with the most homophones wins.

Elicit students' answers and write them on the board for other students to copy.

Possible answers ad/add; allowed/aloud; aren't/aunt; ate/eight; band/banned; be/bee; bean/been; blew/blue; board/bored; dear/deer; fair/fare; hi/high; knows/nose; lead/led; one/won; right/write; road/rode; rose/rows; sea/see; steal/steel; sweet/suite; to/too/two; wait/weight

Reading and Vocabulary

5 **a)** Be prepared with definitions, examples, etc. to pre-teach the vocabulary in the box or bring in a set of dictionaries for students to check the meanings themselves.

Not that the stress on *botanist* is on the first syllable, but the stress on *botanical* is on the second syllable.

b) Focus students on the article 'The history of flowers' and ask them if they know the flowers in the pictures.

Put students into pairs, student A and student B. Student As read about tulips and student Bs read about roses. All students answer questions a)–e) about their flower.

c) Students work with their partners and take turns to ask and answer the questions in **5b)**.

d) Students read about their partner's flower and check his/her answers. Students then discuss which facts they found most surprising in the article.

Check answers to the questions in **5b)** with the class. Also ask students what they thought was the most surprising thing about each flower.

Tulips

a) In Turkey in the 11th century.
b) In the 16th century.
c) A Dutch botanist called Carolus Clusius first cultivated tulips in a botanical garden in Holland.
d) In Holland between 1634 and 1637, during 'Tulipmania'.
e) Holland now produces tulips in hundreds of different colours, but tulip growers still can't grow a truly black one.

Roses

a) In China about 5,000 years ago.
b) In the 18th century.
c) Napoleon's wife, Josephine, started a botanical garden near Paris, where she collected all the known varieties of rose and encouraged the breeding of new ones.
d) In Britain in the 18th century roses became so valuable that they were often used as currency in local markets.
e) All roses in Europe used to be pink or white until the first red ones arrived from China 200 years ago.

Help with Vocabulary Back referencing

6 **a)** Go through the introductory bullet with the class and check students understand what we mean by 'back referencing'.

Students do the exercise on their own. Do the first question as an example with the class if necessary.

Students compare answers in pairs. Check answers with the class.

- **a)** 1b) tulips 2b) tulips 3a) Turkey 4b) the time of the Ottoman Empire 5a) in Holland 6b) the bulbs 7a) in 1634 8a) the bulbs 9b) became tulip growers 10a) tulip

b)–c) Students do the exercise on their own, then check their answers in V5.3 SB p124. Check answers with the class. Note that back referencing in listening is focused on in lesson 11C.

- **b)** 11 roses 12 the Chinese emperor 13 the roses 14 the oil 15 the Romans 16 the botanical garden near Paris 17 in the 18th century 18 roses 19 roses 20 red roses
- Go through the **TIPS!** in V5.3 SB p124 or ask students to read them for homework.

7 **a)** Put students into pairs. Tell the class that they are going to design a new perfume or aftershave. Focus students on the prompts and check they understand *age range* and *packaging*.

Students discuss the ideas with their partner. Remind students to make notes on their ideas as they will have to tell other students about their product in the next stage of the activity. Also ask students to plan which person in each pair is going to talk about each idea.

b) Reorganise the class so that students are working in groups of six. Each pair takes turns to tell the rest of the group about their product.

Students decide which product is the best.

c) Ask students to tell the class about the product that each group thought was the best.

Finally, ask students to vote on which is the best idea for a new perfume or aftershave in the class.

EXTRA IDEA

- If you have more time available, ask students to design a TV advert for their product. Students can produce a storyboard for each scene in the advert and then present it to their group in **7b)**.

EXTRA PRACTICE AND HOMEWORK

Ph **Study Skills** 2 Word maps p191 (Instructions p188)
5 Review Exercise 5 SB p45
CD-ROM Lesson 5C
Workbook Lesson 5C p28

5D Ecological footprints

Vocabulary adjectives for giving opinions
Real World discussion language (2): opinions
Help with Fluency linking and contractions
Review homophones

QUICK REVIEW ●●●
This activity reviews homophones. Students do the first part of the activity on their own. Put students into pairs. Students take turns to say their pairs of sentences and their partner spells each homophone. Ask students to share a few pairs of sentences with the class.

1 a) Students do the exercise on their own or in pairs, then check their answers in V5.4 SB p124.

Check students understand the meanings of any new words.

Also check the opposites of the words in B by eliciting them from students and writing them on the board. Point out that the words in A don't have direct opposites.

Establish that *damage* /'dæmɪdʒ/ and *waste* are both verbs and uncountable nouns.

Model and drill the words, highlighting the pronunciation of *damaging* /'dæmɪdʒɪŋ/, *ethical* /'eθɪkəl/, *legal* /'liːgəl/ and *justifiable* /dʒʌstɪ'faɪbəl/.

Also model and drill the opposites of the words in B. Point out that the prefixes (*im-*, *un-*, etc.) aren't usually stressed.

moral ≠ immoral; ethical ≠ unethical; legal ≠ illegal; sustainable ≠ unsustainable; justifiable ≠ unjustifiable

b) Students do the exercise on their own.

c) Focus students on the example and check they understand *climate* /'klaɪmɪt/ *change*. Students compare ideas in pairs and say whether they agree or disagree with their partner's statements, giving reasons for their opinions if possible.

Ask students to share interesting ideas with the class.

2 a) Ask the class what they think an 'ecological footprint' is. Elicit students' ideas, but don't tell them if they are correct at this stage.

b) Students read the web page and check their ideas. Check the answer with the class. Note that we can say *ecological footprint* or *environmental footprint*.

Our ecological footprint tells us how much land and water is needed to support the way we live.

c) Focus students on the photos on the web page. Ask students whether using these things would increase or reduce our ecological footprint. Use the photos to teach *recycle*, *renewable energy* and *wind farm*.

Students work in groups and make a list of different ways people could reduce their ecological footprints, as in the examples.

Elicit ideas from the class and write them on the board in preparation for the listening activity. Students can also decide which are the most useful ideas.

3 a) Tell students that they are going to listen to two friends, Rachel and George, discussing ecological footprints.

R5.7 Play the recording (SB p149). Students listen and decide which of the ideas on the board the two people talk about. Check answers with the class.

Rachel and George talk about recycling (newspapers); saving energy (turning off the TV); buying food that is produced locally; avoiding food with too much packaging; becoming a vegetarian

b) Pre-teach *lifestyle*, *survive*, *soya* and *wheat* /wiːt/.

Students do the exercise in pairs. Don't check answers at this stage.

c) Play the recording again. Students listen and check their answers to **3b)**.

Check answers with the class.

1 2.3 2 recycles 3 grown locally 4 30 5 meat 6 some (he doesn't order a burger)

d) Ask the class whether they agree with Rachel's ideas, giving reasons for their answers.

Real World Discussion language (2): opinions

4 a)–b) Students do **4a)** on their own, then check their answers in RW5.1 SB p125.

Check answers with the class.

- **a)** a) giving opinions b) giving the opposite opinion c) clarifying your position d) giving yourself time to think
- Go through the phrases with the class and check students understand them all.

EXTRA IDEA

- Students work in pairs and think of ways to agree or disagree politely with someone (these were taught in lesson 2D). Set a time limit of two minutes. Students check their ideas in RW2.1 SB p117.

5 **a)** Students do the exercise on their own, then check their sentences in pairs.

b) R5.8 Play the recording (SB p149). Students listen and check their answers. Check answers with the class.

R **I** think people **should** leave their cars at home more often.
G Maybe, but I **don't** see **how** you **can** ask everyone to give up their cars.
R No, that's **not** what I'**m trying to** say. What **I meant was** people **should** use public transport if they can.
G Fair **enough**, but **I** still think a lot of people prefer to drive.
R All **I'm saying is** that cars are a big environmental problem.
G Yes, but **then** again, public transport is often more expensive.
R I know, but it'**d be** better **if** we **thought** about how much transport costs the planet, not just ourselves.
G That's **an** interesting point. I'**ve** never really **thought** about **that**.

Help with Fluency Linking and contractions

6 **a)** R5.8 Students turn to R5.8, SB p149. Play the recording again. Students listen, read and notice the linking.

b) Students do the exercise on their own or in pairs. Check answers with the class.

don't
that's
I'm
I'm
it'd
That's
I've

c) P Put students into pairs and ask them to choose a role, Rachel or George. Students practise the conversation in R5.8, SB p149 until they can remember it. Remind students to copy the linking as shown in the Student's Book. When students are ready, they close their books and have the conversation again. Encourage students to use natural linking and contractions.

Ask one or two pairs to role-play the conversation for the class.

7 **a)** Check students understand the six topics. Students work on their own and think of two things to say about each topic.

b) Students work in groups and discuss the topics in **7a)**. Remind students to use the language in **4a)** in their discussion.

c) Finally, ask each group to tell the class which topic was the most controversial and why.

EXTRA IDEA

- If students have access to the Internet, ask them to work out their ecological footprint online for homework (on an English language website if possible). Students can compare their footprints in the next class.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 5D The congestion charge p147 (Instructions p121)
5 Review SB p45
CD-ROM Lesson 5D
Workbook Lesson 5D p29
Workbook Reading and Writing Portfolio 5 p72
Progress Test 5 p208

5 Review

See p29 for ideas on how to use this section.

1a) 2 A **whale** is a mammal that lives underwater. 3 A **butterfly/bee/mosquito**, etc. is an insect with wings. 4T 5T 6 A **rabbit/goldfish/cat/dog**, etc. is often kept as a pet. 7 A **spider** makes a web out of silk. 8T

1b) **Possible answers** 2 A parrot is a bird with colourful feathers. 3 A bear is sometimes hunted for its skin. 6 A shark is a fish that can bite you. 7 A snake is a reptile that might poison you.

2a) 1 as 2 the 3 near 4 than 5 more 6 more 7 busier 8 great

3 2 petals 3 greenhouse 4 leaves 5 hedge 6 vine 7 roots 8 orchard 9 pollen 10 seeds 11 bush 12 lawn

4 1 I didn't know Jo was back. **I'll give** her a call. 2 **I'll be seeing/I'm seeing/I'll see/I'm going to see** Jan tomorrow at school. Shall I ask her to call you? 3 I've just seen a fabulous jacket. I think **I'll buy/I'm going to buy** it. 4 I've made an appointment and **I'm seeing** the doctor at 4 p.m. tomorrow. 5 Perhaps **I'll see** Michelle when I'm in Paris next week. 6 See you tomorrow. **I'll call** you before I leave.

5a) 1 it 2 there 3 one 4 he 5 his 6 this/that 7 him

Progress Portfolio

See p29 for ideas on how to use this section.

6 Breaking codes

Student's Book p46–p53

6A Codes of conduct

Vocabulary phrases with take
Grammar uses of verb+*ing*
Review discussion language (2): opinions

QUICK REVIEW ●●●
This activity reviews language for giving opinions. Check students understand *cosmetic surgery* /ˈsɜːdʒəri/. Students do the activity in groups of three. You can ask students to look at RW5.1 SB p125 if they need reminding of the language they need for the activity. Ask students to share some of their opinions with the class.

Vocabulary Phrases with *take*

1 a) Students work on their own and guess the meanings of the phrases in **bold**. Tell students not to answer the questions themselves at this stage. Students check their ideas in V6.1 SB p126.

Check students understand the meaning of any new phrases.

Highlight the prepositions in *take someone for granted, take responsibility for, take advantage of* and *take notice of*.

Point out that we can also *take something for granted: In this country we take clean water for granted.* Also highlight that we can also *take somebody's side* in an argument: *Whenever my mother and I argue, my father always takes her side.*

Check students can pronounce *granted* /ˈgrɑːntɪd/ and *advantage* /əd'vɑːntɪdʒ/ correctly. Also highlight that the stress on *responsibility* is on the fourth syllable.

b) Students do the activity in pairs.

Ask students to tell the class one thing they found out about their partner.

Reading and Grammar

2 a) Students discuss the questions in groups.

Ask students to share interesting answers to question 1 with the class.

Elicit which adjectives the students think best describe the English and write them on the board. Ask students if they agree with other groups' choices.

EXTRA IDEA

- Ask students to think of five adjectives that describe people from their countries. Students can compare adjectives in pairs, giving reasons for their answers.

b) Focus students on the book cover and on the cartoon. Tell students that the book is about how the English behave in social situations. Also ask students what they think the Australian tourist in the cartoon is doing wrong (he's trying to talk to a stranger on the tube).

Students read the book review and decide if Kate Fox thinks that the English are unfriendly.

You can set a time limit of two minutes to encourage students to read for gist.

Check the answer with the class (she doesn't think they're unfriendly, just very private people).

c) Pre-teach *mystify* (confuse completely), *chilly, gossip* and check students remember *commute* and *a commuter*.

Students do the exercise on their own, then check answers in pairs.

Check answers with the class.

1F English social codes **aren't** obvious to everyone. 2F People who commute together **don't** often become friends. 3T 4T 5F English people don't **like** talking about themselves to strangers. 6T

d) Ask students to tell the class about anything in the review that surprised them and if the ideas in the review match their own experiences of English people.

Also ask the class if people from their country or countries behave in a similar way. Don't go into too much detail here as students discuss this topic in detail in **7** and **8**.

Help with Grammar Uses of verb+*ing*

3 a)–c) Students do the exercises on their own or in pairs, then check their answers in G6.1 SB p127.

Check answers with the class.

- **a)** b) from asking c) avoid talking d) spend years travelling
- Point out that we always use *being* in continuous passive verb forms: *We're very uncomfortable when we're **being asked** questions.*
- Also highlight that we often use verb+*ing* after these verbs + object: *hear, see, watch, feel, imagine, stop, love, like, don't mind, dislike, hate: I often hear her playing the piano.*
- For verbs without an object that are often followed by verb+*ing*, see the table in V1.3 SB p113.
- **b)** f) standing at a bus stop g) despite not wanting h) talking to strangers on trains
- If students don't remember what a reduced relative clause is, refer them to the final section in G4.2 SB p122.

- Use the answer to h) to highlight that we don't use a form of the infinitive as a subject: *Living in London is expensive.* not ~~*Live in London is expensive.*~~ or ~~*To live in London is expensive.*~~
- Go through the **TIPS!** in G6.1 SB p127 or ask students to read them for homework.
- Note that verb+*ing* can sometimes be a present participle (in continuous verb forms) or a gerund (when it acts as a noun, e.g. after prepositions). However, students often find this grammatical distinction confusing, so we feel it is simpler to refer to both as verb+*ing*.

4 Focus students on words/phrases 1–8 in **bold** in the review.

Students do the exercise on their own.

Students can check answers in pairs. Check answers with the class.

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

5 **a)** Pre-teach *obey, stare* and *sarcastically*. Also check students remember *queue* /kjuː/, which is a noun and a verb.

Students do the exercise on their own. Tell students to read the text quickly for gist first before correcting the mistakes.

b) Students compare answers in pairs, giving reasons for each change they have made.

c) R6.1 Play the recording (SB p149). Students listen and check their answers.

Check answers with the class. Ask students to explain the reason for each change to the class.

The section of Kate Fox's book **explaining** (*reduced relative clause*) the rules of queuing is fascinating and the English obey these rules without **thinking** (*after a preposition*) about it. **Jumping** (*subject of a verb*) a queue will certainly annoy those people **queuing** (*reduced relative clause*) properly. However, despite **feeling** (*after 'despite'*) intense anger towards the queue-jumper, the English will often say nothing – **staring** (*subject of a verb*) angrily is more their style.

Then there are the rules for **saying** (*after a preposition*) please and thank you. The English thank bus drivers, taxi drivers, anyone **giving** (*reduced relative clause*) them a service. In fact the English spend a lot of time **saying** (*after a verb + object*) please and thank you, and they hate not **being** (*after a verb*) thanked if they think they deserve it. Not **saying** (*subject of a verb*) thank you will often cause a person to sarcastically shout out "You're welcome!".

6 **a)** Students do the exercise on their own.

While students are working, monitor and check their sentences for accuracy.

b) Students do the exercise in pairs. Encourage students to ask follow-up questions if possible.

Ask students to tell the class interesting things that they found out about their partners.

Get ready … Get it right!

7 Check students understand *social codes* (how to behave in certain social situations). Also pre-teach *dress codes* (what you should wear in certain situations or places) and *cause offence* (upset people).

Students do the exercise on their own. Remind students to use a verb+*ing* form in each tip.

While students are working, monitor and correct their sentences if necessary.

8 **a)** Put students into pairs. Include students from different countries in each pair if possible.

Students take turns to tell each other their tips. If students are from the same country, they decide if they agree with their partner's tips, giving reasons why they disagree if necessary.

If students are from different countries, they decide if their partner's tips are also true for their country, giving reasons why they aren't if necessary. Students can also decide which are the three most important tips on their list.

b) Finally, ask students tell the class the three most important tips for visiting their country.

EXTRA IDEAS

- If you have a monolingual class, ask each pair to tell you their top three tips and write them on the board. Students can then vote on which they think are the three most important tips.
- For homework, ask students to write a description of how people in their country behave in certain situations. Students must use at least six verb+*ing* forms in their descriptions. Next class you can collect in the descriptions and display them around the classroom for other students to read.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 6A Is this your card? p149 (Instructions p121)

6 Review Exercises 1 and 2 SB p53

CD-ROM Lesson 6A

Workbook Lesson 6A p30

6B He's got no manners

Vocabulary compound adjectives describing character
Grammar modal verbs (1): levels of certainty about the future
Review phrases with *take*

QUICK REVIEW ●●●

This activity reviews phrases with *take*. Students work on their own and write four phrases with *take*. Put students into pairs. Students swap papers and write sentences about people they know with their partner's phrases. Students then take turns to tell their partner their sentences and ask follow-up questions, as in the example. Ask students to share any interesting sentences with the class.

Vocabulary Compound adjectives describing character

1 a) Students do the exercise on their own or in pairs, then check their answers in V6.2 SB p126. Check answers with the class.

Check students understand the meanings of the compound adjectives.

Point out that the opposite of *strong-willed* is *weak-willed*. Highlight that the opposite of *narrow-minded* is *open-minded* (or *broad-minded*). We usually use *open-minded* to talk about ideas and *broad-minded* to talk about morals and behaviour. Also point out that the opposite of *bad-tempered* is *good-tempered* (or *even-tempered*).

Model and drill the words, highlighting that the stress is on the second part of each adjective.

self-conscious N; laid-back P; open-minded P; self-centred N; narrow-minded N; easy-going P; big-headed N; bad-tempered N; absent-minded N; level-headed P; self-assured P

EXTRA IDEA

- Students work in pairs, student A and student B. Student Bs close their books and student As look at V6.2 SB p126. Student As ask questions about the vocabulary, e.g. *What do you call people who (tend to forget things)?*. Student B says the correct word (*absent-minded*). After a minute or two ask students to change roles.

b) Focus students on the examples. Point out that *stubborn* /'stʌbən/ is similar in meaning to *strong-willed*, but has a negative meaning.

Students work in pairs and make a list of all the other positive and negative character adjectives that they know. You can set a time limit of two minutes.

Divide the board in half and write *Positive* on the left and *Negative* on the right. Find out which pair has the most words. Elicit the words and write them on the board. Ask if other pairs have any different words and add them to the list. Check the meaning and pronunciation of any problematic words.

2 a) Students do the exercise on their own. Encourage them to use the words on the board as well as those in **1a)**.

b) Students do the activity in pairs. Encourage students to ask follow-up questions if possible.

Ask students to tell the class which of the people their partner talked about they would most like to meet and why they would like to meet them.

Listening and Grammar

3 a) Focus students on the photo and ask where the people are (in a cafeteria at work). Also ask students who they think Lucy and Don are talking about (Bruce).

b) Tell students they are going to listen to Lucy and Don's conversation and allow them time to read questions 1–6. Point out that Leeds is a city in the north of England.

R6.2 Play the recording (SB p149). Students listen and answer the questions.

Students check answers in pairs. Check answers with the class.

1 Because he doesn't listen to anyone and he's very bad-tempered.
2 Because it isn't doing very well.
3 At least a year.
4 Maybe.
5 Don.
6 He'll be promoted.

c) Give students time to read sentences 1–10, then play the recording again. Students listen and decide who said each sentence, Don or Lucy. Students can check answers in pairs. Check answers with the class.

1L 2D 3L 4D 5D 6L 7D 8L 9L 10L

EXTRA IDEA

- If students are finding the recording difficult, ask them to look at R6.2, SB p149. Play the recording again. Students listen, read and check their answers.

Help with Grammar Modal verbs (1): levels of certainty about the future

4 a)–d) Students do the exercises on their own or in pairs, then check their answers in G6.2 SB p127. Check answers with the class.

- **a)** 1P 2C 3C 4P 5P
- Use sentences 1–5 in **4a)** to remind students that we often use *'ll* (= *will*) and *won't* to express future certainty and *might, could* and *may* to express future possibility.
- Also remind students that modal verbs are followed by the infinitive: *I might* ***go*** *there later.*
- Point out that we say *I don't think he'll ...* not ~~*I think he won't ...*~~ .
- Also highlight that we often use *definitely* and *probably* with *will/won't*. Point out the difference in word order: *Jane* ***will definitely/probably*** *be there. Henry* ***definitely/probably won't*** *be there.*
- **b)** a) 1, 5, 7, 8, 10 b) 2, 3, 4, 6, 9
- Use sentences 1–10 in **3c)** to highlight these rules.
- We use *be bound to do sth* and *be sure to do sth* when we think something will definitely happen.
- We use *be likely to do sth, may well do sth* and *I dare say* when we think something will probably happen.
- We use *be unlikely to do sth, I don't suppose, I doubt if* and *I shouldn't think* when we think something probably won't happen.
- We use *I can't imagine* when we think something definitely won't happen.
- **c)** *Be bound to, be sure to, be likely to, may well* and *be unlikely to* are followed by the infinitive. Tell students that we can use these phrases with any subject.
- *I dare say, I don't suppose, I doubt if, I shouldn't think* and *I can't imagine* are followed by subject + *will* + infinitive. Although it is possible to use some of these phrases with other subjects, we suggest you teach these as fixed phrases with *I* for this meaning of expressing degrees of certainty about the future.
- Point out that we can also use these phrases to talk about present situations or states: *He's bound to be home by now.*
- Establish that we can also say *I'm sure (that)* + clause: *I'm sure* ***(that) he'll be here on time***. and that *I can't imagine* can also be followed by verb+*ing*: *I can't imagine* ***working*** *for another company.*

5 R6.3 P Play the recording and ask students to repeat. Check students copy the sentence stress correctly.

Play the recording again if necessary.

6 **a)** Students do the exercise on their own.

b) Students do the exercise in pairs.

Check answers with the class.

Ask each pair to tell the class one or two sentences that are true for both of them.

2 I'm unlikely to need English for my next job. (It's unlikely that I'll need English for my next job.)
3 I'm bound to need English for my work.
4 I dare say I'll do an advanced English course at some point.
5 I can't imagine I'll be able to visit England next year.
6 I may well spend some time working on the *face2face* CD-ROM this weekend.
7 I doubt if I'll take any more English exams.
8 I don't suppose I'll be able to watch an English DVD this weekend.

7 **a)** Pre-teach *property* (houses, flats, etc.) and check students remember *abroad*. Students do the exercise on their own.

While students are working, monitor and check their sentences for accuracy.

b) Put students into pairs. Students take turns to tell their partners about people they know well, using the sentences they have prepared. Tell students to begin by telling their partner what their relationship is with the four people they chose. Encourage students to ask follow-up questions if possible.

When students have finished discussing the people, they decide which person's life they think will change the most in the next few years.

Ask students to tell the class about the person whose life they think will change the most.

Get ready ... Get it right!

8 Students do the exercise on their own. Remind students to write notes, as in the example, not complete sentences. Point out that students should only think about the next two weeks.

9 **a)** Students work in groups and take turns to tell each other their predictions, using language from **3c)** and **4a)** as shown in the speech bubbles. Remind students to ask follow-up questions, as in the example.

While students are working, monitor and correct any mistakes you hear.

b) Finally, ask students to tell the class who they think is going to have the busiest, best or worst two weeks in each group.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 6B Future thoughts p150 (Instructions p122)
6 Review Exercises 3 and 4 SB p53
CD-ROM Lesson 6B
Workbook Lesson 6B p31

6C Hidden messages

Vocabulary guessing meaning from context
Skills Reading: Codes through the ages; Listening: Breaking codes
Help with Listening linking (2): /w/, /j/ and /r/ sounds
Review levels of certainty about the future

QUICK REVIEW ●●●
This activity reviews levels of certainty about the future. Write these prompts on the board: *traffic, population, parking, public transport, local taxes, house prices, sports, pollution*. Students do the first part of the activity on their own, using the prompts on the board or their own ideas. Also remind students to use the phrases for expressing levels of certainty about the future in G6.2 SB p127. Put students into pairs. Students compare predictions and decide who is more optimistic.

Reading and Vocabulary

1 a) Check students understand what a *secret message* is, e.g. by writing *TEEM UOY TA THGIE EDISTUO EHT AMENIC* and asking students what it says (*MEET YOU AT EIGHT OUTSIDE THE CINEMA* backwards). Students then do the exercise in pairs.

b) Ask students to compare their ideas with the class.

2 a) Pre-teach *a code* and *an encyclopaedia* /ɪnˌsaɪkləˈpiːdiə/. Students read the encyclopaedia extract about codes to find out the main difference between steganography and cryptology. Set a time limit of two or three minutes to encourage students to read for gist.

b) Students compare answers in pairs. Check answers with the class.

> In steganography, the message is hidden in some way. In cryptology, a code is agreed between the sender and the receiver so that the meaning of the message is hidden.

Help with Vocabulary Guessing meaning from context

3 a)–b) Discuss the importance of being able to guess meaning from context with the class.

Focus students on the words/phrases in blue in the extract. Students do the exercises on their own or in pairs. Check answers with the class.

- **a)–b)** 1 verb; b) 2 verb; a) 3 phrasal verb; a) 4 verb; b) 5 noun; b) 6 noun; b) 7 adjective; a)
- Point out that we usually use *make out* with words like *can't, couldn't, hard, difficult* and *impossible*: *What's that over there? I can't make it out.* We can also say *make out what/who* + clause.
- Also point out that *wind* is an irregular verb (*wound, wound*).
- Model and drill *decipher* /dɪˈsaɪfə/, *wind* /waɪnd/ and *wound* /waʊnd/.

c)–d) Focus students on the words in pink in the extract. Students do the exercise in pairs, then check their answers in V6.3 SB p126. Check answers with the class.

- **c)** See V6.3 SB p126 for definitions and the parts of speech of the words/phrases in pink.
- Model and drill *courier* /ˈkʊriə/.

4 Pre-teach *wax, invisible* and *rearrange*. Also check students remember *shave, silk* and *leather*. Ask students to read the extract again.

Put students into pairs, student A and student B. Students do the activity with their partner. Encourage students to use the words in **3** where appropriate.

Check students' descriptions by asking them to explain the pictures to the class without looking at the extract.

> 1 The Romans wrote a message on a messenger's head. When he reached his destination, his head was shaved again to show the message. 2 The ancient Chinese wrote messages on silk, covered them with wax and swallowed them. 3 The message is written on the shell of a hard-boiled egg and passes through to the white of the egg. To read the message, the receiver simply had to remove the shell. 4 You can write a message using invisible ink made from milk or lemon juice, which reappears when heated. 5 The sender would wind a strip of leather around a piece of wood and a message was written across it. To reveal the message, the receiver would simply wind it round a stick of the same size and shape that the sender had used. 6 Instead of rearranging the letters of the whole message, you can rearrange the letters of each word. (The message = ROMANS ARE COMING.)

Listening

5 a) Focus students on pictures A–C. Put students into pairs. Students discuss how pictures A–C are connected to codes. Elicit ideas from the class, but don't tell students if they are correct at this stage.

b) Tell students they are going to listen to the beginning of a radio programme about breaking codes.

R6.4 Play the recording (SB p150). Students listen, put pictures A–C in order and check if their ideas were correct. Check answers with the class.

1C al-Kindi was an Arab mathematician who lived in the 9th century. He wrote a book on deciphering codes, which was rediscovered in Istanbul in 1987. 2B If you know how often each letter appears in English, you have a way of breaking a code in which the letters are replaced by other letters or symbols. 3A The author Sir Arthur Conan Doyle, who wrote the Sherlock Holmes books, used stick men as a code in his book *The Adventure of the Dancing Men*.

c) Students do the exercise in pairs.

d) Play the recording again. Students listen and check their answers to **5c)**. Check answers with the class.

1 Joe Allen 2 Sally Evans 3 al-Kindi 4 al-Kindi 5 al-Kindi 6 Arthur Conan Doyle 7 Arthur Conan Doyle

Help with Listening Linking (2): /w/, /j/ and /r/ sounds

- This Help with Listening section reviews the sounds we often use to link words together in natural spoken English.

6 a) Go through the introductory bullet point with the class. Point out that we use the sounds /w/, /j/ and /r/ to link words that end in a vowel sound with those that begin with a vowel sound.

Also remind students that we often pronounce the /r/ sound in words that end in *-r* or *-re* when they are followed by a word that begins with a vowel sound (see the Help with Listening section in lesson 2C, SB p19). Note that this type of linking /r/ is much more common than those which follow a word that doesn't contain the letter 'r', e.g. *law*‿/r/‿*and order*, *India*‿/r/‿*and China*, etc.

R6.5 Focus students on the sentences from the radio programme, then play the recording. Students listen and notice the linking sounds in each sentence.

b) Students do the exercise in pairs.

c) Students turn to R6.4, SB p150 and check their answers. Check answers with the class (see R6.4, SB p150).

d) R6.4 Ask students to continue looking at R6.4, SB p150. Play the whole of the recording again. Students listen and notice the extra linking sounds.

7 a) Students do the exercise in pairs.

b) Students swap papers with another pair. Students try to decipher their secret message faster than the other pair. Finally, ask students to tell the class their secret messages.

EXTRA PRACTICE AND HOMEWORK

Vocabulary Plus 6 Commonly confused verbs p181 (Instructions p174)
CD-ROM Lesson 6C
Workbook Lesson 6C p33

6D Am I interrupting?

Real World polite interruptions
Help with Listening intonation: being polite
Review compound adjectives describing character

QUICK REVIEW ●●●
This activity reviews compound adjectives describing character. Students do the first part of the activity on their own. Put students into pairs. Students take turns to say the first part of an adjective. Their partner says the whole adjective and its meaning, as in the example.

1 a) Pre-teach *an open-plan office*. Focus students on the photo. Ask students if Lucy works in an open-plan office (she doesn't). Point out the open-plan office that can be seen through the door and windows of her office.

Discuss the advantages and disadvantages of working in an open-plan office with the class.

Possible advantages cheaper for the company; easier for employees to talk to other people; create an atmosphere of teamwork; harder for employees to avoid working

Possible disadvantages not much privacy; often noisy; phone conversations can be overheard; not enough space for files

b) Pre-teach *IT* (= *information technology*) *department* (the department responsible for a company's computers, phones, etc.). Also check students remember *a PA* (= *personal assistant*), *an accountant* and *a junior colleague* /ˈkɒliːg/.

Tell students that they are going to listen to five people having short conversations with Lucy.

R6.6 Play the recording (SB p150). Students listen and match people 1–5 to their relationships with Lucy a)–e). Check answers with the class.

1c) 2d) 3b) 4a) 5e)

c) Pre-teach *go over* (check), *figures* (numbers) and *insurance*. Play the recording again. Students listen and make notes on why each person wants to speak to Lucy.

Students check answers in pairs. Check answers with the class.

1 Angus wants to go over some figures. 2 Martin wants to ask Lucy about house insurance. 3 Clare wants to ask Lucy about the report Lucy asked her to type up. 4 Tina wants to know when it would be a good time to install some new software on Lucy's computer. 5 Julian wants to know if he can use Lucy's office any time today.

Real World Polite interruptions

2 a)–d) Students do the exercises on their own or in pairs, then check their answers in RW6.1 SB p127. Check answers with the class.

- **a)** 1c) 2e) 3d) 4f) 5a) 6b)
- Highlight that *Sorry to bother you, but have you got a minute?, Sorry to disturb you.* and *I was wondering if I could see you for a moment.* are more polite.
- **b)** 1 time 2 against 3 tied 4 pushed 5 busy
- Use sentences 1–5 to check students understand the phrases *be up against it* (under pressure to hit a deadline), *be (a bit) tied up* (be busy/occupied) and *be (a bit) pushed for time* (be busy/in a hurry).
- Highlight that when we are refusing permission we often use *I'm afraid* to sound more polite.
- Point out that if we are refused permission we often say: ***Don't worry**, it's not important/it can wait/it's not urgent/I'll catch you later/some other time.* or ***When would be** a good time/a better time/more convenient?* (*When would be convenient?* is more formal.)
- **c)** When we want to give permission to the person interrupting us, we often say: *Yes, of course. What can I do for you? How can I help? What's the problem?* or *What's up?* (informal).

Help with Listening Intonation: being polite

- This Help with Listening section focuses on the natural intonation patterns we use when we want to interrupt people politely.

3 Focus students on the introductory bullet point. Highlight the importance of polite intonation when interrupting.

R6.7 Play the recording (SB p150). Students listen and decide which sentences sound polite, a) or b). Check students' answers by playing the recording again and pausing after each pair of sentences to elicit their answers.

2b) 3b) 4a) 5a) 6b)

4 R6.8 P Play the recording (SB p150) and ask students to repeat. Check students copy the polite intonation when asking for permission to interrupt.

5 Students do the exercise on their own, then check answers in pairs. Check answers with the class.

2 wondering 3 could 4 against 5 moment 6 would 7 time 8 disturb/bother 9 word 10 afraid 11 tied 12 worry 13 wait 14 bother/disturb 15 minute 16 pushed 17 time 18 catch

6 Put students into two groups, group A and group B. Students in group A turn to SB p105 and students in group B turn to SB p108.

a) Put students into pairs so that they are working with someone from the same group. Students do the exercise in pairs. Remind students to invent their own endings.

b) Students practise their conversations in pairs. Remind students to use polite intonation.

c) Reorganise the class so that a pair from group A is working with a pair from group B. Students take turns to role-play their conversations. After each conversation, the other pair guesses who the people are from their list of ideas in the Student's Book. Point out that there is one extra idea before they begin.

Finally, ask a few pairs to role-play their conversations.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 6D Four in a line p151 (Instructions p122)
6 Review SB p53
CD-ROM Lesson 6D
Workbook Lesson 6D p34
Workbook Reading and Writing Portfolio 6 p74
Progress Test 6 p210

6 Review

See p29 for ideas on how to use this section.

1a) 2 advice 3 granted 4 time 5 seriously 6 advantage 7 responsibility 8 sides

2a) 1 Being 2 turning up 3 keep 4 frustrating 5 being 6 to leave 7 getting 8 allowing 9 cancelled 10 to get 11 interviewing

3a) level-headed 2 easy-going 3 strong/weak-willed 4 laid-back 5 narrow/open/broad-minded 6 self-centred 7 bad/even-tempered 8 self-conscious

5a) 1 Sorry to bother you, but have you got a minute? 2 Can I have a word? 3 I was wondering if I could see you for a moment. 4 Sorry to disturb you.

Progress Portfolio

See p29 for ideas on how to use this section.

7 Small world

Student's Book p54–p61

7A At the airport

Vocabulary state verbs
Grammar simple and continuous aspects; activity and state verbs
Review polite interruptions

QUICK REVIEW ●●●
This activity reviews polite interruptions. Students do the first part of the activity on their own. Put students into pairs. Tell students to imagine that they are working in an office. Students complete the activity in their pairs. Encourage students to continue the conversations if possible, as in the example.

Vocabulary State verbs

1 a) Students work on their own and tick the verbs in **bold** they know. Tell students not to fill in the gaps at this stage. Students check any new verbs in V7.1 SB p128.

Check the meaning of any new verbs with the class.

Point out that *respect, trust* and *envy* are also uncountable nouns.

Establish that *deserve* is often followed by the infinitive with *to* (*He deserves **to be** promoted.*) and that *involve, adore* and *detest* are often followed by verb+*ing* (*My course involves **doing** a lot of research.*).

Remind students that in British English we usually write *real**ise*** and *recogn**ise***, but that these words are spelt *real**ize*** and *recogn**ize*** in American English.

Model and drill the verbs, highlighting the pronunciation of *envy* /'envi/.

Point out that the stress on the verb *suspect* is on the second syllable, not the first, and that the stress on *recognise* is on the first syllable, not the third.

b) Students do the exercise on their own.

c) Students do the exercise in pairs. Ask students to tell the class one or two things they found out about their partner.

Listening and Grammar

2 Students discuss the questions in groups. Ask students to share interesting answers with the class.

3 a) Focus students on the photo and ask students where the people are (in a departure lounge at an airport). Ask students what some of the people in the photo are doing to pass the time (reading, sleeping, shopping, etc.).

Students work on their own and tick the activities they've done to pass the time at an airport.

b) Students compare ideas in pairs and find out which things they have both done.

Find out what are students' most popular ways of passing the time at an airport.

4 a) Tell students that they are going to listen to part of a radio news programme about how people are passing the time at an airport.

R7.1 Play the recording (SB p150). Students listen and tick the activities in **3a)** that the people talk about. Check answers with the class.

read; people-watch; phone family; study; do some shopping; have a meal

b) Give students time to read sentences 1–10, then play the recording again. Students listen and fill in the gaps with one word. Students compare answers in pairs. Check answers with the class.

2 missed 3 five 4 parents 5 ten 6 business 7 clients 8 myself 9 camera 10 difficult

Help with Grammar Simple and continuous aspects; activity and state verbs

5 a) Students do the exercise on their own, then compare answers in pairs. Check answers with the class.

- **a)** a) Sentence 1 describes something that is repeated. Sentence 2 describes something that is in progress at a specific point of time. b) Sentence 3 describes something that is unfinished. Sentence 4 describes something that is completed. c) Sentence 5 describes something that is permanent. Sentence 6 describes something that is temporary.
- Use sentences 1–6 in **4b)** to highlight the difference between the simple aspect and the continuous aspect, which students studied in lesson 1A. We use **simple** verb forms to describe something that is repeated, completed or permanent. We use **continuous** verb forms to describe something that is in progress at a specific point in time, unfinished or temporary.

b)–d) Check students remember the difference between activity verbs (which talk about activities and actions) and state verbs (which talk about states, feelings and opinions).

Students do the exercises on their own or in pairs, then check their answers in G7.1 SB p129. Check answers with the class.

- **b) Activity verbs** fly; travel; listen; run; work; sit; study; wait **State verbs** know; seem; understand; dislike; need; prefer; want; forget; mean; agree; cost
- We don't usually use state verbs in continuous verb forms: *I want a new car.* not ~~*I'm wanting a new car.*~~
- Focus students on the table of common state verbs in G7.1 SB p129. Check the meanings of any verbs students don't know and encourage students to learn the verbs in the table.
- Also remind students that the verbs they studied in **1a)** are also state verbs and are therefore not usually used in continuous verb forms.
- **c)** 7 *be seeing* = meeting; *see* = with my eyes 8 *have* = possess; *'m having* = experiencing 9 *'m ... thinking* = considering; *think* = have an opinion 10 *is* = permanent characteristic; *'s being* = behaving
- Use sentences 7–10 in **4b)** to highlight that some verbs, such as *see, have, think* and *be*, can describe both activities and states, but the meaning changes.
- You can highlight these differences in meaning by focusing students on the blue and pink words in the VERBS WITH TWO MEANINGS section of G7.1 SB p129.

6 Focus students on the photo of Fiona and ask students what her job is (a flight attendant). Pre-teach *an engine* /'endʒɪn/ and *a discount*.

Tell students to read the text for gist first before filling in the gaps on their own. Students compare answers in pairs. Check answers with the class.

2 love 3 'm waiting 4 'm phoning/'ve been phoning/ 've phoned 5 've never had 6 were flying 7 stopped 8 happened 9 were sleeping 10 managed 11 suppose 12 'm flying/fly 13 cost 14 hate 15 've been

7 Students do the exercise on their own. Remind students to use the same verb for both sentences in each pair.

Students compare answers in pairs. Check answers with the class.

1 a) do ... think b) 'm thinking
2 a) was having b) 've had
3 a) Have ... seen b) is seeing
4 a) 's/is b) 's/is being

Get ready ... Get it right!

8 Students do the exercise on their own. Tell students to write short phrases (*buy a laptop, my job, going to the cinema,* etc.), not whole sentences. Make sure students don't write the answers in the same order as the prompts.

9 **a)** Students work in pairs and swap papers. Students take turns to ask questions about the things written on their partner's paper (*Have you wanted to buy a laptop for ages?*, etc.). Encourage students to ask follow-up questions if possible.

While they are working, monitor and help students with any problems.

b) Finally, ask students to tell the class two interesting things they found out about their partner.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 7A My partner's life p153 (Instructions p122)
7 Review Exercises 1 and 2 SB p61
CD-ROM Lesson 7A
Workbook Lesson 7A p35

7B The new superpower

Vocabulary business and trade
Grammar Present Perfect Simple and Present Perfect Continuous
Review simple and continuous aspects

QUICK REVIEW ●●●
This activity reviews simple and continuous aspects. Give students a minute or two to think of an interesting plane, train or bus journey they have been on (in a different country if possible). Put students into pairs. Students take turns to tell each other about their journeys.

Reading and Grammar

1 **a)** Students work in pairs and discuss what they know about China.

b) Students compare their ideas in groups or with the class. If students have compared ideas in groups, ask each group to tell the class one or two things they know about China.

2 **a)** Focus students on the photo and ask them which city they think it is (Shanghai). Ask students if they would like to go there, giving reasons for their answers.

b) Pre-teach *exhilarated* /ɪg'zɪləreɪtɪd/, *a skyscraper, a hut, entire* /ɪn'taɪə/ and *an apartment block*.

Students read the article and find three ways in which Shanghai has changed. You can set a time limit of two minutes to encourage students to read for gist. Check answers with the class.

Shanghai is now seen as the symbol of the country's new capitalist economy. There are already more than 2,000 skyscrapers in Shanghai. There are now many western shops and restaurants, such as a huge Armani store, McDonald's and Starbucks, in the city.

c) Students do the exercise on their own, then compare answers in pairs. Check answers with the class.

If appropriate, ask students for their reaction to the article and to China's growing influence on the world.

1T 2F There are more skyscrapers in Shanghai than **on the entire west coast of** the USA. 3F Liu Zhang **thinks** the city has changed a lot. 4T 5F **Fewer** people in Beijing are cycling to work these days. 6T

Help with Grammar Present Perfect Simple and Present Perfect Continuous

3 **a)** Students do the exercise on their own. Check answers with the class.

- **a)** Present Perfect Simple *'ve visited; 've (ever) seen; 've known; have become; 've (just) got back*
- Present Perfect Continuous *'ve been walking; 've been coming; has been working*
- Remind students that we use the Present Perfect Simple to talk about things that connect the past and the present.

b)–d) Students do the exercises on their own or in pairs, then check their answers in G7.2 SB p130. Check answers with the class.

- **b) Present Perfect Simple** b) 've known c) 've (just) got back d) 've (ever) seen e) have become
- **Present Perfect Continuous** b) 've been walking c) 've been coming.
- Check students understand the difference between the uses of the Present Perfect Continuous. Point out that the result in the present in b) is the fact that the writer is both exhausted and exhilarated. Also highlight that in c) the writer has come to China repeatedly, not just once.
- Remind students that we make the Present Perfect Simple with: subject + *have/has* + past participle (*I'**ve known** Rob for about ten years.*) and we make the Present Perfect Continuous with: subject + *have/has* + *been* + verb+*ing* (*We'**ve been living** here since 2005.*).
- Go through the SIMPLE OR CONTINUOUS? section of G7.2 SB p130 with the class.
- Also go through the TIPS! in this section of G7.2 SB p130 with the class or ask students to read them for homework.

- **c)** a) sentence 1 b) sentence 2 c) 1 How long has your company been building skyscrapers here? 2 How many new apartment blocks have you built this year?
- Use sentences 1 and 2 to highlight that we usually use the Present Perfect Continuous to talk about **how long** something has been happening and we usually use the Present Perfect Simple to talk about **how many** things have been completed.
- Remind students to use the Present Perfect Simple with *How long* for state verbs: *How long have you had your car?* not ~~*How long have you been having your car?*~~.
- Point out that we can also make questions with the Present Perfect Simple and *how much* (+ noun): *How much time have you spent on this project so far?*.

4 **a)** Students do the exercise on their own.

b) Students compare answers in pairs. Students should explain why they chose each verb form, referring to the meanings in **3** as appropriate.

Check answers with the class.

1 a) 've/have called (*describes a completed action that only happened once*) b) 've/have been calling (*describes an action that happened repeatedly*) 2 a) 's/has been writing (*describes how long something has been happening*) b) 's/has written (*describes how many things have been completed*) 3 a) 've/have cleared out (*emphasises that the action has been completed*) b) 've/have been clearing out (*emphasises the action the person has been doing*) 4 a) 've/have been cutting (*describes a repeated action and how long this action has been happening*) b) 've/have cut (*describes a short action that has been completed*) 5 a) 've/have read (*describes an action that has been completed*) b) 've/have been reading (*describes an action that started in the past and hasn't been completed yet*)

5 Put students into pairs, student A and student B. Student As turn to SB p106 and student Bs turn to SB p109.

a) Students do the exercise on their own. Remind students to use the continuous form if possible.

While they are working, monitor and check students' questions for accuracy.

Check the answers with the class if necessary.

Student A 2 How long have you been living (have you lived) in your house or flat? 3 How many phone calls have you made today? 4 How long have you been studying (have you studied) English? 5 How long have you known your oldest friend? 6 How much have you spent on food today?

Student B b) How long have you been living (have you lived) in this town or city? c) How many novels have you read in English? d) How long have you had your mobile? e) How long have you been coming to this class? f) How many times have you been/gone to the cinema this month?

EXTRA IDEA

- Before students work in pairs, model and drill the questions in **a)**, highlighting the sentence stress and the weak forms of *have* /əv/ and *been* /bɪn/, e.g. *How long have /əv/ you been /bɪn/ living in your house or flat?*.

b) Students do the exercise in pairs. Remind students to give natural short answers (*For two years. Three or four. Since 2004.*, etc.) and to ask follow-up questions if possible.

Ask students to tell the class one or two things they found out about their partner.

Vocabulary Business and trade

6 a) Focus students on the words in blue in the article. Students do the exercise on their own, then compare answers in pairs.

While they are working, draw a blank three-column table on the board with the headings *noun for a person*, *noun for a thing/an idea* and *adjective* as in V7.2 SB p128.

Check answers with the class by eliciting the words and their parts of speech, and writing them in the correct column on the board. Check the meaning of any new words with the class.

political (adjective); capitalist (adjective); economy (noun); developer (noun); investment (noun); industrial (adjective); producer (noun); manufactured (adjective); environmental (adjective); polluted (adjective)
In the article, *developer* refers to a person and *economy, investment* and *producer* refer to a thing.

b) Students do the exercise in pairs, then check in V7.2 SB p128.

Check the answers by eliciting the other words in each word family and writing them in the correct place in the table on the board (see the table in V7.2 SB p128).

Point out that we use *capitalism* to describe an economic system and *capital* to describe the money that we use to start a business or invest in something.

Notice the difference between *economic* and *economical*: *Government ministers met yesterday to discuss* ***economic*** *policy.* (= relating to the economy of a country). *This car is very* ***economical****.* (= saves you money).

Point out that *a developer* can refer to a person and a company. Also highlight that we use *industrial* for cities but *industrialised* for countries.

Teach students that *economise, develop, invest, produce, manufacture* and *pollute* are all regular verbs.

Model and drill the words in 'word family' groups. Highlight the different stress patterns in these word families: *politician, politics, political; economist, economy, economic, economical; industrialist, industry, industrial, industrialised; environmentalist, environment, environmental.* Point out that the stress doesn't change in the other word families.

EXTRA IDEAS

- Before drilling the new vocabulary, ask students to decide where the stress is on each word on the board. Elicit students' ideas and mark the correct stress on each word on the board.
- Ask students to close their eyes. Rub out six words from the table on the board. Ask students to open their eyes again. Students work in pairs and decide which words have been rubbed out. Check answers with the class. Repeat the procedure another two or three times.

7 a) Students do the exercise on their own. Check answers with the class.

1 industrial 2 economics 3 politics 4 polluted
5 capitalist 6 investment 7 products 8 environmental

b) Students do the exercise on their own.

c) Put students into groups. Students take turns to tell each other the sentences they have ticked. Ask students to share interesting answers with the class.

Get ready … Get it right!

8 Check students understand all the prompts and teach any new words/phrases if necessary. Students do the exercise on their own. Encourage students to use the Present Perfect Simple and Present Perfect Continuous in their sentences if possible, as in the examples.

9 a) Put students into groups. If you have a multilingual class, include students from different countries in each group if possible.

Students do the exercise in their groups. Students from the same country decide if they agree. Students from different countries find out how many of their sentences are the same. Encourage students to discuss any sentences or ideas that they find interesting.

b) Finally, ask students to tell the class two interesting things that their groups discussed.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 7B Foreign correspondent p154 (Instructions p123)

Ph **Vocabulary Plus** 7 Words from other languages p182 (Instructions p174)

7 Review Exercises 3 and 4 SB p61

CD-ROM Lesson 7B

Workbook Lesson 7B p36

7C Life in cyberspace

Vocabulary the Internet; word building (2): prefixes
Skills Reading: Our digital world; Listening: Using the Internet
Help with Listening recognising redundancy
Review business and trade

QUICK REVIEW ●●●
This activity reviews vocabulary connected to business and trade. Students do the activity in pairs. If students are having difficulty remembering the word families, they can check in V7.2 SB p128. Ask students to share some of their sentences with the class.

Reading and Vocabulary

1 a) Focus students on the lesson title and check students understand *cyberspace* /'saɪbəspeɪs/ (the Internet viewed as an imaginary place where people can meet each other, find out information, play games, etc.): *I spend a lot of my time in cyberspace. We first met in cyberspace.*

Students tick the words/phrases they know, then check new words/phrases in V7.3 SB p128.

Check the meanings of any new words/phrases with the class. Point out that *forums* can also be called *discussion groups, web forums, message boards* or *discussion boards*. Highlight that *a blog* is short for *a weblog* and that a person who writes a blog is called *a blogger*. Also check students understand that *RPG* stands for *role-play game*.

Note that we can say *wireless* or *Wi-Fi* to mean an Internet connection that uses radio waves, rather than leads or cables: *Have you got wireless at home yet? All of our hotels have Wi-Fi.* Point out that *Wi-Fi* is also spelt *wi-fi* or *wifi*.

Model and drill the words/phrases, highlighting the pronunciation of *encyclopaedia* /ɪnˌsaɪklə'piːdiə/, *agency* /'eɪdʒənsi/, *anti-virus* /ˌæntɪ'vaɪrəs/ and *Wi-Fi* /'waɪfaɪ/. Note that only the main stress in words/phrases is shown in vocabulary boxes and the Language Summaries.

b) Check students remember *download*. Students do the activity in pairs.

Ask students to share their answers with the class. Don't go into too much detail about students' Internet habits at this stage, as students discuss this in more detail in **7**.

2 a) Pre-teach *a handful* (a small number), *a vice president*, *claim* (say something is true, even though you can't prove it and other people might not believe it), *crash* (when a computer or computer system stops working completely) and *influential*.

Students do the exercise on their own. You can set a time limit of two minutes to encourage students to read quickly for gist. Check answers with the class.

a)4 b)2 c)1 d)5 e)3

b) Students do the exercise on their own.

c) Students compare answers in pairs. Check answers with the class.

In **the 1980s** the Internet was only used by a handful of people. Ex-vice president of the USA, **Al Gore**, famously claimed that he had invented the Internet. **ARPANET** is the old name for the Internet. **Charles Kline** was the first person to try and connect to another computer via the Internet. Email first appeared in **1972**. **The World Wide Web** was invented by British scientist Tim Berners-Lee in 1989 and is the system which allows us to move from one website to another. The public were finally allowed access to the Internet in **1990**. News reporting is no longer only in the hands of multinational media companies, as independent **news blogs** become more popular and influential.

Help with Vocabulary Word building (2): prefixes

3 a) Students do the exercise on their own, then compare answers in pairs.

While students are working, draw the table from **3a)** on the board ready for checking. Check answers with the class.

- **a)** Focus students on the table on the board. Elicit the meanings and examples for each prefix and write them in the correct place in the table (see the table in V7.4 SB p129).
- Point out that we always use hyphens with *pro-, anti-, ex-, self-* and *non-*. With the other prefixes, it depends on the word. Note that words beginning with *multi-* are often spelt with or without hyphens (*multimillionaire, multi-millionaire*, etc.).

b)–c) Students do **3b)** in pairs, then check their answers in V7.4 SB p129. Check answers with the class.

- **b)** Elicit answers from the class and write them in the third column of the table on the board (see the table in V7.4 SB p129).
- Alternatively, check answers by focusing students on the table in V7.4 SB p129 and going through the prefixes in turn.
- Remind students that prefixes are not normally stressed.

4 Put students into new pairs, student A and student B. Student As turn to SB p105 and student Bs turn to SB p108.

a) Students do the exercise on their own.

Check answers with the class. Only check the prefixes, so that the students in the other group don't hear the questions they are about to be asked.

Student A 1 anti-social 2 self-discipline 3 postgraduate 4 pro-/anti-hunting 5 ex-/non-smokers 6 under/overrated 7 multimillionaire 8 misbehave

Student B a) multicultural b) ex-presidents c) redecorating d) under/overcharged e) misunderstand f) under/overpaid g) multinational h) non-stop

b) Students do the exercise in their pairs.

Ask students to tell the class one or two interesting things they found out about their partners.

Listening

5 **a)** Focus students on pictures A–D and ask them what the people are doing in each one.

A Someone is talking to friends or family via a webcam. B Someone is downloading some MP3 files onto their digital audio player. C Someone is playing a multiplayer RPG. D Someone is buying some books online.

b) Tell students that they are going to listen to four people discussing how they use the Internet.

R7.2 Play the recording (SB p151). Students listen and put pictures A–D in the order the people talk about them. Check answers with the class.

1D 2B 3C 4A

c) Give students time to read questions 1–6, then play the recording again. Students listen and answer the questions. Students compare answers in pairs. Check answers with the class.

1 There were over 300 emails in his inbox. 2 It's so easy and it doesn't feel like you're spending money at all. 3 No, he doesn't. 4 Because he's never found the time to work out how to do it and he's too busy playing a role-play game. 5 About half a million. 6 Because a lot of her family live in the States.

Help with Listening Recognising redundancy

- This Help with Listening section helps students to recognise which words and phrases they can ignore when listening to natural spoken English.

6 **a)** Focus students on the introductory bullet point. Remind students that we often use fillers and false starts to give us 'thinking time' when we are deciding what to say next. Also establish that fillers such as *um, you know*, etc. have no meaning.

Students do the exercise on their own, then compare answers in pairs. Check answers with the class.

1 **filler** like 2 **fillers** um, er, you know; **false start** I generally 3 **fillers** You see, sort of; **false start** it's … 4 **fillers** kind of, er; **false start** Most of …

b) R7.2 Ask students to turn to R7.2, SB p151. Play the first half of the conversation. Students listen and notice the underlined fillers and false starts. Play the second half of the conversation. Students listen and underline all the fillers and false starts.

Students compare answers in pairs. Check answers with the class.

OLIVIA That's because you're usually too busy, um, playing that role-play game of yours. Honestly, every time I … I often come home and find that he's been sitting in the study for hours, you know, fighting some evil monster or something.

IAN That's only when your mother comes to stay.

O Ha ha, very funny.

CLIVE They're, er, they're very addictive though, those role-play games, aren't they?

I Yeah, and incredibly popular too. Any number of people can play. Some of them have like about half a million people playing at the same time.

MOLLY Really? Wow!

WAITER Excuse me, are you ready to order?

M Oh, er, no, sorry, we've been chatting. Can we have, um, can you give us a few more minutes?

W Of course.

O Well, the thing I love most about the Internet is our webcam.

M Really? Do you, um, do you use it much?

O Yeah, I do, actually. Most of … a lot of my family live in the States, and we kind of, er, use the webcam to keep in touch – you know, for birthdays and, er, that kind of thing.

M Um, that sounds fun.

O Yes, it's wonderful.

C Right, let's order. Is there, er, anything you'd recommend?

7 **a)** Tell the class that they are going to write a survey to find out more about their class's Internet habits. Put students into pairs. Students work with their partner and write at least four questions. Students should include three possible answers for each question, as in the example. Remind students that they can use the vocabulary in **1a)**.

b) Students work on their own and move around the room interviewing four other students, or interview four students sitting near them. Each student should make brief notes on their interviewees' answers.

c) Students work with their partner from **7a)** and compare notes. Finally, ask each pair to tell the class about the results of their survey.

EXTRA IDEA

- For homework, students write a paragraph about the results of their Internet surveys. In the next class these can be displayed around the room for other students to read.

EXTRA PRACTICE AND HOMEWORK

Class Activity 7C Wordbuilding squares p155 (Instructions p123)
Study Skills 3 Silent letters p192 (Instructions p189)
7 Review Exercise 5 SB p61
CD-ROM Lesson 7C
Workbook Lesson 7C p38

7D You're breaking up

Vocabulary on the phone
Real World problems on the phone
Help with Fluency sentence stress and weak forms (2)
Review prefixes

QUICK REVIEW ●●●
This activity reviews prefixes. Students do the first part of the activity on their own. Put students into pairs. Students swap lists and complete the activity in their pairs. Ask students to tell the class one or two of their sentences.

EXTRA IDEA

- If your class are finding the recording difficult, ask them to look at R7.3, SB p151. Play the recording again. Students listen, read and check their answers.

1 a) Students do the exercise on their own, then check new words/phrases in V7.5 SB p129. Tell students not to answer the questions at this stage.
Check the meaning of new words/phrases with the class. Point out that we can often say *reception* or *signal*: *What's the reception/signal like where you live? I can't get any reception/a signal.* Note that *reception* is an uncountable noun. Highlight that we can say *an answerphone* or *an answering machine*. Teach students that we can also *hang up on somebody*: *I was explaining the problem when the sales assistant hung up on me!*.

b) Students do the exercise in pairs. Ask students to tell the class one thing they have found out about their partners.

2 a) Students discuss the questions in groups. Ask students to share interesting or surprising answers with the class.

b) Focus students on the photos. Tell students that they are going to hear three conversations.
R7.3 Play the recording (SB p151). Students listen, match the conversations to the photos and find out what each person is doing next Tuesday. Check answers with the class.

1C 2A 3B Next Tuesday Tony is going to be in a meeting with Harry, Greg is flying to London from Australia and Jenny is going to pick Greg up from the airport.

c) Students read questions 1–7. Then play the recording again. Students listen and answer the questions. Students compare answers in pairs. Check answers with the class.

1 Sydney, in Australia. 2 Tony offers to pick Greg up at the airport. 3 3.20 p.m. 4 Because they're having a big planning meeting next Tuesday afternoon and Harry would like Tony to be there. 5 In Meeting Room B at 2.30. 6 To ask her if she can pick Greg up from Heathrow airport. 7 He suggests having some people round that evening for dinner.

Real World Problems on the phone

3 a)–c) Students do the exercise on their own or in pairs, then check their answers in RW7.1 SB p130. Check answers with the class.

- **a)** 2 breaking up 3 catch 4 credit 5 line 6 speak up 7 reception 8 any 9 losing 10 cut off 11 run out
- Point out that *break up* means 'lose part of the signal' and *speak up* means 'speak louder'.
- Also highlight that we can say *The reception isn't very good here.* or *The signal isn't very good here.* and *I think my battery's about to run out.* or *I think my battery's running out.*
- Check the meaning of any other new words/phrases with the class.
- **b)** 1 Shall I call you back on your landline?
  2 Would you like me to phone you back?
  3 Do you want me to give you a ring later?

4 a) Students do the exercise in pairs using language from **3a)** and **3b)**.

b) R7.4 Play the recording (SB p152). Students listen and check their answers. Check answers with the class.

1
A Why don't we meet outside the cinema at seven?
B Sorry, I **didn't** get any **of** that. It's a **bad** line.
A I said let's meet outside the cinema at seven.
B I keep **losing** you. **Shall** I call you **back** on **your** landline?

A Yes, if you don't mind. I think **my** battery**'s about to** run out.

2

A The meeting's at three thirty in Room F.
B Sorry, I **didn't** catch all **of** that. You**'re breaking** up **a** bit.
A I said, the meeting's at three thirty in Room F.
B OK … Oh dear, I**'m just** about **to** run out **of** credit.
A **Would** you like me **to** phone **you** back?
B That'd be great, thanks.

Help with Fluency Sentence stress and weak forms (2)

5 a) R7.4 Students turn to R7.4, SB p152. Play the recording again. Students listen, read and notice the sentence stress and weak forms.

b) P Put students into pairs. Students practise the conversations in R7.4, SB p152 until they can remember them. Remind students to copy the sentence stress and weak forms as shown in the Student's Book.

When students are ready, they close their books and have the conversations again. Again encourage them to use natural sentence stress and weak forms.

Ask one or two pairs to role-play the conversations for the class.

6 a) Students do the activity in new pairs. Make sure that students make notes, but don't write the whole conversation.

b) Students practise the conversation with their partners until they can remember it.

c) Reorganise the class so that students are working in groups of four with another pair. Each pair takes turns to role-play their conversations. Students decide which phone problems they heard in the other pair's conversation.

Finally, ask one or two pairs to role-play their conversations for the class.

Ask students to turn to SB p103 and look at *We Are the Champions*. This song was written and recorded by the British rock group Queen in 1977.

1 Check students understand *a (world) champion* and *a championship*. Students discuss the questions in groups. Ask students to share interesting answers with the class.

2 a) R7.5 Play the recording. Students listen and fill in the gaps. Play the recording again if necessary.

b) Students compare answers in pairs. Play the recording again to check students' answers.

2 time 3 sentence 4 crime 5 mistakes 6 few
7 face 8 friend 9 fighting 10 end 11 time
12 losers 13 world 14 taken 15 fame 16 thank
17 roses 18 cruise 19 whole

3 a) Students do the exercise on their own, then check answers in pairs. Check answers with the class.

I've paid; I've done; I've made; I've had; I've come; I've taken; You've brought; it's been

b) Students do the exercise on their own.

c) Students compare answers in pairs. Check answers with the class. Point out that *sand* is an uncountable noun and that *kick*, *bow* and *challenge* can be nouns and verbs. Also highlight that we always use *the* with *human race*. Model and drill the words, highlighting the pronunciation of *bow* /baʊ/.

2 sand 3 kick 4 bow 5 challenge 6 the human race

EXTRA PRACTICE AND HOMEWORK

7 Review SB p61
CD-ROM Lesson 7D
Workbook Lesson 7D p39
Workbook Reading and Writing Portfolio 7 p76
Progress Test 7 p212

7 Review

See p29 for ideas on how to use this section.

2 1 go 2 is; 've read 3 's working; 's thinking 4 's being; 's 5 has; 's having

3a) 1 've been studying ('ve studied) 2 've known 3 've had 4 've (never) been 5 's won 6 've been going 7 've become 8 've been working ('ve worked) 9 've been looking ('ve looked)

4 political (politician/politics); economy (economist/economic/economical); polluted (polluter/pollution); capitalist (capitalism/capital); environment (environmentalist/environmental); product (producer/production/productive); investment (investor/invested); industrial (industrialist/industry/industrialised)

5 1 cultural 2 decorate 3 smoker 4 hunting 5 valued 6 understand 7 stop 8 qualified

Progress Portfolio

See p29 for ideas on how to use this section.

8 Making ends meet

Student's Book p62–p69

8A I'm broke

Vocabulary dealing with money
Grammar wishes (1); *I hope ...* ; *It's time ...*
Review Present Perfect Simple and Present Perfect Continuous

QUICK REVIEW ●●●
This activity reviews the Present Perfect Simple and Present Perfect Continuous. Students do the activity in pairs. With a lower-level class, you can ask students to prepare the questions on their own first before they work in pairs. Ask students to share interesting answers with the class.

Vocabulary Dealing with money

1 a) Focus students on the example. Students work on their own and do as much of the exercise as they can before checking new words/phrases in V8.1 SB p131. Check answers with the class.

Check the meaning of any new words/phrases with the whole class.

Teach students that in informal English we often say *in the red* to mean overdrawn and *in the black* to mean *in credit*: *Oh no! I'm in the red again!*.

Point out that *debt* can be a countable or an uncountable noun, and that we can also say *be in debt*: *Mark's terrible with money – he's always in debt.*

Also establish that we often use *interest* to talk about the amount of money we have to pay when we borrow money, or that we earn from a bank account: *I have to pay a lot of interest on this loan.*

Point out that in more formal situations we often use *withdraw money* (= take money out of your account) and *deposit money* (= put money into your account): *I'd like to withdraw £100 and I'd also like to deposit this cheque.*

You can also teach students that the piece of paper that tells you how much money you have in your bank account is called *a bank statement* and the amount of money you have in a bank account at any point of time is called *a (bank) balance.*

Model and drill the words/phrases, highlighting the pronunciation of *overdrawn* /ˌəʊvəˈdrɔːn/, *debt* /det/ and *loan* /ləʊn/.

Note that only the main stress in words/phrases is shown in vocabulary boxes and the Language Summaries.

be in credit ≠ be overdrawn; get into debt ≠ get out of debt; buy/get something on credit ≠ pay cash for something; get a loan ≠ repay a loan; have a good credit rating ≠ have a bad credit rating; get a high interest rate ≠ get a low interest rate; have a current account ≠ have a savings account; be well off ≠ be short (of money); take/get money out of an account ≠ put money into an account

b) Give students one minute to memorise the opposites in **1a)**.

Put students into pairs, student A and student B. Ask student As to close their books. Student Bs say a phrase and student Bs say the opposite.

After a couple of minutes, ask students to change roles.

EXTRA IDEA

- Students work on their own and choose five phrases from **1a)** that are connected to their life in some way. Put students into groups. Students take turns to tell each other why they have chosen these phrases. Note that money can be a sensitive subject, so only do this activity if you feel your students know each other well.

Listening and Grammar

2 a) Check students remember *advantage* /ədˈvɑːntɪdʒ/ and *disadvantage* /dɪsədˈvɑːntɪdʒ/. Drill these words with the class.

Students do the exercise in pairs. Ask students to share their ideas with the class.

b) Focus students on the photo of Eddy and his mother. Ask students to speculate on what they might be talking about.

R8.1 Give students time to read sentences 1–7, then play the recording (SB p152). Students listen and choose the correct answers.

Students compare answers in pairs. Check answers with the class.

1 some money 2 a job 3 an actor 4 often gets
5 a phone call 6 as a character in an advert 7 a lift

3 a) Check students remember *take care of something*. Students do the exercise in pairs.

b) R8.1 Play the recording again. Students listen, check their answers to **3a)** and put the sentences in the order they hear them. Check answers with the class.

1g) Eddy's mother 2c) Eddy 3b) Eddy's mother
4e) Eddy 5d) Eddy's mother 6h) Eddy's mother
7a) Eddy's mother 8f) Eddy

Help with Grammar Wishes (1); *I hope ...*; *It's time ...*

4 a)–e) Students do the exercises on their own or in pairs, then check their answers in G8.1 SB p132. Check answers with the class.

- **a)** 1 b) (imaginary situations in the present) 2 a) *knew* (Past Simple) b) *weren't chasing* (Past Continuous) c) *could* + infinitive d) *would* + infinitive
- Point out that we often use *I wish ...* to talk about the opposite to what is true or real: *I wish I had my own car.* (I don't have my own car, but I'd like to).
- Highlight that we use *wish* + Past Simple to make wishes about states (sentence a) in **3a)**).
- We use *wish* + Past Continuous to make wishes about actions in progress (sentence b)).
- We use *wish* + *could* + infinitive to make wishes about abilities or possibilities (sentence c)).
- **b)** 1 Take more care of his things. 2 No, she doesn't. 3 Yes, she is.
- Use sentence d) to highlight that we use *wish* + *would* + infinitive to make wishes about things other people, organisations, etc. do that we would like to change. This is often used to show annoyance or impatience about things that are outside our control.
- Point out that we can't use *wish* + *would* + infinitive to talk about ourselves: *I wish I had a job.* not ~~*I wish I would have a job*~~.
- Go through the **TIPS!** in the **WISHES IN THE PRESENT** section in G8.1 SB p132 with the class and check students understand them.
- **c)** In sentence 1, the speaker thinks she might call. This is a real possibility. In sentence 2, the speaker doesn't think she will call. This is an imaginary situation.
- Use sentence 1 to highlight that we use *I hope ...* to talk about things that we think might happen in the future: *I hope you get something soon.*
- Point out that *I hope ...* is followed by a clause (subject + verb + ...): *I hope they enjoy themselves.*
- **d)** We often use *It's (about) time* + subject + Past Simple to say that we are annoyed or frustrated that something hasn't happened yet (sentence f)). We use *about* to add emphasis (sentence g)).
- We use *It's time* + infinitive with *to* to say that something should happen now (sentence h)).
- Go through the **TIPS!** in the ***I HOPE ...*** and ***IT'S TIME ...*** sections in G8.1 SB p132 with the class and check students understand them.

5 a) Students do the exercise on their own, then compare answers in pairs. Check answers with the class.

2 'd/would stop 3 bought 4 didn't have to 5 would tell 6 found 7 could 8 wasn't/weren't raining

b) Students do the exercise on their own.

c) Students compare answers in pairs and decide who said each pair of sentences, Eddy or his mother.

Check answers with the class. Use sentences a), d) and h) in **5b)** to highlight that we often use second conditionals to give reasons for wishes.

1g) Eddy's mother 2f) Eddy 3h) Eddy
4c) Eddy's mother 5b) Eddy 6a) Eddy
7d) Eddy's mother 8e) Eddy's mother

6 a) Students do the exercise on their own.

While students are working, monitor and check their sentences for accuracy.

EXTRA IDEA

- Write these prompts on the board: *work, studies, money, lifestyle, languages, relationships, abilities, where you live, home life, health, free time, holidays.* Students can use these ideas or their own when writing their wishes.

b) Put students into pairs. Students take turns to tell each other their wishes.

Encourage students to give reasons for their wishes, as in the example, and to ask follow-up questions.

Ask students to tell the class one or two of their partner's wishes.

Get ready ... Get it right!

7 Check students understand all the prompts.

Students work on their own and think of five things that annoy them. Students should make notes, not write complete sentences.

8 a) Students do the activity in groups.

Remind students to use *wish* + *would* + infinitive and *It's (about) time* + subject + ... where possible. Also encourage students to give reasons for their ideas.

While students are working, monitor and correct any mistakes you hear.

b) Students tell the class about things that annoy everybody in their group.

Finally, ask the class to decide what the three most annoying things are.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 8A Life isn't perfect p156 (Instructions p123)
8 Review Exercises 1, 2 and 3 SB p69
CD-ROM Lesson 8A
Workbook Lesson 8A p40

8B Every little helps

Vocabulary phrasal verbs (2): money
Grammar wishes (2); *should have*
Help with Listening wishes
Review wishes (1); *I hope ...* ; *It's time ...*

QUICK REVIEW ●●●
This activity reviews wishes in the present, *I hope ...* and *It's time ...* . Students do the first part of the activity on their own. Put students into pairs. Students complete the activity with their partner. Ask a few pairs to share interesting sentences with the class.

Vocabulary Phrasal verbs (2): money

1 a) Focus students on the example and point out that *the account* doesn't go with the phrasal verb *pay back*.

Students do the exercise on their own, then check any new words/phrases in V8.2 SB p131. Students compare answers in pairs. Check answers with the class.

Check the meaning of any new words/phrases with the whole class.

Point out that you can *pay somebody back* or *pay something back*.

Also highlight that you *come into* some money or property when a relative dies and leaves it to you in his/her will.

Establish that *rip somebody off* is an informal verb and the noun is *a rip-off*: *£5 for a cup of tea? What a rip-off!*.

Point out that *go down* is a TYPE 1 phrasal verb; *come to* and *come into* are TYPE 2 phrasal verbs; *pay back, pay off, take out, put down, take off* and *rip off* are TYPE 3 phrasal verbs for these meanings.

Save up (for sth) is either a TYPE 1 phrasal verb (*save up*) or a TYPE 4 phrasal verb (*save up for something*). For more information about the different types of phrasal verbs, see p45.

2 money 3 bank account 4 The banks 5 bank account 6 a debt 7 a credit card 8 100% 9 debt 10 price

b) Students work in pairs and take turns to test each other on the collocations in **1a)**, as shown in the speech bubbles.

EXTRA IDEAS

- Students work in pairs and take turns to say a noun from **1a)**. Their partner says which phrasal verb(s) can go with each noun.
- Students write six sentences about their life, using the phrasal verbs and other words/phrases from **1a)**. Three should be true and three should be false. Students work in pairs, swap sentences and guess which of their partner's sentences are false.

Reading and Grammar

2 a) Students do the exercise in pairs. Ask students to share their ideas with the class. Students can decide which is the best (or worst!) money-making idea.

b) Focus students on the article and the cartoons. Students read the article and decide which is the best way to earn some extra money and which is the worst.

Elicit students' ideas and ask them to give reasons if possible. Find out which money-making scheme they think is the best and which they think is the worst.

3 a) Students do the exercise on their own.

b) Students compare answers in pairs, then check on SB p159. Check answers with the class.

Ask students if they would like to do any of the things in the article, giving reasons for their answers. You can also ask students to tell the class about any other interesting or unusual jobs they have done to make some extra money.

Pose as live model The usual rate is £7–£10 an hour.

Invigilate exams Between £8 and £18 an hour.

Join a focus group Between £30 and £100 a session.

Take part in psychological research Between £10 and £60 a session.

Be a mystery shopper £8–£10 a visit, but could be as high as £100 a day.

Let companies advertise on your car Between £70 and £220 a month.

4 Students work on their own and match the speech bubbles to the people in the cartoons. Check answers with the class.

A Josh B Zoë C Jill D Frank E Lois F Larry

Help with Grammar Wishes (2); *should have*

5 a)–d) Students do the exercises on their own or in pairs, then check their answers in G8.2 SB p132. Check answers with the class.

- **a)** They are talking about the past.
- **b)** 1 The ad on Josh's car was very big. He didn't like it. 2 Zoë didn't eat before she went in. She regrets that.
- **c)** 1 Past Perfect Simple 2 past participle
- Use speech bubbles A, C and D to highlight that we use *wish* + Past Perfect Simple to make wishes about the past. These wishes are used to express regret and are often the opposite of what really happened.

- Use speech bubbles B, E and F to highlight that we also use *should/shouldn't have* + past participle to talk about regrets in the past.
- Point out that we can also use the third conditional for regrets: *If I'd known about this before, I'd have done it years ago.*
- Highlight that we can also use *I wish …* or *If only …* to make wishes about the past: *I wish I'd been there.* = *If only I'd been there.*
- Establish that we can also make sentences in the past with *wish* with *you/he/she/we/they*: *They wish they hadn't moved house.*

Help with Listening Wishes

- This Help with Listening section helps students to hear the difference between different types of wishes in the present and the past.

6 **a)** Focus students on the sentences in 1. Ask students which sentence talks about the past (the second sentence) and what *'d* is short for in the second sentence (*had*, as it's followed by the past participle).

Focus students on the sentences in 2. Ask students whether both sentences talk about the present or the past (the present) and what *'d* is short for in the second sentence (*would*, as it's followed by the infinitive).

R8.2 Play the recording. Students listen and notice the difference between the verb forms in each pair of sentences.

Play the recording again if necessary, highlighting the contraction *'d* in the second sentence in each pair.

b) R8.3 Play the recording (SB p152). Students listen and write the six sentences. Point out that they will hear each sentence twice before they begin.

Students compare sentences in pairs.

Check answers by eliciting each sentence and writing it on the board. Highlight the verb forms in each sentence and ask students which sentences express wishes in the past (2 and 5).

1 I wish she lived a bit nearer.
2 I wish he'd bought chocolate instead.
3 I wish she'd visit more often.
4 I wish he worked for us.
5 I wish I'd had enough time to finish.
6 I wish I earned a bit more money.

7 R8.4 P Play the recording. Students listen and practise. Check students copy the sentence stress correctly.

8 **a)** Check students remember *insist on something* and *jewellery* /ˈdʒuːəlri/.

Students do the exercise on their own.

b) Students compare answers in pairs and guess which person in the cartoon said each sentence. Check answers with the class.

1 I wish I **hadn't agreed** to do the memory tests. I was useless. (Jill) 2 I wish **they'd/they had** asked me to discuss the new car advert instead. (Frank) 3 I shouldn't have **allowed** them to paint it yellow. It looked awful. (Josh) 4 I should **have** insisted on a break after an hour so I could move around. (Larry) 5 I loved the jewellery I bought. I wish I hadn't **had** to give it back. (Lois) 6 I got so bored sitting there for hours. They should **have** allowed me to read a book. (Zoë)

9 Students do the exercise on their own, then compare answers in pairs. Check answers with the class.

2 I wish you'd/you had told me that your brother was on TV last night. 3 If only I hadn't eaten too much at lunch. 4 I shouldn't have stayed out so/too late last night. 5 My sister should have paid me back the money she owed me. 6 I wish the interest rate had gone down last month. 7 You should have told me you needed a lift this morning.

Get ready … Get it right!

10 Students do the exercise on their own.

When students have written five things that they regret, they must decide how to express their regrets using *I wish/If only* + Past Perfect Simple, *should(n't) have* or the third conditional. With a lower-level class, you can ask students to write sentences expressing their regrets at this stage.

11 **a)** Students work in pairs and take turns to tell each other about the things they regret. Encourage students to ask follow-up questions if possible, as in the speech bubbles. Also tell students to find out what their partner regrets most.

b) Finally, students tell the class about the thing that their partners regret the most, giving reasons if possible.

EXTRA IDEA

- Ask students to write a paragraph about their regrets for homework.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 8B Money snakes and ladders p158 (Instructions p124)
8 Review Exercises 4 and 5 SB p69
CD-ROM Lesson 8B
Workbook Lesson 8B p41

8C A bit extra

QUICK REVIEW ●●●
This activity reviews phrases and phrasal verbs connected to money. Students do the first part of the activity on their own. Put students into pairs to do the second part of the activity. Ask students to share correct sentences with the class.

Vocabulary synonyms
Skills Reading: International tipping etiquette; Listening: UK and US tipping habits
Help with Listening British and American accents
Review dealing with money; phrasal verbs (2): money

Reading and Vocabulary

1 Check students remember *tip* and point out that this is a verb and a noun.

Students discuss the questions in groups. If you have a multilingual class, include students from different countries in each group if possible. Ask students to share their ideas with the class and find out how much they agree or disagree with each other.

2 a) Check students understand *a tipping custom*, *a hotel porter* [US = *a bellhop*], *a service charge* and *etiquette* /'etɪket/ (accepted rules of behaviour in certain social situations).

Ask students to cover the article. Students do the exercise on their own. Students can compare answers in pairs. Don't tell students the answers at this stage.

b) Students read the article and check their answers to **2a)**. Check answers with the class.

1 quite different 2 often disagree 3 don't give 4 receive 5 sometimes 6 most countries

c) Students do the exercise on their own.

d) Students compare answers in groups. Include students from different countries in each group if possible. Ask students to share interesting answers or disagreements with the class.

Help with Vocabulary Synonyms

3 a) Remind students that we often use synonyms (words that mean the same, or almost the same) to avoid repeating words or phrases when we are speaking or writing.

Check students know the meanings of all the words/phrases in pink in the article.

b) Focus students on the words/phrases in blue in the article. Students work on their own and match them to their synonyms in pink in the table. Remind students to write the infinitive forms of the verbs.

While students are working, draw the table from **3b)** on the board ready for checking. Check answers with the class.

Model and drill *precise* /prɪ'saɪs/, *obligatory* /ə'blɪgətəri/ and *pursue* /pə'sju:/. Point out that the stress on *offended* is on the second syllable, not the first.

exact → precise; problem → dilemma; appropriate → acceptable; compulsory → obligatory; certainly → definitely; insulted → offended; chase → pursue; discover → find out; simply → just

c)–d) Students do the activity on their own or in pairs, then check their answers in V8.3 SB p131. Check answers with the class. Check the meaning of any new synonyms.

Model and drill *especially* /ɪ'speʃəli/, *customary* /'kʌstəməri/ and *vary* /'veəri/.

Point out that many synonyms in English have small differences in meaning or use, e.g. *customary* is more formal than *normal*. Encourage students to use synonyms when they are speaking and writing where possible.

b) particularly c) generally d) customary e) odd f) observe g) additional h) vary i) complicated j) such as

4 Give students a minute or two to memorise the synonyms in **3b)** and **3c)**.

Put students into pairs, student A and student B. Ask student As to close their books. Student Bs say a word/phrase and student As say the appropriate synonym. After a couple of minutes ask students to change roles.

Listening

5 a) Discuss the question with the class and elicit students' ideas. Don't tell them if they are correct at this stage.

b) Focus students on the photo. Tell the class that they are going to listen to Graham, an Englishman, and Ruth, an American, having a conversation at the end of their meal.

R8.5 Give students time to read questions 1–4, then play the recording (SB p152). Students listen and answer the questions. Check answers with the class.

1 The USA. 2 Because they get much bigger tips if they introduce themselves. 3 bartenders/bar staff; taxi drivers; bellhops/hotel porters; people who provide room service 4 The USA.

c) Put students into pairs, student A and student B. Play the recording again. Student As listen and make notes about tipping in the UK, while student Bs make notes about tipping in the USA.

d) Students do the exercise in their pairs.

Check the tipping customs in the UK and the USA with the class.

The UK Restaurants: about 10% (half the average tip in the USA). Bar staff: British people never tip bar staff, but they might offer them a drink. Taxi drivers: some people tell taxi drivers to keep the change, while others give 10%. Hotel porters: a pound or two. Room service: a couple of pounds.

The USA Restaurants: 20% (maybe more if the waiters/waitresses introduce themselves); 15% is the absolute minimum. Bartenders: a couple of dollars a drink or if you pay at the end of the evening for everything, 15% or 20% of the total. Taxi drivers: 15 to 20% and never less than a couple of dollars. Bellhops: a dollar a bag and two dollars for every journey he makes to your room. Room service: a couple of dollars.

Help with Listening British and American accents

- This Help with Listening section helps students to hear the difference between British and American accents.

6 a) Tell students they are going to hear five sentences said twice, once by a British person and once by an American person.

R8.6 Play the recording (SB p153). Students listen and decide which they hear first, a British accent or an American accent. Play the recording again, pausing after each pair of sentences to check students' answers. Ask students which words in each sentence helped them decide.

1 UK 2 US 3 UK 4 US 5 US

b) Focus students on the letters in **bold** in groups of words 1–5 and point out that British and American people often say these letters differently.

Students work on their own or in pairs and decide how they think British and American people say groups of words 1–5.

c) R8.7 Play the recording. Students listen and check their ideas. Before they begin, point out that they will hear the British person first. Highlight that the letter 'r' is usually pronounced in American English (as in 1), whereas the letter 'r' isn't usually pronounced in British English (unless it is followed by a vowel sound). Also highlight that in American English, a 't' between two vowel sounds is pronounced more like a 'd' (as in 2).

Highlight that the vowel sounds in 3–5 are usually said differently in British English (UK) and American English (US):
3 *staff* UK /stɑːf/; US /stæf/
4 *dollar* UK /ˈdɒlə/; US /ˈdɑːlər/
5 UK *bought* /bɔːt/; US /bɒːt/.

If necessary, play the recording again to allow students to hear these differences.

d) R8.5 Ask students to look at R8.5, SB p152. Play the recording again.

Students listen and notice the difference between Graham's British accent and Ruth's American accent.

7 a) Check students remember *deserve*.

Students do the activity in pairs. Point out that students can include **any** groups of people in their list (e.g. bus drivers, dentists, cleaners, teachers, etc.), not just those who usually get tips. Remind students not to include waiters/waitresses and taxi drivers in their lists.

EXTRA IDEA

- Write these groups of people on the board: *hotel porters, hotel receptionists, bar staff, toilet attendants, cleaners, cloakroom attendants, bus drivers, tour guides, hairdressers, mechanics, plumbers, fast-food delivery people, street cleaners, flight attendants, teachers*. Students can choose from this list or their own ideas when doing **7a)**.

b) Put students into groups of four so that two pairs are working together.

Students compare lists and decide on the five groups of people from both lists who deserve tips the most.

c) Either put groups together so that students are working in groups of eight or do the final stage of this activity with the whole class.

Ask students to agree on a final list of five groups of people who deserve tips the most.

If students have done this stage of the activity in groups, elicit their final lists and write them on the board for other groups to comment on.

Finally, ask students to decide which group of people deserves tips the most.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 8C Bingo! p159 (Instructions p125)
Ph **Vocabulary Plus** 8 British and American English p183 (Instructions p174)
8 Review Exercise 6 SB p69
CD-ROM Lesson 8C
Workbook Lesson 8C p43

8D I didn't realise

Real World apologising
Help with Fluency linking (2)
Review synonyms

QUICK REVIEW ●●●
This activity reviews synonyms. Students do the first part of the activity on their own. Put students into pairs. Students complete the activity with their partner. Ask students to tell the class some of their pairs of synonyms.

1 a) Students do the exercise in pairs.

b) Students compare ideas in new pairs and find out which of the things on their lists they have had to apologise for recently.

Ask students to share their ideas with the class.

EXTRA IDEA

- Alternatively, elicit students' reasons for apologising from **1a)** and write them on the board. Students work on their own and decide which of these things they have done, or other people have done to them, in the last three months. Students then compare ideas in groups, explaining the situation that required each apology if appropriate.

2 Focus students on photos A–C. Ask students who the man is (Eddy) and what they remember about him from lesson 8A (he wanted to borrow money from his mother, he's an actor, he was waiting for his agent to call about a TV advert, etc.).

Students do the exercise in pairs.

Ask students to share their ideas with the class, but don't tell them if they are correct at this stage.

EXTRA IDEA

- Elicit students' ideas for **2** and write them on the board. When students do **3a)**, they also listen to see if their predictions for each picture are correct.

3 a) R8.8 Play the recording (SB p153). Students listen and do the exercise.

Check answers with the class.

1C
2B
3A
Eddy was surprised because he's playing the part of the cat in a cat food advert.

b) Give students time to read sentences 1–7 and check students understand *a script*.

Play the recording again. Students listen, tick the true sentences and correct the false ones.

Students check answers in pairs. Check answers with the class.

1T
2F Eddy **isn't** going to do the Norland Bank advert.
3F Eddy **doesn't know** how much he'll earn from the cat food advert.
4F Eddy's mother **never** really liked the vase that Eddy broke.
5T
6F Eddy **hadn't** met the actress before.
7T

Real World Apologising

4 a)–c) Students do the exercises on their own or in pairs, then check their answers in RW8.1 SB p132.

Check answers with the class.

- **a)** 2b) 3c) 4c) 5a) 6c) 7a) 8b) 9b) 10b) 11c) 12a) 13b) 14c) 15b) 16c)
- Point out the difference between *I didn't mean it.* (= I didn't mean something that I said) and *I didn't mean to.* (= I didn't mean to do something).
- Also use sentence 8 to highlight that we can use *should have* to be self-critical.
- **b)** After *I'm sorry (that) …* we use a clause.
- After *I'm sorry about …* we usually use a noun.
- After *I'm sorry for …* we usually use verb+*ing*.
- Point out that after *I'm sorry about …* we can also use *it, this, that* or *what happened: I'm really sorry about it/this/that/what happened.*

5 a) Students do the exercise on their own.

b) R8.9 Play the recording (SB p153). Students listen and check their answers.

Check answers with the class.

2 believe
3 about
4 mean
5 about
6 shouldn't
7 need
8 idea
9 for
10 worry
11 matter

Help with Fluency Linking (2)

6 a) R8.9 Students turn to R8.9, SB p153. Play the recording again. Students listen, read and notice the different types of linking.

Elicit examples of these types of linking from the conversations: consonant-vowel linking (e.g. *that_I*); linking /w/ sounds (e.g. *you_/w/_an*), linking /r/ sounds (e.g. *You're_/r/_under*) and linking /j/ sounds (e.g. *sorry_/j/_about*).

EXTRA IDEA

- R8.9 P Play the recording again, pausing after each sentence for students to repeat. Check students copy the linking correctly.

b) P Put students into pairs. Students practise the conversations in R8.9, SB p153 until they can remember them. Remind students to copy the different types of linking as shown in the Student's Book.

While they are working, monitor and help students with their pronunciation.

When students are ready, they close their books and have the conversations again. Again encourage them to use natural linking and rhythm.

Ask one or two pairs to role-play the conversations for the class.

c) Reorganise the class so that students are working in groups of four with another pair. Ask students to keep their books closed.

Students take turns to role-play two of the conversations.

Students decide which pair remembered the conversations best.

7 Put students into pairs. Ask all students to turn to SB p111.

a) Students work in pairs and choose situation 1 or 2. Students write a conversation between the people. Remind students to use language for apologising from RW8.1 SB p132 in their conversations.

EXTRA IDEA

- Tell half the pairs in the class to use situation 1 and the other half to use situation 2. Ensure that students swap papers in **b)** with a pair who wrote the other conversation.

b) Students swap papers with another pair. Students then read the other pair's conversation and correct any mistakes they find. If students have problems understanding the other pair's conversations, they can discuss them in groups of four. While students are working, monitor and help students with any problems.

c) Students work with their partner and practise the other pair's conversation until they can remember it.

d) Reorganise the class so that students are working in groups of four with the pair they swapped papers with in **b)**. Students take turns to role-play the conversation for the pair that wrote it. Students can decide which conversation they think is better.

Finally, ask students to role-play one or two conversations for the class.

EXTRA PRACTICE AND HOMEWORK

8 Review SB p69
CD-ROM Lesson 8D
Workbook Lesson 8D p44
Workbook Reading and Writing Portfolio 8 p78
Progress Test 8 p214

8 Review

See p29 for ideas on how to use this section.

1a) 1 take/get money out of an account 2 have a savings account 3 be short (of money) 4 get a low interest rate 5 repay/pay back a loan 6 get into debt 7 be in credit 8 have a good credit rating

2a) 1 knew 2 thought 3 get 4 could 5 bought 6 can 7 didn't have to

4a) 1 back 2 into 3 off 4 off/back 5 down 6 off 7 to 8 for 9 out 10 up/down

5 1 have phoned 2 had told 3 hadn't bought 4 have shouted 5 'd/had had 6 have lent

6a) 1 certainly 2 compulsory 3 figure out 4 generally 5 appropriate 6 just 7 find out 8 customary 9 precise 10 additional

Progress Portfolio

See p29 for ideas on how to use this section.

9 Out and about

Student's Book p70–p77

9A The Oscars

QUICK REVIEW ●●●

This activity reviews language for apologising. Students work on their own and write two things that people should apologise for. Put students into pairs and ask them to swap papers. Students complete the activity in their pairs.

Vocabulary the cinema
Grammar the passive
Review apologising

Vocabulary The cinema

1 a) Students do the exercise on their own, then check new words/phrases in V9.1 SB p133. Tell students not to answer the questions at this stage.

Check the meaning of any new words/phrases with the class.

Check students understand the difference between *a review* and *a critic*, which is a false friend in many languages.

Teach student that the noun from *subtitled* is *subtitles* (*Does this DVD have subtitles?*) and that we can say a film is *dubbed into* another language (*The film was dubbed into Chinese.*).

Also point out that we use *be set in* to refer to both the place and the period of time where a film takes place: *This film is set in New York in the 1930s.*

Highlight the difference between *a role* (the character an actor/actress plays in a film) and his/her *performance* (how well he/she plays the role).

Also check students remember *a plot* and *a character* from lesson 4B.

Model and drill the words/phrases, highlighting the pronunciation of *subtitled* /ˈsʌbˌtaɪtld/, *dubbed* /dʌbd/, *sequel* /ˈsiːkwəl/ and *scene* /siːn/. Highlight that the stress on *subtitled*, *subtitles* and *remake* is on the first syllable of each word, not the second, and that *dubbed* is one syllable, not two.

Note that only the main stress in words/phrases is shown in vocabulary boxes and the Language Summaries.

b) Students do the exercise in pairs. Ask students to tell the class one or two interesting or surprising things they found out about their partner.

Note that students have the opportunity to discuss a film they have seen recently at the end of lesson 9B, so don't spend too long discussing individual films at this stage.

EXTRA IDEA

- Students work in pairs, student A and student B. Student As close their books and student Bs look at V9.1 SB p133. Student As read out definitions of the words and student Bs have to say the word. After a few minutes, ask students to change roles.

Reading and Grammar

2 a) Check students know *an Academy Award* (= an Oscar). Pre-teach *ceremony* and *nominate* (*somebody for an award*).

Students discuss the questions in groups. Ask students to share interesting answers with the class.

b) Pre-teach *postponed, a screen, solid gold, televise* /ˈtelɪvaɪz/, *assassination* and *vanish*, and check students remember *a flood* /flʌd/.

Students do the exercise in pairs. Don't tell students the correct answers at this stage.

c) Focus students on the article on SB p71. Ask students what they know about the people in the photos.

Roberto Benigni is an Italian actor, writer and director. He won an Oscar in 1999 for Best Actor in a Leading Role in the comedy *La Vita è Bella* (*Life is Beautiful*), which also won an Oscar for Best Foreign Film. He was the first actor to win an Oscar for a non-English speaking role.

Rachel Weisz is a British actress who has starred in many successful films such as *Enemy at the Gates*, *The Mummy* and *The Mummy Returns*. She won an Oscar for Best Supporting Actress in 2006 for her role in the film *The Constant Gardener*.

Students read the article and check their answers to **2b)**. Check answers with the class.

1 March 2 before 3 sometimes 4 aren't 5 8 6 aren't

3 Students do the exercise on their own, then compare answers in pairs. Check answers with the class. Ask students what they thought was the most interesting or surprising piece of information in the article.

Over **40 million** people in the USA watch the ceremony on TV. The first Academy Awards ceremony to be televised was in **1953**. The ceremony had to be postponed in **1981** after the assassination attempt on President Reagan. In **1939** the *Los Angeles Times* printed the names of the winners before the ceremony. A few days before the ceremony in the year 2000, **55** Oscars mysteriously vanished while they were being driven from Chicago to Los Angeles. **52** of the Oscars that were stolen were found in some rubbish by a man called Willie Fulgear. Each Oscar weighs about **3** kilos and costs around **$400** to make.

Help with Grammar The passive

4 **a)–d)** Students do the exercises on their own or in pairs, then check their answers in G9.1 p134. Check answers with the class.

- **a)** We usually use the passive when we are more interested in what happens to somebody or something than in who or what does the action.
- We often use the passive when we don't know who or what does the action.
- To make the passive we use: subject + *be* + past participle.
- Remind students that in passive sentences we can use *'by* + the agent' to say who or what does the action. We only include the agent when it is important or unusual information: *52 of the Oscars were found in some rubbish* ***by a man called Willie Fulgear****.*
- **b)** 2 is being shown 3 was given 4 were being driven 5 has (never) been confirmed 6 had been nominated 7 are going to be awarded
- Point out that we don't use the Present Perfect Continuous and Past Perfect Continuous in the passive: ~~*He has/had been being arrested*~~.
- **c)** After certain verbs (e.g. *enjoy*) we use *being* + past participle: *Everyone* ***enjoys being told*** *they are good at what they do.*
- After certain verbs (e.g. *want*) we use *to be* + past participle: *Most of us* ***want to be rewarded*** *in some way.*
- After prepositions we use *being* + past participle: *Every actor* ***dreams of being nominated*** *for an Oscar.*
- After *the first/second/last* (+ noun) we use *to be* + past participle: ***The first*** *Academy Awards ceremony* ***to be televised*** *was in 1953.*
- After *have to* and *used to* we use *be* + past participle: *The ceremony* ***had to be postponed*** *in 1938 because of a flood. Newspapers* ***used to be given*** *the winners' names in advance.*
- After modal verbs we use *be* + past participle: *The names wouldn't* ***be published*** *until afterwards.*
- Point out that we can use all other modal verbs (*can, must, will, could, might,* etc.) in passive verb forms: *He can't be trusted. All bags must be checked in at reception.*

5 **a)** Ask students if they have every seen any Bollywood films and if so, what they thought of them.

Students do the exercise on their own. Remind students to read the text quickly for gist first before choosing the correct verb forms.

EXTRA IDEA

- Before doing **5a)**, elicit things that students would like to know about the Indian film industry and write them on the board. Students then read the text to find out which of their questions are answered. Check answers with the class.

b) R9.1 Play the recording. Students listen and check their answers. Check answers with the class.

Ask students what they thought was the most interesting piece of information in the text.

2 are watched 3 include
4 last 5 to be produced
6 were being made 7 produce
8 be seen 9 spends
10 is being forced
11 being transported 12 go

6 Go through the example with the class. Point out that the rewritten sentences must begin with the words in brackets and that students must use a passive verb form in each sentence.

Students do the exercise on their own, then compare answers in pairs. Check answers with the class.

2 The pills should be taken with food.
3 She doesn't like being told what to do.
4 I hope to be promoted next year.
5 He was the first to be invited.
6 She had to be taken to hospital.
7 The parcel will be delivered to me tomorrow.
8 The boss needs to be told immediately.

7 Put students into two groups, group A and group B. Students in group A turn to SB p106 and students in group B turn to SB p109. Check they are all looking at the correct exercise.

a) Put students into pairs with someone from the same group. Students work with their partner and write questions 1–6, as in the example. Remind students to use the correct passive verb form in each question.

While they are working, check their questions for accuracy.

Early finishers can check their questions with another pair in the same group.

If necessary, check answers with the class. Only check the verb forms, not the complete questions, so that students don't hear the questions they are about to be asked.

Student A

2 How many Oscars **have been refused** so far? 3 Which of these films **hasn't been awarded** an Oscar for best movie? 4 Approximately how many Oscars **are awarded** each year? 5 How many Oscars **have been awarded** since the Academy Awards began? 6 At what time of day in the USA **are** the nominations **announced**?

Student B

2 In which year **was** the first Oscar **awarded** for special effects? 3 How many Oscars **was** the film *Titanic* **nominated** for in 1997? 4 How many people **are told** the results before the ceremony? 5 Which country **has been awarded** the most Oscars for best foreign film? 6 In approximately how many countries can the Oscars **be seen** live on TV?

b) Reorganise the class so that a pair from group A is working with a pair from group B. Students take turns to ask and answer their questions, saying the three possible answers after each question. Point out that the correct answers are in **bold**.

c) Students work out which pair got most answers right. Finally, ask the class if any pair answered all six questions correctly.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 9A Passive dominoes p160 (Instructions p125)
9 Review Exercises 1 and 2 SB p77
CD-ROM Lesson 9A
Workbook Lesson 9A p45

9B What was it like?

Vocabulary entertainment adjectives
Grammar *as, like, such as, so, such*
Review the cinema

QUICK REVIEW ●●●
This activity reviews words/phrases connected to the cinema. Students do the first part of the activity on their own. Put students into pairs for the second part of the activity. Ask students to share a few of their example sentences with the class.

Vocabulary Entertainment adjectives

1a) Students do the exercise on their own, then check new words in V9.2 SB p133. Note that only new words are in the Language Summary.

Check the meaning of new words with the class.

Also check students understand the difference between *moving* and *fast-moving*.

Elicit these opposite adjectives from the class and write them on the board: *believable ≠ unbelievable*; *predictable ≠ unpredictable*; *fast-moving ≠ slow-moving*; *sentimental ≠ unsentimental*; *overrated ≠ underrated*; *realistic ≠ unrealistic*. Remind students that prefixes aren't usually stressed and point out that the other adjectives in **1a)** don't have direct opposites.

Remind students that we can say *absolutely hilarious*, but not ~~*very hilarious*~~.

Also teach students the phrases *easy to follow ≠ difficult to follow* (easy/difficult to understand the plot of a film, play, etc., either because it is too complicated or because it is hard to understand what the actors say): *The film was very difficult to follow because all the actors spoke so fast.*

Model and drill the words, highlighting the pronunciation of *far-fetched* /ˌfɑːˈfetʃt/, *scary* /ˈskeəri/, *weird* /wɪəd/ and *hilarious* /hɪˈleəriəs/. Also point out that *memorable* is three syllables, not four.

EXTRA IDEA

- Students work in pairs and decide if the words in **1a)** are positive or negative qualities of a film. Check students' ideas with the class. Note that some adjectives, such as *sentimental*, *scary* and *weird*, could be considered positive or negative qualities, depending on the type of film and the speaker's attitude to it.

b) Check students understand *a play* and *a TV drama*. Students do the exercise on their own.

c) Put students into pairs and ask them to swap papers. Students take turns to ask their partners why they chose the films, plays or TV dramas on their list. Encourage students to ask follow-up questions where possible.

Ask students to tell the class about one or two films, plays or TV dramas on their partner's list.

Listening and Grammar

2a) Focus students on the photo of Richard and Gillie talking to their friend Nick.

R9.2 Give students time to read questions 1 and 2, then play the recording (SB p153). Students listen and answer the questions.

Check answers with the class.

1 Richard and Gillie have just been to see a play called *Another Monday*.
2 They didn't enjoy it because it was really difficult to follow, the plot was so far-fetched, the ending was completely unrealistic and it was so slow.

b) Pre-teach *a set* (the place where a play is performed or a film is made, and the furniture, pictures, etc. that are used).

Give students time to read sentences 1–10, then play the recording again. Students listen and choose the correct words/phrases.

Students compare answers in pairs. Check answers with the class.

1 Critics 2 wrong 3 don't like 4 actors 5 bad 6 tables and chairs 7 cast 8 far-fetched 9 liked 10 attention

EXTRA IDEA

- R9.2 Before students listen again, ask them to work in pairs and try to choose the correct words/phrases in **2b)**. Play the recording again so students can check their answers.

Help with Grammar *as, like, such as, so, such*

3 **a)–c)** Students do the exercises on their own or in pairs, then check their answers in G9.2 SB p134. Check answers with the class.

- **a)** We use *such as* or *like* to introduce examples (sentences 1 and 4 in **2b)**).
- We use *as* + noun to say that somebody has a particular job (sentence 3).
- We also use *as* + noun to say what something is used for (sentence 6).
- We use *like* + clause to say that things happen in a similar way (sentence 2).
- We use *like* + noun (or pronoun) to say that something is similar to something else (sentence 5).
- Point out that we can also use *as* + clause to say that things happen in a similar way, but this is less common: *Well, Jones was wrong,* ***as*** *he usually is.*
- You can also highlight that we use *as* in certain fixed phrases: *as well, as you know, as I said earlier, as well as*, etc.
- **b)** We use ***so*** + adjective (sentence 8 in **2b)**).
- We use ***such*** (+ adjective) + noun (sentence 7).
- We use *so* + *much* or *many* + noun (sentences 10 and 9).
- Check students understand that we use *so* and *such* to give nouns, adjectives or adverbs more emphasis.
- Also point out that with *so* and *such* we often use '*(that)* + clause' to say what the consequence is: *The play was so slow (that) I actually fell asleep.*
- Highlight that we often use *a lot of* with *such*: *There was such a lot of noise.*
- Point out the word order when we use *such* with singular countable nouns: *It's such a nice restaurant.* not ~~*It's a such nice restaurant*~~.

4 **a)** Pre-teach *a model* by eliciting names of famous models from the class.

Students do the exercise on their own.

b) Students compare answers in pairs. Check answers with the class.

2 such 3 like (as) 4 so 5 so 6 so 7 like (as) 8 such 9 as 10 such as/like 11 so 12 such 13 as 14 so 15 such 16 like

EXTRA IDEA

- When students compare answers in pairs in **4b)**, ask them to explain why they have chosen each word/phrase, referring to the rules in **3a)** and **3b)** if necessary.

5 **a)** Pre-teach *an extra* (a person in a film who doesn't have a speaking part and is usually in the background) and *the ending* of a film.

Students do the exercise on their own, then compare answers in pairs.

Check answers with the class.

1 such as 2 as 3 so 4 like 5 such 6 as 7 like 8 so

b) Put students into pairs. Students take turns to ask each other the questions in **5a)**. Encourage students to ask follow-up questions if possible.

Ask students to tell the class one or two interesting things they found out about their partner.

Get ready … Get it right!

6 **a)** Put students into new pairs. Each student chooses a film, play or TV drama they have seen recently, but their partner hasn't seen.

b) Students work on their own and write five sentences with *as, like, such as, so* and *such* about their film, play or TV drama, based on the prompts or their own ideas.

While students are working, check their sentences for accuracy and help students with new vocabulary.

7 **a)** Students work with the same partner as in **6a)**. Students take turns to tell each other about the film, play or TV drama that they chose, based on the prompts in **6b)** or their own ideas. Students should include the sentences they prepared where appropriate. Encourage students to ask follow-up questions to find out more about the film, play or TV drama if possible.

While they are working, monitor and correct students where necessary.

b) Finally, ask students to tell the class two things they remember about their partner's film, play or TV drama.

EXTRA IDEA

- For homework, ask students to write a description of the film, play or TV drama that they discussed in **7a)**. Remind students to use the vocabulary from **1a)** and *as, like, such as, so* and *such* in their descriptions. These can be collected in next class and displayed around the room for other students to read.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 9B Entertainment crossword p161 (Instructions p125)

9 Review Exercises 3 and 4 SB p77

CD-ROM Lesson 9B

Workbook Lesson 9B p46

9C Is it art?

Vocabulary homonyms
Skills Listening: Call that art?; Reading: Michael Landy
Help with Listening missing words, reduced infinitives
Review *as, like, such as, so, such*

QUICK REVIEW ●●●
This activity reviews *as, like, such as, so* and *such*. Students complete the sentences on their own. Put students into pairs. Students take turns to tell each other their sentences and ask follow-up questions. Ask students to share interesting sentences with the class.

Listening

1 Pre-teach *sculpture* /'skʌlptʃə/. Students discuss the questions in groups.

Ask students to tell the class the names of some artists that they like or don't like, giving reasons for their choices.

Focus students on works of art A–D and ask students their opinion of them in turn. Find out which is the most popular work of art in the class and which is the least popular.

Edgar Degas /'deɪgæ/ (1834–1917) was a French artist who, along with his contemporary Claude Monet, is considered to be one of the founders of impressionism. Many of his paintings feature scenes from the world of entertainment and sport, such as ballet dancers and racehorses.

Young British Artists (YBAs) is the name given to a group of artists, including Tracey Emin, Rachel Whiteread, Michael Landy and Damien Hirst, who are based in the UK.

Tracey Emin /'emɪn/ (1963–) is a Young British Artist whose most famous piece, *My Bed*, showed her own bed as it was after she had stayed in it for several days after the break-up of a relationship.

Rachel Whiteread /'waɪtri:d/ (1963–) is a Young British Artist who is best known for her sculptures of everyday objects. Her most famous piece, *Embankment*, which was on display at Tate Modern in London in 2005, consists of 14,000 white plastic boxes arranged in various ways.

The AARON Computer Programme is a software programme written by the artist Harold Cohen that creates original artistic images. He has been developing the software since 1973 and examples of AARON's paintings have been displayed in galleries around the world.

The K Foundation (see R9.3, SB p154) was an art foundation set up by musicians Bill Drummond and Jimmy Cauty, whose band The KLF had a series of hits in the 1990s. In August 1994 they filmed themselves burning a million pounds in cash and subsequently released an art-house film entitled *Watch the K Foundation burn a million quid*.

EXTRA IDEA

- Begin the class by asking students to work in groups and tell each other about the last time they went to visit an art gallery or an exhibition.

2 **a)** Tell students that they are going to listen to two friends, Gary and Rita, talking about art.

R9.3 Play the recording (SB p154). Students listen and put works of art A–D in the order they talk about them. Check answers with the class.

1C 2B 3D 4A

b) Give students time to read sentences 1–6, then play the recording again. Students listen, tick the true sentences and correct the false ones.

Students compare answers in pairs. Check answers with the class.

1F Gary doesn't like Rachel Whiteread's sculptures, **but Rita does**. 2T 3F Rita says the bed showed the artist's **pain and depression**. 4T 5F Rita **doesn't think** computer-generated paintings are art as the computer didn't intend or try to produce art. 6F People **haven't** always appreciated Degas's work. In his time, he was laughed at.

Help with Listening Missing words, reduced infinitives

- This Help with Listening section shows students that we often miss out words in informal spoken English when the meaning is clear.

3 **a)** Students read the beginning of Gary and Rita's conversation and notice the missing words. Ask students what kind of words we often miss out (subject pronouns, the verb *be*, auxiliaries, prepositions).

b) Students do the exercise on their own. Check answers with the class. Point out that these reduced infinitives are very common in informal spoken English.

No, I meant to (see her last week).
I tried to (get some time off work last week).

c) Ask students to turn to R9.3, SB p154.

R9.3 Play the recording again. Students listen, notice the missing words and decide what the reduced infinitives in **bold** refer back to. Check answers with the class.

GARY No, and **I don't want to** (see those Rachel Whiteread sculptures).
GARY (I) **Wouldn't want to** (see it/Tracey Emin's *My Bed*).
GARY Yeah, maybe **they tried to** (produce art), but they didn't succeed.
RITA No, **I'm not trying to** (compare Degas with Tracey Emin).

Reading and Vocabulary

4 Students discuss the questions in groups. Ask students to share interesting answers with the class.

5 **a)** Focus students on the photo of Michael Landy and tell students that he is another Young British Artist. Ask students what they think he is doing in the photo.
Students read the article and write a title for it. Set a time limit of two or three minutes to encourage students to read for gist.

b) Students do the activity in the same groups as in **4**.
Ask each group to tell the class their best title and write the titles on the board. Ask the class to choose the best title for the article.

c) Students do the exercise on their own, then compare answers in pairs. Check answers with the class.

1 a long time 2 didn't keep anything 3 There was a mixed reaction 4 bad 5 pleased 6 didn't sell

d) Discuss the question with the class. Ask students to give reasons for their answers.

Help with Vocabulary Homonyms

6 **a)** Focus students on the introductory bullet and check students understand what a *homonym* /'hɒmənɪm/ is. Elicit one or two more examples of homonyms from the class (*right, match, play*, etc.).
You can contrast homonyms, which have the same spelling and pronunciation, with homophones, which have the same pronunciation, but are spelt differently (*flu/flew, through/threw, wore/war, buy/by*, etc.). Note that students studied homophones in lesson 5C.
Focus students on the words in pink in the article. Students do the exercise on their own.

b) Students do the exercise in pairs. Check answers with the class. Ask students to explain the differences in meaning between the homonyms in each pair of sentences (see the first dictionary box in V9.3 SB p133).

1 state 2 handle 3 case 4 point 5 round

c)–d) Focus students on the words in blue in the article. Students do the exercise in the same pairs, then check their answers in V9.3 SB p133.
Check answers with the class by referring to the second dictionary box in V9.3 SB p133. Point out that the first meaning of each word in the Language Summary is the meaning of the word as it appears in the article and the second is an alternative meaning. Elicit any other meanings of the words that students have thought of and check if they are correct.

7 Students do the exercise on their own. Point out that the meaning of the words as they appear in these sentences are the second meanings in the dictionary box in V9.3 SB p133. Check answers with the class.

1 mind 2 sense 3 sack 4 change 5 examination

EXTRA IDEA

- Students work in pairs and think of as many homonyms as they can. Set a time limit of two or three minutes. Find out which pair has the most words. Elicit the words and write them on the board. Ask other pairs if they have any different words and add them to the list on the board. Check students understand the two (or more) different meanings of each word.

Possible answers long; back; mark; fly; stand; fair; fine; light; lay; draw; leaves; sentence; last; race; sign; still; fit; suit

8 Put students into pairs. Ask all students to turn to SB p112.

a) Students do the exercise with their partner. Encourage students to give reasons for their ideas for each photo.

EXTRA IDEA

- Write these prompts on the board: *I think this one must be art because ... ; That can't be art because ... ; I think that might/could/may be art because ...* . Point out the modal verbs in each phrase and check students remember that we use these to make deductions. Encourage students to use these phrases in their discussion.

b) Reorganise the class so that two pairs are working together. Students discuss their ideas about each photo in their groups, again giving reasons for their opinions.

c) Ask students to check their ideas on SB p159 and see how many works of art they identified correctly.
Finally, ask students to share their opinions on each real work of art.

EXTRA PRACTICE AND HOMEWORK

Ph **Vocabulary Plus** 9 Phrases with *set, turn, put* and *bring* p184 (Instructions p175)
Ph **Study Skills** 4 Homonyms p193 (Instructions p189)
9 Review Exercise 5 SB p77
CD-ROM Lesson 9C
Workbook Lesson 9C p48

9D It's up to you

Real World making and responding to suggestions
Help with Fluency natural rhythm
Review homonyms

QUICK REVIEW ●●●

This activity reviews homonyms. Students work on their own and write four homonyms. Put students into pairs and ask them to swap lists. Students finish the activity in their pairs. Ask students to share some of their pairs of sentences with the class.

1 Students discuss the questions in groups.

Ask a few students to tell the class about the last time they went out with friends.

2 a) Focus students on pictures A–D.

Note that hip hop, house and techno are all different types of dance music. If necessary, point out that The Junction is the name of a pub and The Bronze is the name of a club.

Ask students which they would like to see or go to, giving reasons for their answers.

b) Check students remember Gary and Rita from lesson 9C (the people who talked about art).

Tell students that they are going to listen to Gary and Rita discussing what to do for a night out.

R9.4 Play the recording (SB p154). Students listen and put pictures A–D in the order Gary and Rita talk about them, then find out what they decide to do in the end.

Check answers with the class.

1D
2A
3C
4B
In the end they decide to go to The Junction on Sunday to see Rita's brother's new band, From Nowhere.

c) Pre-teach *pour with rain.*

Give students time to read sentences 1–6, then play the recording again.

Students listen and complete the sentences.

Students compare answers in pairs.

Check answers with the class.

1 ... he's got to get up early tomorrow.
2 ... she's seen it so many times.
3 ... he's had Indian twice already this week.
4 ... it's pouring with rain out there.
5 ... it's his mum's birthday.
6 ... her youngest brother's new band is playing there.

Real World Making and responding to suggestions

3 a)–c) Students do the exercises on their own or in pairs, then check their answers in RW9.1 SB p134. Check answers with the class.

- **a)** a) asking if the person is free b) making a suggestion c) politely refusing a suggestion d) saying you have no preference
- Highlight that *What are you up to ... ?* is an informal way to say *What are you doing ... ?* and point out that we also use *be up to* to talk about the present: A *Hi, what are you up to at the moment?* B *I'm watching TV.*
- Remind students that *Do you fancy ... ?* is an informal way to say *Do you want to ... ?.*
- Also establish that *I don't feel up to ...* means 'I don't feel well enough or have enough energy to ...' and that *It's up to you.* means 'You decide'.
- Check students also remember these ways of asking if a person is free: *What are you doing on (Saturday)?* and *Are you free on (Saturday)?.*
- Elicit ways to accept a suggestion and write them on the board, e.g.: *Yes, that'd be great.; That's/That sounds a good/great idea.; Yes, why not?; Yes, I'd love to.*
- **b)** *I'd rather ...* can't be followed by verb+*ing*.
- Point out that *wouldn't mind, feel like, fancy* and *feel up to* are followed by verb+*ing*, a noun or a pronoun: *I wouldn't mind* ***going*** *to that.*
- Also highlight that *I'd rather* is followed by the infinitive: *I'd rather* ***give*** *that a miss, if you don't mind.*

EXTRA IDEA

- R9.4 Ask students to turn to R9.4, SB p154. Play the recording again. Students listen and underline all the sentences for making and responding to suggestions when they hear them. Students can then check answers in pairs.

4 a) Tell students that Gary also wants to meet up with another friend, Jennifer. Focus students on Gary's half of the conversation. Students work on their own and write Gary's sentences using language from **3a)**, as in the example.

Students can compare answers in pairs. Check answers with the class.

GARY **Do** you fancy **coming** to see Rita's brother's band?
G No, don't worry, that's OK. So, what **are** you up **to** today?
G Well, I **wouldn't** mind **going to** see *The Godfather*. How **about** you?
G It's on at 5.00 and 8.20.
G I **don't** mind which one we go to. It's **up to** you.
G OK. 8.20's fine. **Do you** feel like **having** something to eat first?
G **I'm** easy. **Whatever** you like.

b) Students work in pairs and write Jennifer's half of the conversation in **4a)**. Again remind students to use language from **3a)** where possible. Also point out that there is more than one possible way of completing the conversation.

While students are working, check their sentences for accuracy and help with any problems.

c) R9.5 Play the recording (SB p154). Students listen to Gary and Jennifer's conversation and decide how similar it is to theirs.

Help with Fluency Natural rhythm

5 a) Ask students to turn to R9.5, SB p154.

R9.5 Play the recording again. Students listen and notice the sentence stress and weak forms. Point out how the combination of sentence stress and weak forms gives English its natural rhythm.

b) P Put students into pairs with the person they worked with in **4b)**. Students practise the conversation in R9.5, SB p154, taking turns to be Gary and Jennifer. Encourage students to copy the sentence stress and weak forms as shown in the Student's Book.

c) Students work with the same partner and practise the conversation they wrote in **4b)**. Again encourage students to use natural rhythm, sentence stress and weak forms.

Ask one or two pairs to role-play their conversations for the class.

6 a) Students do the exercise on their own. Ask students to write when people can do the things on their lists if appropriate.

b) Put students into groups of three. Students take turns to tell each other about the places to go and things to do on their lists. Each group should then agree on some things to do and when they plan to do them. Encourage students to use the language in **3a)** in their conversation.

c) Finally, ask each group to tell the class what they have decided to do and when, then ask if other students would like to join them.

EXTRA IDEA

- Before the class, find some adverts for places to go and things to do in the town/city you are in now. Cut out the adverts, stick them on a piece of paper and make enough photocopies for each student. Instead of asking students to make their own lists in **6a)**, distribute the photocopies to the class. Students then choose which things they would like to do from the adverts.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 9D Giveaway! p162 (Instructions p126)
9 Review SB p77
CD-ROM Lesson 9D
Workbook Lesson 9D p49
Workbook Reading and Writing Portfolio 9 p80
Progress Test 9 p216

9 Review

See p29 for ideas on how to use this section.

1 See V9.1 SB p133.

2a) 1 used to be described 2 surprised 3 had been accepted 4 ✓ 5 wouldn't be offered 6 'd expected to be asked 7 ✓ 8 ✓ 9 was the first to be asked 10 hate being laughed at 11 ✓ 12 ✓ 13 ✓ 14 was accepted

3a) 1 far-fetched 2 predictable 3 moving 4 sentimental 5 underrated 6 scary 7 memorable 8 gripping 9 believable 10 overrated 11 hilarious 12 realistic

4a) 1 such as 2 like 3 so 4 like 5 so 6 as 7 so 8 such

Progress Portfolio

See p29 for ideas on how to use this section.

10 The great divide

Student's Book p78–p85

10A How practical are you?

Vocabulary household jobs
Grammar *have/get something done, get somebody to do something, do something yourself*
Review making and responding to suggestions

QUICK REVIEW ●●●

This activity reviews ways of making and responding to suggestions. Put students into groups and ask them to imagine they are spending tomorrow evening together. Students do the activity in their groups. Remind them to use language from RW9.1 SB p134 in their conversations before they begin. Ask groups to tell the class about their plans for tomorrow evening. The class can then decide which group has the most interesting plan.

Vocabulary Household jobs

1 a) Focus students on the example. Students work on their own and do as much of the exercise as they can before checking new words/phrases in V10.1 SB p135.

Check answers with the class. Note that only new words/phrases are included in the Language Summary.

Point out that that we can say *a light bulb* or *a bulb*. You can also teach the phrase *The bulb's gone.* (= stopped working/broken).

Highlight that *leak* is also a verb (*Oh no! The roof is leaking!*) and that the singular of *shelves* is *a shelf.*

Check students understand the difference between *put something up* (= put on the wall or build) and *put something in* (= install in your home) by highlighting the nouns that go with each verb. You can also point out that these are **TYPE 3** phrasal verbs (see p45).

Also point out that we can say *fix, repair* or *mend*: *I've just fixed/repaired/mended the roof.*

Establish that *DIY* = *do it yourself* (making or repairing things yourself instead of buying them or paying somebody else to do them): *My husband is very good at DIY.*

Remind students that the shop where you take clothes to be dry-cleaned is called *a dry cleaner's*. Also note that the verb *dry-clean* and the adjective *dry-cleaned* are sometimes spelt without the hyphen (*dry clean, dry cleaned*).

Point out that *service* is also a noun: *When did your car last have a service?*.

Model and drill these words: *shelves* /felvz/, *a burglar* /'bɜːglə/ *alarm*, *a duvet* /'duːveɪ/, *DIY* /diːaɪ'waɪ/, *tyres* /taɪəz/ and *clothes* /kləʊðz/.

2 a lock 3 a duvet 4 a key 5 DIY 6 a bath 7 a flat 8 the floor 9 a window 10 clothes

b) Students do the exercise in pairs.

While students are working, write the verbs on the board. To check answers, elicit students' ideas for each verb and write correct collocations on the board for other students to copy.

Possible answers **change** the sheets, a wheel; **put up** a picture, a poster; **put in** a new boiler, a new kitchen; **fix** the central heating, the shower; **check** the battery, the brakes; **decorate** the front room, the bedroom; **replace** the cooker, a door; **dry-clean** a skirt, the curtains; **cut** the hedge, the lawn; **service** a scooter, a washing machine

EXTRA IDEA

- Students work in pairs and take turns to test each other on the collocations. One student says a noun, e.g. *the roof*, and his/her partner says a verb that goes with the noun, e.g. *fix the roof.*

2 a) Students do the exercise on their own.

b) Students compare ideas in pairs to see if any are the same.

Ask students to share interesting similarities or differences with the class. Discuss whether some of the household jobs in **1a)** are thought of as 'women's jobs' and some as 'men's jobs', and if so, why.

Listening and Grammar

3 a) Check students understand *practical* (= good at repairing or making things).

Focus students on the women in the photos. Students do the exercise on their own.

b) Tell students that they are going to listen to the four women in the photos.

R10.1 Play the recording (SB p154). Students listen and check their answers to **3a)**. Check answers with the class.

1 Jan 2 Sheena 3 Penny 4 Donna

c) Pre-teach *kitchen appliances* /ə'plaɪənsəz/ (washing machines, dishwashers, cookers, etc.). Students do the exercise in pairs.

d) Play the recording again. Students listen, check their answers to **3c)** and put the sentences in the order they hear them. Check answers with the class.

1d) Jan 2f) Jan 3a) Jan 4g) Donna 5h) Donna 6e) Donna 7i) Sheena 8b) Penny 9c) Penny

Help with Grammar *have/get something done, get somebody to do something, do something yourself*

4 a)–f) Students do the exercises on their own or in pairs, then check their answers in G10.1 SB p136.
Check answers with the class.

- **a)** 1 a); c) 2 b) 3 d)
- Use sentences a) and c) in **3c)** to highlight that we use *have/get something done* when we pay somebody else to do the job.
- Use sentence b) to highlight that we use *get somebody to do something* when we ask somebody that we know to do the job. If it's a friend or family member, we probably don't pay them.
- Use sentence d) to highlight that we use *do something myself, yourself,* etc. when we do the job without any help from other people.
- Point out that *get something done* is usually more informal than *have something done.*
- Highlight that we can also say *pay somebody to do something: I usually pay somebody to do the garden.*
- **b)** We make the positive form of *have/get something done* with: subject + *have* or *get* + something + past participle.
- We make the positive form of *get somebody to do something* with: subject + *get* + somebody + infinitive with *to* + something.
- **c)** 2g) 3h) 4f) 5i)
- Use sentences e)–i) in **3c)** to establish that we can use *have/get something done* and *get somebody to do something* in any verb form by using the correct form of *have* or *get.*
- **d)** 1 Jan doesn't have her car serviced regularly. Does Jan have her car serviced regularly? 2 Donna didn't have her hair cut yesterday. Did Donna have her hair cut yesterday? 3 Sheena isn't getting her boiler replaced. Is Sheena getting her boiler replaced?
- Use the answers to **4d)** to highlight that we make the negative and question forms of *have/get something done* and *get somebody to do something* by using the correct form of *have* or *get.*
- Point out that *have* is a main verb in *have something done,* not an auxiliary verb. This means that in the Present Simple and Past Simple we use *don't, doesn't* and *didn't* to make negatives and *do, does* and *did* to make questions.
- Also highlight that we never contract *have* in *have something done: I have my car serviced every year.* not ~~*I've my car serviced every year.*~~
- **e)** myself; yourself; himself; herself; itself; ourselves; yourselves; themselves

5 R10.2 P Play the recording. Students listen and practise the sentences in **3c)**. Check students copy the sentence stress correctly. Play the recording again if necessary.

6 a) Check students remember *dye your hair.* Students do the exercise on their own.

b) Students compare answers in pairs. Check answers with the class.

1 A How much do you pay to get your duvet dry-cleaned? B I'm not sure. I haven't had it cleaned for ages. 2 A Did you do the decorating yourself? B Yes, but I got my friends to help me. 3 A Did you dye your hair yourself? B No, I got my friend to do it for me. 4 A Have you had some new lights put in round the pool? B Actually, I put them in myself. 5 A When did you last get your car serviced? B I haven't had it done recently.

EXTRA IDEA

- Students practise the conversations in **6a)** in pairs until they can remember them. Ask students to close their books. Students practise the conversations again.

7 a) Focus students on the photo of Ken and tell them that he is married to one of the women in the photos on SB p78. Students do the exercise on their own.

b) Students compare answers in pairs. Check answers with the class.

2 get ... to help 3 've had/had/'ve got/got ... replaced 4 had/got ... put in 5 to have/to get ... painted 6 got ... to do 7 get/'ve got/'ve been getting ... to do 8 have/get ... redesigned

c) Ask students which woman in the photos they think Ken is married to, giving reasons for their answers.

Ken is married to **Sheena**. Sheena says in the recording that her husband works away quite a lot so she's had to learn how to do a lot of things herself. Ken says in the text that because he was often away during the week she learned to do things around the house herself.

Get ready ... Get it right!

8 Check students understand all the prompts in the box. If necessary, pre-teach *print, nails, iron* /'aɪən/ and *alter* /'ɔ:ltə/.

Students do the exercise on their own. Remind students that they can include any words/phrases from **1a)** in their lists, as well as the prompts in the box.

While they are working, monitor and check students are compiling their lists correctly. Encourage students to include at least four things on each list.

9 **a)** Put students into groups of three or four. Students take turns to tell each other about the things on their lists. Encourage students to ask follow-up questions if possible. Students also decide who is the most practical person in the group.

While they are working, monitor and correct any mistakes that you hear.

b) Ask each group to tell the class who is the most practical person in each group, giving reasons for their choice.

Finally, ask the class to decide who is the most practical person in the class.

EXTRA IDEA

- For homework, ask students to write a paragraph about themselves based on their lists from **8**.

EXTRA PRACTICE AND HOMEWORK

Class Activity 10A Having things done p164 (Instructions p126)
10 Review Exercises 1 and 2 SB p85
CD-ROM Lesson 10A
Workbook Lesson 10A p50

10B New man

Vocabulary male, female and neutral words
Grammar quantifiers
Review household jobs

QUICK REVIEW ●●●

This activity reviews household jobs. Students do the first part of the activity on their own. Put students into pairs. Students finish the activity in their pairs. Ask students to tell the class a few of their verb-noun collocations.

Vocabulary Male, female and neutral words

1 **a)–b)** Focus students on the three groups of words (male words, female words and neutral words) below the vocabulary box. Point out that *a landlord* only refers to a man, *a landlady* only refers to a woman and *a chairperson* can refer to both a man and a woman.

Students do the exercise on their own, then check their answers in V10.2 SB p135.

While they are working, draw a blank three-column table on the board ready for checking. Write *male, female* and *neutral* at the top of each column, as in the Language Summary.

Check answers with the class by eliciting the words/phrases from students and writing them in the table on the board in the correct column. As you elicit each one, ask students if there is a corresponding male, female or neutral word/phrase. If so, also write these in the table to complete the 'word family'.

Point out that in modern usage native English speakers prefer to use neutral words/phrases which can refer to both men and women. This is often seen as more 'PC' (= politically correct).

Check the meaning of any new words/phrases with the class.

Note that in the UK *a landlord/a landlady* is also someone who owns or runs a pub.

Point out that *air hostess* and *air stewardess* are considered rather old-fashioned and are rarely used nowadays.

Also point out that we can say *a groom* or *a bridegroom*.

Highlight that in modern usage we often use *an actor, a hero* and *a manager* to refer to women as well as to men.

Also highlight that we can use *a salesman/saleswoman/salesperson* (or *a sales assistant*) to describe a person whose job is selling things in a shop or directly to customers. Someone who drives from company to company and tries to sell new products or services is usually called *a sales representative* or *a sales rep*. Note that some companies refer to these people as *sales executives*.

Model and drill the words/phrases in 'word family' groups, highlighting the pronunciation of *soldier* /'səʊldʒə/, *nephew* /'nefjuː/, *niece* /niːs/, *cousin* /'kʌsən/, *hero* /'hɪərəʊ/ and *heroine* /'herəʊɪn/.

Note that only the main stress in words/phrases is shown in vocabulary boxes and the Language Summaries.

EXTRA IDEA

- Ask students to close their eyes. Rub out six words/phrases from the table on the board. Ask students to open their eyes again. Students work in pairs and decide which words/phrases have been rubbed out. Check answers with the class. Repeat the procedure another two or three times.

2 Put students into pairs, student A and student B.

Ask student As to close their books. Student Bs say a word/phrase from **1a)**. Student A says whether it is a male, female or neutral word/phrase, then says the other words/phrases in the 'word family' as shown in the speech bubbles.

After a couple of minutes ask students to change roles.

Reading and Grammar

3 a) Focus students on the photo and ask why this man might be called a 'new man'. Establish that a 'new man' is a man who believes that men and women should be free to do the same things, and who does tasks, such as housework and looking after children, that were traditionally considered only suitable for women.

Ask students if there is a similar phrase in the students' language(s).

EXTRA IDEA

- Before doing **3a)**, put students into pairs or groups with students of the same sex. Ask the male students to make a list of things they think are typically female responsibilities, characteristics or free-time activities, and ask the women to do the same for men. Ask groups to share their ideas with the class.

b) Pre-teach *domestic labour* (the jobs that need to be done in the home), *a man's feminine side* (qualities or emotions that are usually considered to be typical of women), *the breadwinner* (the member of a family who earns the money the family needs), the phrase *my blood boils* (I get very angry or upset) and *be capable of doing something* (be able to do something).

Students do the exercise on their own. Check answers with the class.

The writer thinks that there are a lot of new men in Britain today. He says that all of his married friends are new men compared to their fathers' generation. He also says that neither of his brothers want the lifestyle that their father's generation had, and certainly none of his friends do.

c) Students do the exercise on their own, then compare answers in pairs. Check answers with the class.

1 He thinks that men now do more of the childcare and housework, and that they have got in touch with their feminine side. 2 Both of them do most of the cooking for their families and neither of them spend hours in the pub with their friends watching football. 3 Because they suggest that women are capable of being the breadwinner as well as running the home, and that men aren't necessary any more. 4 He is making the point that women still expect men to do traditional male tasks, such as changing a tyre or protecting the home.

d) If you have a monolingual class, discuss the question with the whole class, asking students to give reasons for their opinions. Also establish whether they would consider themselves, or people they know well, to be new men, again giving reasons for their answers.

If you have a multilingual class, you can ask students to discuss the question in pairs or groups. If possible, put students from different countries in each group. Ask each group to share their ideas with the class.

Help with Grammar Quantifiers

4 a)–b) Focus students on the quantifiers in **bold** and the underlined quantifiers in the article.

Students do **4a)** and **4b)** on their own or in pairs, then check answers in the DIFFERENCES IN MEANING section in G10.2 SB p137. Check answers with the class.

- **a)** *Both of* and *either of* refer to two things or people.
- *Everyone, every, any of, anyone, all of* and *anything* refer to more than two things or people.
- *Each* can refer to two or more things or people.
- **b)** Point out that *no one, neither of, none of* and *no* refer to a zero quantity.
- *Neither of* refers to two things or people.
- *No one, none of* and *no* refer to more than two things or people.
- Remind students that we don't usually use 'double negatives' in English. We say *I don't like any of them.* not ~~*I don't like none of them.*~~ and *I haven't done anything.* not ~~*I haven't done nothing.*~~
- Remind students we can say *everyone* or *everybody*, *anyone* or *anybody* and *no one* or *nobody*.

c)–e) Focus students on the words/phrases in pink and the verbs in blue in the article.

Students do the exercises on their own or in pairs, then check answers in the DIFFERENCES IN FORM section in G10.2 SB p137. Check answers with the class.

- **c)** *Every* and *each* are followed by a singular countable noun.
- *Both of, neither of* and *either of* are followed by *the, my,* etc. + a plural countable noun, or the pronouns *you, us* or *them*.
- *Any of, all of* and *none of* are often followed by *the, my,* etc. + a plural countable noun.
- *No* is always followed by a noun. Point out that this noun can be singular, plural or uncountable.
- **d)** *Everyone, every, no one, each* and *anything* are followed by a singular verb form.
- *All of, both of, neither of, either of* and *none of* are followed by a plural verb form.
- Draw students' attention to the rest of the information in G10.2 SB p137 and ask them to study this for homework.
- If you have a monolingual class, you may want to focus on one or two typical mistakes your students make with quantifiers.
- Note that this is a very complex area of language that students always have problems with. The aim of this lesson is to raise students' awareness of the rules governing use of quantifiers and to help them get a feel for what is correct. However, don't expect students to absorb all these rules immediately.

5 **a)** Students do the exercise on their own.

Check answers with the class.

1 None of 2 have 3 room 4 no 5 every 6 Both of 7 all of 8 is 9 owns

b) Students do the exercise in pairs.

Ask students to tell the class some of the sentences that they think are true for them or the class.

6 **a)** Remind students of Sheena and her husband, Ken, from lesson 10A by referring to their photos on SB p78 and p79.

Students do the exercise on their own.

b) R10.3 Play the recording. Students listen and check their answers.

Check answers with the class. Ask students if they think Ken is a new man or not, and to give reasons for their answers (he is a new man because he does a lot of the cooking and looks after the children).

2 no 3 none of 4 anything 5 every 6 neither of 7 both of 8 either of 9 everyone 10 no one 11 all of

Get ready … Get it right!

7 Students do the exercise on their own. Point out that students should use a quantifier in each sentence, as in the examples.

8 **a)** Put students into pairs. If possible, ask students to work with someone that they haven't worked with so far in this lesson.

Students take turns to tell each other about their family, using the sentences they prepared in **7**. Encourage students to ask follow-up questions if possible.

b) Finally, ask students to tell the class the most interesting thing they found out about their partner's family.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 10B Going, going, gone! p165 (Instructions p127)
10 Review Exercises 3 and 4 SB p85
CD-ROM Lesson 10B
Workbook Lesson 10B p51

10C The same but different

Vocabulary compound nouns and adjectives
Skills Reading: Women's roles; Listening: *Why Men Lie and Women Cry*
Help with Listening contradicting
Review quantifiers

QUICK REVIEW ●●●

This activity reviews quantifiers. Students do the activity in pairs. If you have a lower-level class, give students a minute or two to prepare sentences on their own first before putting them into pairs. Ask students to share interesting sentences with the class.

Reading and Vocabulary

1 Check students remember *housewives*. Students discuss the questions in pairs.

Ask students to share their ideas with the class, giving reasons for their opinions.

2 **a)** Focus students on the illustration and ask students what they think the article is about.

Check students understand titles 1–3. Pre-teach *desperate to do something* (ready to do anything to change the bad situation you are in).

Students read the article quickly and decide which title is best. You can set a time limit of two or three minutes to encourage students to read for gist. Check the answer with the class (title 3: Desperate to be a housewife).

b) Pre-teach *women's liberation* (the social movement that aims to achieve equal rights and status for women), and *be influenced by somebody*. Also check students remember *mom* (US English for *mum/mother*).

Note also that the writer of the article uses *downsize* to mean 'leave a highly-paid job in order to do something that gives you more time and satisfaction, but less money'.

Students do the exercise on their own, then compare answers in pairs. Check answers with the class. Ask students to identify sentences from the article to support their ideas if possible.

1F The writer of the article **didn't expect** to become a housewife because her mother was determined that any daughter of hers would have a career. 2T 3T 4F She **hasn't** always had a part-time job. The writer used to have a full-time job, but she gave it up to spend more time with her family. 5T 6F The writer **hasn't** always managed to run her home well. When she had a full-time job, the fridge was empty, the house was unloved and at 11 p.m. she was still doing the washing or making her children's sandwiches.

c) Discuss the question with the whole class. If you have a multilingual class, encourage students from different countries to share their ideas with the class if appropriate.

Help with Vocabulary Compound nouns and adjectives

3 a) Students do the exercise on their own or in pairs. Students can check any new compound words in V10.3 SB p135. Check answers with the class.

- **a)** Check the meaning of any new compound words with the class.
- 3 *housewives, workplace, human beings, food poisoning, income tax, cutbacks, drawbacks, babysitter, washing machine, school lunches* and *breakdown* are **nouns**.
- *Homemade, part-time, freshly-prepared, badly-cooked, high-powered, hard-earned, time-consuming* and *full-time* are **adjectives**.
- Highlight that the verb for *a cutback* is *cut back (on something)* and the verb for *a breakdown* is *break down*.
- Also point out that we say *a babysitter* not ~~*a babysister*~~.

b) Students do the exercise on their own. Check answers with the class.

- **b)** Compound nouns are usually made from 'noun + noun' (e.g. *housewife*) or 'verb + preposition' (e.g. *cutback*).
- Compound nouns are usually written as one word (e.g. *babysitter*) or two words (e.g. *human being*).
- Compound adjectives are usually spelt with hyphens (e.g. *part-time*).
- Elicit examples of compound nouns and adjectives in the article to illustrate each rule.

c)–d) Focus students on the compound nouns in the box.

R10.4 Play the recording. Students listen and decide which part of the compound nouns is stressed. Check answers with the class or ask students to check in V10.3 p136.

Model and drill the compound nouns, paying attention to stress.

- **c)** housewife; workplace; human being; food poisoning; income tax; cutback; drawback; babysitter; washing machine; school lunch; breakdown
- Use the **TIP!** in **3c)** to establish that the stress on compound nouns is fixed and is usually on the first part of the compound noun. Also highlight that the stress on compound adjectives can sometimes change, depending on whether they come before a noun or not: *This is homemade bread. This bread is homemade. He's got a full-time job. His job is full-time,* etc.
- Point out that this isn't true of all compound adjectives: *It's a very time-consuming project. The project is very time-consuming.*

4 a) Students do the exercise on their own. The words they choose can be connected to their life now or in the past, or to friends or family members.

b) Students do the exercise in pairs. Ask students to tell the class why they have chosen one or two of their words.

EXTRA IDEA

- Write *homemade* on the board and ask students to make another compound adjective by changing one part of the word (e.g. *freshly-made*). Ask students to continue the word chain in a similar way (e.g. *freshly-made* → *freshly-cooked* → *overcooked* → *overweight* → *underweight*, etc.). Students work in pairs and play the same game with the other compound adjectives.

Listening

5 a) Students discuss the question in groups. If possible, include men and women in each group.

Ask groups to share their ideas with the class.

b) Focus students on the book cover of *Why Men Lie and Women Cry* and ask if any students have read this book (or the first book written by the same authors, *Why Men Don't Listen and Women Can't Read Maps*). If so, ask students to tell the class what they remember about the book(s).

Tell students that they are going to listen to three friends, Naomi, Polly and Matt, discussing the roles of men and women.

Pre-teach *sexist, sympathy* and *exaggerate*, and check students remember *solve a problem* and *gorgeous*.

Give students time to read a)–e) and check students understand all the points.

R10.5 Play the recording (SB p155). Students listen and put points a)–e) in the order that the people first talk about them. Check answers with the class.

1a) 2c) 3e) 4d) 5b)

c) Give students time to read questions 1–7, then play the recording again. Students listen and answer the questions. Students compare answers in pairs. Check answers with the class. Ask students whether they were surprised by any of the information in the recording.

1 Because most couples these days can't live on one salary. 2 Naomi. 3 He thinks it isn't bad and he agreed with some of it. 4 Men like to sort out their own problems and only talk about problems when they want solutions. Women talk about problems over and over again, but want sympathy rather than solutions. 5 A woman uses three times more words in a day than a man. 6 Women say things like: "I've told you a *million times.*"; "I'll *never* speak to you again."; "You *never* listen to me."; "You *always* do this."; "You *never* do that." 7 Men exagerrate things like how good their car is and how gorgeous their latest girlfriend is.

Help with Listening Contradicting

- This Help with Listening section focuses on how we contradict people in spoken English.

6 a) Check students understand *contradict* by asking a student his/her opinion of something and then contradicting it yourself.

R10.6 Play the recording. Students listen and notice the words that Matt stresses when he contradicts Polly.

Students choose the correct words in the rules. Check answers with the class.

- **a)** When we want to contradict someone, we often stress the auxiliary.
- We sometimes repeat the main verb.
- Use the parts of the conversation in **6a)** to point out that we often use short answers (e.g. *No, we don't.*) to contradict people. Sometimes we use these short answers without *Yes* or *No* (e.g. *They can.*).
- Also highlight that when we want to use a positive form of the Past Simple to contradict people, we often include the auxiliary *did* to add emphasis (e.g. *I **did** agree with it.*). Note that students studied this use of auxiliaries in lesson 1B.
- Remind students that when we want to use a positive form of the Present Simple to contradict people, we often use the auxiliaries *does* or *do* to add emphasis: A *I don't know Bob.* B *You **do** know him.* (or *Yes, you **do**./You **do**.*); A *He doesn't work here.* B *He **does** work here.* (or *Yes, he **does**./He **does**.*).

b) Tell students that they are going to listen to five pairs of sentences from the conversation between Naomi, Polly and Matt.

R10.7 Play the recording (SB p155). Students listen and write the auxiliary that the second speaker stresses when he/she contradicts the first speaker. Play the recording again, pausing after each conversation to check students' answers.

1 could 2 do 3 have 4 isn't 5 don't

EXTRA IDEA

- Ask students to turn to R10.7, SB p155. Play the recording again. Students listen and notice the ways that the speakers contradict each other in context.

7 a) Students discuss the questions in groups. If possible, include men and women in each group.

While they are working, monitor and help students with any new language.

b) Finally, ask students to tell the class two of the things their group disagreed about.

EXTRA IDEA

- For homework, ask students to write a composition about the differences between men and women in their country, based on the topics discussed in the lesson and their own ideas.

EXTRA PRACTICE AND HOMEWORK

Ph **Vocabulary Plus** 10 Nouns from phrasal verbs p185 (Instructions p175)
10 Review Exercise 5 SB p85
CD-ROM Lesson 10C
Workbook Lesson 10C p53

10D I did tell you!

Real World adding emphasis
Help with Fluency contradicting
Review compound nouns and adjectives

QUICK REVIEW ●●●

This activity reviews compound nouns and adjectives. Students do the activity in pairs. You can also ask students to make sentences using their partner's compound words to check that they understand the meaning of each word.

1 Students discuss the questions in groups. Ask students to share interesting answers with the class.

2 a) Focus students on the photo. Tell students that the two people in the photo are Polly and Matt, who they heard discussing the roles of men and women in lesson 10C.

R10.8 Give students time to read sentences 1–6, then play the recording (SB p155).

Students compare answers in pairs. Check answers with the class.

1T
2F **Matt's** parents, Val and Tom, are coming for lunch.
3F Matt forgot to buy the **(stuff for the) salad**.
4T
5T
6F Polly and Matt think the **kitchen** is a bit small.

b) Give students time to read sentences 1–6, then play the recording again. Students listen and fill in the gaps with one or two words.

c) Students compare answers in pairs and decide who said each sentence.

Check answers with the class.

1 the kitchen (Polly)
2 my jokes (Matt)
3 a map (Tom)
4 look at (Val)
5 so light (Val)
6 cooking (Matt)

Real World Adding emphasis

3 a)–b) Focus students on the introductory bullet point and check students understand it.

Students do **3a)** on their own, then check in RW10.1 SB p137. Check answers with the class.

- **a) pattern A** sentences 1, 2, 5
  pattern B sentences 3, 4, 6
- Check students understand the verbs *admire* and *upset*.
- Use the tables to highlight the word order in each pattern. Point out that we usually use a noun, a pronoun or verb+*ing* after *about* ... in both patterns.
- Also point out that *is* ... in both patterns is usually followed by a clause (subject + verb + ...), as shown in the sentences in **2b**).
- Focus students on pattern B and point out that we can also say *What bothers/irritates me about ... is ...* .
- You can also tell students that we often use *the fact that* after *is* ... in both patterns: *What I don't like about this place is the fact that the food is so expensive.*

4 R10.9 P Play the recording (SB p156). Students listen and practise. Check students copy the sentence stress and rhythm correctly. Play the recording again if necessary.

5 a) Go through the example with the class. Students do the exercise on their own.

b) Students compare answers in pairs. Check answers with the class.

2 The thing I like about the food Polly cooks is it's really healthy.
3 One thing that amazes me about Polly is she never gets angry.
4 The thing that worries me about Tom is he drives so fast.
5 One thing I love about Matt is his sense of humour.
6 What I don't like about Tom is the way he interrupts me.
7 What annoys me about Matt is he never remembers my birthday.

6 a) Check students remember who Val and Tom are (Matt's parents).

Students do the exercise on their own. Early finishers can compare answers in pairs.

b) R10.10 Play the recording (SB p156). Students listen and check their answers.

Check answers with the class.

What I like about Sundays is I've got time to read the paper.
One thing that upsets me about you is you always contradict me.
And the thing that annoys me about you is you always have to be right.
2 is 3 haven't 4 have 5 were 6 wasn't 7 was 8 don't 9 do 10 're 11 'm 12 am

Help with Fluency Contradicting

7 a) R10.10 Students turn to R10.10, SB p156. Play the recording again. Students listen, notice the sentence stress and decide which of the stressed words are used to contradict the other person. Play the recording again, pausing after each contradiction to check students' answers.

VAL What I like about Sundays is I've got time to read the paper. Where is it?
TOM I haven't seen it.
V Yes, you have. You were reading it an hour ago.
T I wasn't. I was reading the TV guide.
V OK. No need to get angry.
T One thing that upsets me about you is you always contradict me!
V No, I don't.
T You do. You're doing it now!
V No, I'm not. And the thing that annoys me about you is you always have to be right.
T That's because I am!

b) P Put students into pairs. Students practise the conversation in R10.10, SB p156, taking turns to be Val or Tom. Encourage students to copy the stress as shown and to stress the auxiliary verbs when they are contradicting each other.

While they are working, monitor and help students with pronunciation problems.

Ask one or two pairs to role-play the conversation for the class.

8 a) Students do the exercise on their own. Tell students to use a different introductory phrase for each sentence.

b) Students do the exercise in pairs.

While students are working, monitor and correct any mistakes you hear.

Finally, ask students to tell the class a few of their sentences.

Ask students to turn to SB p103 and look at *Wonderwall*. This song was written and recorded by the British band Oasis in 1995.

Note that *wonderwall* isn't a real English word, but according to the group's singer, Noel Gallagher, it can mean 'anything that makes you happy or brightens your day' and the song itself is about 'an imaginary friend who's going to come and save you from yourself'. The title of the song is often seen as a tribute to ex-Beatle George Harrison, whose first solo album was called *Wonderwall Music*.

1 a) Students do the exercise on their own.

b) Students compare ideas in groups and find out if anyone shares their taste in music.

Ask students to share interesting answers with the whole class.

2 a) R10.11 Give students time to read the song, then play the recording. Students listen and cross out the extra word in each line (1–28).

Play the recording again if necessary.

b) Students compare answers in pairs.

Play the song again, pausing after each line to check students' answers.

2 all 3 really 4 exactly 5 Although 6 right 7 heard 8 burning 9 quite 10 have 11 just 12 that 13 today 14 bright 15 important 16 now 17 only 18 this 19 maybe 20 again 21 probably 22 supposed 23 here 24 Actually 25 long 26 home 27 so 28 just

3 a) Check students remember *rely on* (= depend on). Students do the exercise on their own.

b) Students do the exercise in new pairs. Ask students to tell the class about one of the people they chose.

EXTRA PRACTICE AND HOMEWORK

Ph **Class Activity** 10D Love it or hate it p166 (Instructions p127)
10 Review SB p85
CD-ROM Lesson 10D
Workbook Lesson 10D p54
Workbook Reading and Writing Portfolio 10 p82
Progress Test 10 p218

10 Review

See p29 for ideas on how to use this section.

1a)

S	O	G	R	O	O	F	M	I
H	S	B	O	I	L	E	R	N
E	Q	R	C	L	B	A	J	T
L	I	G	H	T	B	U	L	B
V	M	R	F	E	N	C	E	F
E	D	U	V	E	T	K	A	O
S	R	E	L	L	O	C	K	I
T	Y	R	E	S	G	H	I	B

1b) Possible answers service a boiler; change a light bulb; put up a fence; dry-clean a duvet; replace a lock; check the tyres; put up shelves, check the oil; fix a leak

2a) 1 I've never had … dyed … 2 I got … to help … 3 I got … to alter … 4 John's having/'s going to have … put in … 5 I got … to check … 6 Has (Sue) had … fixed yet? 8 How often do (you) get … serviced?

3a) chairperson; hero; flight attendant; firefighter; actor; manager; cousin; soldier

3b) widower → widow; headmaster → headmistress; nephew → niece; spokesman → spokeswoman; groom → bride

4a) 1 None **of** us work in education. 2 Every adult **has** a car. 3 Each person **speaks** more than one language. 4 None of my cousins **are** married. 5 No one **wears** glasses. 6 Neither **of** my parents have blue eyes. 7 All **of** us studied English at school.

5a)–b) homemade (adj); high-powered (adj); cutback (n); human being (n); breakdown (n); babysitter (n); food poisoning (n); time-consuming (adj); income tax (n)

Progress Portfolio

See p29 for ideas on how to use this section.