

upper intermediate

real life

A guide to using
Real Life

Step-by-step lesson plans
with answers, board plans
and tapescript

Useful background
information on Students'
Book topics

Workbook tapescript
and answer key

Extra teaching ideas,
warmers and fillers

Quick reference to more
practice in other components

With Audio CD

TEACHER'S HANDBOOK



PEARSON
Longman

Make your mark!

GILL HOLLEY

upper intermediate

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Gill Holley

TEACHER'S HANDBOOK

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Introduction

Real Life is a five-level course for upper secondary students, many of whom are preparing for a school-leaving exam. It recognises that most classes have students of a wide range of language ability and offers different ways of dealing with this in the classroom. It also notes that teachers are working in a range of situations, with different facilities and time constraints. Therefore, *Real Life Upper Intermediate* offers core material of 100 lessons with a flexible range of extra elements and components to supplement where necessary.

Why *Real Life*?

Teenage students learn best when they are motivated and when they recognise the relevance of a subject to their lives. They become more confident in using English in interesting and familiar contexts. In *Real Life*, we want to develop learners' language skills as well as their cultural awareness and knowledge of the world. We deal with topics through the eyes of people of the students' own age, drawing on real teenage experiences and viewpoints in conversations, interviews and vox pops. We look at real life issues, like medical ethics or choosing careers, as they affect young people around the world.

Where possible, we reflect the media formats that are part of students' real lives, for example the professionals give career advice on podcasts.

Central to our 'Real Life' approach are the *Real Time* sections, which follow a group of characters through everyday situations, like expressing an opinion or applying for a job. Real life language and tasks are integrated in these sections and the model functional language is practised further in realistic contexts in the accompanying DVD for each level.

Real Life and exams

We recognise the importance of exam preparation in secondary schools, the time when students have to prepare for a school-leavers' exam or an entrance exam for further study. *Real Life* prepares students for typical exam task types and the *Workbook Exam Trainer* provides comprehensive exams training and practice tests.

Real Life and the Common European Framework

The *Real Life* syllabuses are linked to the Common European Framework (CEF). The Teacher's Handbook contains a list of things students *can do* at the end of each lesson.

The table below shows how the *Real Life* levels fit both the CEF and the UCLES exams.

| <i>Real Life</i> | CEF | UCLES |
|--------------------|-------|-------|
| Elementary | A1 | |
| Pre-Intermediate | A2-B1 | KET |
| Intermediate | B1-B2 | PET |
| Upper Intermediate | B2 | PET |
| Advanced | B2-C1 | FCE |

The course components – at a glance

Students' Book

The Students' Book contains:

- ten units covering all the typical exam topics
- each unit has six lessons of grammar, vocabulary and skills, plus:
 - a *Real Time* section which focuses on speaking and writing skills
 - even units which end in an *Active Study* revision section
 - odd units which end in a Writing section. This focuses on writing skills.

At the back of the Students' Book, there is:

- a Mini Workbook for more grammar and vocabulary revision and practice to give your lessons total flexibility
- a unit by unit wordlist.

On the fold-out back cover, there is:

- a reference section with key language to complete speaking and writing activities and for students to refer to whenever they need to.

DVD

For each level of the course, there is a DVD that focuses on the language introduced in the *Real Time* sections of the Students' Book.

- It provides a fresh context for the situational dialogues. There are interactive on-screen activities for each episode.
- Photocopiable practice activities are provided in the Teachers' Resources which are part of the Active Teach component, also available on the website.

Class Audio CDs

The Class Audio CDs contain all the listening activities in the Student's Book, plus:

- recordings of the reading texts
- recordings of the *Words2know* and *Phrases2know*.

Workbook

The Workbook reflects the order and reinforces the content of the Students' Book. It also provides additional training for writing and exam skills.

The Workbook contains:

- grammar practice with a *Grammar reference* on the same page with simple explanations and examples
- exam practice tasks in the skills sections
- extensive writing practice to build skills for typical exam text types, with model texts and explanations on the structure and content
- five self-assessment tests corresponding with the *Active Study* sections in the Students' Book. The answer key is provided for students to assess their progress before attempting the tests in the Test Master.

There is also a unique exam preparation programme:

- fifteen *Exam Trainer* sections with three *Exam Tests*
- activities to build reading, listening, speaking and English-in-use exam skills

- *Exam Tips* on how to deal with exam tasks
- an *Exam Test* for every five *Exam Trainers*, with an answer key for students to assess their progress.

Also in the Workbook is:

- a full word list organised by topic.

The audio for the listening exercises is on the Skills Multi-ROM.

Skills Multi-ROM

The Skills Multi-ROM (supplied with the Workbook) is a unique skills builder that gives students the opportunity to interact in greater detail with the reading and listening texts in the Students' Book and the dialogues in the DVD, as well as the topic vocabulary. The activities can be used in class or for homework and checked in class. It contains:

- more skills practice exercises for each of the ten units including interactive communication tasks where students can roleplay and record their part of the dialogue
- five self-assessment tests (from the Workbook)
- mid-year and end-of-year tests to prepare them for the class tests
- practice exercises on the topic vocabulary
- wordlists that can be sorted by unit or topic, with audio and example sentences
- the audio for the Workbook.

The Skills Multi-ROM is included in the Active Teach DVD-ROM so that the teacher can use the exercises in class.

for the teacher

Real Life provides a full range of teaching support materials for use in the classroom and to upgrade your teaching skills.

The Teacher's Handbook

The Teacher's Handbook contains:

- teaching suggestions for key exercises
- background notes (*Culture2know*) on the content of the lesson
- answers for Students' Book and Workbook activities
- tapescripts for the Class and Workbook activities
- ideas for warm-up exercises, extension activities and discussions topics
- a *Now your students can* list summarising the points that students have learned in each lesson
- board plans to give support when teaching grammar
- teachers' notes and information on when to use Mini Workbook, Workbook, Multi-ROM exercises and photocopiable activities in the Active Teach DVD-ROM.

Abbreviations used in the Teacher's Handbook:

SB = Students' Book; **TR** = Teacher's Resources (in the Active Teach and Website); **WB** = Workbook; **M-ROM** = Skills Multi-ROM (with the Workbook and in the Active Teach); **TS** = Tapescript; **BP** = Board plans.

Active Teach

This DVD-ROM is the perfect teaching resource with everything you need and more to help you create perfect lessons.

for the classroom

- an interactive whiteboard of the Students' Book, with zoomable areas, integrated audio, DVD and interactive activities
- the Skills Multi-ROM so that the teacher can use these exercises in the classroom
- a bank of teaching materials in the Teacher's Resources section of the Active Teach to add a personal touch to lessons, with:
 - extra photocopiable/downloadable grammar, vocabulary and skills activities
 - activities to activate language introduced in *Can you do it in English?*
 - activities based on the listening material in the Students' Book
 - worksheets for the DVD
 - ideas for short classroom activities.

to develop your teaching skills

- sixteen workshops on different aspects of language teaching
- ideas for using the classroom board in your lessons.

to create test materials

- the Test Master so teachers can photocopy the tests or manipulate them to prepare endless versions:
 - placement tests (Intermediate → Upper Intermediate)
 - ten short tests (one per unit), in versions A and B
 - five skills tests and five Use Of English tests (one for every two units), in versions A and B
 - speaking tests (for every unit)
 - writing tests (one for every unit)
 - mid-year and end-of-year progress tests
 - audio for the listening comprehension tasks
- all test material is also available in the Test Book and accompanying Audio CD.

Website

The *Real Life* website provides extra practice and reference material for both the student and teacher:

- visit the website at www.pearsonlongman.com/reallife for fun activities and downloadables
- find out more about the authors
- watch and download video clips on a range of topics
- find lots of ideas for classroom activities
- get more information about other related teaching materials.

Introduction

How does the Students' Book work?

The Upper Intermediate Students' Book contains ten thematic units. Each unit consists of five two-page sections, each taking two forty-five-minute lessons. The Teacher's Handbook suggests where to break the two lessons but the boundary between them is generally flexible, making it easy to adapt the lessons to different learning styles.

The first two sections of the unit contain a vocabulary/skills lesson and a grammar lesson (*Grammar Focus*), so each unit has two grammar lessons.

The third section of each unit is an integrated skills section with extended reading skills and vocabulary work.

In odd units, the fourth section of each unit is a writing skills section which focuses on extended writing skills and vocabulary work. The final section is a *Real Time* section. *Real Time* focuses on functional language via listening and speaking and exam-type communicative writing tasks.

In even units, the fourth section of each unit is a *Real Time* section. The final section is an *Active Study* section. *Active Study* provides revision of the grammar and vocabulary from the previous two units and exam-type skills practice.

The *Mini Workbook* at the back of the book provides extra grammar and vocabulary practice exercises, suitable for class work or homework. The appropriate *Mini Workbook* exercises are signposted at the end of each lesson. These exercises are graded (from one to three stars), so that teachers can see at a glance which are appropriate for their students.

Grammar in Real Life

Grammar is key to building a student's confidence in using a foreign language and it is central to the syllabus of *Real Life*. Our aim is to revise and extend students' knowledge in as simple and straightforward a way as possible, while gradually developing their noticing and analytical skills. *Grammar Focus* provides clear explanations of the core grammar while *Grammar Plus* in the *Mini Workbook* provides additional information, for example *ought to* goes with modals of obligation and advice in Unit 4.

Visit www.pearsonlongman.com/reallife and download the video clip on teaching grammar.

Vocabulary in Real Life

Vocabulary in *Real Life* is systematic and thorough. Lexical sets on key exam topics like *jobs*, *education* or *the environment* are presented, developed and recycled through the topics. High-frequency 'power vocabulary' is also presented to help students understand texts and express themselves fluently, including many phrases and collocations, for example *reach the top* or *off the beaten track*.

Visit www.pearsonlongman.com/reallife and download the video clip on teaching vocabulary.

Reading in Real Life

Real Life contains a wide variety of text formats: magazine and news articles, fact files and encyclopaedia entries, quizzes and questionnaires, web pages, blogs and chat rooms, literary extracts, postcards and emails, brochures and notices. Reading is often integrated with work on the other skills, especially speaking and writing. Further reading material is included in the other course components (see pages ii-iii).

Visit www.pearsonlongman.com/reallife and download the video clip on teaching reading.

Listening in Real Life

There is a wide range of listening material in *Real Life*, including conversations and interviews, vox pops and monologues and radio and TV programmes. Each unit provides listening skills sections, and as with reading, key sub-skills and exam task-types are practised. There are also short pieces of listening material in other lessons. Wherever listening material contextualises target language, it is reproduced on the page, so that learners can see as well as hear the new language. The Skills Multi-ROM provides more practice exercises based on some of the listening texts in the Students' Book; the Teacher's Handbook has references to the listening exercises on the Multi-ROM that relate to the tasks in the Students' Book.

Visit www.pearsonlongman.com/reallife and download the video clip on teaching listening.

Speaking in Real Life

Speaking is an area in which many teenagers particularly lack confidence, both in their linguistic skills, and because they don't know what to say, or feel self-conscious in front of their peers. Our approach is to integrate speaking little and often, around topics that will motivate learners, and to choose issues that they have something to talk about. We provide models or a stimulus to get students thinking about the topic, and where useful, we include prompts to give students ideas and the language for expressing them.

In more extended speaking activities, for example *Can you do it in English?*, students are encouraged to plan what they want to say and are given useful phrases to help them communicate and express their ideas, for example they persuade their partner to go on holiday with them.

Visit www.pearsonlongman.com/reallife and download the video clip on teaching speaking.

Writing in Real Life

In *Real Life*, writing skills are presented in the *Real Time* sections, where we deal with typical communicative writing tasks (commonly set in exams), for example a description of an event, a formal letter and a CV. We always provide models and key phrases to support students and focus on the relevant sub-skills, such as paragraphing, as well. Writing skills are also developed in the writing section which appears in the fourth section of each odd unit. In each section, a model essay is provided, for example a 'for and against' essay, and analysis is made of the structure. A *Language4writing* box provides useful phrases for the students to use, for example listing arguments and introducing contrasting points. Each section ends with the student writing a first draft of an essay which they then check against a checklist of things to remember which is provided on the back cover. There is a full writing skills section in the Workbook and further practice exercises in the Skills Multi-ROM, also referenced from the Teacher's Handbook.

Visit www.pearsonlongman.com/reallife and download the video clip on teaching writing.

Learner Training and study tips in Real Life

Learner training in *Real Life* is simple and manageable. *Active Study* tips encourage learners to notice aspects of vocabulary, for example collocation, word formation, multi-word verbs and compound nouns. There are also simple tips in the *Active Study* revision sections, for example reminding learners to 'learn collocations' or 'notice sentence stress'.

Vocabulary, Skills and Grammar

Controlled and less controlled practice exercises, with consolidation in the *Mini Workbook* at the back of the book.

Wide range of listening tasks, including typical exam tasks.

Words2know recorded on Class CD and Skills Multi-ROM to help students with pronunciation.

Vocabulary contained in Words2know to provide clear focus and make revision easier.

Vocabulary presented in context, through quizzes, fact files and other short texts.

going to extremes

Listening Vocabulary

1 In pairs, read the questions and discuss your answers. Use the prompts to help you.

- What are your most important achievements and skills?
- What goals do you have, outside schoolwork?

2 **Read about the three people in the photos. What are their goals or achievements?**

3 a **Write** What kind of practice and preparation do you think PJ, Amy and Carolina do? Listen and check. b **Describe** each person's training routine briefly.

4 **Match** Check the words in **listen**. Then listen again and answer the questions. Which speaker:

- 1 particularly impresses the interviewer with his or her motivation and dedication?
- 2 enjoys the challenge and satisfaction of doing difficult things?
- 3 gains inspiration from one of his or her parents?
- 4 compares the discipline of his or her daily routine with that of the army?
- 5 feels that his or her achievements will gain the respect of other people in his or her community?
- 6 feels under pressure because there is so much competition from other people?
- 7 made sacrifices when he or she was a young child, in order to improve?

5 **SPEAKING** Read the questions and tick (✓) three that you would like to answer. Discuss your answers in pairs.

- 1 Do you think that PJ, Amy and Carolina's hard work and sacrifices are worthwhile?
- 2 Do you know a dedicated sportsperson or musician? How does this affect his or her life?
- 3 Do you find doing difficult things motivating? Give some examples.
- 4 Are you motivated by competition? Why/why not?
- 5 Are you disciplined? In what ways?

Grammar Focus

Present simple

1 Read the texts about PJ, Amy and Carolina again. Find an example of:

- the present simple
- the present continuous
- the present perfect simple
- the present perfect continuous

2 Read Grammar2know and match the sentences 1-9 to the rules a-d. There is more than one example for some rules.

- 1 When someone crosses the finishing line everyone shouts.
- 2 I'm doing exams so I'm not practising so much.
- 3 I've been coming to events for years.
- 4 I've always been musical.
- 5 I've just done a twenty-five kilometre run.
- 6 I'm taking a break from my studies to do Miss Venezuela.
- 7 I'm speaking to Carolina Carizo.
- 8 I'm getting fitter and fitter.
- 9 I've been practising seriously since I was nine.

3 **Underline** the correct verb form.

Our national hockey team 'play' really well this season. They 'are doing' have been doing a lot of extra training recently and they 'have just found' have just been finding a fantastic new coach. Their results 'are really improving' are really improving - they 'have soon' have soon been winning an important international match this week. But unfortunately the normal goalkeeper 'hasn't played' hasn't played with them because he 'recovers' is recovering from an injury.

4 **In pairs**, tell your partner the name of someone you know who plays a sport or musical instrument well or has another skill. It can be yourself!

5 **Use the prompts** to make questions in the correct tense about the person you chose in exercise 4. Then ask and answer.

- 1 Which sport or musical instrument play?
- 2 How long/old is?
- 3 practice or train a lot?
- 4 prepare for anything special at the moment?
- 5 win any competitions or pass any exams?
- 6 improve/much/improve?

Two grammar input lessons per unit.

New language is thoroughly contextualised.

going to extremes

Grammar Focus

Past tenses

1 Discuss the questions in pairs.

- 1 Who do you think are the best actors at the moment?
 - Which have been their best roles?
 - Read the caption. Have you seen Daniel Day-Lewis in any films?
- 2 Read the text and answer the questions.
 - 1 Which four films are mentioned? What roles did Day-Lewis play in them?
 - 2 Which films are in the photos?
 - 3 How did he prepare for each role?
 - 4 In what ways was his behaviour strange during filming?
 - 5 Do you know any other actors who prepare like this?
- 3 **Read the text again. Find an example of:**
 - the past simple
 - the past continuous
 - the past perfect simple
 - the past perfect continuous
- 4 **Read Grammar2know and find another example of each rule a-d in the text.**

Grammar 2know

Past simple and past continuous

a Use the past simple to describe completed actions and events in the past and the past continuous to describe actions in progress (continuing) at that time.

Day-Lewis **was** playing *Nixon* when they **were** making *Gangs of New York* together. (action in progress at that time)

Past perfect simple and past perfect continuous

a Use the past perfect to describe what happened before an action in the past: Gerry Conlon **was** in prison for a crime he **hadn't** committed. (before he went to prison)

c Use the past perfect continuous (had + been + verb + ing) to emphasise that the earlier action continued for a long time or was repeated.

By the time filming started (main event), he **had** been training for two years. (a period of time before that)

Vocabulary Speaking

Extreme adjectives and intensifiers

5 **Find an adjective** in the text about Daniel Day-Lewis that means:

- 1 very good
- 2 very cold
- 3 very angry
- 4 very frightening

6 **Read Active Study.**

Notice intensifiers

a With extreme adjectives, use an 'extreme' intensifier instead of very.

absolutely terrifying, NOT very terrifying

b Do not use extreme intensifiers with ordinary adjectives.

very surprising, NOT absolutely surprising

c Use really with both types of adjective.

really tired, really furious

7 **Match the extreme adjectives 1-10 to the ordinary adjectives a-j. Use a dictionary to help you.**

- 1 terrible
- 2 amazed
- 3 exhausted
- 4 huge
- 5 desperate
- 6 soaked
- 7 starving
- 8 brilliant
- 9 hilarious
- 10 boring

- a very worried
- b very clever
- c very wet
- d very surprised
- e very funny
- f very tired
- g very hot
- h very bad
- i very hungry
- j very big

8 **Say how you would feel** in the situations, using an extreme adjective and an intensifier.

- 1 Someone has deliberately broken your new mp3 player.
- 2 It's 11°C and the central heating has broken.
- 3 You have just finished a ten-mile run.
- 4 You haven't eaten for two days.
- 5 You have been out in the pouring rain all day.
- 6 Your favourite footballer has just joined your local team.
- 7 You have just got a grade A in your worst subject at school.
- 8 You have just seen a ghost!

Active Study sections help to develop students' awareness of lexical features, such as compound nouns.

Regular practice of typical exam-task types, for example roleplay and picture description.

Grammar2know section with rules of meaning and form.

Target language always on the page.

More practice in the *Mini Workbook* and other components.

Introduction

Skills

All reading texts are recorded.

Skills such as skimming, scanning, predicting and guessing meaning from context developed systematically.

Special emphasis on exam-task types, for example true/false questions, multiple choice and matching exercises.

Modern, authentic-looking texts that are within the students' grasp.

Reaching the top

Have you got what it takes?

What is the secret X factor that you need in order to be as successful as Rafael Nadal, Bill Gates or Madonna? And why don't equally talented people make it?

Many social scientists have studied the phenomenon of success. One American study claims that your social network is the key to success. Apparently, every extra friend that you have at school adds two percent to your salary later in life! Perhaps this boosts your self-confidence or perhaps you have more people to support you. Another study links height and success: every extra centimetre is worth another \$300 per year. The trouble is that for every person who conforms to these theories, there is an exception.

So is success just down to luck? Napoleon was once thinking about promoting a general in his army. After he had heard about all the general's talents, he said 'Yes, you. I realise he's brilliant but is he lucky?' And when you think about it, what one is talent without luck? In 1979, an unknown Australian actor arrived at a film audition looking nervous and exhausted. He had been partying the night before and three drinks had attacked him. The director was looking for a tough, battle-scarred actor to star in his film and immediately offered the actor the part. That actor was Mel Gibson and he went on to become a Hollywood superstar. There was just one factor but it was luck that gave him his first break.

However, it's his book *Outliers: The Story of Success*, author Malcolm Gladwell, has come up with a theory that he claims is true in every case. He says that the secret of success is simply many hours of hard work. He has calculated exactly how many hours you need to do in order to become the best in your field. 10,000 hours apparently or about four hours a day for ten years. Without this kind of determination and hard work you probably won't reach the top, regardless of your talent.



Researchers looked at violin players in a music school to test this theory. Teachers put the players into three groups: average players in group C, good players in group B and outstanding players in group A. It turned out that all the players in group A had done around 10,000 hours of practice in their lifetime. The good players had done around 4,000 hours and the average players only 4,000 hours. However, all the players had entered the school with similar levels of ability. But nearly there are exceptions to this rule! Mozart, for example, is always considered a 'born genius'. He performed in public at the age of four and by six, he had composed several pieces. Surely his success was down to natural talent, not hard work? In fact, Gladwell argues, Mozart had a very strict father who made him practice for hours each day from an early age. And the music that Mozart composed when he was six was so outstanding, Mozart wrote his first real masterpiece when he was twenty-one. By that time, he'd done at least 10,000 hours of practice and had 'become a genius'. Talent, argues Gladwell, is nothing without hard work. So next time you dream of scoring the winning goal in the World Cup or winning an Oscar, ask yourself the question: are you really prepared to put in the hours necessary to achieve your goal?

- NOTICE KEYWORDS Rewrite the sentences using an idiom from the text that means the same as the underlined words.
1 (line 3) Have you got the necessary characteristics?
2 (line 8) Why don't equally talented people become successful?
3 (line 13)... the most important element of success.
4 (line 23) Is success just a matter of luck?
5 (line 39) It was luck that gave him his first opportunity.
6 (line 56) You probably won't become one of the best in your field.
7 Discuss the questions.
- Do you think Malcolm Gladwell's theory is generally true or not?
- Can you think of any exceptions?
- Are there any goals that you would work this hard for?
8 Put Gladwell's '10,000-hour rule' to the test.
9 Listen to two students talking about a highly successful person whose achievements they really admire. Answer the questions about each person.
- Who is the person and what is he or she famous for?
- What are or were this person's main achievements?
- What is interesting or admirable about this person?
- Does this person fit Malcolm Gladwell's theory or not?
10 Think of a highly successful person, dead or alive, who you admire. It could be a sports person, actor, musician, writer or leader.
- Spend a few minutes preparing a short talk about him or her. Think about the questions in exercise 7 and use the phrases on the back cover to help you.
11 Take turns to give your talk. Discuss whether you think each person fits Gladwell's theory.
12 Prepare a video advertisement for your school's social network.
13 Give a 2-minute presentation.
www.schoolsocialnetwork.org
exercise 11 page 106

Real Time

Real Time presents functional language in real situations and teaches typical speaking exam tasks in realistic contexts.

Useful functional and situational language in Phrases2know boxes helps students prepare for exam tasks.

Model dialogues with appropriate phrases, prompts and structure provided to support students' learning.

REAL TIME section containing 'TALKING ABOUT PHOTOGRAPHS', 'EXPRESSIONS AN OPINION', and 'What will help you be successful in life?' with various images and text boxes.

Speaking activities clearly structured to minimise misunderstanding.

Active Study

Regular revision of grammar and vocabulary.

Skills revision through typical exam-task types.

Useful checklists on the fold-out back cover for easy reference and revision.

activestudy 1

Grammar

1 Complete the sentences with the present simple, present continuous, present perfect simple or present perfect continuous form of the verb in brackets.

1 I usually _____ (do) household chores all weekend and I still _____ (not finish).

2 Do you think our society _____ (become) more and more competitive?

3 Jessica _____ (date) a different boy every month.

4 Kyung Ju _____ (currently/practice) for a concert.

5 We _____ (know) each other since primary school.

6 I _____ (phone) companies all morning. I think I _____ (make) about twenty calls.

7 My fiancée's so annoying! He _____ (always/nag) me about unimportant things!

2 Complete the sentences with the past simple, past continuous, past perfect simple or past perfect continuous form of the verb in brackets.

1 I _____ (sit) at my desk last night, trying to finish an essay. I was very tired because I _____ (work) on it all day. Suddenly the phone _____ (ring). My friends _____ (want) me to go out with them. We _____ (go) to a small local club. While we _____ (sit) there talking, my ex-boyfriend Dave _____ (come) in and _____ (glare) at my friend Zoe suddenly remembering she _____ (not lock) the door to her flat and Julie thought she _____ (leave) me out on. They both _____ (nag) me, leaving me alone with Dave. We _____ (talk) for three hours and _____ (promise) I'm going to see him again. But I suspect my friends _____ (gla) at it!

Vocabulary

1 Match the words to make collocations.

1 social a talent
2 divorce b marriage
3 arranged c network
4 natural d rate

2 Complete the sentences with the verbs below.

1 Please don't _____ a drama out of this situation. Everything will be okay.
2 I'd never stay in a relationship with someone who didn't _____ me with respect.
3 I like going out with Greg. We always _____ a laugh together.
4 She always used to _____ a mess in the kitchen after she'd been cooking.
5 Young people sometimes _____ under a lot of pressure to succeed.
6 It can _____ ages to train your dog - you have to be patient.
7 Success doesn't come easily. Sometimes you have to _____ sacrifices.

3 Complete the sentences with the correct form of the word in brackets.

1 Martin Luther King has been a source of _____ (inspire) for human rights activists around the world.
2 What has been your greatest _____ (achieve) so far?
3 Please behave _____ (reasonable). Don't start a row!
4 Mike could achieve much more but he lacks _____ (self-confident).
5 If you don't share chores and _____ (responsibility) fairly you'll have problems!
6 Laura is the main breadwinner in _____ (relate) to her husband. She earns more than he does.
7 _____ (listen) and check. Repeat the sentences.


Listening skills

7 Listen to four young people talking about living on their own for the first time. Match the statements a-e to the speakers 1-4. There is one extra statement.

a I don't realise I'd have to miss my family so much.
b I miss my family so much.
c I regret moving out but it's difficult now.
d Making my own decisions is a relief.
e My attitude was not beginning.

Speaking skill

8 Compare and contrast the who have achieved success.



Writing Checklists

1 A narrative (page 11)

- Have you followed the paragraph structure?
- Have you used some of the Language-learning?
- Have you used the past tenses from page 6 correctly?
- Can you use more interesting vocabulary to tell the story (for example, extreme adjectives on page 7)?
- Have you checked for grammar, spelling and punctuation mistakes?

2 A formal letter (page 21)

- Have you followed the paragraph structure?
- Have you put all the elements in the correct places?
- Have you used some of the Language-learning?
- Have you checked for grammar, spelling and punctuation mistakes?

3 A 'for and against' essay (page 31)

- Have you followed the paragraph structure?
- Does the introduction point out that there are arguments on both sides?
- Do the for and against paragraphs contain two or three main points?
- Are most of the points supported with an example or a result?
- Are there enough linking words and are they used correctly?
- Does the conclusion give your opinion?
- Have you checked for grammar, spelling and punctuation mistakes?

4 CV (page 41)

- Have you followed the paragraph structure?
- Have you used some of the Language-learning?
- Have you used bullet points?
- Have you started the bullet points with a verb or an action?
- Have you avoided using the word 'I'?
- Have you checked for grammar, spelling and punctuation mistakes?

5 A review (page 51)

- Have you followed the paragraph structure?
- Have you used some of the Language-learning?
- Can you use any of the vocabulary in exercise 2?
- Have you checked for grammar, spelling and punctuation mistakes?

6 A description of an event (page 61)

- Have you followed the paragraph structure?
- Have you used some of the Language-learning?
- Does each paragraph have a clear purpose?
- Have you described the best part of the event?
- Have you said how you spent your time?
- Have you checked for grammar, spelling and punctuation mistakes?

7 A description of a person (page 71)

- Have you followed the paragraph structure?
- Have you used some of the Language-learning?
- Can you use more interesting language?
- Have you checked for grammar, spelling and punctuation mistakes?

8 An anecdote (page 81)

- Have you followed the paragraph structure?
- Have you used some of the Language-learning?
- Have you checked for grammar, spelling and punctuation mistakes?

9 An opinion essay (page 91)

- Have you followed the paragraph structure?
- Have you used some of the Language-learning?
- Can you support or develop your arguments more?
- Have you checked for grammar, spelling and punctuation mistakes?

10 A description of a place (page 101)

- Have you followed the paragraph structure?
- Have you used some of the Language-learning?
- Have you given some background information and described your overall impression?
- Have you described your first impressions and given a general description?
- Have you described the highlights?
- Have you checked for grammar, spelling and punctuation mistakes?

Mini Workbook

Mini Workbook with more grammar and vocabulary practice.

Full word list with phonetic transcription for each unit at the back of the book.

mineworkbook

Grammar

1 Choose phrases with present tenses underline the correct answer. Then ask and answer the questions in your own words.

1 How are you studying more than usual this week/when?

2 What do you do at the weekend now?

3 How do you live for three years at the moment?

4 How have you been doing anything interesting recently from time to time?

5 Are you doing anything different this week/paradeously from your usual routine?

6 How have you been learning English usually/since you were young?

2 Read the texts and choose the correct answer.

Serena's success story

There's no doubt about her ability to play tennis but Serena also _____ (play) the oboe since she was very young and she started playing professionally in 1998. Since then, she _____ (play) tennis and oboe _____ (play) together for many years and she _____ (win) competitions - in fact, she _____ (just win) an Open competition together. The two sisters _____ (also play) against each other in twenty three professional matches since 1998.

3 Past tense

Underline the correct answer.

Joe: "Did you enjoy the film last night?"
Ruth: "No! I didn't see it."
Joe: "What happened?"
Ruth: "I had to leave the house early and went to catch the bus but the bus _____ (be) late and I _____ (miss) it."
Joe: "Oh dear!"
Ruth: "Yes, so after I was waiting had been waiting for twenty minutes, I _____ (decide) to call a taxi."
Joe: "What happened?"
Ruth: "Well, I _____ (be) waiting for a taxi when I _____ (hear) a car horn. I _____ (get) out of the car and _____ (see) a man who _____ (be) waiting for a taxi. I _____ (talk) to him and _____ (find) out that he _____ (be) waiting for a taxi. I _____ (get) into the car and _____ (drive) to the cinema. The film _____ (be) really good."

Word List

responsibility (n) /rɪspɒnsə'bɪləti/ ick (adj) /ɪk/ 100 (num) /ten/

rule (n) /ru:l/ 101 (num) /ten/ 1000 (num) /ten/

rule (v) /ru:l/ 102 (num) /ten/ 10000 (num) /ten/

show off (v) /ʃəʊ ɒf/ 103 (num) /ten/ 100000 (num) /ten/

show up (v) /ʃəʊ ʌp/ 104 (num) /ten/ 1000000 (num) /ten/

take apart (v) /teɪk ə'pɑ:t/ 105 (num) /ten/ 10000000 (num) /ten/

take down (v) /teɪk daʊn/ 106 (num) /ten/ 100000000 (num) /ten/

take on (v) /teɪk ɒn/ 107 (num) /ten/ 1000000000 (num) /ten/

take over (v) /teɪk əʊvə/ 108 (num) /ten/ 10000000000 (num) /ten/

take up (v) /teɪk ʌp/ 109 (num) /ten/ 100000000000 (num) /ten/

talk with (v) /tɔ:k wɪð/ 110 (num) /ten/ 1000000000000 (num) /ten/

talk to (v) /tɔ:k tu/ 111 (num) /ten/ 10000000000000 (num) /ten/

talk about (v) /tɔ:k ə'baut/ 112 (num) /ten/ 100000000000000 (num) /ten/

talk back (v) /tɔ:k bæk/ 113 (num) /ten/ 1000000000000000 (num) /ten/

talk down (v) /tɔ:k daʊn/ 114 (num) /ten/ 10000000000000000 (num) /ten/

talk over (v) /tɔ:k əʊvə/ 115 (num) /ten/ 100000000000000000 (num) /ten/

talk to (v) /tɔ:k tu/ 116 (num) /ten/ 1000000000000000000 (num) /ten/

talk with (v) /tɔ:k wɪð/ 117 (num) /ten/ 10000000000000000000 (num) /ten/

talk about (v) /tɔ:k ə'baut/ 118 (num) /ten/ 100000000000000000000 (num) /ten/

talk back (v) /tɔ:k bæk/ 119 (num) /ten/ 1000000000000000000000 (num) /ten/

talk down (v) /tɔ:k daʊn/ 120 (num) /ten/ 10000000000000000000000 (num) /ten/

talk over (v) /tɔ:k əʊvə/ 121 (num) /ten/ 100000000000000000000000 (num) /ten/

talk to (v) /tɔ:k tu/ 122 (num) /ten/ 1000000000000000000000000 (num) /ten/

talk with (v) /tɔ:k wɪð/ 123 (num) /ten/ 10000000000000000000000000 (num) /ten/

talk about (v) /tɔ:k ə'baut/ 124 (num) /ten/ 100000000000000000000000000 (num) /ten/

talk back (v) /tɔ:k bæk/ 125 (num) /ten/ 1000000000000000000000000000 (num) /ten/

talk down (v) /tɔ:k daʊn/ 126 (num) /ten/ 10000000000000000000000000000 (num) /ten/

talk over (v) /tɔ:k əʊvə/ 127 (num) /ten/ 100000000000000000000000000000 (num) /ten/

talk to (v) /tɔ:k tu/ 128 (num) /ten/ 1000000000000000000000000000000 (num) /ten/

talk with (v) /tɔ:k wɪð/ 129 (num) /ten/ 10000000000000000000000000000000 (num) /ten/

talk about (v) /tɔ:k ə'baut/ 130 (num) /ten/ 100000000000000000000000000000000 (num) /ten/

Sam Worthington: DID YOU KNOW ...?

1 He _____ in his first film in 2000.
2 Most people _____ of him before *Australian* came out in 2009.
3 He _____ in lots of Australian films and TV series before 2009.
4 He was born in England but his family _____ to Australia when he was a baby.
5 Worthington _____ school at the age of seventeen to become an actor.
6 He _____ as a builder when he got a place at the National Institute of Dramatic Art.
7 He _____ as a theatre and TV actor in Australia before he got his first international film role.
8 Worthington might be the next Bond! Producers _____ him a few years ago but he didn't get the part this time.

1 a started / b was starting / c had started
2 a never heard / b had never been hearing / c was appearing
3 a appeared / b had been appearing / c was appearing
4 a had / b was / c emigrated
5 a was leaving / b left / c had been leaving
6 a had been / b worked / c was working
7 a had worked / b had been working / c was working
8 a had / b considered / c had been considered

Introduction

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1 going to extremes

SB pp. 4-5

Lesson 1

Draw students' attention to the objectives box at the top of the page. Tell students this is the grammar, vocabulary and phrases they are going to learn in this Unit. Tell them they will think about what they have learnt and what they can do at the end of every second lesson (i.e. at the end of every double-page spread).

The learning objectives for the unit are:

- **Grammar:** Present tenses (present simple, present continuous, present perfect, present perfect continuous)
Past tenses (past simple, past continuous, past perfect, past perfect continuous)
- **Vocabulary:** Success and achievements (e.g. *natural talent, dedication, challenge*)
Extreme adjectives and intensifiers (e.g. *very frightening, absolutely terrifying*)
Adverbials in narrative (e.g. *all of a sudden, fortunately, eventually*)
- **Phrases:** Talking about photographs
Expressing an opinion (e.g. *A person I really admire is ..., He/She has achieved ..., I admire him/her because ...*)

Culture 2 know

This background information will help you answer any questions students may have about the theme. You may want to give students some of this information but you should tailor it according to the needs of the class.

The Ironman Triathlon students read about in lesson 1 is held every year in Hawaii. It is the world championship of the event. Athletes take part in qualifying races in different locations around the world to earn a place to compete in it. It is a particularly challenging race; the water in which athletes swim is warm, the cycling leg takes place in strong winds, and the marathon is run in hot weather. As a result, just to cross the finishing line is considered a victory. Both men and women can compete in the race (women are also called Ironmen), and there is a special category for athletes with disabilities.

Warmer

Introduce the topic of achievements and goals. Check students understand the meaning of the words and the difference between them:

an achievement: something important that you have done that required special effort or determination

a goal: something that you hope to achieve in the future

Tell students about some of your own achievements and goals or those of people they are familiar with (e.g. scientists, writers, musicians, actors, sports people, politicians). Elicit other things that may be considered achievements and goals and write them on the board so that students can refer to them in exercise 1, e.g.

- achievements:
- learning to play a musical instrument
 - winning a sports competition
 - getting a good grade in an exam

- goals:
- to speak another language well
 - to travel to a particular destination
 - to get an interesting job

Listening & Vocabulary SB p. 4

1 Have students read the example sentences and point out how they can express their ideas, e.g. *I've ..., I know how to ..., I want to ..., I would like to ...* Students discuss their ideas in pairs.

2 Tell students to look at the pictures and the title of the article and ask:

What are the three people doing? (They're running a race, playing the piano, and taking part in a beauty contest.)

What do you think the title means? (A person who is dedicated works very hard at doing something because they think it is important.)

Students do the exercise. After checking answers, ask:

Which of the things is an achievement and which is a goal? (PJ: a goal, Amy and Carolina: achievements)

How is each person 'dedicated'? (PJ is training hard to compete in the Ironman event, Amy spends several hours a day practising the piano. Carolina must work hard to be perfect.)

Answers: Philip (PJ) Foster's goal is to compete in the Ironman event and become one of the youngest competitors to complete it. Amy Hur has passed top level exams in the piano and cello at the age of eleven. Carolina Carrizo has won a place at the Miss Venezuela School in Caracas.

3a 1.3 Have students do the exercise in pairs. Elicit and write their ideas on the board. Play the audio for students to check their predictions.

Answers: PJ runs, cycles and swims. Amy practises the piano and the cello. Carolina learns everything you need to win beauty competitions.

3b Explain to students that it is a good idea to take notes while they listen. Tell them to write key words and information but not to write complete sentences.

Play the audio again for students to make notes. Have students compare answers. If necessary, repeat the audio before checking answers with the class. Elicit and write answers in note form on the board to check.

Answers:

PJ trains for 10–18 hours a week – running, cycling, swimming.

Amy practises for 4 hours a day – 2 on cello, 2 on piano. She practises a bit more at weekends.

Carolina learns how to walk properly, give interviews, speak English, learns about politics and works out for 3–4 hours a day in the gym.

4 1.4 Words 2 know

Students check the words in blue in their dictionaries. If you are going to do the Mini Workbook exercises, have them make a note of the related verbs and adjectives, too. Draw a table on the board and have students complete it in their notebooks.

| Noun | Definition | Verb | Adjective |
|--------------|------------|------------|------------------------|
| motivation | | motivate | motivating/motivated |
| dedication | | dedicate | dedicated |
| challenge | | challenge | challenging/challenged |
| satisfaction | | satisfy | satisfying/satisfied |
| inspiration | | inspire | inspiring/inspired |
| discipline | | discipline | disciplined |
| achievement | | achieve | achievable |
| respect | | respect | respected |
| pressure | | pressurise | pressured |
| competition | | compete | competitive |
| sacrifice | | sacrifice | sacrificed |

Note: the *-ed* adjectives describe how a person feels and the *-ing* adjectives describe what causes the feeling.

Students answer the questions. Play the audio and pause after each question for students to answer. Focus on the pronunciation of the *Words2know* and have students repeat each one.

Answers: 2 Amy 3 PJ 4 Carolina 5 Amy 6 Carolina 7 Amy

5 SPEAKING

Have students read the questions and check that they understand *worthwhile* (if something is worthwhile, a person doesn't mind spending time and effort on it). Put students into pairs to discuss. First, they should show their partner the three questions they chose and then they discuss the questions selected.

After students have finished speaking, go through each of the questions one by one and ask who discussed the question. Elicit answers from different pairs of students. Encourage them to debate the points by asking further questions and try to involve as many students as you can. Ask:

- Why is/isn't the work and sacrifice worthwhile?
- What do dedicated sports people or musicians have to give up?
- Is it healthy to dedicate too much time to one thing?
- Why is it motivating to do difficult things?
- What positive and negative points are there about competition?
- Why is it important to be disciplined?

MINI WORKBOOK exercise 8 page 106

8

Answers: 2 disciplined 3 pressure 4 competition
5 challenge 6 satisfaction 7 dedicated 8 achievement
9 satisfying

Lesson 2

Warmer

If there has been a gap between the previous lesson and this one, find out what students can remember about the stories of PJ Foster, Amy Hur and Carolina Carrizo. Write key information about the three people on the board and ask students which person they relate to:

eighteen (PJ) practises every day (Amy) swims and cycles (PJ) passed top level exams (Amy) learns to speak English (Carolina) runs 42 kilometres (PJ) works out in the gym (Carolina)

Grammar Focus SB p. 5

Present tenses

6 Write four sentences on the board. Elicit the tense in each sentence and the form of the tense:

- *She practises every day.* (present simple: third person s)
- *She's practising at the moment.* (present continuous: *be* + *-ing*)
- *He has competed in races before.* (present perfect simple: *have* + past participle)
- *He has been training since he was young.* (present perfect continuous: *have* + *been* + *-ing*)

Students read the texts about PJ, Amy and Carolina again and find examples of the tenses:

- present simple: *She practises for several hours every day.*
- present continuous: *PJ is currently training for this year's race.*
- present perfect simple: *Beauty queen Carolina has recently won a place at the Miss Venezuela School in Caracas, ...*
- present perfect continuous: *She has been playing the piano and the cello since she was six ...*

7 Grammar 2 know

Students do the exercise.

Answers: 2 b 3 f 4 e 5 d 6 b 7 b 8 c 9 f

Draw or display **Board plan 1.1**. If you think that students would benefit from having a written record of the board plan, have them copy it into their notebooks.

8 Students read the exercise. Tell them to notice any words that can help them choose the correct tense, e.g. *this season*, *recently*, *just* and *this week*.

Students do the exercise individually. Have them compare answers before checking with the class.

Answers: 2 have been doing 3 have just found 4 are really improving 5 have won 6 isn't playing 7 is recovering

9a Tell students that they can write the name of a person they know, e.g. a brother, a parent, friend, etc. Alternatively, they can write their own name if they play a sport or a musical instrument well, or have another skill. Make sure everyone has told their partner the name of a person and their skill.

9b Remind students that they need to make questions with *you*, *he* or *she*, depending on the person their partner chose, and to select an appropriate verb. Do some examples to show students the questions they can ask:

- Which sport does he/she play?
- Which musical instrument does he/she play?
- Which sport do you play?
- Which musical instrument do you play?

Suggest that fast finishers write more questions, e.g.

- When did you start playing it?
- How often do you practise?
- What are you preparing for?
- What did you win?

Students interview their partner using the questions they have prepared. After they have finished, ask them to decide which of the two people they spoke about is the most dedicated. Elicit from different pairs who is the most dedicated, and why.

1 going to extremes

Suggested Answers: 1 Which sport do you play? 2 How long has he/she been doing it? How long have you been doing it? 3 Does he/she practise or train a lot? Do you practise or train a lot? 4 Is he/she preparing for anything special at the moment? Are you preparing for anything special at the moment? 5 Has he/she won any competitions or passed any exams? Have you won any competitions or passed any exams? 6 Has he/she improved much recently? Have you improved much recently?

EXTRA DISCUSSION

Write a question about sport on the board:

Some people say young people don't do enough sport nowadays. Do you agree?

Put students into pairs or groups of four. Have them discuss the question and then report their ideas to the class.

MINI WORKBOOK exercises 1, 2 and 3 page 104

Draw a table on the board and write the time expressions randomly under it. Ask students to decide which tenses the time expressions are usually used with. Students copy the table into their notebooks:

| Present simple | Present continuous | Present perfect simple and continuous |
|--|--|---|
| <i>usually, often, never every weekend from time to time</i> | <i>this week at the moment right now</i> | <i>recently since 2009 just for 5 years</i> |

1

Answers: 2 at the weekend 3 for three years 4 recently 5 this week 6 since

2

Answers: 2 b 3 a 4 b 5 b 6 b 7 a 8 a

3

Answers: 2 has been playing 3 has won 4 plays 5 have been playing 6 win 7 have just won 8 have also played 9 has 10 is getting 11 trains 12 doesn't enjoy 13 run/am running 14 has been going

Now your students can:

- understand and use words and expressions related to achievements
- check predictions and make notes of detailed information in a listening text about achievements and goals
- use present tenses to talk about present habits, actions in progress now, and past actions that relate or continue to the present.

SB pp. 6-7

Lesson 3

Culture 2 know

Daniel Day-Lewis, who students read about in lesson 3, is the son of an actress and a poet. He was born and grew up in London and first appeared in a film at the age of fourteen. He is known for being selective about the films he makes and for thoroughly researching his roles. He is a method actor and will often stay in the role of the character he plays even when he isn't filming. He has won two Oscars for Best Actor for his performances in *My Left Foot* and *There will be Blood*, and has won numerous other awards.

Robert De Niro also has a background in method acting. Like Daniel Day-Lewis, he has used extreme methods to improve his performance. He gained twenty-seven kilos and learned how to box for his role as Jake LaMotta in *Raging Bull*, worked as a taxi driver for three months for *Taxi Driver* and learned to play the saxophone for *New York, New York*. He won an Oscar for his role in *The Godfather II* and *Raging Bull* and has been nominated four more times.

Heath Ledger was an Australian-born actor who moved to the US to develop his career. He made nineteen films before he died in 2008. He was nominated for an Oscar for his role in *Brokeback Mountain* and won the award posthumously for *The Dark Knight*, in which he played the Joker. He was particularly admired by Daniel Day-Lewis, who described his performance in *Brokeback Mountain* as 'unique' and 'perfect'.

Warmer

Introduce the topic of films. Ask students what films are showing at the cinema in their town at the moment and if they have seen any of them. Ask who the main actors are and write their names on the board. Elicit the names of other actors and add them to the list so that students can refer to them in exercise 1.

Grammar Focus SB p. 6

Past tenses

1 Have students look at the photos and read the caption. Make sure they know that the actor in the photos is Daniel Day-Lewis.

Students discuss the questions in pairs. After they have finished speaking, find out from different pairs who they thought the best actors were, and why. Encourage other students to say if they agree or disagree. Ask students if they have seen Daniel Day-Lewis in any films and which these are.

2 Tell students to look at the title of the article 'Daniel Day-Lewis Does he take acting too far?' and ask: *What do you think the question means? (The question asks if Daniel Day-Lewis takes acting too seriously.) What will the article be about? (The article is about the extreme things he does to prepare for his roles.)*

Have students read the questions and ask about anything they do not understand before they start reading. Set a time limit of about two or three minutes for the reading exercise. If students finish more quickly, ask them to make a list of vocabulary related to films in the text, e.g. *actor, play a role, character, crew, lead role, co-star, film*.

Have students compare answers before checking with the class. After checking answers, refer students to the title of the article again and ask them if they think Daniel Day-Lewis 'takes acting too far'.

Answers:

1 Films: *My Left Foot, In the Name of the Father, The Boxer, Gangs of New York*

Roles: a disabled artist, Gerry Conlon, a boxer, Bill the Butcher

2 Photos: *My Left Foot, Gangs of New York, The Boxer*

3 For the disabled artist, he used a wheelchair; for Gerry Conlon, he spent nights alone in a prison cell; for *The Boxer*, he trained as a boxer; for *Gangs of New York*, he worked as a butcher.

4 He lived the way the character lived, even when not filming.

5 Suggested Answers: Al Pacino, Nicole Kidman, Anthony Hopkins, Jack Nicholson

3a Write four sentences on the board. Elicit the tense in each sentence and the form of the tense:

He stayed in a prison cell while he was making the film.

(past simple: -ed and past continuous: was/were + -ing)

He had made other films before he got the part. (past perfect simple: had + past participle)

He'd been acting for several years before he became famous. (past perfect continuous: had + been + -ing)

3b Grammar 2 know

Students do the exercise.

Answers:

Rule a: ... when he was playing a disabled artist in the film *My Left Foot*, Day-Lewis refused to leave his wheelchair.

He told crew members to throw cold water at him, even when they weren't filming.

... when he was doing a violent scene he got really furious.

Rule b: He told crew members to throw cold water at him, ... because this had happened to Gerry Conlon.

Rule c: He discovered later that Day-Lewis had been working as a butcher for months before filming started!

Draw or display **Board plan 1.2**. Ask questions to check students understand the tenses:

He annoyed Neeson while they were making the film.

Did he annoy Neeson before they made the film? (no) After? (no) During? (yes)

Conlon went to prison for a crime he hadn't committed.

How many actions are there? (two)

Which action happened first? (hadn't committed)

Is it an action that lasted for a short period of time or one that was continuous? (It lasted for a short period of time.)

By the time the film started, he had been training for two years.

How many actions are there? (two)

Which action happened first? (had been training)

Is it an action that lasted for a short period of time or one that was continuous? (continuous)

If you think that students would benefit from having a written record of the board plan, have them copy it into their notebooks.

4 **1.6** Find out what students know about Robert De Niro, Heath Ledger, James Dean, Brad Pitt and Angelina Jolie and write the information on the board. Tell students to put their pens down and read the text to see if the information is included.

Students do the exercise. Have them compare their answers in pairs before playing the audio. Tell students they should listen to each section before they correct their answers. Pause the audio at the end of each section to allow students to write.

Answers: **2** started **3** had been training **4** had become **5** was making **6** put **7** had previously lost **8** could **9** won **10** had finished **11** had been sleeping **12** died **13** was suffering **14** received **15** had been filming **16** hadn't finished **17** had to **18** received **19** had first met **20** were filming

MINI WORKBOOK exercises 4, 5 and 6 pages 104–105

4 Ask students to look at the picture and read the dialogue. Ask which is true:

- The conversation is between the two people in the picture.
- The girl is telling another friend about what happened.

After checking answers to the exercise, have students practise the dialogue in pairs.

Answers: **2** left **3** didn't arrive **4** had been waiting **5** decided **6** wasn't working **7** was walking **8** passed **9** arrived **10** had already **11** explained **12** had happened **13** thought **14** went

5

Answers: **2** was, were making, escaped **3** had been working, arrived **4** was, had been guessing, hadn't guessed, were **5** remembered, had previously studied

6

Answers: **2** had never heard **3** appeared **4** emigrated **5** left **6** was working **7** had worked **8** considered

Grammar + Plus

Write three statements on the board and show students how to form a tag question:

You're a student, aren't you?

verb (change from positive to negative + subject pronoun)

Peter lives in London, doesn't he?

auxiliary verb of tense (change from positive to negative) + subject pronoun in place of name)

They haven't arrived, have they?

auxiliary verb (change from negative to positive) + subject pronoun

Explain that tag questions are used as real questions or to ask for confirmation of what we already know. Students will find further information about tag questions in the Workbook on page 5.

Answers: **3** hadn't he **4** have they **5** doesn't she **6** are they **7** have they **8** do you **9** were we **10** didn't he **11** had they **12** hadn't you

1 going to extremes

SB pp. 7-9

Lesson 4

Warmer

If there has been a gap between the previous lesson and this one, ask students to write the name of a film they thought was very frightening, and one they thought was very funny. Put students into groups and ask them to compare the films. Elicit five films in each category and write them on the board. Take a vote on the most frightening and the funniest films by asking students to put up their hands.

Vocabulary & Speaking SB p. 7

Extreme adjectives and intensifiers

5 Tell students to look again at the caption about Daniel Day-Lewis on page 6 and find a word that means the same as *very good* (*outstanding*). Explain that this is an example of an 'extreme' adjective, because it contains the idea of *very*.

Students do the exercise. If they have difficulty, tell them the paragraph in which the adjective appears: Paragraph 2: *very cold*, Paragraph 3: *very angry*, *very frightening*

Answers: 2 freezing 3 furious 4 terrifying

6 ACTIVE STUDY Notice intensifiers

Students read the *Active Study* section. Check understanding by writing some sentences on the board and asking if they are correct or incorrect and eliciting the correct sentences:

You look very exhausted. (incorrect – *absolutely exhausted*)
Day-Lewis is really outstanding. (correct)
It's raining. I'm absolutely wet. (incorrect – *very wet*)
The film was really frightening. (correct)

7 Students do the exercise.

After checking answers, point out that words form adjectives with both *-ing* and *-ed* endings, e.g. *terrified/terrifying*, *amazed/amazing*, *exhausted/exhausting*.

Answers: 2 d 3 f 4 j 5 a 6 c 7 i 8 b 9 e 10 g

8 Ask students to read the first question and the example answer. Point out the contraction 'd and ask what the full form is (*would*). Then ask when we use it (to talk about imaginary situations).

Students write their answers individually. Have students compare answers in pairs before checking with the class.

Suggested Answers: 2 I'd be absolutely freezing. 3 I'd be absolutely exhausted. 4 I'd be absolutely starving. 5 I'd be absolutely soaked. 6 I'd be absolutely amazed. 7 I'd be absolutely amazed. 8 I'd be absolutely terrified.

EXTRA DISCUSSION

Write these questions about the cinema on the board:

What are the advantages and disadvantages of the cinema compared to television?
Which do you prefer? Why?

Put students into pairs or groups of four. Have them discuss the questions, then report their ideas to the class.

MINI WORKBOOK exercises 9 and 10 page 106

9 Check the order of the cartoons before students do the second part of the exercise.

Answers: 2 e 3 a 4 b 5 d

2 huge 3 terrified 4 freezing 5 soaked 6 furious
7 exhausted 8 hilarious

10

Answers: 2 very, absolutely 3 really, absolutely, really/absolutely 4 absolutely, really 5 very, absolutely 6 absolutely/really

Now your students can:

- read for detailed information in a text about actors
- use past tenses to talk about past events and what happened before an event in the past
- use extreme adjectives and intensifiers for emphasis.

Lesson 5

Culture **2** know

Malcolm Gladwell, who students read about in lesson 5, is a writer and a bestselling author. His books include *Blink* (2005), *Outliers* (2008) and *What the Dog Saw: And Other Adventures* (2009).

In *Outliers*, Gladwell examines the factors that lead to success. He suggests that in order to become successful, approximately 10,000 hours of hard work are necessary. This is approximately the number of hours The Beatles spent performing in small venues in Germany before they returned to the UK and became famous. It is also the number of hours Bill Gates spent programming a computer at an early age.

Gladwell also claims that chance, the environment in which a person grows up and the support they receive from those around them are important in achieving success. He points out, for example, that Gates was lucky in having access to a computer when few others did. Without that unique opportunity, he says, Bill Gates would never have become as successful as he did.

Warmer

On the board write the names of some people who are very successful in their field and the names of others who are not so successful. Try and choose people that students will be familiar with, e.g.:

| | |
|-------------------------|---------------------------|
| <i>Very successful:</i> | <i>Not as successful:</i> |
| Rafael Nadal | Gael Montfils |
| Madonna | Alicia Keys |
| Brad Pitt | Ben Affleck |

Encourage students to discuss why some people are more successful than others. Ask:

What do these people have in common? (They are all successful people.)
How are they different? (Some are more successful than others.)
Why are some people more successful than others?
What factors decide success, e.g. talent, luck, hard work?

Reading & Speaking **SB p. 8**

1 Have students read the quotations. If students need support, rephrase the quotations and ask which one has the same meaning:

Most successful men have a woman in their life who motivates or guides them. (Behind every great man there's a great woman.)

If you have confidence in your abilities, you can do anything. (If you believe in yourself, you can achieve anything.)

If you want to do something really great, you must work extremely hard to achieve it. (Genius is one percent inspiration and ninety-nine percent perspiration.)

Success is often a matter of luck. (Success is often about being in the right place at the right time.)

If you want to be successful, you need to know people who can help you. (It's not what you know in life that makes you successful, it's who you know.)

Students discuss the quotations in pairs. After they have finished speaking, find out how many people think each quotation is true by asking them to put up their hands. Ask a volunteer to tell you why they think a quotation is true and if they can think of a person, famous or not, who illustrates the point.

2 **1.7** **Words 2 know**

Students check the *Words2know* in their dictionaries. Have them make a note of the related adjectives, too:

| Noun: | Adjective: |
|-----------------|-----------------|
| self-confidence | self-confident |
| luck | (un)lucky |
| talent | talented |
| skill | skilled/skilful |
| determination | determined |
| support | supportive |

Students do the exercise. After checking answers, focus on the pronunciation of the *Words2know*. Play the audio and have students repeat each one.

Answers: self-confidence: third quotation luck: first quotation determination and hard work: fourth quotation support from other people: fifth quotation your social network: second quotation
Natural talent and skill are not mentioned.

3 Tell students to read the title of the article *Reaching the top. Have you got what it takes?* and the first paragraph. Ask:

What do you think the title means? (Have you got the necessary characteristics to be successful?)

Set a time limit of about four minutes for students to read the article and answer the question.

Answer: The secret X factor for success is determination and hard work. Some equally talented people do not make it because they do not have a social good network, they are not lucky and, most importantly, they do not have the determination to work as hard as is required for success.

4 Before students read again, tell them that this is a 'scan' reading exercise so it is not necessary to read the text word for word again. Discuss some strategies for doing this type of exercise:

- Read the incomplete sentence at the beginning of the question but not the answer options.

- Find the information that completes the incomplete sentence in the text.
- Read the possible endings and decide which is the most similar to what they read in the text.

Students do the exercise individually. Have them compare answers in pairs before checking with the class.

Answers: 1 b 2 c 3 b 4 d

5 NOTICE IDIOMS

Check students know what an idiom is (an expression whose meaning is different from the meaning of the individual words). Draw attention to the example to show them what to do.

Students do the exercise. Tell fast finishers to write their own sentences using the idioms.

Answers: 2 Why don't equally talented people make it?
3 the key to success. 4 Is success just down to luck?
5 It was luck that gave him his first break. 6 You probably won't reach the top.

6 Put students into pairs or groups of four to discuss the questions. When they have finished speaking, elicit ideas from different pairs or groups and open up the discussion with the class. Try to involve as many students as possible in the discussion by asking others if they agree or disagree.

Lesson 6

Warmer

If there has been a gap between the previous lesson and this one, play the game Who am I? Tell students you are thinking of a famous person (alive or dead). They can ask you twenty questions to guess who it is. You will only answer *yes* or *no* to the questions, and the questions must be grammatically correct. Take questions from random students in the class. The student who guesses correctly thinks of the next famous person. Either continue the game as a class or have students play it in groups.

7 **1.9** Have students read the instructions and the questions before they listen to the audio. Remind them briefly about keeping notes as they listen. Play the audio. If necessary, repeat the audio before checking answers with the class.

Answers: 1 Venus Williams: She is famous for being a top tennis player. She has won hundreds of tournaments. She likes to do other things as well as play tennis, like fashion design, and she has a normal, healthy attitude to life. She fits Malcolm Gladwell's theory because when she was a child, she used to practise for hours and hours every day although now she is not that hard-working.

2 Heath Ledger: He was a talented actor. He had won lots of awards by the time he died at the age of twenty-eight, including one for *Brokeback Mountain*. When he was filming, he liked to stay in character to help him play the role better and he was dedicated to his work. He fits Malcolm Gladwell's theory because he worked incredibly hard.

Can you do it in English?

8a Make sure everyone has thought of a person they admire before moving on to exercise 8b.

going to extremes

8b Refer students to the back cover to the expressions they can use to describe someone they admire. If students need extra support, show them how the expressions can be used with the information they learned about Venus Williams, e.g.:

*A person I really admire is Venus Williams.
She has achieved many things in her career.
Her achievements include winning hundreds of tournaments.
She has been playing tennis since she was tiny.
She has been a successful tennis player for years and years.
She has won Wimbledon five times.
I admire her dedication to sport.
I admire her because she does other things as well as play tennis, like fashion design.*

Students prepare their talk. Encourage them to make notes. Monitor and provide support while students are preparing.

9 Put students into pairs or groups of four to give their talks. Make notes on good use of language and any common problems while students are speaking.

When students have finished speaking, select some students to tell the class if the person they described fits Gladwell's theory, and why or why not.

Write examples of good use of language and common problems on the board. Put students into pairs to correct the mistakes before an open class check.

MINI WORKBOOK exercise 11 page 106

11

Answers: 2 natural talent 3 support 4 social network
5 sacrifices 6 determination

EXTRA DISCUSSION

Write this question on the board:

Do film stars have a responsibility to be good role models?

Put students into pairs or groups of four. Have them discuss the question and then report their ideas to the class.

Now your students can:

- use vocabulary to talk about reasons for success
- read for general understanding and scan for detailed information in an article about success
- describe a successful person that they admire.

SB pp. 10–11

Lesson 7

Culture **2** know

The state of Utah is a generally rocky area with three distinct regions: the Rocky Mountains, the Great Basin and the Colorado Plateau. It has five national parks and forty-two state parks. It is known for its landscape and is a popular tourist destination for skiers, walkers and hikers.

Chute Canyon is situated in the San Rafael Reef, part of the Colorado Plateau in central Utah. The reef is about 120 kilometres long and is composed of domes, cliffs and deep canyons. The canyons are often less than a few metres wide and

can be hundreds of metres deep. Chute Canyon is considered to be a spectacularly beautiful area.

Warmer

Elicit and write some sports on the board, e.g. *mountain climbing, surfing, skiing, rugby, hiking, horse-riding, skateboarding, motorcycling*. Put students into pairs and ask them to rank the sports from the most dangerous to the least dangerous. When they have finished, ask different pairs which they thought was the most dangerous sport and discuss the sports as a class until they decide on the most dangerous one. Ask students why they think people do dangerous sports.

Writing & Vocabulary SB p. 10

A narrative

1 Students do the exercise. When they have finished speaking, find out who would or would not like to go hiking in Chute Canyon. Encourage students to say why or why not.

Answers: Chute Canyon is in Utah, in the US. It is a dangerous place to go hiking. Students' own answers – they may say 'no' because it is one of the most difficult mountain routes, or 'yes' because it is a challenge.

2a Make sure students understand the words by pointing to the picture.

2b Put students into pairs to predict the end of the story. After students have discussed the ending, elicit ideas from different pairs.

3a Students read the story and check their predictions. Find out if anyone in the class predicted the end of the story correctly.

Answer: James slipped from a boulder and fell into a pool. He landed on a rock in the pool and his leg shattered.

3b Students read the story again and answer the questions.

Answers: **1** They are hiking fanatics and they had dreamt of doing the route for a long time. **2** He decided to go to the nearest camp for help. **3** It was flooded because it had been raining. **4** He waited for thirty-four hours.

4 STRUCTURE

Explain that it is important to organise a story to make it interesting and easy to read. Students do the exercise.

Answers: Paragraph 1 d Paragraph 2 f Paragraph 3 c
Paragraph 4 a, e

5 LANGUAGE

Students do the exercise. After checking answers, make sure they understand the words by asking which word or phrase:

- means *suddenly, unexpectedly (all of a sudden)*
- is used to say that you wish that something had not happened or was not true (*unfortunately*)
- is used to say that something happened slowly, over a long time (*gradually*)
- is used to say that you were shocked or scared (*to my horror*)
- means *after a long time (eventually)*
- is used to say that fortunately, something good happened (*thankfully*)
- means in an unexpected way (*amazingly*)

Point out the use of *-ly* to make many adverbials.

Answers: all of a sudden, unfortunately, gradually, to my horror, eventually, thankfully
The writer uses the adverbials to make the story more dramatic.

6 Make sure students are aware that more than one option may be possible in this exercise. Have them compare their answers before checking with the class.

Answers: **2** Sadly **3** thankfully, gradually **4** Fortunately **5** sadly **6** All options are correct.

EXTRA DISCUSSION

Tell students to imagine that they have seen a question posted on an internet forum asking about places to go hiking in their area or country. They want to reply.

Where would they recommend the person should go?

What advice would they give about things to take on the trip?

Have students discuss the questions in pairs and then report their ideas to the class.

Lesson 8

Warmer

If there has been a gap between the previous lesson and this one, write some adverbials and events from the story of Alex and James on the board:

All of a sudden *Eventually* *Gradually* *Thankfully*
Unfortunately

Alex landed on a rock. *Alex slipped.* *Alex was still alive.*
James arrived at the camp. *James pulled Alex out of the water.*

Ask students to match the adverbial and the event, then to retell the story in pairs:

All of a sudden, Alex slipped.
Unfortunately, Alex landed on a rock.
Thankfully, Alex was still alive.
Eventually, James arrived at the camp.
Gradually, James pulled Alex out of the water.

When they have finished, have them look at the story on page 10 to check.

7a Tell students they are going to listen to another story. Check they understand the sentences in the box by pointing to things in the pictures.

Answers:

Picture 1: Something hit me. I saw a shark's fin. **Picture 2:** I had a big cut down my leg. The paramedics were there in ten minutes. **Picture 3:** I was just paddling out to sea on my board ... **Picture 4:** I just kicked and kicked.
Not illustrated: I've still got a scar.

7b **1.11** After students have predicted in pairs, elicit a possible order for the pictures and write it on the board. Play the audio for students to check their predictions.

Answers: Picture 3, Picture 1, Picture 4, Picture 2

8 **1.11** Allow time for students to read the questions before you play the audio. Remind them to write key words and information but not to write complete sentences.

If students need support, pause the audio after each question to allow them to write notes. Have students compare answers and if necessary play the audio again before checking answers with the class.

Answers: **1** she's from California, fanatical surfer, tried to surf for a couple of hours before college, surfing since a baby **2** Monterey Bay, California, August 2009 **3** Something hit her, she was thrown into the air. **4** She got back on her board, she saw a shark fin, she started paddling back to shore, she was bitten by the shark, the shark released her, she paddled back to shore. **5** She called the paramedics, they arrived in ten minutes. **6** No, she was surfing again two weeks later.

9 Students do the exercise individually or in pairs.

Answers:

Paragraph 1: Monterey Bay, California, August 2009, Ellen Kelman, fanatical surfer, tried to surf for a couple of hours before college, surfing since she was a baby.

Paragraph 2: The sea was perfect for surfing, the waves were huge, Ellen was paddling out to sea.

Paragraph 3: Something hit her, she was thrown into the air, she got back on her board, she saw a shark fin, she started paddling back to shore, she was bitten by the shark, the shark released her, she paddled back to shore.

Paragraph 4: She made it back to shore, she called the paramedics and they arrived in ten minutes, she was surfing again two weeks later.

Students could add more information as needed for paragraph 2.

10 Point out to students that they can base their story on one they have heard about, if they prefer. As they make notes, provide support with both language and ideas.

11a Students write a first draft of their story. When they have finished, refer them to the checklist on the back cover. Read through the checklist with the class and make sure they understand each question.

Students either read their story and work through the checklist or swap their story with a partner and check their partner's work. If they swap their story with a partner, allow them time to give each other feedback based on the checklist. Allow two to three minutes for a student to comment on their partner's story, then give a signal for them to swap.

11b Students write the final draft of their story either in class or for homework.

Now your students can:

- read a story to check predictions and for detailed information
- listen for general understanding and detailed information in a personal anecdote
- write a story about an adventure or trip that went wrong using appropriate organisation and adverbials.

1 going to extremes

SB pp. 12–13

Real Time Lesson 9

Culture **2 know**

The story in *Real Time* takes place in Brighton, a popular seaside resort on the south coast of England, less than an hour from London by train. The seafront has bars, restaurants and amusement arcades, mostly between its two famous piers. These piers, built in the nineteenth century, are traditional landmarks, although one was damaged by a fire in 2003 and there are plans to replace it with a modern tower.

Brighton is a lively city with many music venues, theatres and art galleries. It has a large student population. There are two universities and a further education college, and during spring and summer, thousands of students attend language courses at the many language schools there, too.

The story in *Real Time* revolves around two students in Brighton, Ikram and Ella. They are both DJs and they do a two-hour radio show once a week for a local radio station, Bright Lights Radio. In the *Real Time* sections, they do interviews and prepare stories for their show. In the first section, Ikram and Ella are choosing a photo to advertise their show in a Brighton student magazine.

Warmer

Draw a five-pointed star on the board and have students draw one like it in a notebook or on a piece of paper. Tell them to write a name or word on one of the five points in answer to these questions:

- What's your favourite type of music?
- What's your favourite music show (on the radio or TV)?
- Who's your favourite artist?
- What are you listening to most at the moment?
- What type of music do you hate?

Have students swap their stars, ask each other about what they wrote, and find out if any of the information is the same.

Talking about photographs **SB p. 12**

1a Tell students to look at the main photo and the caption. Ask:

- Who are the people in the photo? (Ikram, Ella and Jake)
- Where are they? (They're in a radio studio.)
- What are they doing? (They're looking at some photos.)

Students discuss the questions in pairs and predict what the answers might be.

1b **1.12** Play the audio for students to check their predictions.

Answers: **1** Ikram and Ella are the DJs and Jake is the producer of the show. **2** They are choosing a photo for an advert for the show.

2 **1.12** Have students describe the photos in pairs before they listen to the audio again and think about the words they expect to hear in the descriptions, e.g. *radio, black and white, couples, dancing, singing (along to), old-fashioned, stereo, elderly, young, long blonde hair.*

Play the audio.

Answers: **1** every Thursday evening from seven to nine
2 photos A and B **3** music and having fun with music

3a **1.12** Phrases **2 know**

Ask students to read the *Phrases2know* and Ella's description and try to remember the phrases that she used in each gap.

Tell students to put their pens down and look at *Phrases2know* while they listen. Play the audio. Allow time for students to write their answers after they have listened.

Answers: **1** these photos are related to the topic of
2 What they have in common is **3** in the foreground
4 I think it's **5** It makes you think of **6** it looks as though
7 They seem **8** look like

3b Students refer to the description in exercise 3a and put the things Ella does in the correct order.

Answers: **1** state the general theme or topic **2** describe what's in the photos **3** interpret the photos

4a Students do the exercise.

Answers: **1** They are on a pier at the seaside, dancing under an umbrella to the radio. **2** Students' own answers
3 Students' own answers **4** That it is universal and timeless.

4b Give students one to two minutes to prepare what they are going to say using the *Phrases2know*. Put students into pairs or groups of four to describe the photos.

When students have finished speaking, ask a volunteer to describe each of the photos and encourage others to help.

EXTRA DISCUSSION

Write a statement about the radio on the board:

Watching TV is better than listening to the radio. Do you agree?

Put students into pairs or groups of four. Have them debate the statement, then report their ideas to the class.

Lesson 10

Warmer

If there has been a gap between the previous lesson and this one, ask students to keep their books closed and try to remember the photos from the previous lesson. Ask them to describe the photos.

Expressing an opinion **SB p. 13**

5 Students discuss the question in pairs before giving an opinion to the whole class.

6a (1.13) Remind students who Mr Douglas is (the producer of the radio show, from exercise 1). Encourage them to predict which photo he chooses. Play the audio for students to listen and answer.

Answers: **1** Because he isn't a teenager and he doesn't know what teenagers like or what is cool. **2** photo A.

6b Have students read the questions and answer any questions they can.

Play the audio again. Students listen and answer the questions.

Answers: **1** Technology has changed the world that teenagers live in. **2** By hanging out with their friends, listening to music and watching films. **3** Teenagers are the same, it's the world around them that has changed. **4** Yes, but adverts must be interesting and memorable because teenagers see so many nowadays.

7a **Phrases 2 know**

Check that students understand *justifying opinions* (giving a good reason for an opinion).

Students do the exercise.

Answers: If you ask me, (E) To my mind, (E) The way I see it, (E) Don't forget that (J) You have to bear in mind that (J) The main reason is (J)

7b Point out that the word in brackets appears in the phrase from the *Phrases2know* section and must be included in students' answers. Have students do the exercise individually first and then discuss their ideas in pairs. Elicit some answers from different students and open up a discussion with the class.

8 Give students a little time to prepare their ideas before speaking. Students exchange their ideas and opinions in pairs or in groups.

Can you do it in English?

9 Focus students' attention on the advert and ask them to read the caption. Encourage them to think about where the advert might appear (on a school website).

Put students into pairs: Student A and Student B. Have them read their role and think about what they are going to say before speaking. After they have finished, ask different pairs which photo they chose and discuss the questions with the class.

Make notes on good use of language and any common problems while students are speaking. Write these on the board and put students into pairs to correct the mistakes before an open class check.

Now your students can:

- listen for general information in an informal conversation
- use expressions to talk about photos
- use expressions to give opinions and justify opinions.

2 living together

SB pp. 14–15

Lesson 1

Draw students' attention to the objectives box at the top of the page. Tell students this is the grammar, vocabulary and phrases they are going to learn in the Unit. Tell them that they will think about what they have learnt and what they can do at the end of every second lesson (i.e. at the end of every double-page spread).

The learning objectives for the unit are:

- **Grammar:** Present perfect simple and continuous
Present and past habits (e.g. *keep -ing, used to, would*)
- **Vocabulary:** Behaviour and relationships (e.g. *avoid rows and conflicts, share chores, settle down*)
- **Phrases:** A formal phone conversation (e.g. *Could I speak to ... , please? Hold the line, please.*)

Culture 2 know

The phenomenon of 'boomerang kids', adult children who leave home and then move back to live with their parents, is a relatively recent one. Both parents and children sometimes have difficulty adapting to the situation. This has led to the appearance of websites on the internet selling 'contracts' which can be used by parents and their adult children who move back home. These contracts contain rules of behaviour and are to be agreed and signed by parents and children. There are also sites which give advice to 'boomerang kids' on moving back home and include such suggestions as having a meeting to establish rules and redecorating a childhood bedroom to make a break from the past.

Warmer

Elicit some examples of rules that students have at home, e.g. *keep my room tidy, call home if I'm going to arrive late, be home by a certain time on school days, do my homework, lay and clear the table, not watch TV or use my computer after midnight.* Ask students which rules they do not mind and which they find difficult.

Listening & Vocabulary SB p. 14

1 Students discuss the questions in pairs. When they have finished speaking, elicit ideas from different pairs about what changes they can expect when they leave home. Write the positive and negative changes in two columns on the board:

| | |
|---|--|
| <i>Positive:</i> | <i>Negative:</i> |
| <i>I'll have more freedom.</i> | <i>I'll have to pay rent.</i> |
| <i>I'll learn to be independent.</i> | <i>I'll have to do more housework.</i> |
| <i>I'll be able to do things as I want.</i> | <i>I might be lonely.</i> |

Answers: Students' own answers

2 Ask students to look at the picture on page 14 and describe what they can see. Use the artwork to elicit or teach *boomerang* (a curved stick that comes back to you when you throw it, traditionally used by Australian Aborigines for hunting).

Give students one or two minutes to read the text and answer the questions. When they have finished, put them into pairs to discuss their answers.

When checking answers, make sure students understand *twenty-somethings* (young people aged between twenty-one and twenty-nine).

Answers: 1 'Boomerang kids' are twenty-somethings who return home to their parents' house because it is cheaper than renting a flat alone or with friends. 2 Students' own answers 3 Suggested Answers: arguments over chores and responsibilities, arguments over money, expectations about how much freedom kids will have, what time to come home, what to eat, etc.

3 (1.15) Tell students they are going to listen to a radio programme in which a psychologist talks about 'boomerang kids', and a listener who phones the programme to give her opinion. Have students read the statements before they listen and predict if the statements are true or false.

Play the audio once for students to mark the statements true or false. Play the audio again for them to make notes on the answers. Remind them of the strategies you discussed about note-taking.

Answers:

- 2 ✓ They had that freedom at university.
3 ✗ Their parents are still their parents.
4 ✓ So everyone knows what's expected.
5 ✗ They shouldn't expect to live rent-free once they're adults.
6 ✗ They get on fine.
7 ✓ Her parents work full time.

4a (1.16) Words 2 know

Students check the words in blue in their dictionaries. Tell them to notice the spelling of verbs with *-ing* endings, and also irregular past and past participle forms, e.g.:

| Verb | -ing form | Irregular past simple, past participle |
|--------------------|-------------------------------|--|
| <i>set</i> | <i>setting (double 't')</i> | <i>set, set</i> |
| <i>share</i> | <i>sharing (no 'e')</i> | – |
| <i>behave</i> | <i>behaving (no 'e')</i> | – |
| <i>have</i> | <i>having (no 'e')</i> | <i>had</i> |
| <i>communicate</i> | <i>communicating (no 'e')</i> | – |

Focus on the pronunciation of the *Words2know*. Play the audio and have students repeat each one. Students decide who mentions each thing.

4b (1.15) Play the audio again for them to check their answers.

Answers:

P: avoiding rows and conflict, communicating about important issues

L: treating each other with respect, behaving reasonably, having a chat and a laugh together, enjoying each other's company

B: sharing adult chores and responsibilities

5 SPEAKING

Ask students to do the task individually first. Remind them of the ways to express and justify opinions from page 13. Elicit these and write them on the board:

In my opinion, ... If you ask me, ... To my mind, ...

The way I see it, ... Don't forget (that) ...

You have to bear in mind that ... The main reason is ...

Put students into pairs to discuss. Ask them to agree on the three most important things. Then put students into groups of four and have them agree, as a group, on the same three things. Finally, elicit the three things from different groups and try to reach a consensus on the three most important things for parents and children to live together happily with the whole class.

Answers: Students' own answers

MINI WORKBOOK exercise 9 page 109

9

Answers:

2 respect 3 company 4 reasonably 5 laugh 6 issues
7 chores 8 chat

Lesson 2

Warmer

If there has been a gap between the previous lesson and this one, remind students about 'boomerang kids'. Either write these ideas on the board or read them out and have students say if a 'boomerang kid' should or should not do them:

expect Mum to do the laundry

communicate about important issues

share chores and responsibilities

expect Dad to help out with money

expect to live rent-free

behave reasonably

avoid rows and conflict

Grammar Focus 58 p. 14

Present perfect simple and continuous

6 Have students look at the photo on page 15. Explain that the young man is called Damien and ask questions about him:

Where do you think he is? (Damien is in his old bedroom at his parents' house.)

How do you think he feels? (He looks fed up.)

How do you think his parents feel? (His parents are also unhappy.)

Tell students to read the title 'It feels like a backward step'. Ask:

What does 'a backward step' mean? (It's an action that does not bring progress, but makes a situation worse than it was in the past.)

What do you think the article is about? (The article is about Damien's feelings on moving back home.)

Students read the article and answer the questions. Put them into pairs to compare answers before checking with the class.

Answers: 1 He lived with five other students at university.

2 He is living at home and he feels like a child again/fed up/depressed/frustrated. 3 He gets up and goes to bed later than his parents. 4 Yes, he's working part-time in a bar.

5 He wants to start his career and move into a house with his mates.

7 Grammar 2 know

Draw students' attention to the sentences in bold in the article. Elicit the tense in each sentence and the form of each tense.

*Generally, my parents **have been** quite reasonable, I suppose.* (present perfect simple: *have* + past participle)

*We've **had** one or two big rows about it.* (present perfect simple)

*I've **been working** part-time in a bar this month ...* (present perfect continuous: *have* + *been* + past participle)

*... he's **found** me a room to rent.* (present perfect simple)

Students read the rules in the *Grammar2know* section and match them with the sentences.

Answers:

Rule a: ... he's found me a room to rent.

Rule b: I've been working part-time in a bar this month ...

Rule c: We've had one or two big rows about it.

Rule d: Generally, my parents have been quite reasonable, I suppose.

Draw or display **Board plan 2.1**. If you think students would benefit from having a written record of the board plan, have them copy it into their notebooks.

8 Before students do the exercise, point out that both a and b sentences are grammatically correct but they have different meanings. Students should choose the one that answers the question.

Check answers by having a class vote. Have students put up their hand if they think a or b is correct. Ask different students in the class to explain why each of the correct options answers the question.

Answers: 2 a (present perfect simple – The writing of the essay is complete.) 3 b (present perfect continuous – Alex has been to the gym many times.) 4 a (present perfect simple – The painting of the room is complete.)

9a Students do the exercise. Check answers with the class before students do exercise 9b. Point out that in number 3, *studied* is possible but the continuous form *has been studying* suggests that the action has continued for a long time and has not finished.

Answers: 2 sent 3 been studying 4 been going 5 passed 6 known

2 living together

9b Demonstrate the activity with a student to show that you would like them to ask follow-up questions, e.g.:

Have you had breakfast today?

What did you have?

How many texts have you sent today?

Who have you sent texts to?

What were the texts about?

Students ask and answer the questions in pairs.

Answers: Students' own answers

10 WRITING

Elicit some ideas about other things that students have done in the last few months or weeks. For example, have they:

- played a sports match?
- done an exam?
- been to a party?
- seen a film?
- bought something new?
- visited a relative?
- travelled to a different country on holiday?

Students do the writing activity.

Answers: Students' own answers

EXTRA DISCUSSION

Ask students to imagine that they are Damien's friends and they are discussing ways to help him. Write the questions on the board:

What advice would you give to Damien about his home life?

What can he do to find a job?

Have students discuss in pairs and report their ideas to the class.

MINI WORKBOOK exercises 1, 2 and 3 page 107

1

Answers: 1 managed, 've spoken 2 been training 3 you been doing, 've been running, have you run, 's taken, 's been raining 4 Have you finished, finished, 've read, 've been writing 5 been doing, spoken, has just phoned

2

Answers: 3 They've been going out a lot recently.
4 They've been out tonight. 5 She's been running.
6 She's run a marathon.

3

Answers: 2 has been trying 3 hasn't had 4 I've read
5 replied 6 has answered 7 've been walking
8 've been speaking 9 asking 10 has Jane's plan been
11 has offered 12 've bought 13 has just found
14 I've been living

Now your students can:

- understand and use words and expressions related to getting on with other people
- listen for detailed information in a radio programme in which people give opinions
- use the present perfect simple and continuous tenses to describe their life recently.

SB pp. 16-17

Lesson 3

Warmer

Introduce the topic of stereotypes (fixed ideas about what people are like) and stereotypical complaints. Write these incomplete statements on the board and ask students if they would write *men* or *women* in each gap:

_____ are more romantic than _____.

_____ talk more than _____.

_____ are better drivers than _____.

Discuss the statements with the class in preparation for the topic of the lesson.

Vocabulary & Listening SB p. 16

Behaviour and relationships

1 Have students read the example sentences and point out how they can express their ideas:

According to men/women, ...

Men/Women say ...

Students do the exercise in pairs. When they have finished, elicit ideas from different pairs. Discuss with students if they think the complaints are justified or not.

Answers: Students' own answers, but possibly:

Men say that women can't read maps.

According to women, men are often untidy.

Men say that women spend a long time getting ready to go out.

Women say that men never do housework.

2a Students do the exercise.

2b (1.18) **Words 2 know**

Students check the words in blue in their dictionaries. Point out that in the case of phrases, they should look up one key word in the phrase and if they do not find the expression in the entry for that key word, they should try another one.

Focus on the pronunciation of the *Words2know*. Play the audio and have students repeat each one.

Have students discuss in pairs who they think is making each complaint, Dylan, Jennifer or both.

3 (1.19) Tell students to write the initial of the person who mentions each annoying habit next to the phrase, as in the example. Play the audio.

Lesson 4

Culture **2** know

A number of books and newspaper articles have been written about using the techniques for training animals on real-life partners. One such book is *What Shamu Taught Me About Life, Love and Marriage* by Amy Sutherland, a journalist who spent time at a college for animal trainers. According to Sutherland, the best way to deal with a partner's annoying habits is to reward the behaviour you like and ignore the behaviour you do not like. This is the same approach used by animal trainers on dolphins or killer whales. *Shamu* in the title of her book is the name of a killer whale at a sea park in the US.

Warmer

If there has been a gap between the previous lesson and this one, remind students about annoying habits. Write these phrases on the board and ask students to match them:

| | |
|----------------------|----------------------------------|
| <i>leaves</i> | <i>gossiping to her mates</i> |
| <i>makes a drama</i> | <i>a mess</i> |
| <i>shows off</i> | <i>out of tiny things</i> |
| <i>spends hours</i> | <i>in front of his/her mates</i> |
| <i>takes ages</i> | <i>to get ready</i> |

Grammar Focus **SB p. 17**

Present and past habits

6a Tell students that the text is an article that Jennifer, the woman on page 16, wrote.

Set a time limit of three minutes for students to read the article and answer the questions. Have students compare answers before checking with the class.

After checking answers, make sure students understand these words:

- a back flip*: a movement in which the head moves backwards and the body turns over
- a reward* (v): if someone rewards you for what you have done, you get something or are given something
- a reward* (n): something that is given to someone for doing something good
- a somersault*: a movement when you roll or jump forwards until your feet go over your head and touch the ground again
- a trick*: something clever that an animal is taught to do
- praise*: to say that someone has done something well or that you admire them

Answers: 1 She praised him for good behaviour instead of nagging or scolding him for bad behaviour. **2 b**

6b Have students discuss the questions in pairs. When they have finished speaking, ask some students if they would like to 'train' anyone in this way, and why.

Answers: Students' own answers

Answers: is always nagging me: D is always making a drama out of tiny things: D keeps interrupting me when I'm trying to concentrate: J is always leaving a mess and then expects me to clear up: J keeps forgetting arrangements: J keeps mislaying things: J often ignores what I'm saying or doesn't listen to me: J

4 (1.19) Have students read the questions before they listen to the audio again. Tell them that the first two questions are answered on the audio but the remaining three are opinion questions. Check they understand *sympathise with* (understand how someone else feels).

Play the audio again. Have students discuss answers in pairs before checking with the class.

Answers: 1 Dylan finds Jennifer's tendency to make a drama out of tiny things particularly annoying. Jennifer finds Dylan's forgetfulness and the fact that he is always losing things particularly annoying. **2** They don't seem to know how the other person feels. **3** Students' own answers **4** Students' own answers, but possibly: They should communicate more. **5** Students' own answers

5 Allow time for students to read the questions. Tell them to think about the habits of people they know, e.g. friends or family members.

Draw attention to the expressions in the examples to talk about annoying habits:

- It drives me mad when ...*
- ... that really winds me up.*
- It really gets on my nerves when ...*

These are typical informal expressions to talk about things that are annoying. Make sure that students know how to pronounce *winds* /waɪndz/.

Give students two or three minutes to think about their answers and make notes (not full sentences) if they like. Then put them into pairs to discuss.

When they have finished speaking, elicit some things that are annoying from different pairs and ask others to put up their hands if they agree.

Answers: Students' own answers

EXTRA DISCUSSION

Write these questions on the board:

What are the advantages and disadvantages of getting married when you're young?

What's a good age to get married, in your opinion?

Is the best age the same for men and for women?

Have students discuss in groups and then report their conclusions to the class.

MINI WORKBOOK exercise 10 page 109

10 Tell students to look at the cartoon and decide if this is a typical problem or a stereotype.

After students have completed the exercise and you have checked the answers with them, have them practise the dialogue in pairs.

Answers: 2 a 3 b 4 b 5 a 6 b

2 living together

7a Grammar 2 know

Elicit an example of a verb in the text that describes a habit or repeated action, e.g. *the dolphin kept swimming round the pool.*

Students find five more verbs that describe habits and repeated actions.

Answers:

Max *would* reward it/Max *would* just ignore it
I *kept* thinking
He *was always leaving* dirty washing
he often *used to* forget arrangements
I *nagged* him but he *ignored* me

Draw or display **Board plan 2.2**. If you think students would benefit from having a written record of the board plan, have them copy it into their notebooks.

7b Students do the exercise. Have them compare answers in pairs before checking with the class.

Answers:

Rule b: is always nagging me, is always making a drama, is always showing off, is always leaving a mess

Rule c: keeps interrupting me, keeps forgetting arrangement, keeps mislaying things

Rule d: would reward it

Rule e: didn't use to bother me

8a Make sure students understand the words and phrases in the box. Elicit another way to say *stuff* (things). Draw attention to the examples and remind students that they are to describe present habits in this exercise. Tell fast finishers to write more sentences.

Answers: Students' own answers

8b Make sure students understand the phrases in the box:

bite my nails: break pieces off your fingernails with your teeth

suck my thumb: hold your thumb in your mouth and pull on it with your tongue and lips

chat non-stop: talk a lot, without stopping

have nightmares: have bad dreams

Draw attention to the examples and remind students that they are to describe habits in the past. Tell fast finishers to write more sentences.

Answers: Students' own answers

9 Elicit further questions students can ask while they are comparing their answers to exercises 8a and 8b.

What did your parents do when you ...?

When/Why did you stop doing that?

Students compare answers in pairs. When they have finished speaking, ask some students to tell the class some of the annoying habits they discussed.

Answers: Students' own answers

Now your students can:

- use words and expressions to talk about annoying habits
- listen for specific and detailed information in monologues about other people's annoying habits
- talk about habits in the present and the past.

MINI WORKBOOK exercises 4, 5, 6, 7 and 8 page 108

4

Answers: **2** He's always getting up/He keeps getting up late. **3** He's always forgetting/He keeps forgetting to phone when he's late. **5** He didn't use to get up late/He wouldn't get up late. **6** He didn't use to arrive/He wouldn't arrive late. **7** He used to/would phone if there was a problem.

5

Answers: **2** used to/would **3** used to **4** used to/would **5** used to **6** used to **7** didn't use to

6

Answers: Students' own answers

Grammar + Plus

7 Write these sentences on the board and underline the words shown. Ask questions to check if students understand the meaning:

I used to live in Spain but now I live in England.

Did I live in Spain in the past? (yes)

For a short time or a long time? (a long time)

Do I live there now? (no)

I'm not used to driving on the left.

Do people drive on the left in Spain? (no)

Do they drive on the left in England? (yes)

Am I familiar with this? (no)

I'm getting used to eating English food.

Did I eat English food before? (no)

Is this becoming a habit for me now? (yes)

Have students read the rules in the *Grammar Plus* box and do the exercise.

Answers: **1** getting used to **2** am not used **3** didn't use to get up **4** getting used to living **5** was used to having **6** get used to eating

8

Answers: **2** often visit my grandparents **3** taking things without asking **4** been making cakes **5** to live in Britain **6** been living in London since 2006 **7** been cooking for three hours **8** talking and ignoring me

Lesson 5

Culture **2** know

Perhaps one of the biggest changes in relationships in recent years has been in the way people meet their partners. More and more people are meeting their partner online, either in chat rooms or by using the services of online dating agencies. Online dating agencies require people to write a personal profile and then the service provider searches for other individuals using certain criteria such as age, location and interests to find suitable matches. One magazine claims that twenty years from now, the idea of someone looking for love without looking for it on the internet will seem unusual.

Another major change has been in family roles and the increasing acceptance of 'househusbands' or 'stay-at-home dads' – men who stay at home and look after the children while their partners go out to work. The number of househusbands has gone up dramatically in Canada, the UK and the US. While in some countries men may face discrimination for being a househusband, in others the role is seen as a practical alternative as more women find higher-paid jobs and, with the growth of telecommuting, many men are able to work from home.

Warmer

Write the stages of a relationship on the board and ask students in pairs to decide on the most likely order of events:

go on a date (2) get married (6) get engaged (5)
go out together (3) have children (7) meet someone (1)
fall in love (4)

Elicit answers from different pairs but be prepared for students to have different ideas about the likely order.

Reading & Vocabulary **SB p. 18**

1 Remind students of phrases that they can use to describe photos from page 12. Elicit these and write them on the board:

They seem ... I think they're ... It looks as though ... They look like ... It makes you think of ... In the foreground ... In the background ...

Tell students that they should take it in turns to describe a photo but they should wait until their partner has finished their description before they say which one it is.

When students have finished, elicit what each photo shows (online dating, a wedding ceremony/arranged marriage, a househusband). Ask students to complete the sentence: *These pictures are related to the topic of ... (relationships).*

2 Have students read the title 'Happily ever after?' Ask:

Where do you usually read this phrase? (At the end of fairy stories, when the prince marries the princess, etc.)

What do you think the article will be about? (The article is about different aspects of relationships in different countries around the world.)

This is a 'skim' reading exercise. Students need to understand the general idea of each paragraph. Discuss some strategies for doing this type of exercise:

- Read the headings first, think about possible answers and vocabulary that you might see.
- Read each paragraph quickly and see what it is about.
- Look back at the headings and choose the right one.

Set a time limit of about three minutes for students to do the exercise.

Answers: A 4 B 1 C 2 D 5

3a **1.22** Words **2** know

Students check the words in blue in their dictionaries. Have them note if the expressions stem from a verb or a noun, e.g.:

ask sb out: verb

full-time housewife: noun – plural: *housewives*

Focus on the pronunciation of the *Words2know*. Play the audio and have students repeat each one.

3b Set this exercise as a race to encourage students to scan the article for information quickly. Tell fast finishers to find at least five facts in the article that they did not know before.

Answers: 2 thirteen or fourteen **3** Korea **4** thirty
5 Japanese **6** American **7** women **8** women **9** Russians
10 Sixty

4a Students do the exercise individually.

Answers: Students' own answers

4b Put students into groups of four to compare their answers. When they have finished speaking, ask different groups what they said about each point and open up the discussion to the class.

5 **ACTIVE STUDY**

Students will have met many phrasal verbs before even though they may not be familiar with the term. Write some examples of common phrasal verbs on the board:

*wake up get up look up (words in the dictionary)
put on (clothes)*

Elicit what the verbs have in common: they all have a verb and a particle. Point out to students that they already know a lot of phrasal verbs and in this exercise they are going to look at some grammar related to these verbs.

Have students read the *Active Study* section. Ask them to look up the verbs *look up* and *give up* in their dictionaries to see how 'separable' and 'inseparable' verbs are shown.

If you are going to do the Mini Workbook exercises, write these four sentences on the board and elicit from students if they are correct:

Can you look this word up in your dictionary? (correct)
Can you look up this word in your dictionary? (correct)
Can you look it up in your dictionary? (correct)
Can you look up it in your dictionary? (incorrect)

Explain that the fourth sentence is not correct because in the case of separable phrasal verbs, we must put the pronoun between the verb and particle.

2 living together

MINI WORKBOOK exercise 12 page 109

12

Answers: 2 gives back my book/gives my book back, give it back 3 gave her job up/gave up her job 4 work out the answer/work the answer out, work it out 5 asked Steve out 6 looks after the children, looks after them

6 Students do the exercise. Tell fast finishers to write their own sentences using the phrasal verbs.

Answers: 2 a ✓ 3 d X 4 h ✓ 5 c ✓ 6 f ✓ 7 e ✓ 8 b ✓ 9 i X

SB pp. 19–21

Lesson 6

Warmer

If there has been a gap between the previous lesson and this one, do a quiz to revise vocabulary of relationships. Ask:

After several relationships, what do young people in the UK do at the age of thirty? (settle down)

What type of marriage are sixty percent of marriages? (arranged marriages)

What is unusual about dating in Australia? (Women often ask men out.)

What role do Mosuo women play in the family? (They are the head of the household.)

What responsibility do Japanese women have? (They are in charge of the family finances.)

Why do many men in the US bring up their children? (The mother is the main breadwinner.)

What is very high in Russia? (the divorce rate)

If students need extra support, allow them to look at the *Words2know* on page 18 for one minute before you start the quiz.

7a Students do the exercise individually. When they have finished, ask students to vote whether they think the speaker is male or female. Select some students to say why.

Check students understand these expressions:

to finish with someone: to end a relationship with someone

to stand someone up: to make a date with someone but not go, leave them waiting

Answers: Students' own answers

7b Tell students they should rank the statements 1–5 like this:

1 = I completely agree.

2 = I agree.

3 = I'm not sure./It depends.

4 = I don't agree.

5 = I completely disagree.

Refer students to the back cover to the expressions for giving opinions. Have students underline these in the statements.

Students discuss their opinions in pairs. When they have finished speaking, select some pairs to tell the class what they said about each statement and open up the discussion to the class.

Can you do it in English?

8a Put students into groups to do the exercise. Elicit some other ideas that they could include in their list, e.g.:

What should you wear on a first date?

Where should you go or not go?

Should you take a friend with you?

What should or shouldn't you talk about?

Suggest that students start their rules with expressions like these:

Always ... Never ... You should ... You shouldn't ...

Whatever you do, don't ... It's very important to ...

Provide support with language and ideas.

8b Students present their rules to the class. Encourage others to say if they agree or disagree with the rules and to choose the set of rules they like the best.

EXTRA DISCUSSION

Write one of these questions about relationships on the board:

How common are househusbands in your country?

Would you mind being a househusband or married to one?

Have marriages changed in recent years?

Have students discuss the question in pairs or groups of four and then open up the discussion with the class.

MINI WORKBOOK exercise 11 page 109

11

Answers: 2 ask someone out 3 inherit property 4 divorce rate 5 settle down 6 breadwinner 7 head of the household 8 arranged marriage

Now your students can:

- use vocabulary to talk about family structures and relationships
- read for general understanding and specific information in an article about relationships around the world
- give opinions about how to behave and not to behave when dating.

Real Time

Lesson 7

Culture **2** know

Beach huts are a feature of many seaside resorts in the UK, France, Belgium and Australia. They are small, usually wooden and often brightly coloured constructions. They are used for sheltering from the sun or wind, changing into and out of swimming costumes and for storing personal belongings. Some are privately owned and some are owned by the local council. Many date from the early twentieth century, when they had wheels and were used to transport women into the sea so that they could enter the water with only their heads being seen. There are believed to be around 20,000 beach huts in the UK today.

Warmer

Find out what students can remember about the characters and story in the *Real Time* sections. Write these words on the board and have students in pairs decide which of these relate to the story, and how:

Jake London Ikram TV show students Stella
Thursday evenings Brighton

London is not relevant, Stella should be Ella and the show is a radio show, not a TV show.

A formal phone conversation **SB p. 20**

1a Tell students to look at the photo and describe what they can see. Elicit or teach the word *beach hut*.

Students answer the questions in pairs.

1b (1.23) Play the audio. Students listen and answer.

Answers: **1** They're on Brighton beach/on the seafront/by the beach huts. **2** The company is going to build a hotel there. **3** Ella is angry because she loves the beach huts, but Ikram is calmer. They plan to do a piece about it on the radio show.

2a Explain that Ella telephones the hotel group to talk about the building of the hotel. Make sure students understand PR (*Public Relations*, the department of a company which is responsible for publicity, etc.). Ask students to predict if the conversation will be formal or informal.

Students do the exercise.

Answer: The other phrases are inappropriate because the language is informal.

2b (1.24) Play the audio for students to check their answers.

Answers: **2** Who's calling, please? **3** My name is Ella Campbell. **4** Can I ask what your call is concerning? **5** I'll put you through. **6** Hold the line, please. **7** is not available right now **8** Could you ask him to call me?

Mr Nash isn't available. Ikram suggests sending an email but there is no address so Ella must send a letter.

2c (1.24) Warn students that they will hear the phrases used by Ella and Ikram in a different order from the one they see written down in the conversation in exercise 2a.

Play the audio again. Have students compare answers before checking with the class.

Answers: It's Ella. Is Jake there? Hang on a minute, I'll pass you over to him. he's just popped out somewhere What do you want to talk to him about? tell him to give me a ring They use these phrases because the language is informal and Ella and Ikram are friends.

3 Tell students that some phrases we use on the phone are neither informal nor formal; they are neutral and can be used in both formal and informal conversations.

Students do the exercise.

Answers: F: Could I speak to ..., please? My name is ... Who's calling, please? Can I ask what your call is concerning? I'll put you through. Hold the line, please. I'm afraid he's/she's not available right now.

I: Is ... there? It's ... Who's that? What do you want to talk to him/her about? I'll pass you over. Hang on a minute. He's/She's just popped out somewhere. Tell him/her to give me a ring.

4a Remind students that they need to think about the formality of the conversations when filling in the gaps in this exercise.

Students do the exercise.

4b (1.25) Play the audio for students to check.

After checking answers, have students practise the conversations in pairs, focusing on intonation.

Answers: 1 Could I speak to, Can I ask what your call is concerning?, I'm calling about, see if he's in, Hold the line, he's not available right now, Could you ask him to call me **2** It's, Hang on, see if he's in, he's just popped out somewhere, Tell him to give me a ring

The clues are the names: first names are used in the second conversation and *Mr Conway* in the first. Other clues are the vocabulary: *office* and *vacancy* in conversation 1.

5 Put students into pairs: Student A and Student B. Ask Student A to read the role card on page 134 and Student B to read the role card on page 142. Give them two or three minutes to think about what they are going to say, but not to write it down.

Students role-play the conversation. After they have finished, find out from different pairs how they ended the conversation. Did they insist on speaking to the PR manager or did they agree to send a letter?

2 living together

EXTRA DISCUSSION

Elicit and write different forms of communication on the board:

*text message letter email phone call
message on a social networking site*

Have students rank them from their most to their least favourite form of communication. Then put students into pairs to compare. Ask different students to say what their favourite form is, and why.

SB pp. 21–23

Lesson 8

Warmer

If there has been a gap between the previous lesson and this one, find out what students can remember about the situation in the story. Ask:

Why was Ella angry? (Because ComfortBreak Hotels plan to build a new hotel.)

What did she and Ikram decide to do? (a piece on the show)

Who did Ella contact? (the PR manager at ComfortBreak Hotels)

Did she speak to him? (No, he wasn't available.)

What must Ella do? (write him a letter)

A formal letter SB p. 21

6 Tell students this is the letter Ella wrote to Mr Nash. Have them predict the questions she asks him in the letter and write them on the board.

Students do the exercise. After checking answers, see if students guessed the questions correctly.

Answers: We would like to know why you have decided to build a new hotel in this particular location. We are interested to know why you have decided to build such a tall hotel. Please let me know if you are available.

7 STRUCTURE

Discuss with students why it is important to structure a formal letter well. (It is clear and easier to understand so it saves the reader time.)

Students do the exercise. When checking answers, discuss any differences between how a formal letter is laid out in the students' own language to Ella's.

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

8 Language 4 writing

Refer students to the back cover of the Students' Book where they can find *Language4writing* a formal letter.

Do the first one as an example: 1 say you are waiting for a reply: *I look forward to hearing from you soon./I hope to hear from you soon.*

Students do the exercise.

Answers: 2 I am writing to invite you .../I am writing in response to your advert ... 3 Kind regards/Yours sincerely/Yours faithfully 4 We would like to know why .../We very much hope that you .../I would like to know more about .../I am interested in ...

Can you do it in English?

9a After students have read the advert, make sure they understand these words:

housemate: someone who shares a house with one or more other people

willing: if you are willing to do something, you will agree to do it if someone asks you to do it

Students do the exercise. Elicit ideas about questions to ask and write these on the board:

Where is the house?

How many rooms are there?

How big is the room?

How much is the rent exactly?

Does the rent include electricity, gas and use of the telephone?

9b Students write the first draft of their letter. Remind them to follow the structure of the letter in exercise 6 and to use phrases from the *Language4writing* section.

10 After students have written a first draft of their letter, ask them to swap their letter with a partner. Tell them to work through the checklist on the back cover of the Students' Book. Ask students to read their partner's letter and make notes about the questions. Then have them give each other feedback on their letters. Allow about two minutes for one student to give feedback and then give a signal for students to swap.

Students write the final version of their letter either in class or for homework.

Now your students can:

- listen for general information in an informal conversation
- use formal and informal expressions in telephone conversations
- write a formal letter asking for information.

Active Study 1

For the exercises on the *Active Study* pages, it is useful if students do the exercises individually and then work together in pairs or small groups to discuss their answers. Encourage them to try and explain the rationale for any of their answers which are different from those of the other students in the group. Where relevant, have students try and do the exercises first before they look back through the unit to check.

Grammar

1 Have students do this exercise and then look back at the *Grammar2know* sections to find the rules that correspond to each sentence. When checking answers, have students explain why the tense used.

Answers: 2 is becoming 3 dates 4 is currently practising 5 've known 6 've been phoning, 've made 7 's always nagging

2 Students do the exercise.

Answers: 2 had been working 3 rang 4 wanted 5 went 6 were sitting 7 came 8 joined 9 hadn't locked 10 had left 11 rushed 12 talked 13 had planned

EXAM PRACTICE Multiple choice

3 Tell students to read the whole text to get a general idea of what it is about before they do it. After they have completed the exercise, tell them to read it through one more time to check it.

Answers: 2 a 3 c 4 a 5 d 6 b 7 d 8 c 9 b 10 a

Vocabulary

ACTIVE STUDY Learn collocations

4 Explain that collocations are words that naturally go together and that it is useful to learn them as a single vocabulary item.

Answers: 2 d divorce rate 3 b arranged marriage 4 a natural talent

5 Elicit some expressions using each of the verbs, e.g. *treat a person well, have a chat/a good time, leave home, feel tired, take time, make a mistake.*

Students do the exercise.

Answers: 2 treat 3 have 4 leave 5 feel 6 take 7 make

ACTIVE STUDY Word formation

6a Students do the exercise.

Answers: 2 achievement 3 reasonably 4 self-confidence 5 responsibilities 6 relationship

6b 1.26 Students listen and check.

Listening skills

ACTIVE STUDY Listen for gist

7 1.27 Have students read the statements carefully before they listen. Warn students that they may not hear the exact words in the statements but the general idea.

Answers: 1 e 2 d 3 a 4 b

Speaking skills

8 Ask students to look at the phrases for describing photos on page 12 and allow a little time for them to think what they want to say before they start speaking.

Put students into pairs and have them take turns to compare and contrast the photos. Set a time limit for each speaker and give a signal when they should change.

When they have finished speaking, ask some volunteers to tell the class what they said.

SB p. 24

Lesson 1

Draw students' attention to the objectives box at the top of the page. Tell students this is the grammar, vocabulary and phrases they are going to learn in the Unit. Tell them that they will think about what they have learnt and what they can do at the end of every second lesson (i.e. at the end of every double-page spread).

The learning objectives for the unit are:

- **Grammar:** Future forms (*going to, will, present continuous, present simple*)
Second conditional (*with even if, provided that, supposing*)
- **Vocabulary:** Technology (e.g. *laptop, touch-screen phone, internet connection*)
Linking words (e.g. *however, although*)
- **Phrases:** Giving a speech (1) (e.g. *I'd like to talk about ...*)
Answering simple questions about a speech (e.g. *My point is that ...*)

Culture 2 know

Technology has advanced at such a rapid rate during the last twenty-five years that it is hard to imagine that the World Wide Web only became available as recently as 1994. There are now about two billion users worldwide. The largest number of users is in Asia, which has almost double the number of users in Europe. Social networking sites began to develop a little later, at the end of the 1990s. There are currently about 200 networking sites in existence although Facebook, launched in 2004, has become the largest and most popular. Facebook was founded by a group of computer science students at Harvard University and has grown so rapidly that it now has about 500 million active users.

The first call on a handheld mobile phone was made in 1973. Now, two-thirds of the world's population uses mobile phones. The age at which young people receive their first mobile phone in the UK is now eight, and teenagers spend about £300 (nearly 400 euros) a year on their phones to download ringtones and games and to send messages. Some reports suggest that the average teenager in the UK sends about 10,000 text messages a year.

Warmer

Introduce the topic of technology. Write these questions on the board:

- How much time do you spend on the internet a week?*
What do you use it for?
Do you have a profile on a social networking site?
How many text messages do you send every day?

Have students discuss the questions in pairs. When they have finished, discuss with students how important technology is to them.

Listening & Speaking SB p. 24

1a (2.1) Remind students how to say numbers. Write some numbers on the board, have students discuss briefly in pairs how to say them and then elicit responses from the class.

99.92: *ninety-nine point nine two* (numbers are pronounced individually after *point*)
950: *nine hundred and fifty* (and after numbers with *hundred*)
19,550: *nineteen thousand, five hundred and fifty* (no *and* after numbers with *thousand*)
1,000,000: *a million*
1,500,000,000: *one billion, five hundred thousand million*
1,000,000,000,000: *a trillion*

Play the audio. Students listen and write the pairs of numbers. If necessary, repeat the audio before checking answers with the class.

When checking answers, elicit the numbers from different students and write them on the board.

1b (2.1) Play the audio again. Students say the numbers.

If students need further practice with numbers, have them work in pairs. Each student writes a list of eight numbers similar to the ones in exercise 1a. In turns, they dictate the numbers to their partner who must write them down. At the end of the activity, they compare the numbers they have written with those on their partner's list to see if they are correct.

Answers: 1 60% 16% 2 13.3 30.3 3 30,000 300,000
4 17,500 70,500 5 1,858 1,585 6 1,000,000 1,000,000,000
7 1,000,000,000,000 1,000,000,000 8 1.57 billion 1.75 billion

2a Students read the information in *How communication has changed in figures* and individually or in pairs guess the incorrect figures. Elicit ideas from different students in the class and make sure that they say the numbers correctly.

2b (2.2) Play part 1 of the audio. Students do the exercise.

After checking answers, ask students if they find any of the numbers surprising.

Answers: 1990 should be 1994; 2,300,000 (two million three hundred thousand) should be 2,300,000,000,000 (2.3 trillion); 60% (sixty percent) should be 16% (sixteen percent)

3a (2.3) Tell students they will now listen to Stephen Lentz, a communications expert. Have students read the list of future technologies and make sure they understand each one. Check the meaning of *wind-up* (a wind-up toy, machine or other device works if you turn a small handle around several times).

Play part 2 of the audio. Students do the exercise.

Answers: 1, 4, 5, 6

3b (2.3) Give students a minute to remember the advantages of each piece of technology from the first listening.

Play part 2 of the audio again. Have students compare answers. If necessary, repeat the audio before checking answers with the class.

Answers: Wind-up laptops will revolutionise life for millions in Africa, you can use them without electricity.
Mobiles with flexible screens will enable you to watch a film or read a book on a mobile that can fit in your pocket.
Internet-enabled TVs will allow you to watch everything on the internet on TV.

4a Put students into groups of four to discuss. When they have finished, elicit ideas from different groups and make a list of the gadgets they predict will exist in the future.

Answers: Students' own answers

4b Students discuss the question.

Answers: Students' own answers

EXTRA DISCUSSION

Ask students to imagine how technology will influence the way people learn in the future. Ask:

What will a future classroom look like?

Will there be teachers?

How will languages be learnt?

MINI WORKBOOK exercises 7 and 8 page 112

7

Answers:

Across: 4 high definition 5 touchscreen 6 hands free

Down: 1 handheld 2 digital 3 wireless

8

Answers: 2 profile 3 download 4 connection

5 hard drive 6 battery life 7 surf the net

Lesson 2

Warmer

If there has been a gap between the previous lesson and this one, write some numbers on the board and some information about communication:

2.3 trillion 16% 1,000,000,000 70–80%

1,000,000

handsets produced by Nokia every day

people who have joined social networking sites

web pages that are in English

average age of a first-time mobile phone owner in the UK

young people addicted to mobile phones.

Tell students to leave their books closed and in pairs to match the numbers and the information. Tell them there are two extra numbers. When they have finished, they can look in their books to check.

Grammar Focus SB p. 24

Future forms

5 Ask students to look at the three messages and identify what type of message each one is. Ask:

Which is a text message? (2)

Which is a message on a social networking site? (1)

Which is instant messaging? (3)

How do you know?

Students do the exercise.

Answers: 1 c 2 a 3 b

6 Students do the exercise. Have them compare answers in pairs before checking with the class.

Suggested Answers: 1 She's happy because her exams finish tomorrow, it's her birthday and she's having a party. *Yippee* is an exclamation used when you are very excited about something. 2 Sam is Natalie's ex-boyfriend, he's now going out with Ellie. 3 Natalie will probably be jealous and hurt because she's still crazy about him. 4 The message shows an arrangement to meet at the station before a concert at 7.30.

After checking answers, make sure students understand *dump* (to finish or end a relationship).

Draw students' attention to features of informal messages:

Message 1: omission of subject pronoun – (I) *Hope you can come*, xxx = kisses (as a way of ending in an affectionate way), frequent use of exclamation marks to demonstrate emotion

Message 2: @ = at (for time and places), C U = See you (in text message language), S is probably short for *Sam* (Natalie's ex-boyfriend)

Message 3: omission of subject pronoun – (I) *Don't know why*, *Yeah* is an informal way to say *Yes*, frequent use of repeated exclamation marks and question marks to demonstrate emotion and for emphasis

7 Grammar 2 know

Students do the exercise.

Answers:

going to: Then I'm going to sleep and do nothing for the next few days, Natalie's going to be really upset

will: I'll call you later, he'll probably dump Ellie, then he'll go off with one of her friends, I'll tell her then

Present continuous: I'm having a little party, They're seeing a band together tonight, She's having a party on Friday night, I'm having a coffee with her after the exam this afternoon

Present simple: My exams finish tomorrow, on Friday it's my birthday, Concert starts @ 7.45, C U @ 7.30, What if Sam and Ellie arrive together

Ask questions to check differences in meaning between tenses:

My exams finish tomorrow.

They're seeing a band tonight.

Are the two actions decided? (yes)

Which is a personal plan? (they're seeing)

Which is a timetabled event? (my exams finish)

Natalie's going to be really upset.

He'll probably dump Ellie in a couple of weeks.

Are the two sentences predictions? (yes)

Which is more certain? (she's going to be upset)

Why does Lottie predict this? (because Natalie is still crazy about Sam)

I'm going to sleep.

Yeah, you're right. ... I'll tell her then.

In the first sentence, when did the person decide, now or before? (before)

In the second sentence, when did the person decide, now or before? (now)

Draw or display **Board plan 3.1**. If you think students would benefit from having a written record of the board plan, have them copy it into their notebooks.

3 global network

8 (2.5) Students do the exercise individually. Have them compare answers before they listen to the audio. Check answers with the class.

Answers: 2 'm finishing 3 'm going to present 4 'll come 5 leaves 6 'm going to tell 7 Is she coming 8 'll call 9 're going to be 10 won't get going 11 are coming 12 arrives

9 Have students choose two topics individually. Allow them two or three minutes to think about what they are going to say. Then put them in pairs to discuss.

While students are speaking, listen and note good use of future forms and common problems.

After the speaking activity, elicit some answers from different pairs in the class. Write some good use of language and common problems on the board. Put students into pairs to correct the mistakes before an open class check.

Answers: Students' own answers

MINI WORKBOOK exercises 1, 2 and 3 page 110

1

Answers: 2 'll open 3 does the train leave 4 're meeting 5 'll travel 6 'm going to work 7 'll win 8 'm going to phone

2

Answers: 2 's going to ask 3 're getting married 4 'm meeting 5 'll tell 6 'll phone 7 'll be 8 starts

Grammar + Plus

3 Mime an action to demonstrate *be about to* and *on the point of*. Walk to the classroom door, put your hand on the handle and ask:

What am I going to do? (open the door)
When? (in a moment)

Explain that we say: *I'm about to (open the door)* or *I'm on the point of opening the door* to say that something is going to happen in the immediate future.

Take a pen to write on the board and ask students to make a similar sentence: *You're about to write/You're on the point of writing on the board*. Ask:

What am I going to write?

Elicit some speculations and then ask:

Are you sure?

Explain that we say: *You're likely/unlikely to (write) ...* to talk about the probability of something happening in the future.

Write these structures on the board:

to be about to + infinitive
to be on the point of + gerund
to be (un)likely to + infinitive

Have students read the rules in the *Grammar Plus* box and do the exercise.

Answers: 3 I'm about to leave/I'm on the point of leaving the house 4 I'm about to stop/ I'm on the point of stopping. 5 he's unlikely to come 6 they're very likely to come 7 They're on the point of finding a solution. 8 They're unlikely to find

Now your students can:

- understand and say large numbers
- listen for specific details, and general and detailed information in reports about technology
- use future forms to talk about schedules, personal plans and arrangements, predictions and decisions.

SB pp. 26–27

Lesson 3

Culture 2 know

The latest developments in mobile technology are smartphones. These perform a variety of computing tasks, in addition to telephone services. Many of the tasks that can be performed on a PC can now also be performed on a mobile phone. You can check your email, go online, chat with people all around the world, play mobile games and watch films on clear screens. Using the latest wireless network technology, it is also possible to watch live videos on a mobile and download media.

The latest development in computers is that computer hardware is getting more and more powerful. New software languages are also being developed to make website design more intricate. Social networking, blogging, mass media and online shopping are just some of the areas that have seen improvements as a result of the latest developments in technology.

In television technology, we can view programmes on high-definition television sets. The pixel per frame density of some of the best of these is as high as two million, which allows us to see extremely clear picture quality. Developments in digital TV enable you to see TV shows of your choice on your TV or on your computer, too.

Warmer

Elicit gadgets that students use every day, e.g. *mp3 player, mobile phone, digital camera, laptop, games console*, etc. Write them on the board so that students can refer to them in exercise 1.

Vocabulary & Speaking SB p. 26

Talking about technology

1 Students discuss the questions in pairs. After they have finished speaking, ask different students in the class what their favourite gadget is, and why.

Answers: Students' own answers

2 (2.6) Words 2 know

Make sure students know what a *techie* is (someone who knows a lot about technology). Students check the words in blue in their dictionaries.

Focus on the pronunciation of the *Words2know*. Play the audio and have students repeat each one.

Students do the quiz. Find out how many techies there are in the class by asking how many students got all the answers right, or five out of six right.

Answers: 1 c 2 c 3 b 4 a 5 b 6 a

3 ACTIVE STUDY Notice compounds

Write *internet connection* and *high-speed* on the board and ask students to notice what they have in common. Have students read the *Active Study* section to see if they were right (compound words consist of two or more words to make one idea).

Students do the exercise.

After checking answers, tell students that sometimes compound nouns can be one word and sometimes two, e.g. *keyboard* and *landline* are one word, but *operating system* is two words. In compound nouns, the stress normally falls on the first syllable or word: *keyboard*, *internet connection*.

Usually compound adjectives have a hyphen, e.g. *high-speed*, but sometimes they do not, e.g. *handheld*. The first syllable is usually stressed.

Tell students it is important to notice these features when they learn new compound words.

Elicit other examples of compound words that students already know and write them on the board, e.g.:
Compound nouns: toothbrush, toothpaste, bedroom, headphone, newspaper, pocket money, credit card, swimming pool
Compound adjectives: old-fashioned, good-looking, well-known

Answers:

Nouns: desktop computer, games console, mini projector, photo frame, mp3 player, hard drive, battery life, search engine, web browser, mobile phone

Adjectives: handheld, desktop, high-definition, touch-screen, hands-free

4a Elicit some example questions to make sure students understand what to do, e.g.:

What do you use a web browser for? (to find things on the internet)
Is there such a thing as a touch-screen TV? (yes)
'You can upload music to the Web.' Is this statement true or not? (yes)
What are the advantages of a big hard drive? (It stores more information.)

Students write questions individually.

Answers: Students' own answers

4b Put students into pairs to do the exercise.

MINI WORKBOOK exercise 9 page 112

9

Answers: 2 wireless mouse 3 search engine
4 web browser 5 desktop 6 operating system

Lesson 4

Warmer

If there has been a gap between the previous lesson and this one, write the first and second parts of technology words on the board and ask students to match them:

| | |
|-----------------|------------------|
| desktop | mouse |
| handheld | mobile phone |
| touch-screen | computer |
| search | TV |
| social | networking sites |
| high-definition | games console |
| wireless | engine |

Grammar Focus SB p. 26

Second conditional

5a Have students do the exercise in pairs.

Answers: It is someone who rejects technology. Students' own answers

5b Warn students before they read that the interviewer does not ask the questions in the same order.

Answers: 1 B, D 2 A, F 3 C, E

6a Students do the exercise.

6b Grammar 2 know

After students have read *Grammar2know*, check answers with the class.

Answers: 1 no 2 no, she might need one if her car broke down 3 *would* used with *if*

Draw or display **Board plan 3.2**. Highlight the form of each verb. If you think that students would benefit from having a written record of the board plan, have them copy it into their notebooks.

7 Tell students to tick (✓) the gadgets they have and put a cross (X) next to the ones they do not have. Have them read the examples before they write their own sentences and remind them to use the second conditional.

If students need more support, elicit or write ideas on the board that they can use in their sentences, e.g.:

keep in touch with my friends
play my favourite games
send text messages
study in different places
surf the net for information for homework
listen to music on the bus
watch TV late at night
call my parents when I'm going to be late
find out what my friends are doing

Have students compare their sentences in pairs. Then elicit answers from different students in the class.

Answers: Students' own answers

8a Do an example to show students how to do the exercise. Have them look at the first sentence. Tell them that the answers will be different for different students in the class. Ask:

In your opinion, is it likely or unlikely that a new online friend will suggest meeting up with you?

If you think it is likely to happen, tick (✓).

If you think it isn't likely to happen, cross-out the sentence.

Students do the same for the other sentences. If they think none of the sentences is likely for them, have them write sentences about situations that are likely.

8b Point out to students that they only write second conditional sentences for the phrases they ticked in exercise 8a, not for the other ones. Draw attention to the example and elicit other options for the sentence:

Even if an online friend suggested meeting up, I'd say no because it could be dangerous.

Students do the exercise. Provide support as necessary.

3 global network

8c Put students into pairs to do the exercise. Draw attention to the example and tell them to ask follow-up questions about their partner's sentences. Elicit other examples of questions and focus on the word order of questions with *supposing*:

What if the job was very well-paid?

What if a friend went with you?

Supposing you really liked your online friend, would you go?

Supposing you didn't go, what would you say?

(*supposing* + past, (*what*) + *would* + subject + infinitive?)

Tell fast finishers to ask each other more questions about hypothetical situations.

Elicit some responses from different students to check.

MINI WORKBOOK exercises 4, 5 and 6 page 111

4

Answers: **2** e What gadget would you buy if you had some money? **3** a Where would you go if you could go anywhere in the world? **4** f If you didn't have to go to school, what would you do all day? **5** b They would chat online all day if they could! **6** c If I had an old profile, I would update it.

5

Answers: **2** would you live, didn't live **3** didn't have, wouldn't complain **4** would use, knew, worked **5** had, would she buy **6** would use, had

6

Answers: **2** If he had some money, he'd come out with us. Supposing he had some money, would he come out with us? **3** If he knew she'd accept, he'd ask Sandra out. He'd ask Sandra out provided that he knew she'd accept. **4** He wouldn't argue with his parents all the time if he didn't live at home. He'd get on better with his parents provided that he lived in his own flat. **5** He wouldn't play computer games all day if he had something to do. Supposing he had a job, he wouldn't play computer games all day.

Now your students can:

- understand and use vocabulary to talk about technology
- read interviews for general understanding
- use the second conditional to talk about hypothetical situations in the present and future.

SB pp. 28–29

Lesson 5

Culture **2** know

Every language in the world is constantly changing and adapting to the needs of its speakers. These changes happen gradually so they often go unnoticed but if speakers of the same language met 500 years apart, they would have great difficulty understanding each other. The most obvious change is in the use of vocabulary. In recent years, technology has created a whole range of new words. Teens and young adults are responsible for many new words too, and although some of these disappear with the next generation, other words, like *cool*, *stay* and become part of standard language.

Globish (pronounced *globe-ish*) is a subset of the English language and uses a subset of grammar and a list of 1,500 words. It was formalised by Jean-Paul Nerrière, a French businessman who worked with people in Japan and Korea, as a common language for use by non-native English speakers in the context of international business. He hopes that one day it will be accepted as the language of communication in the European Union and United Nations.

Note: it may be useful to point out to students the difference between *slang* (informal language) and *swear words* (words that are offensive) in this lesson.

Warmer

Write a sentence in old English on the board:

Fæder ūre þū þe eart on heofonum

Ask students what language they think it is. Tell them it is English from about 1,000 years ago (this is the first line of a prayer: *Our Father who art in Heaven*). In this way, introduce the topic of the lesson: language changing over time.

Reading & Speaking **SB p. 28**

1 Make sure students understand *slang* (informal language with its own set of words, expressions, and meanings, which is not appropriate in formal situations). Have students discuss the questions in pairs. Warn them at this point against giving examples of slang that are inappropriate!

Select different pairs or groups to share their ideas on each question with the class.

Answers: Students' own answers

2 Students do the exercise. Suggest they try saying the words aloud; in some cases this will help them to guess what the words and phrases mean.

Set a time limit of about three minutes for students to read the article quickly and check their answers.

Answers: lol: laugh out loud blog: web log Dunno: I don't know phishing: the crime of sending emails or having a website that is intended to trick someone into giving away information such as their bank account number or their computer password Wassup?: What's up?/Hello sick: great c u l8tr: see you later innit?: isn't it? (to replace all tag questions)

3 Before students read again, discuss strategies for doing this type of exercise:

- Read the paragraph heading: this often give a very clear clue.
- Read the paragraph and pay particular attention to the sentences that come before and after the gap.
- Look at the sentences a–f. Look for related words (e.g. in paragraph 1, the word *phishing* appears before the gap and *ishing* appears in c.)
- Read the complete paragraph and check that it makes sense with the sentence added.

Students do the exercise. Have them compare answers in pairs before checking with the class.

When checking answers, ask students to say what clues helped them to decide where to put each sentence.

Answers: 2 c 3 b 4 f 5 a 6 e

4 Warn students that they need to read the text and the statements carefully because in some cases there is no information.

Answers: 2 X 3 ? 4 ✓ 5 ? 6 ✓

5 In this exercise, students are asked to infer opinions. Tell them that although more than one answer may seem possible, they should choose the best answer. Check the words in the exercise before students start.

informative: providing useful facts or ideas

disapproving: not having a positive opinion of something

delighted: very pleased and excited about something

Have students do the exercise individually and compare answers in pairs before checking with the class.

Answers: 1 c It explains how and why English is changing without expressing an opinion.

2 d The writer explains that slang can make communication quicker and easier, simpler rather than complicated. Language has always evolved and we need the right language for the right situation. The writer explains that slang is not wrong or bad and suggests that it is better to enjoy change rather than complain about it.

EXTRA DISCUSSION

Tell students there are currently around 7,000 languages in the world that are in danger of becoming extinct. Write these questions on the board:

Should we preserve languages or is it natural that languages disappear?

If we should preserve them, how can we do it?

Have students discuss them first in pairs and then as a class.

Lesson 6

Warmer

If there has been a gap between the previous lesson and this one, remind students about the slang that they read about. Write these sentences on the board and ask students to guess the meaning of the slang words.

I've been doing exams all week so I'm going to chill out this weekend. (relax)

I might meet my mates and go skateboarding. (friends)

We're really into skateboarding. (like)

6a Ask students to tick (✓) the words and expressions in the Glossary of Informal English and Slang that they know.

6b (2.9) Tell students to look at the picture and ask:

Who are the people in the picture? (a man and two teenagers)

What is the man doing? (running down the street)

What are the two teenagers doing? (laughing)

What do you think has happened? (students' own answers)

Before playing the audio, allow time for students to read the questions and think about possible answers. Tell them to put their pens down while they listen the first time.

Play the audio. Give students time to write their answers. Tell them to put their pens down again. Play the audio a second time. Allow time for students to finish writing their answers. Put students into pairs to compare their answers before checking with the class.

Answers: 1 Alex feels tired. 2 She might be angry if Dan is late. 3 They arrange to meet at Alex's house at five o'clock the next day. 4 Dan fancies Alex. 5 He thinks she's fit. 6 He's pretending to be a strict dad. 7 No, because her dad is an older person. 8 He pretends someone is stealing his car.

7 (2.9) Play the audio again and have students look at the Glossary while they are listening. Tell them to note the examples they hear on the list.

Play the audio one more time, pausing at the end of each conversation for students to write the expression.

Answers:

Conversation 1: shattered, grab a coffee, blow her top, nightmare, cool

Conversation 2: fancy her, mate, chill out, fit, go for it

Conversation 3: messing around, into, nick, a nightmare, grab a coffee

Can you do it in English?

8a Put students into pairs to do the exercise. Tell them to discuss their ideas but not to write anything.

8b Set a time limit of five minutes for students to write the conversation. While they are writing, provide support with ideas and language as necessary.

At the end of the time limit, tell students to stop writing and to practise their conversations. If they have not finished, they can improvise the end of the conversation. Encourage students to act out their dialogue and memorise it.

3 global network

9 Put students into pairs and have each pair perform their conversation to practise.

Students perform their conversation for the class. When they have finished, have students discuss briefly in pairs which ending they thought was the most interesting. Select some pairs to tell the class what they decided, and why.

MINI WORKBOOK exercise 10 page 112

10 After students have completed the quiz, have them write further quiz questions in pairs and give the questions to another pair to answer.

Answers: 2 b 3 b 4 a 5 b 6 a 7 b 8 b

Now your students can:

- read for detail and inference in an article about how language is changing
- listen for detailed information and inference in informal conversations
- use informal language and slang in informal conversations.

SB pp. 30–32

Lesson 7

Culture 2 know

The average mobile phone user replaces their phone every eighteen months even though it is designed to work for about eight years. They do so because prices are decreasing, technology is advancing rapidly and because mobile phones are also seen as a fashion accessory. While some people recycle their phones, many more throw them away. In the UK, for example, 15 million phones are thrown away every year, and only four percent are recycled. This is contributing to an increasing amount of electronic waste around the globe.

There are now campaigns to encourage more people to recycle their mobile phones. People are being asked to donate their old mobile phones as a way of raising money for charities. There are also many internet sites that offer a cash payment in return for an unwanted mobile phone.

Warmer

Do a personality mobile phone activity. Tell students that some people say you can tell a lot about a person's personality from their mobile phone. For example a black mobile phone suggests a person is practical whereas a brightly coloured phone suggests a more creative personality type; a standard ringtone is most often used by sensible people.

Write these questions on the board:

- What type of phone do you have?*
- Is it a special colour?*
- What features does it have?*
- What's its ringtone?*

Have students ask each other the questions in pairs and decide what their mobile phone says about their partner's personality.

Writing & Vocabulary SB p. 30

A 'for and against' essay

1a Students discuss the questions in pairs. When they have finished speaking, find out how often students change their mobile phones.

Answers: Students' own answers

1b Have students do the exercise in pairs. Elicit the advantages and disadvantages they discussed and write these on the board, e.g.:

Advantages:

communication in remote areas
mobile phone industry employs large numbers of people
emergency calls
communication with friends

Disadvantages:

mobile phone waste

Answers: Students' own answers

2 Tell students to read the title of the essay and then read and answer the questions.

Answers:

1 People in remote places or without landlines can communicate. They are useful in emergencies. They create employment.

2 They are responsible for child labour in African coltan mines. They are bad for the environment because they produce toxic waste. People use them irresponsibly when driving, which can cause accidents.

3 She feels most strongly about child labour because she mentions it as the first serious disadvantage.

4 She concludes we should stop buying mobiles. Students' own answers

3 STRUCTURE

Discuss the importance of organising and structuring an essay so that the information and opinion are clear for the reader. Students do the exercise.

Answers: Paragraph 1: g Paragraph 2: a, e
Paragraph 3: d, e Paragraph 4: c

EXTRA DISCUSSION

Ask students to think about recycling. Write these questions on the board:

- What have you done with your old mobile phones?*
- What facilities are there for recycling in your town?*
- What things do you recycle?*

Have students discuss the questions in pairs and then open up a discussion about whether people do enough to recycle.

Lesson 8

Warmer

If there has been a gap between the previous lesson and this one, write these words on the board and ask students if they can remember if they relate to an advantage or a disadvantage of mobile phones:

remote places waste coltan emergencies accidents

Have students look at the essay on page 30 to check.

4a LANGUAGE

Language 4 writing

Students do the exercise. Point out that the words and phrases are not in this order in the essay.

Answers: There are several important arguments in favour of, The first advantage is, Firstly, because of this, Finally, Secondly, Although, However

4b Students do the exercise.

Answers: a What is more b Besides this c On the other hand d as a result e To summarise

5 Write these sentences on the board and show students how the linking words are used:

Although it is possible to recycle mobile phones, they are usually thrown away.

It is possible to recycle mobile phones. However, they are usually thrown away.

It is possible to recycle mobiles although they are usually thrown away.

Draw attention to the example in the exercise. Then have students do the exercise.

Answers:

2 Although touch-screen phones are expensive, they are extremely popular./Touch-screen phones are expensive. However, they are extremely popular.

3 Although most people have heard of computer viruses, they don't really understand the dangers./Most people have heard of computer viruses. However, they don't really understand the dangers.

4 Although downloading movies is usually illegal, many people still do it./Downloading movies is usually illegal. However, many people still do it.

5 Although it is the truth, it is hard to believe./It is the truth. However, it is hard to believe.

6 Ask:

Who uses the internet most, older or younger people?

Why don't elderly people use it as much?

What are the disadvantages of not using it?

Students do the exercise.

Answers: 2 however 3 As a result, 4 What is more 5 Although

7a Students do the exercise.

Answers: 1 + 2 - 3 +

7b Put students into pairs to think of more advantages and disadvantages. When they have finished, elicit ideas and write them on the board, e.g.:

Advantages:

You can discuss topics with friends, share information, exchange files, see pictures.

You can connect with friends you've lost touch with.

You can make new friends.

Disadvantages:

Personal information is posted so you lose privacy.

Some companies check sites when employing people.

People spend a lot of time on them.

8 Students write the first draft of their essay. Remind them to use the exercise in exercise 2 as a model and to include linking words.

When they have finished, refer them to the checklist on the back cover of the Students' Book. Read through the checklist with the class and make sure they understand each question.

Students either read their story and work through the checklist or they can swap their story with a partner and check their partner's work. If they swap their story with a partner, allow them time to give each other feedback based on the checklist. Allow two to three minutes for one student to comment on their partner's story and then give a signal for them to swap.

9 Students write the final draft of their essay in class or for homework.

Now your students can:

- read a 'for and against' essay and understand the arguments
- write a 'for and against' essay using an appropriate structure
- use linking words to organise information in a 'for and against' essay.

SB p. 32

Real Time Lesson 9

Culture 2 know

Rapping refers to 'spoken or chanted rhyming lyrics'. It is similar to poetry but is performed in time to a beat. Rapping is usually associated with hip hop music and reggae though it pre-dates both of these. It has its roots in African music and the delivery of stories to the accompaniment of drums.

Rap was at the peak of its popularity in the late 1980s and 90s, though there are many different styles and the art form continues to develop. Rappers use a variety of complex rhyming techniques. To successfully deliver a rap, they must also develop their voice, enunciation and breath control.

Rap lyrics often speak about social issues like crime and racism, as well as love and relationships. Rappers have often been accused of fostering a culture of violence though there are also rappers whose messages are less controversial and even some with a spiritual or religious focus.

Warmer

Introduce the topic of the lesson: rap music. Ask students if they like rap music or not and find out if anyone in the class can rap. Write the following on the board:

Yesterday I went home straight after school.

I watched TV and it was really cool.

I did some homework and then I said.

I've had enough now. I'm going to bed.

Ask students to try saying the lines as a rap in pairs. Ask a volunteer who can rap to say the sentences for the class.

Giving a speech (1) SB p. 32

1 Have students do the exercise in pairs. Then check answers with the class.

Answers: **1** He's a rap star. Ella is interviewing him for the radio show. **2** They're at home. **3** She's Danny's mother.

2a 2.11 Tell students to read the instructions and the statements and check they understand these words:

glorify: to make something seem more important or better than it really is
lyrics: the words of a song
banned: not allowed

Have students predict which points summarise Danny Prince's views on rap music. Play the audio for them to check.

Answers: Rap music is modern poetry. If you don't like rap music, don't listen to it.

2b Put students into pairs to rank the statements and discuss the questions.

Elicit opinions from different students in the class and ask others if they agree or disagree.

Answers: Students' own answers

3 2.12 Give students two or three minutes to read the ideas a–f and the speech plan and ask any questions before playing the audio again.

Students listen and complete the gaps.

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

4 Phrases 2 know

Discuss with students how easy or difficult they found Danny Prince's speech. Point out that he used certain expressions to organise his speech and these made it easier to understand what he was saying.

Have students read the *Phrases2know*. Draw attention to the example sentence and make sure students understand that they should write a phrase from *Phrases2know* for each idea in the table.

Tell fast finishers to practise giving the speech.

Suggested Answers: It all began on the streets of New York. Some people say/argue that rap should be banned. In my opinion, rap is a good thing. Let me explain why. First of all, rap isn't all about violence. Take these lyrics by DJ Hi-Tone, for example. Secondly, rappers are modern poets like Shakespeare or Wordsworth. Lastly, rap is entertainment. It's exactly the same as Hollywood action films. So to sum up, we shouldn't ban rap. Let me finish by saying if you don't like it, you don't have to listen to it.

Can you do it in English?

5a Students read the statements and decide if they agree or disagree with them. Students discussed mobile phones in lessons 7 and 8 but elicit some ideas for the other two statements and write these on the board, e.g.:

in the future, nobody will write letters
not everybody has email
different types of letters – for jobs, personal

some people enjoy writing, receiving letters
it's important to have alternatives

violent computer games should be banned
improve hand-eye coordination
people can distinguish between onscreen and real violence
they're entertaining
people don't have to play them

5b Students make notes for their speech. Tell them not to write full sentences at this point.

5c Students prepare their speech using the *Phrases2know*. Provide support as necessary.

Put students into pairs to practise giving their speech.

SB p. 33

Lesson 10

Answering simple questions about your speech SB p. 33

Warmer

If there has been a gap between the previous lesson and this one, ask students to close their books and try to remember what Danny Prince talked about in his speech. Read the beginning of these sentences or write them on the board and have students complete them:

Danny Prince thinks rappers are like ... (Shakespeare, poets).
He compares violence in rap music to ... (violence in Hollywood films).
He says if people don't like rap music, they ... (shouldn't listen to it).

6a 2.13 Tell students they are going to listen to the rest of Ella's interview with Danny Prince. Have them look at the information and predict the missing words 1–4.

Play the audio. Students listen and complete the information.

When checking answers, ask students if they can interpret Shakespeare's words: *A fool thinks himself to be wise but a wise man knows himself to be a fool.* (Wise people are sensible because they have a lot of experience. The line means that people are foolish if they think they know everything. Sensible people know there are many things they don't understand.)

Answers: 1 actor 2 producer 3 Shakespeare 4 knows himself to be a fool

6b 2.13 Phrases 2 know

Ask students to read the *Phrases2know* before they listen again and try to remember the questions Ella asked.

Play the audio. Students complete the gaps.

Answers: 1 Shakespeare 2 rap and film 3 rap is so controversial

7a Tell students to imagine the questions that a listener would ask about their speech in exercise 5. First, they write the questions and then the answers they would give.

Answers: Students' own answers

7b Students do the exercise.

Answers: 4 c 5 b 6 a

3 Put students into groups of four and tell them they are going to practise giving their speech again, this time answering questions at the end. Tell them to look at the checklist they will use to give feedback to the speaker at the end.

In turns:

- one student gives their speech
- two students listen to the speech and think of questions to ask
- one student makes notes on their performance using the checklist.

At the end of the speech:

- two students ask questions and the speaker answers
- the student with the checklist gives feedback on the performance.

After students have finished, discuss how they found the activity, what they found easy and difficult. Reassure them if they have not had experience of giving speeches before; they will have more practice and with practice, they will find it easier.

SB pp. 34–35

Lesson 1

Draw students' attention to the objectives box at the top of the page. Tell students this is the grammar, vocabulary and phrases they are going to learn in the Unit. Tell them that they will think about what they have learnt and what they can do at the end of every second lesson (i.e. at the end of every double-page spread).

The learning objectives for the unit are:

- **Grammar:** Modals of obligation and advice (e.g. *must, have (got) to, should, should/needn't have*)
Future continuous and future perfect
- **Vocabulary:** Skills and ambitions (e.g. *sound IT skills, good interpersonal skills, proven experience*)
- **Phrases:** Job interviews (e.g. *great communication skills*)

Culture 2 know

State schools in the UK are required to follow the National Curriculum. The core subjects are English, Mathematics, Science, Design and Technology, ICT (Information and Communication Technology), History, Geography, Modern Foreign Languages, Music, Art and Design, PE (Physical Education) and Citizenship. In Wales, Welsh is also a core subject in Welsh-speaking schools. In Northern Ireland, Irish is included in Irish-speaking schools.

Citizenship classes are a relatively new addition to the school curriculum. They aim to equip young people with the knowledge, skills and understanding to play an effective role in public life. In lessons, students engage in discussion of topical and controversial issues. They also learn about laws, justice and democracy.

An optional area of study which many schools offer is Personal, Social, Health and Economic Well-being. In these lessons, students learn about sex and relationships and drugs, among other things. They aim to help young people to make appropriate choices and enjoy healthy, safe and responsible lives. They also teach students about the world of work and how to manage their money and finances effectively.

Warmer

Introduce the topic of school subjects. Set a time limit of about one minute and have students write a list of as many school subjects as they can. Elicit these and write them on the board (see *Culture2know* for a list of subjects). Ask students to tick (✓) three subjects they enjoy and put a cross (X) next to three subjects they find most difficult. Put students into pairs to compare and to say why they feel as they do. Select some students to say which subject they prefer, and why.

Listening & Speaking SB p. 34

1 Have students read the questions and the example. Elicit ways that students can express their ideas, e.g.:

I think ... lessons are a good idea because ...
I don't think schools should teach ... because ...
The best age to learn about ... is ...

Students discuss the questions in pairs. When they have finished, elicit ideas from different pairs and open up a discussion with the class about whether the subjects should be taught in schools and if so, at what age.

Answers: Students' own answers.

2a Students do the exercise. When checking answers, make sure students understand *well-being* (a feeling of being comfortable, healthy, and happy).

Answers: The life skill is happiness and well-being. The idea is the headmaster's, Dr Anthony Seldon's.

2b (2.14) Tell students they will hear a news report about the story. Allow time for them to read the questions.

Play part 1 of the audio. Have students compare answers before checking with the class.

Answers: **1** in some American universities **2** ten weeks
3 pupils between the ages of fourteen and sixteen **4** to be mentally and physically healthy

3 (2.15) Tell students they will hear the continuation of the report. Before they listen, have them read the statements and predict which things are on the curriculum.

Play part 2 of the audio. If necessary, repeat the audio before checking answers.

Answers: 1 X 2 ✓ 3 ✓ 4 X 5 ✓ 6 ✓

4 (2.16) Tell students that they will hear different pupils at other schools giving opinions about the course. Have them read the summaries before they listen.

Play part 3 of the audio.

Answers: 1 M 2 N 3 J

5 Remind students of the ways to express opinions from page 13. Elicit these and write them on the board and add some from the listening exercise:

In my opinion, ... If you ask me, ... To my mind, ...
The way I see it, ... Don't forget that ...
You have to bear in mind that ... The main reason is ...
I personally think ... I mean ... I don't really think ...

Students discuss the questions in pairs.

When they have finished, tell students you would like them to summarise their partner's opinion for the class. Give them one or two minutes to think about what they will say and then elicit the summaries from different students. Open up a discussion with the class.

EXTRA DISCUSSION

Suggest to students that they experiment with some 'Happiness lesson' techniques: being thankful, thinking about individual strengths and wishing people well. Write these sentence beginnings on the board and elicit ways to complete them:

I'm thankful for ... (my friends, my parents, my pet, music, being able to ...).
I'm good at ... (playing the guitar, remembering names, Maths).
I hope that ... (has a good birthday, likes my present, has a good day).

Ask students to think of ways they would complete the sentences and to tell each other in pairs.

Lesson 2

Warmer

If there has been a gap between the previous lesson and this one, revise the vocabulary of school subjects. Describe some subjects and have students say what they are. Then put them into pairs to do the same. Students take turns to describe a subject for their partner to guess but they must not include the name of the subject in the description, e.g.:

In this subject, you learn about the capitals of countries and you learn to read and interpret maps. (Geography)

In this subject, you spend time in the gym exercising and you also do sports like football, tennis and basketball. (Physical Education)

Grammar Focus SB p. 35

Modals of obligation and advice

6 Students discuss the questions in pairs. After they have finished, elicit ideas about which school subjects students think will be most useful and which will be least useful. Elicit ideas from different pairs and ask others if they agree.

Answers: Students' own answers

7 Have students read the question (*Which school subjects are worth learning?*) and check that students understand *worth learning* (useful or helpful to learn).

Students do the exercise.

Check students understand some words by asking them to guess the meaning of the words in the context:

bother with: to make the effort to do something

literacy and numeracy: the ability to read and write and understand basic mathematics

tone deaf: unable to hear the difference between different musical notes, and unable to sing

current affairs: important political events or other events in society that are happening now

Select some students to say which opinions they agree and disagree with and discuss the usefulness of the subjects as a class.

Answers: Students' own answers

8a Draw students' attention to the phrases in bold in the text and elicit the phrase that corresponds to the first sentence as an example:

*The speaker says this is necessary. Schools **must prepare** ...*

Tell students to notice if the sentence is about the present or past, as well as the meaning.

Students do the exercise. Have them compare answers in pairs.

8b Grammar **2 know**

Students read *Grammar2know* to check their answers.

Answers: 1 must prepare 2 've got to study 3 should concentrate 4 shouldn't have chosen 5 should have done 6 needn't have learned

Write these sentences on the board and ask questions to check students understand:

*I **must** study this evening.*

*I **have (got) to** study this evening.*

*I **should** study this evening.*

Which modal verb means it is a good idea to study? (should)

Which modal verb means it is necessary because my teacher says so? (have (got) to)

Which modal verb means I think it is necessary? (must)

*I **should have** studied English.*

*I **needn't have** studied Chemistry.*

Did I study English? (no)

Am I sorry now? (yes)

Did I study Chemistry? (yes)

Was it necessary? (no)

Draw or display **Board plan 4.1**. If you think students would benefit from having a written copy of the board plan, have them copy it into their notebooks.

9 Students do the exercise. Have them compare answers before checking with the class.

Answers: 2 She shouldn't have gone out the night before the exam./She should have stayed at home and studied.

3 She should have set her alarm clock. **4** She needn't/shouldn't have spent half an hour putting make-up on.

5 She needn't have brought her calculator.

10 Give students two to three minutes to think about what they are going to say before they start speaking. Remind them to use modal verbs in their discussion.

Students discuss the questions in pairs. When they have finished, elicit ideas from different pairs.

MINI WORKBOOK exercises 1, 2, 3 and 4 pages 113–114

1

Answers: 2 don't have to/needn't wear 3 have to/'ve got to wear 4 do I have to study 5 have to/'ve got to study 6 should choose 7 have to/'ve got to study 8 don't have to/needn't study 9 must/should choose 10 must/should talk 11 Do I have to do 12 have to/'ve got to do

2

Answers: 1 should have gone 2 needn't have taken 3 needn't have written 4 should have studied, shouldn't have become 5 shouldn't have talked, should have stopped

3

Answers: 2 should teach 3 should divide 4 must keep 5 shouldn't have gone out 6 should have studied 7 have to/'ve got to take 8 have to/'ve got to have 9 needn't have brought 10 shouldn't have brought

4 Grammar **+ Plus**

Write this dialogue on the board and elicit the missing words:

A *I've got a problem.*

B You _____ talk to your parents about it.

Students will probably suggest *should*. Ask if anyone knows an alternative and introduce *ought to*.

Tell students that *ought to* is very similar to *should* but it can suggest a moral duty or obligation or moral correctness, e.g.:

Every citizen ought to vote.
You ought to be ashamed.

Point out that we use *to* with *ought*, but not with *should*. Elicit the past form and tell students that *ought to* is not commonly used in the negative and question forms. Write these sentences on the board and point out the different connotations:

You should talk to your parents. (It's a good idea to talk to your parents.)

You ought to talk to your parents. (You have a moral obligation to talk to them.)

You should have talked to your parents. (It wasn't a good idea not to talk to your parents.)

You ought to have talked to your parents. (You had a moral obligation to talk to them.)

Have students read the rules in the *Grammar Plus* box and do the exercise.

Answers: 3 ought to spend 4 ought to have asked
5 ought to have arrived 6 ought to apologise 7 ought to have worked 8 ought to study 9 ought to talk

Now your students can:

- listen for specific and detailed information in a news report
- speak about school subjects and their usefulness
- use modal verbs to express obligation and advice in the present and past.

SB p. 36

Lesson 3

Culture **2 know**

A foreign correspondent works as a journalist or commentator for a newspaper or radio or television news. He or she is stationed in a foreign country, often in a remote or distant location. The name comes from the original practice of sending news reports via a letter. A journalist generally writes more fact-based stories whereas a foreign correspondent often includes their own perspective on the news. Organisations such as ARD (Arbeitsgemeinschaft der öffentlich-rechtlichen Rundfunkanstalten der Bundesrepublik Deutschland), the BBC (British Broadcasting Corporation), Reuters and Associated employ large numbers of correspondents.

A travel rep is usually employed by a holiday resort to promote activities and liaise with guests. Most reps work on a seasonal basis; many work at seaside resorts during the summer months and at ski resorts during the winter. Although the average salary is not high, many young people are attracted by the job as it offers them the opportunity to travel and live in popular holiday destinations.

Warmer

Have students write the name of jobs beginning with the letters of the alphabet. Divide the class into two. Have one half write jobs for the letters A–L (excluding I and K) and the other half for the letters M–Z (excluding Q, U, X and Y). Set a time limit of about two minutes.

Elicit a job for each letter from different students and write them on the board, e.g.:

actor, accountant, archaeologist, architect, artist, baker, banker, beautician, biologist, bookkeeper, butcher, carpenter, chef, chemist, cook, dancer, dentist, designer, detective, doctor, editor, electrician, engineer, farmer, fire fighter, gardener, grocer, guard, hairdresser, jeweller, journalist, judge, lawyer, librarian, maid, mechanic, meteorologist, model, musician, nurse, officer, optician, painter, pharmacist, pilot, plumber, police officer, postman, professor, reporter, salesperson, scientist, secretary, soldier, taxi driver, teacher, vet, waiter, web designer, window cleaner, zoo keeper.

Vocabulary & Reading **SB p. 36**

Skills and ambitions

1a Students do the exercise.

Ask some students which factor is most important to them and encourage them to say why.

Answers: Students' own answers

1b Have students read the instruction and draw attention to the example sentence. Point out the ways they can express their ideas:

Becoming a ... appeals to me because it would ...
Becoming a ... doesn't appeal to me because it would ...

Students do the exercise.

Answers: Students' own answers

2 (2.17) **Words 2 know**

Tell students not to read the text for the time being but just to look at the words in blue. Students check the meaning of these words in their dictionaries.

Make sure students notice which words are adjectives (used with *be*) and which are nouns (used with *have*):

to be *highly-motivated, well-qualified, enthusiastic, willing to learn*
to have *proven experience, sound IT skills (information technology), good interpersonal skills, a positive attitude, the ability to work in a team*

Point out the hyphen in the compound words *highly-motivated* and *well-qualified* (adverb + adjective).

Focus on the pronunciation of the *Words2know*. Play the audio and have students repeat each one.

Before students read the case studies, discuss what type of text it is. Ask:

Where does the text appear? (on the internet)
How do you know? (because of the banner with Home, Forums, etc.)
Who is the text written for? (students)
What is its purpose? (to give advice about career plans)

Students read and answer the question.

When checking the answers with students, make sure they understand these words by eliciting or giving definitions:

foreign correspondent: a reporter who travels to other countries and reports the news for people at home

A-levels: examinations that students in England and Wales take when they are eighteen, usually in order to qualify for a place at university

travel rep: a person who works as a representative of a travel company whose job it is to make sure tourists have a good time on holiday

resort: a place where a lot of people go for a holiday

Answers: Omar is studying for a degree in journalism. He wants to be a foreign correspondent for a big TV channel. Joanna is doing her A-levels at school. She wants to be a travel rep and become the manager of a resort.

3 Students do the exercise.

Answers: 2 well-qualified 3 sound IT skills 4 positive attitude 5 highly motivated 6 good interpersonal skills 7 willing to learn 8 proven experience 9 ability to work in a team

4 WRITING

Students write a short description of their skills. When they have finished, put them in pairs to tell each other about their skills. The person who is listening gives advice and suggestions about what would be a suitable career for their partner.

Answers: Students' own answers

EXTRA DISCUSSION

Ask students which they think is more important in getting a job, personality or qualifications. Have them discuss the question in pairs. Select some students to give their opinion and open up a discussion with the class.

MINI WORKBOOK exercises 8, 9 and 10 page 115

8

Answers: 2 b 3 c 4 e 5 a

9

Answers: 2 proven experience 3 highly-motivated 4 positive attitude 5 work in a team

10

Answers: 2 team 3 skills 4 well-qualified 5 willing 6 enthusiastic 7 interpersonal skills
Diana will probably get the job.

Lesson 4

Warmer

If there has been a gap between the previous lesson and this one, revise the vocabulary to talk about skills and abilities for jobs. Write some jobs on the board:

doctor hairdresser web designer sales rep
hotel receptionist

Ask students to think about the skills and qualities necessary for each one using the *Words2know*. Put students into pairs.

Have them take turns to describe the skills and qualities needed for a job without saying which job it is. Their partner must try to guess the job.

Grammar Focus **SB p. 36**

Future continuous and future perfect

5 Ask students what they remember about Omar and Joanna:

What is he/she doing now? (Omar is studying journalism. Joanna is studying for her A-levels.)

What qualities and skills does he/she have? (Omar is highly-motivated and has proven experience of journalism. Joanna is enthusiastic and willing to learn and she has good interpersonal skills and a positive attitude.)

Students read and answer the question.

Answers: Omar thinks he'll find a job with a national newspaper and then work as a foreign correspondent. Joanna thinks she'll pass her exams, move to Spain and work as a travel rep.

6a Make sure students understand *in brackets* in this exercise. Also check that they know the time expression *by the time* (no later than a particular time).

Do an example with the class to show them how the activity works. Write the example on the board and ask questions:

*Omar
find a job (by the time his course finishes)*

Does Omar expect 'finding a job' to be happening or completed by the time his course finishes? (completed)

So is the answer A or B? (B)

Students do the exercise. Have them compare answers in pairs.

6b **Grammar 2 know**

Students read *Grammar2know* to check their answers.

Answers: 2 A 3 B 4 A 5 B 6 B

Draw or display **Board plan 4.2.** and check students understand the difference between the meaning of the two tenses.

By the time I'm 25, I'll be working as a foreign correspondent.

Will he work as a foreign correspondent before he's 25? (maybe)

Will he definitely work as a foreign correspondent when he's 25? (yes)

By the time my course finishes, I'll have found a job.

Will he still be looking for a job when his course finishes? (no)

Will he find a job before the end of the course? (yes)

Write example sentences on the board and elicit the position of adverbs in affirmative and negative sentences:

He'll probably be working as a foreign correspondent. ('will' before adverbs in affirmative sentences)

He definitely won't have found a job with a big TV channel. ('won't' after adverbs in negative sentences)

Draw attention to the time expressions. Tell students that the future perfect is most often used with a time expression beginning with *by*, e.g. *by then*, *by this time tomorrow*, etc. Point out the use of the present tense after *by the time*: *by the time + present* (to refer to the future).

4 happy & successful

The time expression can come at the beginning or at the end of the sentence:

By the time he's 25, he'll be working as a foreign correspondent.
He'll be working as a foreign correspondent by the time he's 25.

7 (2.19) Have students read what the professionals say and predict the tense (future continuous or future perfect) before they listen. Play the audio. Students complete the summaries.

Answers: 2 will/'ll have gained 3 will/'ll probably have applied 4 will/'ll still be working 5 will/'ll have worked 6 will/'ll possibly be working 7 will/'ll have changed

8a Students do the exercise.

Answers: Students' own answers, but the verbs in the following form: 2 will/'ll be living 3 will/'ll have moved 4 will/'ll probably have finished 5 will/'ll probably be working

8b Students compare answers in pairs. When they have finished, elicit example answers from different students.

9 Have students write the age that they think they will do the things in the list, and put a cross (X) next to the things they do not expect to do.

Draw attention to the example answer. Allow one or two minutes for students to think about what they are going to say. Then put them into pairs or small groups to discuss their hopes and ambitions for the future.

Answers: Students' own answers

MINI WORKBOOK exercises 5, 6 and 7 pages 114–115

5

Answers: 2 We definitely won't be working there in five years' time. 3 He will/'ll certainly have updated his CV by tomorrow. 4 She will/'ll definitely be working in the new office this time next week. 5 She probably won't have started her new job before then. 6 We will/'ll hopefully have got our exam results by then.

6

Answers: 2 will/'ll have taken 3 will/'ll be working 4 will/'ll have applied 5 will/'ll be studying 6 will/'ll have become

7

Answers: 2 This time next year, I'll be working in London for one of the big fashion companies. 3 By the time I'm twenty-eight, I'll have got lots of experience. 4 By the time I'm twenty-nine, I'll have started my own fashion company. 5 When I'm thirty, I'll be working for myself. 6 In ten years' time, I'll be employing at least fifty people. 7 By the end of 2040, I'll have retired.

Now your students can:

- use words and expressions to talk about qualities and skills for jobs
- talk about career plans
- use the future continuous and future perfect to talk about future hopes and ambitions.

SB pp. 38–39

Lesson 5

Culture 2 know

George Orwell is the pen name of Eric Arthur Blair (1903–1950). He was a British author and journalist and he also wrote literary criticism and poetry. He had a profound awareness of social injustice and believed in democratic socialism. His best-known novels, *Nineteen Eighty-Four* and *Animal Farm*, have together sold more books than any other two books by a twentieth-century writer. His other works include *Burmese Days* (1934), based on his early career as a police officer in Burma, and *Homage to Catalonia* (1938), an account of the Spanish Civil War during which he fought as a volunteer on the side of the Republicans. Orwell was married twice and had one adopted son.

Polly Toynbee (born 1946) has worked as a journalist for several British newspapers as well as for the BBC. She published her first novel at the age of twenty after spending her gap year working for Amnesty International in what was then called Rhodesia (now Zimbabwe). Her second book, *A Working Life*, was based on her experiences of manual work when she first was trying to support herself as a writer (1970). While researching for *Hard Life*, she served dinners in schools, and worked as a nursery assistant and a cake factory worker. She is active in politics and in 2005 she was made an Honorary Doctor of the Open University for her 'contribution to the educational and cultural well-being of society'.

Warmer

Ask students to think of the best job in the world and the worst. Have them discuss in pairs, then ask different students which job they think is the worst, and why. Discuss what makes a job difficult, e.g. *it's boring*, *it's physically demanding*, *it's badly-paid*, etc.

Reading & Speaking SB p. 38

1 Elicit the names of the jobs in the pictures (a telesales worker, a miner, a hospital porter, a kitchen porter). Ask students what each person does in their job and make sure they understand that a kitchen porter is responsible for washing dishes, cleaning and basic food preparation in a hotel or other large kitchen.

Have students read the questions and the example answers. Draw attention to the expressions they can use to give their opinions, elicit others and write them on the board:

I think being a ... would be very (boring/physically demanding) because ...

For me, the best/worst thing about being a ... would be ...

I can imagine working as a ... would be ... because you have to ...

The most (boring job) without doubt would be ...

Students discuss the questions in pairs. When they have finished, elicit answers from different pairs and ask other pairs if they agree or disagree.

Answers: Students' own answers

2 Tell students to look at the book covers and the title, 'Hard work'. Ask:

Have you heard of or read the books?

Do you know the authors?

What do you think the books are about?

Students read the introduction and answer the questions.

Answers: 1 George Orwell was writing in the 1930s. Polly Toynbee was writing at the beginning of the twenty-first century. 2 He wanted to show the everyday lives of the poor and homeless. 3 He lived with the people he was writing about. 4 Toynbee did the jobs of the people she wrote about in order to find out if life for poor people has changed since Orwell's time.

3a Warn students that the names of the jobs are not mentioned in the extracts but that they must understand from the description which one it is. Reassure them that they are not expected to understand all the vocabulary, just to complete the task.

If students need extra support, write some clues from each text on the board and where necessary, make sure they understand the words:

1 *bending over, the roof, keep your head up*

2 *I am calling from ... I made 163 calls*

3 *the kitchen, tea, coffee and other orders*

4 *walking all day, nurses, wards*

Students do the exercise.

Answers: 1 B miner 2 A telesales worker 3 D kitchen porter 4 C hospital porter

3b Students read again and answer the questions.

Answers: 1 The writer feels negative in extracts 1–3. Extract 4 is mostly positive but with some negative aspects. 2 Orwell's books: extracts 1 and 3; Toynbee's books: extracts 2 and 4

4 Remind students of the strategies for doing this type of reading exercise from page 8. Tell them there are two answers that seem possible but only one is correct. Students should:

- Read the beginning of the sentence.
- Read the information in the text that relates to the beginning of the sentence.
- Read the alternative endings and decide which is most similar to what they read.
- Isolate two alternatives that seem possible.
- Read the text again to decide why one alternative is correct and the other not.

Students read the extracts and choose the correct answer.

When checking answers, discuss why the other likely option is incorrect.

Answers:

1 c (Option b seems possible because the text says *You have, therefore, a constant pain in your neck*, but c is correct because it says *this is nothing to the pain in your knees and thighs*. Without necessarily understanding *knees and thighs*, students can work out that this is more painful.)

2 b (Option a seems possible because the text says *I ached with boredom* but it does not say the job was *physically painful*.)

3 b (Option d seems possible because the text says *you run* but overall it suggests that there was a lot to remember.)

4 a (Option c seems possible because the text says *An arrogant male nurse was the worst*. However, he was the most unpleasant of the staff and the text starts with *If it wasn't for the miserable pay, however, this could have been a good and satisfying job*.)

Lesson 6

Warmer

If there has been a gap between the previous lesson and this one, find out how much students remember about the jobs they read about. Read phrases about the jobs and ask which job it describes and why:

You ache with boredom. (a telesales worker: you read the same thing over and over again from a script)

You have a constant pain in your neck. (a miner: you have to bend over)

It could have been satisfying. (a hospital porter: you find out everything that is happening, meet friendly staff)

It needs more brains than you think. (a kitchen porter: you have to remember orders)

5a Students read the texts again to find the phrases.

Answers: 2 is nothing to 3 I have never known the hands of a clock move so slowly. 4 going like lightning 5 the life-blood of the place

5b Students find other examples of vivid language in the extracts. Have them try to guess the meaning of the words and phrases and write them in their own words as in exercise 5a.

Put students into pairs to compare their answers. Elicit reworded phrases from different pairs and ask other students to find the words and phrases with the same meaning in the text.

Suggested Answers:

Extract 1: dodge them when they come: avoid them (suggests they are moving, animate objects), how on earth: how (with emphasis)

Extract 3: bang: suddenly, It needs more brains than you might think: it is mentally challenging

Extract 4: the miserable pay: the low pay, pleasing and purposeful: enjoyable and satisfying, he snapped at me: he spoke suddenly in an angry way to me – without taking the trouble to be polite

4 happy & successful

6 Ask students to remember what they discussed in exercise 1. Allow one to two minutes for students to think about their answers. Draw attention to the language in the examples that they can use to express their ideas, and add others:

*I have/haven't changed my mind about working as a ...
It sounds ...*

I wouldn't like to do any of these jobs because ...

I'd choose to work as a ...

I wouldn't mind spending two weeks working as a ...

I would least like to work as a ... because ...

Students discuss the questions in pairs. When they have finished, elicit ideas from different pairs.

Can you do it in English?

7 Have students read the instruction and the example sentences. Draw attention to the use of *should* to say that something is a good idea.

Students do the activity first in pairs and then in groups. When they have finished, elicit ideas and write them on the board, e.g.:

1 The conditions for miners should be improved. The roof should be higher. They shouldn't have to walk long distances in the mine.

2 Telesales workers should be able to choose what they say. They should have frequent breaks. They should be able to visit clients instead.

3 There should be more staff in kitchens. There should be one person to do the cooking and another to manage the orders. They should have a better system to remember the orders.

4 Hospital porters should be paid more. They deserve more respect from the other staff. They should get more breaks.

8a Set the scene by discussing workers' representatives. Ask:

What does a workers' representative do? (negotiate conditions for workers with management)

Who do they speak to? (to directors or managers)

What do they try to do? (improve conditions, get better pay)

Have students read the instructions and the example sentences. Refer them to the phrases at the back of the Students' Book for 'Making a case'.

Elicit some examples to show how the expressions can be used, e.g.:

Surely everyone can see that hospital porters have a very important job.

It is important to realise that miners work in very difficult conditions.

You have to remember that kitchen porters have a lot to remember.

You mustn't forget that a miner's job is very dangerous.

You need to understand that workers do a better job if they have regular breaks.

Give students about five minutes to choose a job and prepare their speech.

8b When students have finished, put them into pairs to practise giving their speech.

Depending on time, have all students give their speech to the class or select some to do so for the different jobs. While students listen, they should think about which speech is the most persuasive.

When they have finished, have pairs discuss which they think was the most persuasive. Elicit ideas from different pairs and encourage them to say why.

EXTRA DISCUSSION

Ask students which jobs they think should be paid more and which should be paid less. Have them discuss briefly in pairs and then as a class.

Now your students can:

- read for detailed information and inference in literary extracts about work
- talk about positive and negative aspects of different jobs
- give a persuasive speech in order to improve working conditions.

SB pp. 40–41

Real Time Lesson 7

Culture ² know

A well-presented CV is crucial when applying for a job. Employers often make quick decisions about a candidate based on the appearance of their CV; some reports suggest that a job-seeker has only about five seconds in which to impress a prospective employer in a CV. Ideally, a CV should be no more than a page in length and the information should be organised so that key points stand out. Spelling errors should be avoided and candidates are advised to always tell the truth.

Warmer

Write these sentences about a job on the board:

You need good communication skills.

You should be able to stay awake at night.

You should be entertaining.

You must like music.

Ask students to guess what job these skills are necessary for (a radio DJ).

A CV (Curriculum Vitae) SB p. 40

1a Students read the job advert and answer the questions. Have students compare their answers in pairs. Select different pairs to say who they think would be the best candidate for the job and discuss the question as a class until you choose one student.

Answers: Students' own answers

1b Students read the advert again and answer the question.

Answers: **2** current music and culture **3** as a radio DJ
4 to be entertaining

2 Students do the exercise. When checking answers, make sure students understand *references* (letters from teachers, previous employers, etc.), saying that someone is suitable for a new job) and *referee* (a person who gives the letter).

Ask students to notice any similarities and differences between the layout and content of this CV and how CVs are written in their country.

Answers: 1 D 2 B 3 E 5 F 6 C

3 Students do the exercise individually. Have them compare answers in pairs before checking with the class.

Answers: **Skills:** excellent communication skills, the ability to entertain listeners, up to date with latest youth culture and music **Personal interests:** music, films, local Brighton issues **Currently:** DJ for Brighton Hospital Radio, very positive reactions from listeners

4a LANGUAGE

Refer students to the *Language4writing* section, 'Describing yourself in a CV', on the back cover of the Students' Book. Students find the phrases in Mary's CV.

Answers: a college graduate, (an) extensive knowledge of (the latest trends), the motivation to (succeed), the ability to (entertain listeners), excellent communication skills, up to date with (the latest music trends), responsible for (organising all aspects of the party)

4b Students do the exercise.

Answers: 2 I have good computer skills. 3 I have the motivation to succeed. 4 I have considerable/proven experience of selling to customers. 5 I am up to date with the latest trends in electronics. 6 I was responsible for training new staff.

5a Check that students know what *bullet points* are (things in a list like a word or short phrase with a small printed symbol in front of it).

Students do the exercise.

Answers: uses bullet points, avoids using the word /

5b Students do the exercise.

Answers: 2 Good computer skills 3 The motivation to succeed 4 Considerable experience of selling to customers 5 Up to date with the latest trends in electronics 6 Responsible for training new staff

6 Tell students they are going to write a CV. Students read the job advert and underline the skills, knowledge and experience the job requires.

Answers:
Skills: good English and excellent communication skills
Knowledge: a good understanding of other cultures
Experience: of travel

Tell students they can make up details about their skills, knowledge and experience for this exercise. As they make notes, provide support with both language and ideas.

Students write their CV. When they have finished, refer them to the checklist on the back cover of the Students' Book. Have them work through the checklist and check their work.

7 Students swap their CV with a partner. They read their partner's CV and decide if they would give him/her an interview for the job. Select some students from different pairs to tell the class what they decided.

Tell students to work through the checklist on the back cover of the Students' Book.

Suggested Answer:

Curriculum Vitae

Personal statement:

A friendly and popular college graduate with the ability to communicate with people from different cultures, extensive travel experience and the motivation to succeed.

Key skills:

Excellent communication skills.
Good English.
Proven experience of working with tourists.

Employment and experience:

Currently

Travel rep in Ibiza.
Travel rep for visitors to a popular holiday resort.
Very positive reaction from guests.

2009–2010

Volunteer guide in my home town.
Showed visitors important places in my town.
Learned about people from different cultures.

2008–2009

Assistant in tourist information office.
Responsible for giving people tourist information.

Education:

2002–2009

... High School ...
3 'A' levels
8 GCSEs

Personal interests:

Travel, learning about different cultures, foreign languages.

References:

Available on request.

SB pp. 41–43

Lesson 8

Warmer

If there has been a gap between the previous lesson and this one, find out what students can remember about Mary McGee, the girl who has applied for the job as a radio DJ on Bright Lights Radio. Tell students to close their books. Read some sentences and ask students if they are true for Mary or not.

She's a student. X *She has DJ-ing experience.* ✓
She has worked in a shop. ✓ *She has sound IT skills.* X
She likes films. ✓ *She has a lot of friends.* ✓

A job interview SB p. 41

8a 2.21 Check students understand *strengths* (qualities or abilities that make someone successful and effective) and *weaknesses* (problems that make someone less likely to be successful, or that can be easily criticised).

Students do the exercise individually.

Play the audio. Students listen and check.

Answers: **1** I've always loved music. I love talking to people. **2** Strengths: enthusiasm and a passion for music and people; Weaknesses: I talk a lot. **3** I hope to be doing a big show with lots of listeners.

8b 2.21 Play the audio again. Students listen and answer the questions. Have them compare answers in pairs before checking with the class.

Answers: **1** She doesn't have 'considerable experience of DJ-ing' or excellent communication skills. **2** Students' own answers, but probably not because she lied on her CV.

9 2.21 Phrases **2 know**

Students read the *Phrases2know* and try to remember who said each phrase.

Warn students that they do not hear the phrases in the same order as they are written.

Play the audio again for them to check.

Answers:

E: Why do you want to be a ...? What do you mean when you say ..., Basically you're saying that ...

D: Sorry, I'm not with you.

M: No, that wasn't what I meant. What I meant was ..., What I'm trying to say is ..., Generally speaking ..., On the whole ...

Can you do it in English?

10a Have students read the job advert in exercise 6 again. Elicit some questions that an interviewer might ask a candidate for the job. Then have students write more of their own, e.g.:

Do you speak good English?

Which countries have you visited?

Which cultures do you know about?

Do you think you have good communication skills?

Do you mind being away from home?

10b Students think about how they would answer their questions and make notes.

11 Put students into pairs and have them swap their notebooks in which they have written the questions. In turns, students interview each other for the job in exercise 6. Remind them to use the *Phrases2know* as well as the questions their partner has written.

Students decide if their partner should get the job. Ask different students to tell the class what they decided, and why.

Make notes on any common problems while students are speaking. Write these on the board and put students into pairs to correct them before an open class check.

Active Study 2

For the exercises on the *Active Study* pages, it is useful if students do the exercises and then work together in pairs or small groups to discuss their answers. Encourage them to try and explain the rationale for any of their answers which are different from those of the other students in the group. Where relevant, have students try and do the exercises first before they look back through the unit to check.

Vocabulary

ACTIVE STUDY Learn compounds

1a

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

1b Play the audio. Students listen and check their answers. Play the audio again for students to repeat the words.

ACTIVE STUDY Learn words in groups

2 Tell students it is useful to learn words in groups because it is easier to remember them this way. Have students read the words first and say what topic they are related to (technology).

Students do the exercise.

You can extend the practice by asking students to brainstorm other words connected to technology or groups of words connected to other topics they have studied.

Answers: 2 update 3 upload 4 browse 5 transfer

Grammar

3 Have students do the exercise and then look back at the *Grammar2know* sections to find the rules that correspond to each sentence. When checking answers, have students explain why the tense is used.

Answers: 2 could work 3 offered 4 would/'d feel
5 wouldn't want

4 Students do the exercise.

Answers: 2 should turn 3 must 4 should have bought
5 have to 6 needn't have worried

5 Have students read the dialogue quickly before they do the exercise.

Answers: 2 will/'ll have finished 3 am/'m visiting 4 doesn't start 5 will/'ll pick

EXAM PRACTICE Sentence transformations

6 If students have not done this type of exercise before, tell them that they complete the sentence using as many words as necessary. The second sentence must mean exactly the same as the first and contain all the information that appears in the first.

Answers: 2 lived here, I would//d 3 needn't have downloaded 4 meeting 5 will//ll have passed 6 ability to 7 wouldn't be able 8 all technology disappeared

Reading skills

ACTIVE STUDY Read for specific information

7 (2.23) Discuss some strategies for doing this kind of exercise with students. Suggest that they should:

- Read the text through quickly to get a general idea of what it is about and the topic of each paragraph.
- Check carefully why options are incorrect as a way of helping them to choose the correct answer.

When checking answers, discuss with students why options were incorrect as well as why the correct option is correct.

Answers: 1 c 2 d 3 c 4 b 5 a

Speaking skills

8 Have students read the statement and decide if they agree or disagree. Give them a minute or two to think about what they will say and make notes if they like. Suggest they think of arguments that both support and contradict the statement so that they can discuss it thoroughly.

Ask them to look at phrases for giving opinions on page 13 of the Students' Book.

Put students into pairs. Have them take turns to present their opinion and then discuss the question together.

Hold a class debate on the topic. Have some students who agree with the statement present their ideas, some who do not agree present theirs and then discuss the statement with the class. Take a vote at the end on whether the class agrees with the statement or not.

Answers: Students' own answers; possible ideas:

Many people spend hours communicating with technology.

For:

Although people spend a lot of time communicating with technology, they also socialise in the real world.

People communicate more with technology than without it. Technology can help people to stay in contact with friends who live far away.

Technology doesn't take the place of socialising in the real world.

Against:

If they didn't have technology, they would spend more time with friends.

Technology can be addictive.

Shy people don't learn to socialise with people face to face.

SB p. 44

Lesson 1

Draw students' attention to the objectives box at the top of the page. Tell students this is the grammar, vocabulary and phrases they are going to learn in the Unit. Tell them that they will think about what they have learnt and what they can do at the end of every second lesson (i.e. at the end of every double-page spread).

The learning objectives for the unit are:

- **Grammar:** Passives (e.g. *It is thought ...*)
More complex question forms (e.g. compound questions, negative questions, questions with prepositions, indirect questions)
- **Vocabulary:** A performance (e.g. *backstage*)
Pop music (e.g. *album*)
Film-making and publishing (e.g. *big budget*)
Describing a film (e.g. *The film centres on ...*)
- **Phrases:** Talking about statistics and trends (e.g. *Numbers have more than doubled.*)

Vocabulary & Speaking SB p. 44

A performance

Warmer

Write the following on the board:

Mamma Mia *The Phantom of the Opera*
Romeo and Juliet *Hairspray* *Grease*

Ask students if they know what they have in common (they are titles of films, plays and musicals). Have students seen any of them?

1 Students do the exercise individually. At the end of one minute, put them into pairs to compare their lists. Elicit events from different pairs and write them on the board.

Suggested Answers: recital, play, musical, film, art exhibition, dance, ballet

2a 2.24 **Words 2 know**

Students check the words in blue in their dictionaries. Then they order the events during a theatre performance.

2b 2.25 Put students into pairs to compare their answers. Play the audio for them to check.

Focus on the pronunciation of the *Words2know*. Play the audio again and have students repeat each one.

Answers: **2** The actors put on their make-up and costumes in their dressing rooms. **3** The audience take their seats in the stalls or the circle. **4** The curtain goes up, the actors appear on stage and the performance begins. **5** After the first act there's an interval. **6** The audience buy refreshments and discuss the production. **7** When the curtain goes up again the set has changed. **8** At the end of the performance the cast all bow.

3a Have students copy the word map into their notebooks and add the words from exercises 1 and 2.

If you are going to do the Mini Workbook exercises, write the following verbs on the board and elicit the person and noun to complete the word families.

| Verb: | Person: | Noun: |
|----------|------------|-------------|
| perform | performer | performance |
| produce | producer | production |
| rehearse | – | rehearsal |
| – | playwright | play |
| act | actor | acting |

Answers:

Work: opera

People: the cast

Places: stalls, circle, dressing rooms, on stage

Actions: take their seats, curtain goes up, bow, show appreciation, cheer

Other: make-up, the performance, refreshments, production, acting, the first act, the interval, the set

3b Have students do the exercise in pairs. Elicit words from different pairs and write them on the board.

Suggested Answers:

Work: a musical, a comedy, dance

People: a playwright, an actor, a producer, a director, a make-up artist, a costume designer, a set designer, a choreographer, a conductor, a dancer, a lighting technician, a musician, a singer, a stage manager, an accompanist, an understudy, an usher

Places: a box, the foyer, the aisle, the wings, a seat

Actions: to rehearse, to put on a play, to perform, to design a set, the curtain comes down, to accompany (e.g. someone on the piano), to act, to boo, to conduct, to dance, to dim the lights, to give an encore, to prompt (an actor), to sing

Other: a rehearsal, a standing ovation

4 Students do the exercise individually. After checking answers, draw students' attention to the way the expressions can be used to talk about performances and elicit different examples, e.g.:

The set/acting/costumes was/were really impressive.

I thought the ... was/were absolutely outstanding.

The whole performance was ...

I found the ... quite amusing/really impressive/absolutely outstanding.

Answers:

Positive: I thought the whole production was absolutely outstanding! I found the story quite amusing.

Negative: I was bored out of my mind a lot of the time. I thought the set was a bit weird. The whole performance was absolutely appalling.

Most positive: I thought the whole production was absolutely outstanding!

Least positive: The whole performance was absolutely appalling.

5 Elicit some titles of plays, concerts or shows that students may have seen where they live. Make sure everyone has thought of one before they continue. They can make up details if necessary.

Give students one or two minutes to think what they will say about it using the *Words2know* and phrases in exercise 4.

Put students into pairs to do the exercise.

EXTRA DISCUSSION

Write a debate question on the board:

A live performance is always better than a recorded one. Do you agree?

Have students discuss in pairs and then open up the discussion with the class.

MINI WORKBOOK exercise 7 page 117

7

Answers: 2 musical 3 playwright 4 producer 5 painters
6 actors 7 production 8 acting 9 performance

Lesson 2

Culture 2 know

Steve Wynn, the millionaire art collector, is an American casino resort developer, whose companies built some of the most famous casinos and hotels in Las Vegas. He owns an extensive art collection, including paintings by Paul Cézanne, Paul Gauguin, Vincent Van Gogh, Pablo Picasso and Andy Warhol. *La Rêve*, the Picasso portrait, is the centrepiece of his collection. It is not known exactly how much he paid for the painting but it is thought to be around \$60 million. The accident Wynn had with the painting has been attributed to problems he has with his eyesight, which cause him to make wild gestures when he is speaking. He later said he took it as a sign that he should not sell the painting.

The three seventeenth-century Chinese vases which were smashed by a museum visitor had been on display in the same place for over sixty years. The vases were smashed into hundreds of pieces and simply picking up the pieces took two and a half days.

Warmer

Tell students they are going to continue to talk about the arts in this lesson. Read out the following groups of words and ask students which is the odd one out in each group:

- 1 an art gallery, a painting, the audience, a Picasso (the audience)
- 2 a museum, a performance, a vase, an exhibition (a performance)
- 3 a concert, a conductor, an art collector, an orchestra (an art collector)

Grammar Focus SB p. 44

Passives

6a Have students look at the three cartoons. Ask:

Where are the people?

Who are they?

What works of art can you see?

Elicit or teach these words using the pictures:

elbow: the joint where your arm bends

trip: to hit something with your foot while you are walking or running so that you fall or almost fall

shoelaces: thin pieces of string or leather that you use to tie your shoes

smash: to break into a lot of small pieces with a loud noise

baton: a stick used to direct a group of musicians

Put students into pairs to do the exercise.

Answers: 1 An art collector is showing a picture to some guests. 2 A visitor is walking down some stairs in a museum. 3 A conductor is conducting an orchestra.
Students' own answers

6b Give students two minutes to read the stories and check their answers.

Check answers with the class and find out if any students guessed correctly which story was invented.

Make sure students understand the meaning of these words:

restore: to repair something so that it is in its original condition

claim on insurance: to demand money that you have a right to receive from an insurance company with which you have an insurance policy

glue together: to join things together using a sticky substance

treat: to give someone medical treatment for an illness or injury

Focus on the title of the section, 'Unlucky Art' and also the title of each story. Ask:

Why is the title 'Unlucky Art'? (The stories are connected to art and in each one there is an accident.)

What is the significance of 'Wynn'? (Wynn is the name of the art collector but it sounds like 'win', the opposite of 'lose'. Wynn loses because the painting is now worth less than before.)

What does 'smashing' mean here? ('Smashing' has two meanings: 'to break into a lot of small pieces with a loud noise' but it also means 'extremely good'. The title is ironic because the visit was not good at all.)

Why is 'blues' used? (The blues is a slow, sad style of music whereas the music being played was classical. The blues would have suited the occasion more in view of the accident that occurred. Also, if you hit a person, they may get a bruise, which is often blue in colour.)

Answers: 1 The art collector put his elbow through the painting. 2 The museum visitor tripped and broke the vases. 3 The baton flew out of the conductor's hand and hit a woman in the audience.

The third story 'Birthday blues' is invented.

7a Draw attention to the passive verb in the first story (*La Rêve was painted by Picasso*). Check that students remember the passive form: *to be* + past participle.

Students do the exercise. Have them compare answers in pairs before checking with the class.

Answers: is being restored, is (now) thought, is expected, are being glued, won't be completed, has been asked, may be asked, had been organised, had to be delayed, was being treated

7b Grammar **2 know**

Students do the exercise.

Answers: present continuous: *is being restored, are being glued*; present perfect: *has been asked*; 'will' future: *won't be completed*; past simple: *had to be delayed*; past continuous: *was being treated*; past perfect: *had been organised*; modal: *may be asked*

Draw or display **Board plan 5.1**. If you think students would benefit from having a written record of the board plan, have them copy it into their notebooks.

8 Have students put down their pens and read the story. Ask questions to check they have understood it:

What type of work is it? (a musical)

What's it about? (the life of George W. Bush)

What's it called? (Dubya) Tell students *Dubya* is

George W. Bush's nickname.

Was it successful? (no)

Students do the exercise.

Answers: **2** have been bought **3** is based **4** say **5** will be refunded **6** is believed **7** may be put on

9 Have students read the story and check comprehension before they start the exercise. Ask:

What type of work is it? (a painting)

Did the woman steal it? (No, she found it.)

Tell students they have to decide the tense of the verb in this exercise, and whether it is passive or active.

Answers: **2** has been sold **3** was painted **4** was stolen **5** was saved **6** spotted **7** was walking **8** kept **9** was told **10** is now being investigated **11** is expected **12** will be rewarded

EXTRA DISCUSSION

Ask students which of the five stories they found a) the funniest, b) the most difficult to believe and c) the most amazing.

MINI WORKBOOK exercises 1, 2, 3 and 4 pages 116 and 117

1

Answers: **2** had been organised **3** has just been released **4** will be sent **5** had been given **6** is being valued **7** hasn't been confirmed **8** will be sold **9** were being removed **10** were arrested **11** will be sent **12** weren't damaged **13** is believed **14** were helped **15** will be investigated

2

Answers: **2** was damaged **3** was looking **4** took out **5** had previously been warned **6** has been taken **7** will be charged **8** may spend **9** is being cleaned **10** is said

3

Answers: **2** is seen **3** is being cleaned **4** will be put back **5** will be moved **6** haven't confirmed **7** was painted **8** started **9** was being painted **10** knows **11** has been copied **12** will still be

Grammar **+ Plus**

4 Write sentences on the board and ask questions to check the meaning:

My sister cuts her hair every six weeks.

Who cuts my sister's hair? (She does.)

My brother gets his hair cut once a month.

Who cuts my brother's hair? (a hairdresser)

Explain that the structure 'subject + *get* + object + past participle' is used to express that someone, usually a professional, does something for someone.

Have students read the rules in the Grammar Plus box and do the exercise.

Answers: **2** I'm going to ask someone to decorate my bedroom. I'm going to get my bedroom decorated. **3** She pays a beautician to paint her nails. She gets her nails painted. **4** They were paying a graphic designer to design a website. They were getting a website designed. **5** My dress was made by a professional. I got my dress made. **6** Mark is paying someone to pierce his ear. Mark is getting his ear pierced.

Now your students can:

- understand and use words and phrases to describe theatre events
- give positive and negative opinions of artistic events
- use the passive to describe events in news stories.

SB pp. 46–47

Lesson 3

Culture **2 know**

The internet has revolutionised the way music is bought and how artists gain exposure. It has allowed artists to promote their music without the backing of a record company. Loading an mp3 file onto a social networking site is easier than organising a gig and instead of being played to a room of just a few people, a song is immediately available to millions of fans around the world.

The UK band Arctic Monkeys are often quoted as one of the first bands to achieve success in this way. They created their own website and offered free mp3 downloads. News of their music was communicated on blogs and soon their music was available on internet radio stations and music download sites. They were the first band to reach number 1 in the UK through internet downloads.

Listening & Vocabulary **SB p. 46**

Warmer

Ask students to work in pairs and list as many types of music as they can. Elicit the types of music and write them on the board, e.g.:

blues, classical, country, dance, folk, heavy metal, hip hop, house, jazz, opera, pop, punk, rap, reggae, rock, soul, techno.

1 Put students into pairs to discuss the questions. After they have finished speaking, select different pairs to say if

they have similar tastes and explain why they like or dislike a particular kind of music.

Answers: Students' own answers

2 ^(2.27) Words 2 know

Students check the *Words2know* in their dictionaries.

Focus on the pronunciation of the phrases. Play the audio and have students repeat each one.

Tell students to tick (✓) the things that their favourite band or singer has done and put a question mark (?) next to the things they are not sure about.

Draw attention to the example sentences and some expressions students can use to discuss their ideas:

I'm sure ..., I know ...

I don't know if ..., I'm not sure if ...

He/She/They has/have definitely ...

I know that because ...

Put students into pairs to discuss which of the things their favourite band or singer has done. When they have finished, elicit names of singers or bands who have done each of the things listed in the *Words2know* section.

Answers: Students' own answers

3a Students look at the magazine cover. Ask:

What's the name of the magazine? (Thirteen)

Describe the boys in the band.

What type of music do you think they play?

Do they remind you of any bands you know?

Students answer the question.

Answer: a person/people or a thing that becomes very successful in a short period of time

3b Ask students to give examples of overnight sensations they know of and if they think that being a success overnight is a good thing for the artist or not.

Students do the exercise. When they have finished, elicit ideas from different pairs and write them on the board. Discuss if the pros outweigh the cons, or vice versa. Here are some ideas if students need help:

Pros:

They gain fame and fortune.

They can travel around the world.

They don't have to struggle.

Everybody loves them.

Cons:

They don't have time to get used to success.

They suffer from a lack of privacy.

They miss out on doing things teens normally do.

People want to be their friends just because they're famous.

4 ^(2.28) Tell students they are going to listen to an interview with Alex, the lead singer of the band. Before they listen, students guess the answers to the questions.

Warn students that the information they hear is not in the same order as written in the exercise. Play part 1 of the audio. Students listen and check their answers. Have students compare answers in pairs before checking with the class.

Answers: 1 They played gigs in small venues, posted music on the internet and got lots of hits on the internet. 2 They have released an album, had a hit single. 3 go on a world tour

5 ^(2.28) Ask students to read the statements before they listen and tick (✓) or cross (X) the ones they remember from the first listening.

Play part 1 of the audio again.

Answers: 1 ✓ 2 X 3 ✓ 4 X 5 ✓

6 ^(2.29) Allow time for students to read the questions and check they understand *wannabes* (people who want to be pop stars. *Wannabe* is a colloquial pronunciation of *want to be*). Remind students of the strategies for taking notes from page 4.

Play part 2 of the audio. Have students compare answers in pairs. If necessary, play the audio again before checking answers with the class.

Answers: 1 go home, then Manchester tomorrow 2 his parents' house in Sheffield 3 no 4 every couple of months 5 anything, if it's good 6 make sure you want to play music, not be famous 7 not sure

7 SPEAKING

Put students into pairs to discuss the questions. When they have finished, select some pairs to tell the class what they discussed and ask others if they agree or disagree.

EXTRA DISCUSSION

Ask students to imagine they were going to form a band. Put them in pairs and ask them to discuss these questions:

What would be a good name for the band?

What types of clothes would you wear? What would be your image?

What picture would you put on the cover of your first album?

After students have finished speaking, ask some pairs to share their ideas with the class and ask others to say if they think they would be successful or not.

MINI WORKBOOK exercise 8 page 118

8

Answers: 2 a 3 b 4 c 5 c 6 a 7 a 8 b

Lesson 4

Warmer

If there has been a gap between the previous lesson and this one, find out how much students remember about the band Thirteen. Write some prompts on the board and ask students in pairs to remember the phrases and the order in which they did these things:

have hits on the internet (3)

release an album (4)

post music on the internet (2)

play gigs (1)

have a number one single (5)

Grammar Focus SB p. 47

More complex question forms

8a Ask students to look at the first question in the exercise and the first question in exercise 6. Elicit and highlight the differences: the first question in exercise 8a is a polite question form and starts with *Can you tell us*; the word order is different: the verb is not in the question form.

Have students find other examples of questions with extra words in them and a different word order, and a negative question which has changed from affirmative to negative. Students do the exercise.

8b **Grammar** **2 know**

Have students compare answers in pairs before checking with the class.

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

Draw or display **Board plan 5.2**. If you think students would benefit from having a written record, have them copy the board plan into their notebooks.

9 Make sure students understand that when *do* and *not* appear separately in sentences, they should put them together as a contraction: *don't*.

Students do the exercise.

Answers:

- 1 What reason did you have for calling yourselves 'Thirteen'?
- 2 How exactly does it feel to be a pop star?
- 3 Don't you like being rich and famous?
- 4 Don't you choose your own clothes?
- 5 Who do you normally hang out with?
- 6 Can you remind us how it all started?

10 Tell students they need to complete the questions with an appropriate word. It could be a preposition or a verb.

Check answers before students choose three to ask their partner.

Answers: 2 to 3 is 4 with 5 is

Can you do it in English?

11a Put students into pairs. Ask them to choose one of the favourite singers they discussed in exercise 1.

Refer students to the section on interviewing on the back cover of the Students' Book. If students need extra support, elicit some example questions they can ask using the question starters:

- How often/regularly do you (give concerts)?*
- What kind of (music do you listen to)?*
- Which (is more important, being famous or playing music)?*
- What advice do you have for (wannabes)?*
- Can you tell us (who your girlfriend/boyfriend is)?*
- Do you know when/where (your next concert will be)?*
- Don't you (have any plans to release a new album)?*

Set a time limit of five minutes for students to write the script for their interviews. Remind them that they can invent their answers.

11b At the end of the time limit, tell students to stop writing and to practise their dialogues. If they have not finished, they can improvise the end of the conversation. Encourage students to act their dialogue and try to memorise it.

Put students into groups of four and have each pair practise performing their interviews. Tell the pair who are listening to note if they use a variety of question forms.

Have pairs perform their interviews for the class. If you do not have time for all pairs to perform their dialogues, select some pairs. The listeners can ask the singer one more question at the end of the interview based on what they said.

MINI WORKBOOK exercises 5 and 6 page 117

5

Answers:

- 2 Can you tell me where the artist lives?
- 3 What kind of music do they play?
- 4 I wonder what their next album will be like.
- 5 Do you know when the album is coming out?
- 6 Don't they usually release their new songs on the internet?

6

Answers:

- 2 How often do you go to concerts?
- 3 Do you know who wrote that song?
- 4 Don't you download most of your music?
- 5 Which of their albums do you listen to?
- 6 Doesn't Lily Allen live in London?
- 7 How does it feel to have a hit single?
- 8 Who do you want to work with?

Now your students can:

- understand and use vocabulary to talk about the stages in a singer or band's career
- listen for detailed information in an interview with a famous person
- use more complex question forms in an interview.

SB pp. 48–49

Lesson 5

Culture **2 know**

Young or unknown directors often have to make low-budget films because big film studios are not willing to invest unless they are sure a film will be successful. However, some low-budget films have become very popular and earned millions of dollars. The most successful low-budget film in recent years was *The Blair Witch Project*, which cost about \$600,000 to make and earned about \$249 million worldwide. Other films include *Napoleon Dynamite*, which cost \$400,000 to make and earned \$50 million, *Juno*, which had a budget of \$6.5 million and earned over \$230 million and *Slumdog Millionaire*. Although *Slumdog Millionaire* cost only \$15 million, it earned over \$360,000 and won eight Oscars, including the Oscar for best film in 2009.

Films such as *El Mariachi* (1992) and the British film *The Zombie Diaries* (2006) were made on a very low budget. *The Zombie Diaries* cost only £8,100 to make and is said to have earned over \$1,000,000. Perhaps the best known very low budget film is the cult classic *Eraserhead* (1977), which was filmed over a period of six years whenever its director David Lynch could afford to shoot scenes.

Warmer

Ask students to think about the last film they saw and the last book they read.

Put students into pairs. Give them one minute each to talk about the last film they saw, and one minute each to talk about the last book they read.

Reading & Vocabulary SB p. 48

1 Students do the exercise.

When checking the answers to questions 1 and 2, ask students to describe the things in the pictures which were clues to the genres. For question 3, find out how many students in the class like horror films by asking them to put up their hands if they do so. Ask some students which their favourite film is. Do the same for thriller novels.

Answers: a thriller; a horror film/movie; Students' own answers

2a Have students read the title of the article *Making it alone!* and check they know what *making it* means (it can refer both to 'making' the film and the book and to 'becoming successful').

Make sure students read the introduction only and not *Case study 1: The filmmaker*.

Answer: 2

2b Have students do the exercise in pairs.

Elicit and write suggestions on the board:

the internet for researching information, a computer for writing/editing a film, social networking sites for enlisting help or publicising work, a camera/camcorder to shoot a film

Answers: Students' own answers

3 230 **Words** 2 know

Students check the words in blue in their dictionaries.

Focus on the pronunciation of the words and phrases. Play the audio and have students repeat each one.

Students do the second part of the exercise.

Answers: 1 F 3 B 4 B 5 B 6 F 7 B 8 W 9 F

4a This is a jigsaw reading exercise. Put students into pairs: Student A and Student B. Student A reads about Marc and Student B reads about Melinda. Tell them not to look at the other text.

Point out that not all the questions in the exercise can be answered and to put a question mark (?) if there is no information. Remind students not to write full sentences, just notes of the main points.

4b Put students into pairs to do the exercise. Tell them it is not necessary to write their partner's answers but they should think about the similarities and differences in the two case studies.

When students have finished, either check answers with the class or discuss similarities and differences in the cases.

Answers:

Marc: 1 zombies 2 the story from the zombies' point of view 3 used the internet to find make-up artists and actors, mother's camcorder to shoot film, laptop to edit it 4 make-up artists helped, friends were the actors, children in the streets were extras 5 yes, a Japanese company is releasing the film worldwide 6 fantastic reviews at Cannes

Melinda: 1 a teenager wrongly accused of a gang killing 2 it's partly about how the investigation affects the suspect's family 3 posted story on internet 4 they gave feedback on plot, how to research things, tips on how to get published 5 yes, she has literary agent and publishing deal 6 several thousand readers on the internet

5 Students do the exercise individually. Have them compare and exchange answers before checking with the class.

Answers:

Marc: He tried to find an original angle. He shot scenes on location in suburban streets. His film is being released in cinemas worldwide.

Melinda: She worked out the plot with other people's help online. She did research into things like what type of poison the killer should use. She received constructive feedback from people online. She got a publishing deal.

6 Put students into pairs to discuss the questions. When they have finished, find out from different pairs who they admire most and why, and other artists who have used the internet to achieve success.

Lesson 6

If there has been a gap between the previous lesson and this one, write some words from Marc's and Melinda's stories on the board:

£45 aunt 23 October suburban streets
the suspect's family DVDs poison online community
motorbike courier

Ask students if they remember which story they are from and why they were mentioned in the stories.

7 Remind students about the phrasal verbs they learnt in Unit 2. Elicit what they can remember about these verbs (they have a verb and a preposition, some are separable and some are inseparable).

Students do the exercise.

Answers: 1 c 2 b 3 e 4 f 6 d

8 **ACTIVE STUDY** Notice phrasal verbs (2)

Refer students to the phrasal verb *pick up* in exercise 7. Ask students if they can think of other meanings of the verb. Students read the *Active Study* section to check.

Elicit some other examples of phrasal verbs with different meanings that students might know, e.g.:

We got on the bus.

My brother and I don't get on.

I turned the music up.

He turned up at my house unexpectedly.

9 Tell students to try to work out the meanings of the phrasal verbs from the context and then to use a dictionary if necessary. Have students compare answers before checking with the class.

After checking answers, have students work in pairs to find one other phrasal verb in their dictionaries that has two different meanings. Tell them to write two sentences, a and b, to illustrate the different meanings.

Pairs then pass the sentences to another pair, who guess or look up the meanings in their dictionaries. Then they compare their answers with the pair who wrote the sentences.

Answers: 1 b do exercise 2 a make a machine, toy, clock, etc. work by turning a small handle around several times 2 b annoy 3 a look after children until they are adults 3 b start to talk about something 4 a send something somewhere by post/email 4 b order a sports player to leave the game because of bad behaviour 5 a put on make-up 5 b invent a story or an excuse

EXTRA DISCUSSION

Put students into groups of four. Ask them to think of the advantages of big budget and small budget films and then decide which they prefer, and why.

After they have finished, elicit ideas from different groups and discuss which type of films students prefer. Here are some ideas:

| | |
|----------------------------------|---|
| <i>Big budget:</i> | <i>Small budget:</i> |
| <i>famous actors</i> | <i>more original angles</i> |
| <i>fantastic special effects</i> | <i>not always the same actors</i> |
| <i>exotic locations</i> | <i>directors have to be more creative</i> |

MINI WORKBOOK exercises 9 and 10 page 118

9

Answers: 2 tell 3 view 4 plot 5 research 6 feedback 7 agent 8 deal

10

Answers: 2 They talked me into writing a new book. 3 I read all the information about the club and then I signed up. 4 My book is coming out next month. 5 The actor is very strong because he works out every day. 6 I can't work the puzzle out. 7 He made up every bit of the story – he's got such a good imagination! 8 They brought up the problem to try and find a solution.

Now your students can:

- understand and use vocabulary related to making a film and writing a book
- read a case study and summarise the information it contains for another person
- understand and use some phrasal verbs with multiple meanings.

SB pp. 50–51

Lesson 7

Culture 2 know

Twilight is the first of a series of novels written by Stephenie Meyer which tell the story of Bella Swan and her relationship with the vampire Edward Cullen. The novel was followed by *New Moon*, *Eclipse* and *Breaking Dawn*. Meyer says that the idea for the story came to her in a dream and in about three months, she had converted the dream into the completed novel. She claims she never intended to publish it and although she was persuaded to send the manuscript to publishers, it was rejected fourteen times. The novel was finally published in 2005 and has sold millions of copies worldwide and has been translated into thirty-seven languages. It was the biggest selling book of 2008, the year that the film *Twilight* was released.

In the film, Bella is played by Kirsten Stewart and Robert Pattinson plays Edward Cullen, the 108-year-old vampire who appears to be seventeen. Cullen has superhuman speed and strength and is able to read minds, with the exception of Bella's. Meyer collaborated on the making of the film so although some changes were made to the plot, the film is true to the book. Meyer also plays a small role in the film. *Twilight* has received numerous nominations and awards, including the 2009 Teen Choice Awards, acting awards for both Pattinson and Stewart and for the film's song *Decode*.

Warmer

Put students into pairs. Give them one minute to think of all the film genres they can. Have them compare their list with the film genres on the film review website in exercise 1.

Writing & Vocabulary SB p. 50

A review

1a Students do the exercise in pairs.

Elicit a film title for each genre from different students in the class. Ask other students if they have seen the film and if so, if they liked it.

Answers: Students' own answers

1b Put students into pairs to discuss the questions. Find out how many students have seen the film by asking them to put up their hands and select some students to say what they thought of it.

2a (2.32) Words 2 know

Elicit the different aspects of a film that students already know and write these on the board.

Students check the words in blue in their dictionaries.

Focus on the pronunciation of the words and phrases. Play the audio and have students repeat each one.

2b Students do the second part of the exercise.

Draw attention to the example sentence and remind students of the expressions that they can use to give opinions. Elicit these and write them on the board.

For me, a good film needs ...

I personally think the most important thing is ...

In my opinion, ...

If you ask me, ... isn't as important as ...

To my mind, a film needs ...

Put students into pairs to compare their answers. When they have finished speaking, elicit answers from different students in the class and ask others if they agree or disagree.

Answers: Students' own answers

3a Give students about two minutes to read the reviews and answer the questions.

When checking answers, make sure students understand some vocabulary they read by eliciting meanings:

It rocks: very informal way of saying that something is really good

soooooo: so (exaggerated for emphasis)

Answers: 1 positive 2 negative 3 mixed

3b Students do the exercise.

Answers: The third review is most useful, it tells you what type of film it is, it gives background information about the film, it tells the reader about the plot, it gives detail about positive and negative features of the film.

4 STRUCTURE

Tell students that film reviews, like stories or letters, have a typical structure and this makes it easier for the reader to understand.

Students do the exercise.

Answers: Paragraph 1: b, d, f

Paragraph 2: g

Paragraph 4: c, e

EXTRA DISCUSSION

Ask students what makes them decide to go and see a film.

Elicit and write some ideas on the board, e.g.:

I read reviews online or in the newspaper.

I go if friends recommend it.

I see whatever film is showing at the cinema.

I see a film if I like the actors/director.

I go if it's a film genre I like.

Have students discuss in pairs which is the most important factor for them, and why.

Lesson 8

Warmer

If there has been a gap between this lesson and the previous one, find out if students remember the *Words2know* about films. Read the beginning of sentences based on the *Twilight* review and ask students to complete them:

Kristen Stewart and Robert Pattinson are the ... (lead characters).

They both give great ... (performances).

However, the characters aren't very real. They aren't ... (well-rounded).

The technical aspects of the film aren't good. The reviewer didn't like the ... (special effects).

But the reviewer liked the plot and ... (storyline).

Something unexpected happens, so the storyline has a ... (twist).

5 LANGUAGE

Language 4 writing

Tell students that film reviews have many typical expressions. Point out that in the review they will find at least one phrase from each group of phrases in *Language4writing*.

Students do the exercise.

Answers: is set (in), It is based on, The main (lead) characters are played by, The film begins, The film reaches a turning point, As the story progresses, The twist is, the best thing about, The film succeeded, (*Twilight*) has its faults, I would recommend, If you like

6 Tell students to look at the picture and say what film it is from. Ask some questions about the film before they read the review:

Have you seen the film 'Avatar'?

What's it about?

Did you like it?

Who was the director?

Who were the actors?

What were the best/worst things about the film for you?

Tell students to put their pens down. Have students read the review and decide if it is generally positive, negative or mixed.

Students do the exercise. Tell them to write just one option when more than one phrase is possible.

Answers: 2 is set/takes place 3 centres on/is about/tells the story of 4 The main characters are played by/It stars 5 The film opens with/begins with 6 As the film progresses 7 a turning point 8 the best thing about 9 succeeded 10 message 11 faults 12 would recommend 13 if you like/love

7 Give students a minute to choose a film to write about and make sure that everyone has chosen one before they speak.

Put students into pairs to talk about the film. Encourage the listener to ask questions.

8a Remind students to make notes, and not write full sentences at this point. Provide help and support as needed.

8b Students do the exercise.

Answers: Paragraph 1: questions 1, 2, 3 **Paragraph 2:** questions 4, 5 **Paragraph 3:** questions 6, 7, 8 **Paragraph 4:** add a recommendation, who would enjoy the film

9a Students write a first draft of their review. Remind them to follow the structure in exercise 4 and to use phrases from *Language4writing*.

When they have finished, refer them to the checklist on the back cover of the Students' Book. Read through the checklist with the class and make sure they understand each question.

Students either read their story and work through the checklist, or swap their story with a partner and check their partner's work. If they swap their story with a partner, allow time for them to give each other feedback based on the checklist. Allow two or three minutes for one student to comment on their partner's story, and then give a signal for them to swap.

9b Students write the final version of their review in class or for homework.

10 Have students pass their reviews around the class or display them on the walls for others to read. Find out which of the films they would most like to see, and why.

MINI WORKBOOK exercise 11 page 118

11

Answers: 2 dialogue 3 soundtrack 4 acting 5 suspense
6 twists 7 cast 8 special effects

Now your students can:

- read a film review and understand if it's positive, negative or mixed
- write a film review using an appropriate structure
- use common phrases for describing a film and giving an opinion in a film review.

SB pp. 52–53

Real Time Lesson 9

Culture 2 know

The Graff Jam Wall is one of several graffiti artworks that were commissioned by the Brighton council and local graffiti artists to promote the image of their work in the city. The Brighton Doughnut, called 'Afloat', but also popularly referred to as the 'Big Green Bagel', is situated next to Brighton Pier. The Wave or the Passacaglia sculpture by Charles Hadcock was installed on a beach in Brighton in 1998. It is made of recycled iron and weighs twenty tons. The sculpture contrasts with the flatness of the beach and is said to look like a massive wave. It cost £40,000 and is one of the most photographed landmarks in Brighton.

Leonardo da Vinci (1452–1519) is best known for his paintings of the *Mona Lisa*, or *La Gioconda*, and *The Last Supper* but he was also a sculptor, architect, scientist, mathematician, inventor and writer. Only about fifteen of his paintings survive, but he is considered to be one of the greatest painters that ever lived. His drawing of the 'Vitruvian Man' appears on the euro.

Vincent Van Gogh (1852–1890) was a Dutch post-impressionist painter whose work is known for its vivid colours. During his lifetime he suffered mental illness and he was largely unknown when he died at the age of thirty-seven. His paintings, including his portraits, self-portraits and *Sunflowers*, are among the world's most recognised and expensive works of art.

Pablo Picasso (1881–1973) was a Spanish painter and sculptor who lived most of his life in France. He is best known for co-founding the Cubist movement. He was also a pacifist (someone who believes that all wars and violence are wrong). His best-known work of art is *Guernica* (1937), which portrays the bombing of the town of Guernica during the Spanish Civil War.

Warmer

Introduce the topic of the lesson: art. Ask students if they have pictures or posters on the walls of their room at home. Put students into pairs to describe what the pictures show. Discuss some questions about art and the kind of art students like:

What type of pictures do you have in your room? People? Landscapes? Other?
Do you like drawing? What kinds of pictures do you draw?
Who are the most famous artists from your country?
Do you have any favourite artists?

Talking about statistics SB p. 52

1 Ask students to look at the pictures and identify the kind of art in the pictures (sculptures and graffiti).

Students discuss the question in pairs.

After they have finished speaking, elicit opinions from different students. Take a vote on the most popular work of art by asking students to put up their hand and counting the number of votes.

2a (2.35) Tell students they are going to compare their opinions with the results of a survey Ikram and Ella did for their radio show.

Play the audio. Students answer the questions.

Answers: 1 The public liked The Wave the most and Graff Jam Wall the least. 2 The artists liked the Graff Jam Wall the most and The Brighton Doughnut the least.

2b (2.35) **Phrases 2 know**

Have students read the *Phrases 2 know* and check they understand by writing numbers on the board and asking them to say them in words:

$\frac{3}{4}$ 50% $\frac{1}{2}$ 5% $\frac{2}{3}$ $\frac{1}{3}$ 75%

Also check students understand *tiny* (very small) and *vast* (very big).

Ask students to try to remember the numbers and phrases Ikram and Ella used from the first listening. Play the audio for them to check.

Answers: three-quarters, five percent, one in five, two thirds, a tiny minority, less than five percent, one in three, the statistics prove that ..., What the statistics show is that ...

3 Elicit or teach the different diagrams that are illustrated (*pie chart*, *bar chart* and *table*).

Point out that the pie chart illustrates how teenagers prefer to spend their free time. Each section shows the proportion of teenagers who like pop concerts, films and plays. The bar chart illustrates the percentages of people in work who said they preferred each activity. The table shows the percentage of senior citizens who preferred each one. Check that students understand *senior citizens* (people who are more than sixty years old).

Draw attention to the example. Have students think about what they will say and then put them into pairs to talk about the information.

After checking answers, ask students if they think the information is the same where they live.

Suggested Answers:

Pie chart: About two-thirds of teenagers prefer pop concerts, about a quarter prefer films and about ten percent prefer plays. What the statistics show is that/The statistics show that the majority of teenagers prefer pop concerts.

Bar chart: About half of the people in work prefer films, a quarter prefer pop concerts and a quarter prefer plays. What the statistics show is that/The statistics show that the majority of people in work prefer films.

Table: Seventy-five percent of senior citizens prefer films, twenty-four percent prefer plays and only one percent prefer pop concerts. What the statistics show is that/The statistics show that the vast majority of senior citizens prefer films and only a tiny minority prefer pop concerts.

4a Ask students to read questions 1–3. Ideally, show students pictures of works by the three artists or elicit examples of their work, e.g. the *Mona Lisa* (da Vinci), *Sunflowers* (Van Gogh), *Guernica* (Picasso). Be prepared to suggest popular public works of art in your town if your students are not sure, e.g. monuments.

Students do the exercise.

Answers: Students' own answers

4b Suggest students record their information in charts, e.g.:

| da Vinci | Van Gogh | Picasso |
|-----------------|----------|---------------------|
| ✓ | ✓✓✓✓✓✓ | ✓✓ |
| Graffiti is art | | Graffiti is a crime |
| ✓✓✓✓ | | ✓ |

Students ask other students in the class their question.

Draw attention to the example. Students then analyse and write the results using the *Phrases2know*.

Select different students in the class to report their results to the class.

EXTRA DISCUSSION

Ask students which they prefer, modern art or art from past times. Why?

Tell students that many artists only receive recognition many years after they have lived. Which of the works of art in Brighton do they think will be valued most by future generations?

Lesson 10

Talking about trends **SB p. 53**

Warmer

Elicit some names of art galleries or museums in the students' town or ones that they may be familiar with. Ask students to discuss in pairs briefly which they have visited and which they prefer. Then select different students to comment on the places they have been to and which they liked.

5a **2.36** Tell students they are going to listen to a conversation between Jake, Ikram and Ella after their radio show has just finished.

Play the audio. Students listen and answer the questions.

Answers: 1 a regular arts spot 2 yes

5b **2.36** Phrases **2 know**

Have students look at the arrows and read the *Phrases2know*. Point out that *fall* and *rise* are both verbs and nouns. We use *slight*, *steady* and *dramatic* as adjectives before the nouns, and *slightly*, *steadily* and *dramatically* as adverbs after the verb, e.g.: *There has been a steady rise. Numbers have risen steadily.*

Tell students that *rise* and *fall* are irregular verbs: *rise, rose, risen* and *fall, fell, fallen*. Check students understand *roughly* (*not exactly, about*).

Ask students to read Jake's presentation and think which phrases could go in the gaps.

Tell them to mark the *Phrases2know* he uses the first time they listen. Play the audio. Allow students time to write their answers. Play the audio again for them to check.

Answers: 2 more than doubled 3 This shows that 4 more and more 5 a dramatic fall 6 roughly halved 7 stayed pretty much the same 8 what the information proves is that

6 Students do the exercise in pairs.

Answers: 2 The popularity of exhibitions has fluctuated. 3 The number of tourists has fallen steadily. 4 Sales of posters have risen. 5 Visits to art galleries have stayed pretty much the same.

7 Elicit some ideas about changes in the students' town. Draw attention to the example and remind students to give reasons for changes.

Students do the exercise. When they have finished, elicit ideas from different pairs and ask other students if they agree.

Answers: Students' own answers

Can you do it in English?

8a Give students about two minutes to study the information and think about what they are going to say. Remind them to use the *Phrases2know*.

8b Put students into pairs to do the exercise. Make notes on good use of language and any common problems while students are speaking.

When students have finished speaking, ask a volunteer to present the information to the class and encourage others to help.

Write examples of good use of language and common problems on the board. Put students into pairs to correct the mistakes before an open class check.

Suggested Answers: The statistics show that the number of people who buy music on CD has roughly halved in the last ten years. In 2001, sixty-five percent of people bought music on CD compared to thirty-five percent of people in 2011. There has been a dramatic rise in the number of people who download music from the internet. In 2001, fifteen percent of people downloaded music from the internet compared to forty-five percent in 2011. The number of people who borrow music from friends has stayed pretty much the same. In 2001 and in 2011, the number of people who borrowed music from friends was twenty percent.

SB pp. 54–55

Lesson 1

Draw students' attention to the objectives box at the top of the page. Tell students this is the grammar, vocabulary and phrases they are going to learn in the Unit. Tell them that they will think about what they have learnt and what they can do at the end of every second lesson (i.e. at the end of every double-page spread).

The learning objectives for the unit are:

- **Grammar:** Quantifiers (e.g. *plenty of, very little, very few*)
Relative clauses (defining and non-defining)
- **Vocabulary:** Food (food items)
Describing dishes (*delicious, disgusting*)
Travel (e.g. *package holiday, sunbathing, full board*)
- **Phrases:** Dealing with unexpected problems (e.g. *So the problem is that ...*)
A description of an event (e.g. *Introduction, Description*)

Culture 2 know

Television programmes about cookery are particularly popular in Britain. Many TV chefs like Jamie Oliver have become celebrities. Oliver has campaigned to improve meals in schools and the cooking skills of the average person. In 2005, Oliver made a TV series called *Jamie's School Dinners* in which he set out to show schools how to serve healthy and cost-effective meals that students would enjoy eating instead of junk food. His efforts helped to raise awareness of healthy eating among young people.

In 2011, cooking became a compulsory school subject for all 11–14 year olds in British schools. The classes are designed to teach young people how to make cheap and healthy dishes from simple, fresh ingredients. Being able to cook is seen as an essential everyday skill that all young people should have on leaving school. Apart from practical cooking lessons, students also learn about diet, nutrition, hygiene and healthy food shopping.

Warmer

Introduce the topic of food. Dictate the first part of these sentences about food and ask students to complete them:

My favourite food is ...

I also love ...

I hate ...

My typical breakfast is ...

Last night for dinner I had ...

Put students into pairs to compare what they wrote and to find out if there are similarities.

Listening & Vocabulary SB p. 54

1 WORD RACE

Have students read the list of food categories and make sure they understand *seafood, herbs, flavouring* and *sweet* by giving a definition and eliciting examples:

seafood: animals from the sea that you can eat, especially creatures with shells, e.g. mussels, oysters

herbs: plants added to food to improve its taste, e.g. parsley, thyme

flavouring: something used to give food or drink a particular flavour, e.g. spices, salt

sweet: having a taste like sugar, e.g. cake, chocolate

Give students one minute to write words in each category.

Elicit words from different pairs and write them on the board, e.g.:

Fruit: apple, apricot, avocado, banana, blueberry, cherry, clementine, cranberry, grapefruit, kiwi fruit, lemon, lime, melon, mulberry, orange, papaya, passion fruit, peach, pear, pineapple, plum, raspberry, strawberry, watermelon

Vegetables: aubergine, beans, brussels sprouts, cabbage, carrot, cauliflower, celery, chick peas, chicory, corn, kale, leek, lentils, lettuce, mango, onion, parsnip, peas, potato, radish, sweet potato, tomato, turnip

Meat: beef, chicken, duck, game, goose, ham, lamb, pork, turkey, veal

Fish and seafood: cod, crayfish, haddock, herring, lobster, mackerel, mullet, mussel, oysters, plaice, prawns, salmon, shrimps, sole, swordfish, trout, tuna

Herbs and flavouring: basil, chilli, coriander, curry powder, garlic, marjoram, mustard, parsley, pepper, rosemary, sage, salt, thyme

Sweet things: (apple) pie, biscuit, cake, chocolate, doughnut, fruit preserves, ice cream, jam, marmalade, marzipan, muffin, pastry, pudding, tart

Other: almonds, bread, cashews, cheese, cream, eggs, hazelnuts, milk, pasta (e.g. spaghetti, macaroni), peanuts, pizza, walnuts, yoghurt

2a 3.1 Words 2 know

Students check the *Words2know* in their dictionaries and put them into the categories.

Ask students to group the words according to whether they are countable or uncountable.

| | |
|--------------------|---------------------|
| <i>Countable:</i> | <i>Uncountable:</i> |
| aubergines | chilli |
| beans | curry powder |
| chicken drumsticks | garlic |
| mangoes | liver |
| muffins | tuna |
| nuts | watermelon |
| prawns | |
| turnips | |

Focus on the pronunciation of the *Words2know*. Play the audio and have students repeat each one.

Elicit the foods that students can see in the photo.

Answers:

Fruit: mangoes, watermelon

Vegetables: aubergines, beans, garlic, turnips

Meat: chicken drumsticks, liver

Fish and seafood: prawns, tuna

Herbs and flavouring: chilli, curry powder

Sweet things: muffins

Other: nuts

In the photo: chicken drumsticks, chilli powder, prawns, tuna, muffins, nuts, watermelon, mangoes, aubergines, garlic

2b Draw students' attention to the example and the expressions to describe food:

It's a kind of ...

They're a kind of ...

Students do the exercise in pairs.

3 Tell students to look at the picture and the text. Ask:
Where would you see this? (in a magazine with TV listings)
Who are the students? (contestants in the show)

Students read the preview and answer the questions. Have them compare answers in pairs before checking with the class.

After checking answers, make sure students understand these words in the text:

ready meals: meals that are already prepared and just need heating

processed food: food with substances added to it before it is sold, in order to preserve it, improve its colour, etc.

nutritious: food that is nutritious contains the substances that your body needs to be healthy

well-balanced diet: food that you eat which has a good mixture of all the things that are needed to keep your body healthy

Answers: Last week's challenge was to cook a three-course meal for friends. This week's challenge is to feed themselves for a week on a budget of £25. Students' own answers
Students' own answers

4a (3.2) Ask students to think about possible strategies that Claudia and Ed will use, e.g.:

buy cheap food from a market

go shopping every day and look for special offers

go shopping once in a big supermarket

cook the same dish every evening

Play part 1 of the audio. Students listen and answer the questions.

Answers: **1** to go shopping each day for the special offers in the supermarket **2** plan his menus for the week and do one big shop **3** Students' own answers

4b (3.3) Give students time to read the statements. Tell them to mark them as true or false the first time they listen and to correct the false answers the second time.

Play part 2 of the audio twice. Have students compare their answers in pairs before checking with the class.

Answers: **1** X He's getting recipes from the internet.
2 X He's getting protein from beans and nuts. **3** ✓
4 X She's eating what's on special offer and what she fancies.
5 ✓ **6** X She's got only £1.50 for two days.

5a (3.4) Ask students to predict who won the challenge. Have them put up their hands to show their choice: Claudia or Ed. Count the number of hands for each. Ask some students to say why.

Play part 3 of the audio for students to check.

Answer: Ed won because he ate plenty of fresh food, very few sweet things and there was no salt in his diet. Claudia ate a lot of processed food, hardly any fresh vegetables and quite a lot of cakes and sweet things.

5b Put students into pairs to discuss the question. When they have finished, elicit answers from different students. Ask further questions:

Do you ever help with food shopping?

Where's the best place to buy food, at a market or at a supermarket?

How important is it for young people to learn to cook?

EXTRA DISCUSSION

Ask students if they think cooking should be a compulsory school subject. Put them into pairs to discuss briefly and then open up the discussion with the class.

MINI WORKBOOK exercise 10 page 121

10

Answers: **2** spicy **3** roast **4** mashed **5** pickled **6** lean
7 protein **8** grilled **9** runny **10** exotic

Lesson 2

Warmer

If there has been a gap between the previous lesson and this one, do a quiz to revise some food vocabulary. Put students into pairs and ask them to write down two foods in each of these categories:

Fast food (e.g. pizza, chips, hamburgers)

Green vegetables (e.g. cabbage, peas, lettuce, beans)

Fish or seafood (e.g. salmon, plaice, prawns, mussels)

Sweet things (e.g. muffins, cakes, chocolate)

Herbs (e.g. thyme, parsley, rosemary, basil)

Fruit (e.g. apples, strawberries, watermelon)

When they have finished, elicit answers and tell students to give themselves a point for each correct word. Find out who in the class scored twelve points.

Grammar Focus SB p. 55

Quantifiers

6a Ask students if they can remember who ate more fresh vegetables, Ed or Claudia. (Ed) Ask:

How many fresh vegetables did Ed eat? (He ate plenty of fresh vegetables.)

How many fresh vegetables did Claudia eat? (hardly any)

Point out that *plenty of* describes a large quantity and *hardly any* describes a small quantity.

Students do the exercise. Have them compare answers in pairs.

6b Grammar 2 know

Students read *Grammar2know* and check their answers. Ask them to list the quantifiers that are followed by countable nouns, uncountable nouns or both, e.g.:

| | | |
|--------------------------|---------------------------|-----------------|
| <i>Countable nouns:</i> | <i>Uncountable nouns:</i> | <i>Both:</i> |
| <i>a large number of</i> | <i>a great deal of</i> | <i>loads of</i> |

Answers: **3** L, L, S **4** S **5** L **6** S **7** L, S **8** S, L **9** L **10** S **11** L

Draw or display **Board plan 6.1** for students to check their answers.

6 something different

Draw students' attention to the fact that *plenty of* is used in positive contexts only. Elicit if the sentences are correct or incorrect:

She ate plenty of vegetables. ✓

She ate plenty of sweet things. X

She ate plenty of processed food. X

She drank plenty of water. ✓

7 Have students look at the picture of Harry and read the caption. Ask them what he drank and ate (pizza, muffins, orange juice, bananas, cherries, a carrot).

Students do the exercise.

Answers: 1 loads of 2 plenty of 3 a bit of 4 hardly any
5 a couple of 6 loads of 7 hardly any 8 a great deal of

8a Make sure students understand *fizzy drinks* by eliciting examples, e.g. cola, soda. Give students a minute or two to think about what they are going to say before they start speaking. Draw attention to the example sentences and remind them to give examples.

Put students into pairs. Elicit the question form that they can use to ask each other about the food they eat:

How much + uncountable noun

How many + countable noun

While students are speaking, make a note of any problems they are having with the use of quantifiers.

8b Ask students to read the example and give them a minute to decide whether or not their partner has a healthy diet. Select some students to tell the class.

Write some errors that you heard while students were speaking on the board. Have students correct these in pairs before going over them with the class.

MINI WORKBOOK exercises 1, 2 and 3 page 119

1

Answers: 2 hardly any 3 a little 4 Very few 5 a bit of 6 a large number of 7 a great deal of 8 plenty of 9 hardly any 10 a lot of 11 a couple of 12 quite a lot of

2

Answers: Pictures: 1 C 2 A 3 B

2 loads of 3 a large 4 very little 5 a couple of 6 a few

3

Answers:

2 There's a lot of garlic./There's loads of garlic./There's plenty of garlic.

3 There are a couple of muffins.

4 There are some mangoes./There are a few mangoes.

5 There's very little water./There's hardly any water.

6 There are a lot of chicken drumsticks./There are plenty of chicken drumsticks./There are loads of chicken drumsticks./There are loads of chicken drumsticks.

Now your students can:

- listen for general and detailed information in a TV show
- understand and use food vocabulary
- use quantifiers to describe the food and drink in their diet.

SB pp. 56–57

Lesson 3

Culture 2 know

Kangaroo meat is produced only from free, wild animals and not by organised farming. The meat is tender and has a strong flavour. It is high in protein and low in fat and is said to have a wide range of health benefits though it is more expensive than commercially produced meat like beef. Australian supermarkets now sell kangaroo steaks, minced meat and sausages (called *kanga bangas*).

A maggot is a young insect that looks like a worm and grows into a fly. 'Maggot cheese' or *casu marzu* from Sardinia in Italy is made from sheep's milk. Fly eggs are introduced into the cheese and when they hatch, the maggots break down the fats in the cheese and it becomes soft and runny. Maggot cheese is traditionally eaten on bread and served with a strong red wine.

Haggis is a traditional Scottish dish made from sheep's heart, liver and lungs, mixed with onion, oatmeal, fat, spices and salt and cooked in the animal's stomach. It is said to have a nutty texture and a delicious flavour. Haggis is traditionally served with turnips and potatoes though it can be fried in batter (like fish in traditional fish and chips) and served with chips.

Warmer

Write some food words on the board. Put students into pairs to discuss the countries they are traditionally associated with or come from. Elicit answers from different pairs of students:

pizza (Italy) *curry* (India) *paella* (Spain)
tacos (Mexico) *fish and chips* (the UK) *sushi* (Japan)
snails (France)

Vocabulary & Listening SB p. 56

Describing dishes

1a Make sure students understand the vocabulary in the menu. Give definitions and where possible elicit examples of food that is cooked or served in these ways:

spicy: with a strong, hot flavour (e.g. curry, chilli)

raw: not cooked (e.g. carrots, fish)

grilled: cooked close to a strong heat (e.g. meat or fish)

liver: the organ of the body that cleans the blood

mashed: crushed until it is soft (e.g. potatoes)

roast: cooked in an oven (e.g. meat)

pigeon: a grey bird with short legs that is common in cities

pickled: preserved in vinegar and salt (e.g. cucumbers, cabbage)

kiwi: a small sweet fruit with a brown skin, which is green inside

Draw attention to the example sentence and the way students can talk about the food.

I might try ...

I'd never try ...

I'd definitely try ...

Students discuss in pairs which food on the menu they would or would not try.

1b Have students read the questions and again draw attention to the example answer.

Put students into groups to discuss the questions. Tell them to find out who in the group is the most/least adventurous with food. When they have finished speaking, ask different groups what they decided, and why.

2 Ask students to look at the text and ask:

Where would you see this type of text? (on the internet)

How do you know? (because of the website address and the banner saying 'Home')

What's happening in the picture? (Some travellers are eating a meal with local people.)

Students look at the website and answer the questions.

Answers: The purpose is to inform travellers about dishes they can try when they visit different countries. The pictures show haggis, kangaroo meat and maggot cheese. Students' own answers

3a **3.5** **Words 2 know**

Students check the *Words2know* in their dictionaries.

Focus on the pronunciation of the *Words2know*. Play the audio and have students repeat each one.

3b **3.6** Play the audio. Students listen and answer the questions.

Answers: **1** Haggis: Yes, she's eaten it and yes, she likes it. **2** Kangaroo meat: Yes, she's eaten it and yes, she likes it. **3** Maggot cheese: No, he hasn't eaten it. Students' own answers

3c **3.6** Give students a little time to remember and match the words from the first listening. Then play the audio again for them to check.

Answers: **1** Haggis: rich, a strong flavour, boiled, disgusting **2** Kangaroo meat: a strong flavour, rich, tender, high in protein, fried **3** Maggot cheese: delicious, soft and runny, a strong smell, a strong flavour

4a Students do the exercise.

Answers: **1** boiled **2** rich, a strong flavour, disgusting **3** lean, soft and runny, high in protein, tender

4b Students do the exercise. If students need more support, check that they have correctly identified the eight adjectives to describe food before they add them to the groups in exercise 4a.

Answers: **1** raw, grilled, mashed, roast, pickled **2** spicy, hot **3** exotic

5 Draw attention to the example sentence and write on the board expressions students can use:

... has a really strong smell.

... is/are usually served raw/mashed.

You can eat ... fried/boiled.

Suggest that students describe local foods using the *Words2know*. Have them compare ideas in pairs and then elicit some examples from different students.

Answers: Students' own answers

6a Students write a description of the most exotic, disgusting or delicious dish they have ever eaten. Tell them not to say if they liked the dish or not. Provide support as necessary while students are writing.

6b Put students into pairs to read their descriptions and have their partner guess whether or not they enjoyed the dish. Select some students to read their description to the class. Encourage the others to wait until the writer has finished reading before saying if they enjoyed the dish or not.

Answer: Students' own answers

EXTRA DISCUSSION

Ask students to imagine they are going to write about a traditional food in their country for the 'tastesomethingdifferent' website. What dishes would they recommend to a visitor to their country to try? How would they describe them to a foreign visitor?

Put students into pairs to discuss and then elicit ideas from different pairs.

MINI WORKBOOK exercise 10 page 121

10 After checking answers, ask students what they would choose to eat from the menu.

Answers: 2 a 3 b 4 a 5 a 6 b 7 b 8 a 9 a 10 a

Lesson 4

Warmer

If there has been a gap between the previous lesson and this one, ask students to remember the words to talk about food. Write these words on the board:

lean boiled rich fried disgusting runny
tender delicious

Tell students to keep their books closed. Ask students to group the words into three categories and to say what the categories are. If students need more support, give them the categories:

Words to describe taste *Ways of cooking or serving food*
Other words

Grammar Focus **SB p. 57**

Relative clauses

7 Students read the website and answer the questions. When checking answers, make sure students understand the vocabulary. Elicit or give a definition or description:
lungs: the organ of the body used for breathing
oatmeal: crushed oats (a type of grain)
intestine: a long tube in your body that takes food from your stomach, turns it into a form the body can use, and carries waste out
lay an egg: if a bird lays an egg, it produces it from its body
hatch: if an egg hatches or is hatched, it breaks and a baby bird comes out

Answers: **1** It is barbequed as steaks and used in sausages. **2** sheep's heart, liver and lungs, oatmeal and spices in a sheep's intestine **3** Special 'cheese flies' lay eggs in the cheese and these hatch as maggots.

6 something different

8a Ask students to look at the first sentence in bold in the text and check they can identify the relative clause. Ask:

What is the main clause in the sentence? (In Australia, some friends offered me kangaroo meat.) How do you know? (This sentence gives the main information in the sentence.)

What is the secondary or relative clause? (which was traditionally eaten by Aboriginal bush people.)

Which words introduce relative clauses? (which, that, who, where, when)

Remind students that *which, that, who, where* and *when* are relative pronouns when they appear at the beginning of a relative clause. They refer back to something that was mentioned in the main clause. Here, *which* refers to *kangaroo meat*:

In Australia, some friends offered me kangaroo meat, which was traditionally eaten by Aboriginal bush people.

Students look at the sentences with relative clauses in bold in the text and answer the questions.

Answers: defines: that are made from kangaroo meat
adds extra information: which was traditionally eaten by Aboriginal bush people

8b Grammar 2 know

Students underline the relative clauses with *where* and *who* in the texts, then read *Grammar2know* to check.

Answers: However, it is becoming increasingly popular with modern Australians, who often barbeque the meat in the form of steaks. (non-defining)

In Edinburgh, I went to a restaurant where haggis is served. (defining)

Special 'cheese flies' lay their eggs in the cheese, where they hatch into maggots. (non-defining)

Draw or display **Board plan 6.2**. Point out to students that the most important things to remember are:

1 There is no *that* in non-defining relative clauses.

2 Commas are used to separate a non-defining clause from the main sentence.

If you think students would benefit from having a written record, have them copy the board plan into their notebooks.

9 Tell students to look at the title of the paragraph. Ask:

What do you remember about Burns Night from the website? (It's when the Scots celebrate the birthday of their national poet.)

Students do the exercise. Have them compare in pairs before checking answers with the class.

Answers: 2 when **3** who **4** , which **5** , which **6** when **7** that

10a Tell students to read the five things about Australia. Ask questions to check students have understood:

When is Australia Day? (26 January)

What does it commemorate? (when the British first landed there)

What do Australians do on this day? (They have a barbeque and go to the beach.)

Students do the exercise.

10b (3.8) Play the audio for students to check their answers. Ask which sentences have commas and which do not.

Answers: 2 They landed at Sydney Cove where the modern city of Sydney is situated. **3** Australia Day is on 26 January, which is a public holiday in Australia. **4** Australians often celebrate Australia Day with a barbecue, which usually takes place on a beach or near a swimming pool. **5** A lot of people also go to big cities like Sydney, where there are fantastic firework displays.

11 Discuss national celebrations with students. Students choose one to write about. Remind them to use relative clauses.

These descriptions can be collected and illustrated in the form of class posters to display on the classroom walls.

Answers: Students' own answers

MINI WORKBOOK exercises 4, 5, 6, 7 and 8 page 120

4

Answers: 2 where **3** when **4** which **5** which **6** where **7** who **8** where

5

Answers:

3 My grandmother, who is a good cook, loves getting the family together. Mother's Day is the time (when I see all my family. We go to my grandparents' house, where the kitchen is big.

4 That's the cook who has just won an award. The award, which is given annually, is for best new chef.

5 Christmas is the time when turkey is traditionally eaten in the UK. My sister, who is a vegetarian, eats a nut roast instead. Many vegetarians eat nut roast, which doesn't contain any meat. Nut roast, which is easy to prepare, is one of my favourite dishes.

6 That's the woman who presents that new TV cooking programme. The programme, which is watched by thousands of people every week, is very successful. Unfortunately, it's on TV on Wednesdays, when I go to French classes.

6

Answers: 2 My fruit salad, which contained lots of exotic fruits, looked wonderful. **3** That's the restaurant where they serve roast pigeon. **4** We had chicken drumsticks for lunch, which were delicious. **5** Tuna, which contains omega 3 oils, is a healthy fish to eat. **6** The chef at that restaurant, who my brother knows, is very famous.

Grammar + Plus

7 Write two example sentences on the board. Elicit which is the present participle (the *-ing* form) and the past participle in the sentences:

The people who are sitting over there are eating haggis.

Australians eat sausages which are made from kangaroo meat.

Show students how the relative pronoun (*who, which, that*) and the auxiliary verb can be omitted, leaving just the participle:

The people who are sitting over there are eating haggis.

Australians eat sausages which are made from kangaroo meat.

Have students read the rules in the Grammar Plus box and do the exercise.

Answers: 2 cooking 3 sung 4 making 5 made 6 waiting

8

Answers: 2 There are people in the UK *who/that are* cooking interesting new dishes. 3 *Auld Lang Syne* is the song *which/that is* sung in Scotland on New Year's Eve. 4 The cook *who/that is* making the dish is famous in the UK. 5 Paella is a Spanish dish *which/that is* made from rice and seafood. 6 I didn't recognise the man *who/that was* waiting in the restaurant.

Now your students can:

- use words and phrases to describe food, including ways of cooking and serving food, and taste
- listen for general understanding and specific words in descriptions of food
- use defining and non-defining relative clauses in descriptions of national celebrations.

58 p. 58

Lesson 5

Culture **2** know

Couch surfing (or sofa surfing in the UK) refers to the practice of moving from one friend's house to another, sleeping in whatever space is available, staying only a few days and then moving to the next house.

The couch surfing website was the idea of Casey Fenton, a young American. In 1999, he travelled from Boston to Iceland and rather than stay at a hostel, he decided to email 1,500 students randomly at the University of Iceland, asking if he could stay with them. He received fifty offers of accommodation and on the return flight to Boston, began to develop the ideas that would develop into the Couchsurfing project. Fenton launched the project in 2003 and it became a public website in 2004. The site was re-launched in 2006 with the slogan: *Participate in creating a better world, one couch at a time.*

Warmer

Write three types of holiday on the board:

a city break a camping and walking holiday
a beach holiday

Put students into pairs and tell them to imagine they are going on one of these holidays. They have to make a list of things they would pack in their bag. Set a time limit of two minutes. Here are some ideas:

A city break: a camera, a map, a guide book, walking shoes, an umbrella
A camping and walking holiday: a tent, walking boots, a map, a compass, a sleeping bag
A beach holiday: a towel, sun cream, sunglasses, a good book, sandals, a swimming costume

Select some pairs to read their lists to the class and ask other students to guess which type of holiday they are going on and what they are going to do there.

Reading & Speaking **SB p. 58**

1 Ask students to read the questions and the example answers. Put them into groups to discuss. When they have finished speaking, select different groups to share their answers with the class.

Answers: Students' own answers, but possible answers for the cheapest ways of travelling or having a holiday: camping, staying with family or friends, staying in youth hostels, cycling holidays, finding a special offer on the internet

2a Ask students where they might see this text, and why (in a magazine: the name of the reporter is included, the introductory paragraph is in bold, there are 'Did you know' facts). Ask them to describe what they can see in the picture and check they know that *couch* is another word for *sofa*.

Students guess what *couch surfing* is.

2b Set a time limit of about four minutes for students to read the article and answer the questions.

Answers: Couch surfing is staying with people around the world, sleeping on their sofa. **1** It connects travellers with people who are happy to let them stay at their home. **2** free accommodation, usually a meal, contact with the host's friends, a guided tour to places to visit, the experience of a country and its culture as if you were a local **3** the chance to meet people from different cultures, make friends from all over the world **4** by posting messages online at the site

3 Remind students of strategies for doing this type of exercise that you discussed on page 28.

Students do the exercise.

Answers: 1 c 2 b 3 d 4 a

4 Remind students of strategies for doing this type of exercise that you discussed on page 8.

Tell fast finishers to find five new words in the text and either use the context to guess their meaning or look them up in a dictionary.

Have students compare answers in pairs before checking with the class.

Answers: 1 c 2 d 3 e 4 b

6 something different

5 Allow students a little time to read the questions and think about their answers.

Students discuss the questions in pairs. Select some students to answer and ask others if they agree or disagree.

Answers: Students' own answers, but possible answers include:

Reasons for using CouchSurfing.org as a traveller: it's cheap, you meet people, you stay in nice houses, your host will sometimes cook for you, introduce you to their friends and take you to places

Possible problems: you may not get on with your host, you have to be careful in their house, lack of freedom to do what you want, you usually only stay in one place for one or two nights and you have to keep organising a new place to stay

Reasons for being a couch surfing host: you meet new people, you have an opportunity to help strangers, you can promote your town

Possible problems: you may not get on with your visitor, it's sometimes uncomfortable to have a stranger in your home, being able to trust them to take care of your things

EXTRA DISCUSSION

Write a discussion question on the board:

How important is it for young people to travel and experience other cultures?

Have students discuss the question in pairs. Then select different pairs to tell the class what they decided. Open up the discussion to the class and try to involve as many students as possible.

SB pp. 59–61

Lesson 6

Warmer

If there has been a gap between the previous lesson and this one, elicit and write on the board some things that people often look for in a holiday:

*good food meeting people fresh air sightseeing
adventure discos relaxation sun*

Have students rank them in order of importance for them. Put students into pairs to compare their lists and ask them to decide if they would get on well together on holiday. Select some pairs to tell the class what they decided.

Vocabulary & Speaking SB p. 59

Discussing holiday options

6a 3.10 **Words 2 know**

Tell students to look at the picture in the quiz and ask:

What kind of holidays do they show? (a beach holiday, a backpacking holiday, a holiday at an expensive hotel)

Have students read the title of the quiz and tell them they are going to find out what kind of traveller they are.

Students check the words in blue in their dictionaries.

Point out some compound words in the quiz:

nouns: *package holiday, beach resort, room service, tour guide, city break, nightlife*

adjectives: *self-catering, five-star*

Focus on the pronunciation of the *Words2know*. Play the audio and have students repeat each one.

Put students into pairs to do the quiz: Student A and Student B. Tell Student B to close their book while Student A asks them the quiz questions and marks their score. Then they swap roles. Students check the results for their partner and discuss the results.

Ask students to put up their hands if they scored mostly a, b or c. Select some students to say if they agree with the results or not.

Can you do it in English?

7a Make sure students know these words before they start the activity:

coastal walks: walks on land next to the sea

afford: have enough money to pay for something

pocket money: a small amount of money that parents give regularly to their children, usually every week or month

rural: relating to or happening in the country rather than in the city

Put students into groups of three: Student A, Student B and Student C. Tell them to read about the holiday on the page indicated, but not to say anything to their partners yet.

7b Allow students time to prepare their ideas and to make notes if they wish. Refer them to the phrases on the back cover of the Students' Book.

8a Draw students' attention to the examples. Elicit some examples to show how the expressions can be used, e.g.:

How about going to (name of destination)?

I think we should stay in an apartment because then we could prepare our own food.

... is the best because it would be cheaper.

The problem with that is we wouldn't have any privacy.

Well, I'm not sure. The weather might be bad.

Allow a minute or two for students to think about what they are going to say.

Students take turns to present their holiday. When each student has finished speaking, the others must ask questions and raise objections. Set a time limit of about two minutes for each person to present their holiday and tell students when they should swap roles.

While students are speaking, make notes on good use of language and errors.

Tell students to decide what holiday to go on. When they have decided, find out from different groups which holiday they chose, and why.

8b Students take a vote in the same groups on which holiday they would prefer to go on. Again, groups explain to the class which holiday they chose, and why.

Write some examples of good use of language and errors on the board. Have students correct the errors in their group before checking with the class.

MINI WORKBOOK exercise 11 page 121

11

Answers: 2 sunbathing 3 chilling out 4 package holiday
5 beaten track 6 hiking 7 backpack 8 guide 9 roughing it
10 self-catering 11 city break 12 guided tour
13 landmarks 14 the locals 15 room service 16 five-star

Now your students can:

- read for detailed information in a travel-related magazine article
- understand and use vocabulary to describe types of holiday and holiday activities
- present a holiday option and use phrases to persuade others.

SB pp. 60–61

Real Time Lesson 7

Warmer

Elicit ideas about things that can go wrong when travelling and write these on the board:

You get ill.

You get lost.

Your car breaks down.

The plane is delayed or there's a problem of overbooking.

You leave something important at home.

The hotel/accommodation isn't what you expected.

You lose something or something is stolen.

Put students into pairs and ask them to tell each other about a problem that they have had while travelling or on holiday. When they have finished, ask some students to share their stories with the class.

Dealing with unexpected problems **SB p. 60**

1a Tell students to look at the picture of Ikram. Ask:

Where is he? (Ikram is in the lobby of a hotel.)

What's he doing? (He's checking in.)

What do you think the problem is? (There's a problem with his booking; maybe there isn't a room for him, or the rooms are very expensive.)

Ask students to read the situations and elicit some ideas about what to do in each one, e.g.:

On a train:

get off at the next stop

buy another ticket from the inspector

tell the inspector how you lost your ticket

hide

In a hotel:

get angry

go to another hotel

ask to speak to the manager

insist that they give you a room

Have students discuss the questions in pairs. Select some students to tell the class what they would do.

1b **3.11** Tell students they are going to listen to Ikram telling Ella about the problem at the hotel.

Play the audio. Students listen and answer the questions.

Answers: He told them they had to find him a room. They gave him a luxury suite.

2a **Phrases 2 know**

Make sure students understand *standing your ground* (insisting on your rights) in *Phrases2know*. Check some words in the conversations:

a valid ticket: a valid ticket can be used legally and is officially acceptable

board a train: get on a train

Students complete the conversations with the *Phrases2know*.

2b **3.12** Play the audio. Tell students to listen the first time and mark any phrases that they did not complete correctly. Have them make any corrections after listening and play the audio again for them to check.

Answers: **1** I understand that but **2** What if I **3** Is there anything I can do **4** So the problem is that **5** Is that right? **6** what do you suggest **7** I don't think that's fair **8** make a suggestion **9** Why don't you

3 Have students practise the dialogues with the scripts first. Then tell them to close their books and role play the situations:

On the train:

Student A: the inspector

Student B: Ikram

At the hotel:

Student A: Ikram

Student B: the receptionist

Can you do it in English?

4a Tell students to read the instructions and check that they understand *fake* (*false*).

Students write the conversation. Remind them to use the *Phrases2know*. When they have finished, have them practise their conversations.

4b Put students into groups of four to perform their conversations, first one pair and then the other. Then either have all students perform their conversations for the class or select some pairs to do so. Ask other students if they think the problem was resolved in a positive way.

EXTRA DISCUSSION

Ask students questions about fake concert tickets and discuss the issue with the class:

How common is the problem of fake concert tickets?

What can you do to avoid the problem?

Lesson 8

Culture **2 know**

A gap year is a year during which students take time off and do something different from studying, such as travel, participate in voluntary projects or work. It is most commonly taken after secondary school and before starting university, although some students take a gap year after university and before starting work. The year is seen by many as a valuable opportunity to gain experience, in some cases save money, learn about other cultures and develop maturity.

The practice of taking a gap year developed in the UK in the 1960s, and a little later in the US, in the 1980s. It is now most popular in the UK, Australia, New Zealand and Canada.

A description of an event **SB p. 61**

Warmer

If there has been a gap between the previous lesson and this one, remind students about Ikram's journey. Read some sentences and ask students if they are true or false:

Ikram travelled to Manchester last weekend. (false, to London)
He was going to the Student Travel Show. (true)
He wants to go travelling in the summer. (false, during his year off before university)
He wanted to find out about backpacking in Australia. (false, to find out different things he can do)

5 Tell students to look at the picture, read the caption and describe what they can see (Ikram is at the Student Travel Exhibition).

Students read Ikram's blog and answer the questions.

Answers: **1** He went for ideas about what to do during his gap year. **2** It was organised into three areas: the 'theatre area' for talks and presentations by experienced travellers, the 'vacation area' for information about recreational holidays and the 'volunteer area', for information about charity work. **3** He was most inspired by talking to a person about VSO. **4** He decided to do voluntary work.

6 STRUCTURE

Remind students of the importance of organising writing to make the information clear for the reader and easy to understand.

Students match the questions to the paragraphs.

Answers: 2 d 3 a 4 b 5 c

7a LANGUAGE

Do the first one as an example to show students what to do.

How often the event happens: *It is an annual event*

Students underline the other phrases in the blog.

7b Students read *Language4writing* on the back cover of the Students' Book and check.

Answers: **1** ... is an annual event, I needed an answer to my burning question ... **2** The exhibition was divided into three areas. **3** I arrived early on the first day in order to ..., This talk encouraged me to ..., I spent most of my time ... **4** The highlight of ... for me, personally, was ... **5** All in all, ... I found ..., I would definitely recommend it to ...

8a Have students read the instructions and choose an event. Make sure everyone has chosen an event before continuing. If necessary, have them discuss ideas in pairs first.

8b Students make notes about the event. Tell them not to write full sentences yet.

9a Students write a first draft of their description. Remind them to use the structure in exercise 8a and *Language4writing*.

When they have finished, refer them to the checklist on the back cover of the Students' Book. Students either read their description and work through the checklist or swap their description with a partner and check their partner's work. If they swap with a partner, allow them time to give each other feedback based on the checklist.

9b Students write the final draft of their description either in class or for homework.

Now your students can:

- use phrases for dealing with unexpected problems and suggest solutions
- organise ideas in a description of an event
- use appropriate phrases to describe the organisation and experience of an event.

SB pp. 62-63

Active Study 3

For the exercises on the *Active Study* pages, it is useful if students do the exercises and then work together in pairs or small groups to discuss their answers. Encourage them to try and explain the rationale for any of their answers which are different from those of the other students in the group. Where relevant, have students try and do the exercises first before they look back through the unit to check.

Vocabulary

ACTIVE STUDY Learn words in groups

1 Remind students that it is useful to learn words in groups because this makes it easier to remember them.

Either have students remember words in the three categories before they do the exercise or have them do the exercise and then add as many other words to each category as they can.

Answers:

| Theatre | Music | Film |
|-----------|-----------|-------|
| backstage | backstage | plot |
| curtain | curtain | shoot |
| plot | gig | |

2 Students do the exercise.

Answers: 2 a 3 e 4 c 5 b

3 Point out to students that associations of words will help them to do this exercise. For example, *tender* is frequently used to describe meat.

Answers: 2 aubergines 3 spicy 4 runny 5 disgusting
6 watermelon 7 muffins

Grammar

4 Students do the exercise.

Answers: 2 been damaged, being restored 3 is said 4 had
5 be cancelled

5 Students do the exercise.

Answers: 2 far 3 with 4 are 5 is 6 Didn't

6 Tell students to read all of the text before they do the exercise to get a general idea of what it is about. When they have finished it, have them compare answers in pairs and discuss their answers. Suggest they look back at the rules on page 57 to help them decide if their answers are correct or not.

Answers: 2, who 3 when 4, where, 5, when

EXAM PRACTICE Gap-fill

7 Tell students to read all of the text before they do the exercise. Ask them to think of a suitable heading for the article, e.g. 'Charity Success', 'Everyone takes part', 'Fun in the rain'.

Answers: 2 where 3 on 4 who 5 of 6 were 7 any 8 a 9 being 10 are

Listening skills

8 (3.13) Ask questions to help students remember about couch surfing:

What is couch surfing?

What are the advantages of couch surfing – for the traveller and the host?

Allow about a minute for students to read all the questions before they listen. Point out that in some cases more than one answer may seem possible but they have to choose the best answer.

Play the audio twice for students to do the exercise.

Answers: 1 b 2 c 3 a 4 d 5 c

Speaking skills

9 Have students read the instructions, look at the pictures and ask about anything they do not understand.

Give students two or three minutes to think of ideas. If students need extra support, elicit or suggest some of the ideas in suggested answers before they start.

Suggest students look back in their notes for useful phrases to give opinions and expressions for persuading on page 59 of the Students' Book.

Put students into pairs to discuss.

When they have finished, find out from different pairs what they decided, and why.

Answers: Students' own answers, but possible ideas are:

A pottery course: good for artistic people, a practical skill, nice to be able to make something that you can put in your room or home

An art class: good for artistic people, creative, a good way to relax and express yourself

A filmmaking course: interesting if people want to make films on a low budget, possibly not a course that is offered in other places but perhaps it requires expensive equipment

A dance class: good for encouraging people to exercise, fun, most people like music and dancing, good for all ages, boys and girls

A cookery course: useful for everyone to learn this life skill, it's important for people to be able to cook and know about healthy food

Other ideas: a book or film club, a photography course, a language course, yoga, karate or pilates, a singing class or choir, a course in learning to play a musical instrument, e.g. guitar

SB pp. 64–65

Lesson 1

Draw students' attention to the objectives box at the top of the page. Tell students this is the grammar, vocabulary and phrases they are going to learn in the Unit. Tell them that they will think about what they have learnt and what they can do at the end of every second lesson (i.e. at the end of every double-page spread).

The learning objectives for the unit are:

- **Grammar:** Articles (*a, an, the*, zero article)
Modals of ability (*can, could, be able to*)
- **Vocabulary:** Qualities of mind (e.g. *practical, artistic, analytical*)
Health (e.g. *have surgery, suffer from an illness*)
Describing people (e.g. *petite, slender, quick-thinking*)
- **Phrases:** Giving a speech (2)
Answering challenging questions (e.g. *Let me give you an example ...*)

Culture 2 know

Scientists have discovered that there are differences in the way women's and men's brains are structured. Men tend to have stronger left-brain activities and the section of the brain which controls mathematical ability is larger. Men also typically have stronger spatial abilities than women. The two sections of the brain responsible for language, on the other hand, are larger in women than in men. Women generally communicate more effectively and are more in touch with their feelings while men tend to be more task-oriented and less talkative. Men's brains are slightly larger than women's overall, though this difference reflects nothing more than the fact that men also tend to have bodies that are larger than women's.

Hormones are often blamed for adolescent behaviour but scientists are realising that important changes occur in the brain during the teen years. Rapid development in the brain may explain why teens start acting in different ways and caring about different things. Studies show that the part of the brain which controls social activity undergoes a lot of development during teen years and that is the time that teenagers seem to care more about friends and what people think of them. Teenagers are capable of learning a lot but the part of the brain related to emotions and decision-making is still developing and continues to do so until the mid-twenties.

Warmer

Start the lesson with some brain teasers. Write these three riddles on the board and ask students to solve them in one minute:

What are the next letters? J, F, M, A, M, J, J, A ... (S, O, N, D – the sequence is the first letter of the months September, October, November, December)

How many 9s are there between 1 and 100? (20)

Paul's mother had four children. She named the first Monday, the second Tuesday and she named the third Wednesday. What's the name of her fourth child? (Paul)

After checking the answers to the riddles, ask students if they like doing puzzles and use the discussion to introduce the topic of the lesson: the brain.

Vocabulary & Listening SB p. 64

Qualities of mind

1 Have students read the questions and make sure they understand *brain scan* (a picture of the brain taken with X-ray equipment).

Students discuss the questions in pairs.

Answers: It shows the human brain. Scans can show physical problems like cancer, injuries or diseases such as Alzheimer's. They can also show if a person is lying and how memories are stored.

2a Check that students understand some words before they read the text:

myth: something that many people believe but which is not true
left-brained: having the left side of the brain dominant, the side responsible for logic and calculation
right-brained: having the right side of the brain dominant, the side associated with imagination and creativity
brainy: intelligent

Tell students to complete the column with their opinions and reassure them that they should not worry if they do not know the answers.

Answers: Students' own answers

2b ^{3.14} Tell students they will hear a radio programme in which they will hear the correct answers.

Play the audio. Students listen and check.

Answers: 1 ✓ 2 X 3 X 4 X 5 ?

3a ^{3.15} Words 2 know

Students check the words in blue in their dictionaries. Make sure they notice which words are adjectives, which are nouns and how they can be used:

They're ... quick-thinking, empathetic, imaginative, artistic, badly-organised, impulsive, practical, analytical, independent
They have ... good verbal skills, good special skills
They're good at ... multi-tasking, processing information

Focus on the pronunciation of the *Words2know*. Play the audio and have students repeat each one.

Students try to remember who the statements are associated with.

3b ^{3.15} Play the audio again for them to check.

Answers: 2 W 3 T 4 R 5 T 6 L 7 M

4 Check students understand *middle-aged* (people in their forties or fifties), and *elderly* (people in their sixties and above). Draw attention to the example sentences and point out that students should give examples to explain their ideas.

Students do the exercise. Have them compare ideas in pairs. Elicit sentences about each of the people in the box to check.

Answers: Students' own answers, but here are some examples:

Teenagers are often quick-thinking because they play a lot of video games.

Women are empathetic because they often have to look after children.

Artists are imaginative because they have to create things using their imagination.

Scientists are good at processing information because they need to analyse results.

Businesspeople need to be practical and analytical to make good financial decisions.

Politicians tend to be quick-thinking because they often have to answer difficult questions from journalists.

5a Say four sentences about yourself, one of which is false. Have students guess which sentence is not true.

Students write four sentences. Remind them to use the *Words2know*.

5b Students read their sentences to each other in pairs and guess which of their partner's sentences is not true.

Ask some students to read their sentences to the class and have others guess which is false.

MINI WORKBOOK exercises 6 and 7 page 124

6

Answers: 2 badly-organised 3 independent
4 processing 5 practical 6 imaginative

7

Answers: 2 e 3 g 4 c 5 f 6 h 7 a 8 b

After checking answers to the exercise, have students ask each other the questions in pairs.

Lesson 2

Warmer

If there has been a gap between the previous lesson and this one, revise some of the *Words2know* from the previous lesson. Write some words on the board and ask students to match them:

| | | | | |
|---------|-------------|-----------|--------|------------|
| quick- | information | organised | skills | badly- |
| skills | thinking | multi- | verbal | processing |
| spatial | tasking | | | |

Grammar Focus **SB p. 64**

Articles

6a **3.16** Tell students that the sentences express the same ideas as the ones they encountered in the previous lesson.

Have students read the sentences before they listen and think about which article, if any, they would choose.

Play the audio. Students listen and complete the sentences. If necessary, play the audio again before checking with the class.

Answers: b the c the d the e The f the

6b Students do the exercise.

Suggested Answers:

1 (Men) and (women) have different (brains). Women have better verbal (skills) but men have better spatial skills.

2 We use both sides of the brain but in some people the left side is dominant. In others, the right is dominant.

3 This is a interesting subject. Many people worry that (video games) are bad for the young, but the latest research into the subject suggests that the opposite is true. The brains of (video gamers) are actually very sharp. They process (information) faster than the average person.

4 The teenage brain is highly effective in many ways. But the front of the brain develops last and this is the part that is responsible for (organisation).

5 Some scientists claim that the vitamins that are found in oily (fish) are good for the elderly because they help stop (memory loss).

7 Grammar **2 know**

Students read the *Grammar2know* section and match the rules with the articles a–f in exercise 6a.

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

Draw or display **Board plan 7.1**. If you think students would benefit from having a written record of the board plan, have them copy it into their notebooks.

8a Have students look at the picture. Ask:

Who are the people? (an elderly person, maybe a grandmother, and a teenager) What is the elderly person doing? How does the young person feel? (embarrassed)

Tell students to read the headline and ask what they think *grumpy* means (having a bad temper and complaining a lot). Also teach *adolescent* (a young person who is developing into an adult). Students do the exercise.

8b **3.17** Remind students that they can complete the text with *the, an, a* or nothing \emptyset . Students do the exercise.

Play the audio for them to check. Play the audio again for them to make corrections.

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

2: 1 \emptyset 2 \emptyset 3 a 4 the 5 the 6 \emptyset 7 The 8 \emptyset 9 \emptyset 10 \emptyset 11 \emptyset
12 \emptyset 13 the

9 Tell students to read the texts again. Then put them into pairs to discuss. Ask them to think of themselves and the older people they know to decide.

When students have finished, ask different pairs what they thought and open up a discussion with the class.

MINI WORKBOOK exercises 1, 2 and 3 pages 122–3

1

Answers: 2 \emptyset 3 a 4 a 5 a 6 the 7 a 8 the 9 the 10 \emptyset
11 a 12 the

2

Answers: 2 an 3 an 4 \emptyset 5 \emptyset 6 \emptyset 7 the 8 a 9 the 10 a
11 an 12 the 13 the 14 The 15 the 16 an 17 \emptyset

Grammar + Plus

3 Ask students some quiz questions and use the answers to illustrate the use of articles with geographical features:

What's the highest mountain in the world? (Mount Everest – no 'the' with mountains)

What's the longest mountain range? (the Andes – 'the' with mountain ranges)

What's the longest river? (the Nile – 'the' with rivers)

What's the biggest ocean? (the Pacific – 'the' with oceans)

What's the biggest lake in the US? (Lake Superior – no 'the' with lakes)

Have students read the rules in the Grammar Plus box and do the exercise.

Answers: 2 \emptyset 3 \emptyset 4 the 5 the 6 the 7 the 8 the 9 the 10 \emptyset

Now your students can:

- understand and use vocabulary to talk about qualities of mind
- listen for specific information in a radio programme about qualities of the mind
- use articles appropriately to talk about research into the behaviour of elderly people and teenagers.

SB pp. 66–67

Lesson 3

Culture 2 know

Alain Robert (born 1962), the French 'Spiderman', has climbed most of the world's highest landmarks, including the Eiffel Tower, the Empire State Building and the Petronas Towers. He has also climbed around 100 other skyscrapers. He developed his skills by climbing rocks as a boy near his home in the south of France and then found freedom in climbing without a rope. Robert has been banned from and arrested in more cities than he can remember but many developers employ him to 'christen' their skyscrapers. Robert says that he is too focused when he is climbing to feel afraid.

Daniel Browning Smith (born 1979), known as 'Rubberboy', is the most flexible man alive. He is able to dislocate his arms in order to crawl through a tennis racket and he performs contortion handstands and unique acrobatics. He has appeared in numerous TV shows, including *CSI* and in the film *Men in Black 2*.

Daniel Paul Tammet (born 1979) is a bestselling writer. His memoir *Born on a Blue Day* was named a 'Best Book for Young Adults' in 2008. Tammet suffered epileptic fits when he was four and was diagnosed with Asperger's Syndrome (a kind of autism or psychological disorder characterised by difficulties in social interaction and repetitive behaviour) at the age of twenty-five. His ability to remember numbers and do amazing calculations is due to the fact that he 'sees' numbers as visions. Each number up to 10,000 has for him its own unique shape, colour, texture and feel. He can describe each of these numbers and also paint them. Apart from speaking twelve languages, Tammet is also creating a new language called Mänti.

Warmer

Ask students if they can do these things:

remember people's telephone numbers without writing them down

walk with something on their head

draw really well

do somersaults

do mathematical calculations in their head

ride a bicycle with no hands

Introduce the topic of special abilities and ask students if they can do any other things that other people find difficult.

Listening & Speaking SB p. 66

1 Tell students to look at the photos and the title: *Superhuman abilities*. Ask:

What is Alain Robert doing? (climbing a building)

What is Daniel Browning Smith doing? (getting into a very small box)

What do you think Daniel Tammet's special ability is? (maybe remembering numbers or doing mathematical calculations)

In what way are these 'superhuman abilities'? (Other people can't do these things.)

Have students read the questions and the example answer. If students need extra support, elicit examples of superhuman abilities, e.g.:

fly

talk to animals

breathe under water

teleport (go to different places without travelling)

travel in time

see in the dark

Students discuss the questions in groups. When they have finished, ask some students what superhuman ability they would like to have and what they would do with it.

Answers: Students' own answers

2a Have students try to do the activity and then check they understand these words:

a gift: a talent, a natural ability to do something

autistic: having autism, a psychological disorder that makes it difficult to react to and communicate with people

Answers: Students' own answers

2b Students answer the question.

Suggested Answers: Alain Robert can climb tall buildings without a rope. Daniel Browning Smith can bend and twist his body. Daniel Tammet can memorise numbers and speak many languages.

3 (3.18) Tell students they are going to listen to a TV programme about the people in the photo.

Play the audio. Students answer the questions. Have students compare answers in pairs before checking with the class.

Answers:

Picture A: to climb without a rope

Picture B: to bend and twist, to turn 180 degrees

Picture C: to memorise, a gift for languages, to be autistic
Alain Robert has climbed the tallest building in the world without ropes.

Daniel Browning Smith has climbed through a tennis racket.
Daniel Tammet has memorised 22,500 numbers and learned Icelandic in a week.

4 (3.18) Give students time to read the sentences before they listen again and try to remember the information from the first listening.

Play the audio. Students listen and complete the sentences.

Answers: 1 452 2 two 3 eight, a key 4 fifteen 5 head 6 22,500 7 twelve 8 a week

5a Students do the exercise. Have them compare their order in pairs before they tell the class.

Answers: Students' own answers

5b Check students understand *fold* by demonstrating the action of folding with a piece of paper.

Students discuss the questions in pairs. After they have finished, elicit answers from different pairs. Find out if anyone knows anyone else with amazing abilities or has heard of similar cases.

Answers: Students' own answers

Lesson 4

Warmer

If there has been a gap between the previous lesson and this one, ask students to remember the special abilities of Alain Robert, Daniel Browning Smith and Daniel Tammet. Have them close their books. Read out these abilities and ask who can do each one:

Speak twelve languages (Daniel Tammet)

Get inside a small box (Daniel Browning Smith)

Climb without a rope (Alain Robert)

Memorise thousands of numbers (Daniel Tammet)

Turn his head 180 degrees (Daniel Browning Smith)

Grammar Focus SB p. 66

Modals of ability

6 Students do the exercise.

Answers: 2 C 3 A 4 A 5 B 6 C

7a Grammar 2 know

Students do the exercise and read *Grammar2know* to check.

Answers: 1 can 2 could 3 was able to 4 was unable to 5 managed to 6 succeeded in

Draw or display **Board plan 7.2**. Point out that we use both *can* and *be able to* to talk about general ability. But we cannot use *could* to talk about a specific achievement. If you think students will benefit from having a written record, have them copy the board plan into their notebooks.

Check students understand by asking them if these sentences are correct or incorrect:

I could swim when I was six. (correct)

My computer broke last night but I could fix it. (incorrect)

I was able to remember everyone's names. (correct)

I couldn't read until I was five. (correct)

We were unable to go to the party. (correct)

They played well and they could win the match. (incorrect)

7b Students do the exercise.

Answers: 2 was able to 3 managed to climb/succeeded in climbing 4 couldn't complete/didn't manage to complete/didn't succeed in completing 5 was able to climb/succeeded in climbing 6 was able to answer/managed to answer

8 Check students understand *diver* (someone who swims underwater) and *waves* (raised lines of water that move across the surface of a large area of water, especially the sea).

Students do the exercise.

Answers: 1 a, b (*c succeeded in* is followed by *-ing*, not the infinitive; *d can* describes ability in the present, not the past) 2 d (*a couldn't* and *b could* are the past simple whereas the sentence needs the present perfect, they are not followed by *to*; *c has been able* is incorrect meaning) 3 a (*b succeeded in* is followed by *-ing*; *c be able to* is the infinitive and cannot follow *she*; *d could* is not possible for a specific action in the past)

9 Tell students to look at the photo. Ask:

What is Sonya doing? (She is eating a lot of pies.)

What do you think her special ability is? (Perhaps she can eat a lot or eat very fast.)

Make sure students understand these words:

a bun: bread that is made in a small round shape

a hot dog: a long sausage eaten in a long piece of bread

a wing: one of the two parts of a bird's or insect's body that it uses for flying

a lobster: a sea animal with eight legs, a shell and two large claws

Have students put down their pens and read the text to check if their predictions about her special ability were right.

Students do the exercise.

Answers: 1 can consume/is able to consume 2 was able to eat/managed to eat/succeeded in eating 3 could eat/was able to eat 4 wasn't able to set/didn't manage to set/didn't succeed in setting 5 managed to eat/succeed in eating 6 could do/was able to do 7 was able to eat/managed to eat/succeeded in eating 8 was able to consume/managed to consume/succeeded in consuming 9 been able to win/managed to win/succeeded in winning 10 can earn/is able to earn

10 If students need extra support, elicit different ways to complete the sentence:

1 a musical instrument (the saxophone, the drums, the guitar), a sport (tennis, golf, beach volleyball, table tennis), a game (a video game, chess), a role (the part of Juliet in the school play), etc.

2 climb trees, play a musical instrument, run (... km), do a somersault, etc.

3 buy a house, speak (a language), drive, leave home, etc.

4 pass all my exams, save some money, pass my driving test, etc.

5 go to a concert, go to a party, go on holiday with my friends, buy a TV, stay out late, etc.

Students complete the sentences individually and then compare in pairs. When they have finished, ask some students to share their answers with the class.

EXTRA DISCUSSION

Ask students which special ability that they read about on pages 66 and 67 is most useful and how each person could use their ability. Put students into pairs briefly to think of ideas and elicit suggestions from different pairs. Here are some ideas:

Alain Robert: paint buildings, clean windows, get into houses when people have forgotten their key, publicise new buildings (see Culture2know)

Daniel Browning Smith: possibly not very useful

Daniel Tammet: work as a translator, keep records of numbers in a business

Sonya Thomas: possibly not very useful

MINI WORKBOOK exercises 4 and 5 page 123

4

Answers: **2** could, was able to **3** was able to **4** weren't able to **5** Could you **6** be able to, can

5

Answers: **2** was able to pull/managed to pull/succeeded in pulling **3** could make/was able to make **4** could do/were able to do **5** could get/was able to get **6** managed to get/succeeded in getting **7** was able to put/managed to put/succeeding in putting **8** can do/is able to do **9** can do/are able to do **10** will be able to do

Now your students can:

- understand and use words and expressions to talk about special abilities
- listen for general understanding and specific information in a TV programme about people with special abilities
- use different verbs to express ability in the present and in the past.

SB pp. 68–69

Lesson 5

Culture 2 know

This background information will help you answer any questions students may have about the theme. You may want to give students some of this information but you should tailor it according to the needs of the class.

The number of teenagers having plastic surgery is increasing. In the US, nearly 210,000 procedures were performed on people between the ages of thirteen and nineteen in 2009. It is believed that teens have different reasons for having cosmetic surgery from adults. They usually want to improve physical characteristics they feel are flawed in order to gain confidence and self-esteem. Whereas adults tend to choose cosmetic surgery because they

want to 'stand out' from others, teenagers opt for surgery to 'fit in' with their peers. In the US, young people under the age of eighteen are required to have parental consent to have cosmetic surgery while in the UK the age is sixteen.

Throughout the world there is a shortage of organs for donation. Although most countries have a legal system to oversee transplants, the shortage has led to a black market in sales of organs, particularly in poorer countries where people are forced to sell their organs for money to survive. The cost of a kidney or liver ranges from \$800 to \$10,000 but only a small percentage of the money may reach the donor and surveys have shown that the majority of donors regret the procedure. The shortage of organs is also believed to have led to cases of organ theft (the removal of organs without a person's consent).

Warmer

Write these words from the lesson randomly on the board:

operation doctor patient illness hospital

Ask students how the words are connected (they are all related to medicine). Use the words to introduce the topic of the lesson: medical ethics.

Reading & Speaking SB p. 68

1 Tell students to look at the photos and describe what they can see (a doctor or surgeon with a patient, a girl after plastic surgery on her nose, some pills, an X-ray of a person's body showing their lungs).

Ask students to read the statement and make sure they understand *duty* (something that you have to do because it is right or it is part of your job).

Have them read the questions and check they understand *ethical dilemmas* (difficult moral decisions). Elicit or teach *euthanasia* (the practice of deliberately ending a life) as an example of an ethical dilemma.

Elicit or teach these words and phrases that students can use in their discussion, e.g.:

have serious injuries, a serious illness

be in a coma (be unconscious for a long time, usually as a result of an accident or injury)

be terminally ill (suffering from an illness which cannot be cured and causes death)

end a life

relieve pain (stop pain or make it less severe)

Students discuss the questions in pairs. When they have finished, ask different pairs what they decided about each question and ask others if they agree or disagree.

Suggested Answers: Ethical dilemmas may include decisions to treat people who have suffered serious injuries or are in a coma, euthanasia for people who are terminally ill or performing plastic surgery on young people.

2 (3.19) Words 2 know

Students check the *Words2know* in their dictionaries. Draw attention to the parts of speech of the words and how they are used:

have surgery/a transplant/treatment (for something)/

chemotherapy/lung cancer

suffer from an illness/lung cancer/kidney failure

be obese/an organ donor

Focus on the pronunciation of the *Words2know*. Play the audio and have students repeat each one.

Students decide if the words are problems or solutions.

Answers: Problems: suffer from an illness, (lung) cancer, (kidney or liver) failure, damage your health, be obese

Solutions: have surgery, (kidney or heart) transplant, chemotherapy, cure someone, keep someone alive, organ donor, (state funded) healthcare

3 Tell students they are going to read three stories, or 'case studies', of people whose situation presents an ethical dilemma. Make sure students read the definition of *dialysis* and understand what this is.

Provide some expressions that students can use to speculate about the three cases, e.g.:

Case Study A could be about ...

I think this one is concerned with ...

Maybe the problem here is that ...

Have students guess what the case studies are about in pairs.

Students read the website and check their predictions.

Answers:

Case A: A fifteen-year-old girl wants plastic surgery on her nose.

Case B: A smoker has lung cancer and the treatment is very expensive.

Case C: A person has kidney failure and there are no donors. He is thinking of buying an organ on the internet.

4 Students read the case studies again and answer the questions. Tell them to make notes rather than write full sentences.

Answers: **1** plastic surgery to reduce the size of her nose, other pupils tease her at school **2** they think her nose is OK but are worried she's depressed **3** he smoked forty cigarettes a day **4** married with three children **5** it would cost \$250,000, it would keep him alive one to three years, it might not cure him **6** he had kidney failure and needs dialysis, it takes four hours, three times a week **7** there aren't enough donors **8** poor people, they may not receive good healthcare after the operation

Lesson 6

Warmer

If there has been a gap between the previous lesson and this one, ask students to try and remember the three case studies they read about. Write some prompts on the board and have students look at the stories again to find out as quickly as possible what the information refers to:

15 (*J is fifteen years old.*)

5 years (*R has been waiting for a transplant for five years.*)

17 (*R is seventeen years old.*)

40 (*K smoked forty cigarettes a day.*)

\$200,000 (*Kidneys are sold on the internet for \$200,000.*)

1-3 years (*K may only live between one and three more years.*)

4 hours (*R's dialysis sessions take four hours.*)

\$250,000 (*The cost of K's treatment is \$250,000.*)

3 times a week (*R has dialysis three times a week.*)

5a Tell students that the texts are comments that people have written on the website about the three case studies.

Give students only one or two minutes to read the comments and match them to the case studies. Tell fast finishers to underline examples from the *Words2know* in the comments.

Answers: **1** B (no) **2** A (yes) **3** B (yes) **4** C (yes) **5** A (no) **6** C (no)

5b Point out that there are two comments on each case and they are not in the order they were posted on the site. Students do the exercise.

Answers: **A** 5 **B** 1 **C** 4

The first comment gives an opinion and the second either agrees or disagrees.

Can you do it in English?

6a Have students answer the questions on their own. If students need support, elicit some further arguments to support their opinions, e.g.:

Case Study A:

For: it isn't a dangerous operation, her nose is making her depressed

Against: there are always risks with operations, she's still growing so her face will change, some people look unnatural or even ugly after plastic surgery

Case Study B:

For: he is still quite young, his children need him, he has stopped smoking now, advertising encourages people to smoke

Against: he may not live long even after the treatment, the treatment might be unsuccessful

Case Study C:

For: the money could help a poor person, people can live with only one kidney, R could die before a kidney becomes available

Against: the donor may not understand the dangers to his health, it's wrong for a person to sell parts of their body

Answers: Students' own answers

6b Draw attention to these phrases for expressing opinions in the texts:

The way I see it, ... In my opinion, ... My view is that ...

Students also refer to the phrases on the back cover of the Students' Book.

Students underline phrases for expressing agreement or disagreement. After checking answers, elicit expressions that express agreement, too:

I completely agree. That's a good point.

I think you're right.

Answers: I disagree. I think you're completely wrong! I don't agree at all.

7a Students compare opinions in pairs. Encourage them to use the expressions from exercise 6.

7b Students discuss the questions with the class. To do this, refer to the questions at the end of the texts on page 68:

Should her parents pay for plastic surgery?

Should the ex-smoker be given this treatment?

Should his parents buy him a kidney on the internet?

Discuss each question in turn and try to involve as many students in the class as you can.

At the end of the discussion, students vote on the questions. Ask them to put up their hands if the answer is *yes* or *no* to each one and count the number of hands.

8 Select a word from the *Words2know* section that is the same or similar in the students' language to demonstrate cognates.

Students find other cognates in the *Words2know* section.

9a ACTIVE STUDY

Students read the *Active Study* section. Tell them to underline the words that are cognates in their language.

Answers: Students' own answers

9b (3.22) Play the audio. Ask students to notice which words are pronounced differently from their language the first time they listen.

Play the audio again. Students listen and repeat.

10a Students notice if the adjectives from the unit are cognates in their language.

Answers: Students' own answers

10b (3.23) Play the audio. Ask students to notice which words are pronounced differently from their language the first time they listen.

Play the audio again. Students listen and repeat.

MINI WORKBOOK exercise 8 page 124

8

Answers: Across: 5 cure 7 damage 9 surgery
10 treatment 11 transplant 12 chemotherapy
Down: 2 alive 3 obese 4 suffer 6 failure 8 organ donor

Now your students can:

- understand and use vocabulary to talk about medical problems and solutions
- read for general understanding and detailed information in texts about medical dilemmas
- use phrases to give opinions, agree and disagree.

SB pp. 70–71

Lesson 7

Warmer

Either bring some pictures of admirable people to class or write their names on the board. Choose local people that your students will be familiar with, e.g. writers, musicians, famous scientists, sports personalities, politicians. Put students into pairs to discuss what they know about each of the people and then ask them to decide who they admire most. Give students two minutes to speak and then select some students to tell the class who they chose, and why.

Writing & Vocabulary SB p. 70

A description of a person

1 Have students choose one question to answer before putting them into groups.

Answers: Students' own answers

2 Tell students to look at the two pictures. Ask: *What is the woman doing in the first picture? (running in a race) Do you know Stephen Hawking? What do you know about him?*

Use the photo of Stephen Hawking to check students understand *paralysed* (not able to move because of an illness or injury) and *motor-neurone disease* (a disease that stops a person from controlling their muscles and prevents them from speaking and moving).

Students do the exercise.

Answers: 1, 4

3 Students do the exercise. Put students into pairs to discuss their answers. When they have finished, select some pairs to tell the class.

Answers: Students' own answers, but possibly: Auntie Ollie is raising money for charity even though she has cancer. Stephen Hawking is a famous scientist and author even though he is paralysed. Students' own answers, but both of these people achieve amazing things in spite of facing physical challenges. The first description is better because the information is organised so it is easier to understand and the vocabulary is more varied and interesting.

4a STRUCTURE

Students do the exercise.

Answers: Paragraph 1: d **Paragraph 2:** a, c, e, g
Paragraph 3: h, i, j **Paragraph 4:** b

4b Tell students to find examples of things Auntie Ollie does that illustrate her character.

Answers: dancing to a seventies disco classic with her dog, she always dances at parties until the end, climbing Ben Nevis

5a LANGUAGE

Students match the phrases in bold in the description with the words given.

When checking answers, point out some of the connotations of the words used in the description:

huge: very, very big

petite: has a positive connotation and suggests that someone is small and slim in an attractive way; it is used to describe women

slender: has a more positive connotation than *thin* and suggests elegance

Answers: surprising: impulsive and unpredictable big: huge small: petite lively: incredibly energetic interesting: very colourful, rather unusual thin: slender

5b Students replace the words in bold in Harry's description with more interesting alternatives. If students need support, write adjectives on the board that they can use to match to the words in the text.

Answers: good: outstanding/amazing very clever: brilliant/extremely intelligent happy: delighted/thrilled good: excellent/superb/exceptional

EXTRA DISCUSSION

Have students discuss in pairs which of the two people, Auntie Ollie or Stephen Hawking, they most admire. Select different students in the class to say why.

Lesson 8

Culture 2 know

Stephen Hawking (born 1942) started to develop motor-neurone disease when he was in his early twenties and doctors at the time said that he had only a few years to live. However, in spite of his illness, he has become an academic and popular celebrity. He has won numerous awards, including the Presidential Medal of Freedom in 2009, the highest civilian award in the US, which he received at the White House.

Warmer

If there has been a gap between the previous lesson and this one, help students to remember the two people they read about, Betsy's Auntie Ollie and Stephen Hawking. Write this information on the board and have students decide who it relates to, Auntie Ollie (O), Stephen Hawking (H) or both (B):

- has raised money for charity (O)
- is small (B)
- met the president of the US (H)
- wears colourful clothes (O)
- looks younger than he/she is (B)
- wrote a book (H)
- has a huge personality (O)
- is impulsive and unpredictable (O)

6a Language 4 writing

Tell students to read the phrases in *Language4writing*. Remind them that we use *she looks* + adjective and *she looks like* + noun/a person.

Students do the exercise.

Answers: She has taught me that ..., The first thing you notice about her is ..., Some people say she looks like ..., As soon as you meet her you realise that ..., I will never forget the time when ..., ... one of her greatest achievements ..., She makes me feel ...

6b Ask students to notice how Harry's description is improved in the example sentences:

- I admire Stephen Hawking.
- A person who I really admire is Stephen Hawking.
- Hawking is in a wheelchair.
- The first thing you notice about Stephen Hawking is that he is in a wheelchair.

Students do the exercise.

Suggested Answers:

Although he is very ill, he has achieved many good things and for that reason I really admire him.

He's quite small and he's in his seventies now but most people think he looks younger.

As soon as you meet him you realise that his mind is very interesting.

What is most interesting about him is that he wrote a good science book for ordinary people.

I will never forget the time when he met the US President in the White House in 2009.

He has taught me that anything is possible.

7 Make sure everyone has chosen a person to write about. Remind them this can be either a famous person or someone they know.

Tell students to make notes about the questions but not to write full sentences.

Answers: Students' own answers

8a Students write the first draft of their description. Remind them to use the structure in exercise 4 and the phrases in *Language4writing*.

When they have finished, refer them to the checklist for writing on the back cover of the Students' Book. Students either read their description and work through the checklist or swap their description with a partner and check their partner's work. If they swap their description with a partner, allow them time to give each other feedback based on the checklist. Allow about two minutes for one student to comment on their partner's story and then give a signal for them to swap.

8b Students write the final version of their description in class or for homework.

Now your students can:

- read descriptions of admirable people and give an opinion based on the main points
- write a description of a person using an appropriate structure and phrases
- use varied and interesting adjectives to describe the person.

SB pp. 72–73

Real Time Lesson 9

Culture **2 know**

An optical illusion occurs when information gathered by the eye is processed by the brain to give an interpretation of an image that is not the same as the physical source. Scientists believe that the human brain constructs a world based on the images it receives but it tries to organise the information in a way that it thinks is best and at other times it fills in gaps. One researcher suggests that there is a split-second lapse between the time an image hits the retina of the eye and when the brain translates the image. He claims that humans have evolved to compensate for this delay by predicting what we will see before we actually do and that this is why we see things that are moving when they are not and why we see straight lines as curved.

Dopamine is a neurotransmitter that is associated with pleasure and motivation. Couples who are in love have high levels of dopamine in the brain. The effects of the chemical are increased energy, less need for sleep, focused attention and pleasure in the small details of a relationship, all symptoms commonly associated with being in love.

Warmer

Do a visual experiment with your students. Tell them to stretch their right arm in front of them and point a finger. Then have them slowly bring their pointed finger towards their nose. Ask them what they see. They should see two fingers, one on either side of their nose and each finger should be transparent. If they close one eye, the finger will appear solid and if they close the other eye, the finger will appear to have moved. Tell students that this happens because the brain is putting two images together to create one. Use the experiment to introduce the topic of the lesson: how your brain lies to you.

Giving a speech (2) **SB p. 72**

1 Have students look at the pictures and read the caption. Elicit or teach *optical illusion* (a picture or image that tricks your eyes and makes you see something that is not actually there). Ask:

Have you seen this type of picture before?

Where did you see it?

Do you know what they're called? (optical illusions)

Have students do the exercise.

Answers: **1** They're straight. **2** The image seems to move but it isn't really moving. **3** Students' own answers

2a (3.25) Elicit or teach *deceive* (to make someone believe something that is not true).

Play the audio. Students listen and answer the questions. Have them compare answers in pairs before checking with the class. Elicit or teach the chemical Barbara refers to in her speech: *dopamine* (a neurotransmitter that is associated with pleasure and motivation).

Answers: **1** fact (it's a science book) **2** optical illusions, our feelings when we fall in love, our brain paints pictures for us

2b (3.25) Play the audio again. Students listen again for things that they find surprising or unbelievable.

Elicit some expressions that students can use to discuss their reactions, e.g.:

I never knew that ...

I'm amazed that ...

I find it hard to believe that ...

Put students into pairs to discuss their answers. When they have finished, select some pairs to tell the class.

Answers: Students' own answers

3 (3.26) Tell students they will just hear Barbara's speech this time. Give them a minute to read the notes before they listen again and try to remember the order.

Play the audio. Students listen again and do the exercise.

Answers: Introduction: interesting = scientists have studied it for centuries, we know our brains lie to us all the time

Main body: look at optical illusions, look at chemicals in the brain, brain lies about what it sees and what it doesn't see

Conclusion: we can't trust everything we see and feel, final thought: need our brain to lie to us

4a **Phrases 2 know**

Make sure students understand a *rhetorical question* (a question that you ask as a way of making a statement, without expecting an answer).

Students do the exercise.

Answers: 1 c 2 d 3 a 4 b

4b Discuss why speakers use the techniques in *Phrases2know* with the class.

Answers: Rhetorical questions: to engage the audience, encourage them to think about what the answer might be

Repetition: for emphasis

Phrases with *What ...* or *The thing ...*: to emphasise the importance of what we are about to say

Phrases with *Let me ...* or *Let's ...*: to involve the audience and to signal the point that will follow

5a Draw attention to the example to show students what to do. Tell students that they need to write complete sentences using the notes and adding *Phrases2know*. Point out that in some cases there is more than one possible answer.

Students do the exercise.

5b (3.25) Play the audio again for students to check. Pause the audio after each phrase to allow time for them to make changes to their sentences.

Answers:

What is interesting is that scientists have studied the brain for centuries.

What we do know is that our brains lie to us all the time.

Let me explain why. First of all, **let's** look at optical illusions. Well, secondly, **let's** look at chemicals in the brain.

OK, **what else?** Well, our brains lie about what they see and they lie about what they don't see.

So to sum up, it's clear that **we can't trust** everything we see and **we can't trust** everything we feel.

Let me leave you with this final thought: we need our brains to lie to us.

Can you do it in English?

6a Students choose one of the questions to prepare a speech. If students need extra support, elicit some ideas they can use and write these on the board:

*Men and women have very little in common.
different brains – men good spatial skills, more independent and women more empathetic, good verbal skills
women – child carers, men in past hunters/providers
men and women complement each other
equality in the workplace*

*Are teenagers 'difficult' or do they have different brains?
brain is developing
good processing skills, badly-organised
teenagers have always been regarded as 'difficult'
society is changing – different demands now*

6b Students prepare their speech. Encourage them to make notes of ideas like the ones in exercise 3 and not write full sentences.

When they have collected ideas, have them organise their ideas in three sections: the introduction, the main body and the conclusion. Refer them to the table and the structure for a speech on page 32.

Tell them to look at the *Phrases2know* and plan where they will use them in their speech.

Put students into pairs to give their speech.

Lesson 10

Answering challenging questions **SB p. 73**

Warmer

If there has been a gap between the previous lesson and this one, find out what students can remember about Barbara's speech. Read out these sentences and ask students if they are true or false:

Our brains use two percent of our energy. (F)

We don't know when our brains lie to us. (T)

A chemical called dopamine makes us fall in love. (F)

Our brains help us see things that our eyes don't see. (T)

Barbara thinks it's a bad thing that our brains lie to us. (F)

7a (3.27) Have students look at the picture of Barbara and read the caption. Ask:

Who can you see in the picture? (Ella, Ikram and Barbara)

What do you think Barbara is doing? (answering questions)

Whose questions does she answer? (listeners' questions)

Give students time to read the sentences. Play the audio. Students listen and complete the sentences.

Answers: 1 love is chemicals in the brain 2 our brains lie to us all the time 3 our brains paint a picture for us

7b (3.27) Have students read the *Phrases2know* and the conversations and predict which phrases can complete the conversations before they listen.

Tell students to put their pens down and look at the *Phrases2know* the first time they listen. Play the audio. Allow students time to write the phrases in the conversations. Then play the audio again for them to check.

Answers: 2 I understand why you're asking that 3 All I'm saying is that 4 do you really think that 5 That's not exactly what I mean, Tanya. What I mean is 6 what do you mean when you say that 7 I know it sounds odd but I believe it's true

8 Encourage students to write four or five questions about their speech in exercise 6a and also the answers. Remind them to use the *Phrases2know*.

9 Put students into groups of four. Have them pass the questions they wrote about their speech to another student in the group.

Refer them to the checklist and have them read the questions before they start.

In turns, students give their speech. The other people in the group ask challenging questions at the end and give feedback using the checklist.

EXTRA DISCUSSION

Tell students that our brains cause us to make rapid judgements about people when we meet them for the first time. Ask students to remember meeting someone for the first time. What were their first impressions of the person? Were those first impressions right or wrong?

Have them tell each other in pairs and then ask some pairs to share their stories with the class.

SB pp. 74–75

Lesson 1

Draw students' attention to the objectives box at the top of the page. Tell students this is the grammar, vocabulary and phrases they are going to learn in the Unit. Tell them that they will think about what they have learnt and what they can do at the end of every second lesson (i.e. at the end of every double-page spread).

The learning objectives for the unit are:

- **Grammar:** Reported speech (statements and questions)
Reporting verbs (e.g. *refuse, warn, deny, insist*)
- **Vocabulary:** Advertising (e.g. *logo, brand, slogan*)
Shopping (e.g. *bargain, receipt, special offer*)
Money (e.g. *overdrawn, debt*)
- **Phrases:** Agreeing and disagreeing (e.g. *Absolutely!, I don't think that's true ...*)

Culture 2 know

Advertising is intended to persuade as many people as possible to buy a product or service. An advert is considered a success if consumers become familiar with it. Television adverts are considered to be the most effective form of advertising. Most of these adverts have a song or jingle that listeners come to relate to the product. Others use celebrities to endorse their product. When people start to associate a product brand with a song or celebrity, the advert has achieved its aim.

An important aspect of selling a product is its brand name or image. A brand includes the name, symbol or slogan of the company. The brand image is the association of the brand with a particular feeling or value, such as good quality or youth and excitement. People choose to buy the brand because they identify with or aspire to the image it promotes.

Advertising companies are increasingly using new technologies such as online advertising and text messages to reach their audience. A cheap form of online advertising is to employ bloggers to write articles or reviews about products. This is another form of 'stealth advertising' as readers are often unaware that the review is not independent and believe an ordinary person is recommending the product.

Warmer

Either bring some examples of magazine adverts to class and ask students to identify the product in each one or write some well-known slogans that students will be familiar with on the board and ask them what products they advertise:

Just do it (Nike) *I'm lovin' it* (McDonald's)
Open happiness (Coca-Cola)

Elicit some examples of advertising slogans that students know in their country.

Vocabulary & Speaking SB p. 74

Advertising

1 Tell students to look at the picture. Ask what products the companies are associated with (Coca-Cola: soft drinks; McDonald's: fast food restaurants; Sanyo and Samsung: electronic equipment, e.g. televisions, mobile phones; TDK: electronic components, e.g. CDs).

Have students read the questions and draw attention to the example sentences. Elicit some expressions they can use while speaking and write them on the board:

I often/never buy things I see in adverts.
I hate/love the advert for ...
It's really funny/original/annoying ...

Put students into groups to discuss the questions. When they have finished, select different groups to tell the class which adverts they love and hate and ask others if they agree. Discuss briefly with the class how they think advertising will change in the future.

Answers: Students' own answers

Some ways that advertising may change in the future include the use of different media (mobile phone advertising, more online advertising) and more advertising targeted at particular age groups.

2 4.1 Words 2 know

Make sure students understand *brand* (a product made by a particular company) by eliciting examples that they will be familiar with.

Students check the words in blue in their dictionaries.

Focus on the pronunciation of the *Words2know*. Play the audio and have students repeat each one.

Students think of a company, brand or product to match each statement and compare answers in pairs. Check answers with the class.

Answers: Students' own answers

3a Remind students that they should include at least four of the *Words2know* in their descriptions and tell them not to include the name of the product.

3b Put students into pairs. Students take turns to describe an advert to their partner, who must try to guess what the product is.

Answers: Students' own answers

EXTRA DISCUSSION

Put students into groups of four and have them think of at least three advantages and three disadvantages of advertising. Then ask them to decide if advertising has a positive or a negative impact on society. Here are some ideas:

Advantages:
adverts inform consumers
allow us to compare products
adverts are interesting and fun

Disadvantages:
they make us want things we don't need
they always show perfect people and perfect situations and so make us dissatisfied

7

Answers: 2 campaigns 3 slogan 4 brand 5 target
6 aimed 7 jingle 8 logos

Lesson 2

Warmer

If there has been a gap between the previous lesson and this one, elicit or give different reasons to buy a product, e.g.:

I like the advert.

My favourite celebrity advertises it.

A friend recommended it.

It's a famous international brand.

It's got a memorable slogan.

Ask students to rank the reasons in the order that would make them want to buy a product. Find out from different students which reason they put first and discuss the importance of a friend's recommendation.

Grammar Focus SB p. 74

Reported speech

4a Tell students to look at the picture and the headline of the article on page 75. Ask:

Where are the two women? (in a supermarket)

What are they doing? (chatting, maybe one is telling the other about a product)

If these people aren't what they seem, who do you think they are?

What do you think the article will warn us about?

Students read the first paragraph of the article and answer the question.

Answer: It uses ordinary people to advertise products because there are so many adverts everywhere that people have stopped taking notice of them.

4b Have students read the questions and check they understand *morally acceptable* (behaving correctly on the principles of what is right and wrong).

Students read about Michael and Anna and answer the questions. Have them compare answers in pairs before checking with the class.

When checking the answers to questions 3 and 4, open up a discussion with the class:

Possible arguments against stealth marketing:

People don't know that this is advertising so they're being deceived, it involves 'advertising' to friends.

Possible arguments in favour:

It's harmless, the people promoting the products aren't doing it for money, people have a choice about whether to buy the product or not.

Answers: 1 Michael does it because he gets free CDs and DVDs. Anna does it because she likes to know what's new and she likes meeting people. 2 They talk to ordinary people they meet, shop assistants and shoppers. 3 Students' own answers 4 Students' own answers

5a Draw attention to the sentence underlined in the text and point out that this is the reported version of the first sentence in exercise 5a.

Students underline the reported versions of the speakers' words in the text.

Answers: 2 I told her that it was the best book I'd ever read. 3 She asked me who the author was ... 4 ... I said I would promote them. 5 I ... asked a shop assistant if they stocked them. 6 He said that they didn't ...

5b Grammar 2 know

Do an example with the class. Elicit the form of the two verbs:
It's the best book I've ever read. (present simple, present perfect)
I told her that it was the best book I'd ever read. (past simple, past perfect)

Students do the same with the other sentences and then read *Grammar2know* to check their answers.

Answers: 1 you're the best/I'm the best 3 Who's the author?/who the author was 4 'll promote/would promote 5 Do you stock/if they stocked 6 we don't/they didn't

Draw or display **Board plan 8.1**. If you think students would benefit from having a written copy of the board plan, have them copy it into their notebooks.

Point out the verbs that are used to report what someone has said:

'I told her' tell + object (e.g. her)

'He said her' say (no object)

'I asked (him) ask with or without object

Remind students that other words may change when someone's words are reported, e.g.:

Pronouns: *'It's the best book I've read.'* → *He said it was the best book he'd read.*

Time or place expressions: *'I'll see you tomorrow.'* → *He said he would see us the next day.*

Have students look again at the section on 'Shortening reported speech' and elicit what the speaker actually may have said:

'These ready-meals are great.' → *I told them about the meals.*

6 Students do the exercise.

Answers: 2 He said everyone was talking about his books. 3 He said she'd really like the story. 4 He said it was one of the most exciting book he'd ever read. 5 Anna said the meals were really good value for money. 6 She said they tasted fantastic. 7 She said her kids absolutely loved them. 8 She asked if they had tried any of their other meals.

7a Students imagine they have agreed to do stealth marketing and decide what they would say in different situations.

Suggested Answers: 2 Which deodorant do you use? 3 Have you thought about buying her some Sweet and Dry?/You could buy her some Sweet and Dry.

7b Put students into pairs to roleplay the situations. Point out that they should take turns to do the stealth marketing.

7c Students tell the class or write a description of what they said, using reported speech. If they write a description, have them choose one of the roleplays to write.

Elicit reported conversations for each of the roleplay situations from different students in the class. Ask the other students who they think was the most successful at stealth marketing.

Suggested Answers: **1** I asked if he'd ever tried Sweet and Dry and he said he hadn't. I told him it was the best deodorant I'd ever used. He said he always used the same brand. I said he should try Sweet and Dry and he said he would.

2 I asked them which deodorant they used and they told me the names of the brands. I told them about Sweet and Dry. I said it was really good. They said they would try it.

3 I said that he could buy her Sweet and Dry. He said he didn't think it was a good idea for a birthday present. He said he would prefer to buy her some perfume instead.

MINI WORKBOOK exercise 1 page 125

1

Answers: **2** if she would/'d like to dance **3** if she had/'d been there before **4** what her name was **5** who she had/'d come with that night **6** if/whether she would/'d be there next week **7** what she was thinking about **8** if he always asked so many questions

Now your students can:

- understand and use vocabulary related to advertising
- read for general and detailed information, and give opinions based on an article about advertising
- report what someone has said or asked in reported speech.

SB pp. 76–77

Lesson 3

Culture **2** know

The number of websites selling designer goods at discount prices has increased dramatically. However, many of these sites sell 'fake' imitation goods. The sites often show pictures of the real product and also include a guarantee of authenticity but the products are rarely genuine. Designer brands lose about \$250 billion a year to counterfeit goods, nearly a \$100 million of which is on sales of shoes. A clue for buyers of designer goods online is to look where the goods are shipped from, for example Italian shoes would be delivered from Italy rather than from outside Europe. People who try to contact a website to complain about fakes hardly ever receive a reply and are unable to get a refund.

Before giving credit card details online, shoppers are advised to check that the website is secure. A secure website has a web address that starts 'https://' (the *s* stands for *secure*). A small padlock also appears at the bottom of the screen. Credit card details should never be given in an email and emails are not secure.

Warmer

Do a quiz about different types of shops. Tell students you went shopping recently and you bought lots of different things from different shops.

Put students into pairs. Read out your shopping list and ask them to write down the types of shops you went to. If students find the activity difficult, write the names of the shops on the board and repeat your list; this time students match the things you bought with the shops:

bread (baker's) meat (butcher's)
some vegetables (greengrocer's) some fish (fishmonger's)
a pen and some paper (stationer's) some aspirin (chemist's)
a newspaper (newsagent's) some flowers (florist's)

Check answers and find out how many shops students were able to name.

Listening & Vocabulary SB p. 76

Shopping

1 Make sure students understand *department store* (a large shop that sells many different products such as clothes, kitchen equipment, etc.) and *chain store* (one of a group of shops that are all owned by the same company) by eliciting examples that they are familiar with. Check *second hand* (*not new, used*).

Students discuss the questions in pairs. When they have finished, select different pairs to tell the class and discuss which shops in general students prefer.

Answers: Students' own answers

2 4.3 Words **2** know

Point out the two situations in the exercise: buying a designer bag from a market stall and buying a camera online. Make sure students understand *market stall* (a large table at a market on which there are things for sale).

Students check the words in blue in their dictionaries.

Focus on the pronunciation of the *Words2know*. Play the audio and have students repeat each one.

Students put a cross next to the sentences that are wrong in the situation. Do some examples:

You find a fantastic bargain.

Is this possible at a market stall? (yes)

The item you want isn't in stock, so you order it.

Does this usually happen at a market stall. (no)

Answers: **A** You receive a receipt by email.

B You pay in cash and get your change.

3 Make sure everyone has thought of something that their family has purchased.

If students need support, elicit some steps in making a purchase before they start:

If the product isn't in stock, order it. / Find a fantastic bargain. /

See something on special offer.

Pay in cash and get your change. / Pay by credit card and type in your credit card details.

Get a receipt.

The shop assistant wraps it up.

Give students time to remember the steps their family made and make notes if they like. Have them tell each other in pairs. Students then discuss which shops are the safest and what can go wrong.

Elicit some descriptions of purchases from different students and discuss the question about safety with the class.

Answers: Students' own answers

Possibly the safest shops are department stores and chain stores: you can take things back and get a refund.

Things that can go wrong in other situations: The thing you purchase is a fake, it is faulty, the shop does not give a refund. If you buy online, the website is not secure and someone steals your credit card details, extra charges appear on your credit card statement.

4a Tell students to look at the picture of Izzy. Ask:

What's she doing? (She's opening a box that has arrived in the post.)

What has she bought? (some boots)

How does she feel? (disappointed)

Where do you think she bought them? (online)

Students read the introduction to the story about Izzie and make three predictions about what happened next. Have students compare their ideas in pairs.

Answers: Students' own answers

4b (4.4) Play the audio. Students listen to the story and check if their predictions were correct. After students have listened, find out if anyone predicted correctly.

Answers: Students' own answers

5 (4.4) Tell students to read the information and answer any questions they can remember from the first listening. Point out that they should write notes about why answers are true or false.

Play the audio. If necessary, play the audio again and have students compare answers before checking with the class.

Answers: **1** ✓ She knew they were a lot cheaper in Australia. **2** ✓ They were made of cheap material and they had the wrong logo. **3** ✓ The boots looked good with her jeans, she got over the fact they were fake. **4** ✗ He thought she'd used his credit card to shop online and there were things on his bill he hadn't bought. **5** ✗ Her parents helped. **6** ✗ The bank accepted that the credit card details had been stolen. **7** ✓ Owning fake designer goods is illegal.

6 Put students into groups to discuss the questions. When they have finished, ask different groups to tell the class if they feel sorry for Izzie or Greg and find out if anyone knows any similar stories.

Answers: Students' own answers

EXTRA DISCUSSION

Ask students to discuss in pairs the advantages and disadvantages of credit cards and debit cards (cards you use to pay for things; the money is transferred immediately from your bank account) compared to cash. Elicit ideas from different pairs and discuss with students if they think cash money will disappear in the future. Here are some ideas:

Advantages:

You can cancel a card if it is stolen.

You don't have to carry a lot of money.

You can buy online.

Disadvantages:

Money is useful for small purchases.

It's easier to control what you spend.

People can steal card details online.

MINI WORKBOOK exercises 8 and 9 page 127

8

Answers: **2** faulty **3** refund **4** order **5** stock **6** secure **7** details **8** statement **9** offer **10** change

9

Answers: **2** bank account **3** overdrawn **4** bank loan **5** debt, repay **6** ignore

Lesson 4

Warmer

Tell students a brief summary of the story of Izzie. Tell them to listen and note how many things in the story are incorrect:

Izzie wanted a pair of designer boots but they were really expensive in England so she decided to buy them on the internet. Her friend Rose thought it was a really good idea. Izzie knew her mum wouldn't let her borrow her credit card so she didn't ask her. Instead, she asked her brother Greg. When the boots arrived, she didn't realise at first that they were fake. She wore them several times and then her brother discovered that there were extra charges on his credit card. Izzie and her brother decided to tell their parents but in the end poor Greg had to pay the bill. Izzie continued to wear the boots but she promised never to buy anything online again.

The incorrect details are the following:

Her friend didn't think it was a good idea.

Izzie asked her mother but she refused.

She realised immediately that the boots were fake.

Greg didn't have to pay the bill.

Her dad made her throw the boots away.

Grammar Focus **SB p. 77**

Reporting verbs

7 Remind students that we use *say* and *tell* to report what a person says but we can also use other verbs. Elicit any verbs that students already know, e.g.: *suggest, explain, promise, offer.*

Students write a verb that summarises the speaker's words. If students need support, write some verbs on the board that they can choose from and check students understand them before they do the exercise:

refuse: say *no* to a request

insist: say that something must definitely happen

persuade: make someone agree to something

warn: to tell someone that something bad or dangerous may happen so that they can avoid it or prevent it

Answers: **2** warn **3** (try to) persuade/beg **4** refuse

8a Students do the exercise.

Answers: 2 a 3 e 4 d 5 c

8b Grammar 2 know

Students read *Grammar2know* to check.

Make sure students understand the meaning of these reporting verbs:

threaten: tell someone that you will hurt them or cause serious problems for them if they do not do what you want

remind: make someone remember something that they must do

congratulate: tell someone that you are happy because they have achieved something, or because something good has happened to them

point out: tell someone something that they had not noticed or thought about

Draw or display **Board plan 8.2**. If you think students would benefit from having a written record of the board plan, have them copy it into their notebooks.

Point out that a negative gerund is also possible:

Izzie apologised for not telling her mum.

9 Students do the exercise. Tell them they should use the words in brackets in the order that they appear and remind them that they may need to make other changes to the sentences.

Answers: 2 Izzie apologised for using Greg's credit card./ Izzie apologised to Greg for using his credit card. 3 Izzie's mum advised Greg to phone the bank straight away. 4 The bank clerk warned Greg not to use that kind of website again./The bank clerk warned Greg that if he used that kind of website again, he would have problems. 5 Izzie's dad insisted on Izzie throwing the boots away./Izzie's dad insisted that Izzie throw the boots away. 6 Izzie admitted to Rose that she had been stupid.

10 Students do the exercise.

When checking answers, write or have students write each sentence on the board but encourage them to ask if other variations are correct.

Answers: Emma admitted taking/admitted that she had taken five pounds to pay for a schoolbook and apologised for not telling her.

Her mum warned her not to take money again without asking or there would be trouble.

Emma explained that she had needed to pay for the book and denied stealing/denied that she had stolen the money.

Emma's mum accepted that she hadn't stolen the money but advised Emma to remember things like that before she went to work.

Emma promised to do/promised her mum that she would do that next time.

MINI WORKBOOK exercises 3, 4, 5 and 6 pages 125–6

3

Answers: 2 b 3 a 4 b 5 b 6 b 7 a 8 a

4

Answers: 2 Mark explained that he couldn't find his credit card (because he had put it somewhere safe)./Mark explained that he had put his credit card somewhere safe and now he couldn't find it. 3 Celia criticised Jim for buying another phone. 4 Layla offered to lend her friend the money. 5 Holly apologised for borrowing Sasha's clothes./Holly apologised to Sasha for borrowing her clothes. 6 The salesman suggested that Daniel got/get/should get a bank loan.

5

Answers: 2 Mark persuaded his friend to buy the computer game. 3 Kate's mum advised her to check her bank statements. 4 Mike's dad reminded him to keep the receipt after he had bought something. 5 Felix accused Sam of buying some fake designer clothes. 6 Rachel congratulated Tanya on repaying all her debts.

Grammar + Plus

6 Write these sentences on the board and elicit the reporting verbs for each sentence. Tell students to report the sentences using the rules they learned in *Grammar2know*:

It's true. I used the credit card. (admit) → She admitted using the credit card.

Why don't we go to the park? (suggest) → She suggested going to the park.

I'll help you. (offer) → She offered to help me.

Don't buy from this website, it's not safe. (warn) → She warned me not to buy from that website.

Yes, I'll do it. (agree) → He agreed to do it.

Don't forget to buy bread. (remind) → She reminded me to buy bread.

Tell students there is more than one way to report using these verbs. Have them read the Grammar Plus box to find out the alternative form.

Students do the exercise.

Answers: 2 Matt suggested buying a new TV./Matt suggested that they buy a new TV. 3 Simon offered to lend Amanda his car./Simon offered Amanda his car. 4 Maeve agreed to tell her mum and dad./Maeve agreed that she would tell her mum and dad. 5 Nathan admitted spending too much money./Nathan admitted that he spent too much money. 6 Martin reminded me to check my bank statement./Martin reminded me that I should check my bank statement.

Now your students can:

- understand and use vocabulary related to shopping
- listen for gist and detailed understanding in a personal anecdote about shopping
- use a range of reporting verbs to report conversations.

Lesson 5

Culture 2 know

The cost of tuition fees for higher education is causing many young people to get into debt in countries like the UK and the US. At the same time, recent findings have revealed that young people are more likely to take out a loan than a savings plan. The current generation is said to be the first in many years to be financially worse off than their parents. A recent study also showed that forty percent of young people thought they were less financially aware than their parents.

Warmer

Write these two quotes about money on the board to introduce the theme of the lesson:

Money makes the world go round.

Money is the root of all evil.

Ask students if they know what the quotes mean, if they agree with them and if there are any quotes about money they know in their own language.

Reading & Speaking SB p. 78

1 Draw students' attention to the photo, the title (*Generation debt*) and check they understand *debt* (money that you have borrowed and need to pay back). They should also look at the information in the boxes.

Put students into pairs to discuss the questions. When they have finished speaking, select different pairs to report their ideas to the class.

Answers: Students' own answers

2 4.5 Words 2 know

Students check the words in blue in their dictionaries. Make sure they notice how the words are used:

to be in debt/in credit/overdrawn

to have a bank account/bank loan

to owe money

to repay a debt

Focus on the pronunciation of the *Words2know*. Play the audio and have students repeat each one.

Students discuss the questions in pairs.

Answers: Students' own answers

3 Ask students to predict what the article will be about. Remind them of strategies for doing this type of exercise from page 18.

Set a time limit of about two or three minutes for students to match the summaries and the paragraphs.

Answers: 1 d 2 a 3 b 4 c

4 Tell students that in this exercise they need to infer information (make assumptions based on what is implied but not explicitly stated in the text).

Students read the text again and choose the correct answers. Remind them to find ideas to support their answers.

Have students compare answers in pairs before checking with the class.

Answers: 1 a: paragraph 2 'there are a lot more things for us to buy'; 'advertisers are continually telling us to spend; spend spend', paragraph 3 'we now have to cough up thousands of pounds'

2 a paragraph 3: 'Higher education used to be free in the UK, but we now have to ...' 'Here, the average debt ...'

3 b paragraph 1: 'Debt is increasingly common ... but it certainly isn't funny', paragraph 2: 'So is it surprising that some young people go too far?'

4 c paragraphs 2 and 3: the effects of advertising; it's easy to borrow money, higher education fees, paragraph 4: advice about what to do if you find yourself in debt

5 Students discuss the questions in pairs or small groups.

When they have finished speaking, ask different groups what they discussed for each question. Ask further questions and try to involve as many students as you can:

What causes debt among people here? (education fees, high cost of houses/flats)

Do you think young people spend a lot to keep up with their friends?

Is it too easy to get a bank loan in your country?

At what age can you get a credit card?

Do young people prefer to pay with credit cards or in cash?

Which tip for avoiding debt do you think is best?

Answers: Students' own answers, but possible tips for avoiding debt include:

save up for the things you want to buy, don't buy unnecessary things, e.g. the latest gadget, compare prices and find the cheapest before you buy something, be careful about spending small amounts of money every day – this adds up, put money into the bank where it will earn interest

Lesson 6

Warmer

If there has been a gap between the previous lesson and this one, revise the *Words2know* about money. Write these phrases on the board and ask students to briefly discuss with their partner which are things they should avoid if they do not want to have money problems:

have a bank account *be in debt* *owe money*

repay a loan *buy something you can't afford*

be overdrawn at the bank *stay in credit* *save up*

Can you do it in English?

6 Refer students to the prompt card on page 134 of the Students' Book and have them do the roleplay. Allow about two minutes for students to do the activity and then ask them to swap roles.

7 Draw attention to the examples and ask students to look at the phrases on the back cover of the Students' Book. If students need extra support, elicit some sentences to show them how the phrases are used:

Have you tried paying for things in cash/working out a weekly budget?

I think you should tell your parents because they can give you advice.

*The worst thing you can do is ignore the problem.
It's not a good idea to get a bank loan.
If I were you, I'd speak to the bank.
In your position, I'd ...*

Put students into pairs to write their dialogue. Set a time limit of about three minutes for this. While they are writing, provide support and help with ideas and language as necessary.

8a At the end of the time limit, tell students to stop writing and to practise their dialogues. If they have not finished, they can improvise the end of the conversation. Encourage students to act out their dialogue and try to memorise it.

8b Put students into groups of four and have each pair perform their dialogue to practise.

Students perform their dialogue for the class. When they have finished, ask others to say what the main problem was and the advice the friend gave. Ask if they think the friend gave good advice.

EXTRA DISCUSSION

Write a debate question on the board:

*Student fees for higher education are necessary in today's world.
Do you agree?*

Put students into pairs to discuss the question and then open up a debate with the class.

MINI WORKBOOK exercise 9 page 127

9

Answers: 2 bank account 3 overdrawn 4 bank loan
5 debt, repay 6 ignore

Now your students can:

- understand and use vocabulary related to money and debt
- read for general understanding and inference in an article about debt among young people
- use a range of structures to give a friend advice.

SB pp. 80–81

Real Time Lesson 7

Culture **2 know**

A recent study by a teenage magazine in the US revealed some interesting facts about how teenagers spend some money:

- Teenagers prefer to have an actual item than something they cannot put their hands on. According to the study, seventy-five percent would choose to buy a new pair of shoes than spend money on mp3 downloads, and sixty-three percent said they would rather buy a new pair of jeans than tickets to a concert.
- The number one purchase by teenagers is clothes, followed by entertainment such as video games. Food and drink were also popular.
- Teenage girls spend money on jewellery while teenage boys spend money on motorbikes or cars and accessories for these.

The study also showed that teenagers are generally sensible shoppers. They tend not to buy impulsively and about forty-two percent said they compare prices in different shops before they buy.

Warmer

Ask students to make a list of the things they spend money on. Then ask them to decide which things on their list they spend most on and which they spend least on. Have them compare answers in pairs and then elicit ideas from the class. Find out what the number one expense for students in the class is.

Vox pop interviews **SB p. 80**

1a Make sure students understand *vox pop interviews* (interviews of ordinary people about their opinions by a radio or television interviewer).

Check they understand *pocket money* (a small amount of money that parents give regularly to their children, usually every week or month).

Students discuss the questions in pairs.

Answers: Students' own answers

1b (4.7) Tell students to look at the photo and read the caption. Ask:

Where is Ikram? (in the street, probably in Brighton)

Who is he talking to? (a woman and a teen, possibly a mother and her son)

What is he asking them about? (what they thought about a report into teen spending)

Tell students they are going to listen to Ella talking about a news report.

Students listen and answer the questions.

When checking answers, discuss with students if they think the amount of money teens spend on haircuts and trainers is a lot or normal.

Answers: 1 Teenagers are too materialistic. 2 £540 3 He asked Brighton teens and their parents what they thought.

2a (4.8) Play the audio. Students listen to Ikram's interviews in the street and tick (✓) the names of the people who agree and put a cross (X) next to the people who disagree.

Answers: 1 Andy X Kim ✓ 2 Helen X Callum ✓
3 Derek ✓ Jody ✓

2b (4.8) Phrases **2 know**

Ask students to read the *Phrases2know*. Check they understand *hype* (when something is talked about a lot on television, in the newspapers, etc. to make it seem good or important).

Students complete the interviews.

Play the audio. Students listen and check.

Answers: 1 Hype? 2 minute 3 true 4 interrupt you but
5 know about 6 say 7 Absolutely 8 true

3 (4.9) Tell students they are going to listen to some opinions. The first time they listen, they should think about how they would respond using the *Phrases2know*. Play the audio.

Play the audio again and pause after each opinion. Select different students to respond and others to agree or disagree.

Answers: Students' own answers

Can you do it in English?

4a Put students into groups of three: Student A, Student B and Student C. Have students read the instructions and the questions. Demonstrate the activity with one group of students and make sure everyone understands what they have to do. Remind them to use the *Phrases2know*. Here is an example:

Student A: *Do you think it's really wrong to buy fake designer goods?*

Student B: *Absolutely! It's illegal and the companies that sell the real goods lose money.*

Student C: *Sorry to interrupt you, but I don't agree. Most people know if the goods are fake. It's up to them to decide if they want to buy them.*

Student B: *Yes, but just a minute ...*

4b Students change roles and take turns to be the interviewer. After students have finished speaking, open up a discussion with the class about the three questions.

Answers: Students' own answers

Lesson 8

An anecdote **SB p. 81**

Warmer

Ask students to take an object from their bag, for example a pencil case, a mobile phone or a key ring. Have them tell a story about the object in pairs, for example how they got it, or an occasion when they remember using it. Then tell them to take turns to try to persuade their partner to buy the object. After students have finished speaking, ask different students what their object was and if they managed to 'sell' it to their partner.

5 Tell students to look at the photo and read the caption. Ask:

Where is Ella? (in the street)

What has she just bought? (a mobile phone)

How does she feel? (She doesn't look very happy. She looks surprised or confused.)

Make sure students understand the expression *to get more than you bargained for* (get more than you expected or find that something is much more difficult than you expected), used here as a play on words: *bargain* means 'something you buy for less than its usual price'.

Have students answer the questions in pairs and then share experiences of buying something they did not really want with the class.

Answers: Students' own answers

6a Ask students what type of text this is (a blog) and if they expect the language to be formal or informal (informal).

Students read the anecdote and answer the questions.

Answers: 1 a 2 a top-of-the-range phone 3 She wanted to be smart.

6b Students choose the best definition of an anecdote.

Answer: a

7 STRUCTURE

Tell students that an anecdote has a typical structure and this helps the listener or reader to follow what happened.

Students read the anecdote again and answer the questions.

Answers:

Ella and Kevin.

Ella's mobile had died.

Kevin persuaded her to buy an expensive phone.

Her mum freaked out.

She asked for a refund.

8a Tell students to read the instructions and choose a topic. Make sure everyone has thought of a situation to write about before they continue.

Students make notes using the questions in exercise 7. Refer students to the *Language4writing* section on the back cover of the Students' Book. Tell them not to write full sentences yet.

8b Students write a first draft of their anecdote.

Students either read their anecdote and work through the checklist or swap their anecdote with a partner and check their partner's work. If they swap their anecdote with a partner, allow them time to give each other feedback based on the checklist. Allow about two minutes for one student to comment on their partner's story and then give a signal for them to swap.

8c Students write the final version of their anecdote either in class or for homework.

Now your students can:

- use phrases for agreeing and disagreeing
- organise ideas in a personal anecdote
- use techniques to engage the reader and make the reader laugh in a personal anecdote.

Active Study 4

For the exercises on the *Active Study* pages, it is useful if students do the exercises and then work together in pairs or small groups to discuss their answers. Encourage them to try and explain the rationale for any of their answers which are different from those of the other students in the group. Where relevant, have students try and do the exercises first before they look back through the unit to check.

Vocabulary

1a Elicit from students what they remember about compound words.

1b (4.10) Play the audio for students to check their answers.

You can practise these words by having students cover one column and trying to remember the other part of the compound word.

Answers: 2 f 3 d 4 b 5 c 6 a

2 After checking answers, elicit from students what type of words follow prepositions, e.g. noun, gerunds.

Answers: 2 on 3 at 4 in 5 from 6 for 7 of 8 up

Grammar

3 If students need extra support, elicit which of the verbs have regular and irregular forms of the past simple and past participle before they start the activity. Remind them of the forms of the verb *pay* (*paid, paid*).

Answers: 2 afford, repaid 3 process 4 promoting 5 charged

4 Have students do the exercise and then look again at the rules for articles on page 65 to check.

Answers: 2 a 3 a 4 a 5 a 6 the 7 the 8 the 9 the 10 ø 11 ø 12 ø 13 a 14 ø 15 ø

5 Point out to students that there may be any number of words in the gap.

Answers: 2 in reaching 3 be able to memorise 4 if/whether he had seen her 5 said (that) he wouldn't/refused to buy him 6 denied stealing/denied that he had stolen 7 that we/they wouldn't be able to

EXAM PRACTICE Word formation

6 (4.11) Warn students that noun forms may be either singular or plural and that some words may have a prefix (*in-*, *un-*).

If students need extra support, elicit the different forms of the words in brackets before they do the exercise:

| Verb: | Noun: | Adjective: |
|----------|----------------|-----------------|
| interact | interaction | interactive |
| feel | feeling | - |
| predict | prediction | (un)predictable |
| memorise | memory | memorable |
| analyse | analysis | analytical |
| imagine | imagination | (un)imaginative |
| depend | (in)dependence | (in)dependent |

Play the audio for students to check. Play the audio again for students to repeat the words.

Answers: 2 feelings 3 unpredictable 4 memorise 5 analytical 6 imaginative 7 independent

Reading skills

ACTIVE STUDY Read for specific information

7 Remind students to read the whole paragraph before choosing which sentence to put in the gap as sometimes what comes after the gap will help them choose the correct answer.

Answers: 2 d 3 e 4 b 5 g 6 a

Listening skills

8 (4.13) Have students read the sentences before they listen and predict if the answers will be true or false.

Play the audio twice before checking answers with the class.

Answers: 1 X 2 ? 3 X 4 ✓ 5 ✓ 6 X

Speaking skills

Have students read the statement and decide if they agree or disagree. Give students a minute or two to think about what they will say and make notes if they like.

If students need extra support, elicit some ideas before they start:

Agree:

If advertising isn't controlled, advertisers could lie about their products.

There is too much advertising everywhere and the government should limit it.

Advertising shouldn't target certain people, for example children or teenagers.

The government should control adverts of dangerous products like cigarettes, alcohol and fast food.

Disagree:

It's a question of freedom of speech.

People aren't taken in by adverts and they can decide if they want to buy a product or not.

If advertising is restricted, some things could be more expensive and, for example, we would have to pay to watch television or pay more for newspapers.

Ask students to look at phrases for giving opinions on page 13 of the Students' Book.

Put students into pairs. Have them take turns to present their opinion and then discuss the question together.

Hold a class debate on the topic. Have some students who agree with the statement present their ideas, some who do not agree present theirs and then discuss the statement with the class. Take a vote at the end on whether the class agrees with the statement or not.

Lesson 1

Draw students' attention to the objectives box at the top of the page. Tell students this is the grammar, vocabulary and phrases they are going to learn in the Unit. Tell them that they will think about what they have learnt and what they can do at the end of every second lesson (i.e. at the end of every double-page spread).

The learning objectives for the unit are:

- **Grammar:** Gerunds and infinitives
Modals of deduction (present and past)
- **Vocabulary:** Crime and justice (e.g. *commit a crime, go on trial, plead guilty*)
Truth and lies (e.g. *deception, con, cheat*)
Punishment
- **Phrases:** Interpreting headlines and articles (*According to this article ...*)
Talking about photos, statistics and headlines (*That has fallen slightly over the last five years ...*)

Culture 2 know

Several criminals have become celebrities in spite of, or because of, their criminal activities. An early example was Al Capone, a well-known Chicago gangster who has been the subject of numerous books and films, including the 1987 film *The Untouchables*, in which he was played by Robert De Niro. Another criminal who became a celebrity was Frank Abagnale Jr., a cheque forger who also successfully impersonated an airline pilot, a lawyer and a doctor. The 2002 film *Catch Me If You Can*, starring Leonardo DiCaprio, tells the story of his life.

The 1988 film *Buster* is based on the life of the train robber Buster Edwards. It stars Phil Collins and Julie Walters and the soundtrack to the film also features two songs by Phil Collins, *Two Hearts* and *A Groovy Kind of Love*, both of which were hit singles in the UK and the US. The film achieved success and was also adapted into a stage musical in the UK in 2000. However, the film was never shown in cinemas in the hometown of the train driver who was injured during the train robbery that made Buster Edwards famous.

Warmer

Introduce the topic of the lesson: crime. Put students into pairs and ask them to think of as many crimes as they can in one minute. At the end of this time, elicit words from different pairs and encourage others to add them to their lists. Here are some common crimes:

assault, blackmail, bribery, burglary, forgery, fraud, kidnapping, murder, robbery, shoplifting, theft

Vocabulary & Reading SB p. 84

Crime and justice

1 Students look at the cartoons on page 134. Give them a minute to study the cartoons and then tell them to close their books.

Put students into pairs to say what they can remember.

Answers: Student's own answers

2a 4.14 Words 2 know

Students check the words in blue in their dictionaries.

Focus on the pronunciation of the *Words2know*. Play the audio and have students repeat each one.

Tell students that the sentences show a typical order of events. Students match the sentences 1–3 to the gaps.

After checking answers, ask students to notice which words are for people and which describe what happens before and during a trial:

| | |
|-----------------------------|--|
| <i>People:</i> | <i>What happens before and during a trial:</i> |
| <i>a judge</i> | <i>commit a crime</i> |
| <i>a jury</i> | <i>be arrested</i> |
| <i>a prosecution lawyer</i> | <i>confess</i> |
| <i>a defence lawyer</i> | <i>be charged with</i> |
| <i>the accused</i> | <i>go on trial</i> |
| <i>a witness</i> | <i>plead guilty/not guilty</i> |
| | <i>present evidence</i> |
| | <i>find guilty/not guilty</i> |
| | <i>be sentenced (to)</i> |

Answers: b 3 f 1 h 2

2b Give students one or two minutes to study the *Words2know*. Put students into pairs again. Students describe the cartoons using the sentences from the *Words2know* section.

If students need more support, have one student help the other by referring to the *Words2know* while their partner describes the cartoon. Then tell them to swap roles and repeat.

Ask students to notice how their description of the cartoons has improved using the *Words2know*.

Suggested Answers:

There were three criminals. They were arrested and taken to the police station. There they were charged with the crime. One of the criminals confessed but the other two denied that they had done anything wrong. There was a court case and the men went on trial. One man pleaded guilty and the other two pleaded not guilty. The two sides presented evidence and questioned witnesses. The jury found all the members of the gang guilty and they were sentenced to ten years in prison by the judge.

3a Students look at the photos and read the first paragraph of the newspaper article. Then they answer the questions.

After checking answers, ask students about the photos:

What can you see in the first picture? (some men next to a railway track, on a bridge)

What do you think the men are doing on the railway track?

Answers: The crime was a robbery and it inspired songs, films and books.

3b Students read the rest of the newspaper article and answer the questions. Have them compare answers in pairs before checking with the class.

Encourage fast finishers to find examples of *Words2know* in the article.

Answers: **1** They stole £2.6 million. They stopped a train, forced the driver to take it to a bridge and stole the money it was carrying. **2** They attacked and seriously injured the train driver. **3** No, thirteen of the fifteen gang members went on trial. **4** One of the thirteen pleaded guilty and the others pleaded not guilty. The jury found them guilty. **5** They received between ten and thirty years in prison. **6** 240 witnesses were called to the trial. 600 pieces of evidence were shown. The trial lasted 51 days. Roger Cordrey returned £80,000, his share of the stolen money.

4a (4.16) Check students remember what happened to Buster Edwards and Ronnie Biggs after the robbery:

Did the police catch Buster Edwards? (No, he was still free.)

Did they catch Ronnie Biggs? (yes)

What was his sentence? (thirty years in prison)

What did Biggs think about his sentence? (He was determined not to stay in jail.)

Put students into pairs to discuss their predictions about what happened next and why Edwards and Biggs became celebrities.

Tell students to cover the 'What happened next?' text while they listen. Play the audio. Students listen and check their predictions.

After checking answers, find out if anyone in the class predicted correctly.

Answers: Biggs escaped and both he and Edwards were free for some years but both eventually returned to the UK and gave themselves up.

4b Put students into pairs or groups of four to discuss the questions.

When they have finished, ask some students if they know any criminals who have become celebrities. Open up a discussion with the class about whether criminals should become celebrities and try to involve as many students as possible.

Answers: Students' own answers

MINI WORKBOOK exercise 7 page 130

7

Answers:

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | W | I | T | N | E | S | S | | | | |
| 2 | P | R | O | V | E | | | | | | |
| 3 | P | R | O | S | E | C | U | T | I | O | N |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| 4 | D | E | F | E | N | C | E | | | | |
| 5 | J | U | D | G | E | | | | | | |
| 6 | C | O | N | F | E | S | S | | | | |
| 7 | C | O | M | M | I | T | | | | | |
| 8 | S | E | N | T | E | N | C | E | D | | |

SB pp. 85-86

Lesson 2

Warmer

If there has been a gap between the previous lesson and this one, find out what students can remember about *The Great Train Robbery*. Write some numbers on the board. Then put students into pairs and ask them to remember what the numbers relate to in the story:

1963 (when the train robbery took place)

£2.6 million (the amount of money the robbers stole)

13 (the number of gang members who went on trial)

51 (the number of days the trial lasted)

240 (the number of witnesses at the trial)

600 (the number of pieces of evidence shown to the jury)

30 (the number of years Ronnie Biggs was sentenced to prison)

Grammar Focus SB p. 85

Gerunds and infinitives

5a Ask students to look at the first two sentences in bold in the article and elicit the form of *take* and *committing*.

They forced the driver to take the train to a bridge (infinitive)

Committing the crime, however, was the easy part. (gerund)

Remind students that the infinitive is the basic form of a verb (with *to*) and the gerund is the *-ing* form of the verb.

Write a sentence on the board to check students are aware of the difference between a gerund and a participle:

The train was carrying £2.6 million. ('carrying' is a participle, part of the past continuous)

Students look at the sentences in bold in the article and underline the ones that have a gerund and circle the ones that have an infinitive.

Answers:

They forced the driver to take the train to a bridge

Committing the crime, however, was the easy part.

He regretted taking part in the robbery

The rest refused to confess.

5b Students underline three more gerunds and circle three more infinitives in the article.

Answers:

a train travelling from Scotland to London

a van was waiting to take the money

He was unable to work again

the gang ... celebrated their success ... by playing Monopoly

The gang found it more difficult to avoid being arrested

5c Grammar 2 know

Students read *Grammar2know* and put the examples in bold into the gaps 1-4.

Answers: **1** He regretted **taking part** in the robbery

2 **Committing** the crime, however, was the easy part. **3** The

rest **refused to confess**. **4** They **forced the driver to take** the train to a bridge

Draw or display **Board plan 9.1**. Point out that it is possible to make a negative infinitive and gerund, e.g.:

He was determined not to spend his life in jail.
Not escaping to another country was a mistake.

If you think students would benefit from having a written record of the board plan, have them copy it into their notebooks.

6a Students do the exercise.

6b (4.16) Tell students to mark the verbs that they completed incorrectly while they listen but to wait until afterwards to make changes.

Play the audio. Students listen and check their answers. If necessary, play the audio again before checking with the class.

Answers: 1 to be sentenced 2 to escape 3 to change
4 being caught 5 to bring 6 to kidnap 7 to return
8 to walk 9 to release 10 hiding 11 living 12 being
13 to give 14 not to get 15 attacking 16 being released
17 being asked 18 to have 19 to make

EXTRA DISCUSSION

Write a question on the board and ask students to discuss it in pairs:

What would you miss most if you had to leave your country?

When they have finished, elicit answers from different pairs and ask others if they would miss the same things.

Now your students can:

- understand and use vocabulary to talk about crimes and the justice system
- read for detailed information in a newspaper article about a crime
- use gerunds and infinitives to complete a newspaper article.

MINI WORKBOOK exercises 1 and 2 page 128

1

Answers: 2 asking 3 to help 4 to get 5 Stealing 6 to get 7 stealing 8 taking 9 me to do 10 getting caught 11 to catch 12 to apologise

2

Answers: 1 to think 2 planning, being arrested 3 to prevent, to get caught 4 giving, to increase 5 to plead, to get

Lesson 3

Culture **2** know

A 'hoax' is an attempt to make people believe something that is not true. An early example of a hoax was *The Turk*, a fake chess-playing machine in the late eighteenth century. Its owner claimed that it could beat any opponent at the game. The machine went on tour for decades until it was discovered that there was a man secretly hidden inside.

A well-known accidental hoax was the radio broadcast of a dramatised version of H. G. Wells' novel *The War of the Worlds* in

the United States in 1938. The broadcast reported an invasion by Martians, causing many people to flee their homes in panic.

Popular modern-day hoaxes include photos of the Loch Ness Monster and crop circles.

Warmer

Introduce the topic of the lesson: hoaxes. Check that students understand a *hoax* (an attempt to make people believe something that is not true). Tell them that an example of a hoax is when the media publishes a story that is not true. In many countries, this happens on 1 April, or April Fool's Day. Discuss with students any serious or funny hoaxes that have occurred in their country.

Listening & Vocabulary **SB p. 86**

1 Draw students' attention to the title of the reading section 'What a hoax' and tell them they are going to read about three true hoax stories.

Have them look at the three pictures and ask questions to encourage prediction:

What can you see in picture 1? picture 2? picture 3?
What do you think the hoax might be?

Students read the introductions to the three famous hoax stories and answer the questions.

When checking answers, make sure students understand *toll booths* (a toll is money you pay to use a road or cross a bridge; a booth is a small cabin where someone sits and to whom you pay this money) and *life insurance policies* (a type of insurance that pays money to your family when you die).

Answers:

Story 1: New York, the early years of the twentieth century; George Parker; he sold Brooklyn Bridge several times

Story 2: It was broadcast in the UK, 1 April 1957; the BBC; they broadcast a documentary about spaghetti growing on trees

Story 3: the UK, 2002; Anne and John Darwin; John pretended to be dead to claim on insurance policies

2 (4.17) Put students into pairs to predict the answers to the questions.

Play the audio for them to check their predictions. After checking answers, find out if any of the students' predictions were correct.

Answers: 1 to make money; as an April Fool's Day joke; to claim money on life insurance policies 2 yes, several people; yes, many people; yes, everybody including their sons 3 yes 4 A photo of the couple on holiday in Panama was discovered on the internet.

3 (4.18) Words **2** know

Students check the words in blue in their dictionaries.

Draw attention to some words that have very similar meanings:

to be fooled/to be taken in/to be deceived (these have similar meanings)

to con someone/to deceive someone (*con* is more informal)
a con/a deception (*con* is more informal)

Focus on the pronunciation of the *Words2know*. Play the audio and have students repeat each one.

Have students try to remember which statements are wrong before they listen to the stories again.

Play the audio, pausing after each story for students to correct the mistakes. If necessary, repeat the audio before checking answers with the class.

Answers:

Story 1: b – He sold it twice a week for twenty or thirty years.

Story 2: a – Very few people were familiar with food from other countries so they were taken in.

Story 3: d – Both Anne and John Darwin were found guilty and sentenced to prison for fraud and deception.

4a Put students into groups of three. Students choose one story to retell. Encourage each person in the group to choose a different story.

Allow time for students to plan what to say using the *Words2know*.

4b Tell students that the person who is speaking should close their book while telling the story while the others have their books open to check the story is correct.

Students take turns to retell the stories. The other students correct their partners if they get the story wrong.

5 Put students into groups of four. Ask them to read the questions before they start speaking. Draw attention to the example phrases they can use to express their ideas and elicit some examples:

I think the story about the spaghetti trees is quite funny because everyone knows that spaghetti doesn't grow on trees.

I feel sorry for the people who thought they were buying the Brooklyn Bridge.

Students discuss the questions in groups. When they have finished, ask different groups what they said about each question. Open up a discussion with the class about which hoax was the most immoral and ask students to tell the class stories of hoaxes or practical jokes they have been involved in.

Answers: Students' own answers

MINI WORKBOOK exercise 8 page 130

8

Answers: 1 cheating 2 taken in 3 forged 4 pretended 5 admitted, fraud

SB p. 87

Lesson 4

Warmer

If there has been a gap between the previous lesson and this one, find out what students can remember about the hoax stories. Write the following prompts randomly on the board and see if students can group them to tell the story of the three hoaxes:

2002 Switzerland 20 or 30 years 1957 Parker
5 years New York Darwin 1928

George Parker sold the Brooklyn Bridge twice a week over a period of twenty to thirty years to people who had recently arrived in New York. He was caught by the police in 1928.

In 1957, the BBC broadcast a programme about spaghetti trees in Switzerland.

In 2002, a man called John Darwin apparently died in a canoeing accident. He turned up again five years later, saying he had lost his memory.

Grammar Focus SB p. 87

Modals of deduction

6 Ask students to look at the text and the picture. Ask:

Which of the three hoax stories is this about? (Anne and John Darwin)

Who do you think the men in the picture are?

Where is this from? (an online news site)

Who wrote the comments after the article? (ordinary people who read the story)

Have you ever written a comment like this?

Students read the online news article and answer the questions. Have them compare their answers in pairs before checking with the class.

Elicit opinions about question 3 from different pairs and encourage other students to say if they agree or disagree.

Answers: 1 John and Anne Darwin were jailed for six years, they wrongly claimed £250,000 on life insurance, they deceived their sons, they conned everyone into believing John had drowned, Anne pleaded not guilty 2 Anne Darwin has written to her sons from prison to express her regret. 3 Students' own answers

7a Check students understand *speculating* (guess why something happened or what will happen next without knowing all the facts). Students tick (✓) the best description of the comments.

Answer: The writers are speculating about the Darwins' motives and how they felt.

7b Grammar 2 know

Elicit an example of one modal verb to check students understand before they start the exercise, e.g.:

They must feel devastated.

Students identify the modal verbs of speculation and underline eight examples. Then they read *Grammar2know* to check.

Answers: They must feel devastated. ... she must be evil She can't care about her children at all. She might have been frightened of her husband. Or she may have wanted to prevent her sons from getting into trouble too. She may feel genuinely sorry now. They must have suspected something, surely? ... they can't have known anything.

Draw or display **Board plan 9.2**. Make sure students notice that the modal verbs are followed by the infinitive in the present and *have + past participle* in the past.

Point out that to talk about negative possibility we use *might not* or *may not*, but not *could not*.

Perhaps the sons didn't know. → They may not have known. They might not have known.

Tell students we do not usually use the contracted form in the negative with *might* and *may*.

He *might not have done it*. (not *He mightn't have*)

He *may not have done it*. (not *He mayn't have*)

If you think students would benefit from having a written record, have them copy the board plan into their notebooks.

8 Students do the exercise. Tell them to choose one of the three modal verbs, *might*, *may* or *could*, in the sentences that express possibility.

Answers: **2** Parker's victims might/may/could have been greedy. **3** Lots of people must have reported him to the police. **4** He can't have persuaded everyone that he approached. **5** The documentary makers must have had a lot of fun making the film. **6** The viewers might not/may not have known what spaghetti was like. **7** There must have been other April Fool's Days jokes on TV.

9a Tell students to look at page 142. Students look at the pictures and read the story.

9b Put students into pairs. Point out the example answers to the first question before students start the activity.

Remind students to use modal verbs of deduction from the *Grammar2know* section. Students discuss the questions in pairs.

Suggested Answers:

b He may/might/could have robbed the bank because he confessed in court.

c One of the twins must have robbed the bank because witnesses saw one of them.

d They can't both have robbed the bank because witnesses saw only one man.

e Both twins must be guilty of committing a crime. One of them robbed the bank and the other lied in court.

e The police can't have known that A had a twin brother because they would have questioned him, too.

f A and B must be identical twins.

g The police may/might/have followed the two men after the second trial because they might/may/could commit another crime.

10 **4.20** Tell students they are going to listen to two students discussing the case. Play the audio. Students check if any of the points are the same.

Have students discuss in pairs. If necessary, repeat the audio before checking with the class.

Answers: Students' own answers

EXTRA DISCUSSION

Ask students:

Which crime is more common nowadays, fraud or bank robbery? Why?

Open up a discussion about any other types of fraud that students may be familiar with, e.g. online fraud.

MINI WORKBOOK exercises 3, 4, 5 and 6 pages 128–9

3

Answers: **2** They can't be very intelligent because they made a lot of mistakes. **3** They might/may/could have stolen the money because they're poor. **4** They might/may/could be unemployed. **5** They must know the area well. **6** They can't care about the victims.

4

Answers: **2** must have got **3** can't have known **4** might/may/could have stolen **5** might/may/could have taken **6** must have panicked **7** must have been **8** might/may/could have been **9** might/may/could have tried **10** can't have been

5

Answers: **2** must have researched **3** might/may/could have chosen **4** can't have suspected **5** must have seemed **6** must be **7** might/may/could have worked **8** must be

Grammar + Plus

Write a sentence using the present simple on the board and elicit the same meaning using a modal verb of deduction:

I think Paul plays football. → Paul might play football.

Now write a sentence using the present continuous and see if students can work out how to use a modal with a continuous form. Do the same for the past simple and past continuous:

Perhaps he's playing now. → He might be playing now. (might + be + -ing)

I think he played yesterday. → He might have played yesterday.

Perhaps he was playing when I called. → He might have been playing when I called. (might + have + been + -ing)

Have students read the rules in the Grammar Plus box and do the exercise.

6

Answers: **2** must have been sitting **3** might/may/could have been watching **4** might/may/could have been waiting **5** must have been sleeping **6** might/may/could have been trying **7** might/may/could have been trying **8** might/may/could be leaving

Now your students can:

- understand and use words and expressions related to deception
- listen for general understanding and detailed information in stories about hoaxes
- use modals of deduction to speculate about what happened in the past.

SB pp. 88–90

Lesson 5

Culture **2 know**

The name of the 'three strikes and you're out' law comes from baseball, where the person batting is allowed three 'strikes', or chances to hit a ball, before they are called out. Twenty-four states in the US have some form of law for habitual offenders and New Zealand introduced a 'three strikes' law in 2010.

Under English law, a person is permitted to kill another in self-defence if they don't use 'unreasonable force'. The jury at the trial of Tony Martin, who shot and killed a burglar at his home, could have found him guilty of manslaughter only. However, they found him guilty of murder and he was sentenced to life in prison.

Millions of people illegally file-share and the loss of earnings is having a serious effect on the film and music industries. These industries hope to send a message to file-sharers by fining individuals who are caught. Other measures that are being considered include cutting off people's internet connection.

Warmer

Put students into pairs and ask them to remember types of crime. Write some crimes from lesson 1 on the board, e.g.: *assault, blackmail, bribery, burglary, forgery, fraud, kidnapping, murder, robbery, shoplifting, theft*

Tell students to take turns to describe a crime without naming it, e.g:

This is when someone breaks into a house to steal things.

Their partner has to say what the crime is.

Reading & Vocabulary **SB p. 88**

1 Have students look at the pictures and guess who the people are and what is happening in each one. Elicit answers from the class:

A criminal is being arrested.

A lawyer is presenting evidence.

A person/criminal shielding his face from photographers.

A member of the jury is reading out the verdict.

A judge is banging his gavel.

A person's lawyer is talking to members of the press outside the court.

A criminal is in prison.

Introduce the topic of the lesson: punishments. Ask students to read the statements and check they understand *harsh* (*unkind, cruel or strict*), *lenient* (not strict in the way you punish or deal with someone) and *deterrent* (something that makes people less likely to do something such as commit a crime).

Allow students time to think about their answers before they start speaking.

Put students into pairs to discuss which statements they agree with.

When they have finished, ask who agreed with each statement and open up a discussion with the class.

Answers: Students' own answers

2 **4.21** Words **2 know**

Students check the words in blue in their dictionaries.

Draw attention to the way the words can be used:

*be given a fine/a suspended sentence/community service
be fined/sentenced to life imprisonment/sentenced to death*

Focus on the pronunciation of the *Words2know*. Play the audio and have students repeat each one.

Students order the sentences from the most lenient to the harshest.

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

3 Set a time limit of two minutes for students to read the news articles and find out what crimes the people committed.

Answers: Leandro Andrade: shoplifting
Tony Martin: murder Douglas Ramsay: speeding
Brendon Fearon: burglary An unnamed Swiss woman:
file-sharing

4a Students read the texts again and complete the gaps in the articles with the sentences a–f in exercise 2. Remind them there is one extra answer.

4b Students compare answers in pairs. Tell them to look at page 142 to check their answers.

Discuss with students if they were surprised by any of the sentences given.

Answers: 1 f 2 a 3 d 4 c 5 b

5 Remind students of strategies for doing this type of exercise from page 8.

Students read the texts again and choose the best answer according to the articles. Have them compare answers in pairs before checking with the class.

Answers: 1 a Andrade had committed two crimes previously; this was his third, and according to the 'three strikes and you're out' law, his punishment will be severe.
2 b 'breaking US copyright law' 3 d 'Martin has already admitted owning a gun illegally' 4 c 'Ramsay had been deeply affected by the tragedy.'

EXTRA DISCUSSION

Ask students if they have changed their opinion about the statements they discussed in exercise 1 after reading the news stories.

Lesson 6

Warmer

If there has been a gap between the previous lesson and this one, do a quiz to review the news stories. Put students into pairs. Write the names of the criminals in exercise 3 on the board:

Leandro Andrade, Tony Martin, an unnamed Swiss woman, Douglas Ramsay, Brendon Fearon.

Ask the same question about each one:

What crime did he/she commit? (Andrade was a shoplifter; Martin killed one burglar and wounded another; the Swiss woman uploaded songs and films to the internet; Ramsay killed two girls while speeding; Fearon was guilty of burglary.)

Students write their answers. Check and find out if any of the pairs got all of the answers right.

Can you do it in English?

6 Allow time for students to read the questions and think about their answers before they start speaking. Draw attention to the example and the language used:

*He should have got a fine/community service/ten years in prison.
She shouldn't have been sentenced to .../given a fine.*

Put students into pairs to discuss the questions.

Answers: Students' own answers

7 Elicit some examples of famous or recent crimes that students might be familiar with.

Have students read the instructions. Tell them to make notes for their talk but not write complete sentences.

Draw attention to the example and refer them to the *Phrases2know* on the back cover of the Students' Book for Giving opinions. If students need extra support, elicit further example sentences using the expressions, e.g.:

He should have been fined or given community service.

I completely agree with the sentence given to ...

I completely agree with you.

You're right about that but on the other hand, you must remember the feelings of the victims.

Students prepare their talk. Provide help and support as necessary.

8 Have students give their talks in pairs or small groups to practise.

Students take turns to give their talks to the class. When each talk is finished, encourage others to say whether they agree or disagree with the points of view, using the example phrases.

ACTIVE STUDY Notice word families and their exceptions

9a Remind students that it is useful to learn not only individual words but also related words: the noun, verb, etc.

Students read the *Active Study* section.

9b Students complete the word families using a dictionary, and circle the exceptions.

If some students finish more quickly, encourage them to write example sentences using different words in the word families.

When checking answers, draw attention to the changes in stress in the following words:

prosecution, prosecutor, prosecute

conviction, convict, convict

Answers: 1 kidnapper 2 to kidnap 3 murderer 4 to murder
5 shoplifting 6 to shoplift 7 fraudster 8 to commit fraud
9 judgement 10 to judge 11 prosecution 12 to prosecute
13 defence lawyer 14 to defend 15 conviction 16 convict

EXTRA DISCUSSION

Ask students:

Should children or young adults receive the same sentences as adults? At what age?

Have them discuss the questions in pairs or small groups. Ask different pairs or groups what they decided and open up a discussion with the class.

MINI WORKBOOK exercises 9 and 10 page 130

9

Answers: 2 suspended sentence 3 Community service
4 Parole 5 fined 6 Imprisonment 7 sentenced to death

10

Answers: 1 robbery, burglary 2 kidnapper, kidnapping
3 shoplifting, prosecute, conviction, shoplifters
4 fraudster, committed fraud 5 prosecution, defence

Now your students can:

- understand and use words to talk about sentences for criminals
- read for general understanding and detailed information in news articles about crimes
- use phrases for giving opinions about crimes and sentences.

Lesson 7

Culture 2 know

Capital punishment has been practised in the past in many countries, although currently only fifty-eight nations practise it. Member states of the European Union are prohibited from using capital punishment. However, over sixty percent of the world's population live in countries where the death penalty exists.

Warmer

Write some of the *Words2know* from page 88 on the board. Have students match them as quickly as they can.

| | |
|---------------------|---------------------|
| <i>a suspended</i> | <i>death</i> |
| <i>community</i> | <i>service</i> |
| <i>life</i> | <i>fine</i> |
| <i>sentenced to</i> | <i>imprisonment</i> |
| <i>a 2,000 euro</i> | <i>sentence</i> |

Writing & Vocabulary SB p. 90

An opinion essay

1 Have students look at the opinions and ask where they might see these (on an online forum debate).

Students read the opinions. Ask them to guess the meaning of the words from the context or check them in their dictionaries:

the death penalty: when someone is killed as a legal punishment for a crime

effective deterrent: something that works well to make people decide not to commit a crime

against: if you are against something, you disagree with it

barbaric: violent and cruel

abolish: to officially end a law

in favour of: if you are in favour of something, you agree with it

execution: killing someone as a legal punishment for a crime

it makes more economic sense: it saves money

Students answer the questions.

Answers:

the death penalty

Support: piers15, stan the_man

Against: angelcakes, olivia_is_cool

Students' own answers

2a Tell students that *capital punishment* is another way of saying the *death penalty*.

Students read opinion essay 1 and decide if the writer is in favour of capital punishment or against it.

Answers: against

Despite this, I strongly believe that it is barbaric and is never appropriate.

2b Students read the essay again and note which opinions from the online forum are mentioned.

Answers: the death penalty is an effective deterrent: paragraph 4 it's barbaric: paragraph 1 some people are convicted because they can't afford a good lawyer: paragraph 2 can't correct a mistake: paragraph 2 it costs a lot to keep criminals in jail: paragraph 4

3a STRUCTURE

Discuss with students the importance of organising information in an opinion essay so that it is logical and easy for the reader to follow. Discuss also the importance of presenting both sides of the arguments (to give a balanced viewpoint and to counter opposing arguments) and how the writer makes their opinion clear.

Students read the essay again and match the instructions a-h with the correct paragraph.

Answers: Paragraph 1: a, g **Paragraph 2:** b
Paragraph 3: e **Paragraph 4:** c, h **Paragraph 5:** f

3b Students look at the instructions for paragraph 1 again and note the order in which the things appear in the model essay.

Answers: g (a general introduction to the theme, recognising that there are different points of view), d (a general introduction to the important issues), a (a clear statement of the writer's opinion which will be developed in the essay).

EXTRA DISCUSSION

Ask students which argument the writer uses, either for or against the death penalty, they think is the most important, and why.

SB pp. 91-92

Lesson 8

Warmer

If there has been a gap between the previous lesson and this one, ask students to remember the arguments they read about in the opinion essay. Write four sentences on the board and ask students to try to complete them and say if they are arguments for or against the death penalty:

Some people argue it is a s_____ d_____. (strong deterrent) (for)

I_____ people may be executed. (innocent) (against)
The verdict of a trial can depend on the l_____. (lawyers) (against)

Prison is expensive so it makes e_____ s_____. (economic sense) (for)

4 LANGUAGE

Students complete *Language4writing* with the phrases in bold in the essay.

After checking answers, point out that contracted forms are not generally used in more formal essays so we say *What is more* not *What's more*, *It is important to remember that ...* not *It's important ...*

Tell students to pay attention to the use of commas after certain expressions:

Despite this, Furthermore, Having said that, However, Nevertheless.

Answers: 1 in my view **2** it is important to remember that
3 Furthermore, **4** therefore, **5** Despite this, **6** Even though
7 Having said that, **8** Nevertheless,

5 Students practise the *Language4writing* by crossing out the phrases that are wrong or do not make sense in the contexts. Remind them that more than one phrase may be correct in each sentence.

Answers: 1 Although **2** Despite this, **3** Even though,
Despite this

6a DEVELOPING AN ARGUMENT

Using the examples, show students how the writer supports his statements throughout the essay:

The death penalty seriously affects others ... the criminal's family may suffer a lot.

The second sentence develops the first point about who is affected, and how.

It is very expensive to keep criminals in prison for life so the death penalty makes better economic sense.

The second sentence draws a conclusion based on the point made in the first.

Students find another supporting argument in the essay.

Suggested Answers: innocent people may be executed. Sometimes people are convicted of crimes that they didn't commit.

The verdict in a trial can depend on the quality of the lawyers. Poorer people cannot afford the best lawyers.

Supporters argue that it is a very strong deterrent, which may stop criminals from committing crimes.

6b Draw students' attention to essay question 2:

Sending people to prison doesn't stop crime. Do you agree or disagree? Why?

Students read the essay and notes then match the statements 1-5 to the supporting arguments a-e.

Answers: 1 c 2 b 3 e 4 d 5 a

7a Students think of more arguments for or against the statement to add to these notes. If students need more support, put them into pairs or small groups to think of ideas. Then elicit arguments from different groups, e.g.:

Agree:

People are likely to commit another crime after leaving prison because they find it difficult to get a job with a criminal record. Criminals become institutionalised by prison; they cannot survive in the real world. Some innocent people are sent to prison, especially if they cannot afford a good lawyer.

Disagree:

When people are in prison, they cannot commit more crimes. Some criminals are educated in prison and learn to become better citizens. It is important to send criminals to prison because the victims of crime want justice.

Answers: Students' own answers

7b Students make notes using the paragraph headings in exercise 3 to help.

8a Students write the first draft of their essay. Remind them to use the checklist on the back cover of the Students' Book.

Students either read their essay and work through the checklist or swap their essay with a partner and check their partner's work. If they swap their essay with a partner, allow them time to give each other feedback based on the checklist. Allow two to three minutes for one student to comment on their partner's story, and then give a signal for them to swap.

8b Students write the final draft of their essay in class or for homework.

Now your students can:

- read an opinion essay and understand the main opinion
- write an opinion essay using an appropriate structure
- use phrases to give opinions and illustrate points in an opinion essay.

SB pp. 92–93

Real Time Lesson 9

Culture **2** know

The fashion of wearing low-slung jeans is thought to have started in US prisons where prisoners are not allowed to have belts to keep up their trousers. It was taken up by gangs in California and Latin America and then made popular by rap and hip hop stars. It also became popular with skateboarders who often wear baggy trousers to allow them to wear protective pads. Some cities in the US states have voted to ban the wearing of low-slung trousers. In 2010, for example, a city in Florida voted for a \$250 fine and ten hours of community service for anyone who did not pull their trousers up.

Warmer

Introduce the topic of the news. Write some questions on the board and have students discuss them in pairs:

- How often do you watch the news on TV?
- How often do you read the news online or in a newspaper?
- Which newspaper do you read? Why?
- Which part do you read first – sports, national news, etc.?

Select some students to tell the class what they discussed.

Interpreting headlines and articles **SB p. 92**

1 Give students time to think of a newspaper headline or story that they have seen recently. Put them into pairs to tell a partner about the headline, the story and why they think it was interesting.

Select some students to tell the class. Ask others if they have also seen the headline and what they think of the story.

Answers: Students' own answers

2a Students say what the topic of each headline is. If students need extra support, write the topics on the board and ask them to match each one with a headline.

Answers: 2 graffiti 3 jeans 4 crime 5 football

2b Discuss with students the typical language that appears in headlines. Ask:

Are there words or phrases that often appear in headlines in your language?

Students match the underlined words in the headlines with the meanings a–i.

After checking answers, ask students to predict what each story is about.

Answers: b pledge(s) c (to) tackle d row e suspect f ban g spark(s) h to shine i anti-social behaviour

3a Tell students to look at the picture and read the caption. Ask:

*Where are Ella, Ikram and Jake? (in a café)
What are they doing? (looking at newspapers)*

Tell students Ella, Ikram and Jake are looking at the headlines in exercise 2. Have them discuss in pairs which headline Ella, Ikram and Jake will choose for their show.

Answers: Students' own answers

3b (4.24) Play the audio. Students listen and check. They should also say which headline from exercise 2 they do not discuss.

Answers: They choose 3. They don't discuss 4.

3c (4.24) Phrases **2** know

Tell students to read the *Phrases2know* before they listen again and also look at the phrases in the exercise. Check students understand *low-slung* by pointing to the picture on page 93.

Make sure students understand that they should write the letter of the phrases in the exercise next to the phrases in the *Phrases2know* section.

Play the audio. Have students compare answers in pairs. If necessary, repeat the audio before checking with the class.

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

4 Give students time to read the headlines and article and think about what they are going to say using the *Phrases2know*.

Students talk about the headlines and articles in pairs.

When they have finished, elicit some phrases from different students in the class.

Suggested Answers: **1** According to this article, schools are going to ban mobile phones in school. **2** According to this article, the government has promised to take action against online fraud. **3** The article talks about the fall in crime in London. It implies that the police have been effective in reducing crime. The article explains that the Mayor of London has thanked the police and the public for their help.

EXTRA DISCUSSION

Ask students to discuss one of the news stories from the lesson:

*Is it right to ban mobiles in schools?
What should the punishments be?*

SB pp. 93–94

Lesson 10

Talking about photos, statistics and headlines SB p. 93

Warmer

If there has been a gap between the previous lesson and this one, write these headlines on the board:

*Girl fakes identity in bid to find job
President pledges to tackle environment problems
Rising food prices spark unrest*

Put students into pairs and ask them to discuss what the stories might be about. Elicit ideas from different pairs in the class.

5 (4.25) Tell students they are going to listen to Ikram interviewing a police sergeant for the radio show.

Give students time to read the article and the statistics. Check they understand *a hooded top* (a sweatshirt with a part that covers the head), *vandalism* (deliberately damaging public property) and *litter* (pieces of waste paper, etc. that people leave on the ground).

Play the audio. Students listen and write who mentions the information 1–3.

Answers: 1 | 2 SW 3 |

6a (4.25) Tell students to read the *Phrases2know* and think which words are missing in the sentences.

Play the audio again. Students listen and complete the *Phrases2know*.

Answer: 1 topic 2 suggests 3 article 4 though 5 makes 6 third 7 slightly 8 half 9 dramatically

6b Ask students to try and remember other phrases. Then ask them to look again at the *Phrases2know* for Talking about photographs and Expressing an opinion on pages 12 and 13, Talking about statistics and Talking about trends on pages 52 and 53 for further ideas.

7 Put students into groups of four to discuss the question. Draw attention to the example and remind students to use the *Phrases2know* on page 13.

When they have finished, ask different groups to report to the class what they discussed and ask other groups if they agree or disagree.

Can you do it in English?

8a Give students time to look at the information and think about what they will say using the *Phrases2know*.

8b Put students into pairs to present the information. If possible, have them work with a different partner from the one they prepared the presentation with. Refer students to the checklist and tell the listener to use this to give feedback to the speaker.

Students take turns to present the material to their partner.

EXTRA DISCUSSION

Put students into groups of four to discuss a question about smoking:

Should smoking in public be banned? Do you agree?

Ask different groups what they decided and open up a discussion with the class.

Now your students can:

- understand typical language used in newspaper headlines
- use phrases to interpret newspaper headlines and articles
- talk about photos, statistics and headlines in the news and make a presentation using the information.

Lesson 1

Draw students' attention to the objectives box at the top of the page. Tell students this is the grammar, vocabulary and phrases they are going to learn in the Unit. Tell them that they will think about what they have learnt and what they can do at the end of every second lesson (i.e. at the end of every double-page spread).

The learning objectives for the unit are:

- **Grammar:** *wish* and *if only*
Third and mixed conditionals
- **Vocabulary:** Home and environment (e.g. entertainment and nightlife, pollution and litter)
Buying and selling houses (e.g. *mortgage*, *estate agent*, *homeowner*)
- **Phrases:** Inviting and persuading (e.g. *Would you like to ...?*, *Do you fancy ...?*, *Go on. It's my treat.*)

Culture **2** know

In the listening exercise in lesson 1, students hear about Southampton, Wales and Madrid.

The city of Southampton /sauθ'hæmptən/ is situated on the south-east coast of England, 120 kilometres south-west of London. It is a major port and has a strong economy. It is the third most densely-populated city after London and Portsmouth.

Wales is a largely mountainous country, especially in the centre and north. The population is around three million, with about two-thirds living in the south-east of the country around the capital, Cardiff. Throughout most of its history, it has been a mainly agricultural region depending on pastoral farming for its wealth.

Madrid, the capital of Spain, is the largest city in the country. The population of the city is around 3.3 million, and about 6.5 million people live in the greater urban area, including the suburbs.

Whereas the tendency in Spain is to live in flats, the most popular type of home in the UK is a semi-detached house (two houses that are joined together). About twenty-seven percent of the population lives in a semi-detached house. The next in popularity are detached houses and terraced houses.

Warmer

Introduce the topic of the places where we live. Put students into pairs and ask them to think of two positive features and two negative features about the town in which they live. Elicit ideas from different pairs and ask others if they agree or disagree.

Listening & Vocabulary **SB p. 94**

1a Students match the photos to the places to live. Remind students of phrases they can use to describe pictures and to speculate, e.g.:

- ☞ *looks like a cottage/a pedestrian street/a suburb.*
- ☞ *could be somewhere in the UK.*

*I think it might be on the outskirts of a city in the US.
Maybe it's a remote part of Ireland.*

Students do the exercise in pairs. When they have finished, ask a volunteer to describe each photo and ask others to help.

Answers: 1 C 2 A 3 B

1b Put students into pairs to discuss similarities and differences between the places in the photos and where they live.

Answers: Students' own answers

2 **4.26** Words **2** know

Students check the words in blue in their dictionaries. Point out the compound words:

| | |
|------------------------|---------------------------|
| <i>Nouns:</i> | <i>Adjectives:</i> |
| <i>nightlife</i> | <i>culturally diverse</i> |
| <i>transport links</i> | <i>family-friendly</i> |

Focus on the pronunciation of the *Words2know*. Play the audio and have students repeat each one.

Students decide which places in exercise 1 they describe and then compare answers in pairs.

Suggested Answers:

Picture A: strong sense of community, nothing to do in the evenings, family-friendly, green spaces, good local facilities

Picture B: nothing to do in the evenings, green spaces, transport links are very poor

Picture C: lots of entertainment and nightlife, culturally diverse, good local facilities; traffic, pollution and litter, cramped

3 Allow a short time for students to put the photos in order and to think about the reasons using the *Words2know*. Draw attention to the example answer and the expressions they can use, e.g.:

*My first/second choice would be ... because ...
I wouldn't like to live in ... because ...*

Have students discuss their order in pairs.

Find out if any pairs chose the same order and discuss with the class which they think would be the best place to live in and why.

Answers: Students' own answers

4 **4.27** Tell students to read the questions before they listen. Play the audio. Have them compare answers in pairs before checking with the class.

Answers: 1 Alice: in a suburb of Southampton, a town in England, her dad lost his job and they dreamed of living in the countryside **Ollie:** in a town just outside London, his mum's company moved her to Madrid in Spain

2 Alice: likes the countryside, it's beautiful, she dislikes the people, they aren't friendly, no nightlife and the shops are far away **Ollie:** likes the city's atmosphere, it's lively and the nightlife is good, he dislikes not being able to go outside the apartment and it's a bit cramped

5a (4.27) Ask students to read the sentences before they listen again and mark any that they remember from the first listening true or false.

Play the audio. Tell them to tick (✓) the true sentences and cross (X) the false sentences the first time they listen. Play the audio again for them to make notes about the reasons why.

Answers: 1 ✓ They always dreamed of living in a cottage in the countryside. 2 X They aren't friendly, they treat her as different and she misses her friends. 3 ✓ The bus only runs twice a week. 4 X The nightlife in Madrid is amazing compared to home. 5 ✓ He's made friends from all over the world. 6 X It's a bit cramped and you can't go outside.

5b Put students into pairs or small groups to discuss the questions. Elicit answers from different pairs or groups.

Answers: Students' own answers. Alice is not very happy because she misses her friends and there's nothing to do. Ollie is quite happy because Madrid is a lively city and he has made new friends there.

EXTRA DISCUSSION

Write these questions on the board:

What are the advantages and disadvantages of living all your life in one place?

What are the advantages and disadvantages of moving to different places?

Have students discuss the question in pairs and then elicit ideas from different pairs. Ask students which they would prefer to do, and why. Possible answers include:

Living in one place:

You have the same friends.

You know everyone.

You don't have to change schools.

Moving to different places:

You meet new people.

It's interesting.

You have different experiences.

MINI WORKBOOK exercises 7 and 8 page 133

7

Answers: 2 scenery 3 views 4 family-friendly
5 transport links 6 culturally diverse 7 lively atmosphere
8 local facilities

8

Answers: 2 sense of community 3 nothing 4 nightlife
5 entertainment 6 litter 7 traffic 8 pollution 9 cramped

SB pp. 95–96

Lesson 2

Warmer

If there has been a gap between the previous lesson and this one, find out what students can remember about where Alice and Ollie live now. Write some prompts on the board and ask students to remember, with books closed, which of them lives in a place with these things.

a lot of traffic (O) *green spaces* (A) *a lively atmosphere* (O)
no pollution (A) *good transport links* (O)
a good nightlife (O) *a sense of community* (A)

Grammar Focus SB p. 95

wish and if only

6 (4.28) Have students read the sentences and try to remember who said them, Alice or Ollie, and to think about the missing words before they listen. Play the audio. Have students write who made the comments the first time they listen. Play the audio again for them to complete the comments.

Answers: Alice: 2, 3, 5, 8, 9 **Ollie:** 4, 6, 7

1 my dad 2 evening 3 drive 4 Spanish 5 friends 6 bigger
7 garden 8 my parents 9 here

7 Students answer the questions to introduce the concept of wishes. Draw students' attention to the phrases *I wish* and *if only* as two ways to introduce something that a person would like to be different.

Answers: yes no

8a Grammar 2 know

Students do the exercise, and then read *Grammar2know* to check.

Answers: 1 I wish my dad hadn't lost his job. (PA) 2 If only there was more to do in the evening. (PR) 3 I really wish I could drive. (PR)

Draw or display **Board plan 10.1**. Point out that we use a past simple verb to express wishes about present situations. We use a past perfect verb to express wishes about past situations.

If you think students would benefit from having a written copy of the board plan, have them copy it into their notebooks.

8b Students do the exercise.

Answers: 4 b 6 c 7 a

9 Use the example sentence to point out that sometimes it is necessary to change other things in the sentence, too:

*The student house isn't very nice. (very nice → nicer)
I wish I lived in a nicer house.*

Students do the exercise.

Answers: 2 I wish/If only I hadn't chosen accommodation a long way from the city centre./I wish/If only I lived nearer the city centre. 3 I wish/If only my rent wasn't so expensive/was cheaper. 4 I wish/If only I could afford to go out in central London. 5 I wish/If only I hadn't brought my car with me./I wish/If only there was somewhere to park my car. 6 I wish/If only I didn't spend a long time travelling to university every day. / I wish/If only I spent less time travelling to university every day. 7 I wish/If only I could see my girlfriend (from home) more often.

10 Students make three wishes about the topics. If students need more support, elicit ideas for each topic before they start:

- 1 *play a sport, play a musical instrument, speak languages, cook, draw, drive*
 2 *studies, not learning something when you were younger, having an argument with someone, going/not going somewhere*
 3 *pollution, litter, nightlife, green spaces, cycle lanes, public transport, shops*

Put students into pairs to tell each other their wishes and remind them to give reasons why.

Answers: Students' own answers

MINI WORKBOOK exercises 1, 2 and 3 pages 131–132

1

Answers: 2 lived 3 didn't live 4 could 5 lived 6 wasn't 7 hadn't failed 8 had studied

2

Suggested Answers:

- 2 I wish I could pay the rent. If only I had some money.
 3 I wish I hadn't left the nightclub late last night. / I wish I had left the nightclub earlier last night. If only I hadn't missed the last bus. / If only I had caught the last bus.
 4 I wish I had learned to drive. If only it wasn't so hard to get around without a car.
 5 I wish there were some good/better facilities where I live. If only the nightlife wasn't so terrible/was better.
 6 I wish I didn't have (such) a big bill for my mobile phone. If only I didn't phone my friends all the time.
 7 I wish I had seen my son more often this year. If only the transport links here weren't so bad/were better.
 8 I wish I could afford to move. If only I lived nearer my son.

Grammar + Plus

Ask students to imagine this situation. John and James are two friends and they have met at James' house one evening to work on a project for school. After working on the project for an hour, John says he has to go home for dinner. James would like John to stay a little longer because they have not finished the project yet. What do they say?

Write the two sentences on the board and ask students to fill in the gaps:

John: *It's time I _____ home.*

James: *I'd rather you _____.*

Elicit suggestions (students will probably fill the gaps with the present tense). Tell them that in both cases, we use the past tense:

It's time I went home.

I'd rather you stayed.

After *It's time* and *I'd rather*, as with *I wish* and *If only*, the past tense is used to talk about present situations.

Have students read the rules in the Grammar Plus box and do the exercise.

3

Answers: 2 you didn't tell 3 she got 4 you didn't do 5 she rang 6 I left

Now your students can:

- understand and use vocabulary to describe different places to live
- listen for general understanding and detailed information in monologues describing where people live
- talk about wishes relating to the present and regrets about the past.

Lesson 3

Culture 2 know

Cave homes can be found today in countries such as Turkey, Tunisia, Morocco, Italy, France and Spain. In southern Spain, cave homes are man-made and not natural formations that humans moved into. They are said to be very comfortable and most have electricity and running water. Some are large, with ten rooms or more, and many modern caves have an extension at the front which is not below ground. The caves are cool in summer and warm in winter, with an average temperature of nineteen to twenty degrees all year round. Spanish cave homes have the same property rights as normal houses and can be bought at reasonable prices, making them an attractive option for younger people and people moving from overseas looking for an alternative lifestyle.

e-Bay is an online auction website founded in 1995. Companies and members of the public can display items for sale at the site. People who are interested in purchasing the item make a bid and the highest bidder on a stated date is able to buy it. The sale categories at the e-Bay site include collectables, antiques, sports memorabilia, computers and office equipment, toys, magazines, music, electronics and jewellery, though all sorts of unusual items have also been sold, ranging from a strangely-shaped potato to a million-dollar private jet.

Warmer

Ask students to imagine their dream house:

Where would it be?

Would it be a house or a flat?

Would it be modern or traditional?

How many rooms would it have?

What special features would it have? (swimming pool, garden, etc.)

Put students into pairs to describe their dream home and find out if it is similar to or different from their partner's. Ask some pairs to tell the class the similarities and differences of their dream home.

Vocabulary & Reading SB p. 96

Buying and selling houses

1 Have students discuss the question in pairs. When they have finished, select some pairs to tell the class. Open up a discussion about how easy or difficult it is for young people to buy a home where they live.

Answers: Students' own answers

2a 4.29 Words **2 know**

Students check the words in blue in their dictionaries and then put the activities in the correct order.

2b 4.30 Students compare their answers in pairs.

Play the audio for them to listen and check. After checking answers, discuss with students any differences in the order of activities in their country.

Focus on the pronunciation of the *Words2know*. Play the audio again and have students repeat each one.

Answers: **2** A buyer sees the advert in an estate agent's window and he arranges to look round the house. **3** The buyer likes the house and makes an offer. **4** The seller rejects the offer because she thinks it's too low. **5** The buyer and seller negotiate until they agree a price. **6** The buyer gets a mortgage with the bank. **7** After several weeks the sale goes through. **8** The old owner moves out and the new owner moves in.

3 Give students a minute to study the *Words2know*. Then tell them to close their books and describe how a house is bought and sold in pairs.

If students need extra support, have one student close their book and describe the order while their partner checks. Then they swap roles and repeat.

Remind them to use expressions for ordering events: *firstly, then, next, after that, finally*.

4 Tell students to look at the adverts. Ask:
*Can you describe the houses? (The first house looks as though it is built in rock. The second is a large, modern house.)
Where do you think they are?*

Students read the adverts and answer the question. When checking answers, draw students' attention to Ian's advert where it says *Time left* and *Current bid*. Make sure they understand *bid* (an offer to pay a particular price for something). Ask questions to help them notice that the advert was posted on an internet auction site:
*Have you seen this kind of advert before?
Where would you see it?*

Answer: The first house is a cave. The second sale is selling the person's entire life.

5a Students read the texts again and answer the questions. Tell them to make notes of the answers rather than write full sentences. If some students finish more quickly, suggest they find five new words in the text and check these in their dictionaries.

Have students compare answers in pairs before checking with the class. After checking answers, ask about the title of the article:

Why is the title of the article 'More than just a house'? (because both Kimberley and Ian changed their lives as well)

Answers: **1** First advert: a cave in Spain; Second advert: a man's life, including his house, his car, his motorcycle, his jet ski, his job and his friends **2** Kimberley wanted to live a simpler, greener life. Ian's marriage had recently broken up and his possessions reminded him of his ex-wife. **3** Kimberley: yes, she moved into the cave; Ian: no, he became a celebrity **4** impulsive, students' own answer

5b Students discuss the questions in pairs.

When they have finished, ask different pairs what they decided and discuss with the class if Kimberley and Ian made good decisions. Ask students what they would do if they wanted to make a dramatic change to their lives.

Answers: Students' own answers

MINI WORKBOOK exercise 9 page 133

9

Answers: 2 a 3 a 4 b 5 a 6 b 7 b 8 a 9 b 10 a

SB pp. 96-97

Lesson 4

Warmer

If there has been a gap between the previous lesson and this one, find out what students can remember about the stories of Kimberley and Ian. Ask:

Where did Kimberley live before? (in London)

Where did she move to? (a cave in Spain)

Why did she change her life? (She wanted to live a simpler life.)

What did Ian want to sell? (his entire life)

Why? (because his wife left him)

What happened as a result? (He became a celebrity.)

Grammar Focus SB p. 97

Third and mixed conditionals

6 Students do the exercise.

When checking answers, ask students why the sentences do not fit.

Answers: **3** She would have bought the cave if she had been more impulsive. (Kimberley was impulsive and she bought the cave.) **5** If the sale had gone through, he wouldn't have gone travelling. (Ian would have gone travelling.)

7a Grammar 2 know

Students underline the main verb in each clause of sentences 4 and 6 in exercise 6. Ask students to notice the time they refer to, not which tense of the verb is used.

Students read *Grammar2know* to check.

Answers: 4 If his wife hadn't left him, he wouldn't have put his life up for sale. (past, past) 6 If he hadn't placed the advert, he wouldn't be famous now. (past, present)

7b Ask questions to check students understand the sentences:

If his wife hadn't left him, he wouldn't have put his life up for sale. Did his wife leave him? (yes)

Did he put his life up for sale? (yes)

Why? (because his wife left him)

If he hadn't placed the advert, he wouldn't be famous now.

Did he place the advert? (yes)

When? (in the past)

Is he famous? (yes)

In the past or now? (now)

Draw or display **Board plan 10.2**. If you think students would benefit from having a written copy of the board plan, have them copy it into their notebooks.

8 Students do the exercise. Remind them to use *might* if they think it is appropriate.

Answers: 1 hadn't bought, wouldn't/might not have given up 2 hadn't left, would/might have 3 had gone through, would/might have travelled 4 hadn't left, would/might still be

9a Students do the exercise. Make sure students are aware that there are various possibilities.

Suggested Answers:

If I hadn't split up with my girlfriend/boyfriend, I wouldn't be depressed.

If I hadn't failed all my exams, my parents wouldn't be annoyed with me.

If I hadn't failed all my exams, I would have gone out this week.

If I hadn't failed all my exams, I wouldn't be depressed.

If I hadn't spent all my money on a motorbike, I would/might have gone on holiday.

If I hadn't spent all my money on a motorbike, I would/might have gone out this week.

If I hadn't lost my phone, my parents wouldn't be annoyed with me.

9b Students compare their sentences in groups.

10a Tell students about a chain of events in your own life and say how things might have been different, using third or mixed conditionals, e.g.:

If I hadn't become an English teacher, I would have ...

If I hadn't started teaching at this school, I wouldn't have ...

Draw attention to the example sentences to demonstrate further.

If students need extra support, elicit or suggest the sort of things they can write about, for example people they met, subjects they chose to study, things they bought, places they went to, etc.

Students do the exercise.

Answers: Students' own answers

10b Put students into pairs to compare answers.

Ask some students to share their sentences with the class.

EXTRA DISCUSSION

Write two questions on the board:

How important is it to take risks?

When is/isn't it a good idea to take risks?

Ask students to discuss the questions briefly in pairs, and then elicit ideas from different pairs.

MINI WORKBOOK exercises 4, 5 and 6 page 132

4

Answers: 2 might not have discovered 3 wouldn't have asked 4 hadn't seen 5 hadn't started 6 might not have decided 7 had stayed 8 might not have become

5

Answers: 2 If Kate hadn't read as much as she could about gardening, she wouldn't know a lot about it now. 3 If Kate's neighbours hadn't seen her garden, she wouldn't do their gardening now. 4 If Kate hadn't started gardening, she wouldn't have a successful gardening business now. 5 If Kate hadn't started her own business, she would work in an office now.

6

Answers: 2 wouldn't/might not have met 3 hadn't visited 4 wouldn't have gone 5 wouldn't/might not have met 6 had gone 7 hadn't asked 8 wouldn't have started 9 wouldn't have asked 10 hadn't started 11 hadn't started 12 wouldn't have fallen 13 hadn't been 14 wouldn't/might not have got

Now your students can:

- understand and use vocabulary related to buying a house
- read for general understanding and detailed information in two stories about life-changing experiences
- use the third and mixed conditionals to imagine different chains of events in their lives.

SB pp. 98–99

Lesson 5

Culture **2** know

The world's population has increased significantly during the last fifty years, mainly due to medical advances and better agricultural productivity. It is currently growing at a rate of seventy-four million people a year.

There are concerns that the planet is not able to sustain such large numbers of people. Overpopulation is also linked to the problem of global warming, which is causing ice caps to melt and sea levels to rise. Experts say that if the sea level rises by more than four metres in the future, almost every coastal city in the world will be severely affected and some coastal areas will become uninhabitable. The loss of land will lead to people losing their homes and a shortage of land for agriculture necessary to feed the growing population.

Some scientists have suggested that cities will need to build 'farming' skyscrapers in the future to grow crops to feed the city's population.

Warmer

Write the date 2050 on the board and ask students to think about how the world will be different in this year. Put students into pairs and ask them to make at least three predictions about the world in 2050. Select different pairs to share their predictions with the class.

Reading & Speaking **SB p. 98**

1 Students read the two newspaper headlines and the title of the article. Check that they understand *uninhabitable* (a place that is uninhabitable is impossible to live in). Have them discuss the question in pairs briefly and then elicit answers from the class.

Answer: The population is growing, it will be impossible to live in some parts of the world so we won't have anywhere to live in the future.

2 Remind students that to 'skim' read a text involves reading it quickly to get a general idea of what it is about. It is not necessary to focus on the details of the text at this point.

Set a time limit of one minute for students to skim the article and quickly and tick (✓) the sentence that describes it best.

Answer: 3 It answers questions from the general public in a friendly accessible way.

3 Have students look at the photos, read the readers' questions and in pairs, briefly discuss the advantages of each solution. Tell them not to read the answers at the moment.

Elicit ideas from the class. Check they understand *floating* (lying on the surface of water).

Answers: floating cities, skyscraper cities, houses in trees, housing in space, housing in places that are currently uninhabitable

Students' own answers

4a Tell students they will need to make separate sets of notes for each of the housing solutions in the article. Remind

them to write key words and information but not complete sentences. Point out that sometimes there is no information.

4b Students compare their answers in pairs before checking with the class.

Answers:

Floating cities: renewable energy, central lake would collect and purify water; city would house 50,000 people; cost: people at risk couldn't afford it; maybe

Skyscraper cities: houses for 35,000 people and workspace for 100,000; green spaces, everything in one building; we don't have technical know-how, destroy the beauty of a city; not likely at the moment

Colonies in space: ?; ?; expensive, cramped and limited facilities and entertainment; not sure

Houses in trees: held in place by steel cables, equipped with kitchen, bathroom and flat-screen TV; ?; expensive; ?

Uninhabitable places: ?; plenty of space; ?; we don't know

5 Students practise guessing the meaning of unknown words in context by finding words in the article to match the definitions.

Answers: 2 purify **3** colonise **4** natural resources

5 comprise **6** demolish **7** conventional **8** mine **9** crops

6 Ask students if they would like to live in any of the places in the article.

Students rank the places in order from the most appealing (1) to the least appealing (5).

Put students into pairs to compare their answers. Elicit or write some sentences on the board that they can use to talk about their preferences:

I think the most appealing place to live would be ...

I wouldn't mind living ...

I'd hate to live ...

I can't imagine living ...

When they have finished, find out who would prefer to live in each place and select some students to say why.

Answers: Students' own answers

EXTRA DISCUSSION

Ask students:

Which of the future housing solutions do you think is likely/unlikely to exist in the future?

Have students discuss the question briefly in pairs. Find out from different pairs which housing solutions they think are likely and which are not and ask others if they agree.

Lesson 6

Warmer

If there has been a gap between the previous lesson and this one, ask students to remember the housing solutions they read about. Write prompts on the board:

water air space forests land

With their books closed, students discuss in pairs a housing solution associated with each.

Can you do it in English?

7a Put students into groups. Have them read the instructions and decide which idea in the text to develop. Alternatively, they choose their own.

7b Students read the brief. Allow them to ask any questions before they begin. Tell students to make some notes individually of their own ideas.

8 Put students into groups again. Draw attention to the example phrases and refer them to the phrases for making suggestions on the back cover of the Students' Book. Elicit some example sentences:

I think we should have a large park in the centre.

On the top floor we should put a shopping centre.

If we put a supermarket here, people would be able to reach it easily.

Set a time limit of about ten minutes for students to discuss their ideas. Encourage them to draw a plan to accompany the presentation and tell them that each person must give a part of the presentation to the class.

Provide support as necessary while students are preparing their presentation.

9a Have students come to the front of the class to make their presentation. Remind the others that they are the 'town planning committee' and they must ask questions at the end of the presentation. Refer them to the points on the brief for the kinds of things they should ask about and the example phrases they should use, e.g.:

Yes, but have you thought about how people will get to work?

Yes, but what would happen if there was a fire?

Groups take turns to present their design to the class.

9b Give students a short time to discuss which plan they liked best in groups and tell them they are not allowed to vote for their own plan.

Take a vote on which plan the class liked best by asking students to put up their hands for each one. Select some students to say why they liked the plan the best.

EXTRA DISCUSSION

Ask students how serious predictions about global warming are. Write two statements on the board:

Scientists exaggerate the dangers of global warming.

Parts of the Earth may become uninhabitable in our lifetime.

Have students discuss in pairs which statement they agree with most. Find out how many students agree with each statement and ask some students to say why.

Now your students can:

- read for general understanding and detailed information in an article in which experts answer questions about housing solutions of the future
- discuss and design a home of the future
- make a presentation and ask questions about a home of the future.

SB pp. 100–101

Real Time Lesson 7

Warmer

Elicit some places that students go when they meet their friends, e.g. a café, a club, a disco, the park, a friend's house, a shopping centre. Discuss with students which places they go to during the day at weekends and which they go to in the evening.

Inviting and persuading SB p. 100

1 Ask students to read the questions and check they understand *trendy* (modern and fashionable).

Students discuss the questions in pairs. When they have finished, open up a discussion with the class about the trendiest places to go in their town.

Answers: Students' own answers

2a (4.33) Tell students to look at the photo and read the caption. Ask:

Who is in the photo? (Ikram, Ella, Jake and Mr Douglas)

Where do you think they'll go to celebrate?

Have students discuss the questions in pairs. Select different students to share their ideas with the class.

Play the audio. Students listen and check. Find out if anyone in the class predicted correctly.

Answers: **1** They're going out to celebrate the last Ikram and Ella Student Special. **2** He wants to go out with them.

2b (4.33) Allow students time to read the questions and answer any they can remember from the first listening. Remind them to make notes rather than write full sentences.

Play the audio again. Students listen and answer the questions. Have them compare answers in pairs. If necessary, repeat the audio before checking with the class.

Answers: **1** It's going to be the last Ella and Jake Student Special. **2** to Mali for six months, he's going to help build a school **3** the West One Club, trendy, where all the cool people go **4** to go with them, not really **5** Students' own answers

3 Phrases 2 know

Students read the *Phrases2know* and mark them as formal (F) or informal (I). Remind them that neutral expressions can be used in both formal and informal situations.

Answers: Would you like to come with us? (F) Do you fancy going for a coffee/coming with us? (I) Can I invite you to the West One Bar with us? (F) Okay, why not? (I) Thank you, I'd love to come. (F) Not right now, thanks. (I) That's very kind of you but we have other plans. (F) It would mean a lot to me if you came. (F) Come on. You know you'll enjoy it. (I)

4a Students complete the extracts from the conversations with *Phrases2know*.

4b (4.34) Tell students to mark the phrases that are incorrect the first time they listen.

Play the audio. Allow time for them to make any changes and then play the audio again for them to check.

Answers: 1 do you fancy 2 not right now, thanks 3 come on, You know you'll 4 why not 5 would you like to come 6 that's very kind of you 7 go on 8 my treat 9 Can I invite you 10 Thank you, I'd love to come.

Can you do it in English?

5 Put students into pairs to write the conversation. Remind them to use the *Phrases2know*.

Put students into groups of four to practise the conversations. Tell them to practise the script that one pair has prepared first and then to practise the second script. Encourage them to memorise and to act out their conversation.

Select some groups to perform their conversations with the class. Ask others to listen for whether Ikram, Ella and Jake agree to go to the disco or not.

EXTRA DISCUSSION

Ask students to discuss the situation with Mr Douglas. Write a question on the board:

Older and younger people shouldn't mix socially. Do you agree? Why? Why not?

Have students discuss in groups first and then ask them to report their conclusions to the class.

SB pp. 101–103

Lesson 8

A description of a place SB p. 101

Culture 2 know

Mali is in West Africa. Its capital is Bamako in the south of the country, where the majority of the inhabitants live. Mali was a French colony and the official language is French, although forty African languages are also spoken.

The economy of the country centres on agriculture and fishing. Although it has natural resources including gold, uranium and salt, it is one of the poorest countries in the world. It faces numerous health challenges and has a low life expectancy and high child mortality rate. In principle, education is compulsory for children between the ages of seven and sixteen but many families cannot afford to send their children to school and only about fifteen percent attend. There is a lack of schools in rural areas as well as a shortage of teachers and materials.

Warmer

Tell students to imagine they are going to take a gap year. Write three options for them to choose from on the board:

*teach English and Maths in a community school in India
help in a wildlife conservation project in South Africa
work as a volunteer in a hospital in Thailand*

Put students into pairs. Tell them to choose the one they would most like to do and to tell their partner why.

6a Ask students if they remember where Ikram is going, and why. Have them look at the title 'Ikram's Travel Blog'. Ask:

*Is it common for young people to write blogs when they travel?
Do you know anyone who has done this?
What do you imagine Mali is like?*

Tell students to look at the pictures. Ask:

*Do you remember where Mali is? (West Africa)
What can you see in the first picture? (some local people wearing traditional costumes and masks, one of them is carrying a weapon that looks like a spear)
What do you think the houses and buildings are made from? (mud)*

Give students about a minute to read Ikram's blog and complete the gaps in the photo captions.

When checking answers, make sure students understand *mud* (earth mixed with water) and *sticks* (long thin pieces of wood).

Answers: 1 Dogon 2 fourteen million 3 Sahara 4 mud and sticks

6b Have students discuss in pairs if they would like to visit Songo, and why or why not.

Ask students to put up their hands if they would like to go there and select some students to say why. Do the same for students who would not like to go there.

Answers: Students' own answers

7 STRUCTURE

Discuss with students how Ikram makes the description of Songo interesting. Ask:

*Do you get a good impression of Songo from Ikram's description?
What things does he describe? (the landscape, the people, the weather, places to visit, some examples of the lifestyle)
How does he make the description sound positive? (He uses adjectives like 'truly memorable', 'extraordinary', 'absolutely beautiful', and other positive descriptions like 'the warm smiles of the Dogon people', 'the magic of Songo', 'Songo is a unique place'.)*

Draw attention to the structure of the description. Make sure students understand *highlights* (the most important, interesting or enjoyable parts of something).

Students write the number of the paragraph that the sentences come from.

Answers: a paragraph 2 b paragraph 1 c paragraph 4 d paragraph 3

8a LANGUAGE

Students underline the phrases in Ikram's bog that are useful to describe a place. Elicit the first phrase as an example and show students how it can be used to describe other places:

(Brighton) is a (fantastic) (city) in (the south of England).

When checking answers, make sure students understand *landlocked* (surrounded by land, not sea), *cliff* (a high steep rock or piece of land) and *waterfall* (a place where water flows down over a rock or from a high place).

Answers:

is a ... country in ... with a population of ...
 ... is located near (the eastern edge of) ...
 It's a ... and it sits (at the top of a cliff)
 ... is truly memorable and unlike any other place I've visited.
 When you first arrive in ..., you are immediately struck
 by the ...
 It's a world away from ...
 The ... is/are extraordinary and this adds to the magic of ...
 One of the highlights of ... is ...
 The other extraordinary place to visit is ...
 ... it's absolutely beautiful.
 ... is a unique place and well worth a visit for ...
 Where else can you ...

8b LANGUAGE

Make sure everyone has thought of a place. Students write sentences about it using the *Language4writing* on the back cover of the Students' Book.

8c Put students into pairs to read their sentences to each other. Remind them to guess if their partner never wants to go back or can't wait to go back.

Select some students to read their sentences to the class and ask others to guess.

9 Students prepare to write a description of a place. This can be the place they described in exercise 8, or another one. Tell them to follow the paragraph plan in exercise 7 and to include some of the *Language4writing*. Remind them to make notes at this point, not full sentences.

10a Students write the first draft of their description.

When they have finished, refer them to the checklist on the back cover of the Students' Book. Students either read their description and work through the checklist or swap their description with a partner and check their partner's work. If they swap their description with a partner, allow them time to give each other feedback based on the checklist. Allow two to three minutes for one student to comment on their partner's story, then give a signal for them to swap.

10b Students write the final version of their description either in class or for homework.

Now your students can:

- use phrases for inviting and persuading
- organise ideas in a description of a place
- use phrases to create a vivid impression of a place and make a description interesting to the reader.

Active Study 5

Vocabulary

ACTIVE STUDY Word formation

1a If students need extra support, elicit the different forms of the words in brackets before they do the exercise:

| Verb: | Noun: | Adjective/Adverb: |
|----------------|----------------|---------------------|
| entertain | entertainment | entertaining |
| – | culture | cultural/culturally |
| commit a crime | crime/criminal | criminal |
| – | thief/theft | – |
| defend | defence | – |
| live | life | lively |

1b (4.35) Play the audio for students to check their answers. Then play the audio again for them to listen and repeat.

Answers: 2 culturally 3 imprisonment 4 criminals 5 theft
6 defence

2 Ask students to look at the words 1–7 and think about the meanings before they match them with the explanations.

To extend the activity, have students choose other words and write explanations for them. Students then pass the words and explanations to a partner who matches them.

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

3 Students do the exercise.

Answers: 2 with 3 out 4 in 5 to 6 up 7 out, in

Grammar

4 Students do the exercise and then look again at the rules for gerunds and infinitives on page 85 to check.

Answers: 2 to get 3 to leave 4 living 5 having 6 to return
7 sitting 8 to live

5 Students do the exercise.

Answers: 2 had 3 would 4 have 5 might 6 must

EXAM PRACTICE Sentence transformations

6 Remind students that they can write any number of words in the gaps but that the second sentence must have exactly the same meaning as the first.

Answers: 2 must have 3 he hadn't sold 4 we had 5 hadn't committed a crime, I would be 6 have arrested Jones if there hadn't been 7 sentenced to life

Reading skills

ACTIVE STUDY Read for specific information

7 Ask students to look at the headline and the picture and predict what the article will be about before they read.

Tell students to read the article quickly to check their predictions. This will help them to get a general understanding of the text and the information in each paragraph.

Discuss some strategies for doing the exercise with students. Suggest that they:

- Read each statement carefully.
- Find the section of the text which relates to the statement, read it carefully.
- Read the statement again to see if the information is true, false or not answered in the text.

Answers: 1 ? 2 ? 3 ✓ 4 X 5 ✓ 6 ? 7 X 8 ✓

Speaking skills

8a Give students a little time to look at the photos and think about what to say before they start speaking. Suggest they look at the phrases for describing photos on page 12.

Put students into pairs. Have them take turns to compare and contrast the photos.

Ask a volunteer to compare and contrast the photos for the class and ask others to help.

8b Have students answer the questions individually and make notes if they wish before speaking.

Students discuss their ideas in pairs or small groups.

Elicit ideas from different groups. Ask students to put in order of importance the things that could improve the quality of life in their town.

Suggested Answers:

Good side of life in a city: a lively atmosphere, good nightlife, shops and facilities, good transport links to other places, more job opportunities

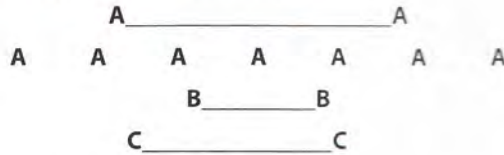
Bad side of life in a city: traffic, pollution, unhealthy, lack of green spaces, danger of crime, no sense of community, litter

Things that can be done to improve the quality of life: more parks, more and cheaper sports facilities, more community activities and cultural centres, improved and cheaper public transport, more cycle lanes

Board plans

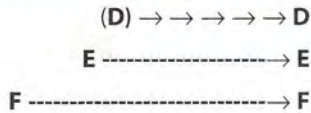
Board plan 1.1

Present simple and present continuous



Past → Now → Future

Present perfect simple and continuous



Past → Now → Future

- A = Amy lives in London. She practises every day.
B = PJ is currently training for this year's race.
C = It's getting more interesting.
D = Carolina's recently won a place at the Miss Venezuela school.
E = PJ has wanted to compete in the race since he was thirteen.
F = Amy's been playing the piano since she was small.

Board plan 1.2

Past simple and past continuous

He **annoyed** Neeson while they **were making** the film.

past simple past continuous (*was/were + verb -ing*)

he annoyed Neeson

x

Past → → → → → → Now

making the film

Past perfect simple and past perfect continuous

Conlon **went** to prison for a crime he **hadn't committed**.

past simple past perfect (*had/hadn't + past participle*)

x

x

Past not commit went to prison → Now

By the time the film **started**, he **had been training** for two years.

past simple past perfect continuous (*had/hadn't + been + verb -ing*)

film started

x

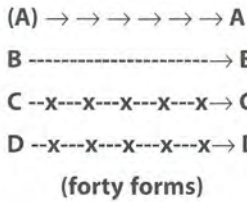
Past → → → → → → → Now

training

Note: 'd = had

Board plan 2.1

Present perfect simple and continuous



- A = This summer he's moved back to his parents' home.
- B = He's been living with his parents for three months.
- C = He's been filling in application forms all summer.
- D = He's filled in about forty application forms.

Board Plan 2.2

Habits in the present and past

Habits in the present

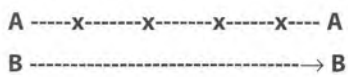
- He often **ignores** me. (present simple)
- He's always **forgetting** arrangements. (present continuous)
- He **keeps** interrupting me. (**keep** + verb **-ing**)

Habits in the past

- I **nagged** him all the time. (past simple)
- My computer **was** constantly **crashing**. (past continuous)
- I **kept** thinking about it. (**kept** + verb **-ing**)

Note: The present continuous and past continuous are used when a habit is annoying or surprising, often with always, constantly.

would and used to



- A = He used to/would forget arrangements. (repeated **actions** in the past)
- B = He used to be annoying. **NOT** He would be annoying. (**states** in the past)

Board plan 3.1

Future tenses

| | |
|--|--|
| <i>My exams finish tomorrow.</i> | present simple – schedule/timetable |
| <i>They're seeing a band tonight.</i> | present continuous – fixed arrangements |
| <i>I'm going to sleep.</i> | <i>be going to</i> + verb – intentions |
| <i>She's going to be upset.</i> | <i>be going to</i> + verb – predictions with evidence |
| <i>I'll tell her.</i> | <i>will</i> + infinitive – spontaneous decisions |
| <i>He'll probably dump her.</i> | <i>will</i> + infinitive – predictions based on opinions |

will vs be going to

decision

A _____ x _____

decision

B _____ x _____

Past

→

Now

→

Future

A = *I'm going to sleep and do nothing.*

B = *You're right, I'll tell her.*

Board plan 3.2

Second conditional: imaginary situations

*If I **had** a mobile phone, I'd **use** it in an emergency.*

imaginary situation certain result

If + past simple, *would/wouldn't* + infinitive

*If I **had** a smartphone, I **might use** it for a while.*

*If I **didn't have** a mobile, I **could borrow** one from you.*

imaginary situation possible result

If + past simple, *might/could* + infinitive

***Even if** you created a profile for me, I **wouldn't use** it.*

(in an extreme case)

***Provided that** it was a smartphone, I **might use** it.*

(on condition that)

***Supposing** I gave you one, **would you use** it?*

(let us imagine)

Board Plan 4.1

Modals

Present

*Schools **must** prepare people for work.*

(The speaker thinks it is necessary.)

*Music is on the curriculum so I **have (got) to** study it.*

(It is necessary because it is a school rule.)

*People **should** study what they like.*

(I think it is a good idea.)

subject + modal verb + infinitive

Note: *have to* and *have got to* mean the same, but *have got to* is used more in informal speech.

Past

*I **should have** studied English.*

(I didn't study English, but now I'm sorry I didn't.)

*I **shouldn't have** chosen Politics.*

(I studied Politics and now I'm sorry I did.)

*I **needn't have** learnt the chemical symbols.*

(I studied the chemical symbols, but it wasn't necessary.)

subject + modal verb + *have* + past participle

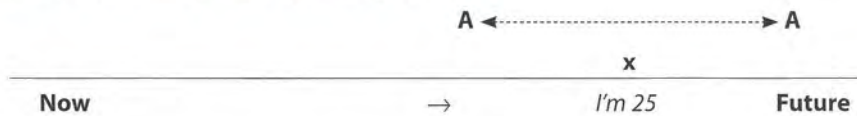
/əv/

Note: *I needn't have done it.* (I did it but it wasn't necessary.)

I didn't need to do it. (I didn't do it because it wasn't necessary.)

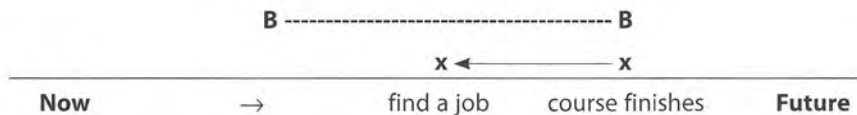
Board plan 4.2

Future continuous and future perfect



A = *By the time I'm 25, I'll **be working** as a foreign correspondent.*

will + be + verb -ing



B = *By the time the course finishes, I'll **have found** a job.*

will + have + past participle

Board plan 5.1

The passive

*Picasso painted **La Rêve** in five hours.*

past simple

***La Rêve** was painted by Picasso in five hours.*

past simple of *be* + past participle of verb (*by* + agent)

*Some people are restoring **the painting**.*

present continuous

***The painting** is being restored.*

(the people aren't important)

present continuous of *be* + past participle of verb

Board plan 5.2

More complex question forms

Compound questions

What advice do you give to wannabes? (What + noun)

How frequently do you see your old friends? (How + adverb)

Negative questions

Do you have a place of your own?

Don't you have a place of your own?

No, I **don't** (have a place a place of my own).

Yes, I **do** (have a place a place of my own).

Questions with prepositions

What kind of music do you listen **to**?

Who do you go to concerts **with**?

Indirect questions: phrase + affirmative form

Direct question: When **is** your next gig ?

Indirect question: **Can you tell us** when your next gig **is** ?

Direct question: What **do you plan** to do next?

Indirect question: **Do you know** what you plan to do next?

Indirect questions are introduced with: Can you tell me ...? Can you remind me ...?

Do you know ...? Tell me ... I wonder ...

Board plan 6.1

| | Countable nouns (e.g. vegetables) | Uncountable nouns (e.g. meat) | Both |
|---|---|---------------------------------------|--|
|  | | | loads of salt/prawns |
| | a large number of special offers | a great deal of processed food | |
| | | | plenty of fresh food/ fresh vegetables |
| | | | quite a lot of fruit/cakes |
| | a few packs of muffins | a little bit of salt | |
| | a couple of tins of tuna | | |
| | very few special offers | very little meat | |
| | | | hardly any money/fresh vegetables |

Board plan 6.2

Defining relative clauses

Australians eat **sausages** which/that are made of kangaroo meat.

(The relative clause tells us which kind of sausages Australians eat.)

In Edinburgh, I went to **a restaurant** where haggis is served.

(The relative clause tells us which restaurant I went to.)

Non-defining relative clauses

In Australia, some Australians offered me **kangaroo meat**, which is eaten by Aborigines.
(NOT that)

(The relative clause gives us more information about kangaroo meat.)

However, it is becoming increasingly popular with **modern Australians**, who often barbeque the meat in the form of steaks.

(The relative clause gives us more information about modern Australians.)

Note: There are commas before (and after) non-defining relative clauses.

Board plan 7.1

Articles

Use of a/an

A new survey shows ...

That's **an** interesting subject.

indefinite article

(one of many)

Use of the

Research into **the** subject shows ...

It's **the** part of the brain that is used ...

The front of the brain is the part ...

The left side is dominant.

The average person ...

It's good for **the** elderly.

definite article

second mention, we know which one

it is defined

there is only one

an adjective defines it

groups of people

Use of ø

Men and women have ...

no article

all of them

Board plan 7.2

Expressing ability

General ability

| | | | |
|--------|---------------------------------|--|-------------------------|
| Daniel | can is able to | | speak twelve languages. |
|--------|---------------------------------|--|-------------------------|

| | | | |
|-------|------------------------------------|--|--------------------------|
| Alain | could was able to | | climb when he was a boy. |
|-------|------------------------------------|--|--------------------------|

Specific achievement

| | | | |
|-------|---|--|-------------------------------------|
| Alain | was able to managed to | | climb the towers in three hours. |
| | succeeded in | | climbing the towers in three hours. |

Board plan 8.1

| Direct speech | Reported speech |
|---|--|
| Present simple → <i>'It is a brilliant book.'</i> | Past simple <i>I told her it was a brilliant book.</i> |
| Present continuous → <i>'I am reading it at the moment.'</i> | Past continuous <i>He said he was reading it at the moment.</i> |
| Past simple → <i>'I bought it online.'</i> | Past perfect <i>He said he had bought it online.</i> |
| will → <i>'I'll promote it.'</i> | would <i>I said I would promote it.</i> |
| But: <i>'I'm the best.'</i> | <i>He said I'm the best. (still relevant)</i> |
| Direct question <i>'Who is the author?'</i> | Reported question <i>She asked who the author was.</i> |
| <i>'Who do you recommend?'</i> | <i>She asked who I recommended.</i> |
| <i>'Do you stock them?' (yes/no question)</i> | <i>I asked if/whether they stocked them.</i> |

Board plan 8.2

| Reporting verbs | |
|--|--|
| 1 verb + infinitive | Izzie's mum refused to give her a card. |
| 2 verb + object + (not) + infinitive | Rose warned Izzie not to buy the boots. |
| 3 verb + gerund | Izzie denied using the credit card. |
| 4 verb + preposition + gerund | Izzie insisted on buying the boots. |
| 5 verb + object + preposition + gerund | Greg accused Izzie of using his card. |
| 6 verb + that + clause | The clerk explained that it was illegal . |
| 7 verb + person + that + clause | Izzie promised her mum that she would not do it again . |

Board plan 9.1

| Gerunds (e.g. <i>playing</i>) and Infinitives (e.g. <i>to play</i>) | |
|---|---|
| Gerunds after verbs | They regretted taking part in the robbery. |
| Gerunds as subject | Committing the crime was easy. |
| Gerunds after prepositions | They celebrated by playing Monopoly. |
| Infinitives after verbs | They refused to confess . |
| Infinitives after <i>be</i> + adjective | They forced the driver to take the train to a bridge. He was unable to work . |
| Infinitive of reason | A van was waiting to take the money. |
| Passives | They avoided being arrested . They managed not be caught . |
| | <div style="border: 1px solid black; padding: 5px; display: inline-block;"> verb + (not) + to be/being + past participle </div> |

Board plan 9.2

| Modals of deduction | | | |
|---------------------|-----------------------|--|------------------------|
| Present | 99% | | 1% |
| | <i>must be</i> | <i>might be</i> <i>may be</i> <i>could be</i> | <i>can't be</i> |
| | <hr/> | | |
| Past | 99% | | 1% |
| | <i>must have been</i> | <i>might have been</i> <i>may have been</i> <i>could have been</i> | <i>can't have been</i> |
| | <hr/> | | |

Note: in the negative: *might not/may not* (**NOT** *could not*)

Board plan 10.1

| Wishes about the present | | | |
|---|---|--|--|
| Wishes about present situations → past simple | | | |
| <i>I don't live</i> near my friends. | → | <i>I wish I lived</i> nearer my friends. | |
| <i>There isn't</i> much to do. | → | <i>If only there was</i> more to do. | |
| Wishes about things you can't do now → could | | | |
| <i>I can't drive.</i> | → | <i>I wish I could drive.</i> | |
| <i>I can't see</i> my friends. | → | <i>If only I could see</i> my friends. | |
| Wishes about the past | | | |
| Wishes about past situations → past perfect | | | |
| <i>My dad lost</i> his job. | → | <i>I wish he hadn't lost</i> his job. | |
| <i>They didn't wait</i> to move. | → | <i>If only they had waited</i> to move. | |

Board plan 10.2

| The third conditional | |
|--|----------------------------|
| <i>If his wife hadn't left him, he wouldn't have put his life up for sale.</i> | |
| an imaginary past | the effects in the past |
| (His wife left him so he put his life up for sale). | |
| <i>If + past perfect, would/wouldn't + have + past participle</i> | |
| We can change the order of the clauses, but we don't use a comma: | |
| <i>He wouldn't have put his life up for sale if his wife hadn't left him. (no comma)</i> | |
| We can also use the affirmative of the verbs: | |
| <i>If he'd received £500,000, he'd have gone travelling.</i> | |
| (had) | (would) |
| Mixed conditional | |
| <i>If he hadn't placed the advert, he wouldn't be famous now.</i> | |
| imaginary past | the effects in the present |
| (He placed the advert so he is famous now.) | |
| <i>If + past perfect, would/wouldn't + infinitive</i> | |
| Also: <i>He wouldn't be famous now if he hadn't placed the advert.</i> | |
| (no comma) | |
| Conditionals with <i>might</i> | |
| <i>If she hadn't been so impulsive, she might not have bought the cave.</i> | |
| <i>If she hadn't seen the advert, she might still be a lawyer.</i> | |
| imaginary past | possible effects |

Students' Book Tapescript

CD1, Track 3, Unit 1

PJ

Interviewer: PJ, you're only eighteen years old but you've wanted to compete in the Ironman race for a long time. Tell us about that.

PJ: Yeah, it's been my ambition since I was about thirteen.

Interviewer: What attracted you to the Ironman?

PJ: Well, I come from Hawaii, the home of the biggest Ironman event in the world, so I've known about it since I was a little kid. Plus my mum, Pamela, has competed in lots of Ironman events.

Interviewer: Wow! So your mother competes in Ironman events?

PJ: Yeah, I've been coming to events with her for years so of course she's inspired me a lot. And I just love the atmosphere, you know, when someone crosses the finishing line and everyone shouts 'you are an Ironman'.

Interviewer: Tell us about your training ... What do you do to prepare for a race?

PJ: Well, I've been swimming in competitions for a few years but right now I'm following a special training routine for the race. I guess I train for between ten and eighteen hours a week, but I don't do the same things every day. Today I've just done a twenty-five-kilometre run, but sometimes I do a hundred-kilometre bike ride ... or some days I do a combination of maybe swimming and cycling. Gradually I'm doing longer and longer distances ... as I'm getting fitter and fitter.

Interviewer: That's a really impressive training routine ... tell me, what motivates you and makes you so dedicated? How do you keep going, day after day?

PJ: I guess it's just something that I really, really want to do ... if I don't train, when the race day comes, I won't be able to do it. That's my motivation basically. I mean I kind of know I'm crazy ... but that's the way I am!

Amy

Interviewer: Amy, I know you play both the piano and the cello extremely well, so how long have you been playing?

Amy: I started when I was about six but I've been practising seriously since I was about nine or ten.

Interviewer: When you say practising seriously, what does that mean? How much practice do you do every day?

Amy: Well, actually I'm doing some important exams at school at the moment so I'm not practising so much but normally I practise for about four hours a day – two hours on the piano and two hours on the cello.

Interviewer: And you've been doing that since you were nine?

Amy: Yeah.

Interviewer: And is that after school, before school?

Amy: After school ... I come home from school and I practise for about four hours ... a bit more at the weekends.

Interviewer: What motivates you ... how do you keep on working that hard?

Amy: It's really challenging and that's what I like. I listen to really difficult pieces and I want to be able to play them. And I know I have to practise to do that ... when you can play them it's really satisfying.

Interviewer: I see.

Amy: And it's also a Korean thing – that's the way people respect you in Korean culture, if you're really good at something.

Interviewer: Have you ever got fed up, doing all that practice?

Amy: Sometimes, when I was younger and I wasn't allowed to go out ... I don't know ... to a friend's birthday party or something because I had to practise. That was very hard.

Interviewer: So do you plan to become a professional musician?

Amy: No actually, I want to study Maths. I see music as a hobby and now that I can play well, it's getting more interesting ...

Carolina

Interviewer: And now I'm speaking to Carolina Carrizo. Carolina, you've recently joined the Miss Venezuela School in Caracas. Schools for beauty queens don't exist in most countries so tell us what you do here.

Carolina: Well, as you know, we take beauty very seriously in Venezuela and Venezuelans have won a lot of competitions. At the school, you basically learn everything you need to win ... so we learn how to walk properly, we learn how to give interviews, if we don't speak good English then we learn English, we even learn about politics, so that we can talk about these things. And then of course we have to be in good shape so we spend three or four hours a day in the gym, working out. It's really strict ... like doing military service really, but without the uniforms!

Interviewer: You work out for four hours every day?

Carolina: Yeah, and sometimes ... if some part of us is not quite right, you know, we have to have a little operation.

Interviewer: You mean cosmetic surgery?

Carolina: Yeah, if they tell you that your nose looks too big or your knees are too fat, then that's what you do ... you don't really have much choice. You have to make sacrifices if you want to succeed.

Interviewer: So do you think the girls here have to cope with a lot of pressure?

Carolina: Well, yes, actually, I think so ... first of all we have to work very, very hard at the school – sometimes twelve or fourteen hours a day. And of course, it's very competitive because we know that not all the girls will succeed.

Interviewer: So what happens if you don't succeed, Carolina?

Carolina: Well I'm studying civil engineering at university here in Caracas – I'm taking a break for a year to do the Miss Venezuela thing so if I don't get through, I'll go back to my studies and concentrate on developing my mind instead of my body!

Interviewer: Sounds like a good plan, Carolina. Thanks for talking to us.

CD1, Track 9, Unit 1

1 A sports person I really admire is the tennis player, Venus Williams. She's been playing tennis since she was tiny I think and when she was a child she used to practise for hours and hours every day. She's been a professional player since she was really young and she's been a top player for years and years and she's won hundreds of tournaments. Everyone agrees that she's got incredible natural talent but even she says that she's not that hard-working. She likes to do other things as well as play tennis, like fashion design. That's really why I admire her. She's very, very talented but she seems to have a normal, healthy attitude to life and I think that's quite cool.

2 The actor I most admire is Heath Ledger. He died in 2008, when he was only twenty-eight. By then he had already won lots of awards, including one for *Brokeback Mountain* and most people agree that he was one of the most talented actors of his generation. He worked incredibly hard and when he was filming he liked to stay in character, to help him play the role better. He had been making *The Dark Knight* before his death and many people think he had become depressed because the character he was playing was so evil. I really admire his dedication to his work and I think it was absolutely tragic that he died so young, when he was so talented.

CD1, Track 11, Unit 1

Interviewer: I'm standing here on the coastline of Monterey Bay in California. It's a truly beautiful place but in August 2009, it was here that Ellen Kelman suffered a terrifying shark attack. She's here with me now. Ellen, what were you doing that morning when the shark attacked?

Ellen: I was just surfing as normal, I'm a pretty fanatical surfer and I always tried to do a couple of hours of surfing before going to college.

Interviewer: You were an experienced surfer, right?

Ellen: That's right. I'd been surfing since I was a baby! It sounds strange, but my daddy used to take me on his board with him when I was a baby! Surfing's in my blood!

Interviewer: And how was the sea that day?

Ellen: It was fantastic. The waves were huge, you know. Just perfect for surfing.

Interviewer: So what happened?

Ellen: Well, I was just paddling out to sea on my board, you know, when all of a sudden something hit me ... and I was kind of thrown ... I don't know, five metres into the air. You know, and I landed 'splash' back in the water. Fortunately, I was tied to my board so I quickly got back on. I think I was in shock.

Interviewer: Did you realise what had happened?

Ellen: I don't think so. Not at first. But then I saw this shark's fin and I knew. I mean, I really panicked.

Interviewer: So what did you do?

Ellen: Well, at first I just said 'Oh no! Oh no!' over and over. But then I thought 'I need to get back to shore'. So I started paddling real fast but then it hit me again ...

Interviewer: The shark hit you again?

Ellen: Yeah, and like this time it got me in its teeth, you know, it had my leg. Strangely, I couldn't feel any pain. I just kicked and kicked with my other leg.

Interviewer: And did the shark release you?

Ellen: Yes, it did. And I just kept on paddling. Paddled all the way back to shore and every moment I thought 'The shark's going to hit me again.'

Interviewer: But it didn't?

Ellen: No, it didn't.

Interviewer: And did you have any injuries?

Ellen: Well, yeah, I had a big cut down my leg and I was bleeding pretty bad but I called the paramedics, you know, fortunately I had my mobile phone with me and they were there in like, ten minutes.

Interviewer: So you've got a scar?

Ellen: Yeah, I've still got a scar. It's pretty impressive.

Interviewer: Amazingly, the shark attack hasn't stopped you going back in the water, has it?

Ellen: No, you know, I was back in the water in two weeks. Like I said, surfing is in my blood.

CD1, Track 12, Unit 1

Ikram: And that was Black Weekend with *Furious Girl*. And that's all we have time for.

Ella: Thanks to our producer, Jake, and thank you everyone for tuning in to Ikram and Ella's Student Special.

Ikram: Every Thursday evening from seven to nine.

Ella: The show with student news, student views, special guests and music.

Ikram: On Bright Lights Radio!

Jake: Okay, you are off-air! Great show, guys. Well done!

Ikram: Thanks. Did you like my jokes this week? I thought they were hilarious.

Ella: Were they jokes? Oh, I'm sorry, I didn't realise.

Jake: Guys, before you start arguing again, we have to choose a photo.

Ikram: Choose a photo?

Jake: Yes, for the advert for this show. Didn't you get my email?

Ikram: No. What did it say?

Ella: The radio station wants to put an advert for our show in a Brighton student magazine. Cool, huh?

Ikram: Yeah, that's brilliant!

Jake: But they want us to choose the photo for the advert. My email asked you to bring in some photos that we could use.

Ikram: You should text me, man. I don't always check my email.

Ella: It's okay, I've got a couple.

Jake: Great. Let's have a look at them.

Ella: Okay. They're in my bag. I printed them off from the internet ... so the idea was to put a strap-line on the photo, you know, a line that encourages people to listen to our show.

Ikram: Like 'Ikram and Ella's Student Special – the best radio show in the world!'

Ella: Er ... no, nothing as silly as that. I thought 'Ikram and Ella's Student Special, every Thursday from seven to nine on Bright Lights Radio. The coolest student radio show in Brighton!'

Ikram: Hmm, I think my idea was better.

Jake: Why don't you tell us about the photos, Ella?

Ella: Right, as you can see, these photos are related to the topic of music and having fun with music. What they have in common is the radio in the foreground of each photo. The photo on the right is black and white and it shows some teenage couples dancing. I think it's from the 1950s or 60s. It makes you think of the early days of pop music, The Beatles, and so on. In the other photo, two teenage girls are singing. They've got a big, old-fashioned stereo and it looks as though they are singing along with it. They seem very relaxed and they look like they're having a good time. So these photos illustrate two different ways of having fun with music. Which one do you think would be best?

CD1, Track 13, Unit 1

Ikram: Nice work, Ella. I like your photos. I think the best one is ...

Mr Douglas: Hi, guys. Great show tonight, Ikram, Ella. I really liked it. It was ... cool.

Ikram: Thanks, Mr Douglas.

Ella: Yes, thank you. Er ... did you want to talk to us?

Mr Douglas: No ... no ... I mean yes, yes. Absolutely. About this advert for your show in the student magazine. Have you found a suitable photo?

Ella: We've got three possible photos here. They're all related to enjoying music. What do you think of them?

Mr Douglas: Nice photos. Well, to my mind the one with the girls is better. It's more ... modern. But teenagers these days are so different from when I was young. Can you tell me ... how do modern teenagers have fun?

Ikram: Well, the way I see it, teenagers do the same things that they've always done. Maybe they use different technology – you know, mobiles and mp3 players – but they still hang out with their friends, listen to music, watch films, just like in the past. Don't forget that teenagers haven't changed. It's the world around them which has changed.

Mr Douglas: Right, right. Yes, of course. So ... what sort of advertisements do they like?

Ella: To my mind, teenagers like adverts that are funny and interesting, but not childish. You have to bear in mind that teenagers aren't children. They see a lot of adverts every day and if ours isn't interesting, they won't remember it.

Mr Douglas: Yes, I see, I see. So ... which of these photos do you think would appeal to teenagers?

Ikram: If you ask me, the black and white photo is the best. The main reason is, it's interesting and it's funny.

Ella: I agree. Teenagers see thousands of images every day and to my mind, this photo stands out. It's memorable. You don't often see old-fashioned black and white photos of teenagers. What do you think, Mr Douglas?

Mr Douglas: Well, in my opinion you're right. I think the black and white photo will appeal to teenagers, particularly if we say something like 'Ikram and Ella's Student Special. The coolest student radio show in Brighton', or something like that.

Ella: You know Mr Douglas, I think that's a brilliant idea.

CD1, Track 15, Unit 2

DJ: And now ... are you a boomerang kid? Have you left home, said goodbye to your parents then ended up going back to live with them again? Apparently, thanks to the economic situation, more and more of us are doing it. The latest figures show that a third of males aged twenty-one to twenty-five are still living with their parents. And Mum and Dad are not always too happy ... they're getting fed up ... in fact it's causing so much trouble that family psychologist Shirley Cormack is now helping stressed families to deal with the situation. Welcome to the programme, Shirley. Surely, in a lot of countries adult children live with their parents until they get married. Why is it a problem in our society?

Shirley: Well, often the parents haven't been expecting their kids to move home again. The parents probably left home permanently themselves at eighteen – they moved into a shared flat with other young people and that's what they expect their kids to do. As for the young people, they've been away at university and they've got used to living on their own and doing whatever they like, coming home when they want, eating when they want so they kind of expect that freedom to continue when they go back to live with Mum and Dad. But at the same time, their parents are still their parents and so they still expect mum to do the laundry and dad to help them out with money. They kind of want the best of both worlds.

DJ: I see, so what advice do you give families in this situation?

Shirley: Well, if they want to avoid rows and conflict, I think people need to communicate very clearly about the important issues. Parents need to set clear household rules – not leaving a mess in the kitchen, calling to say you'll be home late, whatever the important issues are. And I recommend that these rules are written down so that everyone knows exactly what's expected.

DJ: So, Shirley, you're saying families should have written rules, like school or something?!

Shirley: Yes, I am. I also think it should be absolutely clear that young people have to share adult chores and responsibilities. That means doing the laundry, taking their turn to do the weekly shop if they can drive, cooking a couple of meals a week for the family, that kind of thing.

DJ: And what about money? What are your views on that?

Shirley: Well, I think adult children should pay rent if they are staying in their parents' home. Young people shouldn't expect to live rent-free once they're adults – to me that's unacceptable.

DJ: Okay, Shirley. Well, let's turn to one of these 'boomerang kids' now. Listener Gemma Whitworth is on the phone. Hello, Gemma.

Gemma: Hello, Mike.

DJ: Thanks for calling, Gemma. Please, explain your situation and tell us, do you want the best of both worlds, as Shirley says?

Gemma: I don't think so, Mike, no. Basically, I finished uni about six months ago and now I'm doing a training course and I've moved back into my parents' house while I'm doing that.

DJ: And are you experiencing a lot of conflict, Gemma? Are you finding the situation difficult?

Gemma: No, not at all ... my parents and I get on fine – we enjoy each other's company. It's really nice having my mum there in the evening if I'm not going out – we have a chat and a laugh together ... I think she likes it too.

DJ: So you don't have written rules about what you should and shouldn't do?

Gemma: No, certainly not, I think if you treat each other with respect and you behave reasonably, you don't need written rules. I mean my mum and dad both work full-time so obviously I try and share the chores and responsibilities and you know, cook the meal some nights and stuff ... otherwise it's not fair, is it?

DJ: Well, thanks for that, Gemma ... so two very different points of view there but what do you think? Why don't you call or text us with your views and experiences? And now for some more music ...

CD1, Track 19, Unit 2

Dylan: So what can I tell you about me and Jennifer? Well, we met at secondary school so I suppose you could say we were high school sweethearts and we just sort of stayed together. We're really good together, you know, we share all the chores and we talk a lot and we still love each other and ... yeah, sure, she has some annoying habits. I mean, she always takes ages to get ready when we go out. That's really annoying sometimes. And she tends to nag me quite a lot but, you know, I just ignore it. It's just the way she is. Probably the worst thing is that she tends to make a drama out of the tiniest thing, like when her computer crashes – she panics. It drives me crazy! But apart from that, yeah, we're great. And she loves me big time ... why wouldn't she?

Jennifer: Dylan ... what can I tell you about Dylan? Well, we've been together for a couple of years now and to be honest with you, it's quite

tough at the moment. Oh, he's very sweet and everything and I do love him and he's great in a crisis, like when my computer crashes but ... well the problem is he just expects me to clear up after him all the time. You know, he just throws his dirty washing on the floor and thinks that I'm going to pick it up for him. It really gets on my nerves! We both work so I don't see why I should do the laundry all the time. And he's so forgetful. He always forgetting arrangements that we've made and he's constantly losing stuff like his keys or his wallet. That really winds me up! I'm a journalist so I work from home sometimes and when I'm working, he hangs around me and keeps asking questions when I'm trying to concentrate. 'Have you seen my wallet?' or 'Do you know where my keys are?' I mean, how should I know where he left them? Yeah, it's quite tough ... something has to change. I keep telling him that but he doesn't seem to take it in.

CD1, Track 23, Unit 2

Ikram: You know that I'm gorgeous/I'm telling you I'm flawless/I give you ...

Ella: Unbelievable! Absolutely unbelievable!

Ikram: What? What's unbelievable? My rapping? I know I'm good but ...

Ella: No, Ikram, this! The new hotel here, next to the beach huts.

Ikram: New hotel? What new hotel?

Ella: The one they're going to build here! It's a new ComfortBreak hotel and it's going to be six stories high.

Ikram: That's going to look ugly.

Ella: It's going to look awful. I really love these beach huts. I used to come here on holiday with my parents when I was a child.

Ikram: Maybe we should do a piece about it on the radio show. You know, get someone from ComfortBreak to come on the show and tell us why they're spoiling a beautiful place with a big, ugly hotel.

Ella: Good idea, Ikram! Really good idea. I'll give them a call when I get back. What's that number on the poster. I'll put it in my phone.

Ikram: 01273 58458. Give me a call later and tell me how you get on. I'll be over at Jake's working on a Science project.

Ella: Okay. I'll speak to you later.

Ikram: Catch you then. I can see your reaction/Gorgeous, gorgeous, I'm telling you I'm gorgeous ...

CD1, Track 24, Unit 2

Receptionist: Hello. ComfortBreak Hotels.

Ella: Hello. Could I speak to your PR manager, please?

Receptionist: Yes, of course. Who's calling, please?

Ella: My name is Ella Campbell. I'm calling from Bright Lights Radio.

Receptionist: And can I ask what your call is concerning?

Ella: Yes, I'm calling about the new hotel your company is building next to the beach huts in Brighton.

Receptionist: Okay. The PR manager is Mr Nash. I'll put you through.

Ella: Thank you.

Receptionist: Hold the line please ... I'm afraid Mr Nash is not available right now. Can I take a message?

Ella: Yes. Could you ask him to call me? It's quite urgent. We want to interview him on our radio show.

Receptionist: To be honest with you, Ms Campbell, the best way to get in touch with Mr Nash is to send him a letter.

Ella: A letter? Is it not possible to send him an email?

Receptionist: I'm afraid not. But he does reply to all letters.

Ella: Right, okay, well, thank you for your help. Goodbye. Hmm ... I think I'll call Ikram.

Ikram: Hello.

Ella: Hi, Ikram. It's Ella.

Ikram: Hi, Ella. Any luck with the interview for Thursday?

Ella: No. The person I need to speak to is Mr Nash, the PR manager. I need to send him a letter.

Ikram: A letter? Who sends letters these days? Hasn't he got an email address?

Ella: That's what I asked. Apparently a letter is the only way to get in touch with him.

Ikram: Oh well, I guess the best thing to do is to send him a letter then. Invite him on to the show and explain why we're asking him.

Ella: Yeah, I guess so. I'll do that tomorrow. Is Jake there?

Ikram: I think so. Hang on a minute, I'll pass you over to him ... Jake! Jake! ... I guess he's just popped out somewhere. What do you want to talk to him about?

Ella: I just wanted to ask about the advert for the radio show. Anyway, tell him to give me a ring when he gets a chance.

Ikram: Will do. See you later.

Ella: See you.

CD1, Track 25, Unit 2

1

A: Hello. Mr Conway's office.

B: Hello. Could I speak to Mr Conway, please?

A: Can I ask what your call is concerning?

B: Yes, I'm calling about the job vacancy.

A: OK, I'll see if he's in. Hold the line, please.

B: Thank you.

A: Hello. I'm afraid he's not available right now.

B: Could you ask him to call me? It's quite urgent.

2

A: Hi, Annie. It's Dave.

B: Hi, Dave. Do you want to talk to Mark?

A: Yes, please.

B: Hang on a minute, I'll see if he's in.

A: Thanks.

B: I think he's just popped out somewhere.

A: Oh, okay. Tell him to give me a ring.

B: Sure.

CD1, Track 27, Unit 2, Active study

Presenter: Today, we ask four people in their early twenties about their experience of leaving the family home. Is living on your own fun or a nightmare?

1

Speaker 1: I moved out as soon as I started university. I was delighted at first. I could do whatever I wanted: no nagging about chores, no one to tell me to be back at a certain time ... I had friends round every night. But then I noticed the flat was a mess, the sink was full of dirty dishes and eating sandwiches three times a day was getting pretty boring ... Since then, I've managed to get organised, I keep the flat more or less clean, I've learned to cook a bit, I don't party non-stop ... so ... well, I'm really pleased with my lifestyle now.

2

Speaker 2: I'm really, really glad to be independent. It's not very easy: I haven't got much money and I have to manage it carefully but it's my money ... I earn it and I decide how I spend it. Don't get me wrong, I love my parents and everything, I know they care about me ... but I don't want their advice on everything I do. It's important to take responsibility for your life. Mind you, I still have lunch at my parents every Sunday and I'm really thankful for that!

3

Speaker 3: It's really hard financially ... paying the rent, all the bills ... and the food is so expensive. I never even thought about any of that when I lived with my parents ... I just had nice meals put in front of me three times a day and all I had to do was get dishes into and out of the dishwasher ... I guess I didn't know when I was well off! But at some point you've got to start looking after yourself if you want to call yourself an adult. So no, I don't regret it.

4

Speaker 4: Some days I enjoy my independence very much: decorating my flat the way I like it, cooking for myself and my friends, having visitors at any time I like ... But some days it feels lonely and the flat is too quiet. You know, back home there were my parents, my two brothers, our baby sister, two dogs – there was always someone to talk to. So when I miss that, I just go and visit them and we have a great time together.

CD2, Track 1, Unit 3

1 sixty percent

sixteen percent

2 thirteen point three

thirty point three

3 thirty thousand

three hundred thousand

4 seventeen thousand five hundred

seventy thousand five hundred

5 one thousand, eight hundred and fifty-eight

one thousand, five hundred and eighty-five

6 one million

one billion

7 one trillion

one billion

8 one point five seven billion

one point seven five billion

CD2, Track 2, Unit 3

Man: For today's teenagers, it's difficult to imagine that just twenty years ago, if you wanted to call home from town, you had to find a phone box then queue to use it.

Woman: And if you wanted to stay in touch with a friend you met on holiday, you had to write a letter because no one had an email address. The first mobile phone network was set up in the US in 1983. Eleven years later, the internet became available to the public. Since then, the way we communicate has changed beyond recognition. The statistics are

truly staggering: today Nokia alone produce around a million new mobile phone handsets *every day* and between us we send 2.3 *trillion* texts around the world each day.

Woman: In the early days, it was mainly business people who carried mobiles but today even young children own them. Did you know the average age of a first time mobile phone owner in the UK is just eight.

Man: And a recent study of university students suggested that around sixteen percent of them suffered from 'mobile phone addiction'. They were constantly checking their mobiles and had a deep fear of being 'unreachable'.

Woman: Meanwhile, internet use has spread to almost every country on Earth. Seventy to eighty percent of web pages are in English, although that may soon change because a third of internet users around the world are now Chinese.

Man: And the way we use the internet has changed. Around a billion people world-wide have joined social networking sites in the last few years!

Woman: So what does the future hold in terms of communication technology? I went to talk to Stephen Lentz, the author of a new book called *Global Network*.

CD2, Track 3, Unit 3

Woman: So I'd like to welcome Stephen Lentz to the programme. Stephen is the author of *Global Network* and he's a communication technology guru. Welcome Stephen.

Stephen: Guru, well, err, I don't know about that but ... yes, well, thank you.

Woman: In the last two decades, Stephen, we've seen astonishing changes in the world of communication technology. What new technology do you expect to see in the next few years?

Stephen: Well, of course, it's very difficult to make predictions. Very difficult. No one predicted how popular text messaging would become, for example! But anyway, we can make some guesses, some educated guesses. We already have the technology to produce cheap, wind-up laptops and I think these will be very important

Woman: Wind-up laptops?

Stephen: Yes, you know, if there's no electricity where you are, then you just turn the handle to wind up the battery. They'll revolutionise life for millions of people. Millions of Africans will be able to communicate with the rest of the world through the internet.

Woman: That's a fantastic development. And what about in the developed world? What changes do you expect to see there?

Stephen: Well, let me see, well, I think in the developed world, flexible screens will be big, I mean, umm, they'll be a big trend in the near future. I think mobile phones will have flexible screens that you can fold up and put in your pocket.

Woman: So that means mobiles will have much bigger screens!

Stephen: Exactly! You'll be able to read a book or watch a film, much more comfortably.

Woman: What about 3D technology. How will that change our lives?

Stephen: Well of course if you go to the cinema now, you can often see a film in 3D. And that technology is coming to our homes. You can already buy 3D TVs. But they're expensive and you have to wear glasses, which is a bit annoying so we'll have to wait and see if that's what people really want. But I think that internet-enabled televisions are going to be very popular.

Woman: How do they work?

Stephen: Well they're TVs which are connected to the internet so you can watch everything that's on the internet on your TV. You know, videos of your friends doing tricks on their skateboard ... all that kind of stuff.

Woman: I see ...

CD2, Track 9, Unit 3

1

Alex: Hi, Dan!

Dan: Alright, Alex. Wassup?

Alex: Oh, I'm shattered actually. Do you want to grab a coffee?

Dan: Nice idea but no time, I'm afraid. I have to be home in ten minutes to help my mum paint the living room. If I'm late she'll blow her top.

Alex: Nightmare! Never mind. Maybe tomorrow?

Dan: Yeah, good idea.

Alex: Why don't you come over to mine about five o'clock?

Dan: Okay, cool. See you then.

2

Greg: Hey, Dan. What's good?

Dan: Hi, Greg! Wassup?

Greg: Saw you talking to Alex this morning. I think you fancy her, don't you?

Dan: Don't be stupid, mate. She's just a friend.

Greg: Okay, okay, chill out mate ... She is fit though.

Dan: If you fancy her then why don't you ask her out?

Greg: Do you think she'd say yes?

Dan: No ... but go for it anyway.

Greg: Thanks, mate.

3

Dan: Hello, Mr Banks. Is Alex in?

Mr Banks: Maybe. Who are you?

Dan: I'm Dan, a friend of Alex's.

Mr Banks: A friend, eh? What do you want with my daughter?

Dan: Er ... nothing, I just ... I just wanted to ...

Alex: Dad! Stop messing around!

Mr Banks: Don't worry, Dan. I'm only joking. Come in.

Alex: Sorry, Dan. My dad is really into practical jokes.

Dan: Oh, okay. Thanks. Er ... is that your red car outside, Mr Banks?

Mr Banks: Yes, it is. Why do you ask?

Dan: Well, I think someone is trying to steal it.

Mr Banks: What? Who? Who's trying to steal my car?

Alex: Is someone really trying to nick it?

Dan: No, I was only joking!

Alex: Alex, you're a nightmare! Come on, let's go and grab a coffee before he gets back!

CD2, Track 11, Unit 3, Real Time

Ella: And now it's time for our special guest interview with Danny Prince, rapper, actor, record producer and of course, local Brighton boy.

Ikram: The bad news is: he isn't actually here in the studio to take your questions. Danny is very busy promoting his new album and performing sell-out concerts.

Ella: However, he did agree to give us an interview at his mother's house here in Brighton. I went to see him yesterday afternoon.

Ikram: And unfortunately, we haven't had time to edit the interview because Jake, our producer, was ill today.

Ella: Danny. It's a real privilege to meet you. You're one of my favourite rappers.

Danny: Thank you, thank you.

Ella: And you're playing a sell-out concert in Brighton tonight. How does that feel?

Danny: Yeah, it's great. It's really great. This is my home town, you know, so ...

Danny's mother: Would you like a cup of tea, Danny?

Danny: Not now, Mum. I'm giving an interview.

Danny's mother: Oh, I'm sorry. I'll keep quiet.

Ella: Now, Danny, there's been a lot of discussion in the newspapers recently about violent lyrics in rap music. People have been saying that rap is obsessed with guns and violence.

Danny: Yeah, you know, this is something I really want to talk about because ...

Danny's mother: Would you like a cup of tea, dear?

Ella: Oh, yes, thank you.

Danny: I feel really strongly about this because ...

Danny's mother: Milk and sugar?

Danny: Mum! Please!

Danny's mother: Sorry, dear. I keep forgetting.

Ella: Go ahead, Danny. What do you think about rap music. Is it too violent?

Danny: Okay, I'd like to talk about violent lyrics in rap. Rap began on the streets of New York and it has been around for more than thirty years now. These days it is totally mainstream. Now, some people say that it glorifies violence. Some people even say that rap music should be banned. Well, in my opinion, rap is a good thing. Society should encourage rappers and rap music and not try to ban it. Let me explain why. First of all, rap isn't all about violence. That's a stereotype. It's about life. Life is sometimes good and sometimes bad. It's sometimes violent too but that's just a part of life and it's just a part of rap. There's a lot more. Take these lyrics by DJ Hi-Tone, for example.

I've got a high definition, high-speed laptop,

I've got a huge collection of rap and hip-hop.

I've got a touch-screen mobile phone with video too,

But what I really want, really want, really want, is you.

Now let me ask you: is that violent? No, of course not. Should it be banned? No, of course not.

Secondly, rap is more than music. It's a kind of poetry. It's story-telling. It's creative and imaginative. Rappers are modern poets. They rap about life and the things that they see. They're the same as the famous poets and writers like Shakespeare 400 years ago or Wordsworth 200 years ago. They were writing about life, too.

Lastly and this is really important, rap is entertainment and entertainment is often violent. To my mind, it's exactly the same as Hollywood action films. They have guns and violence but people don't complain about them

in the same way that they complain about rap. Rap is entertainment. It's words and language and don't forget, words about violence aren't violence. They don't hurt anybody.

So to sum up, it's clear to me that we shouldn't ban rap. And let me finish by saying something to all those people who criticise rap: if you don't like it, don't listen to it!

Danny's mother: Would you like a biscuit, dear?

Ella: Oh, no thank you.

Danny: Mum! I'm trying to do an interview here!

CD2, Track 13, Unit 3, Real Time

Ella: Really interesting point of view Danny. Thanks for sharing that with us. Can I ask you some questions?

Danny: Sure. Go ahead.

Ella: Why did you mention Shakespeare? He didn't write rap music!

Danny: The point I'm trying to make is that Shakespeare was writing about life, just like rappers do. I love Shakespeare – he's my favourite writer.

'A fool thinks himself to be wise, but a wise man knows himself to be a fool.'

That's my favourite Shakespeare quote. It's so true, so poetic. I try to write about life in the same way. All rappers do. We're not as good as Shakespeare but we're trying to do the same thing.

Ella: I didn't quite understand why you compared rap to Hollywood action films. What was your point about rap and film?

Danny: Okay, well, my argument is that rap is the same as Hollywood action films. It's entertainment. When we see violence in a film, we don't talk about banning all films. But when some people hear violence in a rap song, they talk about banning rap. What's the difference? To my mind, we shouldn't ban art. When we ban something, we make it more popular.

Ella: So, why do you think that rap is so controversial?

Danny: That's a good question. I think that a lot of people don't understand rap music. They don't understand what rappers are trying to do. It makes them afraid and when people are afraid and they don't understand something, they usually attack it.

Ella: Danny Prince, rapper, actor, producer and local Brighton boy, thank you very much for giving us an interview on the Ikram and Ella Student Special.

Danny: You're very welcome. My pleasure. My pleasure.

Danny's mother: Would you like a cup of tea now, Danny?

CD2, Track 14, Unit 4

Presenter: When I was young, schools used to teach students the basics: how to read, how to write, how to do Maths and so on. But things are very different these days and now a new subject has appeared on the curriculum: how to be happy. Some American universities have been running courses like this for some time – the subject is often called 'Happiness and well-being'. Now one head teacher has decided to bring the idea to a British school. Anthony Seldon, the headmaster of Wellington College, a famous private school near London, is planning to run a ten-week course in happiness and well-being for all pupils aged between fourteen and sixteen at his school. This is Dr Seldon speaking recently at a conference:

Anthony: The most important objective for any school is to teach its students how to live and how to relate to the world around them. Teachers, like parents, want the children in their care to be mentally and physically healthy, and that is what teaching happiness and well-being is all about. I believe we should teach it in every school.

CD2, Track 15, Unit 4

Presenter: So how can teachers help students to be happy? In my day, if our teachers wanted to make us happy they would tell us there was no homework, or bring us cakes at the end of term. But the subject of happiness and well-being is a lot more scientific. Lessons teach skills like 'thinking positively'. Apparently we can all teach ourselves to look at our experiences in a more positive way and this really affects how happy we feel. Another topic is 'being thankful'. In this lesson students make lists of all the things they feel grateful for. Scientists claim that doing this regularly stops us thinking about the negative things in our lives. In another session, students think about their own individual strengths as a person. Research shows that people who know what they are good at feel better about themselves. And another lesson focuses on the importance of 'wishing other people well'. Several studies have shown that people who help and support others are happier people themselves.

CD2, Track 16, Unit 4

Presenter: Teachers all over the country are following the project carefully, to see how successful it is. So what do pupils at Kingswood School in North London think about the idea of happiness and well-being lessons? I went to find out. First of all Jade, what do you think?

Jade: Well, I personally think some people are naturally happy and some people are born miserable, you've just got to look at the people you know, haven't you? I mean if we had lessons like that at this school, I'd be

interested. But to be honest, I don't really think you can learn how to be happy at school.

Presenter: What about you, Marcus?

Marcus: I don't think you can teach people to be happy, not in a lesson at school. I mean if things are difficult at home or you've got problems with bullying, 'happiness lessons' aren't going to change those things, are they?

Presenter: And you, Nikita?

Nikita: I think it sounds really interesting – more fun than Maths – I would give it a try definitely. Yeah – I think we should try it out at our school.

CD 2, Track 19, Unit 4

Amy: Omar seems highly motivated and might be a good journalist but he's also a bit unrealistic. Almost everyone has to do at least three years with a local newspaper, sometimes more. Omar will still be studying at twenty but he'll have got some valuable experience with the school newspaper. IT skills are really important so he needs to work on those. By the time he's twenty-five, he'll probably have applied for jobs with a national newspaper but he'll be lucky if he's actually working for one. He'll probably still be working with the local paper. This isn't bad. Local papers can be interesting too. When he starts working for a national, he might find it difficult. He'll have to do things like interview people who've recently lost a family member. Not easy.

Trevor: Joanna should be able to achieve her plans. She'll have got a couple of years' experience by the time she's twenty and if she's good, she'll possibly even be working as a manager by that time. By the time she's twenty-five, she'll probably be thinking about changing careers. Being a travel rep is a young person's game and by twenty-five you're getting old. You need to know what career you want to go into afterwards.

CD2, Track 21, Unit 4, Real Time

Mr Douglas: So, take a seat, Mary.

Mary: Thank you.

Mr Douglas: I hope this cafe is okay for a job interview. My office is rather, you know, rather small for so many people!

Mary: It's fine, Mr Douglas. Really. And thanks for the coffee.

Mr Douglas: Oh, you're welcome. Right, introductions. This is Ikram and this is Ella. You might have heard their show – it's the Ikram ...

Mary: ... and Ella Student Special every Thursday evening from seven to nine. Absolutely! I love your show. It's really nice to meet you.

Ikram: Hey, that's great.

Ella: Thank you.

Ikram: As far as I'm concerned, she can have the job!

Mr Douglas: Oh, not so fast! I think we need to ask a few questions first. ... Er ... well ... Ella, have you got any questions for Mary?

Ella: Sure. So, Mary, why do you want to be a DJ?

Mary: Well I've always loved music and I love talking to people so being a DJ is the perfect job for me. And when I worked for Brighton Hospital Radio, I really found that to be true. I loved working there.

Ella: What do you mean when you say 'I loved working there'? I thought you were still working there now.

Mary: Well, to be honest with you, I've only done a few shows there.

Mr Douglas: Sorry, I'm not with you. Just a few radio shows?

Mary: You see, my friend does a show for Brighton Hospital Radio every week, but recently he's been really busy so I've done the shows for him. But now he's doing the shows again.

Ella: So basically you're saying that you don't have much experience.

Mary: No, that wasn't what I meant. What I meant was that I haven't done a lot of radio shows, but I'm a natural DJ and I think I could help to make Bright Lights Radio very successful.

Ikram: OK. Another question. What are your strengths?

Mary: Oh, generally speaking I think my enthusiasm and my passion for music and people. I think that comes across in my radio shows.

Ikram: OK, so what are your weaknesses?

Mary: Oh no! Well, I think my friends would say that I love the sound of my own voice too much. I mean, I don't talk all the time when I'm interviewing a guest on the radio. What I'm trying to say is, I know how to keep quiet when I need to keep quiet.

Ella: I know, it's difficult to keep quiet sometimes. Tell me, Mary, what do you hope to be doing in five years' time?

Mary: Oh, you know, on the whole I don't think about the future very much. I try to focus on the present. But, ... I guess I hope that I'm doing a big show with lots of listeners, for instance the breakfast show or the drive time show in the evening.

Ikram: Or, the Ikram, Ella and Mary Student Special?

Mary: Or that, yes.

Mr Douglas: OK, I think I have a question for you, Mary. Now, er ... what was my question?

CD2, Track 28, Unit 5

Caitlin: Are we recording? Okay. Hi! I'm Caitlin Jones and I'm here on the tour bus with top new band Thirteen. The lead singer Alex Wells is sitting

here with me. Alex, it's been an incredible year for you. This time last year you were studying for your A-levels in school. Now you've released an album, it went to number one, you've had two number one singles and now you're on a world tour. That's an amazing amount of success!

Alex: Yeah, I guess so. It's a bit hard to believe really.

Caitlin: I bet. So, tell me, what reason did you have for calling yourselves Thirteen? I mean, there are only four of you in the band.

Alex: Well, it was a joke really. Thirteen is an unlucky number and Braxton, the drummer, he's a bit superstitious ...

Braxton: No, I'm not.

Alex: Don't listen to him. Anyway, we just chose it to annoy Braxton really.

Braxton: Cheers, Alex.

Alex: Don't mention it.

Caitlin: So how exactly does it feel to be a pop star?

Alex: Oh, I don't know really. Sometimes I wake up in the middle of the night and I think I'm dreaming ... but then I remember it's all real.

Caitlin: I bet that feels good.

Alex: Yeah ... kind of ...

Caitlin: Don't you like being rich and famous?

Alex: Well I'm not really rich ... or famous, I mean there are hundreds of pop stars, probably thousands. But it's nice to have a bit of fame, sometimes. Like when we're playing a gig and the fans are cheering or when we're making music in the studio – then it's great. But sometimes it's just a bit ... frustrating. Like when someone else tells you what clothes you have to wear.

Caitlin: Don't you choose your own clothes?

Alex: No, the stylist does. She chooses all our clothes for concerts and photo shoots. I find that a bit difficult.

Caitlin: Umm. What else frustrates you?

Alex: Erm, well like today, when you spend hours just doing nothing.

Caitlin: So when you're on tour, who do you normally hang out with?

Alex: Journalists like you who want to do interviews! And the rest of the band of course. Though I try to avoid Braxton!

Braxton: Oi!

Alex: Only joking. Don't get me wrong. We're really lucky to be in this position. But it's not all brilliant.

Caitlin: Can you remind us how it all started?

Alex: Well, about a year ago we were playing really small venues with about four people and a dog in them. But then we posted some songs on the internet. You know, we've got a website and a blog and a networking profile and stuff ... and we started to get a lot of hits. It was like, a bit of a surprise really. We had thousands of fans before we'd even made an album. Then the manager of a record label heard our stuff and ... well the rest is just history really.

Braxton: Oi, Alex. Come on, we're here. Time to go.

Alex: Sorry, we're on stage in a couple of hours. Got to go and set up and do a sound check and stuff. Catch me after the gig ...

CD2, Track 29, Unit 5

Caitlin: I'm in the dressing room now after the concert. Alex is here with me again. Alex – excellent concert – really amazing.

Alex: Thanks. Yeah, it was a good one.

Caitlin: I can still hear the crowd.

Alex: Noisy, aren't they. Braxton, can you close the door?

Braxton: Close it yourself.

Alex: Oh, OK.

Caitlin: So can you tell us what you plan to do next?

Alex: I'm going back home tonight then on to Manchester tomorrow.

Caitlin: Tell us where your home is. Is it a luxury flat in London? A mansion in the countryside?

Alex: Er ... it's my parents' house in Sheffield actually.

Caitlin: Really? Don't you have a place of your own?

Alex: The thing most people forget is that when you're in a band, there's no time to find a place to live. I mean, I'd love one but even if I had one, I wouldn't be there much. We're always on the road. I don't even have time to hang out with my friends.

Caitlin: How frequently do you see your old friends?

Alex: Every couple of months or so. Depends, really. Some friends I haven't seen for over a year. Maybe I won't see them again. You learn who your real friends are when you're a pop star. You see you're always busy doing something or other: publicity shoots, signing autographs, rehearsing, ...

Caitlin: Doing interviews?

Alex: Exactly!

Caitlin: What about when you're not working – what kind of music do you listen to?

Alex: Oh me, I listen to anything, if it's good ... I've got really wide musical tastes.

Caitlin: Okay, and what advice would you have for pop star wannabes?

Alex: Ask yourself why you want to be a pop star. Is it because you want to play music or because you want to be famous? If it's the first, then that's okay but if it's the second, then ... well then you've got the wrong idea.

Caitlin: Excellent advice. Final question – do you know when the world tour starts?

Alex: We're not sure yet. Sorry, I'm in a bit of a rush. I wonder when the next train to Sheffield is ...

CD2, Track 35, Unit 5

Ikram: You're listening to Ikram and Ella's Student Special on Bright Lights Radio, and that was Thirteen with their new single, *Daddy's Girl*.

Ella: They've just released a new album, you know, and they're on a world tour.

Ikram: Hmm ... not really my cup of tea to be honest.

Ella: Oh, I quite like them. But of course we never agree on anything. Anyway, now, it's time for Face the facts, the part of the show where we give you some surprising statistics about local Brighton issues.

Ikram: This week we're looking at public art in Brighton. Compared to most cities, Brighton has a lot of public art and surveys show that most people really like that. So we chose three well-known works and asked: which one do you like best?

Ella: If you're online right now, take a look at the three works on the Bright Lights Radio website. They are The Wave, Graff Jam Wall and The Brighton Doughnut.

Ikram: First we did an online survey of our listeners, then we asked the same question to artists living in Brighton.

Ella: And these are the results of our online survey ... About three-quarters of listeners voted for ... the Wave. Yes, three-quarters of people thought that the Wave was the best.

Ikram: In contrast, only five percent of people chose the Brighton Doughnut. That sculpture, as you know, was a gift to the people of Brighton from the Mayor of Naples in Italy.

Ella: It is quite a controversial landmark. Some people love it and others hate it.

Ikram: Which means that only one in five listeners think that the Graff Jam is best. That's a shame because it's my personal favourite.

Ella: How disappointing for you, Ikram!

Ikram: That's right. I love the graffiti wall – it's a really unique and impressive work. So what about the artists? What did they think? Well, interestingly, almost two-thirds of artists agreed with me and voted for the graffiti wall.

Ella: Again, a tiny minority, less than five percent, chose the Brighton Doughnut. It seems that the doughnut is just not popular with artists either.

Ikram: And one in three of them voted for the Wave. So the statistics prove that I'm right and Graffiti Wall is the best public work of art in Brighton.

Ella: Hmm, not sure I agree with you there, Ikram. What the statistics show is that our listeners and local artists have a different opinion.

Ikram: Well, as you say, we never agree on anything, Ella! Time for some more music ...

CD2, Track 36, Unit 5

Ella: ... so we'll see you same time, same place next week.

Ikram: The Ikram and Ella Student Special on Bright Lights Radio.

Jake: And you're off air. Nice show, guys.

Ella: Thanks, Jake.

Jake: I particularly liked the piece about public art. I think perhaps we should do a regular arts spot on the show.

Ikram: A regular arts spot? What do you mean?

Jake: You know. A regular piece on the arts with news and information about what's on in Brighton. All from the student perspective, of course.

Ella: Hmm, I'm not sure. What do you think, Ikram?

Ikram: I'm not sure, either. I don't think students are really interested in the arts, you know. Not in the theatre and art galleries anyway.

Jake: I thought you might say that. I've got some interesting information here that I printed off from the internet.

Ella: Alright, tell us about it Jake but be quick because I'm going out this evening.

Jake: Okay, well, this information is related to the topic of students and the arts. The graph shows how many students have been to the theatre recently. As you can see, numbers have risen steadily over the last four years. In fact, they've more than doubled. This year, about a third of students say that they have been to the theatre recently. This shows that the theatre is popular with students.

What about art galleries and museums? The bar chart shows that more and more teens are going. In contrast, there has been a dramatic fall in the number of adults going to galleries and museums. In fact, it has roughly halved while number of senior citizens has stayed pretty much the same. So, what the information proves is that more and more teens are interested in the arts and it's a trend that's likely to continue.

Ella: Interesting! Okay, I'm convinced.

Ikram: Yeah, okay, me too. So what are we going to talk about on this arts slot then, Jake?

Jake: Well, I thought we could start with the fashion exhibition in the

CD3, Track 2, Unit 6

Presenter: Welcome to Student Cookery Challenge. This week our two contestants have to buy and cook all their food for a whole week on a budget of just £25. And, they can't just live on pizza and chips – their meals have to be nutritious and well-balanced. So first Claudia, you won last week's challenge. Are you feeling confident this week?

Claudia: Yes, I think so. I've won it once so I can win it again, right!

Presenter: And what's your strategy going to be, Claudia?

Claudia: I'm going to go shopping each day for the special offers in the supermarket. If I can get special offers every day I should stay on budget.

Presenter: What about you Ed? You've never cooked before. What's your strategy going to be?

Ed: I think I'm going to plan my menus for the week, and then do one big shop. I'll make a list and buy it all in one go.

Presenter: Well, best of luck. I'll be checking on you each day to see how you are doing, and at the end of the week our nutrition expert will tell us how healthy your diet was and we'll find out who the winner is!

CD3, Track 3, Unit 6

Presenter: So it's day three and I'm visiting Ed to see how he's getting on. Now Ed, you're cooking something, what exactly is it?

Ed: It's a recipe I got from the internet. There are loads of recipes on the net and videos to show you how to do stuff. I've tried out quite a lot of them actually. Anyway, this one's really easy. You just need a couple of tins of tuna, an aubergine, a bit of curry powder and some rice.

Presenter: Wow! So did you spend all your money at the supermarket?

Ed: I spent a lot of it. I've still got a couple of pounds left.

Presenter: What did you buy?

Ed: Well, I bought plenty of vegetables because, you know, that's good for you, and quite a lot of fruit... but I bought very little meat because it's so expensive. But I read on the internet that there's protein in things like beans and nuts and other stuff, so I've got some of those instead.

Presenter: So let's try some of this rice dish. Oh! Oh! How much curry powder did you put in here, Ed? I like spicy food but ... this is burning my mouth!

Ed: I just followed the recipe. It said add a tablespoon of chilli.

Presenter: Let me see the recipe. Ed! It says a teaspoon, not a tablespoon.

Ed: Oh ... that must be why it's so hot!

Presenter: It's day five and I'm here with Claudia to see what she's cooking.

Claudia: I'm making drumsticks with two blueberry muffins.

Presenter: Chicken drumsticks with muffins? That's a bit unusual, isn't it?

Claudia: Well, the muffins were on special offer so I bought a few packs of those and, well, I just fancied a bit of meat so I bought the drumsticks.

Presenter: And what else have you cooked so far?

Claudia: Last night I had a beef curry ready meal and a muffin, oh and I had loads of prawns because they were all on special offer.

Presenter: Are you eating any fruit and veg?

Claudia: Not a great deal. The trouble is there are very few special offers on fruit and veg ... so they can be quite expensive.

Presenter: And are you running out of money?

Claudia: Well, yes, actually. I've only got £1.50 to last me two more days. I think I'm going to be hungry. Oh, my chicken drumsticks are ready. Would you like one?

Presenter: Er, no thank you.

CD3, Track 4, Unit 6

Presenter: So now the challenge is over, you've both survived, but how well did you do? Our nutrition expert, Simon Walder, is going to give you his verdict. Simon, how did Ed do?

Simon: Ed did really well. At the start of the week he planned out his meals and bought all his food at the supermarket. He ate plenty of fresh food and in fact he spent hardly any money on packaged food. He bought very few sweet things like cakes. Another good thing, there was very little salt in his diet. A little salt is okay but the problem these days is that there's loads of added salt in processed food.

Presenter: Well that all sounds really positive. What about Claudia?

Simon: Unfortunately, Claudia didn't do so well. Claudia decided to go shopping every day and buy special offers. Unfortunately a large number of special offers in supermarkets are on ready meals, and so on, so unfortunately she ended up eating a great deal of processed food. She did eat a bit of fruit during the week but there were hardly any fresh vegetables in her diet, and she ate quite a lot of cakes and sweet things!

Presenter: So, pretty clear who this week's winner is then?

Simon: Absolutely. The winner is ... Ed!

Presenter: Congratulations, Ed. You go through to the next challenge!

CD3, Track 6, Unit 6

1 I probably eat haggis about three or four times a year but that's because I work in a restaurant where haggis is served. I think most Scots eat it less often than that. I think it's really lovely and it's quite good for you too. It's very rich with a strong flavour, because it's boiled for a long time – usually eat it with mashed potatoes, turnips and tomato ketchup! Some people think it's disgusting, because it's made from the sheep's liver, heart and lungs. But those people should think about the average hot dog and what goes into that!

2 Yeah, I had kangaroo meat several times when I was travelling in Australia last year. I usually like any kind of meat so I thought I should give it a try, and yeah, I really liked it. It's got quite a strong flavour, stronger than beef or lamb, ... quite a rich sort of taste, but it's very tender, and very lean ... there's no fat on it, so I guess it's pretty healthy. Someone told me it's really high in protein, too. I tried it as like a steak, which was fried and served with chips, and I also had it grilled on the barbeque. Someone told me it's really nice in curry too ... but I didn't try that.

3 A few years ago I was travelling around in Sardinia and I was in this little restaurant in a village and they got out this amazing cheese – maggots in it! It had live maggots in it! Some old guys were eating it, and they offered me some ... they said it was really delicious, but I didn't have the nerve to try it! It looked kind of soft and runny and it had an incredibly strong smell. Apparently, it's got a really, really strong flavour that almost burns your mouth. Perhaps I should have been braver and tried it!

CD 3, Track 8, Unit 6

1 Australia Day commemorates the day when the British first landed in Australia.

2 They landed at Sydney Cove where the modern city of Sydney is situated.

3 Australia Day is on 26 of January, which is a public holiday in Australia.

4 Australians often celebrate Australia Day with a barbeque, which usually take place on a beach or near a swimming pool.

5 A lot of people also go to big cities like Sydney, where there are fantastic fireworks displays.

CD3, Track 11, Unit 6

Ella: ... and of course our usual mix of student news, student views, and special guests.

Ikram: All on Bright Lights Radio. But first, you'll never guess what happened to me last weekend, Ella. I had a terrible weekend and a fabulous weekend at the same.

Ella: Really? Why? What happened to you?

Ikram: Well, it all started on the train to London last Friday. I was on my way to the Student Travel Show – it's a big exhibition that happens every year. You see, I want to take a year off before I go to university. I want to go travelling but I can't decide what to do. Should I go backpacking around Australia? Should I do voluntary work in Africa? Or should I do something else entirely? So I decided to find out about my options at the Student Travel Show. Anyway, while I was on the train, the ticket inspector asked for my ticket and I realised that I'd lost it.

Ella: Oh no!

Ikram: I've no idea how it happened. I guess I must have dropped it somewhere. Unfortunately the inspector wasn't very sympathetic. He fined me and I had to buy a new ticket!

Ella: What a nightmare! How much did all that cost?

Ikram: The fine was £30 and the new ticket was £20. But it got worse. When I got to the hotel, they told me that they were full and that they didn't have a record of my reservation.

Ella: Oh no! You must have been furious!

Ikram: Well, I definitely wasn't pleased. But I was in the right so I stood my ground. I told them that they had to find me a room. It turned out that there was one room available – the luxury suite on the top floor. In the end they gave me that!

Ella: Wow! What a story! I think you should write it up on the Bright Lights blog.

Ikram: I think you're right. In the meantime, let's have some music.

Ella: Good idea. This is The New Sound Collective and their current single *Help me!*

CD3, Track 12, Unit 6

On the train

Inspector: Tickets, please. Tickets, please. Thank you. Can I see your ticket, please, sir?

Ikram: Hold on a minute ... I've got a ticket somewhere ... I bought it in Brighton Station ... er ...

Inspector: You must have a valid ticket when you board the train, sir.

Ikram: I understand that but I had a valid ticket. I just can't find it. Please believe me, I never travel without a ticket. I'm not that kind of person.

Inspector: I'm sorry, sir, but there's nothing I can do. If you don't have a valid ticket with you, the fine is £30 and you'll need to purchase a new ticket to travel to London. That's £20.

Ikram: What if I show you the receipt. That proves that I bought a ticket at Brighton station, doesn't it?

Inspector: I'm afraid not, sir. The rules are the rules.

Ikram: Is there anything I can do to resolve this?

Inspector: I'm afraid not, sir. If you can't pay the fine, I have to call the police.

Ikram: Okay, okay. I'll buy a new ticket. But do I really have to pay the fine? I'm just a student and I don't have much money.

Inspector: Sorry, sir. You have to pay the fine as well. That's fifty-five pounds altogether ...

At the hotel

Receptionist: Good evening, sir.

Ikram: Good evening. My name's Ikram Kahn, I've got a reservation.

Receptionist: I'll just have a look. I'm sorry, sir. We don't seem to have a record of your reservation. When did you book your room?

Ikram: Last week. I booked it online.

Receptionist: Well, I do apologise but something seems to have gone wrong.

Ikram: Well, can you just give me a room anyway?

Receptionist: We don't have any standard rooms free, sir. Only luxury rooms. They're £350 per night.

Ikram: £350! But the room I booked was £60.

Receptionist: I'm sorry, sir, our standard rooms are all fully booked.

Ikram: So the problem is that you don't have a room for me. Is that right?

Receptionist: That's right, sir.

Ikram: So what do you suggest?

Receptionist: Well, I suppose you could try another hotel in the area.

Ikram: I'm sorry but I don't think that's fair. I made a reservation. I have an email from you to prove it.

Receptionist: I really apologise, sir. There must have been a problem with the computer.

Ikram: Can I make a suggestion? Why don't you offer me the luxury room for the standard room price? After all, it's this hotel that made the mistake so this hotel should find a solution.

Receptionist: Well, I'm not sure, sir. I'll have a word with my manager. Okay, sir. My manager says that is fine.

Ikram: Great. Thank you for sorting this out.

Receptionist: You're welcome, sir. Can I ... ?

CD3, Track 13, Unit 6

Presenter: Welcome to Travel Stories. My guest this time is Chris, who's travelled around a significant bit of the world as a couch surfer, staying in the homes of other couch surfing members. So, Chris, which countries have you been able to visit in this way?

Chris: Erm ... Well, quite a few places in France, when I studied there; then there's Belgium, Germany, Macedonia, Serbia, Greece, Turkey; and in the north of Europe: Lithuania, Latvia, Estonia and Finland. The furthest east I've been so far was Iran, but next winter I'm hoping to get to India.

Presenter: What do you like most about couch surfing?

Chris: Well, I'm happy I can visit places like Paris, Berlin or Helsinki where otherwise I wouldn't be able to afford the accommodation. But it's not just about saving money. Meeting people is more important to me. When I search the website for someone to stay with, I always look for people who seem interesting – and generally I find them. I enjoy conversations with other couch surfers, exchanging travel experiences, cooking together. Also, thanks to suggestions from my hosts I get to see places I'd never discover on my own. It's also fun meeting someone on the road and discovering they're a couch surfer, too!

Presenter: So tell us more about some of the people you've met.

Chris: There have been so many ... but let me tell you about Mathieu, who's actually become a close friend. A few years back, I was travelling through Paris. I found the profile of a guy my age who, like me, was into films, not only watching them, but also making them. He agreed to host me, even though he was very busy at the time. He was about to leave for Norway, to shoot a documentary in the far North. So we only spent about half an hour together then. Later he came to visit me and showed me that film. I showed him one of mine, and ... well, we've been friends ever since. Recently we hitchhiked from Sarajevo to Athens together.

Presenter: Is there anything you dislike about couch surfing?

Chris: Not really ... Well, I don't like it when people treat it just as free accommodation and don't care who they're staying with. Occasionally I've had guests or hosts with whom I had nothing to talk about, but it's not a big problem as long as you treat each other with respect. And I'm not keen on big meetings of couch surfers, which are sometimes held in my city; but nobody forces me to go, do they?

Presenter: So what was your best couch surfing experience?

Chris: That's a hard one. But perhaps Iran. It was in Iran I experienced the most incredible hospitality. I stayed with a guy my age, Reza. His father called me 'son', his mother kept cooking delicious food, and Reza himself was a bit of a problem, because whenever we went out, he insisted on paying for absolutely everything. I almost had to fight with him over it ...

seriously. It was a traditional Muslim home, so I didn't meet Reza's sister for the first few days, but before meeting me she gave me a gift through her brother: a book of Persian poetry in English.

Presenter: You've obviously had some fascinating experiences, Chris. Thanks a lot for sharing some of them with us.

CD3, Track 14, Unit 7

DJ (Tony): And now it's time for *Fact or myth?* And it's a topic to get you all thinking today – the human brain. So let's welcome our very own brain boxes, Shivani Kapoor and Ray Adams. Over to you, Shiv.

Shiv: Okay, fun fact number one 'men have bigger brains than women'. This is scientifically true I'm afraid, ladies! But don't worry, because having a larger brain doesn't actually make you cleverer! And surprise, surprise, science has also proved that men and women have different brains! Women really do have better verbal skills and they are more empathetic. Men, on the other hand, are more independent and have better spatial skills – they really are better at reading maps!

DJ: We already knew that, didn't we guys? And now the next fun fact. Some people are 'left-brained' and some people are 'right-brained'. Is that a fact or a myth?

Ray: Well, we all use both sides of the brain. But it is often said that in some people the left side is dominant, while in others, the right is dominant. Left-brained people are supposed to be very practical and analytical while right-brained people are supposed to be more imaginative and artistic. However recent research suggests that it really isn't as simple as this ... so yes, this is actually a myth.

Shiv: One for the games players out there now, 'video games are bad for the brain'. Well, this is an interesting subject. Many older people worry that video games are bad for the young, but the latest research into the subject suggests that the opposite is true! The brains of video gamers are actually very sharp in many ways! They are quick-thinking and apparently process information faster than the average person. They are also good at multi-tasking ... doing more than one thing at the same time.

Ray: Now one for our teenage listeners. The brain is fully developed by the time we enter our teens. True or false? Well, for many years scientists believed that this was true, but we now know that the brain actually continues to develop until the age of twenty-five or even thirty! Some parts of the teenage brain are highly effective – teenagers are very good at processing information so they are better than older people at learning languages or musical instruments, for example. But the area of the brain that develops last is the front part. This is the part that is responsible for organisation, planning ... things like that, and it often hasn't developed fully in teenagers. That's why they can seem badly organised or impulsive. So guys – the next time you forget your homework, you can tell your teacher why!

Shiv: Now finally, my granny always told me to eat up my fish, because it would make me brainy, but is there any truth in that? Well, this is a bit complicated. Some researchers claim that Granny was right, fish is good for the brain. They say the vitamins that are found in oily fish are particularly helpful to the elderly, because it helps to stop memory loss. But other scientists say that there is no proof for this, so who really knows?

DJ: Probably a good idea to eat it just in case! Thank you very much, Shivani Kapoor and Ray Adams. See you at the same time next week, and now ...

CD3, Track 18, Unit 7

John: And now we turn to the amazing story of a real life superhero, Alain Robert, a man with an extraordinary ability to climb buildings without ropes ... the man they call 'the real Spiderman'. We have Matilda Blackstone, Professor of Human Biology from Bradford University, who has researched all sorts of people with extraordinary abilities, both of the body and the mind. But first, let's go to our correspondent Jessica Saddle who's in Kuala Lumpur, Malaysia, where Alain Robert has just completed his latest climb. Jessica, looks like a beautiful morning there in Kuala Lumpur, tell us what's been happening.

Jess: Thank you, John. Indeed, yes it is a beautiful morning and I'm standing here outside the Petronas Twin Towers, one of the symbols of Malaysia and, until 2004, the tallest building in the world. And that's what makes today's events so extraordinary. Alain Robert, the man who some people call 'the real Spiderman' has managed to climb 452 metres to the top of the Petronas Twin Towers with no ropes and no help. He started at six o'clock this morning and completed his climb just two hours later. Incredibly, this is his third attempt to climb this building. He was unable to complete the climb on the previous two occasions because security guards stopped him.

John: But this time he was too quick for them?

Jess: Indeed. Mr Roberts reached the top, and managed to wave a Malaysian flag. However that didn't stop police questioning him for fifteen minutes then arresting him. He now faces a jail term of up to six months. Back to you, John.

John: Thank you, Jessica, what an amazing story. Let's turn to you now, Professor Blackstone, you have done a lot of research into people with extraordinary abilities. Are you born with these abilities or can you learn them?

Matilda: Well, in Alain's case I think he was definitely born with a special ability. He could climb tall buildings even when he was a child. When he was twelve he was locked out of his parents' apartment block. Instead of waiting for his parents to come home with the keys, he was able to climb eight floors and get in through a window. Not many twelve year olds would be able to do that.

John: Has he ever fallen?

Matilda: He's had two accidents. When he was nineteen he fell about fifteen metres and he did the same thing again about two years later.

John: That's quite a long way, fifteen metres. Did he injure himself?

Matilda: He broke several bones both times and the doctors said he wouldn't be able to climb again. But they were wrong and within six months he was climbing buildings again.

John: So, Professor Blackman, apart from Alain Robert, are there any other people who have 'superhero abilities'?

Matilda: Well, I don't know about superhero, but there are several people who have extraordinary abilities. One of them is Daniel Browning Smith. He calls himself 'Rubber-boy' because he can bend and twist his body in incredible ways. He can bend over backwards and apparently he can even turn his head 180°! I saw him on TV recently and he managed to climb through a tennis racket.

John: Through a tennis racket?

Matilda: Yes, through it. Obviously he took the strings out first but it was extraordinary to watch.

John: Some people have superhuman powers of the mind, don't they?

Matilda: Indeed. Perhaps the most famous person is Daniel Tammet. When he was four he had a seizure. From then on, his parents realised that he could do extraordinary things. For example, in 2004 he managed to memorise a sequence of 22,500 numbers. And he has an incredible gift for languages. He claims to be able to speak twelve of them. A TV station once challenged him to learn Icelandic in a week for a live programme. And although Daniel is autistic and really shy, he succeeded in answering all the questions, in Icelandic, on national television!

John: Absolutely amazing. Thank you for joining us, Professor Blackman. Now let's take a look at tomorrow's weather ...

CD3, Track 25, Unit 7

Ella: That was Stone Cold Heart with their new track called *Don't Deceive me*.

Ikram: You're listening to The Ikram and Ella Student Special on Bright Lights Radio, Brighton's best radio station.

Ella: And our special guest this week is the scientist and author, Barbara Peters. Welcome Barbara.

Barbara: Thank you. It's great to be here.

Ella: Now, Barbara, you've just written a science book called *How your brain lies to you*.

Barbara: That's right. It's all about the brain and how it deceives us. Really, I want to tell people the truth about the brain.

Ella: Wow! That sounds interesting. So what is the truth about the brain? Do our brains really lie to us?

Barbara: Well, let me begin by saying that the brain is very complex. It's 2% of our body weight but it uses twenty percent of our energy. What is interesting is that scientists have studied the brain for centuries but there is still so much that we don't understand. What we do know, however, is that our brains lie to us all the time. Let me explain why. First of all, let's look at optical illusions.

Ikram: Sorry, Barbara, but what are optical illusions?

Barbara: Optical illusions are pictures that our brains misunderstand. For example, there is a picture of a series of circles that contain purple and yellow squares with black and white shapes between the squares. When we look around the picture, it seems to move. Of course the picture isn't moving. We just think it is. Why do we think it's moving? Well, we really don't know. The important point is, we assume that our brains tell us the truth. But often they don't. Our brains lie to us all the time.

Ella: So in what other ways does my brain lie to me?

Barbara: Well, secondly, let's look at chemicals in the brain. Generally, chemicals in our brains have an effect on how we feel. Take dopamine, for example. Dopamine is produced in the brain when we fall in love. It's addictive and we want more and more of it. What does dopamine do to us? It makes us feel great. It makes us feel excited. It makes us feel in love. Our brains tell us that we feel these things because of the person we're in love with. Actually we feel those things because of dopamine.

Ella: So is dopamine a bad thing?

Barbara: No, not at all. On the whole it's a very good thing. But it's one way that our brains deceive us.

Ikram: Amazing! How else do our brains do that? How else do they deceive us?

Barbara: OK, what else? Well, our brains lie about what they see and they lie about what they don't see. We think we see something but actually we don't see it.

Ella: I'm not sure I follow you.

Barbara: Let me give you an example. If you look straight ahead, you can still see things to your left and right. Ikram, you're looking at me but you can see Ella and the clothes she's wearing, can't you?

Ikram: Sure. She's wearing a blue top.

Barbara: What's really interesting is that you can't actually see that. Only the centre of your vision is in focus. Only it can see colour. The rest of your vision is black and white and blurred like an old photo of a fast car. But our brains makes us think that we see everything clearly and in colour. We aren't really seeing it. Our brains are painting a picture for us. They're deceiving us.

Ella: Wow! That's interesting. Do you have any more examples?

Barbara: Yes, there are a lot, but you'll have to buy my book to read about them. So to sum up, it's clear that we can't trust everything we see and we can't trust everything we feel. Let me leave you with this final thought: we need our brains to lie to us. If our brains didn't lie to us, life would be much more difficult and a lot less fun.

Ikram: That's great, Barbara, thank you very much. Can you answer some questions from our listeners after this song?

Barbara: Yes, of course.

Ikram: Great. So if you have a question for Barbara, call now. First, this is Robin Ray and *Why do you lie?*

CD3, Track 26, Unit 7

Barbara: Well, let me begin by saying that the brain is very complex. It's two percent of our body weight but it uses twenty percent of our energy. What is interesting is that scientists have studied the brain for centuries but there is still so much that we don't understand. What we do know, however, is that our brains lie to us all the time. Let me explain why. First of all, let's look at optical illusions.

Optical illusions are pictures that our brains misunderstand. For example, there is a picture of a series of circles that contain purple and yellow squares with black and white shapes between the squares. When we look around the picture, it seems to move. Of course the picture isn't moving. We just think it is. Why do we think it's moving? Well, we really don't know. The important point is, we assume that our brains tell us the truth. But often they don't. Our brains lie to us all the time.

Well, secondly, let's look at chemicals in the brain. Generally, chemicals in our brains have an effect on how we feel. Take dopamine, for example. Dopamine is produced in the brain when we fall in love. It's addictive and we want more and more of it. What does dopamine do to us? It makes us feel great. It makes us feel excited. It makes us feel in love. Our brains tell us that we feel these things because of the person we're in love with. Actually we feel those things because of dopamine.

On the whole it's a very good thing. But it's one way that our brains deceive us.

OK, what else. Well, our brains lie about what it sees and it lies about what it doesn't see. We think we see something but actually we don't see it. Let me give you an example. If you look straight ahead, you can still see things to your left and right. Ikram, you're looking at me but you can see Ella and the clothes she's wearing can't you?

What's really interesting is that you can't actually see that. Only the centre of your vision is in focus. Only it can see colour. The rest of your vision is black and white and blurred like an old photo of a fast car. But our brains make us think that we see everything clearly and in colour. We aren't really seeing it. Our brains are painting a picture for us. They're deceiving us.

So to sum up, it's clear that we can't trust everything we see and we can't trust everything we feel. Let me leave you with this final thought: we need our brains to lie to us. If our brains didn't lie to us, life would be much more difficult and a lot less fun.

CD3, Track 27, Unit 7

Ella: Okay, that was Robin Ray and *Why do you lie?* And we're talking about lying today with our guest, Barbara Peters. Barbara is explaining how our brains lie to us.

Ikram: That's right. And we have some callers on the line with questions for Barbara. Go ahead, William.

William: Hi, yes, my name's William and I've got a question for Barbara.

Barbara: Hello, William. What's your question?

William: Okay, Barbara, surely you don't believe that love is just chemicals in the brain?

Barbara: I understand why you're asking that, William. I don't think love is just chemicals. All I'm saying is that the feeling of being in love is the result of chemicals.

Ikram: Okay, thanks for your question, William. Now we've got Tanya on the line.

Tanya: Hello, Ikram. Hello, Ella. Hello, Barbara.

Barbara: Hello, Tanya. What's your question?

Tanya: Oh, yes. um ... Barbara, do you really think that our brains lie to us all the time? I mean, can't we trust our brains?

Barbara: That's not exactly what I mean, Tanya. What I mean is that, yes, our brains lie to us all the time, but no, that isn't a bad thing. It's a necessary thing. Life is very complicated and we rely on our brains to

simplify things, to make things easier for us. To do that, our brains have to lie a little bit.

Ikram: Okay, thanks for your question, Tanya. Now, Georgina.

Georgina: Hey there. Look, I've got a really simple question. Barbara, what do you mean when you say that our brains paint a picture for us? I mean, that's so weird!

Barbara: I know it sounds odd but I believe it's true. Look, do a simple experiment. Hold your finger about thirty centimetres in front of your nose. Close your left eye and then move your finger slowly to the left. What happens?

Georgina: Oh wow! It disappears.

Barbara: That's right. It disappears because it moves into your blind spot - that's the place where you can't see anything in that eye. Now normally, we don't notice our blind spot because the brain is filling in information for us. It's painting a picture for us you see so ...

CD4, Track 4, Unit 8

Izzie: Well it all started because I really wanted these special Australian designer boots. They're really expensive in England, but I knew they were a lot cheaper in Australia. So anyway, I started looking around on the internet, to see if I could buy them from an Australian retailer and you know, get them at a bargain price.

Anyway, I found this Australian site where they were on special offer ... they were amazingly cheap, and I was so pleased with myself! I told my friend Rose and she basically warned me not to buy them ... she said if they seemed too good to be true, then they probably were too good to be true, but I didn't really take any notice ... I just had to have them. I asked my mum if I could borrow her credit card to pay for them and then pay her back, but she refused to let me, because she thought there might be something wrong too, but I still didn't listen and in the end, I managed to persuade my older brother Greg to let me use his credit card, and I finally ordered them.

So basically, after a few days, the delivery arrived and I was so excited, I couldn't wait to open it. But as soon as I started opening it, I knew something was wrong. The box and the packaging looked really cheap, and as soon as I took the boots out, I knew I'd been conned ... they were made of like cheap material and they had the wrong logo on them ... basically they were just obviously fake.

At first, I felt so stupid and upset, and I knew I'd never get a refund. I'd just totally wasted my money. But they weren't bad boots actually - they looked quite good with my jeans, so after a few days I kind of got over it and forgot about it.

I didn't think about it any more for a few weeks, then one day my brother came marching into my room with his credit card statement in his hand. He was really, really angry and basically *he accused me of* using his credit card details to do loads more shopping online ... there were loads of charges on his statement for things that he hadn't bought ... the credit card bill was huge. Of course I said I hadn't done it, because I'd never ever do a thing like that. So he said that we'd have to tell my parents ... I had to *admit* to mum that I had bought the boots online, even though I had told her they were from a shop in town. Mum and Dad were actually really nice, and they said Greg should phone his bank straight away and explain what had happened.

Poor Greg had to make loads of phone calls and I felt really bad, because it was all my fault for asking to use the card. Eventually the bank accepted that he hadn't made the payments himself. They said the credit card details had been stolen because I hadn't used a secure website, but anyway he didn't have to pay the bill. They said we should never buy cheap designer goods online, because they were very often fake, and they *explained* that owning fake designer goods was illegal, which I didn't know! So after that, Dad wouldn't even let me wear the boots - I had to throw them away and I also had to *promise* Mum not to buy anything online again without asking her. The whole thing was really embarrassing and humiliating, but at least my brother didn't have to pay that terrible credit card bill!

CD4, Track 7, Unit 8

Ella: That was Heaven and Earth, of course, with *Say No More*. One of the best bands around at the moment!

Ikram: I totally agree, for once! Now, I don't know if you read the papers this week or saw the news online, but there is a big debate going on about teenagers and their spending habits.

Ella: That's right. A new report published this week suggested that teenagers are becoming more and more materialistic.

Ikram: The report found that the average 17-year-old spends more than £1,000 a year on mobile phones, mp3 players and music downloads.

Ella: £240 a year on haircuts and £300 a year on trainers. So the big question is: have teenagers become too materialistic? Are they obsessed with possessions? Have they forgotten what is really important in life?

Ikram: I went out last Saturday to ask Brighton's teens, and their parents, what they thought.

CD4, Track 8, Unit 8

Ikram: Well, I'm out in Brighton, asking teenagers and their parents what they think about the report into teen spending. Here is a boy out shopping with his mother ...

Ikram: Hello. Can I ask you a question?

Andy: Sure.

Ikram: Thanks, so what's your name, and how old are you?

Andy: I'm Andy, I'm sixteen.

Ikram: Thanks. So, Andy, have you seen the new report into teenagers' spending habits - the one which suggests teenagers are too materialistic?

Andy: Oh, that one. Yeah, I saw it last week.

Ikram: What do you think of it?

Andy: Oh, in my opinion, it's all hype.

Ikram: Hype?

Andy: Yeah, the media love this kind of thing. I mean, what's new? Teenagers have always bought stuff. And these days there's more to buy than in the past, you know, mobile phones, mp3 players ...

Mother: Yes, but just a minute. I don't think that's true! When I was a teenager, we didn't live the high life like today's teenagers. We didn't need money or possessions to be happy and we certainly weren't in debt. But Andy, well, if you take away his mobile phone then he starts to cry ...

Andy: Oh Mum!

Mother: What? It's true!

Ikram: That was Andy, and his mother, Kim. Now, let's find someone else ...

Ikram: Here we are. The next people I met were Helen and her friend, Callum ... they're both seventeen. Excuse me, can I ask you if you've seen that new report into teen spending?

Helen: That one in the newspapers?

Ikram: That's right.

Helen: Yeah - my parents made me read it.

Ikram: What's your opinion about it?

Helen: Well, to my mind it's just another way for adults to criticise teenagers. It's like a hobby for some people. I mean my parents are always ...

Ikram: Sorry to interrupt you but don't you think there's some truth in the report?

Helen: Well, no, not really.

Callum: Oh, I don't know about that. I think it's quite shocking actually.

Ikram: Why do you say that?

Callum: Well, it's so much money, especially when you compare it to what people earn in some countries.

Ikram: Now, I've come down to the beach. Excuse me. I'm from Bright Lights Radio. I'm asking people about teen spending ...

Father: Oh, right. I'm Derek, and this is my daughter, Jody.

Ikram: Did you find that report into teen spending shocking?

Father: Absolutely! Some parents have lost control of their children.

Ikram: And what do you think, Jody?

Jody: Well, I think that's true actually. Some of my friends are obsessed with possessions - they'll only wear certain brands of clothes and they always want the latest mobile phone. It's the only thing that's important to them.

Ella: So there you have it, the views of some of the people who ...

CD4, Track 9, Unit 8

1 In my opinion, all 18-year-olds should join the army for two years. It would do them a lot of good!

2 I think parents should pay their children for doing housework.

3 To my mind it's wrong to pay for education. Education should be free.

4 Designer brands are a waste of money. Anyone who buys them must be crazy.

5 People who smoke should pay extra for their hospital treatment.

CD4, Track 13, Unit 8, Active study

Presenter: Shopping online is fun and all too easy. But how safe is it? Mary Connolly from the consumer organisation SafeOnline is here to give us a few tips. Hello, Mary. Welcome to the programme.

Mary: Hello.

Presenter: So, when we want to shop online, where should we start?

Mary: First of all, you should know something about the company you're intending to buy from. Some online shops are well-known and you probably have friends who have shopped with them and can tell you about their experiences. In other cases, look on the website for the company's full contact data: the name under which it's registered, a postal address in the real world, an email address and a telephone number. If this sort of information is missing, it may be better to keep away.

Presenter: Right. But suppose you're satisfied the shop is genuine?

Mary: Next, you should check all the additional costs, such as packaging and delivery. Does the website tell you clearly what they are? Does it tell you how to make a complaint, or get a refund?

Presenter: And how about using credit cards online? That's something a lot of people worry about.

Mary: You should only use secure connections to actually pay for purchases.

Presenter: And how do you know a connection is secure?

Mary: First, your browser very often tells you that: when you click 'pay or order' it may say: 'You are now entering a secure website' or something to that effect. Then, the website address changes from *http* to *https*, s for 'secure'. Also, you will often see an icon in the bottom right-hand corner, a closed padlock. Smaller shops that don't have secure websites may accept payments through services such as PayPal. But whatever you do, never, ever put your credit card details in an email.

Presenter: What if you receive an email that asks you for them?

Mary: No respectable company will ask you to give your login, password or credit card details by email. You may receive such messages, and they may claim to be from your bank or a well-known firm, but they never are; they're doing what's known as 'phishing', trying to get people's details in order to steal from them. You should immediately delete all emails like that.

Presenter: Mary Connolly, I'm sure that's been very useful to our listeners. Thank you for coming in today.

CD4, Track 17, Unit 9

1 One of the most legendary criminals in American history was George Parker, who used to regularly 'sell' Brooklyn Bridge to gullible victims! He would wait near the bridge for suitable passers by, often people who had recently arrived in New York from abroad. He would then produce a large number of forged documents as 'proof' that he was the owner of the bridge. He managed to persuade his victims that they could make large amounts of money by setting up toll booths, and charging people to cross the bridge. Parker first carried out the con when he was about twenty years old and he claimed to have sold the bridge twice a week for twenty or thirty years! When he was finally caught by the police in 1928, he was sentenced to life imprisonment for his crimes, but he died in jail in 1937.

2 In 1957, as an April Fool's joke, *Panorama*, a serious BBC documentary programme, broadcast a report about the 'spaghetti harvest' in Switzerland. It showed women carefully picking pieces of spaghetti from special 'spaghetti trees'. In those days, very few British people had travelled very much and spaghetti was an exotic foreign food that not many people had tried, so many viewers believed that the spaghetti trees were real. Some even phoned the BBC to ask where they could buy a spaghetti tree of their own! When newspapers the next day revealed that the BBC had played a joke, many viewers were furious that a serious broadcaster had tried to trick them like this. However it remains one of the most famous April Fool's Day jokes ever – the original film can be seen on YouTube!

3 On March 21st 2002, prison officer John Darwin went out canoeing near his home and disappeared. After a few months, it was declared that he was probably dead, and his wife Anne claimed two hundred and fifty thousand pounds from life insurance policies.

Then in 2007, Darwin appeared at a police station, saying *I think I'm a missing person*. At first, he said that he had lost his memory, but it soon became clear that he was lying. It turned out that Anne had known all along that he was alive. The ordinary, respectable-seeming housewife had told everyone that her husband was dead. Even their two sons were taken in, and believed that their mother's grief at her husband's death was real. It seems, that for several years, John had been hiding in a flat next door to his home, and coming back into his house through a secret door behind the wardrobe in the bedroom. The couple had been planning to start a new life together in Central America. The full story finally became clear when a photo of the couple on holiday in Panama was discovered on the internet. When the case came to court, John pleaded guilty, but Anne pleaded not guilty, claiming that her husband had forced her into lying. However, the jury were not convinced, and both Anne and John were sentenced to six years in prison for deception and fraud. Their sons now refuse to have any contact with them.

CD4, Track 20, Unit 9

M: Did twin A rob the bank?

F: He might have robbed it, we don't know for sure.

M: Did twin B rob the bank?

F: Well again, he may have – we don't know. Did one of them rob the bank?

M: I think one of them must have done it, because several witnesses identified twin A, but they might have got confused between twin A and twin B.

F: Did both twins rob the bank?

M: They can't have both done it, because the witnesses only saw a single robber. I suppose the other one could have helped him but we have no proof of that.

F: Yeah, maybe. Are both twins guilty of committing a crime?

M: No ... we don't know ... they might both be guilty if one of them helped the other one.

F: I think they must both be guilty of committing a crime, because one of them must have done the robbery, so he's guilty of a crime, and one of them must have lied to the court, because they both confessed, and they can't have both done it. So he must be guilty of a crime, too. Do you see what I mean?

M: I think so ... because lying to the court is a crime too, isn't it?

F: Do you think the police knew that A had an identical twin?

M: They can't have known, because surely they would have questioned both twins, if they'd known.

F: Yeah, I agree. Are the twins identical?

M: I think they must be or the witnesses would have been able to say which one they saw.

F: I suppose they might be very similar, but not identical.

M: I suppose so. Last question – what do you think the police did about the case after the end of the second trial?

F: They can't have charged either of them with this robbery because they can't prove it beyond reasonable doubt.

M: I guess they might have charged both of them with another crime like wasting police time ... or obstructing the course of justice, or something.

F: Yes, probably.

CD4, Track 24, Unit 9, Real Time

Ella: Anything interesting in your paper, Ikram?

Ikram: Yeah, lots. According to this article, Chelsea have paid €50 million for a new striker.

Ella: Ikram! We're supposed to be finding news stories for our show.

Ikram: Yeah, I know. That's the most important news story I've seen in a long time. Oh come on, Ella, chill out. It was just a joke.

Ella: Have you got anything, Jake? We're looking for stories connected to the topic of anti-social behaviour.

Jake: Well, this is quite interesting. The headline is Mayor Pledges to Tackle Graffiti. It suggests that there's a lot of graffiti in Brighton.

Ella: Hm ... I think that sounds a bit boring. Maybe this is better. It's related to the topic of anti-social behaviour. Brighton in Bid to Ban Lighting up in Public.

Ikram: What does that mean?

Ella: It means that the town of Brighton is trying to pass a new law to stop people smoking in public.

Jake: It implies that police officers will have to arrest smokers on the street or on the beach.

Ikram: I don't think that's very interesting, either. We need a story with more ... wow factor! Here, this is quite interesting. The article talks about a teenager in Brighton who was arrested for wearing jeans.

Ella: Arrested? Are you serious? You can't arrest someone for the clothes they wear?

Jake: Oh, you can. In the USA they do it all the time.

Ikram: The article explains that the teenager was wearing low-slung jeans. When someone wears low-slung jeans, you can see their underwear.

Ella: That's quite an interesting story. Perhaps we can interview a police officer for the show and explain why they are arresting teenagers for wearing the wrong clothes.

Jake: Good idea. I'll call the police station later today and try to get ...

CD4, Track 25, Unit 9

Ikram: You're listening to the Ikram and Ella Student Special on Bright Lights Radio and I'm on Brighton's beach front, talking to Sergeant Watson from Brighton's police force. Hello, Sergeant. Thank you for talking to me.

SW: You're welcome.

Ikram: Sergeant, we've heard a lot about anti-social behaviour recently. What kind of behaviour for you, the police, is anti-social?

SW: Basically it's behaviour which causes a problem for other people or offends them.

Ikram: And do you believe that low-slung jeans are anti-social?

SW: Well, it depends how low they are. But basically, yes, I think they can be anti-social.

Ikram: Okay, sergeant. I have a newspaper article here. It's related to the topic of anti-social behaviour and teenagers. It suggests that teenagers feel misunderstood. According to the article, teenagers feel that the police and other adults don't like them because of the clothes they wear. What do you think about this, Sergeant?

SW: Well, I understand why teenagers are unhappy. Nobody wants to feel like a criminal. But some kinds of clothing can be offensive. Look at the photo of the low-slung jeans next to the article. It looks as though they're falling down. Nobody wants to see other people's underwear when they are walking down the street. It makes you think of gangs and violence.

Ikram: But sergeant, the teenager in that photo is probably just a normal person. They're probably not in a gang and they probably hate violence too.

SW: Yes, that might be true, but other people don't know that. And anti-social behaviour is a big problem.

Ikram: But is clothing an anti-social behaviour problem, sergeant? These statistics are from the police website. They show the results of a survey into anti-social behaviour. Around a third of residents think that vandalism is the biggest problem. That has fallen slightly over the last five years. And around a half of residents think that litter is the biggest problem. That's risen dramatically over the last five years. However, no one mentioned clothes as a problem.

SW: It's an interesting point but you have to bear in mind that fear of anti-social behaviour has risen dramatically in recent years. And why are people afraid? In my opinion, it's often because they see teenagers on the street looking dangerous or anti-social.

Ikram: That's a really interesting point, Sergeant but I think we have to leave it there. Thank you for talking to us.

SW: You're welcome.

CD 4, Track 27, Unit 10

Presenter: Seventeen-year-old Alice Connor has recently moved to rural Wales.

Alice: Basically I grew up in a suburb of Southampton which is a fairly large town in England, in a kind of ordinary modern detached house – just a very normal place, but I had lots of friends and I really liked my school and everything. But Mum and Dad hated all the traffic and pollution and stuff – they've always dreamed of living in a cottage in the middle the countryside with lots of green spaces and fields and animals. Anyway about a year ago, Dad lost his job and so they decided to go for it and we moved to Wales. They love it here, and they say it's got a really strong sense of community and they love all the scenery, and the country walks and everything. And it is really beautiful, I agree, but it's just not working very well for me. People of my age just aren't that friendly to outsiders. They've all got their own friends, and they treat me as if I'm different. I really miss my friends. There's nothing to do either ... no nightlife and all the shops are miles away, and the bus only runs twice a week, and I can't learn to drive till I'm eighteen, so that makes matters even worse!

Presenter: Fifteen-year old Ollie Dankis has moved to an apartment in Central Madrid.

Ollie: I come from a medium-sized town just outside London and we live in a sort of quite big semi-detached house with a nice big garden and stuff. But anyway about a year ago, my mum got promoted and her company moved her to Madrid in Spain, so that's where we're living for the next three years. Mainly, I really like it ... the city's got a great atmosphere ... really lively and the nightlife's amazing compared to home. I go to an international school and I've made friends with people from all over the world, which is really cool, though I do miss my old mate from home sometimes ... specially when everyone's chatting away in Spanish, and I don't get the jokes! But seriously, I really like it and we live right in the city centre here, in the middle of all the action. Our apartment's on the tenth floor and I do find that a bit strange sometimes, I miss being able to get outside and it is a bit cramped ... though it's a really cool apartment ... really modern and high tech ... just not much space!

CD 4, Track 28, Unit 10

1

Alice: I wish my Dad hadn't lost his job!

2

Alice: If only there was more to do in the evening!

3

Alice: I really wish I could drive!

4

Ollie: If only I could speak Spanish properly!

5

Alice: If only I could see my old friends a bit more often.

6

Ollie: I wish we'd moved to a bigger place.

7

Ollie: I really wish we had a garden in our new place.

8

Alice: If only my parents had waited until I was older!

9

Alice: I really wish we didn't live here.

CD 4, Track 30, Unit 10

A homeowner puts her house up for sale with an estate agent.

A buyer sees an advert in an estate agent's window, and he arranges to look round the house.

The buyer likes the house and makes an offer.

The seller rejects the offer because she thinks it's too low.

The buyer and seller negotiate until they agree a price.

The buyer gets a mortgage with the bank.

After several weeks the sale goes through.

The old owner moves out and the new owner moves in.

CD 4, Track 33, Unit 10, Real Time

Ella: So Ikram, that was your final show!

Ikram: That's right. No more Ikram and Ella Student Special. Now it's going to be the Ella Student Special.

JAKE: Actually, it's going to be the Ella and Jake Student Special. I'm going to try a bit of DJing.

Ikram: You're joking!

Ella: No, it's true.

Ikram: Wow! That's great. Good luck guys!

Jake: Thanks. And you're going to help to build a school in Africa.

Ikram: That's right. I fly to Mali next week. I'm going to spend half a year there doing voluntary work.

Ella: It'll be a fantastic experience. Hey, let's go somewhere and celebrate your last show,

Ikram: How about The West One Club. It's new and it's incredibly trendy - it's where all the cool people go.

Ella: Okay. That sounds nice. Jake, do you fancy coming with us?

Jake: Oh, not right now, thanks. I've got a lot of work to do.

Ella: Oh, come on, Jake. You know you'll enjoy it.

Jake: Well ... okay, why not?

Mr Douglas: Ikram! Ella! Jake!

Ella: It's Mr Douglas.

Mr Douglas: Hi Ikram, Ella, Jake. So that was your final show, Ikram! Well done, it was ... very cool!

Ikram: Thanks, Mr Douglas. And thank you for letting me work here. It's been a great experience.

Mr Douglas: Oh, it was our pleasure. So, would you like to come for a cup of tea with me? There's a cafe just over there.

Ikram: Oh, that's very kind of you but we have other plans.

Mr Douglas: Oh go on. It's my treat. I'll even buy everyone a piece of cake!

Ikram: Actually, we're going to the West One Club.

Mr Douglas: Oh! That sounds nice. I've never been there.

Ella: Well, it's really a bar for, er, younger people, Mr Douglas.

Mr Douglas: Yeah! Sounds great.

Ikram: Er, well, er, Mr Douglas, can I invite you to the West One Club with us?

Mr Douglas: Oh, well, what a surprise! Thank you, I'd love to come. Do they have chocolate cake in the West One Club?

Ikram: I don't think so Mr Douglas. It's not that kind of ...

CD 4, Track 34, Unit 10, Real Time

Ikram: OK. That sounds nice. Jake, do you fancy coming with us?

Jake: Oh, not right now, thanks. I've got a lot of work to do.

Ella: Oh, come on, Jake. You know you'll enjoy it.

Jake: Well ... okay, why not?

Mr Douglas: So, would you like to come for a cup of tea with me?

Ikram: Oh, that's very kind of you but we have other plans.

Mr Douglas: Oh go on. It's my treat!

Ikram: Can I invite you to the West One Club with us?

Mr Douglas: Oh, well, what a surprise! Thank you, I'd love to come.

CD 4, Track 35, Unit 10, Active Study

1 There isn't much entertainment where I live.

2 New York is one of the most culturally diverse cities in the world.

3 The robbers were sentenced to five years' imprisonment.

4 Drug addicts should be treated as an ill people, not as criminals.

5 The shoplifter was found guilty of theft.

6 The defence lawyer tries to show that the accused is innocent.

Word List

Unit 1

Pages 4-13

| | |
|-----------------------|----------------------------|
| achievement (n) | /ə'tʃi:vmənt/ |
| all of a sudden (adv) | /ɔ:l əv ei 'sʌdn/ |
| amazed (adj) | /ə'meɪzd// |
| amazingly (adv) | /ə'meɪzɪŋli/ |
| boiling (adj) | /'bɔɪlɪŋ/ |
| boxer (n) | /'bɒksə/ |
| brilliant (adj) | /'brɪljənt/ |
| challenge (n) | /'tʃæləndʒ/ |
| coach (n) | /kəʊtʃ/ |
| compete (v) | /kəm'pi:t/ |
| competition (n) | /'kɒmpə'tɪʃən/ |
| competitor (n) | /'kəm'petɪtə/ |
| dedication (n) | /'dedɪ'keɪʃən/ |
| desperate (adj) | /'despəreɪt/ |
| determination (n) | /'dɪtɜ:mə'neɪʃən/ |
| discipline (n) | /'dɪsɪplɪn/ |
| event (n) | /'ɪvent/ |
| eventually (adv) | /'ɪventʃuəli, -tʃəli/ |
| exhausted (adj) | /'ɪg'zɔ:stɪd/ |
| finishing line (n) | /'fɪnɪʃɪŋ laɪn/ |
| fortunately (adv) | /'fɔ:tʃənətli/ |
| freezing (adj) | /'fri:zɪŋ/ |
| furious (adj) | /'fjʊəriəs/ |
| goalkeeper (n) | /'gəʊl,ki:pə/ |
| gradually (adv) | /'grædʒuəli/ |
| hard work (n) | /'hɑ:d wɜ:k/ |
| hike (v) | /'haɪk/ |
| hiking (n) | /'haɪkɪŋ/ |
| hilarious (adj) | /'hɪ'leəriəs/ |
| hockey (n) | /'hɒki/ |
| huge (adj) | /'hju:dʒ/ |
| inspiration (n) | /'ɪnspə'reɪʃən/ |
| luck (n) | /'lʌk/ |
| match (n) | /'mætʃ/ |
| motivation (n) | /'məʊtə'veɪʃən/ |
| natural talent (n) | /'nætʃərəl 'tælənt/ |
| outstanding (adj) | /'aʊt'stændɪŋ/ |
| play (v) | /'pleɪ/ |
| pressure (n) | /'preʃə/ |
| race (n) | /'reɪs/ |
| respect (n) | /'rɪ'spekt/ |
| sacrifice (n) | /'sækrəfəs/ |
| sadly (adv) | /'sædli/ |
| satisfaction (n) | /'sætəs'fækʃən/ |
| self-confidence (n) | /'self 'kɒnfɪdənts/ |
| skill (n) | /'skɪl/ |
| soaked (adj) | /'səʊkt/ |
| social network (n) | /'səʊʃəl 'netwɜ:k/ |
| sportsman (n) | /'spɔ:tsmən/ |
| starving (adj) | /'stɑ:vɪŋ/ |
| strangely (adv) | /'streɪndʒli/ |
| suddenly (adv) | /'sʌdnli/ |
| support (n) | /'səpɔ:t/ |
| surfing (n) | /'sɜ:fɪŋ/ |
| surprisingly (adv) | /'səpraɪzɪŋli/ |
| swimmer (n) | /'swɪmə/ |
| team (n) | /'ti:m/ |
| terrible (adj) | /'terəbəl/ |
| terrifying (adj) | /'terəfaɪ-ɪŋ, 'terɪfaɪ-ɪŋ/ |
| thankfully (adv) | /'θæŋkfəli/ |
| to my horror (adv) | /'tə maɪ 'hɒrə/ |
| train (v) | /'treɪn/ |
| training (n) | /'treɪnɪŋ/ |
| unfortunately (adv) | /'ʌn'fɔ:tʃənətli/ |
| win (v) | /'wɪn/ |

Unit 2

Pages 14-23

| | |
|---------------------------|-------------------------|
| arranged marriage (n) | /ə'reɪndʒd 'mæɪrɪdʒ/ |
| ask out (phr v) | /ɑ:sk aʊt/ |
| avoid (v) | /ə'vɔɪd/ |
| behave (v) | /'brɪ'heɪv/ |
| breadwinner (n) | /'bred,wɪnə/ |
| bring up (phr v) | /'brɪŋ ʌp/ |
| child (n) | /'tʃaɪld/ |
| chore (n) | /'tʃɔ:/ |
| communicate (v) | /'kə'mju:nɪkeɪt/ |
| company (n) | /'kʌmpəni/ |
| conflict (n) | /'kɒnflɪkt/ |
| custom (n) | /'kʌstəm/ |
| dad (n) | /'dæd/ |
| date (v) | /'deɪt/ |
| divorce rate (n) | /'dɪvɔ:s reɪt/ |
| drive mad (phr v) | /'draɪv məd/ |
| enjoy company (v) | /'ɪn'dʒɔɪ 'kʌmpəni/ |
| family (n) | /'fæməli/ |
| finances (n) | /'faɪnənsɪz/ |
| forget (v) | /'fə'get/ |
| full-time (adj) | /'fʊl 'taɪm / |
| generation (n) | /'dʒenə'reɪʃən/ |
| get married (v) | /'get 'mæɪrɪd/ |
| get on nerves (phr v) | /'get ɒn nɜ:vz/ |
| give back (phr v) | /'gɪv bæk/ |
| give up (phr v) | /'gɪv ʌp/ |
| go up (phr v) | /'gəʊ ʌp/ |
| gossip (v) | /'gɒsɪp/ |
| habit (n) | /'hæbɪt/ |
| hand over (phr v) | /'hænd 'əʊvə/ |
| happily ever after (adv) | /'hæpəli 'evə 'ɑ:ftə/ |
| have a chat (adv) | /'hæv ə tʃæt/ |
| have a laugh (v) | /'hæv ə lɑ:f/ |
| head of the household (n) | /'hed əv ðə 'haʊshəʊld/ |
| household (n) | /'haʊshəʊld/ |
| househusband (n) | /'haʊs,hʌzbənd/ |
| housewife (n) | /'haʊswaɪf/ |
| housework (n) | /'haʊswɜ:k/ |
| husband (n) | /'hʌzbənd/ |
| in charge of (v) | /'ɪn tʃɑ:dʒ əv/ |
| inherit (v) | /'ɪn'herrɪt/ |
| interrupt (v) | /'ɪntə'rʌpt/ |
| issue (n) | /'ɪʃu:, 'ɪʃju:/ |
| kid (n) | /'kɪd/ |
| leave a mess (v) | /'li:v ei mes/ |
| leave home (v) | /'li:v həʊm/ |
| live with (n) | /'lɪv wɪð/ |
| look after (phr v) | /'lʊk 'ɑ:ftə/ |
| make a drama (v) | /'meɪk ə 'drɑ:mə/ |
| marry (v) | /'mæri/ |
| matriarchal (n) | /'meɪtrɪ'ɑ:kl/ |
| mislay (v) | /'mɪs'leɪ/ |
| mother (n) | /'mʌðə/ |
| move back (v) | /'mu:v bæk/ |
| mum (n) | /'mʌm/ |
| nag (v) | /'næg/ |
| nest (n) | /'nest/ |
| one-parent family (n) | /'wʌn 'peərənt 'fæməli/ |
| parent (n) | /'peərənt/ |
| partner (n) | /'pɑ:tnə/ |
| pay for (phr v) | /'peɪ fə/ |
| property (n) | /'prɒpəti/ |
| reasonable (adj) | /'ri:zənəbəl/ |
| reasonably (adv) | /'ri:zənəbli/ |
| relationship (n) | /'ri:leɪʃənʃɪp/ |

Word List

| | |
|------------------------|-----------------------|
| responsibility (n) | /rɪˌspɒnsə'bɪləti/ |
| row (n) | /rəʊ/ |
| rule (n) | /ru:l/ |
| settle down (phr v) | /'setl daʊn/ |
| share (v) | /ʃeə/ |
| show off (v) | /ʃəʊ ɒf/ |
| stay-at-home-dad (n) | /steɪ ət hæʊm dæd/ |
| take ages (v) | /'teɪk 'eɪdʒɪz/ |
| tie the knot (v) | /'taɪ ðə nɒt/ |
| treat with respect (v) | /'tri:t wɪð rɪ'spekt/ |
| wife (n) | /'waɪf/ |
| wind up (phr v) | /'waɪnd ʌp/ |
| work out (phr v) | /'wɜ:k aʊt/ |

Unit 3

Pages 24-33

| | |
|------------------------------|--------------------------------|
| 3D (adj) | /θri: 'di:/ |
| app (n) | /æp/ |
| battery life (n) | /'bætəri laɪf/ |
| billion (n) | /'bɪljən/ |
| blog (n) | /'blɒg/ |
| blogger (n) | /'blɒgə/ |
| boyfriend (n) | /'bɔɪfrɛnd/ |
| character (n) | /'kærəktə/ |
| communicate (v) | /'kəmjʊ:nɪkeɪt/ |
| communication technology (n) | /'kəmjʊ:nɪ'keɪʃən tek'nɒlədʒi/ |
| computer virus (n) | /'kəm'pjʊ:tə 'vaɪərəs/ |
| crazy (adj) | /'kreɪzi/ |
| desktop (n) | /'desktpɒp/ |
| digital (adj) | /'dɪdʒɪtəl/ |
| download (v) | /'daʊn'ləʊd/ |
| dump (v) | /'dʌmp/ |
| dunno (contraction) | /'dʌnəʊ/ |
| email (n) | /'i:meɪl/ |
| figure (n) | /'fɪgə/ |
| gadget (n) | /'gædʒɪt/ |
| games console (n) | /'geɪmz kən'səʊl/ |
| Globish (n) | /'glɒbɪʃ/ |
| go off with (v) | /'gəʊ ɒf wɪð/ |
| go out with (phr v) | /'gəʊ aʊt wɪð/ |
| gossip (n) | /'gɒsɪp/ |
| handheld (adj) | /'hændheld/ |
| handset (n) | /'hændset/ |
| hands-free (adj) | /'hændz 'fri:/ |
| hard drive (n) | /'hɑ:d draɪv/ |
| high-definition (adj) | /'haɪ defə'nɪʃən/ |
| high-speed (adj) | /'haɪ 'spi:d / |
| innit (contraction) | /'ɪnɪt/ |
| internet connection (n) | /'ɪntənət kə'nekʃən/ |
| internet-enabled (adj) | /'ɪntənət rɪ'neɪbəld/ |
| landline (adj) | /'lændlaɪn/ |
| laptop (n) | /'læptɒp/ |
| lol (contraction) | /'el əʊ el/ |
| media player (n) | /'mi:diə 'pleɪə/ |
| million (n) | /'mɪljən/ |
| mini projector (n) | /'mɪni prə'dʒektə/ |
| mobile phone network (n) | /'məʊbaɪl fəʊn 'netwɜ:k/ |
| non-native (adj) | /'nɒn 'neɪtɪv/ |
| online (adj) | /'ɒn'laɪn/ |
| operating system (n) | /'ɒpəreɪtɪŋ sɪstəm/ |
| percent (adv) | /'pə'sent/ |
| percentage (n) | /'pə'sentɪdʒ/ |
| phishing (n) | /'fɪʃɪŋ/ |
| profile (n) | /'prəʊfaɪl/ |
| refusnik (n) | /'rɪ'fju:znɪk/ |
| search engine (n) | /'sɜ:tʃ 'endʒɪn/ |

| | |
|----------------------------|---------------------------|
| sick (adj) | /sɪk/ |
| slang (n) | /slæŋ/ |
| smartphone (n) | /'smɑ:tfəʊn/ |
| social networking site (n) | /'səʊʃəl 'netwɜ:kɪŋ saɪt/ |
| state-of-the-art (adj) | /'steɪt əv ði 'ɑ:t / |
| techie (adj) | /'teki/ |
| technology (n) | /'tek'nɒlədʒi/ |
| technophobe (n) | /'teknə'fəʊb/ |
| text message (n) | /'tekst 'mesɪdʒ/ |
| texting (n) | /'tekstɪŋ/ |
| touch-screen (adj) | /'tʌtʃ skri:n/ |
| transfer (v) | /'træns'fɜ:/ |
| trust (v) | /'trʌst/ |
| update (v) | /'ʌp'deɪt/ |
| upload (v) | /'ʌp'ləʊd/ |
| upset (adj) | /'ʌp'set/ |
| video (n) | /'vɪdiəʊ/ |
| wassup (contraction) | /'wɒ'sʌp/ |
| web browser (n) | /'web 'braʊzə/ |
| web page (n) | /'web peɪdʒ/ |
| wind-up (adj) | /'waɪnd ʌp/ |
| wireless (adj) | /'waɪələs/ |
| World Wide Web (n) | /'wɜ:l d waɪd web/ |
| YouTube (n) | /'ju:tju:b/ |

Unit 4

Pages 34-43

| | |
|------------------------|-----------------------|
| ability (n) | /ə'bɪləti/ |
| achieve (v) | /ə'tʃi:v/ |
| A-levels (n) | /'eɪ ,levəlz/ |
| assess (v) | /ə'ses/ |
| basic (n) | /'beɪsɪk/ |
| career (n) | /'kæ'rɪə/ |
| chemistry (n) | /'keməstri/ |
| confident (adj) | /'kɒnfɪdənt/ |
| correspondent (n) | /'kɒrə'spɒndənt/ |
| course (n) | /'kɔ:s/ |
| curriculum (n) | /'kʌ'rɪkjələm/ |
| degree (n) | /'di:ɡri:/ |
| develop (v) | /'dɪveləp/ |
| education (n) | /'edʒu'keɪʃən/ |
| employer (n) | /'ɪm'plɔɪə/ |
| enthusiastic (adj) | /'ɪnθju:zɪ'æstɪk/ |
| experience (n) | /'ɪk'spiəriəns/ |
| happiness (n) | /'hæpɪnəs/ |
| highly-motivated (adj) | /'haɪli 'məʊtəveɪtəd/ |
| History (n) | /'hɪstəri/ |
| hospital porter (n) | /'hɒspɪtl 'pɔ:tə/ |
| ICT (n) | /'aɪ si: 'ti:/ |
| interpersonal (adj) | /'ɪntə'pɜ:sənəl/ |
| job (n) | /'dʒɒb/ |
| job offer (n) | /'dʒɒb 'ɒfə/ |
| journalism (n) | /'dʒɜ:nəlɪzəm/ |
| journalist (n) | /'dʒɜ:nəlɪst/ |
| kitchen porter (n) | /'kɪtʃɪn 'pɔ:tə/ |
| learn (v) | /'lɜ:n/ |
| lesson (n) | /'lesən/ |
| life skill (n) | /'laɪf skɪl/ |
| lifestyle (n) | /'laɪfstɑɪl/ |
| literacy (n) | /'lɪtərəsi/ |
| low-paid (adj) | /'ləʊ 'peɪd / |
| manager (n) | /'mænɪdʒə/ |
| miner (n) | /'maɪnə/ |
| music (n) | /'mju:zɪk/ |
| numeracy (n) | /'nju:mərəsi/ |
| nurse (n) | /'nɜ:s/ |

| | |
|--------------------------|-----------------------|
| politics (n) | /ˈpɒlətiks/ |
| positive attitude (n) | /ˈpɒzətɪv ˈætɪtjuːd/ |
| proven (adj) | /ˈpruːvən, ˈprəʊvən/ |
| pupil (n) | /ˈpjuːpəl/ |
| report (v) | /rɪˈpɔːt/ |
| senior (adj) | /ˈsiːniə/ |
| sound IT skills (adj) | /saʊnd aɪ ˈtiː skɪlz/ |
| study (v) | /ˈstʌdi/ |
| subject (n) | /ˈsʌbdʒɪkt/ |
| teach (v) | /tiːtʃ/ |
| teacher (n) | /ˈtiːtʃə/ |
| telemarketing worker (n) | /ˈtelɪmɑːkɪŋ ˈwɜːkə/ |
| travel rep (n) | /ˈtrævəl rep/ |
| well-being (n) | /wel ˈbiːɪŋ/ |
| well-paid (adj) | /wel ˈpeɪd/ |
| well-qualified (adj) | /wel ˈkwɒlɪfaɪd/ |
| willing (adj) | /ˈwɪlɪŋ/ |
| work in a team (v) | /wɜːk ɪn eɪ tiːm/ |

Unit 5

Pages 44-53

| | |
|----------------------|----------------------|
| acting (n) | /ˈæktɪŋ/ |
| album (n) | /ˈælbəm/ |
| angle (n) | /ˈæŋɡəl/ |
| art collector (n) | /ɑːt kəˈlektə/ |
| artist (n) | /ˈɑːtɪst/ |
| auction house (n) | /ˈɔːkʃən haʊs/ |
| audience (n) | /ˈɔːdiəns/ |
| backstage (n) | /ˈbæksteɪdʒ/ |
| band (n) | /bænd/ |
| base on (v) | /beɪs ɒn/ |
| baton (n) | /ˈbætn, -tɪn/ |
| be set (v) | /bi set/ |
| blockbuster (n) | /ˈblɒkbʌstə/ |
| bow (v) | /bəʊ/ |
| budget (n) | /ˈbʌdʒɪt/ |
| camcorder (n) | /ˈkæmkɔːdə/ |
| cast (n) | /kɑːst/ |
| centre on (v) | /ˈsentə ɒn/ |
| cheer (v) | /tʃɪə/ |
| cinema (n) | /ˈsɪnəmə/ |
| circle (n) | /ˈsɜːkəl/ |
| clap (v) | /klæp/ |
| climax (n) | /ˈklaɪmæks/ |
| club (n) | /klʌb/ |
| come out (v) | /kʌm aʊt/ |
| come up with (phr v) | /kʌm ʌp wɪð/ |
| concert (n) | /ˈkɒnsət/ |
| conduct (v) | /kənˈdʌkt/ |
| conductor (n) | /kənˈdʌktə/ |
| constructive (adj) | /kənˈstrʌktɪv/ |
| costume (n) | /ˈkɒstjʊm/ |
| criticism (n) | /ˈkrɪtɪsɪzəm/ |
| curtain (n) | /ˈkɜːtɪn/ |
| direct (v) | /dəˈrekt, ˈdaɪˈrekt/ |
| do research (v) | /duː rɪˈsɜːtʃ/ |
| dressing room (n) | /ˈdresɪŋ ruːm/ |
| DVD (n) | /diː viː ˈdiː/ |
| edit (v) | /edɪt/ |
| end up (phr v) | /end ʌp/ |
| exhibition (n) | /ˌeksəˈbɪʃən/ |
| extra (n) | /ˈekstrə/ |
| fail (v) | /feɪl/ |
| fan (n) | /fæn/ |
| fantasy (adj) | /ˈfæntəsi/ |
| fault (n) | /fɔːlt/ |
| feedback (n) | /ˈfiːdbæk/ |

| | |
|-------------------------|-----------------------|
| festival (n) | /ˈfestəvəl/ |
| film (n) | /fɪlm/ |
| film studio (n) | /fɪlm ˈstjuːdiəʊ/ |
| filmmaker (n) | /ˈfɪlməkeɪ/ |
| first act (n) | /fɜːst ækt/ |
| get hits (v) | /get hɪts/ |
| gig (n) | /ɡɪɡ/ |
| go up (v) | /ɡəʊ ʌp/ |
| good point (n) | /ɡʊd pɔɪnt/ |
| interval (n) | /ˈɪntəvəl/ |
| literary agent (n) | /ˈlɪtərəri ˈeɪdʒənt/ |
| make-up (n) | /ˈmeɪkʌp/ |
| movie (n) | /ˈmuːvi/ |
| museum (n) | /ˈmjuːziəm/ |
| music (n) | /ˈmjuːzɪk/ |
| musical (n) | /ˈmjuːzɪkəl/ |
| number one single (n) | /ˈnʌmbə wʌn ˈsɪŋɡəl/ |
| on location (prep phr) | /ɒn ləʊˈkeɪʃən/ |
| on stage (prep phr) | /ɒn steɪdʒ/ |
| opening night (n) | /ˈəʊpənɪŋ naɪt/ |
| orchestra (n) | /ˈɔːkɪstrə/ |
| original (adj) | /əˈrɪdʒɪnəl, -dʒənəl/ |
| overnight sensation (n) | /əʊnvaɪt senˈseɪʃən/ |
| painting (n) | /ˈpeɪntɪŋ/ |
| performance (n) | /ˈpɜːfɔːməns/ |
| pick up (phr v) | /pɪk ʌp/ |
| play (v) | /pleɪ/ |
| plot (n) | /plɒt/ |
| point of view (n) | /pɔɪnt əv vjuː/ |
| pop star (n) | /pɒp stɑː/ |
| post (v) | /pəʊst/ |
| producer (n) | /ˈprɔːdjuːsə/ |
| production (n) | /prəˈdʌkʃən/ |
| publish (v) | /ˈpʌblɪʃ/ |
| publisher (n) | /ˈpʌblɪʃə/ |
| publishing deal (n) | /ˈpʌblɪʃɪŋ diːl/ |
| put on (v) | /pʊt ɒn/ |
| reader (n) | /ˈriːdə/ |
| recommend (v) | /ˌrekəˈmend/ |
| record label (n) | /ˈrekɔːd ˈleɪbəl/ |
| recording deal (n) | /rɪˈkɔːdɪŋ diːl/ |
| refreshments (n) | /rɪˈfreʃmənts/ |
| refund (v) | /rɪˈfʌnd/ |
| release (v) | /rɪˈliːs/ |
| restore (v) | /rɪˈstɔː/ |
| review (n) | /rɪˈvjuː/ |
| review (v) | /rɪˈvjuː/ |
| romance (n) | /rəʊˈmæns, ˈrəʊmæns/ |
| rope in (phr v) | /rəʊp ɪn/ |
| schoolboy (n) | /ˈskuːlbɔɪ/ |
| script (n) | /skrɪpt/ |
| set (n) | /set/ |
| shoot a scene (v) | /ʃuːt ə siːn/ |
| show appreciation (v) | /ʃəʊ əˈpriːʃiˈeɪʃən/ |
| sign (v) | /saɪn/ |
| singer (n) | /ˈsɪŋə/ |
| special effect (n) | /ˈspeʃəl ɪˈfekt/ |
| special feature (n) | /ˈspeʃəl ˈfiːtʃə/ |
| stalls (n) | /stɔːlz/ |
| storyline (n) | /ˈstɔːriːlaɪn/ |
| succeed (v) | /səkˈsiːd/ |
| suspense (n) | /səˈspens/ |
| take a seat (v) | /teɪk eɪ siːt/ |
| take place (v) | /teɪk pleɪs/ |
| talent (n) | /ˈtælənt/ |
| talent contest (n) | /ˈtælənt ˈkɒntest/ |
| talk into (phr v) | /tɔːk ɪntə/ |

Word List

| | |
|---------------------|------------------|
| tell the story (v) | /tel ðə 'stɔ:ri/ |
| theatre (n) | /'θiətə/ |
| thriller (n) | /'θrɪlə/ |
| ticket (n) | /'tɪkɪt/ |
| turning point (n) | /'tɜ:nɪŋ pɔɪnt/ |
| twist (n) | /'twɪst/ |
| venue (n) | /'venju:/ |
| walk around (phr v) | /wɔ:k ə'raʊnd/ |
| well-rounded (adj) | /'wel 'raʊndɪd/ |
| world tour (n) | /wɜ:ld tuə/ |
| worldwide (adj) | /'wɜ:ld'waɪd/ |
| writer (n) | /'raɪtə/ |

Unit 6

Pages 54-63

| | |
|-----------------------|----------------------|
| abroad (n) | /ə'brɔ:d/ |
| aubergine (n) | /'æʊbəʒi:n/ |
| backpack (n) | /'bækpæk/ |
| barbecue (v) | /'bɑ:bɪkjʊ:/ |
| beach resort (n) | /'bi:tʃ rɪ'zɔ:t/ |
| bean (n) | /'bi:n/ |
| boiled (adj) | /'bɔɪld/ |
| bread (n) | /'bred/ |
| cabbage (n) | /'kæbɪdʒ/ |
| cheese (n) | /'tʃi:z/ |
| chef (n) | /'ʃef/ |
| chicken drumstick (n) | /'tʃɪkɪn 'drʌm'stɪk/ |
| chilli (n) | /'tʃɪli/ |
| chilling out (n) | /'tʃɪlɪŋ aʊt/ |
| couch surfing (n) | /'kaʊtʃ 'sɜ:frɪŋ/ |
| country (n) | /'kʌntri/ |
| cuisine (n) | /'kwi:zi:n/ |
| culture (n) | /'kʌltʃə/ |
| curry powder (n) | /'kʌri 'paʊdə/ |
| delicious (adj) | /'dɪ'lɪʃəs/ |
| dessert (n) | /'desɜ:t/ |
| dinner (n) | /'dɪnə/ |
| disgusting (adj) | /'dɪs'gʌstɪŋ, dɪz-/ |
| dish (n) | /'dɪʃ/ |
| drink (n) | /'drɪŋk/ |
| eating out (n) | /'i:tɪŋ aʊt/ |
| feed (v) | /'fi:d/ |
| fish (n) | /'fɪʃ/ |
| fizzy (adj) | /'fɪzi/ |
| flavouring (n) | /'fleɪvərɪŋ/ |
| fried (adj) | /'fraɪd/ |
| fruit (n) | /'fru:t/ |
| fruit salad (n) | /'fru:t 'sæləd/ |
| full board (n) | /'fʊl bɔ:d/ |
| garlic (n) | /'gɑ:lɪk/ |
| grilled (adj) | /'grɪld/ |
| guided tour (n) | /'gaɪdɪd tuə/ |
| haggis (n) | /'hæɡəs, 'hæɡɪs/ |
| herb (n) | /'hɜ:b/ |
| hiking holiday (n) | /'haɪkɪŋ 'hɒlədeɪ/ |
| hire (v) | /'haɪə/ |
| hitch-hike (v) | /'hɪtʃ haɪk/ |
| host (n) | /'həʊst/ |
| kangaroo (n) | /'kæŋɡə'ru:/ |
| kitchen (n) | /'kɪtʃɪn/ |
| kiwi (n) | /'ki:wi:/ |
| lamb (n) | /'læm/ |
| landmark (n) | /'lændmɑ:k/ |

| | |
|---------------------------------|-----------------------|
| lean (adj) | /li:n/ |
| liver (n) | /'lɪvə/ |
| main course (n) | /'meɪn kɔ:s/ |
| mango (n) | /'mæŋɡəʊ/ |
| mashed (adj) | /'mæʃt/ |
| meal (n) | /'mi:l/ |
| meat (n) | /'mi:t/ |
| menu (n) | /'menju:/ |
| muffin (n) | /'mʌfɪn/ |
| nightlife (n) | /'naɪtlaɪf/ |
| nut (n) | /'nʌt/ |
| nutritious (adj) | /'nju:trɪʃəs/ |
| oatmeal (n) | /'əʊtmɪ:l/ |
| off the beaten track (prep phr) | /'ɒf ðə 'bi:tɪn træk/ |
| package holiday (n) | /'pækɪdʒ 'hɒlədeɪ/ |
| packaged food (n) | /'pækɪdʒ fu:d/ |
| pickled (adj) | /'pɪkəld/ |
| pigeon (n) | /'pɪdʒɪn/ |
| pizza (n) | /'pi:tʃə/ |
| potato (n) | /'pə'tetətəʊ/ |
| prawn (n) | /'praʊn/ |
| processed (adj) | /'prəʊsest/ |
| protein (n) | /'prəʊti:n/ |
| raw (adj) | /'rɔ:/ |
| ready meal (n) | /'redi mi:l/ |
| recipe (n) | /'resəpi/ |
| restaurant (n) | /'restərɒnt/ |
| rice (n) | /'raɪs/ |
| rich (adj) | /'rɪtʃ/ |
| roast (adj) | /'rəʊst/ |
| room service (n) | /'ru:m 'sɜ:vɪs/ |
| runny (adj) | /'rʌni/ |
| salad (n) | /'sæləd/ |
| sauce (n) | /'sɔ:s/ |
| sausage (n) | /'sɔ:sɪdʒ/ |
| seafood (n) | /'si:fu:d/ |
| self-catering (adj) | /'self 'keɪtərɪŋ/ |
| soft (adj) | /'sɒft/ |
| soup (n) | /'su:p/ |
| special offer (n) | /'speʃəl 'ɒfə/ |
| speciality (n) | /'speʃɪ'æləti/ |
| spice (n) | /'spaɪs/ |
| spicy (adj) | /'speɪsi/ |
| starter (n) | /'stɑ:tə/ |
| steak (n) | /'steɪk/ |
| strong (adj) | /'strɒŋ/ |
| sunbathing (n) | /'sʌnbetɪŋ/ |
| sweet (adj) | /'swi:t/ |
| tender (adj) | /'tendə/ |
| the locals (n) | /'ðə 'ləʊkəlz/ |
| three-course meal (n) | /'θri: kɔ:s mi:l/ |
| toast (v) | /'təʊst/ |
| tour guide (n) | /'tuə gaɪd/ |
| tourist (n) | /'tuərɪst/ |
| travel (v) | /'trævəl/ |
| travel rep (n) | /'trævəl rep/ |
| traveller (n) | /'trævələ/ |
| tuna (n) | /'tju:nə/ |
| turnip (n) | /'tɜ:nɪp/ |
| vegetable (n) | /'vedʒtəbəl/ |
| vegetarian (n) | /'vedʒə'teəriən/ |
| watermelon (n) | /'wɔ:tə'melən/ |
| wine (n) | /'waɪn/ |

Unit 7

Pages 64-73

| | |
|--------------------------|--------------------------------------|
| achieve (v) | /ə'tʃi:v/ |
| admire (v) | /əd'maɪə/ |
| analytical (adj) | /,ænə'lɪtɪkəl/ |
| antibiotic (n) | /,æntɪbaɪ'ɒtɪk/ |
| artistic (adj) | /ɑ:'tɪstɪk/ |
| attitude (n) | /'ætɪtju:d/ |
| bacteria (n) | /'bæktɪəriə/ |
| badly organised (adj) | /'bædli 'ɔ:gənəɪzd/ |
| behave (v) | /'beɪv/ |
| body (n) | /'bɒdi/ |
| chemotherapy (n) | /'ki:məu'therəpi, ,kæm- 'kɒləʃəl/ |
| colourful (adj) | /'kɒnfɪdəns/ |
| confidence (n) | /'kɒnfɪdəns/ |
| cure someone (v) | /'kjʊə 'sʌmwʌn/ |
| damage your health (v) | /'dæmɪdʒ jə helθ/ |
| depressed (adj) | /'di:prest/ |
| description (n) | /'dɪ'skrɪpʃən/ |
| dialysis (n) | /'daɪ'æləsəs, daɪ'æɪsəs/ |
| empathetic (adj) | /'empə'tetɪk/ |
| energetic (adj) | /'enə'dʒetɪk/ |
| ethical (adj) | /'eθɪkəl/ |
| famous (adj) | /'feɪməs/ |
| good for you (adj) | /'gʊd fə jə/ |
| have surgery (v) | /'hæv 'sɜ:dʒəri/ |
| healthcare (n) | /'helθkeə/ |
| hospital (n) | /'hɒspɪtl/ |
| huge (adj) | /'hju:dʒ/ |
| ill (adj) | /'ɪl/ |
| illness (n) | /'ɪlnəs/ |
| imaginative (adj) | /'ɪmædʒənətɪv/ |
| impulsive (adj) | /'ɪm'pʌlsɪv/ |
| independent (adj) | /'ɪndə'pendənt/ |
| infection (n) | /'ɪn'fekʃən/ |
| inspiration (n) | /'ɪnspə'reɪʃən/ |
| inspire (v) | /'ɪn'spaɪə/ |
| keep alive (v) | /'ki:p ə'laɪv/ |
| liver failure (n) | /'lɪvə 'feɪljə/ |
| lung cancer (n) | /'lʌŋ 'kænsə/ |
| make an impression (v) | /'meɪk ən ɪm'preʃən/ |
| medical (adj) | /'medɪkəl/ |
| medicine (n) | /'medɪsən/ |
| memorable (adj) | /'memərəbəl/ |
| motor-neuron disease (n) | /'məʊtə 'njuərən dɪ'zi:z/ |
| multi-tasking (n) | /'mʌlti, tɑ:sk ɪŋ/ |
| nose (n) | /'nəʊz/ |
| obese (adj) | /'əʊ'bi:s/ |
| obsess (v) | /'əb'ses/ |
| operation (n) | /'ɒpə'reɪʃən/ |
| organ donor (n) | /'ɔ:gən 'dəʊnə/ |
| paralysed (adj) | /'pærəlaɪzd/ |
| personality (n) | /'pɜ:sənæləti/ |
| petite (adj) | /'pə'ti:t/ |
| physical (adj) | /'fɪzɪkəl/ |
| possible (adv) | /'pɒsəbəl/ |
| practical (adj) | /'præktɪkəl/ |
| process information (v) | /'prəʊses ɪnfə'meɪʃən/ |
| quick-thinking (adj) | /'kwɪk 'θɪŋkɪŋ/ |
| risk your health (v) | /'rɪsk jə helθ/ |
| role model (n) | /'rəʊl 'mɒdl/ |
| self-confidence (n) | /'self 'kɒnfɪdənts/ |
| sick (adj) | /'sɪk/ |
| slender (adj) | /'slendə/ |
| spatial skills (n) | /'speɪʃəl skɪlz/ |

| | |
|----------------------------|------------------------|
| suffer from an illness (v) | /'sʌfə frəm ən 'ɪlnəs/ |
| take care of (v) | /'teɪk keə əv/ |
| therapy (n) | /'θerəpi/ |
| transplant (n) | /'trænsplɑ:nt/ |
| treatment (n) | /'tri:tmənt/ |
| unpredictable (adj) | /'ʌnpri'dɪktəbəl/ |
| unusual (adj) | /'ʌn'ju:ʒuəl, -ʒəl/ |
| verbal skills (n) | /'vɜ:bəl skɪlz/ |
| virus (n) | /'vaɪərəs/ |
| wheelchair (n) | /'wi:l'tʃeə/ |
| wild (adj) | /'waɪld/ |

Unit 8

Pages 74-83

| | |
|--------------------------|-------------------------|
| accuse (v) | /'ækju:z/ |
| admit (v) | /'æd'mɪt/ |
| advert (n) | /'ædvɜ:t/ |
| advertising agency (n) | /'ædvətəɪzɪŋ 'eɪdʒənsi/ |
| advertising campaign (n) | /'ædvətəɪzɪŋ kæm'peɪn/ |
| advise (v) | /'æd'vaɪz/ |
| afford (v) | /'əfɔ:d/ |
| agree (v) | /'əgri:/ |
| aim at (v) | /'eɪm ət/ |
| apologise (v) | /'əpələdʒaɪz/ |
| bank (n) | /'bæŋk/ |
| bank account (n) | /'bæŋk ə'kaʊnt/ |
| bank loan (n) | /'bæŋk ləʊn/ |
| bargain (n) | /'bɑ:gɪn/ |
| bill (n) | /'bɪl/ |
| billboard (n) | /'bɪlbɔ:d/ |
| borrow (v) | /'bɒrəʊ/ |
| brand (n) | /'brænd/ |
| buy (v) | /'baɪ/ |
| cash (n) | /'kæʃ/ |
| chain store (n) | /'tʃeɪn stɔ:/ |
| change (n) | /'tʃeɪndʒ/ |
| charge (v) | /'tʃɑ:dʒ/ |
| cheap (adj) | /'tʃi:p/ |
| consumer (adj) | /'kɒn'sju:mə/ |
| consumer (n) | /'kɒn'sju:mə/ |
| cough up (phr v) | /'kɒf ʌp/ |
| credit card (n) | /'kredɪt kɑ:d/ |
| debt (n) | /'det/ |
| deny (v) | /'dɪ'naɪ/ |
| department store (n) | /'dɪ:pɑ:tmənt stɔ:/ |
| designer (adj) | /'dɪ'zaɪnə/ |
| details (n) | /'di:teɪlz/ |
| expensive (adj) | /'ɪk'spensɪv/ |
| explain (v) | /'ɪk'spleɪn/ |
| fake (adj) | /'feɪk/ |
| faulty (adj) | /'fɔ:ltɪ/ |
| fly poster (n) | /'flaɪ 'pəʊstə/ |
| free (adj) | /'fri:/ |
| ignore (v) | /'ɪg'nɔ:/ |
| in credit (prep phr) | /'ɪn 'kredɪt/ |
| in debt (prep phr) | /'ɪn det/ |
| in stock (prep phr) | /'ɪn stɒk/ |
| in the red (prep phr) | /'ɪn ðə red/ |
| insist (v) | /'ɪn'sɪst/ |
| jingle (n) | /'dʒɪŋɡəl/ |
| leaflet (n) | /'li:flɪt/ |
| live the high life (v) | /'lɪv ðə haɪ laɪf/ |
| loan (n) | /'ləʊn/ |
| logo (n) | /'ləʊgəʊ/ |
| market (n) | /'mɑ:kt/ |

Word List

| | |
|-----------------------------|---------------------|
| on special offer (prep phr) | /ɒn 'speʃəl 'bɒfə/ |
| order (v) | /'ɔ:də/ |
| overdraft (n) | /'əʊvədɾɑ:ft/ |
| overdrawn (adj) | /'əʊvədɾɔ:n/ |
| owe (v) | /əʊ/ |
| packaging (n) | /'pækɪdʒɪŋ/ |
| pay (v) | /peɪ/ |
| pay back (phr v) | /peɪ bæk/ |
| payment (n) | /'peɪmənt/ |
| pop-up (adj) | /'pɒp ʌp/ |
| price (n) | /praɪs/ |
| product (n) | /'prɒdʌkt/ |
| promise (v) | /'prɒmɪs/ |
| promote (v) | /'prə'məʊt/ |
| promotional (adj) | /'prə'məʊʃənəl/ |
| receipt (n) | /'ri:si:t/ |
| refund (n) | /'ri:fʌnd/ |
| refuse (v) | /'ri:fju:z/ |
| repay (v) | /'ri:peɪ/ |
| retailer (n) | /'ri:teɪlə/ |
| save up (phr v) | /seɪv ʌp/ |
| second-hand (adj) | /'sekənd'hænd/ |
| secure (adj) | /'sɪkʊə/ |
| shop assistant (n) | /'ʃɒp ə'sɪstənt/ |
| shopper (n) | /'ʃɒpə/ |
| slogan (n) | /'sləʊgən/ |
| spend (v) | /spend/ |
| statement (n) | /'steɪtmənt/ |
| steal (v) | /'sti:l/ |
| stealth marketing (n) | /'stelθ 'mɑ:kəɪtɪŋ/ |
| stock (v) | /'stɒk/ |
| supermarket (n) | /'su:pə'mɑ:kɪt/ |
| target audience (n) | /'tɑ:ɡɪt 'ɔ:diəns/ |
| warn (v) | /'wɔ:n/ |
| word-of-mouth (n) | /'wɜ:d əv maʊθ/ |
| wrap up (v) | /'ræp ʌp/ |

Unit 9

Pages 84-93

| | |
|-----------------------|-----------------------|
| abolish (v) | /ə'bɒlɪʃ/ |
| accuse (v) | /ə'kju:z/ |
| admit (v) | /əd'mɪt/ |
| arrest (v) | /ə'rest/ |
| attack (v) | /ə'tæk/ |
| break the law (v) | /'breɪk ðə lɔ:z/ |
| burglary (n) | /'bɜ:gləri/ |
| burgle (v) | /'bɜ:ɡəl/ |
| case (n) | /'keɪs/ |
| charge with (phr v) | /'tʃɑ:dʒ wɪð/ |
| cheat out of (phr v) | /'tʃi:t aʊt əv / |
| claim (v) | /'kleɪm/ |
| commit (v) | /'kɒmɪt/ |
| community service (n) | /'kɒmjʊ:nəti 'sɜ:vɪs/ |
| con (v) | /'kɒn/ |
| confess (v) | /'kɒn'fes/ |
| convict (v) | /'kɒn'vɪkt/ |
| conviction (n) | /'kɒn'vɪkʃən/ |
| copyright (n) | /'kɒpɪraɪt/ |
| court (n) | /'kɔ:t/ |
| crime (n) | /'kraɪm/ |
| criminal (n) | /'krɪmɪnəl/ |
| death penalty (n) | /'deθ 'penlti/ |
| deceive (v) | /'di:si:v/ |

| | |
|-------------------------|-----------------------|
| deception (n) | /'di:sepʃən/ |
| defence (n) | /'dɪfens/ |
| defend (v) | /'dɪfend/ |
| deterrent (n) | /'dɪ'terənt/ |
| escape (v) | /'ɪskeɪp/ |
| evidence (n) | /'eɪvɪdəns/ |
| execute (v) | /'eksəkju:t/ |
| execution (n) | /'eksəkju:ʃən/ |
| fine (v) | /'faɪn/ |
| fine (n) | /'faɪn/ |
| fool (v) | /'fu:l/ |
| forged (adj) | /'fɔ:dʒd/ |
| fraud (n) | /'frɔ:d/ |
| fraudster (n) | /'frɔ:dstə/ |
| gang (n) | /'gæŋ/ |
| genuine (adj) | /'dʒenjuɪn/ |
| guilty (adj) | /'ɡɪlti/ |
| hoax (n) | /'həʊks/ |
| illegally (adv) | /'ɪli:ɡəli/ |
| in prison (prep phr) | /'ɪn 'prɪzən/ |
| innocent (adj) | /'ɪnəsənt/ |
| jail (v) | /'dʒeɪl/ |
| judge (n) | /'dʒʌdʒ/ |
| judge (v) | /'dʒʌdʒ/ |
| judgement (n) | /'dʒʌdʒmənt/ |
| judgemental (adj) | /'dʒʌdʒ'mentl/ |
| jury (n) | /'dʒʊəri/ |
| kidnap (v) | /'kɪdnæp/ |
| lawyer (n) | /'lɔ:jə/ |
| lie to (v) | /'laɪ tə/ |
| life imprisonment (n) | /'laɪf ɪm'prɪzənmənt/ |
| murder (v) | /'mɜ:də/ |
| parole (n) | /'pɑ:rəʊl/ |
| plead (v) | /'pli:d/ |
| police (n) | /'pəli:s/ |
| possession of drugs (n) | /'pɒzəʃən əv drʌgz/ |
| pretend (v) | /'preɪtend/ |
| prosecute (v) | /'prɒsɪkju:t/ |
| prosecution (n) | /'prɒsɪ'kju:ʃən/ |
| prove (v) | /'pru:v/ |
| punishment (n) | /'pʌnɪʃmənt/ |
| reform (v) | /'ri:fɔ:m/ |
| release (v) | /'ri:li:s/ |
| rob (v) | /'rɒb/ |
| robber (n) | /'rɒbə/ |
| robbery (n) | /'rɒbəri/ |
| sentence (v) | /'sentəns/ |
| sentence (n) | /'sentəns/ |
| shoot (v) | /'ʃu:t/ |
| shoplift (v) | /'ʃɒp,lɪft/ |
| shoplifter (n) | /'ʃɒp,lɪftə/ |
| shoplifting (n) | /'ʃɒp,lɪftɪŋ/ |
| steal (v) | /'sti:l/ |
| suspect (v) | /'sʌspekt/ |
| take in (phr v) | /'teɪk ɪn/ |
| terrorism (n) | /'terərɪzəm/ |
| theft (n) | /'θeft/ |
| thief (n) | /'θi:f/ |
| trial (n) | /'traɪəl/ |
| truth (n) | /'tru:θ/ |
| victim (n) | /'vɪktɪm/ |
| witness (n) | /'wɪtnəs/ |
| wound (v) | /'wu:nd/ |

Unit 10

Pages 94-103

| | | | |
|--------------------------|------------------------|-----------------------------|------------------------|
| accommodation (n) | /ə,kɒmə'deɪʃən/ | locate (v) | /ləʊ'keɪt/ |
| agree a price (v) | /ə'gri: eɪ praɪs/ | look round (phr v) | /lʊk 'raʊnd/ |
| apartment (n) | /ə'pɑ:tmənt/ | make an offer (v) | /meɪk ən 'ɒfə/ |
| architect (n) | /'ɑ:kətekt/ | make room for (phr v) | /meɪk ru:m fə/ |
| atmosphere (n) | /'ætməsfiə/ | melt (v) | /melt/ |
| build (v) | /'bɪld/ | mine (v) | /'maɪn/ |
| building (n) | /'bɪldɪŋ/ | mineral (n) | /'mɪnərəl/ |
| buyer (n) | /'baɪə/ | mortgage (v) | /'mɔ:ɡɪdʒ/ |
| cave (n) | /'keɪv/ | move house (v) | /'mu:v haʊs/ |
| city centre (n) | /'sɪti 'sentə/ | move in (phr v) | /'mu:v ɪn/ |
| cliff face (n) | /klɪf feɪs/ | move out (n) | /'mu:v aʊt/ |
| climate (n) | /'klaɪmət/ | natural resource (n) | /'nætʃərəl rɪ'zɔ:s/ |
| colonise (v) | /'kɒlənaɪz/ | negotiate (v) | /'nɪ'ɡəʊʃieɪt/ |
| colony (n) | /'kɒləni/ | nothing to do (phrase) | /'nʌθɪŋ tə du: / |
| conventional (adj) | /'kɒn'venʃənəl/ | oil (n) | /'ɔɪl/ |
| countryside (n) | /'kʌn'traɪsaɪd/ | pollution (n) | /'pɒlu:ʃən/ |
| cramped (adj) | /'kræmpt/ | population (n) | /'pɒpjə'leɪʃən/ |
| crowded (adj) | /'kraʊdɪd/ | purify (v) | /'pjʊərɪfaɪ/ |
| culturally diverse (adj) | /'kʌltʃərəli daɪ'vɜ:s/ | rainwater (n) | /'reɪnwɔ:tə/ |
| demolish (v) | /'demɒlɪʃ/ | raise animals (v) | /'reɪz 'ænɪməlz/ |
| desert (n) | /'dezət/ | reject an offer (v) | /'rɪ'dʒekt ən 'ɒfə/ |
| energy (n) | /'enədʒi/ | renewable (adj) | /'rɪ'nju:əbəl/ |
| environment (n) | /'ɪn'vaɪrənmənt/ | rent (n) | /'rent/ |
| estate agent (n) | /'ɪsteɪt 'eɪdʒənt/ | rise (v) | /'raɪz/ |
| family-friendly (adj) | /'fæməli 'frendli/ | roof (n) | /'ru:f/ |
| floating city (n) | /'fləʊtɪŋ 'sɪti/ | scenery (n) | /'si:nəri/ |
| glacier (n) | /'glæʃiə/ | sea level (n) | /'si: 'levəl/ |
| global warming (n) | /'gləʊbəl 'wɔ:mrɪŋ/ | sense of community (phrase) | /'sens əv kə'mju:nəti/ |
| go through (phr v) | /'gəʊ θru:/ | skyscraper (n) | /'skɑɪ,skreɪpə/ |
| green space (n) | /'gri:n speɪs/ | structure (n) | /'strʌktʃə/ |
| grow crops (v) | /'grəʊ krɒps/ | town (n) | /'taʊn/ |
| habitable (adj) | /'hæbətəbəl/ | traffic (n) | /'træfɪk/ |
| homeowner (n) | /'həʊm,əʊnə/ | transport links (n) | /'trænspɔ:t lɪŋks/ |
| ice cap (n) | /'aɪs kæp/ | tree house (n) | /'tri: haʊs/ |
| island (n) | /'aɪlənd/ | uninhabitable (adj) | /'ʌnɪn'hæbətəbəl/ |
| landscape (n) | /'lændskeɪp/ | up for sale (prep phr) | /'ʌp fə seɪl/ |
| litter (n) | /'lɪtə/ | village (n) | /'vɪlɪdʒ/ |
| local facilities (n) | /'ləʊkəl fə'sɪlɪti:z/ | waterfall (n) | /'wɔ:təfɔ:l |

Workbook Tapescript

Track 2, Unit 1

Presenter: How do you define success? Is it making a lot of money? Is it being happy? Is it being talented and doing what you love? In today's programme, we'll be hearing about a man who's probably one of the most successful businesspeople in the world. He's got it all – talent, wealth, determination, intelligence – and now he wants to give away most of his money! Joe Reeves is here to tell us all about it. Joe, first of all, who is it?

Joe: It's Warren Buffett, the American billionaire. In fact, he's currently ranked as the third richest person in the world! He became a millionaire in 1962, when he was just thirty-two years old. He started his own company then, Berkshire Hathaway, and by 1990 he was a billionaire.

Presenter: But, he's also well known for his giving to charity, isn't he?

Joe: Oh, yes. Buffett is already well known for his philanthropy, for giving to charity. And in fact his family already runs a small charity. He's always said that when he dies, most of his money will go to charity. However, recently he announced that he was going to start giving his money to charities during his lifetime, starting now.

Presenter: Why now?

Joe: Well, he decided that it was a waste of time to wait! He's friends with Bill and Melinda Gates and he's been very impressed with the work they do for charity.

Presenter: Right ... so just how much of his money is he going to give away?

Joe: Originally, he said eighty-five percent but finally he decided that he's going to give away ninety-nine percent. More than ninety-nine percent of his money will go to charity during his lifetime. He's going to give away five percent each year.

Presenter: Ninety-nine percent! That's incredible. And where's it going?

Joe: To five charities – but most of it is going to Bill and Melinda Gate's charity, the Gates Foundation.

Presenter: Giving away billions is big news, but that's not why Buffett is in the news at the moment, is it?

Joe: No. Six weeks ago, Buffett and Bill Gates announced something called the Six Hundred Billion Dollar Challenge.

Presenter: The Six Hundred Billion Dollar Challenge? What's that?

Joe: Well, Buffet and Bill and Melinda Gates want Americans to give away more of their wealth to charities. They want to raise six hundred billion dollars. That's why they've called it the Six Hundred Billion Dollar Challenge.

Presenter: I see, but six hundred billion dollars is a lot of money! How are they planning to raise it?

Joe: Well, at the moment they're not asking ordinary Americans or even rich people. They're starting with the super-rich. They've got a list of the four hundred richest Americans and they're asking each of them to pledge fifty percent of their money to charity during their lifetime or when they die.

Presenter: So, they're asking people to promise to give the money?

Joe: Yes, that's right. People are pledging, or promising, to give the money.

Presenter: And have they had any success?

Joe: Oh yes! In just six weeks they've already convinced forty people.

Presenter: Well, that's great news. And do people have to give their money to a particular charity or foundation?

Joe: No, each individual decides what organisations to give to. The idea behind the challenge is to make people think about their wealth and how it will be used.

Presenter: Right. Buffett has said that he believes that people who have received a lot from society, who have been successful, should give the money back to society.

Joe: That's right.

Presenter: Thanks, Joe ... and after the break, we'll be hearing more about Buffett's career and how he succeeded in business.

Track 3, Exam trainer 3

Presenter: This year's Windermere Marathon will take place on the 17th of May, and runners are already counting down to this much-loved event. But what if you're not an experienced runner and you'd still like to participate? In the studio with me today to answer that question is running coach, Mark Prior. Hello, Mark.

Mark: Hello.

Presenter: So, Mark, could you give some advice to people who haven't done much running but would like to take part in the upcoming marathon?

Mark: Of course. But first, let's start off with a word of encouragement: unless you've got serious health problems, you're probably able to run a marathon. On the other hand, if you're very unfit, or elderly, or if you've been ill, you should talk to your doctor first. Then, when you get the go-ahead, you start by building up your strength. You should do

stretching exercises every day; they will strengthen your muscles and protect you from injury. And of course you're going to be running pretty much every day.

Track 4, Exam trainer 3

Presenter: Yes, of course ... could you tell us more about the running practice?

Mark: You should start with smaller distances and increase them gradually. The important thing is to keep it up. Once you know you can run five or six kilometres safely, do it, don't give up. If you're tired, run slowly or even walk, but don't just stop and go home. In the month before the marathon, you should be able to run five to eight kilometres comfortably every day and maybe twenty once or twice a week.

Presenter: And what about things like diet and lifestyle?

Mark: Well, just do the sensible things ... eat a variety of foods – fruit, vegetables, cereals – the things that are always good for you. Obviously, when you're running, you burn quite a lot of calories. So if you want to lose some weight by running, that's fine, but don't try to lose weight by running and not eating – you could really hurt yourself and you'd certainly be unlikely to complete a marathon! Another thing you'll need is sleep. A body in intensive training needs rest, so make sure you can sleep at least eight hours a night, and more if you feel tired.

Presenter: And what advice have you got for runners on the day of the marathon?

Mark: Enjoy it! You've worked hard at it, so now have some fun. Don't start off too fast. It's a good idea to run rather slowly in the first half and speed up in the second. The last bit may be painful but after that you'll be able to feel really pleased with yourself.

Presenter: Right. So there it is, listeners. And as for me, well, I'd better get my running shoes on. Mark Prior, thank you for talking to us.

Track 5, Self-assessment test 1

Interviewer: This evening I'm at Buckingham Palace at the annual celebration of The Duke of Edinburgh Awards. These are achievement awards for young people, which are given at the bronze, silver and gold levels. At the moment, I'm talking to Helena, who is the youngest person to have received an award tonight ... So, you're only just fifteen, Helena, and you've already achieved your Bronze award. Can you tell us why you decided to participate in the programme in the first place?

Helena: To be honest, it was my parents who first wanted me to do it ... I wasn't keen to begin with but when my older sister received her Gold award two years ago, I thought 'Why don't I give it a try?' So I did – and it's been absolutely great! I'd recommend the experience to anyone. I've learnt so much – how to paddle a canoe, how to put up a tent ... and how to speak in front of strangers ... like now. I didn't used to be able to do that! And everyone around me has been really helpful all the way through. It's much easier when you can turn for advice to somebody who's already done it.

Interviewer: Thank you very much, Helena. How about you, John? Is your experience similar to Helena's?

John: Well, I didn't start my Bronze award until I was seventeen and it wasn't very good timing, really, with A-levels coming up and all the revision and stuff. I was close to giving it all up more than once. I found doing the expeditions really hard. At the time, I was thinking to myself: 'Why am I in the middle of the countryside, soaking wet and carrying a huge rucksack? What am I doing here?' But I made it eventually. I got my Bronze award today. And it might sound funny ... but now I'm sure I'll succeed in whatever I choose to do in life.

Interviewer: It seems the scheme has given you a firm grounding for your future. Congratulations! Our next speaker is Bethany who's just received her Silver award along with five of her classmates. So, Bethany, was it more fun to do the scheme with a group of friends?

Bethany: Of course! But there was quite a lot of competition involved, too. You see, twenty of us passed the Bronze but only six of us continued on to the Silver Award. So there were times when I carried on because I didn't want to be among those who failed.

Interviewer: And what would you consider to be your biggest achievement, Bethany?

Bethany: Let me see ... As part of the programme I spent eighteen months volunteering as a classroom assistant in a local primary school. That was challenging but fun ... and I've now decided to become a teacher.

Interviewer: Good luck with that then! Now, moving on to our last speaker, Matthew. What was the single most important quality that helped you attain the award, Matthew?

Matthew: I don't know really ... Hmm, I guess I learnt to accept challenges as opportunities to improve and get stronger rather than reasons to give up.

Interviewer: So, your message to all those who are thinking about taking part in the Duke of Edinburgh Award is ...

Matthew: Never give up. Just don't let anything stop you. It might take several years to complete the programme but you'll get there in the end.

Track 6, Unit 3

One

Kate: Hi Sally, what's the matter?

Sally: I've had an argument with Jake. I promised to make a copy of a CD for him but I couldn't get the computer program to install. He was angry.

Kate: Oh! Did you explain what had happened?

Sally: Well, not exactly ... The thing is Kate, he always laughs at me because I'm not very good at using technology. I hate it. I didn't want him to think I didn't know how to use my computer, so I said I forgot.

Kate: Sally! Communication is really important in relationships! I think you should explain what happened and tell Jake you don't like him laughing at you. Ask him to help you install the computer program and explain it.

Sally: Yeah, you're right.

Two

You have reached the Seattle Museum of Communications. The museum is open on Tuesdays from 8.30 a.m. to 2 p.m. and by appointment. Entrance to the museum is free, however donations are accepted. To take a virtual tour of the museum or for further information, check our website on www.museumofcommunications.org. To arrange a group booking, call two zero six seven six seven three zero one two or send an email. The museum is accessible for people with disabilities. Thank you.

Three

Today, I'll be talking about the history of telecommunications. *Telecommunication* means communication over a long distance – *tele* means distance. Early forms of telecommunication included smoke signals from fires and drums. Smoke signals were used in North America and China and drums were used in South America and Africa. These methods were used to communicate quite complex messages. The first ...

Four

Presenter: And with us on the programme today is Professor Ellen Skye. Professor Skye, you believe that technology is reducing our ability to communicate face to face. Is that correct?

Prof Skye: Yes. Older people are much more used to speaking directly to each other. I think this is particularly a problem that young people face. Technology is so much a part of their lives. They stay in and play computer games or listen to CDs or to their mp3 players. They've grown up with mobile phones and text messages and social networking sites.

Presenter: But what about people in their thirties? They're used to both ...

Five

The Black Balloon is all about communication and growing up. It tells the story of two teenage brothers, Luke and Charlie. Luke is a normal sixteen-year-old but his brother Charlie is autistic and has severe problems. They find it difficult to communicate. It's directed by Elissa Down and stars Rhys Wakefield, Luke Ford and Toni Collette. When Luke falls in love, things get complicated. Can Luke's new girlfriend help him accept his brother? One day, ...

Track 7, Exam trainer 6

Father: Are you really sure that's what you want to do? Because, you know, it sounds very worthy and everything but it's really hard work and badly paid, too.

Girl: Well, yes, I suppose it is but if I got a job as a secretary, I'd be working hard too, only I feel it would be less useful.

Father: Mmmm ... I imagine it seems pretty romantic to you now, looking after sick children but after a few years, you'll just be exhausted ...

Girl: Look, Dad, I know what I'm doing, you know. I worked at that summer camp for disabled children, remember? OK, I know a hospital will be a more depressing environment but at least I want to give it a try.

Father: Well, OK, it's your life, after all, so I suppose it's you who has to decide.

Track 8, Exam trainer 6

One

Man: So what did you think of this last candidate?

Woman: I don't know ... she's well-qualified, of course, but some of the others had better university results.

Man: True, and they have more experience as well. She's only had one job so far. But she seemed more motivated than most of the others.

Woman: I agree. She sounded very enthusiastic. You know, willing to learn everything on the job, and so on.

Man: And perhaps that's what we need right now.

Woman: You're right. Let's go for her, then.

Two

Jennifer: Hello, this is Jennifer Braddock. I'm calling about this Wednesday's meeting. Um ... I'm afraid it can't go ahead as planned

because Charles is going to be away. He's got to fly to New Zealand unexpectedly. I'm really sorry and, um, we'd like to postpone the date of next week instead, at ten a.m., if that's convenient. The date will be the same, of course. So, um, could you please call back to confirm? Thank you. Goodbye.

Three

Woman: Do you remember what job you dreamed of doing when you were a child?

Man: Sure. I always wanted to be a sound engineer.

Woman: What? How on earth did you know you had been interested?

Man: Well, you know I went to music school. And some of my grandparents were sound engineers. I thought they had more fun with all the equipment than my mum, who just seemed to practice on her piano all the time.

Woman: And you never changed your mind, right?

Four

Woman: Mr Fredriks, I'm really sorry but it seems the order is going to be late. Um ...

Mr Fredriks: Late? What ...

Woman: It's just that ... something went wrong with the computer system last week and ... some of the orders were ... er ... late.

Mr Fredriks: Lost?! What ...

Woman: We've now recovered them and we're working very hard to complete them. So ... we hope to have your order delivered next week. We are very grateful for your patience and to show you just how grateful we are, we'd like to offer you a five percent discount on the whole shipment.

Mr Fredriks: Just a moment. Are you telling me my order hasn't even been sent yet?

Track 9, Unit 5

Jim: This is Jim Swift and Maggie Ward on *The World Today*. We continue our series about successful teenagers by looking at author Susan Hinton. Hinton was born in 1948 in Oklahoma, in the US. She started writing seriously when she was fifteen, while she was still at school, and published her first novel just after starting university when she was just eighteen, in 1967. Maggie, what can you tell us about the novel?

Maggie: Her novel, called *The Outsiders*, made her famous nationwide and it became the second best-selling young adult novel ever. Since it was published, more than fourteen million copies have been sold and it's still popular worldwide today.

Jim: Why do you think it was so popular?

Maggie: I think it's because it was a book that was written about young people, for young people and it was written by a young person.

Jim: Right, and it was inspired by real people – is that right?

Maggie: Yes, it was inspired by two gangs at Hinton's school, the Greasers and the Socs. These two groups often fought. Hinton wanted to write her story from the Greaser's point of view, to show her support of them.

Jim: It was published under the name of S.E. Hinton ... tell us about that. Was it because there was another writer called Susan Hinton?

Maggie: No, her publishers suggested that she used her initials instead of her full name. They didn't want male reviewers to ignore the book because it was written by a female.

Jim: What about her other books?

Maggie: Well, *That Was Then, This Is Now* came out in 1971, *Rumble Fish* in 1975, *Tex* in 1979 and *Taming the Star Runner* in 1988.

Jim: Between writing her first and second books, she had writer's block, didn't she?

Maggie: Yes, she found suddenly becoming famous very hard and she couldn't write ... she was completely blocked. However, her boyfriend, who is now her husband, made her start writing two pages a day.

Jim: And that led to *That Was Then, This Is Now*?

Maggie: Yes, that's right.

Jim: It becomes clear just how popular her books were when you realise that four of them were made into films – and not indie films, films with big budgets and top Hollywood stars.

Maggie: Yes, *The Outsiders* and *Rumble Fish* both came out in 1983, both directed by Francis Ford Coppola. *Tex* and *That Was Then, This Is Now* were also released as films, in 1972 and in 1985. They were directed by Tim Hunter and Christopher Cain.

Jim: Hinton wrote one of the film scripts, didn't she?

Maggie: Yes, she worked with Coppola on the script for *Rumble Fish*. She was also the location scout for some of the films ...

Jim: She looked for the right locations?

Maggie: Yes. And something many people don't know is that she actually had small parts in three of the films, for example in *The Outsiders* she plays the nurse, and in *Tex*, she's one of the teachers!

Jim: So, a very talented lady. After her son was born, Hinton also wrote some books for children and more recently she's written for adults, too.

Maggie: Yes, she's written two books for children – *Big David*, *Little David* and *The Puppy Sister*, both of which came out in 1995.

Jim: And her books for adults?

Maggie: She wrote a novel called *Hawkes Harbor*, published in 2004, and a collection of short stories called *Some of Tim's Stories*, published in 2006.

Jim: Well, I look forward to seeing what she publishes next.

Maggie: Indeed. And on the programme next week ...

Track 10, Exam trainer 9

Interviewer: And here's the next in our series of interviews with people who work and travel. Today I'm talking to Armando, an Italian chef who currently works in a beach restaurant in a kitesurfing club on the Greek island of Naxos.

So, Armando, welcome. And how did you come to cook for this mixed crowd of kitesurfers on a tiny Greek island?

Armando: Well, I started cooking back home in Italy. I got my first job, did a course, got a diploma, er ... then I actually won a pizza-baking contest which gave me the confidence to be a bit more ambitious and apply for other jobs. After that, I went to work in England for a while, in an Italian restaurant of course. But I found that I missed the Mediterranean climate, so I came here. And I got really into kitesurfing. I spend all my free time on a board now. When the season finishes here, the kitesurfers move on to the Cape Verde islands and I'll go there, too. You know, there's got to be a restaurant there that needs an Italian chef.

Interviewer: I think one thing our listeners might like to know is ...

Track 11, Exam trainer 9

Interviewer: I think one thing our listeners might like to know is ... how is professional cooking different from cooking at home?

Armando: Well, people often see cooking at home as a relaxing activity. But there's nothing relaxing about work in a professional kitchen. You have to work really fast to complete all the orders; you have to remember a lot of things at the same time and you can't afford to make any mistakes: firstly, because if you ruin a customer's meal, they'll have to wait twice as long for it and they won't be pleased, and secondly, because mistakes can be dangerous.

Interviewer: Dangerous?

Armando: Yes. A kitchen's a dangerous place, you know. There's a pizza oven heated to 300 degrees, there are twenty-five-litre pots full of boiling water. Plus, two or three people are moving very quickly with sharp knives and hot pans – that's probably the most dangerous bit. You always have to be aware, I mean all the time, of who's where and whether the other people can see you.

Interviewer: It all sounds pretty stressful. So why do you like the job then?

Armando: Ah, but you see, for me it's not stressful. No, for me it's exciting. Sometimes fifteen orders come in at the same time: you no longer think, you work like a machine, making all the right moves, you haven't even got the time to think you're tired. And then suddenly the kitchen's empty, the waiters have served the last order and you realise three hours have gone by. I've never been bored at work. Never. This excitement is a better feeling even than when a customer says he's never had a better meal.

Interviewer: And could you tell us what qualities a good chef must have?

Armando: Apart from knowing how to cook, you mean? Well, you'll have guessed at least one by now: I mean the ability to multi-task, to do a hundred different things at the same time. And what else? Well, as a chef you must keep the kitchen absolutely clean. And you must know how to manage food so that as little as possible is wasted. And one last thing – you have to love the job, otherwise you'd go crazy!

Interviewer: Armando, thank you very much for talking to us. That was fascinating, and er ... maybe I could have some of that prize-winning pizza?

Track 12, Self-assessment test 3

Travel agent: Good afternoon, sir. Can I help you?

Man: I definitely hope so! We came back from a two-week holiday in Cortina d'Ampezzo on Saturday and ...

Travel agent: Oh, yes, Cortina d'Ampezzo. One of our top destinations. Did you have a good time?

Man: No, we didn't. Just the opposite. The whole thing was a complete disaster from start to finish. Nowhere near the 'all-inclusive five-star luxury' and 'ski paradise' you promise in your glossy brochure.

Travel agent: Oh, dear. What was the problem?

Man: The problems, you mean. To start with, the fly-ski shuttle which was to pick us up from the airport didn't show up. I had to pay fifty euros for a taxi to the hotel. Quite a lot of money for something which was supposed to be included in the price, wasn't it?

Jack: Dad, calm down ...

Travel agent: Well, I can only say ...

Man: And then, the receptionist at the hotel couldn't find the reservation for our room. She did apologise in the end but my son and I ended up in a tiny room overlooking the car park. Wasn't it just terrible, Jack?

Jack: Well, it wasn't exactly tiny ... just right for the two of us, I would say. But we did pay more for a room with a mountain view. So we were disappointed when ...

Travel agent: I'm really sorry to hear that but I don't think we should be blamed for what happened at the hotel.

Man: But that's not everything. On top of that, the food! Can you imagine? Roast beef or chicken with mashed potatoes or tuna and rice, day in, day out for the entire fourteen days of our stay. We ended up buying sandwiches or eating in local restaurants. At extra cost, mind you.

Travel agent: I understand that you're very upset, sir but I don't think we are responsible for meals served at your hotel. That's not exactly ...

Man: Who is to be blamed then? Us? For being too fussy? We probably owe you an apology, don't we? So you're not going to do anything about my complaint then? What a surprise!

Track 13, Unit 7

Presenter: We're here in Leeds today doing a street survey. A top doctor has been in the news recently for suggesting that everyone should be obliged to be an organ donor and we want to find out what people think. I've got six members of the public here with me. Justin, what do you think? Do you agree that everyone should be legally obliged to be a donor?

Justin: No, I don't agree at all ... I mean, I think it should be an individual choice, everyone should decide for him or herself. I'm an organ donor but that's because I chose to be one. I think it's a good idea but I think that doctor's wrong. And I think he'll discourage people from becoming donors, not encourage them.

Presenter: Thank you, Justin. And now we have Connie ... Connie, what do you think?

Connie: Well, it's the first time I've ever thought about it! I know that there aren't enough donors. Often sick people have to wait a long time and that's terrible, isn't it? I suppose anything that helps sick people is a good idea.

Presenter: Thanks, Connie. Now, Sarah, what do you think?

Sarah: I don't think it should be obligatory. I'm sure if it was obligatory, there would be more crime related to organ donation. Anyway, I'm sure that soon it will be medically possible to grow organs and we won't need donors.

Presenter: Thanks, Sarah. Now, Mark, you've got a personal interest in this, haven't you?

Mark: Yes, my son is waiting for a kidney transplant and he's been waiting for two years. So, I think everyone should become a donor ... I think it's the correct thing to do. I would donate one of my kidneys to my son but my kidney isn't suitable. I just hope my son will get a donor and be able to have surgery soon.

Presenter: Now Beth and Alex, I believe you've both got strong opinions on the issue?

Beth: Well, I agree with Connie that having more donors is a good idea but I don't think it should be obligatory. I think we need more campaigns to get people to become donors. I mean, it would be a good idea if in the future, campaigners could go to schools and universities to talk to students. I'm sure lots of students would become donors. Yeah, I think it should be done through campaigns, not the law.

Presenter: Good idea, Beth. Now Alex, what about you? What do you think?

Alex: I think that doctor was right. It should be made a law. I mean, what does it matter what happens to your body after you die? It would be good to help someone who's suffering. I'm going to become a donor right now!

Track 14, Exam trainer 12

Presenter: Three years ago, the UK government decided that unhealthy foods must not be advertised on children's TV channels or during programmes aimed at children. According to a recent report on the effects of these rules, children did indeed see around thirty-seven percent less advertising for foods that are high in fat, salt and sugar. So, you might ask, is that a good thing? Is it really the way to go? Well, today we try to take a look at the whole issue of advertising aimed at children. With me in the studio to debate the issue are Trevor Bolton of the Advertising Federation and Amanda Smythe from the National Parenting Institute. Welcome.

Amanda: Hello.

Trevor: Hello.

Presenter: Amanda, let me ask you first ...

Track 15, Exam trainer 12

Presenter: Amanda, let me ask you first to give us your reaction to the report.

Amanda: Well, I was really pleased to read the news. I mean, it's not yet clear of course what the impact of those regulations has been on the actual eating habits of children but it's obviously a move in the right

direction. And personally, I would be very happy to see further restrictions on advertising which targets children.

Presenter: And what sort of restrictions do you have in mind?

Amanda: Well, in fact I think it's unfair to expose young children to advertising at all. They're trusting, they tend to believe everything adults tell them, including on television. And they don't understand the concept of advertising, I mean the idea that someone's trying to influence them in order to make a profit. In Sweden and Norway, all advertising aimed at children below the age of twelve is illegal.

Presenter: Trevor?

Trevor: I'm afraid I can't agree with Amanda at all. I think censorship is never an appropriate way of solving any sort of problem. The way I see it, it's up to parents to control their children's TV viewing and talk to them about what they see, including advertisements and the good and bad sides of the products being promoted.

Amanda: Well, not all parents can do that. Some may try but parents are helpless against the power of an attractive commercial featuring the kids' favourite cartoon characters and promising them prizes or free gifts.

Trevor: Well, for cases like that, education has to be the answer. In fact, I think it's the answer to most issues connected with advertising. Instead of banning this or that advertisement, we should educate people so they'll be able to make their own independent and rational choices.

Amanda: Well, that's very good in principle, of course. In practice though, there are two problems with the idea: first, if we're talking about young children, aged five or six say, then there just isn't enough time to give them a good understanding of how advertising works before they're targeted. And secondly, if you compare the budget of the Department of Education with that of a large advertising agency, it's easy to see it's a hopelessly unequal fight.

Presenter: Now if we could turn our attention for a moment to ...

Track 16, Unit 9

Newsreader: And here is the latest crime news. In Leeds, ten students have been arrested for shoplifting. The students were part of a gang of organised criminals who had targeted clothes shops in the city centre. Police recovered over ten thousand pounds worth of stolen goods that the gang had accumulated over the past two months. Six of the students will be fined, the others could face prison sentences of up to two years. None of the students has a criminal record.

A man who killed another man in a fight outside a nightclub in Glasgow has been released on parole after only three years. Jason Williams claims he killed Ian Woods in self-defence. He will be released tomorrow. The victim's family has protested the decision and intends to take the matter to the High Court in London.

Three people have been arrested in the United States at a protest march against the death penalty. Thirty-four states still permit the death penalty rather than life imprisonment – fifty-two people who had been sentenced to death were executed last year and many more received the death penalty. With record numbers of prisoners – the number of people in prison in the United States is now over two point three million – the government is promising to take tougher measures against crime.

Meanwhile, in the United Kingdom, government officials are discussing the possibility of prisoners with sentences for minor offences getting early parole in an effort to reduce the number of people in prison. They are also considering giving more suspended sentences. Overcrowding in prisons is becoming a serious problem.

And finally, a crime story with a happy ending. A vandal who sprayed graffiti over walls in Bristol city centre has been given eight months' community service. The man, twenty-three-year-old Robert Stone, will not be going to prison or be fined. Instead, he's going to decorate the playgrounds of six local primary schools with art.

Track 17, Exam trainer 15

Teacher: Morning, everybody. Well, I hope you have your wits about you today, because we're going to be thinking about what it means to tell lies. Is it always wrong to lie? Perhaps you need to think it over for a moment or two. No? All right then, let's hear what you have to say. Natalie.

Natalie: Let's face it, everybody tells lies. I mean, how could you function without it? I'm not talking about really big, serious lies, but, you know everyday stuff, like at school when you haven't done your homework or when you don't want to tell your parents where you're going or who you're going with ... Or maybe you're going out with friends and there's someone you don't want to come along, right? So you just say you've changed your mind and you're not going after all or something ... It makes everything a lot easier. And it doesn't hurt anybody.

Teacher: Thank you, Natalie. Yes, Bill?

Track 18, Exam trainer 15

One – Bill

Bill: Well, I can't agree with Natalie, not at all. I think lying destroys trust and I don't see how you can have any sort of honest relationship with someone you lie to. And you say it doesn't hurt anybody ... but what if you found out someone had lied to you to avoid your company? And

lying to your parents about where you are is really stupid: if something happens, they won't be able to help you. I'm not saying I've never told a lie in my life but I'm not pretending either that it was ever a good thing.

Two – Patricia

Patricia: Natalie's examples are all lies that are supposed to make things easier for you, aren't they? Lying so your parents won't stop you going out, and so on. Well, I don't like that idea, I think people should face up to the consequences of their actions. But what about lying to avoid hurting someone? I think that's different, you know, like when a friend's got a dreadful new hairstyle and you know she's paid, I don't know, fifty pounds for it ... I think perhaps you may need to lie in a situation like that.

Three – Tom

Tom: Well, I don't think you ever have to lie to someone just to be nice. You can be tactful in other ways. First of all, you could simply say nothing. And if the friend actually asks you how you like her hairstyle, you can say 'I don't like it that much but that's just my opinion' or, um, 'Actually, I liked the one you had before better but the ... er ... dress (or whatever) is really lovely'. And in serious situations if you lie to someone to 'protect' them, well that shows you think the person can't cope with the truth and that's a sort of lack of respect.

Four – Emily

Emily: Oh, I'm the wrong person to ask really, because I'm so bad at it, lying, I mean ... I've tried a couple of times but I can never make up anything convincing and then you have to remember the lies you've told and keep them up ... it's just too much bother. Telling the truth is a lot simpler. I agree with Tom, you do usually have the option of not saying anything. In fact, I think the only situations in which lying is okay are really extreme ones, you know, like in a war, when you have to protect yourself or someone else from real danger.

Track 19, Self-assessment test 5

Newsreader: And now the news at five o'clock. An armed robber is being hunted by police after dressing up as the *Star Wars* movie character Darth Vader during a bizarre raid on a New York City bank in broad daylight. Police said the criminal entered the Chase Bank branch on Long Island yesterday at 11.30 a.m. carrying a semi-automatic pistol and he demanded money from staff. CCTV footage released by police showed the six-foot-two-inch gunman dressed as the *Star Wars* bad guy, with a costume complete with mask, dark cape and camouflage trousers. Customers and bank staff initially thought the robbery was a joke, with one witness thinking the costume was so amusing, he started joking with the robber. But they quickly realised the threat was real after the robber pointed his gun at them and ordered them to the floor. He later assaulted a customer who tried to prevent him from leaving the bank and escaped on a motorbike with an undisclosed amount of cash stuffed in a bag. The robber is still on the run today. Police admitted it would be difficult to track the robber down because he did not take off his mask at any stage during the bizarre robbery. This is the latest in a string of bank robberies that have happened in the New York City area. Last week, a man was arrested for robbing a bank using a bouquet of flowers to conceal a note demanding cash. A woman was also caught in a cat mask attempting to rob a Manhattan bank.

And now let's move on to international news ...

Track 20, exam test 1

Presenter: And now for our weekly book review. I have in front of me the new edition of the book *Nickel and Dimed* by American journalist Barbara Ehrenreich who decided to find out what life was like for the lowest-paid workers in the US. Also with me in the studio is journalist Sophie Stern. So, Sophie, could you tell our listeners a bit about the book?

Sophie: Yes, of course. Well, Ehrenreich set out to discover how people in unskilled jobs survive on minimum wages. She left behind her normal life, her job, her flat. She looked for the highest-paid jobs she could get without qualifications. She took the cheapest accommodation she could find. First she worked as a waitress, then as a cleaner and finally as a sales assistant with Wal-Mart, the supermarket chain.

Presenter: And one of her conclusions is that no work is truly unskilled, is that right?

Sophie: Yes, yes indeed. She found all the jobs difficult, and at times she felt hopelessly incompetent. But most importantly, she realised that the ultra-American idea that if you work hard, you'll 'get ahead', that you'll succeed, well, it's just false. There are people out there who work very hard and still can't pay for even basic needs.

Presenter: So why is that, then? Is it because of food prices?

Sophie: No, it's not so much about food. The greatest difficulty is paying for accommodation. Almost any kind of rented flat or room is too expensive for a single person on a minimum wage. We tend to imagine poor people in the US living in trailers, caravans, right? Well, according to this book, if you can afford to do that, then you're not that poor. It seems

quite a lot of unskilled workers live permanently in homeless shelters or even in their cars.

Presenter: Live in their cars?

Sophie: That's right. And if you think for a moment about what that means ... it means you only get to wash yourself at work; you can never have properly cooked food because there's nowhere to cook it, so you live on junk food. And so on.

Presenter: It sounds terrible. So how do people cope?

Sophie: Well, actually, they just don't – and that's the conclusion of the book. In the end, Ehrenreich found she simply couldn't survive on her wages. People cope if they share accommodation or if they take two jobs – but that's not always possible. So, there are many people in the US in full-time jobs who just sink deeper and deeper into poverty.

Presenter: I wonder about one thing though: this book is ten years old. How relevant is it today?

Sophie: Well, I have to say it's very relevant. Especially after the latest economic crisis, the situation of the lowest-paid part of society has become even worse.

Track 21, exam test 2

Presenter: With me in the studio today is Katherine Pitt, who runs a small market research company. So, Katherine, could you first tell our listeners what exactly a market researcher does?

Katherine: Of course. Well, the aim of my work is to understand why people buy one product rather than another. And once I know that, I make recommendations to my client about how they could improve their product or their packaging or their marketing strategies or whatever.

Presenter: So how do you do that, then? What's a typical day at work like?

Katherine: Oh, there's really no typical day. You know, we do so many different things. Some methods are really large-scale, like the questionnaires with which we ask hundreds of people about their buying habits; or studying the sales figures from large supermarkets. Other methods focus on an individual consumer: for example, a researcher could follow just one person as he or she does the shopping, noting what the person buys and how he or she makes decisions. We also read the internet forums and blogs where people exchange opinions about products.

Presenter: And what do you like about that sort of work?

Katherine: Well, for one thing, it's never boring. I do something new every day. One day I may be researching computer games, the next building materials and the day after that, I don't know, maybe muffins. Another thing I like is that there are no fixed rules about how to do all this: every time I have to work out the best method, come up with the right questions, and so on. And, you know, it's interesting to find out what people think and what they like and to be able to observe how society changes. But the best thing really is that no two days are ever the same.

Presenter: So what sort of interesting things do you find out?

Katherine: Well, for example ... everybody knows food's more fun if the packaging's nice, right? But did you know that if you give people exactly the same drink in different bottles with different prices on them, they actually believe the more expensive one tastes better? And not only that, if you scan their brains, you'll see the pleasure areas are activated more when they're tasting the more expensive drink.

Presenter: Really? I'm not sure if it's just impressive or really scary. Now could you tell us what skills a person needs to be a market researcher? I suppose you have to know some really advanced maths?

Katherine: Not necessarily, well, not everyone. The people who analyse the numerical data, yes, of course they use a good deal of maths. The others need softer skills. Everybody has to be careful and precise however: care with the detail may determine whether a project works or fails. And people also need to be flexible, to be willing to learn. Every new client needs to discuss his or her product in detail, and it can be absolutely anything: a shampoo or banking services, breakfast cereals or motorbikes – you name it. So we have to be ready to learn about any product at all very quickly and to give our whole attention to it.

Presenter: And is there anything you dislike about your work?

Track 22, exam test 3

One

Speaker 1: The *Mona Lisa* might never have become quite as famous as it is if it hadn't been stolen in 1911. An Italian, Vincenzo Perugia, believed the da Vinci painting should be returned to Italy. He walked into the Louvre one morning, took the picture off the wall, stopped on the stairs to take it out of its frame and left. The theft went undiscovered for a whole day because everyone believed the painting had been removed by museum employees. After it was realised the *Mona Lisa* was missing, the museum closed for a week. When it opened again, the French public queued to see the empty space on the wall. The *Mona Lisa* was recovered after two years. She gained her own room, special security – and international fame.

Two

Speaker 2: In 1961, an American collector offered to buy Francisco Goya's portrait of the Duke of Wellington from the National Gallery in London for £140,000. The government decided to pay the same sum to keep the painting in Britain. However, Kempton Bunton, a retired bus driver, felt it was unfair to spend thousands of pounds of public money on a painting while he was barely surviving on his pension. He stole the portrait when alarms were switched off for cleaning and sent a letter demanding £140,000, which he intended to spend on TV licences for the poor. The money was not paid and Bunton later returned the painting and gave himself up. Because he'd returned the portrait, however, he was only convicted of stealing the frame.

Three

Speaker 3: In the year 2000, the Swedish National Museum, which is beautifully situated on the waterfront in Stockholm, saw a robbery worthy of a James Bond film. Three thieves armed with a machine gun burst into the museum, grabbed a Rembrandt and two Renoirs, rushed out and jumped into a waiting speedboat to make their escape. Meanwhile, explosions in other parts of the city had been arranged to keep the police occupied. Despite such an impressive raid, however, within five years the thieves had been caught and all the paintings recovered.

Four

Speaker 4: Modern alarms, security cameras and the presence of guards did not prevent thieves from stealing a Gauguin, a Van Gogh, and a Picasso from the Whitworth Gallery in Manchester in 2003. However, the paintings were found the next day, hidden in a public toilet not far from the museum. Attached to them was a note saying: 'The intention was not to steal, only to highlight the poor security'. The police suspected that actually the thieves realised after the fact how difficult it would be to sell the famous pieces. Nevertheless, the Whitworth Gallery improved its security systems.

Workbook Answer Key

unit 1 – going to extremes

Vocabulary – Success and achievements

1 2 satisfaction 3 achievement
4 respect 5 competition 6 pressure
7 sacrifice 8 motivation 9 dedication
11 discipline 12 challenge

2 2 pressure 3 motivation
4 satisfaction, respect 5 sacrifices
6 achievement 7 competition

Grammar – Present tenses

3 2 am taking, live 3 am doing
4 are passing 5 have been training
6 have done

4 2 At the moment 3 for the last two
years 4 already 5 almost every day
6 more and more

5 2 d 3 a 4 e 5 b

6 2 take 3 has been learning
4 has already learned 5 are beginning
6 are preparing 7 doesn't understand
8 wants

7 2 have been reading, have read
3 don't do, am doing 4 plays, has been
playing 5 I am thinking, think

Vocabulary – Extreme adjectives and intensifiers

1 2 starving 3 outstanding
4 freezing 5 terrifying 6 huge
7 exhausted

2 2 boiling 3 soaked 4 brilliant
5 terrible 6 furious 7 desperate

Grammar – Past tenses

3 1 has only won 2 watched 3 was
working/offered 4 was preparing/
had put on 5 had been dating 6 had
dropped

4 2 f 3 e 4 a 5 c 6 b

5 2 went 3 'd put on/put on 4
arrived 5 was standing 6 was asking
7 paid 8 'd waited 9 walked 10
introduced 11 got 12 won

Grammar Plus: Question tags

6 2 have you? 3 don't they? 4 aren't
there? 5 will you? 6 shall we? 7
aren't I?

Vocabulary – Reaching the top

1 2 support 3 skills 4 self-
confidence 5 luck 6 determination
7 social network

2 2 determination 3 determined
4 lucky 5 talent 6 support
7 supportive 8 exception
9 networking 10 successful

Listening

3 1 c 2 a 3 c 4 c 5 a

4 1 32 years old 2 99 percent
3 Because he doesn't want to wait.
4 five 5 50 percent

Reading

5 2

6 a 3 c 6 d 4 e 5 f – g 2

7 1 X 2 ? 3 ✓ 4 ✓ 5 ? 6 X

Writing – A narrative

1 1 Because she was standing on it
and her foot was near its head 2 by
helicopter

2 1 Little did I know (that disaster
was about to strike). 2 but then my
problems started 3 All of a sudden
4 to my horror/terrified 5 in pain, sick
and exhausted 6 Thankfully

3 (Answers 4–5, 7–9 and 11–13 can
come in any order.)

2 thankfully 4 unfortunately
5 to my horror 7 eventually
8 gradually 9 suddenly
11 amazingly 12 strangely

4 Possible answers:

b Unfortunately, the blow to her head
knocked her unconscious.

c Suddenly, we heard a terrible noise –
Jane's canoe had hit a rock in the river!

d Fortunately, there was a rescue station
close by, so we carried Jane there.

e Jane disappeared under the water, but
she appeared again eventually.

f We managed to pull Jane out of the
water. Fortunately, she was still breathing.

5 2 a 3 e 4 f 5 b 6 d

6 Students' own answers

7 1 information 2 list 3 organise
4 improve 5 punctuation

8 Students' own answers

real time 1

1 2 have in common 3 seem
4 look like 5 makes me

2

2 The way I see it is that you're not really
successful if you're unhappy.

3 If you ask me, a good relationship with
your family is most important.

4 Don't forget that they are the people
who can support you the most.

5 In my opinion, a good education is
more important.

6 You have to bear in mind that it's
difficult to get a good job without a
good education.

exam trainer 1

1 2 adjective 3 verb 4 adverb
5 noun 6 noun

2 2 exhaustion 3 ability 4 happiness
5 importance 6 partnership
7 brotherhood 8 boredom

3 2 advertisement 3 movement
4 motivation 5 competition
6 preparation 8 creativity 9 kindness
10 politeness 11 confidence
12 freedom

4 2 child 3 star

5 2 achievement 3 satisfaction
4 happiness 5 development
6 motivation 7 self-confidence
8 competition 9 education
10 inspiration

unit 2 – living together

Vocabulary – Flat sharing

1 2 c 3 f 4 b 5 a 6 e

2 2 share 3 household 4 have
5 issues 6 treat

Grammar – Present perfect simple and continuous

3 2 've been waiting 3 've bought/'ve
been arguing 4 's decided 5 've you
been living 6 have you avoided

4 2 've written, 's been writing 3 've
been painting, 've painted 4 's been
dancing, 've danced

5 2 b 3 a 4 e 5 f 6 c

6 2 's been writing, 's written
3 's been cooking, 's cooked 4 've been
cleaning, 've cleaned 5 's been trying,
's tried

7 2 have you been doing haven't seen,
've been 3 Have you heard, 've been
going out, have you been 4 've been
sharing, Have you tried

Vocabulary – Behaviour and relationships

1 2 e 3 c 4 a 5 d

2 2 keeps 3 takes 4 leaving
5 interrupting 6 make

Grammar – Present and past habits

3 2 e 3 a 4 f 5 c 6 b

4 2 Did you use to 3 used not to
4 used to spend 5 did you use to live
6 didn't use to nag

5 2 are constantly blocking 3 keep
leaving 4 is constantly getting into
5 used to phone 6 would come
7 were always gossiping 8 kept telling

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

Grammar Plus: be/get used to

7 2 wasn't used to 3 got used to
4 didn't used to 5 used to driving
6 getting used to

Vocabulary

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

2 2 bring up your children 3 inherited
4 settle down 5 started dating 6 asks
someone/the girl out 7 have a
relationship

3 2 household 3 breadwinner
4 divorce rate 5 arranged marriages

Reading

4 b

5 1 ✓ 2 X 3 ✓ 4 X 5 X

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

real time 2

1 2 b 3 b 4 a 5 b

2 2 b 3 i 4 d 5 a 6 f 7 k 8 h
9 c 10 e

3 a 2 b 5 d 4 e 3 f 7 g 8 h 6

4 2 I look forward to hearing from
you soon. 3 I would like to know how
much the course costs. 4 I would like
to know more about the extra activities.
5 I am interested in living with a family.
6 My name's Pawel Adamicz and I am a
student at secondary school.

exam trainer 2

1 2 switch 3 fall 4 get 5 tidy

2 2 out 3 through 4 down 5 to

3 1 a and b 2 a 3 a and b 4 a

4 2 work out 3 bring them up
4 give up

5 2 forward 3 down 4 give 5 after
6 over 7 up 8 grew

exam trainer 3

1 1 a 2 b

2 c

3 1 b 2 a 3 c

4 1? 2 X 3 ✓

5 1 This year, every 2 health problems,
able 3 stretching

6 1 X 2 X 3? 4? 5 ✓

self-assessment test 1

1 2 bring 3 huge 4 down
5 nagging 6 starving 7 share

2 2 rate 3 furious 4 settle 5 out
6 breadwinner 7 go

3 2 had/'d been digging 3 have/'ve
turned 4 is/'s staying 5 were
watching 6 have/'ve been ironing
7 had they been 8 ran 9 has she
been learning

4 2 is always crashing 3 I often
used to feel/I often felt 4 I've written
5 asking her 6 have you driven

5 2 reasonably 3 arranged
4 dedication 5 responsibility/
responsibilities 6 inspiration

6 1 Bethany 2 John 3 Bethany
4 Helena 5 Matthew 6 Helena
7 John

7 2 calling 3 concerning 4 Hold
5 through 6 there 7 available
8 popped 9 ring

8 2 on 3 seem 4 like 5 To 6 mind

unit 3 - global network

Vocabulary - Communications

1 1 handset 2 text message
3 handheld games console 4 social
networking site 5 flexible screen

2 mobile phone

3 2 network 3 addicted 4 social
networking site 6 text message

Grammar - Future forms

4 2 'll show 3 opens 4 Are you
doing 5 'll be waiting

5 2 is going to do/is doing 3 is
coming 4 'll text 5 leaves/is leaving

6 2 What time does the train get in?
3 It's going to crash again. 4 I'll do it
today. 5 I'm seeing the doctor at five.

7 2 's picking 3 up 4 does/is
5 arrive/arriving 6 'm taking 7 'll do it
8 'll 9 be late 10 'll chec 11 won't
be able 12 'll go 13 'll be back

Grammar Plus: be about to, be on the point of, be likely to and be unlikely to

8 2 is on the point of winning 3 is
about to 4 are likely to have access
5 is unlikely to improve

Vocabulary - Talking about technology

1 2 e 3 a 4 b 5 c

2 1 drive 2 high-definition 3 life
4 system 5 browser 6 wireless
7 internet 8 touch-screen 9 projector
10 games

3 1 c 2 d 3 e 4 b 5 a

4 2 had 3 wasn't, would feel 4 didn't
have, might speak 5 met, had

5 2 If I went on a long trip, I would
write a blog. 3 If I had a laptop, I could
do my homework in the library.

4 I might buy a new laptop, provided
it had a long battery life. 5 If our
neighbours were as noisy as yours, I'd
get really angry. 6 I wouldn't want
another digital gadget even if it was free.

6 1 found, would call 2 failed 3 told,
would you react 4 didn't surf, wouldn't
keep up with 5 didn't spend, would
have

7 2 Even if 3 provided that 4 even if
5 provided that 6 Supposing

8 2 If I had a faster internet connection,
I'd download more videos. 3 If I moved
to another country, I would keep in
touch with my friends online. 4 If I
were ten years old, I would love this new
game. 5 If I spent more time reading, I
would know more words. 6 If I lived in
Japan, I would probably have even more
electronic gadgets.

Reading

1 1 b

2 1 d 2 b 3 a 4 e 5 c

3 1 b 2 d 3 f 4 a 5 e

4 1 X 2 ✓ 3 X 4 ✓ 5 ✓ 6 ?
7 ✓

5 1 No, it isn't. 2 Because they're
so used to sending texts full of
abbreviations and without punctuation.
3 They were worried about it. 4 an
expert in slang 5 in newspapers

Listening

6 Correct order: 1 c 2 a 3 e 4 d
5 b

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

Writing - A 'for and against' essay

1 1 Cars give you freedom, you don't
have to rely on anyone else, they help
older people stay independent and
improve the quality of life for people in
remote areas, the car industry creates
jobs. 2 Cars are responsible for pollution
and toxic waste, there are too many cars
on the road and cities are coming to a
standstill, using cars too much is making
us less fit and less sociable. 3 The
writer believes that benefits of using
cars are greater than the disadvantages.
4 Students' own answers

2 1 the benefits of using cars outweigh
the disadvantages 2 The roads are
becoming more and more crowded.
3 One of the greatest advantages of
car ownership is ... 4 Traffic jams are
causing many cities to come almost to
a standstill. 5 car ownership obviously
has many benefits

3 However, so, What is more, Finally, On
the other hand, Firstly, Secondly, Finally

4 1 Although 2 As a result 3 Due to
4 However

5 There used to only be a few channels
on TV in most European countries.
Having many channels has advantages
and disadvantages.
In many countries TVs now have many
channels because of cable.
So, is having more channels beneficial
on the whole?

- 6** Students' own answers
7 1, 3, 4
8 Students' own answers
9 Students' own answers
10 2 order 3 four 4 structure
11 Students' own answers

real time 3

- 1** 2 began 3 for example 4 some people say 5 in my opinion 6 explain why 7 First of all 8 What's more 9 To my mind 10 Secondly 11 like 12 Lastly 13 sum up 14 let me finish
2 1 They are an easy way of keeping in touch with people. 2 You can keep in touch quickly and easy and still have time to spend with your friends. 3 You can find friends you have lost touch with. 4 You can easily share photos with your friends.
3 1 c 2 a 3 b
4 Students' own answers

exam trainer 4

- 1** 2 dolphin trainer 3 household rules 4 internet connection 5 games console 6 desktop computer
2 2 film 3 back 4 landline 5 networking 6 communication
3 2 f 3 a 4 b 5 c 6 d
4 2 d 3 b 4 c 5 d 6 b
5 2 life 3 browser 4 engines 5 games 6 connection

unit 4 – happy & successful

Vocabulary – Life skills

- 1** 2 a 3 d 4 b
2 2 physically 3 well-being 4 positively 5 thankful 6 strengths 7 support

Grammar – Modals

- 3** 2 a 3 f 4 c 5 b 6 e
4 1 must 2 should 3 have got to 4 should 5 have got to 6 must
5 2 shouldn't have worn 3 should have said 4 should have taken 5 shouldn't have lied 6 should have told
6 2 needn't have come 3 needn't have bought 4 needn't have taken
7 2've got to walk 3 should have brought 4 shouldn't have believed 5 must remember 6 needn't have bought 7 should do

Grammar Plus: ought to

- 8** 2 ought to have told 3 ought to thank 4 ought to have chosen 5 ought to have given up

Vocabulary – Skills and ambitions

- 1** 2 sound IT skills 3 willing to learn 4 proven experience 5 ability to work in a team 6 highly motivated
2 2 skills 3 qualified 4 willing 5 people 6 team

Grammar – Future continuous and future perfect

- 3** 2 won't be using 3 'll be driving 4 'll be flying 5 won't be working 6 will be working
4 2 will have become 3 won't have finished 4 'll have bought 5 will I have achieved 6 will have graduated
5 2 'll be playing 3 will have grown 4 will have known 5 won't be going 6 Will they be using
6 1 will be travelling 2 will have had 3 won't have finished 4 won't be going 5 I'll be thinking 6 Will they have invented
7 2 will also be working 3 will definitely have started 4 probably won't be going out 5 will still be designing 6 probably won't have won

Reading

- 1** a
2 1 c 2 b 3 a 4 a 5 b 6 c 7 a
3 b 3 – climate change engineer/scientist c 5 – work in entertainment personalisation d 1 – work with living body parts e 6 – vertical farmer f 4 – virtual manager
4 1 b 2 d 3 c 4 d 5 b 6 a

real time 4

- 1** ✓: 1, 2, 3, 6, 7, 10 X: 4, 5, 9
2 & 3 Students' own answers
4 2 Why do you want this job? 3 Sorry, I don't follow 4 Where do you see yourself 5 What I meant was 6 What I'm trying to say 7 What are your strengths 8 What are your weaknesses

exam trainer 5

- 1** 1 make – sense, a mess, a noise 2 do – homework, housework, the cooking 3 get – a pay rise, the sack, good marks at school 4 have – a relationship, a headache, a chat
2 2 do the cooking 3 got the sack 4 have a relationship 5 have a chat
3 2 d 3 f 4 a 5 b 6 c
4 2 set 3 do 4 takes 5 get 6 have
5 2 feel 3 make 4 achieve 5 solve

exam trainer 6

- 1** 2 X 3 ✓ 4 X 5 ✓

- 2** Students' own answers
3 2 B 3 D 4 A 5 D 6 C 7 A 8 C 9 C and D 10 A and B
4 Students' own answers
5 b
6 1 secretary 2 summer camp
7 1 a 2 c 3 b 4 c

self-assessment test 2

- 1** 2 c 3 f 4 a 5 d 6 b
2 2 qualified 3 interpersonal 4 motivated 5 experience 6 skills 7 willing
3 2 b 3 c 4 c 5 a 6 a 7 c
4 2 will have made 3 arrives 4 is/'s throwing 5 will never ask 6 will/'ll be getting ready 7 am not/'m not doing 8 are/'re going to crash 9 will have been
5 2 should have gone hiking instead of 3 pupils in Al's school have to wear 4 wouldn't be my best friend if she didn't always 5 needn't have taken a laptop 6 that they won, they would get promoted
6 1 b 2 d 3 a 4 c 5 b
7 2 say/argue/think/believe 3 think 4 disagree 5 Let 6 First 7 opinion 8 mean 9 What's 10 Finding 11 same 12 one 13 example/instance 14 rising/increasing 15 sum

unit 5 – pop culture

Vocabulary – A performance

- 1** 1 stalls, go up 2 put on, costumes 3 stage 4 discuss 5 curtain, set 6 bow, cheer, clap, bow, clap, cheer
2 2 dressing 3 circle 4 act 5 cast 6 shows 7 interval 8 refreshment 9 production

Grammar – The passive

- 3** 1 was painted 2 have been damaged 3 had been cancelled 4 is being built 5 are expecting 6 will be painted
4 2 will be sold 3 has been discovered 4 is being renovated 5 be watched 6 is believed/was written
5 1 will probably surprise 2 is known 3 decided/has decided 4 has already been criticised 5 is believed 6 was asked 7 refused 8 has been nominated 9 will be awarded 10 isn't recommended

Grammar Plus: get something done

- 6** 2 Alice had her best friend's photo framed. 3 You should get your car washed. 4 The theatre is getting new lighting installed. 5 Sally has got her

flat redecorated. 6 My neighbour gets his grass cut every two weeks.

Vocabulary – Music and entertainment

1 2 f 3 e 4 a 5 c 6 b

2 2 posting 3 hits 4 talent 5 gig
6 signed 7 label 8 album 9 released
10 single 11 tour

Grammar – More complex question forms

3 2 sort 3 frequently 4 advice
5 director 6 long

4 2 c 3 e 4 b 5 a

5 2 What did you look at? 3 Who did you get it from? 4 What did you pay £50 for? 5 Who did you talk to? 6 What did you talk about?

6 2 where you lost 3 how long it takes 4 it's difficult to succeed 5 what you think 6 if they gave out

7 2 How 3 for 4 is 5 What 6 if

Vocabulary – Writers and writing

1 2 publishing deal 3 research
4 feedback 5 worldwide 6 original angle 7 point of view 8 plots
9 budgets 10 location

Reading

2 & 3 Correct order: 7, 4, 5, 2, 3, 1, 8, 6

4 1 c He was eighteen. 2 b Science fiction and fantasy stories. 3 d Britain and America. 4 a Eragon. 5 f Have a holiday. 6 e In 2006.

5 1 ✓ 2 X 3 ✓ 4 X 5 ? 6 ✓ 7 X

Listening

6 2 *That Was Then, This Is Now*
3 *Rumble Fish* 4 *Tex* 5 *Taming the Star Runner* 6 *Big David, Little David* 7 *The Puppy Sister* 8 *Hawkes Harbor* 9 *Some of Tim's Stories*

7 2 14 million 3 boyfriend 4 Four
5 location 6 1975

8 1 d 2 c 3 b 4 d 5 c

Writing – A film review

1 & 2 1 M 2 B 3 B 4 E

3 1 It is over-sentimental and simplistic and the sports scenes are disappointing. 2 John Lee Hancock 3 Michael Oher, Leigh Anne Tuohy and Sean Tuohy 4 Michael Lewis 5 It relies on the portrayal of the relationship between the main characters to keep the viewers engaged. 6 It could be more political and more dramatic.

4 1 a 2 b 3 a 4 a 5 a 6 b 7 b

5 Possible answers:

1 *The Last Station* is the inspirational film about the life of the Russian writer Leo Tolstoy.

2 It is the moving, true-life story of Tolstoy's relationship with his wife in the days leading up to his death.

3 The plot isn't gripping; but it's beautifully filmed and the actors give great performances.

4 For me, the best thing about the film is Christopher Plummer's portrayal of Tolstoy.

5 The film is well worth seeing.

6 2 logical 3 ending 4 expressions

7 Students' own answers

real time 5

1 2 a tiny 3 five percent 4 majority
5 thirteen 6 minority 7 least 8 most

2 (1–3 and 4–6 are in any order)

1 increase (increase (n)) 2 go up

3 double 4 decrease (decrease (n))

5 fall (fall (n)) 6 halve (half(n))

3 2 sharply 3 halved 4 up 5 stayed pretty much the same 6 increased

7 a little 8 risen 9 slightly

10 doubled

exam trainer 7

1 2 tells 3 speak 4 talked
5 discussed

2 1 interval 2 break 3 pause
4 place 5 seat 6 chair 7 viewers
8 audience 9 spectators

3 1 tells 2 place 3 plays 4 acting
5 scene 6 says

5 2 a 3 b 4 b 5 c 6 a 7 c

unit 6 – something different

Vocabulary – Food and tastes

1 2 f chicken drumstick/meat 3 e watermelon/fruit 4 a muffin/sweet things 5 b prawn/fish 6 c aubergine/vegetable/fruit

2 2 powder 3 liver 4 garlic 5 tuna
6 prawns

3 Tea – a little very little a bit of
Biscuits – a few a large number a couple of very few

4 2 very little 3 a little 4 quite a lot
5 a great deal

5 2 a lot of 3 quite a lot of 4 a great deal of 5 a couple of 6 a few 7 a few 8 quite a lot of 9 plenty of

6 2 d 3 a 4 e 5 c

7 2 a little 3 a large number 4 little
5 hardly any 6 a few 7 few

Vocabulary – Food and tastes

1 2 c 3 e 4 a 5 d

2 2 tender 3 protein 4 flavour
5 mashed 6 pickled 7 exotic

Grammar – Relative clauses

3 2 which 3 who 4 where 5 who
6 when

4 2 when 3 whose 4 that/which
5 that/which 6 who

5 2 that contains the best pasta recipes I know. 3 where they serve Bulgarian food. 4 whose cooking you admired. 5 when the course begins. 6 who you wanted to see.

6 2 a, b 3 b 4 a 5 a, b 6 b 7 b
8 b

Grammar Plus: reduced relative clauses

7 1 which is 2 who have been 3 that is 4 which was 5 who is 6 which were

Vocabulary – Travel

1 Types of holiday: hiking holiday, five star city break

Activities/things to do: sunbathing, eat out, go sightseeing, take a guided tour, chilling out

People: tour guide, travel rep, the locals
Places to stay: beach resort, self-catering apartment

2 2 room service 3 full board
4 nightlife 5 hitchhike 6 beaten track
7 set off 8 landmark

Reading

3 2 a 3 c

4 1 writer 2 Ireland 3 herself
4 France/India 5 bicycle

5 1 goat's meat 2 lentils 3 thyme
4 chicken stew

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

7 1 ✓ 2 ? 3 ✓ 4 X 5 ✓ 6 ✓ 7 ✓

real time 6

1 2 sorry, but I'm afraid there's nothing I can do. 3 exchange anything without a receipt. Is that right? 4 it help if I showed you the police report? 5 sorry, but I don't think that's fair. 6 I make a suggestion? Why don't you ask your manager?

2 2 e 3 a 4 d 5 c

3 2 an eloquent presenter
3 informative 4 an annual conference
5 various films 6 fascinating

exam trainer 8

1 2 clever 3 warm 4 spicy 5 soft
6 affectionate

2 2 cool, mild 3 processed, stale
4 weak/delicate

- 3 2 easy 3 fatty 4 overweight
5 tough 6 cold
4 2 a 3 c 4 c 5 a
5 2 scruffy 3 tender 4 processed
5 lean 6 strong

exam trainer 9

- 1 2 = 3 ≠ 4 =
2 2 ✓ (basic facilities) 3 ? 4 ✓ (will often let you)
3 1 X 2 X 3 ✓ 4 ✓ 5 ? 6 ✓ 7 ? 8 ✓
4 c
5 1 b 2 a
6 1 b 2 c 3 a 4 a 5 c

self-assessment test 3

- 1 2 nightlife 3 gig 4 acts 5 the contest 6 lean 7 beaten track 8 suspense 9 the dressing rooms
2 2 guided 3 release 4 cast 5 location 6 sign
3 2 the post office is 3 which 4 a little 5 being interviewed 6 who 7 a great deal
4 2 Who did, with? 3 It is said 4 only a few clothes. 5 that/which tightens or loosens screws. 6 much you paid for 7 have been arrested
5 2 b 3 a 4 d 5 b 6 c
6 1 d 2 c 3 a 4 b 5 b
7 2 percent 3 slight/steady 4 prove 5 quarters 6 same 7 majority 8 more 9 dramatically
8 2 d 3 c 4 h 5 b 6 a 7 i 8 g

unit 7 - body & mind

Vocabulary - Qualities of mind

- 1 1 badly organised, quick-thinking
2 learning languages, multi-tasking, processing information
3 spatial skills, verbal skills, interpersonal skills
2 2 imaginative 3 analytical 4 artistic 5 impulsive 6 empathetic
3 2 Multi-tasking 3 analytical, processing information 4 artistic 5 quick-thinking

Grammar - Articles

- 4 3 a 4 b 5 b 6 a
5 2 a, a, The, the 3 ∅ 4 the 5 an, the 6 The, the
6 2 a 3 d 4 f 5 e 6 b
7 2 ∅ 3 ∅ 4 ∅ 5 a 6 the 7 the 8 the 9 a 10 the 11 a

Grammar Plus

- 8 2 ∅/the 3 the 4 The/the 5 ∅/the

6 ∅/the/the

Vocabulary - Describing people

- 1 2 climb 3 ropes 4 twist
5 incredible 6 backwards 7 autistic
8 gift 9 claims 10 memorise

Grammar - Expressing ability: can, could, be able to

- 2 2 = 3 = 4 =
3 2 succeeded in 3 was unable to 4 will be able to 5 were able to
4 1 be able to 2 will be able to 3 has been able to 4 be able to 5 'd be able to 6 haven't been able to
5 2 b 3 a, b 4 b, c 5 a
6 2 succeeded in climbing 3 was unable to speak 4 is able to dance 5 didn't manage to buy 6 didn't succeed in reaching

Vocabulary - Health

- 1 2 treatment 3 suffer 4 cure
5 care 6 care 7 illness 8 surgery
9 obesity 10 damage 11 therapy
2 1 transplant, donor, surgeon
2 health, obese 3 ill, alive, cure
4 care, treatment 5 suffer, illness, curable 6 therapy, treat

Listening

- 3 1 e 2 a 3 g 4 b 5 f 6 c
4 1 X 2 ✓ 3 X 4 X 5 ? 6 ✓

Reading

- 5 1 Roentgen - physicist - German - X-rays
2 Fleming - doctor - Scottish - penicillin
3 Hopps - electrical engineer - Canadian - pacemaker
6 1 c, e, d, a, b 2 b, a, d, c, e 3 d, a, e, c, b
7 1 ? 2 X 3 ✓ 4 ? 5 ✓ 6 X

Writing - A description of a person

- 1 b para 3 has courage, positive attitude and competitive spirit c para 4 she makes me feel it is possible to achieve anything, role model, inspiration
d para 1 surfer, lost arm, didn't give up
e para 3 one of ten best women surfers in world, has won awards, own business, selling jewellery and shoes
2 1 has a mass of long blond hair 2 is renowned for her courage 3 she looks intriguing 4 she overcame tremendous obstacles
3 1 e 3 f 4 c 5 d 6 h 7 b 8 g
4 b Mrs Moore is a teacher at my school.
c Although she had to start using a wheelchair, she didn't stop teaching.

- d Last year she **won** an award for her services to the community.
e She has **inspired** me to do a sponsored run to raise money for disabled athletes.
f She is also **a** great photographer.
g She is a **petite/slight/tiny** woman.
h Above all, I admire her **because** of her positive attitude.

5 Possible answers:

- 2 She was fantastic at moving to the music in her wheelchair.
3 She dresses well in fashionable clothes.
4 I think she's an amazing role model for young people.
5 She's an inspiring teacher.
6 The photos in the exhibition were intriguing.
6 2 first 3 varied 4 mistakes
7 Students' own answers

real time 7

- 1 2 d 3 g 4 a 5 h 6 c 7 f 8 e
2 2 it sounds odd 3 Surely you don't believe that it's not a good idea
4 I understand why you ask that. 5 Do you really think 6 I believe it's true
7 Surely you don't believe 8 That's not exactly what I meant 9 What do you mean when you say 10 All I'm saying
3 Student's own answers

exam trainer 10

- 1 2 ful - careful 3 less - careless
4 able - miserable 5 ive - talkative
6 ic - historic
2 row 1 - optional, practical row 2 - enthusiastic row 4 - reliable, valuable row 5 - successful, useful row 6 - useless
3 2 stressful 3 ethical 4 constructive 5 unpredictable 6 artistic
4 2 hopeless, hopeful 3 helpless, helpful 4 amazed, amazing
5 2 amazing 3 enthusiastic 4 surprised 5 surprising 6 successful 7 valuable 8 imaginative 9 practical

unit 8 - consumer society

Vocabulary - Advertising

- 1 1 jingle 2 brand 3 logo 4 slogan 5 target audience
2 2 campaign 3 target 4 aimed 5 brand

Grammar - Reported speech

- 3 2 He wanted to know if I had seen the latest coffee advertisement. 3 She asked what I was going to wear to the party. 4 She wanted to know where I had bought my new boots. 5 He asked if I could help him carry the shopping.

6 He wondered when the ads would finish and the film begin.

4 2 her 3 had 4 was 5 had 6 would

5 2 they were 3 if I had ever tried 4 it had 5 it had been developed 6 it was 7 if I bought a pack of ten *Chocosvelte* bars then I would get 8 I would buy

6 2 'I'll have problems if you don't help me.' 3 'We travelled all round South America in 2009.' 4 'Do you live there?' 5 'What are you thinking about?' 6 'What are we going to do tomorrow?' 7 'Where were you on Monday?'

Vocabulary – Shopping and money

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

2 2 charged 3 details 4 packaging 5 secure 6 receipts

Grammar – Reporting verbs

3 2 persuaded 3 offered 4 denied/ admitted 5 warned 6 claimed

4 2 d 3 b 4 a 5 e 6 c

5 2 threatened to take the shopkeeper to court. 3 explained he couldn't do it because he didn't speak French well enough. 4 accused Mike of stealing his mobile phone. 5 refused to go to the show 6 urged me to tell them the truth.

Grammar Plus

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

Vocabulary – Money

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

2 2 save 3 in 4 overdrawn 5 owe 6 repay 7 afford 8 loan

Reading

3 3

4 1 c 2 e 3 a 4 g 5 d

5 1 d 2 a 3 c 4 d 5 c 6 a

6 1 55 percent 2 clothes and CDs 3 their own clothes, music and entertainment 4 almost 50 percent 5 \$141 billion 6 Yes, they do.

real time 8

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

2 Students' own answers

3 2 f 3 c 4 d 5 e 6 h 7 a 8 g

4 Students' own answers

exam trainer 11

1 1 in 2 in 3 on 4 in 5 on 6 in 7 On

2 1 by 2 on 3 at 4 off 5 in 6 as

3 2 of 3 to 4 with 5 into 6 on

4 2 a 3 c 4 c 5 d

5 2 on 3 in 4 with 5 to 6 of 7 than

exam trainer 12

1 1 head of the team 2 TV commercial 3 Patrick, £10,000 4 university fees, debt

2 1 c 2 a

The words *stupid* and *childish* connect with *why/be serious?* in sentence c because they oppose or challenge them. The name *Shigeru Miyamoto* connects with *famous designer* in sentence a.

3 1 e 2 f 3 c 4 b

4 1 a, b 2 a

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

self-assessment test 4

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

2 2 afford 3 multi-tasking

4 empathetic 5 jingle 6 details 7 keep

3 2 the 3 managed 4 the 5 a

6 be able to 7– 8 was able to

4 2 Robert suggested going out/that we should go out/that we went out on Sunday night.

3 My sister denied taking my money.

4 The airline representative asked (us) how many pieces of luggage we have/had.

5 The teacher reminded Carla to hand in her history assignment on time.

6 Jessica's father refused to let her go to New York on her own.

7 Ian apologised for not coming to the meeting.

5 2 the 3 was 4 surgery 5 badly 6 account

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

7 2 thing 3 Let 4 What 5 that

6 really 7 sounds 8 exactly 9 why

8 2 true 3 agree 4 say 5 Surely

6 know 7 Sorry

unit 9 – right & wrong

Vocabulary – Crime and justice

1 2 c 3 e 4 b 5 a

2 2 d 3 h 4 c 5 f 6 a 7 e

3 2 arrested, charged 3 went, prove

4 sentenced, committed

Grammar – Gerunds and infinitives

4 2 a 3 f 4 e 5 b 6 c

5 2 d 3 b 4 b 5 d 6 a

6 2 contacting 3 to tell 4 to ask 5 to avoid 6 Reading

7 2 being caught 3 to sell 4 to attract 5 to identify 6 being arrested 7 destroying 8 to recover 9 to buy 10 to cooperate 11 receiving

Vocabulary – Truth and lies

1 1 d 2 c 3 a 4 e 5 b

2 2 pretend 3 taken in 4 tricked 5 deception 6 genuine 7 admitted 8 fraud

Grammar – Modals of deduction

3 2 might be missing 3 can't be 4 might know 5 might have 6 can't remember

4 1 must have bought 2 may have climbed/could have used 3 must have landed 4 can't have done 5 may have broken down 6 can't have seen

5 Possible answers:

2 might have/could have forgotten 3 couldn't have done 4 might be 5 must have had 6 might have stopped/might 7 could be flat 8 may/might have asked 9 might have decided 10 might have met 11 couldn't/can't finish

Grammar Plus: continuous forms

6 2 may have been sleeping 3 can't be working 4 can't have been paying attention 5 may be watching 6 must have been doing

Vocabulary – Crime and justice

1 2 service 3 sentences 4 suspended 5 parole 6 death 7 imprisonment

Listening

2 2 h 3 e 4 g 5 a 6 d 7 b 8 c

3 1 d 2 b 3 c 4 d 5 d

4 b 10,000 c 2 d 3 e 2.3 f 8 g 23 h 6

Reading

5 b

6 1 X 2 ✓ 3 ✓ 4 ? 5 ✓ 6 ✓ 7 X

Writing – An opinion essay

1 1 agrees 2 the first time 3 less 4 harder 5 hasn't been proved 6 advantages

2 Adding information: what is more
Contrasting information: although, despite this

Explaining consequences: for this reason, because of this, as a result

3 Adding information: Furthermore, In addition

Contrasting information: However, Even though, Having said that

Explaining consequences: Due to this

4 2 C – Although/Even though 3 C – However 4 EC – As a result/Due to this/ Because of this/For this reason 5 A – In addition/What is more/Moreover/ Furthermore 6 EC – As a result/ Due to this/Because of this/For this reason

5 2 However 3 Having said that 4 Nevertheless 5 Although

6 2 support 3 linking 4 grammar

7 Students' own answers

real time 9

1 All three stories are about something being stolen.

2 1 c 2 a 3 b

3 1 Article **a** talks about how a woman found her stolen wedding dress and helped the police to arrest the thief.

2 Article **b** explains how a police dog caught a man who was trying to break into a museum.

3 According to article **c**, a Swedish art museum didn't know that three paintings had been stolen until the police recovered and returned them.

4 2 half 3 third 4 fallen 5 stayed 6 three-quarters 7 tiny minority

5 Students' own answers

exam trainer 13

1 2 to 3 for 4 in 5 at

2 1 out of 2 on 3 from 4 with 5 of

3 2 with 3 of 4 for 5 to

4 2 in 3 for 4 for 5 for

5 1 her of stealing 2 the thieves from escaping 3 us with the evidence 4 in catching

6 2 with 3 from 4 at

unit 10 – life changes

Vocabulary – Home and environment

1 2 e 3 d 4 b 5 a 6 c

2 2 view 3 facilities 4 transport 5 lively 6 nightlife 7 traffic 8 litter 9 spaces 10 cramped 11 diverse 12 community

Grammar – I wish and if only

3 2 I wish my boyfriend liked dancing as much as I do. (PR) 3 If only my parents didn't work so much. (PR)

4 I wish I hadn't spent all my money so quickly. (PA) 5 I only I could play the guitar as well as Mark. (PR)

4 2 didn't give 3 could 4 had started 5 had been born 6 hadn't broken

5 2 had 3 knew 4 hadn't said

5 could 6 hadn't bought

6 2 wasn't, hadn't shouted 3 didn't feel, hadn't eaten 4 could concentrate, had gone 5 wasn't, weren't/hadn't stolen

Grammar Plus: It's time/I'd rather

7 2 the children sat 3 she got dressed

4 you didn't tell 5 we discussed

6 John didn't come

Vocabulary – Buying and selling houses

1 1 up 2 round 3 out 4 in

5 through

2 The buyer: 2, 4

The seller: 3, 5

3 1 S 2 B 3 S 4 B 5 B

Grammar – The third conditional and mixed conditionals

4 2 c 3 b 4 a 5 e 6 d

5 2 had bought, would have proposed

3 hadn't been, wouldn't have had

4 hadn't had, wouldn't have been

5 hadn't looked, wouldn't have been

6 hadn't happened, wouldn't have written

7 hadn't written, wouldn't have won

8 hadn't won, wouldn't have been able

9 hadn't been robbed, wouldn't have had

6 2 hadn't been busy, I would have written

3 had known how expensive it was, I wouldn't have ordered

4 had noticed your text message, I would have phoned

5 had asked, I would have lent him

7 2 had done my piano practice every day, I might have become

3 hadn't moved to the countryside ten years ago, I would have

4 hadn't met Philippe at university in France, she might still be living

5 hadn't trained as a chef, he might have had to

7 hadn't lived in this city for five years, I wouldn't know

4 hadn't met Philippe at university in France, she might still be living

5 hadn't trained as a chef, he might have had to

7 hadn't lived in this city for five years, I wouldn't know

4 hadn't met Philippe at university in France, she might still be living

5 hadn't trained as a chef, he might have had to

7 hadn't lived in this city for five years, I wouldn't know

Reading

1 1 b 2 a

2 1 b 2 a 3 b 4 c 5 a

3 1 X 2 X 3 ✓ 4 ✓ 5 ? 6 X

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

real time 10

1 2 Thank 3 love 4 fancy 5 just

6 invite 7 love 8 mean 9 why

2 2 i 3 c 4 g 5 d 6 l 7 e 8 j

9 f 10 h 11 b 12 k

3 1 landscape 2 world/crowded

3 located 4 highlights/distinctive

5 realise 6 unlike 7 worth 8 cliff

4 1 You are immediately struck by ...

2 It's well worth a visit.

3 highlights

4 It's a world away from ...

exam trainer 14

1 a 2 until 3 as soon as 4 before

5 While

b 2 due to 3 so 4 Because 5 as a result

c 2 provided 3 unless 4 in case

d 2 Despite 3 Although 4 However

2 2 while 3 Unless 4 of 5 However

6 to 7 as 8 when

exam trainer 15

1 d

2 a always b everyone c requires

3 1 c 2 d 3 c 4 b 5 a

4 b

5 1 big, serious lies 2 your parents

3 a lot easier/hurt anybody

6 a speaker 3 (Tom) b extra statement

c speaker 1 (Bill) d speaker 4 (Emily)

e speaker 2 (Patricia)

self-assessment test 5

1 2 do 3 forged 4 pretend 5 parole

6 accused 7 trial

2 2 sense 3 plead 4 litter/rubbish

5 facilities 6 mortgage 7 commit

3 2 were/was 3 would/might go

4 hadn't lost 5 wouldn't have made

6 have seen 7 had done 8 knew

4 2 refused to do it 3 must have

been tired 4 suggested going

5 encouraged me to work 6 learning

English is easy 7 can't be true

5 2 imprisonment 3 robbers

4 thieves 5 Burglary 6 criminals

6 1 X 2 ? 3 ✓ 4 X 5 ✓ 6 ?

7 2 According 3 suggests/states/says

4 topic 5 explains 6 means

7 implies

8 2 mean 3 Would 4 kind 5 treat

6 Can 7 love 8 fancy 9 know

Irregular verbs

| Infinitive | 2 nd Form (Past Simple) | 3 rd Form (Past Participle) |
|------------|---------------------------------------|---|
| be | was/were | been |
| become | became | become |
| begin | began | begun |
| break | broke | broken |
| bring | brought | brought |
| build | built | built |
| burn | burned/burnt | burned/burnt |
| buy | bought | bought |
| catch | caught | caught |
| choose | chose | chosen |
| come | came | come |
| cost | cost | cost |
| cut | cut | cut |
| dig | dug | dug |
| do | did | done |
| draw | drew | drawn |
| dream | dreamed/ dreamt | dreamed/dreamt |
| drink | drank | drunk |
| drive | drove | driven |
| eat | ate | eaten |
| fall | fell | fallen |
| feed | fed | fed |
| feel | felt | felt |
| fight | fought | fought |
| find | found | found |
| fly | flew | flown |
| forget | forgot | forgotten |
| forgive | forgave | forgiven |
| get | got | got |
| give | gave | given |
| go | went | gone |
| grow | grew | grown |
| have | had | had |
| hear | heard | heard |
| hide | hid | hidden |
| hit | hit | hit |
| hold | held | held |
| hurt | hurt | hurt |
| keep | kept | kept |
| know | knew | known |
| lead | led | led |
| learn | learned/learnt | learned/learnt |
| leave | left | left |

| Infinitive | 2 nd Form (Past Simple) | 3 rd Form (Past Participle) |
|------------|---------------------------------------|---|
| let | let | let |
| lie | lay | lain |
| light | lit | lit |
| lose | lost | lost |
| make | made | made |
| mean | meant | meant |
| meet | met | met |
| pay | paid | paid |
| put | put | put |
| read | read | read |
| ride | rode | ridden |
| ring | rang | rung |
| run | ran | run |
| say | said | said |
| see | saw | seen |
| sell | sold | sold |
| send | sent | sent |
| set | set | set |
| shine | shone | shone |
| show | showed | shown |
| shut | shut | shut |
| sing | sang | sung |
| sit | sat | sat |
| sleep | slept | slept |
| smell | smelled/smelt | smelled/smelt |
| speak | spoke | spoken |
| spend | spent | spent |
| spill | spilled/spilt | spilled/spilt |
| stand | stood | stood |
| steal | stole | stolen |
| swim | swam | swum |
| take | took | taken |
| teach | taught | taught |
| tear | tore | torn |
| tell | told | told |
| think | thought | thought |
| throw | threw | thrown |
| understand | understood | understood |
| wake | woke | woken |
| wear | wore | worn |
| win | won | won |
| write | wrote | written |

Language 4 writing

1 A narrative (page 11, exercise 5)

Use adverbials like these to express feelings and make the story more dramatic:

all of a sudden *amazingly*
eventually *fortunately*
gradually *sadly*
strangely *suddenly*
surprisingly *thankfully*
to my horror *unfortunately*

We can put adverbials in different positions in the sentence but we often put them at the beginning:

Unfortunately, he landed on a rock.
I *eventually* arrived at camp.
We were hiking again a year later, *amazingly*.

2 A formal letter (page 21, exercise 8)

Opening the letter

Dear Mr Nash,
Dear Sir/Madam,

First paragraph

I am writing to invite you ...
I am writing in response to your advert ...
My name is ... and I am a student at ...

Useful phrases for main paragraphs

We would like to offer you the opportunity to ...
We would like to know why ...
We very much hope that you ...
I would like to know more about ...
I am interested in ...

Closing the letter

I look forward to hearing from you soon.
I hope to hear from you soon.
Kind regards,
Yours sincerely, (when you started the letter with Dear Mr/Mrs/Ms)
Yours faithfully, (when you started the letter with Dear Sir/Madam)

3 A 'for and against' essay (page 31, exercise 4a)

1 Listing your arguments:

There are several arguments in favour/against ... The first advantage/disadvantage is ...
Firstly, Secondly, Finally, What is more, Besides this,

2 Introducing contrasting points:

However, Although ... On the other hand,

3 Explaining consequences:

Because of this, For this reason, As a result,

4 Giving your conclusion:

To sum up, In conclusion, To summarise,

4 Describing yourself in a CV (page 40, exercise 4)

Describing yourself

a school-leaver/a college graduate/a university graduate
the motivation to ...

Your skills and knowledge

the ability to ...
excellent communication/good computer/language skills
up to date with ...
an extensive/working knowledge of ...

Your experience

proven/considerable experience of ...
responsible for ...

5 A review (page 51, exercise 5)

The introduction

The film centres on ... It's about ... Tell the story of ...
The film is set ... takes place ...
It is based on ... was directed by ...
The main characters are played by ... The film stars ...

The plot

The film opens ... begins with ...
The film reaches a turning point/a climax when ...
As the story progresses ... in the end ...
The film has an interesting twist/message.

Your opinion

The best/worst thing about 'Twilight' is ...
The film succeeded/failed because ...
'Twilight' also has its faults/good points.

The conclusion

Overall, I would recommend/wouldn't recommend going to see ...
If you like/love ... then this is for you.

6 Describing an event (page 61, exercise 7b)

Introduction

It is an annual event.
It brings together (organisations which .../people who ...)

Description (place and time)

It was divided into three areas.
I arrived early in order to ...
This encouraged me to ...
I spent most of my time ...

Highlight

The highlight of ... for me personally was ...

Conclusion

All in all, I found it ...
I would definitely recommend it to ...

7 A description of a person (page 71, exercise 6)

Introduction or conclusion

A person who really inspires me is ...
A person who I really admire is ...
... and for that reason I really admire him.
He or she has taught me that ...
He or she makes me feel ...

Description of appearance

The first thing you notice about him or her is ...
Most people think he or she looks ...
Some people say he or she looks like ...

Description of character/achievements

As soon as you meet him or her, you realise that ...
What is most interesting about him or her is ...
I will never forget the time when ...
He or she has ... which is one of his or her greatest achievements.

8 An anecdote (page 81, exercise 8)

Anecdotes engage the reader by:

- repeating key phrases:
All the smart people .../I desperately wanted to be smart.
'You'll never be bored on long journeys again.../I don't make long journeys, but still.
- using direct speech:
'It can play mp3s,' said Kevin.
- using interesting time expressions:
My story begins a few days ago.
- talking directly to the reader:
You might think that's an easy task.

Anecdotes make the reader laugh by:

- exaggerating:
The greatest salesperson in the world.
When I told my mum, she freaked out.
- commenting on your own actions and feelings:
when I had the courage ...
I wasn't desperately sad.

9 An opinion essay (page 91, exercise 4)

Giving an opinion

I strongly believe that ... In my view ...

Emphasising a point

We mustn't forget that ...
It is important to remember that ...

Giving more points to support the argument

What is more, ... Furthermore, ...

Explaining consequences

For this reason ... Because of this ...
Therefore, ...

Making a contrasting point

However, ... Despite this, ...
Having said that, ...
Even though ... Although ...
Nevertheless, ...

10 Describing a place (page 101, exercise 9)

Basic information and first impression

It's located near the eastern edge of ...
landlocked country/coastal town
... has/with a population of around ...

First impression

I quickly realised that ...
It's unlike any other place I've visited.
You are immediately struck by the ...

Description and comparison

dry landscape/distinctive houses/crowded streets
It's a world away from ...
Unlike Brighton, ...
One of the highlights of Songo is ...

Conclusion

It's well worth a visit.
Where else can you ...?

Writing Checklists

1 A narrative (page 11)

- Have you followed the paragraph structure?
- Have you used some of the *Language4writing*?
- Have you used the past tenses from page 6 correctly?
- Can you use more interesting vocabulary to tell the story (for example, extreme adjectives on page 7)?
- Have you checked for grammar, spelling and punctuation mistakes?

2 A formal letter (page 21)

- Have you followed the paragraph structure?
- Have you put all the elements in the correct places?
- Have you used some of the *Language4writing*?
- Have you checked for grammar, spelling and punctuation mistakes?

3 A 'for and against' essay (page 31)

- Have you followed the paragraph structure?
- Have you used some of the *Language4writing*?
- Does the introduction point out that there are arguments on both sides?
- Do the for and against paragraphs contain two or three main points?
- Are most of the points supported with an example or a result?
- Are there enough linking words and are they used correctly?
- Does the conclusion give your opinion?
- Have you checked for grammar, spelling and punctuation mistakes?

4 A CV (page 41)

- Have you followed the paragraph structure?
- Have you used some of the *Language4writing*?
- Have you used bullet points?
- Have you started the bullet points with a verb or article?
- Have you avoided using the word 'I'?
- Have you checked for grammar, spelling and punctuation mistakes?

5 A review (page 51)

- Have you followed the paragraph structure?
- Have you used some of the *Language4writing*?
- Can you use any of the vocabulary in exercise 2?
- Have you checked for grammar, spelling and punctuation mistakes?

6 A description of an event (page 61)

- Have you followed the paragraph structure?
- Have you used some of the *Language4writing*?
- Does each paragraph have a clear purpose?
- Have you described the best part of the event?
- Have you said how you spent your time?
- Have you checked for grammar, spelling and punctuation mistakes?

7 A description of a person (page 71)

- Have you followed the paragraph structure?
- Have you used some of the *Language4writing*?
- Can you use more interesting language?
- Have you checked for grammar, spelling and punctuation mistakes?

8 An anecdote (page 81)

- Have you followed the paragraph structure?
- Have you used some of the *Language4writing*?
- Have you checked for grammar, spelling and punctuation mistakes?

9 An opinion essay (page 91)

- Have you followed the paragraph structure?
- Have you used some of the *Language4writing*?
- Can you support or develop your arguments more?
- Have you checked for grammar, spelling and punctuation mistakes?

10 A description of a place (page 101)

- Have you followed the paragraph structure?
- Have you used some of the *Language4writing*?
- Have you given some background information and described your overall impression?
- Have you described your first impressions and given a general description?
- Have you described the highlights?
- Have you checked for grammar, spelling and punctuation mistakes?

Can You Do It In English?

CAN YOU
DO IT IN
ENGLISH?

1 Describing someone you admire (page 9)

A person I really admire is ...
He/She has achieved ...
His/Her achievements include ...
He/She has been playing/competing ... for/since ...
He/She has been a successful ... for/since ...
He/She has won ...
I admire his/her dedication ...
I admire him/her because ...

2 Giving opinions (page 19)

I (don't) think ...
I'd be perfectly happy if ...
Personally, I would always expect ...
You should (always/never) ... /You shouldn't ...
In my opinion/view ... you need/don't need ...
If someone ... then ...
Men/Women should always/never ...

3 Glossary of Informal English and Slang (page 29)

alright? (adj) How are you?
'Alright?'
'Yeah, you?'

blow your top (phr) get angry
My dad blew his top when I asked him for more money.

chill out (v) relax
Let's just stay at home and chill out.

cool (phr) nice idea
'Shall we go back to my house?'
'Yeah, cool.'

dodgy (adj) not to be trusted, in bad condition
A dodgy website, car etc.

fancy someone (v) find someone attractive
My friend fancies your friend.

fit (adj) attractive
There's a really fit boy in my new class.

go for it (phr) do it
'I don't know whether to ask her out.'
'Yeah, go for it!'

grab a coffee/snack etc (phr) get a coffee/snack etc quickly
Shall we grab a coffee before the film starts?

be into something (phr) like something
Her brother's really into ice hockey.

mess around (phr v) joke and have fun
Don't worry, I'm only messing around.

nick something (v) steal something/borrow without asking
Have you nicked my pen?

nightmare (n) bad situation, terrible event or person
His girlfriend's mother is a nightmare.

mate (n) friend
He's out with his mates.

rip off (n/adj) bad financial transaction, far too expensive
Those trainers were a real rip off.

shattered (adj) very tired
I'm staying in, I'm absolutely shattered.

4 Making your case (page 39)

Surely everyone can see that ...
It is important to realise ...
You have to remember that ...
You mustn't forget that ...
You need to understand that ...

5 Interviewing (page 47)

How often/regularly do you ... ?
What kind of ... ?
Which ... ?
What advice do you have for ... ?
Can you tell us ... ?
Do you know when/where/ ... ?
Don't you ... ?

6 Persuading (page 59)

Don't you think we should ... ?
Yes but on the other hand ...
How about going to ... ?
I think we should ... because ...
... is the best because ...
Well, I'm not sure ...
The problem with ... is that ...

7 Expressing your point of view (page 69)

The way I see it, ...
In my opinion, ...
My view is ...
Why not ... ?
I disagree ...
I think you're completely wrong.
I don't agree at all.
He/She/You/They should/shouldn't be able to ...
... following the logic of your argument ...
Would you also ... ?
What about ... ?

8 Giving advice (page 79)

Have you tried ... ?
Perhaps you should ... ?
I think/don't think you should ... because ...
The best/worst thing you can do is ...
It's (not) a good idea to ...
If I were you, I'd ...
In your position, I'd ...

9 Opinions (page 89)

Personally, I think this ...
He/She should have ...
Some people might say that ...
In my view ...
I completely agree with ...
You're right about that but on the other hand ...

10 Making suggestions (page 99)

I think we should have a ... in the centre.
On the ... floor we should put a ...
If we put a ... here, people would be able to ...
Yes but have you thought about ... ?
Yes but what would happen if ... ?

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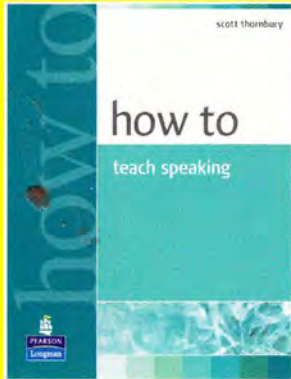
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