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# THiNK

## TEACHER'S BOOK 3

Brian Hart, Herbert Puchta, Jeff Stranks & Peter Lewis-Jones

**B1+**



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**B1**

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Strong and weak forms: /tu:/ and /tə/	<b>Train to Think:</b> Understanding cause and effect <b>Self-esteem:</b> Offering and accepting help	<b>Reading</b> News report: Local man's bravery rewarded Article: Emergency? What emergency? Culture: The Great Escape <b>Writing</b> A story about a rescue <b>Listening</b> The story of the farmer, the donkey and the well
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# INTRODUCTION

## COURSE METHODOLOGY

### Solid skills and language work

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

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

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

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

### Based on educational principles

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

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

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

## TRAIN TO THINK

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

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

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

## THINK VALUES

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

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

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

## THINK SELF-ESTEEM

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

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

self-centred perspective on your situation, can motivate you to achieve your goals while helping you weather bad news, learn from your mistakes and fortify your friendships.’

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

### Sources:

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

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

Piaget, J. (1981) ‘Intelligence and Affectivity: Their Relationship during Child Development’, Palo Alto: Annual Reviews

Puchta H., Williams M. (2011) *Teaching Young Learners to Think*. Helbling Languages and Cambridge University Press

Unit and Topic area	Critical Thinking	Values	Self-esteem
1 Life plans	Reading between the lines [Making inferences]		Life changes [A sense of purpose: positive and negative effects of changes]
2 Hard times	Following an idea through a paragraph [Intensive reading]	Animal rights [Moral values: how we treat other species]	
3 What’s in a name?	Identifying the main topic of a paragraph [Understanding gist]		People and their names [A sense of identity: the importance of one’s own name and others’ names]
4 Dilemmas	Thinking of consequences [Decision making]	Doing the right thing [Social values: the effects of one’s decisions]	
5 What a story!	Thinking about different writing styles [Rhetorical questions]		A better world [A sense of purpose: how to improve the lives of others]
6 How do they do it?	Understanding what’s relevant [Coherence in texts]	Life changes [Interpersonal values: understanding the concerns of parents]	
7 All the same?	Thinking outside the box [Creative problem-solving]		Stereotypes [A sense of identity: reflecting on preconceived ideas about people or groups]
8 It’s a crime	Thinking about empathy [The ability to see the world through other people’s eyes]	Respecting the law [Social values: the link between offence and punishment]	
9 What happened?	Fact or opinion? [Seeing the difference between facts and opinions]	Thinking carefully before you act [Personal values: the effects of not thinking ahead]	
10 Money	Exaggeration [Detecting exaggeration when it occurs]		What’s important for your future? [A sense of purpose: establishing goals]
11 Help!	Understanding cause and effect [Proving that one thing leads to another]		Offering and accepting help [A sense of identity: understanding that accepting help from others is not a sign of weakness]
12 A first time for everything	Logical conclusions [Understanding the connections between arguments and conclusions]	Breaking new ground [Social values: winning vs. taking part]	

# USING THE STUDENT'S BOOK

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

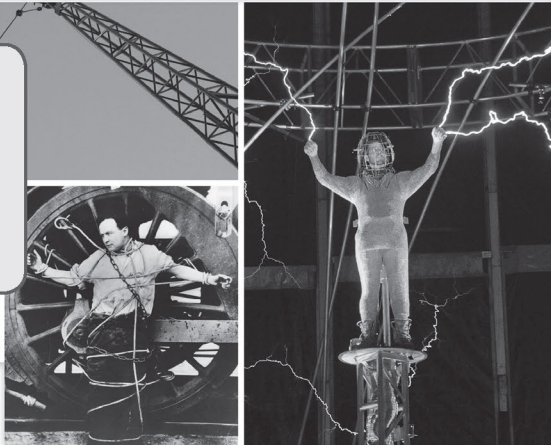
### 6 HOW DO THEY DO IT?

#### OBJECTIVES

**FUNCTIONS:** talking about sequence; explaining how things are done  
**GRAMMAR:** present and past passive (review); have something done; future and present perfect passive (review)  
**VOCABULARY:** extreme adjectives and modifiers; make and do

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

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



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

#### READING

1 **SPEAKING** Work in pairs. Discuss these questions.

- 1 What magicians can you name?
- 2 What magic tricks have you seen?
- 3 Can you do any tricks yourself? What are they?

2 Read and listen to the article about Dynamo. Which four of his tricks does it mention?

3 **1.38** Read the article again and match sentences a–g with spaces 1–6. There's one extra sentence which doesn't belong in the text. Then listen and check.

- a He won a few local and national Magic Circle championships.
- b This wasn't the first time Dynamo had amazed the people of London.
- c The man was walking on water!
- d Was he going to throw himself in?
- e His grandfather was a keen amateur magician and taught Stephen many of his tricks.
- f Dynamo refuses to tell anyone how he does his tricks.
- g Was he really walking on air?

#### TRAIN TO THINK

##### Understanding what's relevant

To write a good text, a writer must make sure that each sentence is linked to what comes before it. Understanding how this is done will help you to do tasks like Exercise 3.

4 Choose the sentence which *doesn't* have any relevance to the first.

- Dynamo has a TV series.
- A It's watched by millions of people.
  - B Lots of famous guests appear on it.
  - C TV is popular with teens all over the world.
  - D It's been running for three years now.

5 Work in pairs. Use this sentence to make a similar task for your partner.

- Dynamo has amazed the people of London twice.
- A \_\_\_\_\_ C \_\_\_\_\_
  - B \_\_\_\_\_ D \_\_\_\_\_

#### son on air

Two years earlier, tourists walking by the River Thames were a little concerned to see a young man go down some steps to the edge of the river and look thoughtfully across to the other side. More and more people gathered on the bridge to see what was going on. And then, to their complete disbelief, he lifted up his foot and stepped onto the freezing water. He didn't sink! Then he took another step, and another, and another.

leaving a huge crowd of amazed spectators. Of course, hundreds of photos were taken by onlookers and the next day newspapers were full of the fascinating story.

Dynamo is the stage name of Stephen Frayne, who was born in the northern English town of Bradford. As a child, Stephen visited New Orleans and saw street magicians for the first time. It was then that Stephen knew he wanted to be a magician when he grew up. He

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

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

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

#### SPEAKING

Work in pairs. Discuss these questions.

- 1 How do you think Dynamo walked on water?
- 2 Why do you think people enjoy magic tricks so much?

#### Pronunciation

The /ʒ/ phoneme  
 Go to page 120.

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

**VOCABULARY**

Phrasal verbs (2)

- Find the phrasal verbs in the article on page 111. Match them with the definitions.
  - blow out | break down | sort out
  - carry out | look into | stand out
  - work out | look forward to
- be easy to notice
- be happy or excited about (a future event)
- do, complete
- investigate, examine the facts about (a situation)
- fix (a problem)
- use air to stop (something) burning
- stop working
- understand, find the answer to

- Complete the sentences with a phrasal verb from the box.
  - The window \_\_\_\_\_ during the birthday cake.
  - The concert is tomorrow. I'm really \_\_\_\_\_ it!
  - Mum was driving to work when her car \_\_\_\_\_.
  - There was a bank robbery last Saturday. The police are \_\_\_\_\_ it.
  - She's our best player. She really \_\_\_\_\_ in the team.
  - This question is really difficult. I can't \_\_\_\_\_ the answer.
  - The doctors are \_\_\_\_\_ tests to find out what's wrong with him.
  - My best friend and I have a problem, but I'm sure we can \_\_\_\_\_ it \_\_\_\_\_!

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

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

**GRAMMAR**

Phrasal verbs

- Look at these sentences from the article on page 111. In which ones does the object go

- Put the words in order to make sentences. When there are two possible orders, write both.
  - answer / the / can't / work / I / out
  - I can't work out the answer. I can't work the answer out*

Examples of the target grammar are taken directly from the reading text. Language is therefore introduced in context, making it more meaningful for students. Following language presentation, students are encouraged to personalise target grammar or vocabulary.

*They're looking into it.*  
NOT *They're looking it into.*  
Other phrasal verbs can be <sup>3</sup> \_\_\_\_\_.  
We can put an object <sup>4</sup> \_\_\_\_\_ the two parts or after the second part.  
*He sorted the problem out.*  
OR *He sorted out the problem.*  
When we use a pronoun (*him, it, etc.*) with a phrasal verb that can be separated, it must go <sup>5</sup> \_\_\_\_\_ the two parts of the verb.  
*He sorted it out.*  
NOT *He sorted out it.*  
How do you know if a phrasal verb can be separated? Use a dictionary to look it up!  
**look sth up** → it can be separated  
**look into sth** → it can't be separated

- What would you do if your bus from where you were going?
- What are you \_\_\_\_\_ next week?
- Where do you like to \_\_\_\_\_?
- What problems do you need to \_\_\_\_\_?
- Do you enjoy \_\_\_\_\_ animals?
- \_\_\_\_\_

**LISTENING**

- SPEAKING** Work in pairs. In what order do you think these Internet innovations happened?

- The first email was sent
- The first sentence was said on Skype
- The first webpage was launched
- The first item was bought on Amazon
- The first YouTube video was uploaded
- The first Facebook account was opened

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

- 02:31** Listen to Sally's class presentation about the history of the Internet. Check your answers.
- 02:31** Listen again. Complete the notes.

<ol style="list-style-type: none"> <li><b>The first website</b> When? _____ About _____</li> <li><b>The first email</b> When? _____ Sent to? _____</li> <li><b>The first Facebook account</b> Number? _____ Who? _____</li> <li><b>The first YouTube video</b> What? _____ Number of hits? _____</li> </ol>	<ol style="list-style-type: none"> <li><b>The first item bought on Amazon</b> What? _____ When? _____</li> <li><b>The first sentence spoken on Skype</b> What? _____ Language _____</li> </ol>
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**THINK VALUES**

Breaking new ground

- Match the people 1–5 with their achievements a–e.
 

1 Neil Armstrong	<input type="checkbox"/>
2 Nelson Mandela	<input type="checkbox"/>
3 Yuri Gagarin	<input type="checkbox"/>
4 Kathryn Bigelow	<input type="checkbox"/>
5 Marie Curie	<input type="checkbox"/>

  - a was the first female director to win an Oscar.
  - b was the first man on the moon.
  - c was the first woman to win a Nobel Prize.
  - d was the first man to travel in space.
  - e was the first black president of South Africa.
- SPEAKING** Work in small groups. Discuss these questions.
  - Is it important to be the first person

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

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

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9

# The second reading text introduces a new language focus.

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

## READING

- 1 Look at the photos. Do you recognise these fairy tales? Do you know their names in English?
- 2 Read the article quickly. Who are the Brothers Grimm?

## Hollywood fairy tales



Little *Red Riding Hood* used to be just a story that parents would read to their children at bedtime, but not any more. Now *Red Riding Hood* is a Hollywood blockbuster directed by Catherine Hardwicke. Hardwicke directed *Twilight*, which made her the obvious choice for another film so clearly aimed at the teenage market.

*Red Riding Hood* isn't the only film to go back to the classic fairy tales and update them for today's teenagers. *Hansel and Gretel: Witch Hunters*, *Jack the Giant Slayer* and *Snow White and the Huntsman* are also hoping they can persuade young people to revisit the stories of their childhood. And then there's *Brothers Grimm*, starring Matt Damon and Heath Ledger, which sees the original authors of many of these fairy tales come face to face with some of their characters. Hollywood, it seems, has realised that fairy tales have the potential to make money, and lots of it.

Teenagers are one of Hollywood's most important markets and after the success of series like *Harry Potter*, *Twilight* and more recently *The Hunger Games*, film studios are looking for more inspiration for stories to keep young people

returning to the cinema. Fairy tales might just be the answer. They are already quite darned them ideal for adolescents. Of course, you might think much of the original horror, and romance heroines, have been a bit. But with modern-day



- 3 Read the article again and connect the sentences.

- |  |                                  |                 |
|--|----------------------------------|-----------------|
| 1 Catherine Hardwicke has made several films.  | famous writers meet the heroes   | stories they    |
| 2 Several films have been produced based on fairy tales.   | turned out to be extremely       | you will notice |
| 3 <i>Brothers Grimm</i> shows how the original authors of many of these fairy tales come face to face with some of their characters. | the stories they are based on,   | of films for a  |
| 4 Films based on fairy tales have been updated for today's teenagers.  | in characters that are evil,     | successful co   |
| 5 Teenagers are often interested in fairy tales.   | a name for herself as a director | and villains c  |
| 6 When you compare the films to the original stories,  | that remind young people of the  | angry or unh    |

- 4 **SPEAKING** Work in pairs. Discuss these questions.

- 1 What fairy tales are popular in your country?
- 2 Do you agree that many teenagers are interested in the 'dark' side of life? Why? / Why not?

## WRITING

### A fairy tale

Think of a fairy tale and write the story (200 words).

- the ordering of the story.
- how to use a good selection of past tenses.
- how to bring the story alive with adjectives and adverbs.

Don't forget: fairy tales start with *Once upon a time*, ...

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

## 5 | WHAT A STORY!

## GRAMMAR

### Relative clauses with *which*

- 1 Complete these sentences from the article on page 52. Add commas where necessary. *Which* refers to in each of the sentences. Complete the rule.

- 1 Hardwicke directed *Twilight*, \_\_\_\_\_ her the obvious choice for another film clearly aimed at the teenage market.
- 2 Many [fairy tales] are already quite darned \_\_\_\_\_ makes them ideal for adolescents.

**RULE:** The pronoun *which* normally refers to a noun, but it can sometimes refer to the whole of the previous clause. We cannot use *that* or *that* in the same way. *She was late, which made her nervous.* NOT *She was late, that / that made her nervous.*

- 2 Join the pairs of sentences using *which*.

- 0 I often play the drums on Sunday mornings. This annoys the neighbours. I often play *the drums on Sunday mornings*, *which annoys* the neighbours.
- 1 She's lost all her money. This means she'll be in trouble. She's lost \_\_\_\_\_ in trouble.
- 2 Nobody in class learned the new words. It was frustrating for our teacher. Nobody in class \_\_\_\_\_ for our teacher.
- 3 Fairy tales have been turned into successful teen films. This has surprised many people. Fairy tales \_\_\_\_\_ many people.
- 4 It's quite amazing that Stephen King manages to write several books per year. Stephen King \_\_\_\_\_ quite amazing.
- 5 It's fascinating that almost all of his books have been made into films. Almost all of his books \_\_\_\_\_ fascinating.

Each unit includes two vocabulary sections in addition to two grammar sections. Lexical sets are related to the topic of the unit and so can be understood, practised and applied in a meaningful context.

## VOCABULARY

### Elements of a story

- 1 Match the words with their definitions.



plot | setting | hero | character  
opening | ending | villain | dialogue

- 1 the story of a film, play, etc.
- 2 a person in a story
- 3 the last part of a story
- 4 the main (usually good) character in a story
- 5 a character who harms other people
- 6 the words that the characters say to each other
- 7 the beginning of a story
- 8 the time and place in which the action happens

- 2 Think about these things for two minutes. Make notes.

- a film or book with a great plot
- the setting of the last film you saw
- a film with a great opening
- a good film with a disappointing ending
- an actor who's best at playing villains

- 3 **SPEAKING** Work in pairs or small groups. Share your ideas.

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

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



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

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

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

# In units 1, 4, 7 and 10 you'll find the photostory ...

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

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



The four friends from left-to-right: Flora, Mia, Jeff, Leo.

## PHOTOSTORY: episode 3

### The nerd

- 1 Look at the photos and answer the questions.  
Who are they all talking about?  
What do you think Flora's problem is?
- 2 **02.05** Now read and listen to the photostory. Check your answers.

JEFF Don't look now, but Richie Ford's sitting behind you.  
LEO Let me guess: he's doing something on his computer.  
JEFF Got it in one.  
LEO He spends all day on that thing.  
JEFF I know. Hasn't he got a life?  
FLORA Pack it in, you two. You're being mean.  
MIA Yeah, and he can probably hear what you're saying.  
JEFF No, it's all right. He's got his earphones in. He's such a nerd.  
FLORA Oh, come on, Jeff. That isn't nice.  
JEFF I didn't say there's anything wrong with being a nerd.  
MIA No, but that's what you meant.  
JEFF No, it isn't.  
FLORA Then why use that word?  
MIA Just because he's into computers and he wears glasses it doesn't mean he's a nerd.  
LEO I'm with you on this one, Jeff.  
MIA What does that mean exactly?  
LEO Don't get me wrong. I've got nothing against nerds. After all, my brother's one! But Richie Ford is most definitely a nerd.  
JEFF Yeah, all we're saying is that he should get off the computer now and then and actually meet some people.  
FLORA And how do you think he should do that?  
JEFF Well, yeah, somewhere.  
LEO That isn't computer.  
FLORA Some you two.  
MIA Boys. Th

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

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

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



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

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

## DEVELOPING SPEAKING

- 3 Work in pairs. Discuss what happens next in the story. Write down your ideas.  
*We think Flora asks Richie to fix her computer.*
- 4 **04 EP3** Watch and find out how the story continues.
- 5 Answer the questions.  
Who ...  
1 fixes Flora's computer?  
2 invites Flora to go climbing?  
3 decides not to go climbing?  
4 is late for the first lesson?  
5 is climbing the wall when they arrive at the sports centre?

## PHRASES FOR FLUENCY

- 1 Find these expressions in the photostory. Who says them? How do you say them in your language?  
1 Got it in one.  
2 Pack it in.  
3 I'm with you on this one.  
4 Don't get me wrong.  
5 Good point.  
6 Don't mention it.
- 2 Use the expressions in Exercise 1 to continue the conversation.

TOM Did you use my laptop without asking me?  
MIKE No, I didn't.  
TOM Well, I think you did. Dad, can you please tell Mike to ask first?  
DAD 1 \_\_\_\_\_ . I want everyone in the car in five minutes.  
TOM Where are we going? Shopping?  
DAD 2 \_\_\_\_\_ !  
TOM Again?! Do we have to?  
MIKE 3 \_\_\_\_\_ , Tom. Can't we stay at home? We'll only moan and make life difficult for you and Mum if we come.  
DAD Actually, that's a 4 \_\_\_\_\_ .  
MIKE I mean, 5 \_\_\_\_\_ . It isn't that we don't like being with you and Mum ...  
DAD No, you two can stay behind and tidy up the house.  
TOM Oh, great. Thanks, Dad!  
DAD 6 \_\_\_\_\_ . And no fighting!

## WordWise

### Phrases with all

- 1 Complete these sentences from the photostory with the expressions.  
6 I want to get it fixed \_\_\_\_\_ .
- 2 Replace the underlined phrases with

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

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

## FUNCTIONS

### Invitations

- 1 Complete the sentences with the words in the list.  
about | would | count | don't | fancy | love | course  
1 Why \_\_\_\_\_ you come along?  
2 How \_\_\_\_\_ bringing some friends along with you?  
3 Do you \_\_\_\_\_ coming along?  
4 That \_\_\_\_\_ be fantastic. I'd \_\_\_\_\_ to.  
5 Yes, of \_\_\_\_\_ . It's a great idea.  
6 You'll have to \_\_\_\_\_ me out.
- 2 **ROLE PLAY** Work in pairs. Student A: turn to page 127. Student B: turn to page 128.

## Pronunciation

Intonation – inviting, accepting and refusing invitations  
Go to page 121.

... and in units 2, 5, 8 and 11, a culture text.

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

This reading is also available for students to read and listen to.

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

## Culture



**1** Look at the photos. What do you think these men escaped from? How do you think they did it?

**2** **02:29** Read and listen to the article. Check your answers.

### THE GREAT ESCAPE

After many tragedies, there are always stories of people who have shown an amazing ability to survive. Here are two stories which remind us that miracles can happen.

On 5 August, 2010, the San José copper and gold mine in the Atacama Desert in Chile collapsed and 33 miners were trapped underground. The mine had a poor safety record, and there were fears that the missing men wouldn't come out alive. A rescue team immediately began drilling into the ground where it was thought the men might be. On Day 17, when the drill was brought out of the ground, there was a note taped to it. In bright red letters it read: "We are alive and well in the shelter, all 33 of us." It was the news the whole country had been waiting for and the Chilean government promised to bring them out alive. For the next seven weeks, rescue teams from all over the world worked together to drill a hole big enough to bring out the men, who were waiting 700 metres below the ground. It was a long, difficult and dangerous job, but on 13 October, more than a billion people around the world watched live on TV as the first of the miners was finally brought above ground. Twenty-four hours later, the last miner, number 33, was reunited with his family and friends.

In June 2013, a rescue diver was swimming through the wreck of the tugboat *Jacson-4* when he got an enormous shock: a hand reached out and grabbed his leg. The ship had sunk two and a half days earlier and was now lying 30 metres below the surface of the water. The diver, who was part of a team looking for the bodies of the 13 crew members, hadn't expected to find anyone alive. But one man had managed to survive. Twenty-nine-year-old Harrison Okene from Nigeria was the ship's cook. When the ship got into trouble in rough seas and started turning over, Okene found an air pocket and put his head in it. As the ship sank towards the sea floor, he expected the pocket to fill with water, but it didn't. Despite the freezing water and having nothing to eat or drink, Okene had enough air to breathe. There was nothing he could do except wait. Sixty hours after the ship went down, Okene heard knocking and knew that rescue teams had entered the ship. He still wasn't safe, and a complicated plan was needed to bring him slowly to the surface. Unfortunately, none of the other crew members survived. But for one man, the tragedy had ended with a miracle.

**3** Read the article again. What do these numbers refer to?

0	7	The number of weeks the miners were trapped underground.	
1	13	3	29
2	17	4	30
		5	33
		6	60

**4** **BREAKING** Work in pairs. Discuss these questions.

1 What do you think these people did while they were waiting to be rescued?

**11 HELP!**

**5 VOCABULARY** There are seven highlighted words or phrases in the article. Match them with these definitions.

- a space where water doesn't get in
- the history of accidents at a place
- gone down in the water
- a terrible event that often kills many people
- an amazing event that almost seems impossible
- an instrument that makes a hole in the ground
- what's left of a car, ship, plane, etc. after a crash

**1** In March 2014, 14-year-old Za'Quan Clyburn from North Carolina, USA, was rescued <sup>1</sup> \_\_\_\_\_ he got trapped in mud.

**2** Za'Quan was walking home with some friends. To save time, they walked across some open land <sup>2</sup> \_\_\_\_\_. He was being prepared for building. Za'Quan walked down a hill towards a large pool of water. He thought the ground was solid <sup>3</sup> \_\_\_\_\_ that he could walk across it, but it was mud. He sank into it and couldn't get out. The mud went up to his chest and then almost to his chin.

**3** One of his friends called 911. Fire fighters arrived and started to work to get Za'Quan out. It took 24 people about half an hour to free him. Za'Quan was extremely cold and in shock, and his legs were very painful <sup>4</sup> \_\_\_\_\_ of the pressure of the mud. An ambulance took him to hospital, <sup>5</sup> \_\_\_\_\_ he was kept for two days.

**4** One of the fire fighters said, 'The outcome could have been much worse, <sup>6</sup> \_\_\_\_\_ fortunately he came through it OK.' The boy's mother said <sup>7</sup> \_\_\_\_\_ that she was really grateful to the people who had worked so hard and risked their lives to save her son.

### WRITING

#### A story about a rescue

**1** Read the story. Answer the questions.

- Why did the boy and his friends walk across open land?
- How long did the rescue take?
- Why did he need to go to hospital?
- How did his mother feel about the rescue?

**2** Complete the story with the words.

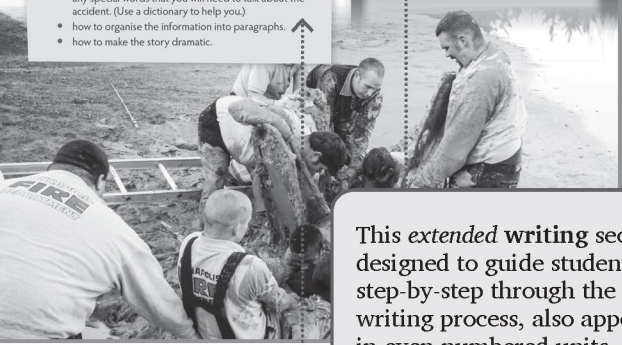
later | and | after | but | which | where | because

**3** The story has four paragraphs. Which of them:

- gives details about how the accident happened?
- gives people's reactions to the accident?
- gives a summary of the whole event?
- describes how the accident was dealt with?

**4** Think of a rescue that you know about or invent one. Write a story (200 words). Think about:

- who was involved in the accident and the rescue.
- any special words that you will need to talk about the accident. (Use a dictionary to help you.)
- how to organise the information into paragraphs.
- how to make the story dramatic.



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

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

## Fiction

**1** Read the introduction. What kind of story do you think it is?

**2** **03:31** Read and listen to the extract. Check your answer.

### How I Met Myself by David A. Hill

One icy winter's evening in Budapest, a man runs straight into John through the narrow streets. John falls over into the snow and looks up at the man's face. 'I felt very afraid. Because what I saw was me. My face looking down at me. My mouth saying sorry.' Who is the man, and how will John's life change?

I was walking home from my office one January evening. It was a Monday. The weather was very cold, and there were some low clouds around the tops of buildings. Once I'd left the main road, there weren't many people in the dark, narrow streets of Budapest's Thirteenth District. Everything was very quiet. It felt as if the city was waiting for something.

As I walked I thought about what had happened at work. I had argued with one of the Hungarians I worked with. It was the first serious problem I had had since I'd arrived. I was trying to think what to do about it, and I was also hoping that my wife, Andrea, had made one of her nice, hot soups for dinner.

After about five minutes it started to snow heavily, so that the streets were soon completely white. As I was walking along a very dark part of one street there was the noise of a door shutting loudly inside a building. Then I heard the sound of someone running.

Suddenly, the street door opened and a man came out of it and ran straight into me. I fell over in the snow, shouting something like: 'Hey, watch where you're going!' - my words were loud in the empty street. The man turned to look at me for a moment. 'Sorry,' he said very quietly, in Hungarian, before walking away quickly.

What I saw at that moment, in that dark winter street was very strange, and I felt very afraid. Because what I saw was me. My face looking down at me. My mouth saying sorry.

...

I lay there in the snow for a few moments, trying to understand what had just happened. My first thought was, 'Where was the man gone?' I looked along the street and was just in time to see him turning right at the next corner.

I got up immediately, brushed the snow off my clothes and ran after him. He crossed the road and went into another street. When I got to the corner I saw him going into a doorway. I walked quickly along the empty street, and found it was the entrance to a wine cellar. It was under a block of flats, and you had to go down some steps to get in.

...

I stood in the snow for a moment, deciding what to do and looking around me. I had a strange feeling about going down into the wine cellar. I wasn't sure who I'd find there. I looked at my footprints - the dark marks my feet had made in the new snow. My footprints ... But only my footprints! Where were his? I looked back along the street. There were only my footprints.



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

This text, taken from Cambridge Graded Readers, gives you the opportunity to introduce your students to English-language fiction. Comprehension questions and follow-up discussion questions help students to understand and engage with the text.

Fiction appears in units 3, 6, 9 and 12.

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


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

**CAMBRIDGE ENGLISH: TOWARDS First**

**THINK EXAMS**

**LISTENING**  
Part 2: Sentence completion

1 You will hear Conner talking about the Royal Mint, where money is made. For questions 1–10, complete the sentences with 1–3 words.



\_\_\_\_\_ is known as a numismatist.  
\_\_\_\_\_ mint in the world.  
\_\_\_\_\_ ; that's the responsibility of the Bank of England  
\_\_\_\_\_ ruled England.  
\_\_\_\_\_ .  
Mint can produce 90 million coins.  
\_\_\_\_\_ different nations as well as the UK.  
on it is called a \_\_\_\_\_ .  
commemorate the \_\_\_\_\_ and the Queen's Da  
you can't \_\_\_\_\_ the Royal Mint.

**WRITING**  
Part 1: Essay

2 In your English class, you have been talking about money. Now your English teacher has an essay for homework.

Write your essay using all the notes and giving reasons for your point of view. Give your opinion (in support or against) in the last paragraph.

Is it more important to enjoy your job or earn a lot of money?

Notes – Write about:

- material possessions.
- happiness and job satisfaction.
- \_\_\_\_\_ (your own idea)

Write your essay in 140–190 words.

100

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

**TEST YOURSELF** UNITS 9 & 10

**VOCABULARY**

1 Complete the sentences with the words / phrases in the list. There are four extra words / phrases.

unexplained | went missing | bargain | mysterious | worth | employer | on offer  
employee | alien | refund | go very well | salary | owe | going for

- He's worked for that company for 25 years now. He's their oldest \_\_\_\_\_.
- Nobody knows what happened to him. The mystery of his disappearance is still \_\_\_\_\_.
- His plane \_\_\_\_\_ over the Atlantic Ocean.
- Michael lent me some money last month. I still \_\_\_\_\_ him 75p.
- I bought this camera for half price. It was a real \_\_\_\_\_!
- You've paid too much for it. It isn't \_\_\_\_\_ that much money.
- I'm afraid the exam didn't \_\_\_\_\_. I'm sure I've failed it.
- He's been training all year. He's \_\_\_\_\_ a gold medal.
- You know those trainers you like? They're \_\_\_\_\_ at the moment! You should buy them.
- It's broken. I think you should take it back and ask for a \_\_\_\_\_.

/10

**GRAMMAR**

2 Complete the sentences with the verbs in the list. There are two extra verbs.

might | must have | should have | won't be working | might have  
will be living | will have written | couldn't have

- She hurt her head when she fell off her scooter. She \_\_\_\_\_ worn a helmet.
- She's a really good player. If she'd entered the race, she \_\_\_\_\_ won it.
- By the time I'm 25, I \_\_\_\_\_ on a Greek island!
- In ten years' time, I \_\_\_\_\_ for anybody. I'll have my own company.
- He \_\_\_\_\_ stopped the accident. He was too late.
- By the time I'm thirty, I \_\_\_\_\_ my first novel.

3 Find and correct the mistake in each sentence.

- He shouldn't has left the window open. That's how the burglar got in.
- She might like the film if she had come.
- In ten years' time, I hope I will have working in London.
- Where will you living in 20 years' time?
- He must be finished his homework by now.
- In five years' time, I will have climb Mount Everest.

/12

**FUNCTIONAL LANGUAGE**

4 Circle the correct words.

- A No way! This piece of rock *can't / mustn't* be from another planet.  
B I don't agree with you. I think it *can / might* be.
- A I'm *many / really* sorry I can't come to the football match with you.  
B Never *mind / know*. You can come with me next week.
- A Hi, you *lots / lot*. I'm sorry I'm late. What would you like to eat?  
B Same as *normal / usual*, please!
- A It goes without *seeing / saying* that Peter can't come on Saturday.  
He crashed his scooter.  
B How *shameful / awful*!

/8

**MY SCORE** /30

22 – 30
10 – 21
0 – 9

101

The Test Yourself page allows students to check progress and is based on language presented in this and the previous unit.

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

3 Read the article again and match sentences a–g with spaces 1–6. There's one extra sentence which doesn't belong in the text. Then listen and check.

\* a He won a few local and national Magic Circle championships.  
b This wasn't the first time Dynamo had amazed the people of London.  
c The man was walking on water!  
d Was he going to throw himself in?  
e His grandfather was a keen amateur magician and taught Stephen many of his tricks.  
f Dynamo refuses to tell anyone how he does his tricks.  
g Was he really walking on air?

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

# USING THE WORKBOOK

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

**1 LIFE PLANS**

**Future tense (review)**

6 \*\*\* Look at Gillian's diary and write sentences about her plans for next week. Use the present continuous.

Monday	am flying to Madrid pm have meeting with Paulo
Tuesday	am taking train to Barcelona pm watch football match at Camp Nou stadium
Wednesday	am flying back to London

7 \*\*\* Complete the sentences. Use a verb from the list and the correct form of going to. Then match them to the pictures.

8 \*\*\* Read the sentences. Write A for an arrangement, P for a prediction or I for an intention.

9 \*\*\* Rewrite the sentences in Exercise 8 using the correct future tense.

10 \*\*\* What do you think your life will be like when you are 100?

**GET IT RIGHT!** will vs. present continuous

Complete the sentences with a verb from the list in the correct form.

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

**4 DILEMMAS**

**Being honest**

1 \*\*\* Match the sentence halves.

2 \*\*\* Complete the dialogue with the words in the list. There is one extra word.

**Making a decision**

3 \*\*\* Match the expressions and the definitions.

4 \*\*\* Answer the questions.

**WordWise**

5 \*\*\* Rewrite the sentences with now in the correct place.

**VOCABULARY**

**Word list**

Types of story

- crime novel
- science fiction novel
- historical novel
- poetry
- horror story
- travel literature
- autobiography
- romantic novel
- short stories

Elements of a story

- plot
- setting
- hero
- dialogue
- character
- villain
- ending
- opening

Key words in context

adolescent, anecdote, blockbuster, capture (one's) attention, engage, fairy tale, influential, inspiration, memorise, original, pass down, potential, revisit, romance, special effects, tradition

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

Finally, in units 1, 4, 6 and 10, you'll find extra practice of lexical chunks taught in the WordWise and Phrases for Fluency sections of the corresponding unit of the Student's Book.

**8 IT'S A CRIME**

**DEVELOPING WRITING**

An essay about crime

1 Read the essay quickly. What is it about?

2 Read the essay again and label the headings below with the paragraphs A-E.

Argument for  The conclusion  The writer's opinion  Argument against   
Introduction summarising the debate

**Poverty is the Cause of Crime**

A Crime is a serious problem in every country around the world. Some people think that the main cause of crime is poverty. Other people have argued that poverty does not have a direct link to crime.

B <sup>1</sup> \_\_\_\_\_, there are many reasons why people commit crimes, and poverty is one of them. For example, a teenager has no money but wants the same trainers as his or her classmate so goes out and shoplifts them.

C <sup>2</sup> \_\_\_\_\_, it's not just poor people who commit crimes. Wealthy people with good jobs and loving families also commit crimes. However, they probably commit their crimes for other reasons.

D <sup>3</sup> \_\_\_\_\_ children from a poor family with a very loving mother and father will probably not commit a crime. They have love and security and they're happy.

E <sup>4</sup> \_\_\_\_\_, the main reason for teenagers and young people committing crimes is the lack of support from their family and people around them. They feel unloved and they have no good role models.

F <sup>5</sup> \_\_\_\_\_, poverty is a cause of crime, but it is not the only cause. Governments need to improve living standards for all their citizens, and we all need to try and help children and teenagers who have no support from others.

3 Complete the essay with the phrases in the list.  
To conclude | However | Firstly | For example | In my opinion | On the other hand

4 Write an essay with the title 'Heavier Punishments Will Reduce Crime'.

**Planning your essay**

- Think about the advantages and disadvantages of stronger criminal sentences.
- Add two advantages and two disadvantages to the columns.

Advantages	Disadvantages
It will deter criminals from committing another crime.	Mixing with other criminals in prison will do more harm than good.

Now you have your argument for and against heavier punishment. You also need:

- An introduction
- Your opinion
- A conclusion

Look again at the phrases in Exercise 3 above to help with your writing.

Write about 250 words.

**CHECKLIST**

- Introduction
- Arguments for
- Arguments against
- My thoughts
- Conclusion
- Connecting phrases

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Each unit includes a full page devoted to developing your students' writing skills via a guided approach based on a model text. This staging focuses students on why they're writing and who the target reader is, thereby encouraging them to plan their writing appropriately. Students are also presented with a checklist to encourage them to edit their writing once they've finished.

**CAMBRIDGE ENGLISH: TOWARDS First**

Listening part 2

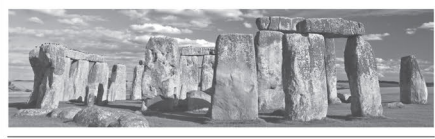
**Exam guide: sentence completion**

In part 2 of the listening exam, you will listen to a monologue (one person speaking) or a recording with two or more speakers lasting around three minutes. To answer the questions, you have to complete the sentences using the information you hear in the recording.

- You will be given plenty of time to read through the questions first. Read the sentences to help you prepare yourself for some of the things you will hear.
- Underline some of the key words in each of the sentences. This will help you focus on the important parts of the listening.
- The focus of this listening test is on detail, and to answer the questions correctly you will need to identify specific information. You should write the word(s) exactly as you hear them in the recording.
- The monologue can be quite long, so try to stay focused. If you lose your place, remember that the questions are in the same order as the information in the recording, so concentrate on answering the next question.
- Use your second listening to focus on the answers you didn't get the first time round and to check the answers you did get.
- The answers tend to be a single word and you will rarely need to write more than three.

1 **1-10** You will hear Gaby talking about an unforgettable school trip to the ancient monument of Stonehenge in South West England. For questions 1-10, complete the sentences with a word or short phrase.

Gaby and her classmates spent most of their time in (1) \_\_\_\_\_ on their UK holiday. The first thing that impressed her about Stonehenge was the (2) \_\_\_\_\_ of it. It's estimated that work started on Stonehenge about (3) \_\_\_\_\_ years ago. The stones that were used in the (4) \_\_\_\_\_ of construction came from mountains about 240 miles away. The heaviest stone in the monument weighs (5) \_\_\_\_\_ tonnes. To move the largest of the stones you would need a total of (6) \_\_\_\_\_ men. Gaby says that the difference between Stonehenge and (7) \_\_\_\_\_ is that we can't be sure why it was built. Some people say it was built to study the (8) \_\_\_\_\_ in the night sky. Gaby doesn't believe the stories were put there by (9) \_\_\_\_\_. Gaby bought a (10) \_\_\_\_\_ to remind her of her visit to Stonehenge.



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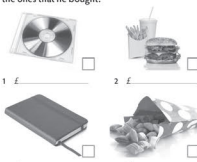
The Cambridge exam practice page is designed to enable your students to further develop their exam skills. It covers all the different task types included in Cambridge English: First tests, together with a step-by-step guide outlining how to tackle each one effectively.

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

**CONSOLIDATION**

**LISTENING**

1 **1-4** Listen to the dialogue between Rob and Sue. Write in the prices of these items and tick the ones that he bought.



1 £ \_\_\_\_\_  2 £ \_\_\_\_\_   
3 £ \_\_\_\_\_  4 £ \_\_\_\_\_

2 **5-8** Listen again and mark the sentences T (true) or F (false).

- Rob thinks he's missing £18.
- The CD normally costs £10.
- Rob stopped at the sweetshop after the bookshop.
- Sue suggests that someone could have taken his money.
- Rob asks Sue to buy him a cinema ticket.
- Matt lends Rob £5.

**GRAMMAR**

3 **Circle** the correct options.

- You shouldn't say / have said that she's really upset now.
- She drives a Ferrari. She must be / have been rich.
- This time next week I'll be lying / have been lying on a beach in Malta.
- They'll be / have been married for 20 years in December.
- You spent too much. You should be / have been more careful with money.
- No one passed the test. It can't be / have been very easy.
- If it carries on raining like this, we won't have played / be playing tennis at three o'clock.
- This time next year I will be studying / have studied English for four years.

4 Complete the sentences with two words.

- By the time he comes back home, my brother \_\_\_\_\_ visited twenty countries.
- This time next week, I'll \_\_\_\_\_ breakfast in a hotel in Spain.
- They look very tired. They \_\_\_\_\_ worked very hard today.
- You're late! You \_\_\_\_\_ arrived thirty minutes ago!
- Someone told me they lost 7-11. They \_\_\_\_\_ played very well.

**VOCABULARY**

5 Match the sentence halves.

- The crime remains unexplained.
- Henry hasn't replied to my email.
- We're nearly there.
- Several people reported seeing a mysterious
- It's not very valuable. It can't be
- If you're not happy you can bring it
- My pen's gone missing
- You've got to buy it; it's only on
- Only one more kilometre to go.
- back to the shop and get a refund.
- Have you seen it?
- offer for today.
- and to this day, nobody knows what really happened.
- worth more than £50.
- man running from the crime scene.
- which is really puzzling.

6 Complete each word.

- That's a \_\_\_\_\_ I left my sandwich here five minutes ago and now it's gone.
- I only paid £3 - it was a real b\_\_\_\_\_.
- There's a r\_\_\_\_\_ of £20 for the missing cat.
- I'll tell you but it's a s\_\_\_\_\_ and I don't want you to tell anybody.
- I'm not going to have the water at \_\_\_\_\_ The service was terrible.
- Scientists believe the rock is e\_\_\_\_\_ and came from another planet.
- This technology can't be from our planet. It must be a \_\_\_\_\_.
- At only £200, it's really good v\_\_\_\_\_ for money.

**DIALOGUE**

7 Complete the conversation with the phrases in the list. There are two you won't use.

more than likely | you must be joking | a shame never mind  
same as usual | goes without saying | don't look at me | how awful

MARTIN I don't believe it. Someone's spilt coffee all over my project.

RUTH <sup>1</sup> \_\_\_\_\_, I had nothing to do with it.

SOPHIE It was John. <sup>2</sup> \_\_\_\_\_ He's really clumsy.

MARTIN Wait a <sup>3</sup> \_\_\_\_\_ that I'm not at all happy about it. It's ruined. Look at it.

RUTH <sup>4</sup> \_\_\_\_\_ Can't you do it again?

MARTIN <sup>5</sup> \_\_\_\_\_ It took me three days and it's got to be handed in tomorrow.

SOPHIE That's a \_\_\_\_\_ You'll just have to tell the teacher what happened and ask for some more time.

MARTIN I only hope he'll agree. Just wait until I see John.

**READING**

8 Read the article and answer the questions.

- How did the boys find out how the machine worked?
- Why didn't anyone at the bank believe their story?
- What evidence did the boys take back to the bank?
- What else did they do to show they had hacked into the machine?
- Why did the bank manager write them a note?

**WRITING**

9 Write a paragraph of about 120 words on your thoughts of money. Include this information.

- how you get money
- what you spend it on
- anything you're saving up for
- ways you could get more money

**HONEST TEENS IN CASH MACHINE SCANDAL**

When Matthew Horleat and Caleb Turton decided to try and hack into a cash machine they could hardly have imagined how easy it would be. The two 14-year-old Canadians had found a manual explaining how to operate the Bank of Montreal ATM online. In the manual there was a password. One day during their lunch break from school they decided to try out the password at the machine in their local supermarket. To their surprise the six digit password took them straight into the machine's computer where they were able to access all the data it contained.

The boys went straight to the closest branch of the Bank of Montreal where they told workers there what had happened. The bank staff refused to believe the boys, saying that they couldn't have hacked into the machine and that they had no evidence to support their story. So the boys asked if it would be all right if they got some proof. The bank workers agreed that they could but told them they would never be able to get anything out of the cash machine.

The boys returned to the machine and hacked in once again. This time they printed out information such as all the cash withdrawals that had been made that day and how much money was in the machine. They also changed the welcome message on the screen to 'Go away. This machine has been hacked.'

They returned to the bank with the evidence and this time they were taken seriously. The manager of the bank came to thank them personally. He even wrote them a note to show to their teachers explaining why they were so late back from their lunch break!

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# USING THE DIGITAL RESOURCES

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

## HEADS-UP LEARNING!

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

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

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

## Using the most appropriate tool for each activity

Look at this!

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

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



## Showing what's important

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

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

5 | WHAT A STORY!

### Everybody loves stories – but why?

What's the first image that comes to mind when you hear the word 'storytelling'? A parent who's reading a fairy tale to their little child – that's what most of us think of immediately. But there's more to stories, of course. What about our favourite movies, the thriller we're reading right now, and that friend who's so brilliant at telling jokes and anecdotes that everyone loves listening to? The movies, the thrillers, the anecdotes and the jokes: they all have something in common with fairy tales. They're all based on the same activity, which is one of the most exciting things humans can do: telling stories!

But why do we tell stories? Just for fun? Well, here's a story for you. Imagine the world hundreds of thousands of years ago. A group of Neanderthals are sitting around the fire in a cave where they've just finished eating a big meal together. One of them has an idea. He wants to get some berries which he wants to share with everybody.

His friend decides to join him. Off they go, out of the cave, down to the place where the best berries grow. Well, they don't come back for a long while, and finally, the only one of them to return is the friend, who's covered in blood and has a sad story to share. He tells the others that as soon as they went round the bend, not far from the cave, a sabre-toothed tiger attacked them and killed his friend. The others are shocked, of course, but they're also warned.

Are you getting the idea? Stories aren't just about entertainment. Good stories engage us emotionally, and they do that by giving us something to think about. They contain messages which might be useful for us in the future, like the Neanderthal man's story, which certainly wasn't intended to entertain his friends!

We admire people whose magical storytelling skills capture our attention and our imagination. Everybody has always respected storytellers. They have been important members of many societies. In the past, storytellers often travelled a lot. When they went to places far away, their stories travelled with them. When they returned home, they had new stories to share. People were eager to listen, which was fun but also gave them a chance to learn about those remote places.

In cultures all over the world, important stories have been passed down from generation to generation. These stories come from previous generations, whose wisdom and knowledge they contain. They're often about disasters, dramatic events such as fires, storms, thunder, lightning and floods. Every country and culture has its own stories. Our stories have become part of our tradition. Our stories reflect who we are.

## SPEAKING

Work in pairs. Discuss these questions.

- 1 What kind of stories do you enjoy most? Give an example.
- 2 Have you ever told someone a story that your parents or grandparents told you? Where did they hear the story?

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## Hide and elicit

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

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



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

#### Gap fill as a class

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

- **Eliciting grammar rules:** when presenting grammar rules you can ask students to go to the front of the class and write the answers directly onto the IWB or board.
- **Annotating texts:** you can use any text in the book to focus students on specific language. For example, students can write definitions of new words or synonyms in the margin of a text.
- **Labelling pictures:** you can use any picture in the book to focus students on specific vocabulary by asking them to label items.

RULE:	
Direct speech	→ 0 <i>past simple</i>
present simple	→ 1 _____
present continuous	→ 2 _____
present perfect	→ 3 _____
past simple	→ 4 _____
past perfect	→ 5 _____
would	→ 6 _____
can	→ 7 _____
will	→ 8 _____
am / is / are going to	→ _____

#### Remember!

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

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

#### Engage and interact

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

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

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

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

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

## HEADS-DOWN LEARNING!

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

Motivated students ...

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

... Satisfied teachers!

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

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


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

# WELCOME

Student's Book page 4–5

## A THAT'S ENTERTAINMENT


let and allow

1  1.02 Before the class, write these warm-up questions on the board: *How often do you do exams or tests at school? What is the total number of exams you take in a school year? In which subjects do you do the most tests or exams? Do you find it easy to revise for exams? Do your parents tell you to study more?* Ask students to discuss the questions in pairs. Monitor to ensure students are speaking in English and to praise those who are attempting to expand on their answers. The focus in this early stage in the course should be on creating a positive and supportive environment within which students feel at ease to communicate in English. After a few minutes, nominate two or three pairs to report back to the class on what they discussed. Invite reactions and comments from the rest of the class. Tell students they are going to read a conversation between two girls about exams.

Ask students to read the dialogue quickly, ignoring the gaps, to answer question 1 from Exercise 2: *How is Kim feeling? Why?* Ask students to compare answers in pairs and then do a quick whole-class check. In this type of gap-fill exercise, it is always a good idea for students to read the whole text first for gist understanding and then to read a second time to complete the spaces. Do number 1 in open class as an example, before students complete the exercise individually. Allow them to compare answers with a partner before playing the audio to check.

### Answers

1 feel 2 look 3 makes 4 cross 5 sound  
6 allowed 7 talent show 8 songs 9 let  
10 guitar 11 get

2  1.02 Before playing the audio again, ask students to answer as much as they can from memory. Allow them to do this in pairs. Students then listen to check their answers. Ask them to compare final answers in pairs before checking in open class.

### Mixed-ability

Challenge strong students to cover the dialogue and do this as a listening. Allow weaker students to look at the dialogue as they listen to find and check their answers.

### Suggested answers

1 She's angry because her dad says she's not allowed to be in the band which means she won't be able to play in the talent show next week. 2 It's four weeks until the exams finish. 3 She thinks Kim's dad is being unfair because Kim needs time to relax.

### Optional extension

Play the recording again for students to try shadow reading. Here, students try to speak the lines from the dialogue in time with the audio. This is a great way for students to practise producing features of connected speech, such as rhythm and intonation. It's also lots of fun.

3 **SPEAKING** To help students create their lists, elicit possible answers to the questions in open class first. Students make individual lists and then compare in pairs or small groups. Ask students: *How similar are your lists?* Ask pairs to report back on the similarities and differences. If students are interested in this topic, hold a discussion on the extent to which they agree with what their parents (don't) allow them to do.

### Music

The most obvious grouping is instruments vs. genres but encourage students to be creative and come up with their own groupings in pairs. If any pairs are struggling with this, suggest instruments vs. genres. During feedback, write instruments and genres on the board by eliciting the words that go with each. Also encourage students to describe different types of music and to explain the most important instruments within each genre. Ask students if they thought of any alternative ways of classifying the words.

### Possible answer

*Musical instruments:* drums, violin, guitar, piano  
*Musical genres:* classical, jazz, pop, rap

### Optional extension

If time allows and you have access to the Internet, put students in small groups and ask them to choose a piece of music that they all enjoy. They should make notes on at least three things they like about it. When groups are ready, ask them to present their piece of music in open class before watching a video clip on the Interactive Whiteboard (IWB) if you're using one. Hold a class vote to decide on the best piece.

## Verbs of perception

- 1 Books closed. Write these two lists of verbs on the board and ask students: *What's the difference between 1 and 2?*

1 *play, read, listen, drive*

2 *like, love, understand, want*

Elicit that the verbs in list 1 are action or dynamic verbs and those in list 2 are state verbs. Ask students if they know any verbs which could go in both lists and write correct answers on the board. Give students an example to get them started:

*I think you are great.* (state); *I am thinking of buying a new laptop.* (action)

Books open. Focus students' attention on the two sentences. Ask them to try to complete them in pairs before referring back to the conversation to check their answers. In open class, do a quick check and elicit/point out that *look* in sentence 1 could be replaced with *seem/appear*, while *look* in sentence 2 cannot since it refers to the action of looking at something. Next, ask students to match the sentences and rules, again in pairs, before a whole-class check.

### Answers

1 don't look 2 are you looking

### Rule

2, 1

- 2 Ask students to complete the dialogues in pairs. Point out that they should use two different forms of the same verb in each dialogue, one in *simple* and one in *continuous* form. Many languages use these forms differently from English, so you may like to focus on this difference and ensure students really understand it by asking students to translate the sentences into L1.

### Answers

1 'm tasting; tastes 2 smell; are ... smelling  
3 are ... feeling; feels

- 3 To remind students of Kim's situation, refer them back to Exercise 1 and ask: *What isn't Kim allowed to do next week?* (play in the concert). Tell students they're going to write a dialogue between Kim and her dad about this. Monitor and give suggestions for how students could use verbs of perception. Once they've finished writing their dialogues, give students time to practise them before inviting one or two pairs to perform them for the class.

## The big screen

- 1 **SPEAKING** Books closed. If you'd like a warm-up, ask students to write down the titles of three films that they have seen recently. Ask them to keep their titles a secret! Put students in pairs. Students take turns to describe the plot of each of the films they wrote down for their partner to guess the title. The first pair to guess all six titles wins. Monitor to ensure students are using English in their descriptions, but allow them to use translated titles if they do not know the English title.

Books open. Students work in the same pairs. During whole-class feedback, write an example for each film-type on the board and encourage class discussion to discover which the most popular genres are. If you have access to the Internet and time allows, you could take this opportunity to watch some trailers or favourite clips from some of the films.

### Optional extension

Put students into AB pairs. Ask As to sit with their backs to the board. Play a film trailer for a film your students will know, with the volume off. Bs watch the trailer and simultaneously describe it to their partners, who have to try to guess the film.

- 2 Students scan the article to answer the question. Set a time limit of two minutes to encourage quick scanning. Allow students to compare answers with a partner before checking in open class.

### Answers

action, comedy, drama, science fiction

- 3 Ask students to read the statements and underline key words to focus their reading. A statement is only *false* if there is information in the reading text explicitly contradicting it. If there is no information, the answer should be marked DS (*Doesn't say*). Students must only use information given in the text and not their general knowledge. As students do the exercise, urge them to underline key text in the article that supports their answers. During open class feedback, ask students to justify their answers by referring to the text they've underlined in the article.

### Answers

1 T 2 DS The text does say that he's been making films for more than 30 years but we don't know how old he was when he started. 3 F He has made a number of successful films for adults. 4 T 5 DS There's no mention of Oscars.

- 4 **SPEAKING** In open class, elicit the names of some well-known directors and the films they have directed. If students are not aware of the names of directors of their favourite films and they have internet access, allow them to search for their names. Put students into small groups for them to discuss the questions. You could give them the task of agreeing on the best director or best film so that their discussions are directed towards achieving some tangible outcome. This can motivate teens to speak more than they might otherwise do. Monitor and praise students' efforts to express their ideas in English. Listen to some of their answers in open class and invite reactions from other students. Ask: *Did you like this film too? Why (not)?*

### Optional extension

Write these film titles on the board: *Home Alone*; *Harry Potter and the Chamber of Secrets*; *Percy Jackson and the Sea of Monsters*; *Adventures in Babysitting*; *Mrs Doubtfire*; *Fantastic 4*; *Night at the Museum*; *The Help*; *Bicentennial Man*. Ask students to say which of the films they have seen and what they remember about them. Finally, ask each group to rank the films in order of preference before holding a class vote to discover which is the most popular film.

### BACKGROUND INFORMATION

Chris Columbus (born 1958) is an American filmmaker. As well as directing 18 films including those mentioned in the article on page five, he has produced over 30 films including *Fantastic 4* and *Night at the Museum*.

### Present perfect tenses

Students will have studied the present perfect before and should be familiar with the differences between the two tenses, but to see if this is the case, ask them to complete the exercise individually and monitor carefully. Allow students to compare answers with a partner before feedback in open class. If students struggle or would benefit from further practice, follow up with the additional support activity below.

#### Answers

- 1 have been playing; for
- 2 still; haven't watched
- 3 Have ... seen; yet
- 4 have been sitting; since
- 5 haven't missed; yet
- 6 has been saying; for

### Additional support

Write these examples on the board (or some of your own):

- a *I've been writing this email for a whole hour.*
- b *I've written ten emails today.*

Ask students to discuss the difference in meaning between *I've been writing* and *I've written* in pairs. Try to elicit that the present perfect continuous is often used when we want to stress the **activity** and its **duration** more than the result of the activity, while the present perfect simple is used when we want to stress the **result** of the activity.

To clarify use of *since*, *for*, *still* and *yet*, write on the board:

- I've had this book since September.*  
*I've been reading this book for three months.*  
*I still haven't finished it.*  
*I haven't finished it yet.*

Ask students to work in pairs to discuss the meaning of the underlined words. During class feedback, elicit that we use *since* with a specific point in time; we use *for* with a period of time; *still* is used to talk about something that is continuing, perhaps for longer than expected; and *yet* is used in negative sentences and questions to describe something that is expected to happen in the future. Draw students' attention to the position of each of these words relative to the verb.

### TV programmes

- 1 Ask students to work in pairs. Monitor and encourage students to match all of the sentences, through a process of elimination where they're not sure. During feedback, elicit further examples of each type of programme to check understanding and to help students remember them.

### Answers

- 1 sports programme
- 2 talent show
- 3 chat show
- 4 cartoon
- 5 sitcom
- 6 the news

- 2 Focus attention on the example sentence in open class and elicit the type of programme (game show). You may like to give another example of your own. Students work individually to write sentences. Monitor and check students are using the tenses. Note down any errors for later review.
- 3 **SPEAKING** Nominate one or two strong students to read out one of their sentences for the class to guess the type of programme being described. Students could continue this exercise in pairs or small groups.

### Student's Book page 6–7

## B TIME TO ACT

- 1 **SPEAKING** Books open. Focus attention on the photos and nominate a student to describe the first one. Students continue in pairs. If you're using an IWB, this exercise would best be done as a heads-up activity with books closed. Elicit problems shown in open class and record any new vocabulary that emerges from this discussion on the board.
- 2 **1.03** Before playing the audio, reassure students that it's normal for them not to understand every word. Tell them to just focus on the task. Pause after each conversation for students to compare answers. During feedback, encourage students to give reasons for their answers and also ask them if any of the vocabulary from Exercise 3 was used.

#### Answers

- A-3 B-2 C-1

### Audio Script Track 1.03

- 1  
Man There's so much litter on the streets. It's disgusting.  
Woman I agree. There's rubbish everywhere you look.  
Man Why can't people just throw it in the bin? There are plenty of bins around.  
Woman I guess they're just lazy, aren't they?  
Man Not everyone does it, of course.  
Woman But it only takes a few people to spoil everything, doesn't it?  
Man Yes, unfortunately you're right.
- 2  
Woman The smog in our city is getting worse and worse.  
Man Yes, it's all those fumes from the factory, isn't it?  
Woman That factory is nothing but trouble. They didn't ask us if we wanted it here, did they?  
Man No, they never ask us what we want.  
Woman Do you think all this pollution's monitored?  
Man Well, I hope so. I mean, there are people who check on these things.  
Woman Even if they do, it doesn't make our lives any better, does it?  
Man I think we should do something.  
Woman So do I, but what?

- 3
- Man Did you see all that flooding on the news?  
 Woman Yes. Hundreds of homes were damaged, weren't they?  
 Man It's such a shame.  
 Woman And the politicians aren't really doing anything to help, are they?  
 Man It isn't the sort of thing you'd expect to see here, is it?  
 Woman No, it isn't. But then all this rain we've been having is really unusual.  
 Man Do you think it's because of global warming?  
 Woman No, I don't really believe in all that.  
 Man Neither do I. Still, it is strange.

- 3 1.03 Before listening to the audio again, say words a–g for students to repeat. This will help them recognise the words when they hear them. Next, students predict answers in pairs based on their first listening. Play the audio for them to check their answers. Allow students to compare answers with a partner. During feedback, use the photos to clarify meaning of each of the items of vocabulary.

#### Answers

a 1 b 3 c 1 d 2 e 2 f 2 g 3

#### Optional extension

Put students into pairs/small groups and ask them to decide which three of the eight problems in Exercise 3 are the most serious in their country. Monitor and help with vocabulary. Hold a class vote to find out which of the problems the class thinks are most serious.

#### Question Tags

- 1 Do number 1 in open class. Elicit that if the verb in the main clause is positive, the verb in the tag is negative and if the verb in the main clause is negative, we use a positive verb in the tag. Students work with a partner to complete the exercise prior to open class feedback.

#### Answers

1 aren't they? 2 doesn't it? 3 isn't it? 4 did they?  
 5 does it? 6 weren't they? 7 are they? 8 is it?

#### LANGUAGE NOTE

Students may find this concept a little difficult because of the way L1 works. They may produce statements like: \*He's Carlos, is he? \*It's raining, is it? Or even *It's cold, no?* In English the tag is generally the opposite of the verb in the main clause. We use a positive verb and a negative tag when checking information and when we expect the answer to be *yes*. We use a negative verb and a positive tag when we expect the answer to be *no*.

- 2 If you're short on time, set this exercise for homework. If doing this exercise in class, say the sentences for students to repeat altogether during feedback and draw attention to the intonation patterns. If it's a real question, our tone of voice rises. If we already know the answer, our voice falls. Sometimes the same sentence can have different intonation patterns depending on the context. From the six examples, all could have both intonation

patterns, but 3 and 5 would almost certainly be said with falling intonation.

#### Mixed-ability

Weaker classes: Ask students to read items 1 to 6 and underline the verb in the first part of each sentence. Students should also pay attention to the tense used in the statement. Do number 1 in open class as an example.

#### Answers

1 have you 2 aren't you 3 doesn't it 4 did it  
 5 will it 6 didn't she

#### Fast finishers

Ask students to write three questions with question tags to ask their friends, for example *That film was good last night, wasn't it?*

#### So do I / Neither do I

- 1 Books closed. To gauge students' familiarity with this language point, read out these sentences and ask students how they could express agreement: *I go on holiday every summer; I don't like football*. Elicit: *so / neither do I*. Books open. Focus attention on the sentences and elicit answers in open class.

#### Answers

1 Neither 2 So

#### LANGUAGE NOTE

Students may make the mistake of thinking that *neither* makes a verb negative and make statements such as A: *I love going to concerts*; B: *Neither do I*. (meaning I don't). To disagree with a statement we simply repeat the auxiliary verb in the negative as follows: A: *I love going to concerts*. B: *I don't*, or in the positive; A: *I don't like swimming*. B: *I do*.

- 2 **SPEAKING** Ask students to complete the sentences so that they are true for them. In pairs, students take turns to read out their sentences and agree or disagree with what their partner says.

#### Optional extension

Put students into pairs. Give them three minutes to find as many things as possible that they have in common. Ask students to take it in turns to say a sentence. If their partner responds *so / neither do I*, they score one point. Tell students that they have to give honest answers! Students cannot copy each other's statements. The winners are the pair to find the most things in common.

#### Accepting and refusing invitations

- 1 1.04 Students order the dialogue in pairs. Play the audio to check answers. Focus attention on the underlined phrases and ask pairs which are used for inviting, which for accepting and which for refusing invitations. Do open class feedback on this.

#### Answers

1, 5, 7, 3, 8, 4, 2, 6

- 2 Ask students to invent their own dialogue between two friends using the underlined phrases. Monitor to make notes on students' intonation, but don't interrupt the flow of their conversations to correct them. Invite one or two pairs to perform their dialogue for the class. If intonation emerges as something worth practising while you're monitoring, focus on this by drilling phrases.

### Party time

- 1 To introduce the topic, write the words *Party time* in the centre of the board. Put students into pairs or small groups and give them two minutes to make a list of as many things as possible that they would need to do in order to organise a party. Set a time limit, of say, three minutes and encourage competition. During feedback, ask the pair/group with the longest list to read it aloud while others tick off the things they also have. Finally, invite students to call out any extra ideas.
- 2 Students read the article to check which of the things from their lists are mentioned. Tell them to ignore the gaps at this stage. Take feedback on how many things were in the article.
- 3 Students work in pairs to complete the exercise. Check answers in open class and check/clarify understanding of the vocabulary. You could draw attention to the fact that *up* and *out* in *draw up* and *send out* have little meaning in themselves.


#### Answers

- 1 somewhere 2 get 3 everyone 4 draw up  
5 send out 6 everything 7 hire 8 pay 9 organise  
10 decorate

#### Optional extension

To focus on memorising collocations, put students into AB pairs. As close their books. Bs call out the first part of a collocation, e.g. *get* for B to complete it (permission).

### Indefinite pronouns

- 1  1.05 Write *everywhere*, *somewhere* and *everything* on the board. Tell students that they all appeared in the article on page seven. Students look back at the article and find out what the pronouns refer to (*everything*: all the things you have to do to prepare for the party; *somewhere*: a place to hold a party; *everyone*: all the people you know). Establish that these pronouns refer to things which are not specific or definite. Elicit further examples, for example *everybody*, *nothing*, *somewhere*. Ask students to read the dialogue quickly, ignoring the gaps, to answer the question: *What things have been organised and what things haven't?* Check answers quickly in open class. Students complete the dialogue in pairs. Play the audio to check answers.

#### Answers

- 1 everything 2 nothing 3 anywhere 4 everywhere  
5 anyone 6 everyone 7 nowhere 8 something  
9 somewhere 10 everything

### LANGUAGE NOTE

Students might say sentences such as *\*Everything are ready*, or *\*Everybody are tired*. Indefinite pronouns are singular and are therefore followed by the singular form of a verb. *Everything is ready. Everybody is tired*. A common mistake is the use of double negatives (e.g. *\*I don't know nothing*) instead of a negative verb with an indefinite pronoun (*I don't know anything*). Students may find it useful to translate the indefinite pronouns into their own language and compare them.

- 2 Ask students to read the instructions. Ask them: *How are Tom's Mum and Dad feeling?* (angry); *Why?* (Tom had a party and the house is in a mess.) Students complete the dialogue. Challenge stronger students to use four different indefinite pronouns.


### Arranging a party

**SPEAKING** Put students into pairs or small groups. Perhaps tell them that there is no limit to the money they can spend and encourage them to use their imagination. Also tell them they should decide on who is going to do what in preparation for the party. If time allows, ask students to prepare an invitation. Monitor and help with vocabulary, but as this is a fluency activity, don't interrupt to correct errors unless these impede communication. For feedback, nominate groups to come to the front of the class to present their ideas.

### Student's Book page 8–9

## C IN MY OPINION

### Feeling under the weather

- 1  1.06 To introduce the topic, tell students that a friend of yours' has a problem, for example; she has her driving test next week and she's really nervous. Ask students what advice you could give her. Write any interesting ideas on the board. Try to elicit *had better*, *should* and *ought to*. Tell students they are going to hear a conversation between a girl, Gemma, and her Mum. They should listen to find out what's the matter with Gemma. You could elicit one or two predictions in open class at this stage and then ask students to listen and check. Ask students to compare answers with a partner before doing a whole-class check. Did anyone guess correctly?

#### Answer

Gemma is tired because she isn't sleeping well.

- 2 Ask students to complete the exercise in pairs. During whole-class feedback, check understanding of the vocabulary by referring to the context provided in the conversation. Following feedback, ask pairs to practise the dialogue.

#### Answers

- 1 energy 2 should 3 took 4 physically 5 better  
6 appointment 7 get 8 operation

- 3 Students can match verbs and nouns in pairs. Ask them to find the phrases in the conversation to check their answers before a quick check in open class.

**Answers**

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

- 4 Ask students to work in pairs or small groups to make a list of as many words related to health as they can. After two minutes, ask pairs/groups to rotate lists, read what their classmates have written and add more. After another two minutes, rotate lists again and repeat the procedure. After a few rotations, elicit words in open class and write them on the board for students to copy.

**Giving advice**

- 1 Ask students to look back at the conversation between Gemma and her Mum and underline any phrases used to give advice (*You should take more exercise; You'd better see a doctor.*) Ask students if they know any words which could replace *should* or *had better* without changing the meaning. Elicit/teach: *ought to*. Draw students' attention to the following patterns: *should / ought to / had better* + infinitive. Students complete the sentences with *should*, *ought to* or *had better*. Ask them to check answers with a partner before conducting feedback in open class.

**Answers**1 better 2 ought 3 should 4 should 5 better  
6 ought**Fast finishers**

Ask students to write three sentences giving advice to someone who wants to learn to speak their language.

- 2 Ask students to complete this in pairs. Quickly check answers before students write another piece of advice for each problem. Monitor as they are doing this to check students are using *should*, *had better* and *ought to* correctly. Write any mistakes on the board, ensuring anonymity, for students to correct later. If you're short on time, set this exercise for homework.

**Answers**

1 c 2 a 3 b

- 3 **SPEAKING** Students work with a partner to transform the exchanges from Exercise 2 into mini-dialogues. Monitor to check students are using *should*, *ought to* and *had better* correctly. Draw students' attention to any mistakes and prompt them to self-correct. Make a note of any particularly good dialogues and listen to these during feedback.

**Better or worse?**

- 1 Books closed. To introduce this topic, show a picture of an Oscar statuette and ask students what it is. Elicit different Oscar categories. Ask: *Can you remember any films or people who have won Oscars? What did they win an Oscar for?* Ask students to make a list in pairs. Listen to some of their ideas in open class and then ask them to read the article quickly to see which, if any, are mentioned. Do brief feedback on this before asking students to read again, more carefully this time, in order to complete the exercise. Ask them to underline the parts of

the text that helped them find the answers. During feedback, ask students to quote the parts of the text they underlined. Ask: *Have you seen either of the films mentioned in the blog entry?*

**Answers**1 F He is really tired of them. 2 F *Twelve Years a Slave* won. 3 T 4 F He said he doesn't know anyone as stupid.

- 2 **SPEAKING** Students discuss the questions in pairs or small groups. Clarify any potentially problematic vocabulary before they begin speaking. Monitor and help with vocabulary as necessary. Nominate one or two students to report back to the class on their opinions and encourage further discussion.

**BACKGROUND INFORMATION**

The Oscars is the popular name for the annual film awards ceremony which has taken place in Hollywood every year since 1929. Awards include: Best picture; Best Director; Best Actor/Actress in a Leading Role; Best Actor/Actress in a Supporting Role and Best Visual Effects. Winners are decided by votes from the 5,783 members of the Academy of Motion Picture Arts and Sciences.

*Gravity* is a 2013 science fiction film directed by Alfonso Cuarón and starring Sandra Bullock and George Clooney. It tells the story of two astronauts who are stranded in space when their space shuttle is destroyed. It won seven Oscars including Best Director, Best Cinematography and Best Visual Effects.

*Twelve Years a Slave* is a 2013 film starring Chiwetel Ejiofor and Lupita Nyong'o based on an 1853 novel about the life of a slave in Louisiana. It won three Oscars: Best Picture, Best Supporting Actress and Best Adapted Screenplay.

**Sandra Bullock** (born 1964) is an American actress best known for romantic comedies such as *Miss Congeniality* (2000). She won the Oscar for Best Actress for *The Blind Side* (2009).

**Comparisons**

- 1 Do numbers 1 and 2 in open class and review use of *as...as* and superlatives. Students work individually to complete the exercise before comparing answers with a partner. During feedback, ask students which of the sentences feature a comparative and which a superlative. Elicit the form of regular adverbs (adjective + *-ly*). Ask students which of the sentences compare adverbs and elicit rules for doing this (Sentences 5, 7 and 8 compare adverbs. We use *more* + adverb + *than* and *as* + adverb + *as*.)

**Answers**1 as cold 2 best 3 more difficult 4 most interesting  
5 more easily 6 not as bad 7 more quickly 8 loudly as

- 2 **SPEAKING** Put students in pairs to discuss the statements. Monitor but avoid error correction since the focus of this task is on fluency, not on accuracy. Make a note of any nice expressions that students use during the activity. At the end, write these on the board for the whole class to copy, and praise the student(s) who used them. Giving positive feedback like this will encourage students to use more variety in similar communication tasks. Nominate one or two pairs to report back on what they discussed with the rest of the class and invite reactions and further comments from the rest of the class.

- 3 This activity can be set as homework or done in class as a collaborative writing task. Tell students they are going to write a short paragraph and then show it to other members of the group. This will encourage them to think carefully about what they write. Ask students to choose one of the categories and write a paragraph comparing two things or people from that category. Monitor and check students are comparing correctly. When they have completed the exercise, ask students to swap paragraphs with a partner and check it for accuracy. Encourage them to ask you for help if they are not sure if a sentence is correct.

## Student's Book page 10–11

### D HELP!

#### Reported speech

- 1 Books closed. To lead in to the topic, show photos of computers and computer accessories and ask students to make a list of English words for computer parts / accessories in pairs. Listen to some of their answers in open class and write any correct vocabulary on the board. Try to elicit some of the vocabulary which students will see in the story, for example *screen*, *install a program*.

Books open. Ask students to read the dialogue quickly, ignoring the gaps, to answer the question: *Why had the caller's screen gone blank?* (There was no electricity); *Was Graham sympathetic?* (no). Check answers. Now they have the gist, students are ready to read the story again to answer questions 1–5. Allow them to compare answers with a partner before doing feedback in open class.

#### Answers

- The caller's computer screen had suddenly gone black.
  - Graham asked the caller to check the screen was switched on, to check that the computer was plugged in and to switch the light on.
  - He couldn't switch on the lights because the electricity had gone off 5 minutes earlier.
  - Graham warned the caller never to phone him again.
  - He was fired.
- 2 Focus students' attention on the example answer, pointing out the change from present simple (*need*) to past simple (*needed*). Students complete the exercise in pairs before you check answers in open class.

#### Answers

- what the problem was. 2 he couldn't see there because it was very dark. 3 check that his computer was still plugged in. 4 he couldn't put the light on because the electricity had gone off five minutes earlier.

#### Sequencing words

In pairs, students match the words with spaces 1–4 in the story. Check answers in open class. Point out that *after* and *then* have the same meaning. The only difference is: *after* + noun; *then* + clause.

#### Answers

1 d 2 b 3 a 4 c

#### Asking for and offering help

- 1 Books closed. Tell students to imagine that they are on a train in England and they can't open the window. Ask: *How would you ask for help?* Elicit suggestions and write any that are correct on the board. Ask students to imagine that they see an old lady whose bag is too heavy for her to carry. Ask: *What would you say to the old lady?* Again elicit and write any correct suggestions on the board.

Books open. Students order the words. Check answers in open class. Alternatively, divide the class into small groups and ask students to close their books. Dictate the words as they appear on page ten for groups to race to reorder. All members of the group have to have the question written down correctly in order to win the point.

#### Answers

- Can I help you? 2 Could you help me with something? 3 Can you lend me a hand? 4 Do you need any help? 5 Have you got a few minutes?

- 2 Students complete the exercise in pairs. Check answers in open class. Say the sentences for students to repeat and shift the focus to pronunciation.

#### Answers

1 O 2 A 3 A 4 O 5 A

- 3 **SPEAKING** Students write conversations in pairs. As the focus is on fluency, avoid correcting errors. Praise students who are using expressions correctly. During feedback, nominate one or two pairs to perform their conversations for the class. To give them a reason to listen, ask the rest of the class to write down what the problem is and which expressions from Exercise 1 they hear.

#### IT problems


- 1 **SPEAKING** Books open. Focus attention on the pictures and ask students to describe them in pairs. If you're using an IWB, this exercise would best be done as a heads-up activity with books closed. Tell students not to worry if they can't think of the exact words at this stage. Encourage them to try to use words they do know to explain. Take feedback in open class and praise good paraphrasing.
- 2 **1.07** Before you play the audio, tell students not to worry if they don't understand every word and to focus on the task. Allow them to check answers in pairs before you check in open class.

#### Answers

A-3 B-1 C-2

**Audio Script Track 1.07**

- 1
- Girl 1 I've got a problem here. I want to send Mandy a message.
- Girl 2 Well, go ahead. What's the problem?
- Girl 1 Well, I've written one, but I can't send it. I mean, I click 'Send', but it doesn't go.
- Girl 2 Let me see. Oh, right. There's no network coverage here.
- Girl 1 Really? Oh wait – I remember now. The network is being repaired out here.
- Girl 2 So you'll have to wait until we get to the town.
- Girl 1 OK. It isn't so important anyway.
- 2
- Man John Martin.
- Woman Hi, John. Did you get the email I sent you?
- Man No. When?
- Woman I sent you an email with an attachment. It's a great photo I found today. The photo was taken on a safari trip.
- Man Look, my email isn't working properly. Can you upload the photo? Then I can go online and see it.
- Woman Sure. I'll call you again when it's been uploaded, OK?
- Man Great – thanks.
- 3
- Man Sarah, you know the email that was sent to me?
- Woman The one with the form to fill in?
- Man That's right. Well, I've downloaded it, but I can't open it.
- Woman Oh, right. I know what the problem is. You need to install a program that opens the file.
- Man OK. How do I do that?
- Woman I'll send you a link. Just click on it and the program will be installed automatically.
- Man Brilliant. Thanks a lot.

- 3  1.07 Before you play the audio again, ask students to make guesses in pairs. Students then listen to check their predictions. Check answers.

**Answers**

a 2 b 1 c 3 d 3 e 3 f 2 g 3 h 2

**IT vocabulary**

- 1 Since a lot of IT vocabulary is international, your students are likely to have seen some of these phrases before. Ask students to complete the exercise in pairs. Encourage them to talk about what they think each expression means as they do this. During feedback, check answers and also check/clarify meaning of any trickier collocations.

**Answers**

1 go 2 post 3 key 4 install 5 attach 6 download  
7 upload 8 delete 9 open 10 buy 11 activate  
12 have

- 2 Working with a different partner, for variety, students match the verbs with the nouns. Remind them that more than one noun can go with many of the verbs. Check answers in open class.

**Answers**

1 a photo; a file 2 a photo; an attachment; a program; a file; an app 3 a photo; a file 4 a message; an attachment; a program; a file; an app 5 a message; a photo 6 a message; a photo; an attachment; a program; a file; an app 7 flight mode 8 a password

**Optional extension**

To help students memorize the collocations, make AB pairs. Bs close their books. As say the second half of a collocation, e.g. online for Bs to say the first half (*go*). After a few minutes, switch roles and repeat.

**Passive tenses**

- 1 Students work individually to complete the sentences. Allow them to compare answers with a partner. During open class feedback, elicit/remind students that we use the passive when the object of a sentence is more important than the subject and also that the passive is formed with the correct form of the verb *be* + past participle.

**Answers**

1 was taken 2 is installed 3 is being repaired

- 2 Students work in pairs to rewrite the sentences. Point out that they should use the same tenses as in the original sentences. Check answers in open class.

**Answers**

1 A program is being downloaded. 2 A new program has been installed. 3 The password has been keyed in. 4 The anti-virus software is being repaired. 5 The message was deleted.

- 3 Remind students that the passive is often used to describe a process. Give an example to clarify this. Describe a process and ask students to guess the process. One example (making a cup of tea) is given here: Water *is boiled* in a kettle. While the water is boiling, a teabag *is put* into a cup. When the water has boiled, it *is poured* on to the teabag. Milk and sugar *are added* and the tea *is enjoyed*. Put students into pairs and ask them to describe one of the processes. Monitor and as the focus here is on accuracy, correct students' use of the passive on-the-spot. When students have discussed the process, ask them to write a short paragraph for homework. Encourage them to use some of the sequencing words from page ten.

# 1 LIFE PLANS

## Objectives

FUNCTIONS	talking about the future; complaining
GRAMMAR	present tenses (review); future tenses (review)
VOCABULARY	making changes; life plans; phrases with <i>up</i>

Student's Book page 12–13

## READING

- Books closed. To introduce the topic, write these verbs on the board: *play, eat, read, text, talk, watch, drink*. In pairs, students use the verbs to discuss what they do in their free time. They should try to find three things they have in common with their partners. Monitor and encourage them to use the present simple to describe their habits and routines. Nominate one or two pairs to share with the class what they have in common. You could extend this by searching for images of bad and good habits and showing them on the IWB (interactive whiteboard). Ask students to say whether they have these habits, but do not say if they are good or bad at this stage. If you're using an IWB, the picture description would best be done as a heads-up activity. Give students a minute to discuss in pairs then nominate students to describe what they can see in open class. Ask them whether they think it is a good or a bad habit and to give reasons.
- Books open. Working individually, students complete the exercise. Monitor to help students with vocabulary to describe their bad habits.
- SPEAKING** Divide the class into pairs or small groups. Students discuss their answers to Exercise 2 and agree on which are the two worst habits. Monitor and help with any questions. Invite students to share their opinions with the rest of the class.
- Tell students they are going to read an article written by a teenager about her bad habits. Check/clarify: *resolution* (a decision to change something in your life, often made at the beginning of the year). Check understanding by asking students to give examples of typical resolutions. Also check *give up* (to stop doing something such as a hobby or a habit) by asking students to name things they used to do but have given up doing now. Students read the text quickly to find the answer.

To encourage students to practise reading quickly for gist, set a two minute time limit and tell them not to worry about understanding every word, but to focus on getting a general understanding of the text.

If you are using an IWB, you could project the article for two minutes, with books closed, and then mask it. With weaker classes, you may like to give them more time. Ask students to compare answers in pairs before conducting a quick whole-class check.

## Answer

To be more efficient and never leave things to the last minute; to get fitter.

## BACKGROUND INFORMATION

**Minecraft** is a computer game created by Swedish programmer Markus Persson and initially released in 2009. The game is played individually and involves collecting building blocks from which players create buildings or anything they want. There is no limit to what can be created, but players need to build some sort of shelter to protect themselves from monsters. The game has sold more than 60 million and has more than 100 million registered users. In September 2014, the developers of Minecraft sold the rights to the game to Microsoft for over \$2 billion!

- 1.08** Ask students to work with a partner and try to answer the questions from memory before reading again to check. Encourage students to underline key information in the article that supports their answers. Prompt students to quote this during whole-class feedback and also to correct any false statements.

## Answers

- 1 T 2 F She misses her bad habits. 3 T 4 T  
5 F It takes ten weeks. 6 F She thinks anything is possible.

## Fast finishers

Ask students to answer the same questions about members of their families.

## Optional extension

To develop some of the themes in the reading and to give students some extended speaking practice, write these questions on the board:

*In what ways are you good/bad at planning your time?  
When was the last time you left homework until the last minute?  
What are your bad habits? Do they make life difficult for you?  
What was the last good habit that you formed?*

Give students a minute to think about their answers and make notes. Divide the class into small groups for students to compare answers and decide who is the most organised. Monitor but as the focus is on fluency, avoid correcting errors. During whole-class feedback, ask students: *Who is the most organised in your group?*

## TRAIN TO THINK

### Reading between the lines

- 6 Students work with a partner to complete the exercise. Ask them to underline the language in the article which helps them answer the questions. Check answers with the whole class, referring to language students underlined. Encourage students to challenge each other and voice different answers, as this will help develop their critical thinking skills. Be prepared to accept answers which are different from those in the key where students are able to justify them.

#### Answers

- Yes, she feels guilty because she says she'd made a resolution not to leave things until the last minute and then says, 'Well, I've failed'.
- No, she doesn't enjoy exercise because after going to the gym and doing karate for four weeks, she's not feeling any fitter, just a little unhappier.

## SPEAKING

For variety, pair students with different partners or small groups from those in Exercise 6. Students discuss their answers. Monitor and help with vocabulary. When students have discussed fully, you could extend speaking time by regrouping students for them to present their answers to their new partner. Encourage students to speak at length without interruption. Listen to some of their ideas in open class during feedback.

### Student's Book page 14–15

## GRAMMAR

### Present tenses (review)

- Books closed. Write sentences 1–5 on the board or project them if you're using an IWB. Nominate a student to come to the board and underline all the verbs in the sentences with a red pen. Invite others to call out and help if appropriate. Give students one minute to work with a partner and name the four tenses then nominate different students to come and write each one on the board. Next, ask students to open their books and match the tenses (a–d) with the sentences.

One way to find out students' current knowledge of tenses is as follows: tell students that you are going to ask them a question and that (on the count of three) they should raise their right hand if they think the answer is *yes* and their left if they think the answer is *no*. If the answer is *maybe, we don't know*, they should not raise either hand. This helps you see which students are unclear on the answers to the questions. Ask questions to elicit the meaning of the sentences e.g.

For 1: *Is the speaker sitting at the moment of speaking?* (yes).

For 2: *Was the speaker trying to get fit four weeks ago?* (yes); *Has the speaker stopped trying to get fit?* (no).

For 3: *Did the speaker start going to the gym in the past?* (yes); *Do we know when in the past?* (no).

For 4: *Is the speaker talking about how she feels in the present?* (yes).

For 5: *Is the speaker talking about something that's happening now?* (no); *Is the speaker talking about a general truth or a fact?* (yes).

Say the sentences for students to repeat and check pronunciation. Make sure students are using the weak form of *been* in sentence 2, and if not, highlight this sound and model it for your students to repeat.

#### Answers

1 c 2 a 3 d 4 c 5 b

Elicit answers in open class. If necessary, give students further examples of each tense to clarify usage. Draw attention to the Look! Box and ask students to complete the sentence: *My dad/sister/brother is always ...*

#### Rule

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

#### Optional extension

To allow students to personalise the target language, ask them to write down the names of two people in their family. While they're doing this, quickly write these questions on the board:

*What is he/she doing at the moment?*

*Can you think of three things he/she does every day that you do not do?*

*Which countries has he/she visited?*

*How long has he/she been ... ?*

Students answer the questions with a verb in the correct tense. Put students into pairs to ask each other the questions about the two members of their family. Monitor and make a note of any errors in their use of the four tenses and review these during whole-class feedback but before you do that, nominate one or two students to report back to the class on what they discovered about their partner.

- If you're short on time, set this exercise for homework but first ask students to read through the text quickly and find out why the writer is having trouble sleeping. This will help them focus on the overall meaning of the text. Check answers (the writer is worrying about exams and the future). Students complete the sentences with the correct form of the verbs in brackets. Ask them to compare answers with a partner before checking in open class.

#### Answers

- am ('m) lying
- am ('m) trying / have ('ve) tried / have ('ve) been trying
- have ('ve) been having / have ('ve) had
- have ('ve) tried / have ('ve) been trying
- has worked / works / is working
- doesn't want
- is happening
- have ('ve) been studying / am ('m) studying
- have ('ve) been thinking
- want

#### Fast finishers

Ask students to write sentences of their own using each of the four tenses. Ask them to write three truths and two lies. Following whole-class feedback on Exercise 3, students take turns to say their sentences and guess which the lies are.

### Optional extension

This is a great activity for encouraging students to produce extended spoken discourse. Put students into AB pairs. As close their books and try to retell the story (in first person) and using the correct verb forms, while Bs refer to the text and check the correct verb forms are being used. After a few minutes, students switch roles. You could make it competitive by having students keep a tally of the number of verbs their partner got right.

- 3 **SPEAKING** Get students to complete the exercise in pairs. With weaker classes, give students some thinking time to make a note of their ideas and to ask questions about vocabulary or look up words in a dictionary. Students discuss their problems. Encourage them to think about possible solutions. Monitor students' use of present tenses and make a note of common errors. Write these up on the board, ensuring anonymity, and ask students to correct them as part of whole-class feedback.

Workbook page 10 and page 122



Be aware of common errors related to the present simple and present continuous, go to Get it right on Student's Book page 122.

## VOCABULARY

### Making changes

- 1 Books closed. If you're *not* using an IWB, write phrases 1–7 on the board and ask students where they have seen them before (they all appeared in the article on page 13). Tell students to find the phrases in the article as quickly as possible to practise students' scanning skills. You could do this as a competition. Ask: *Who can find the phrases first?* When students have found the verbs and can see them being used in context, ask students to try to work out the meaning of the phrases.

Books open. Students complete the exercise then compare answers with a partner. Check answers with the whole class, referring back to the text to clarify meaning. Say the phrases for students to repeat and check pronunciation.

### Answers

1 a 2 h 3 b 4 c 5 d 6 e 7 g

- 2 Write this question on the board: *Did the writer stick to his/her resolutions?* Students read the text quickly to answer the question, ignoring the spaces for now. Check answer in open class (no). Students complete the text. Point out that they need to put the verbs in the correct tense. Ask students to compare answers with a partner before open class feedback.

### Mixed-ability

Stronger students cover Exercise 1 and complete the text from memory. Weaker students refer back to Exercise 1.

### Answers

1 made 2 change 3 break 4 took 5 gave  
6 doing 7 form 8 struggled

### Optional extension

Divide the class into AB pairs. Students test each other on the phrases. B closes his/her book. A says the first part of the phrase and B tries to remember the rest of the phrase.

- 3 **SPEAKING** Put students into small groups to discuss the questions. Monitor and encourage students to speak at length and give detailed answers. To extend this activity, put students into groups of six to eight and ask them to find other students who gave the same answers as themselves to questions 1 and 2. Invite students to share their answers with the rest of the class during feedback.

Workbook page 12

## LISTENING

You could set a homework research task for students to find out about J.K. Rowling, Sylvester Stallone and James Joyce before this lesson. Start the lesson by asking students to tell the class what they have found out.


- 1 **SPEAKING** Books closed. To introduce the topic of what stars did before they became well-known, do an Internet image search for 'before they were famous'. Choose a number of images and copy and paste them onto a page to be shown on the IWB where available, or onto a large piece of paper. Divide the class into small groups and give them a time limit (depending on the difficulty of the images) to guess who the pictures show. Ask them to write down the names of the stars and a guess as to what the star did before he/she became famous. Find out which group has named the most. Books open, or if you're using an IWB, do this as a heads-up activity with the photos projected and enlarged on the screen. Tell students that they are going to listen to two teenagers discussing these three famous people but first they should discuss the questions in pairs.

### BACKGROUND INFORMATION

**J.K. Rowling** (pronounced rolling) (born 31 July, 1965) is a British novelist. She wrote seven Harry Potter novels in a ten-year period from 1997–2007 and they have become the best-selling book series in history, selling over 400 million copies and making her the twelfth richest woman in Britain. It is estimated that she has donated over \$160 million to charity.

**Sylvester Stallone** (born 6 July, 1946) is an American actor and film director. He is most famous for his roles in the *Rocky* and *Rambo* series of films, which were successes in the 1980s and 1990s. He has also starred in action films such as *Demolition Man*, *Judge Dredd* and *Assassins* and most recently *The Expendables*. He does most of his own stunts and even broke his neck during the filming of *The Expendables*!

**James Joyce** (1882–1941) was an Irish novelist and poet. His best-known works are *Dubliners* (1914), *Ulysses* (1922) and *Finnegans Wake* (1939). He is known for a stream of consciousness style and the invention of words, which make his books difficult to read.

- 2  1.09 Play the audio for students to check their answers to Exercise 1. Tell them to concentrate on answering the questions and not to worry about understanding every word. Check answers.

### Answers


A James Joyce B Sylvester Stallone C J.K. Rowling

#### Audio Script Track 1.09

- Ben Hi, Annie? You look serious. What's up?  
 Annie I'm meeting the careers advisor this afternoon, and I've got no idea what I want to do when I leave school.  
 Ben No idea at all?  
 Annie None. Why? Have you?  
 Ben Absolutely. I'm going to study medicine at university and then I'm going to be a doctor.  
 Annie Lucky you. I don't even know if I want to go to university.  
 Ben Well, don't worry too much. You aren't alone. I read an article the other day about famous people who didn't find their perfect careers until they were in their thirties.  
 Annie Like who?  
 Ben Well, there was Sylvester Stallone, for example.  
 Annie That really old film actor?  
 Ben Yes, he was working in a delicatessen, selling food. I think he knew he wanted to be an actor but just couldn't get any work.  
 Annie So what happened?  
 Ben He wrote a film for himself to star in. The film was Rocky.  
 Annie The one about the boxer?  
 Ben That's right. Well, it became one of the most successful films of all time, and Stallone became an international star.  
 Annie OK, so who else was there?  
 Ben Well, J.K. Rowling, of course.  
 Annie The Harry Potter author?  
 Ben Yes, she was working as a bilingual secretary when she first had the idea for Harry Potter. She was 25 at the time, but it took her another seven years to finish writing the first novel and get it published. She spent many of these years living in Portugal, teaching English.  
 Annie Yes, I think I remember reading that somewhere.  
 Ben And speaking of authors, there was the famous Irish writer James Joyce.  
 Annie Who?  
 Ben James Joyce. He wrote *Ulysses*, one of the most important books of the last century. Anyway, although he started writing in his twenties, he couldn't get anything published, so when he turned 30, he was making a living teaching and singing.  
 Annie Singing?  
 Ben Yes, apparently he had a really good opera voice and made quite a lot of money from singing in public. When he was 32, he finally got a book published and became a professional author.  
 Annie Yes, but they all knew what they wanted to be. They just had to wait for a long time before it happened. I've got no idea what I want to be.  
 Ben Well, that's what the careers advisor is for. He'll give you advice.

Annie I certainly hope so.

Ben Anyway, you don't need to worry. I'm sure you'll do well whatever you do.

- 3  1.09 Ask students to read the questions and check understanding. Check/clarify: *earning a living* (working to make enough money to live). Ask students to underline the key information they will need to listen for. Encourage students to try to answer the questions in pairs before listening again. Play the audio for students to check their answers. Let students compare answers with a partner before listening to the audio again.

### Answers

1 She doesn't know what she wants to do when she leaves school. 2 Ben wants to study medicine at university and then become a doctor. 3 When he was 30, James Joyce was making a living teaching and singing. 4 The examples are different because they're about people who knew what they wanted to be, but Annie doesn't. 5 He tells her not to worry because she will do well whatever she does.

- 4 **SPEAKING** Divide the class into pairs for students to compare answers to Exercise 3. If students have different answers, encourage them to try to convince their partner that their answer is correct. Monitor and help with any queries. During whole-class feedback, ask students to justify their answers.

## GRAMMAR

### Future tenses (review)

- 1 Students complete the exercise individually. Let them compare answers with a partner before checking with the whole class. Say the sentences for students to repeat and check pronunciation.

### Answers

1 'm meeting 2 'm going to study 3 'll do

With stronger classes, ask students to discuss which future forms were used in each of the three sentences and why before focusing on the rule. Students complete the rule individually or in pairs before a quick whole-class check. If necessary, elicit/give further examples of each tense to clarify usage.

### Rule

1 present continuous 2 will 3 going to

- 2 If you're short on time, set this exercise for homework but perhaps go through question 1 in open class to make sure students are clear on why *be going to* is used. Students compare answers with a partner. Check answers with the whole class, asking students to explain their choices.

### Answers

1 We're going 2 I'll finish 3 I'm not going  
 4 I'm seeing 5 She's going to be 6 going to eat  
 7 will win 8 We're flying

- 3 Working individually, students complete the exercise. Circulate and help with any questions about vocabulary. Divide the class into similar-ability pairings and ask students to discuss their plans. For feedback, ask students to swap pairs and tell their new partner what their previous partner said.

#### Optional extension

Make groups of six to eight and give students a two minute time limit to find other students with the same arrangements. Before they begin, elicit the three questions that they will need to ask:

What are you doing this week?

What are you going to do this year?

What do you think you will do in your life?

Repeat the activity with intentions and predictions.

Workbook page 11 and page 122

### Student's Book page 16–17

## READING

- 1 **SPEAKING** A recording of this text is available with your digital resources. Books closed. If you'd like a warm-up, search for images of teenage magazine covers either on the IWB during the class or on the Internet before, and cut and paste them onto a piece of paper. Show them to the class and ask:  
*Do you read these magazines?*  
*What types of articles are typically found in these magazines?*  
*If you want some advice on a problem, do you read magazines or talk to your friends and family?*  
Write some of their ideas on the board. Books open. Look at statements 1 to 4. Check/clarify: *criticises* (says something negative about). Give students time to reflect on the statements individually before discussing their opinions with a partner. Prompt them to justify their opinions. In whole-class feedback, ask which pairs had similar ideas.
- 2 Ask students to read the titles and underline any tricky words or phrases for you to explain. Check/clarify: *expecting* (to think somebody should do something). Encourage students to underline the parts of the text as they complete the matching task. Students compare answers with a partner before checking with the whole class.

#### Answers

- 1 Don't expect people always to agree with you
- 2 Stop expecting everybody to like you
- 3 Stop expecting people to know what you're thinking
- 4 Don't expect people to change
- 5 No one is happy all the time

#### Fast finishers

Students write two sentences beginning: *A good friend ...*

- 3 To clarify the task, do number 1 in open class. Encourage debate among students and accept alternative answers where supported with reasons, to demonstrate that more than one answer is possible.

## Suggested Answers

- 1 paragraph 2   2 paragraph 3   3 paragraph 5  
4 paragraph 1   5 paragraph 4

- 4 **SPEAKING** Students discuss in pairs. Allow weaker or less confident classes time to make a note of their answers first. Encourage students to use language from the texts in their answers. Monitor and offer praise to those expanding on their answers. During feedback decide as a class which are the best pieces of advice offered.

#### Optional extension

Students do a role play based on one of the situations in Exercise 3. Student A has one of the problems, Student B gives advice. This activity works well if Student A does not like any of the advice offered by Student B. You could either ask students to speak spontaneously or you could instruct them to write their dialogue before performing. If doing the latter, ask students to switch partners after they've performed once and repeat – this time without preparation.

## VOCABULARY

### Life Plans

- 1 Books closed. As a warm-up, write *Life Plans* on the board and tell the class your own plans for your life, some of which should be true, others invented. (For example *I want to stop working and travel the world when I am 40; I am planning to write a children's book; I'm going to learn to play the saxophone; I'm going to buy a dog next week* etc.) Students decide in pairs which are not true. Listen to some of their ideas before revealing which are true. Give students some time to think about their own plans, some real, some invented. Divide the class into pairs or small groups to tell their plans to their partner, who should guess which are true and which are false.

Books open. Focus on phrases 1 to 8 and pictures A to H. Students match the words and phrases with the pictures. Check answers. You may need to check understanding of:

*Start a career*: Point out that this is when we start work, not when we start university and that this refers to a long-term profession. Ask: *Do you study a career at university?* (no).

*Retire*: Ask students: *At what age do people normally retire?* (around 65).

*Get a degree*: Clarify that this refers to the qualification you receive at the end of a university course. Ask: *Do you get a degree when you finish school?* (no). *When do you get a degree?* (after university).

*Get promoted*: Point out that this means to be given a new and better job within the same company. Ask: *If you are promoted, do you change companies?* (no); *Do you get more money?* (yes).

*Settle down*: This means to start a steady life, usually in a permanent house or job, often with a partner. Ask: *My friend has a part-time job, he shares a house with three friends and he travels a lot, has he settled down?* (no).

Say the phrases for students to repeat and provide a focus on pronunciation. Point out the linking of the verb and *a* in *start a career*, *get a degree* and *start a family*; also the stress on the second syllable and /Id/ ending in *promoted*.

### Answers

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

- 2 First ask students to read the text quickly and answer the question: *Why has the writer's uncle always done things differently?* (He's experienced several life events at unconventional ages, e.g. he went to university in his 40s.) Clarify that in order to complete the spaces correctly, students will need to change the form of the verbs. Allow students to compare their answers with a partner before a whole-class check. During feedback, elicit why the various forms are required.

### Answers

1 left school 2 travelling the world 3 got a degree  
4 started a career 5 got promoted 6 settle down  
7 start a family 8 to retire

### Fast finishers

Ask students to write sentences including some of the phrases 1–8 in Exercise 1 to describe members of their family.

### Optional extension

Give students three minutes to decide at what age (if any) they are planning to do the things in Exercise 1. Next, students describe their plans to a partner. Encourage them to not look at their books and to try to recall the target phrases – this could be with their partner checking as they speak. Monitor, and prompt strong students to add as much detail as possible to their explanations.

Workbook page 12

## THINK SELF-ESTEEM

### Life changes

- 1 Focus on the example to clarify the task. Students could complete the table individually and then discuss with a partner to get some more ideas or they could complete it in pairs from the outset.
- 2 **SPEAKING** Put students/pairs together to make small groups. To give students a reason to listen, ask them to listen to each other's ideas and add them to their table. Monitor to ensure students are on task but as this is a fluency practice activity, do not interrupt conversations to correct any errors unless inaccuracy hinders comprehension.

### Optional extension

Divide the class into two groups – optimists (As) and pessimists (Bs). Tell them they are going to have a discussion about the different events in the table in Exercise 1. As work together to list positive things about each life event and Bs come up with negative things. Regroup the students into groups of four (AABB) for them to debate the positive and negative sides of each event. As should try to convince Bs that each life change is a good thing. Bs should try to convince As that each life change is a bad thing. In open class, ask groups: *Who was most convincing, the optimists or the pessimists?*

## WRITING

### An email about resolutions

If students have access to mobile devices, you could ask them to write an email about themselves and send it to another member of the class. Encourage them to use future forms when describing their future plans. Monitor and draw students' attention to any mistakes, encouraging self-correction. When students have received their email, ask them to check that all the points in the task have been covered. Finally, ask students to write a short response encouraging the sender to stick to his/her resolutions.

### Student's Book page 18–19

## PHOTOSTORY: episode 1


### What's up with Mia?

- 1 Tell students they are going to read and listen to a story about a group of friends called Flora, Leo, Jeff and Mia. Ask students to look at the photos and guess what they're talking about in each one. If you're using an IWB, do this as a heads-up activity with books closed by zooming in on the photos on the board and masking the dialogue. Students read the questions and speculate in pairs, just from the photos. Clarify that Mia is the girl standing up with a yellow bag in the first photo and that Jeff is the boy with the dark hair and grey jumper. During feedback, elicit and write students' ideas on the board. These can be referred to later on.
- 2 **1.10** Students read and listen to check their answers, then compare with a partner. During whole-class feedback, refer to students' ideas from Exercise 1 to see if they predicted correctly.

### Answers

The problem is that no one has seen Mia for a while. She's very busy and never has any free time. Mia wants to give up playing the violin because she doesn't enjoy it. She only plays it to keep her mum happy.

## DEVELOPING SPEAKING

- 3 Ask students what they think happens next and ask them to brainstorm possible endings for the story. They could do this in groups with one student in each group acting as secretary and taking notes. Write students' ideas on the board during feedback. Don't give away answers and focus on the ideas, not on accuracy. Correct errors only where they impede comprehension.
- 4  **EP1** Play the video for students to watch and check their answers. The notes on the board will help them remember their suggestions. Who guessed correctly?
- 5 Monitor while students complete the exercise in pairs. Play the video again, pausing as required for clarification. Check answers with the whole class.

### Answers

1 Mia keeps playing the wrong note on the violin and then walks out. 2 Mia wants to give up the violin because it takes up too much time and because she doesn't really like the orchestra teacher, Mr Wales, very much. 3 Mia thinks her mum changed her mind because her dad spoke to her. 4 Mia is learning the guitar by watching videos on the Internet. 5 She enjoys playing the guitar because she's just doing it for herself and there isn't any pressure.

## PHRASES FOR FLUENCY

- 1 Students work in pairs to first match each of the expressions to the person who said them and then to use context to help them match each one with the correct meaning. Conduct whole-class feedback on this. Then ask pairs to discuss how they would say the expressions in L1 before a second feedback stage.

### Answers

1 Leo 2 Leo 3 Mia 4 Mia 5 Chloë 6 Mia

- 2 Do number 1 in open class as an example if necessary. Students complete the remaining gaps individually then compare answers in pairs. You could ask pairs to practise the dialogue together, and get one or two pairs to perform in front of the class.

### Answers

1 Where shall I start?; You're a star.  
2 Where have you been hiding; Now you mention it  
3 Here we go; Don't be silly.

## WordWise

### Phrases with up

- 1 Ask students to work with a partner and complete the exercise. Check answers in open class.

### Mixed-ability

Weaker classes: Before students begin, write these dialogues on the board and discuss the meaning(s) of each phrase.

A: *What's up, John? You look tired.*

B: *I was up late last night. I have an exam tomorrow.*

C: *What have you been up to this weekend?*

D: *Not much. I went to the cinema on Saturday.*

Stronger classes: During feedback, elicit or explain the meaning of the five phrases and give further examples.

### Answers

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

- 2 If you're short on time, you could set this exercise for homework. If done in class, ask students to work individually to complete the sentences and then compare with a partner before a whole-class check.

### Answers

1 up to 2 up 3 What's up 4 up to  
5 up to 6 up to

Workbook page 12 

## PRONUNCIATION

For pronunciation practice of linking words with *up*, go to Student's Book page 120.

## FUNCTIONS

### Complaining

- 1 Type *person complaining* into an internet search engine to find an appropriate photo to show to students. In open class, ask why the person might be complaining. Listen to their ideas and write any interesting vocabulary that emerges on the board. Students complete the exercise in pairs before a whole-class check.

### Answers

1 d 2 a 3 b 4 c

- 2 **ROLE PLAY** Tell students they are going to do a role play about complaining. Make AB pairs. Monitor to help with any difficulties and to offer ideas where students are struggling to come up with any but avoid correcting mistakes as this is a fluency activity. Instead, note down any common errors to review at the end. Invite volunteers to perform for the class.

### Mixed-ability

Stronger students practise the role play, and then try to think of their own situations and create further dialogues. Weaker students might benefit from preparation time. Divide them into pairs of As and Bs and give them three minutes to prepare ideas for their side of the conversation before making AB pairs.

# 2 HARD TIMES

## Objectives

FUNCTIONS	talking about the past
GRAMMAR	narrative tenses (review); <i>would</i> and <i>used to</i>
VOCABULARY	descriptive verbs; time periods

Student's Book page 20–21

## READING


1 Books closed. As a warm up and to introduce the topic of historical events, draw a horizontal line on the board and write *today* at the far right end of the line. Divide the line into four sections and title the four sections from right to left: *21st Century*; *20th Century*; *19th Century*; *18th Century*. Check students are clear that the 20th Century refers to 1900–1999 etc. Divide the class into small groups and ask them to come up with at least two historical events that occurred in their country (or abroad) for each century. You could set this up as a competition. The first group to write down two events for all four centuries wins.

Books open. Focus on the two pictures and elicit one or two similarities and differences between the pictures in open class before students discuss questions 1 and 2 in pairs. Put prompts on the board to aid discussions, such as *both pictures show ... in the first picture ... whereas in the second picture ...*. This is also useful practice for part 2 of the First Speaking test. If you're using an interactive whiteboard (IWB), this exercise would best be done as a heads-up activity with books closed. During whole-class feedback, invite students to share their ideas with the class. Focus on content rather than language at this stage.

2 Books closed. Tell students they are going to read an article about the Great Fire of London. Before reading, ask students what information they'd like to know about it. Elicit one or two questions in open class to check understanding of the task then ask students to write four or five questions in pairs. Focusing on the topic in this way encourages prediction, a useful technique for improving reading speed. Books open. Ask students which of the questions they came up with appear in Exercise 2. Give students a three minute time limit (or longer with weaker classes) to read the text and answer *all* questions (theirs' as well as those in the exercise). Tell them not to worry about understanding every word and to focus only on answering the questions. Allow students to compare answers with a partner before whole-class feedback.

## Suggested answers

1 It happened in 1666. 2 It started when an oven in a bakery got too hot. 3 It lasted for four days. 4 Some people escaped from the city on boats, while others dived into the river. 5 The Duke of York stopped it by getting his soldiers to demolish a large warehouse full of paper. This created a 'fire break', which prevented the flames from spreading any further. 6 It destroyed many houses and made many people homeless.

3  1.33 Play the audio while students read again, listen and add to their answers. You could challenge stronger students to do the exercise by listening only – with books closed. They could then read to check their answers. After reading and listening, give students time to compare their answers with a partner. Monitor and praise those making an effort to expand on their answers. Conduct brief whole-class feedback.

## BACKGROUND INFORMATION

The Great Fire of London was a massive fire which broke out in 1666. London was much smaller then, and it is estimated that 70,000 of the 500,000 inhabitants were made homeless. It was thought by many at the time that the fire had either been started by undercover agents of the Dutch government (Britain and Holland were at war at the time and the British Navy had recently set fire to a town in Holland) or by supporters of the Pope. Even if either conspiracy theory were true, the extent to which the fire spread was due to weather conditions and the highly combustible building materials used in the 17th century.

## TRAIN TO THINK

### Following an idea through a paragraph

4 Focus on the explanation and clarify that fully understanding a paragraph can take time. Reading a paragraph more than once for example, can be useful. Ask students to work individually to answer the questions. Encourage them to underline the parts of the text that give them the answers. Allow them to compare answers in pairs before nominating students to report back to the class on their answers.

## Answers

1 Three: a spark, fuel and oxygen. 2 The spark came from the hot oven in the bakery; the fuel was the food and oil in people's homes, and the wood, coal and other winter supplies in warehouses; the oxygen came from the wind. 3 The fire was difficult to fight because it started in an area of the city where the houses were very close to one another, and also because the streets were blocked with people trying to escape and with material that had fallen from houses.

## SPEAKING

Clarify that the article was one of a series describing world-changing events. You could tell students your own answers to the questions to get them started. To give their discussions a communicative aim, ask them to agree on the following in pairs: 1 *Two events that the series should include*; 2 *Three items to carry between them*. Perhaps focus on errors relating to narrative tenses in your monitoring and write these on the board, ensuring anonymity, to review following whole-class feedback. Do not interrupt students' discussions to correct mistakes unless these impede communication.

Student's Book page 22–23

## GRAMMAR

### Narrative tenses (review)

- 1 Books open. Draw students' attention to the words in bold (1–5) and ask them to match them to the correct tenses (a–d). Conduct brief whole-class feedback on this before students complete the rule in pairs. Check answers in open class. Use the example sentences to clarify the rules.

#### Answers

1 c 2 c 3 a 4 d 5 b

#### Rule

1 past simple 2 past continuous 3 past continuous  
4 past perfect 5 past perfect continuous

### Alternative approach to the grammar

If you need an alternative approach to reviewing narrative tenses, choose one or all of the following ideas for clarifying the differences between tenses.

For **past continuous** vs. **past simple**, write on the board: *I saw a parrot while I was waiting for the bus*. To provide a context for the sentence (by getting the students to come up with one) and to check meaning, ask: *Where was I? Where was I going on the bus? What did I think when I saw the parrot?* Elicit answers in open class, encouraging students to be as inventive as possible and accepting all answers. Next, ask students: *Which action began first?* (waiting for the bus); *Which action interrupted that action?* (I saw a parrot.); *Which action continued after the interruption?* (waiting for the bus). Remind students/ elicit that we use the past continuous to give background information and the past simple to describe specific past actions.

For **past perfect** vs. **past simple**, write on the board: *John was very sad because his girlfriend had left him*. Ask students to identify which event happened first (*his girlfriend left him*). Get students to write the two events in the correct order on a time line.

Point out that when we use the past perfect, there is always another past event in the past simple.

For **past perfect** vs. **past perfect continuous**, write these sentences on the board: *I recognised the hotel. I had stayed there in 2004. When I arrived, I met Isobel. She had been staying at the hotel for a few days*.

To provide a context for the sentence and to check meaning, ask: *Where was the hotel? Why was I there? What did I think when I saw Isobel? Why was Isobel at the hotel?* Accept all answers. Encourage students to be creative. Ask: *Which happened first – I recognised the hotel, or I had stayed there in 2004?* (I had stayed there in 2004).

Ask students if they can say why the second example (*had been staying*) is different from the first (*had stayed*). Elicit that we use the past perfect continuous to express duration (*for a few days*) and the past perfect simple to refer to an event at a specific time in the past (*in 2004*).

- 2 Before students begin, check they understand that they need to use either the past simple or past continuous but not the past perfect. Monitor and help any students who are struggling. Also let students compare answers with a partner. During feedback, refer to the rules in Exercise 1 and use timelines to clarify differences between tenses.

#### Answers

1 noticed, took, tried 2 was looking, found  
3 were thinking, became 4 were making, started

### Fast finishers

Students underline further examples of the past simple and past continuous in the article on page 21 and think about how they would explain the tense used in each example?

- 3 In this type of gap-fill exercise, it is always a good idea for students to read the whole text first for gist understanding and then to read a second time to complete the spaces. To encourage them to just focus on reading for gist, ask: *What was happening in Ian's house?* Students read the text quickly to answer the question. Set a time limit of 30 seconds before brief feedback. (His brother had been doing a science experiment that went wrong.) Next, students complete the spaces. Students compare answers with a partner before a whole-class check.

### Mixed-ability

To provide more staging for weaker students: Once they've got the gist of the text, they read a second time to decide which verb goes in each gap before reading again and deciding on tense.

#### Answers

1 was walking 2 saw 3 Was ... burning 4 ran  
5 opened 6 was sitting 7 had been doing 8 had gone

### Optional extension

Divide the class into small groups. Read out the following situations and give students a short time to think of a reason for the situation. Their reason must include the past perfect continuous. Encourage them to use their imagination and give a point for the best idea. Example: *Why was Sally standing at the bus stop looking angry? She had been waiting for twenty minutes*.

- 1 *Why was Tony's face wet?*
- 2 *Why did Bill's feet hurt?*
- 3 *Why was Kate carrying two heavy bags?*
- 4 *Why were Josh's knees dirty?*
- 5 *Why did Sue have blue fingers?*

If students enjoy the activity, ask them to think of more situations and swap them with another group to come up with reasons.

Workbook page 18 and page 122



Be aware of common errors related to narrative tenses, go to Get it right on Student's Book page 122.

## VOCABULARY

### Descriptive verbs

- 1 Books closed. To introduce the topic of descriptive verbs, display the following story, or one of your own, on the board.

*Sally was walking home when a man stopped her and asked her to give him her money. "No", she said. The man said "Give me your money!" again. "Help" said Sally. She ran away from the man. He ran behind her. They ran for a long time. She went into a shop. "Help" she said. "A man is behind me." But the man was not there. Sally went home.*

Ask students: *What is the problem with the story?* (The sentences are very short and the verbs are repeated and uninteresting.) Ask students to work with a partner and think of some ways to make the story more exciting. Listen to some of their ideas in open class. Try to elicit that a greater range of verbs would help. Students may also suggest the use of adjectives and adverbs which – while not the focus here – is a valid suggestion.

Books open. Explain that all of the verbs can be used to make narratives more dramatic. Encourage them to use English-English dictionaries to complete the exercise as there may not be a direct translation in their own language. They could use mobile devices if available.

### Answers

*smash*

1 to cause something to break noisily into a lot of small pieces 2 smashed / smashed

*rage*

1 to happen in a strong or violent way 2 raged / raged

*dive*

1 to jump into water, especially with your head and arms going in first, or to move under the water 2 dived / dived

*flee*

1 to escape by running away, especially because of danger or fear 2 fled / fled

*strike*

1 to hit or attack someone or something forcefully or violently 2 struck / struck

*demolish*

1 to completely destroy a building 2 demolished / demolished

*grab*

1 to take hold of something or someone suddenly and roughly 2 grabbed / grabbed

*scream*

1 to cry or say something loudly and usually in a high pitch, especially because of strong emotions such as fear, excitement or anger 2 screamed / screamed

### Alternative approach

An alternative approach to Exercise 1 would be to play a game of *Call My Bluff*. Divide the class into eight groups and give each group one of the verbs. Groups write three definitions for the verb, one of which is correct. Groups take turns to read their three definitions, the other groups guess which is the correct definition.

### Fast finishers

Ask students to close their books and to write down as many of the eight verbs from Exercise 1 as they can remember. They can open their books to check the verbs and spelling.

- 2 Check/clarify: *knocked down, make space, wallet*. Students complete the exercise in pairs. During whole-class feedback, pay attention to pronunciation of the descriptive verbs. Students may have difficulty with the /dz/ sound in *raging* and the vowel sounds /i:/ in *screaming*, /eɪ/ in *raging* and /aɪ/ in *dived*.

### Answers

1 fled 2 raging 3 screaming 4 demolished  
5 grabbed 6 struck 7 dived

### Optional extension

For further practice of these verbs and also narrative tenses, tell students they are going to think of a continuation for one of the sentences. If necessary, give a quick example of a story to continue the example sentence:

*He swam for ten minutes, enjoying the cool water and thinking about what he was going to have for dinner. He was so relaxed that he nearly fell asleep. He had been floating for ten minutes when suddenly he heard a sound and turned round to see a grey triangle coming towards him. Is that a shark?! He screamed and swam as fast as he could and got back to the beach. He turned round and saw a grey plastic bag floating on the water.*

Divide the class into seven groups and assign each group one of the sentences from Exercise 2. Ask them to work together to invent a story. Tell them they should all write down notes to help them remember the story. Monitor and help with vocabulary and ideas. When students have completed their stories, regroup the class into groups of seven including one person from each of the original groups. Students tell each other their stories. Hold a class vote to decide on the best one.

Workbook page 20

## PRONUNCIATION

To practise the pronunciation of initial consonant clusters with /s/, go to Student's Book page 120.

## LISTENING

- 1 Books closed. As a warm up, ask students to make a list of any pets they or members of their extended family/friends/neighbours have. Divide the class into small groups and ask students to compare their lists and tell their partners some of the things that the animals have done wrong – dogs eating furniture, cats leaving hairs everywhere, rabbits digging up the garden, etc. Listen to some examples in open class as feedback. Come to an agreement on which is the worst thing. Show a photo of a courtroom on the board in order to pre-teach: *take someone to court/be put on trial*. Ask: *Do you think the animal should be taken to court for this 'crime'? Are there any crimes that animals should be put on trial for?* Listen to their ideas and encourage whole-class discussion. Books open. Focus attention on the photo and elicit students' predictions in open class. If you're using an IWB, this exercise would best be done as a heads-up activity with books closed.

- 2 1.16 Tell students they are going to listen to someone talking to a class about animals going to court. Consider adding these questions to those in Exercise 2 to ensure students have a clear understanding of the gist:

*How did the class react to the story? (They found it funny); Which animal does the man talk about? (a rat).*

Play the audio while students listen and answer the questions. Tell them not to worry if they don't understand every word. If you're using an IWB, ask students to close their books and look at the board. This will avoid them being distracted by and perhaps trying to complete Exercise 3 on first listening. Students compare answers with a partner before a whole-class check.

### Answers

- 1 Animals were taken to court from the Middle Ages to the nineteenth century. 2 It happened all over Europe, America and in some other countries.

### Audio Script Track 1.16

Ryan OK, let's get started. In the last class, Claire gave a talk on how hard life was for people in the Middle Ages, with all those terrible illnesses, like the Black Death and so on. Today, I'm going to be talking about something completely different: animals from those times. I read a very interesting book recently that I want to talk about. It's a book about court cases against animals.

Class Court cases against animals? Really? Sounds like a joke. How's that possible?

Ryan I know it sounds like a joke, but it isn't. Animals were put on trial for doing bad things, just as humans were. It happened all over Europe, but also in America and in other countries. This went on throughout the Middle Ages, right up to the nineteenth century. All sorts of animals were taken to court – dogs, cows, horses, rats, even flies and mosquitoes – and for various reasons. Quite often, the reason was that an animal had attacked and killed a human. Of course, those cases never had a happy ending for the animal. But sometimes the court cases weren't so serious, and they're amazing to read about these days. I'd like to share one funny example with you today. It was a court case somewhere in France. Rats were taken to court because they'd stolen food from people's houses. Of course, the rats didn't turn up in the courtroom. There was a man who spoke for the rats, and he was absolutely brilliant. At the beginning of the meeting, he said that the rats weren't there because they moved from village to village, so they'd never received an order. Then he said that even if they did ever receive an order, they'd never come to a court meeting because nobody could guarantee that they'd be safe. He also said that everybody knew that cats killed rats, so as long as there were cats in the streets, rats could never be sued because they'd never be safe. Finally, nobody could find any reasons why what he'd said wasn't correct. The court case ended well for the rats. No one could prove they were guilty, so nothing happened to them, but, well, they hadn't come to the meeting anyway ...

- 3 1.16 This exercise is closely modelled on Listening Part 4 of the Cambridge English: First exam. Check/clarify: *hunting* (searching for animals to kill) and *be found not guilty* (a court decides that somebody is innocent). Give students time to answer the questions from memory in pairs. Play

the audio while students listen and check answers. Students compare answers in pairs before checking in open class.

### Answers

- 1 B 2 A 3 B 4 C 5 B

### BACKGROUND INFORMATION

Animal trials took place in Europe between the 13th and 18th centuries. Animals were charged with crimes such as murder and criminal damage. If an animal was found guilty, they were executed.

## THINK VALUES

### Animal rights

- 1 Do the first one in open class to demonstrate the task. Students complete the exercise in pairs. Check answers with the whole class.

### Answers

- Scenario A: 2 & 3 Scenario B: 1 & 6 Scenario C: 4 & 5

- 2 **SPEAKING** Tell students they are going to discuss statements 1–6. With quieter groups, consider dividing the class into As and Bs. Tell As (animal 'indifferents') they need to argue in favour of statements 2, 3 and 6. Tell Bs (animal lovers) they should argue in favour of 1, 4 and 5. Forcing opinions like this can generate more discussion and free students from worrying about expressing their own ideas. Make groups of As and Bs to plan their arguments and make notes. Monitor and encourage quieter students to participate by prompting more confident students to invite all of their team-mates to contribute. Regroup students into groups of 6 (AAABBB) and ask them to debate the statements. As a follow-on, ask students to discuss their real opinions. Listen to these in open class and encourage further discussion.

### Student's Book page 24–25

## READING

- 1 A recording of this text is available with your digital resources. Books closed. Write these questions on the board and ask students to discuss them in pairs or small groups: *What do you know about life in your country in the seventeenth century? How was it different from life today? Where did people live? What did they eat? What did they wear?* After five minutes, bring the class together and listen to some of their ideas. If you're using an IWB, do an internet search for life in the seventeenth century and show images and invite discussion. Books open. Students look at the pictures and titles and discuss in pairs what each paragraph might contain. Tell them not to read the paragraphs yet. If you're using an IWB, this exercise would best be done as a heads-up activity with books closed. Listen to their predictions in open class and write them on the board, but do not confirm answers at this stage.

- 2 Students read the article to check their predictions. Set a three-minute time limit to encourage students to skim the text and not focus on every word. Check answers in open class. During feedback, focus students on the board and elicit which predictions were correct.
- 3 Students read the text again and answer the questions. Ask them to underline the key parts of the text which gave them their answers. Students compare answers in pairs before open class feedback. Encourage students to explain their answers by referring to the text they underlined both during pair and class-checking stages.

#### Answers

- 1 F Life was becoming more comfortable for people who had money.  
2 F There weren't many elderly people because people died young. 3 T 4 T 5 T

- 4 **SPEAKING** During pair discussions, monitor and encourage students to express themselves in English and to use vocabulary from the unit. Praise those attempting to develop their answers. During whole-class feedback, nominate students to report back on their discussions and review any common errors. Focus on those related to narrative tenses and unit vocabulary.

#### Optional extension

To focus more closely on the vocabulary in the text, write on the board:

- 1 buying and selling 2 normal, nothing special 3 33.333%  
4 people who look after sheep 5 often 6 things that you can sleep on 7 unusual, not common 8 look after 9 dream (verb) 10 easy

Put students into pairs and ask them to find words in the text that match the definitions.

The definitions follow the order of the text. This can be set up as a competition, with students racing to find the answers as quickly as possible. This will encourage students to quickly scan the text to find the words. When you have a winner, check answers with the whole class. Answers: 1 trade; 2 ordinary; 3 one in three; 4 shepherds; 5 frequently; 6 mattresses; 7 rare; 8 care for; 9 fantasise; 10 simple

## GRAMMAR

### would and used to

- 1 Students should try to complete the example sentences before looking back at the text to check their answers. Next, ask students to complete the rule, encouraging them to refer to the example sentences to help them. Clarify the difference between past habits or repeated actions and past states, drawing attention to the verbs that are used to describe a state or situation (*have, be*).

#### Answers

- 1 used to 2 would 3 didn't use to 4 used to

#### Rule

- 1 used to/didn't use to 2 would(n't)

- 2 Do number 1 in open class. Students complete the exercise and then compare answers with a partner before whole-class feedback.

#### Answers

- 1 would / used to 2 used to 3 used to 4 used to  
5 used to 6 used to

#### LANGUAGE NOTE

Students may produce questions like: \**Would you like Mickey Mouse when you were little?* We cannot use *would* with state verbs to describe a repeated past action, we use the question form *did + use to*. Students may find it helpful to translate examples into L1 and compare the two.

- 3 This exercise can be set for homework. Even if you decide to do that, do number 1 in open class. Remind students to read each one carefully and think about which form should be used (positive, question or negative). Check answers.

#### Answers

- 1 A: Did ... use to / B: used to 2 didn't use to  
3 A: Did ... use to / B: used to 4 didn't use to  
5 A: Did ... use to / B: used to 6 didn't use to

#### Fast finishers

Ask students: In which of the sentences in Exercise 3 could *would* be used? (3 and 5)

#### Optional extension

Ask students to think of things they used to play with when they were young children. Elicit one or two examples in open class and prompt students to use *used to / would*. Students continue discussing in pairs. Nominate one or two pairs to share their ideas during feedback. You could even hold a class vote to find out which the most popular childhood toys were.

Workbook page 19 and page 122

## VOCABULARY

### Time periods

Students match in pairs prior to a whole-class check.

#### Answers

- 1 b 2 c 3 a 4 a 5 c 6 b 7 b 8 b 9 a

Workbook page 20

## FUNCTIONS

### Talking about the past

To generate interest in this exercise, show a variety of pictures of different things from a particular period and ask students to guess which period they are from. Divide the class into pairs or small groups. Perhaps do an example yourself to get them started. Tell students they should speak for one minute on their topic without interruption. Encourage students to use *used to*, *would* and phrases to refer to time periods in their answers. If appropriate, ask students to time their partners using their mobile devices. Monitor to ensure students are on task, but as this is a fluency practice activity, do not interrupt to correct mistakes.

#### Optional extension

Put students into pairs and ask them to choose a topic and a time period e.g. food in the 1970s. Ask students to do an internet search to find information on their topic and prepare a short presentation. Regroup students into small groups for them to present their information. During feedback, ask students which things were better in the past.

### Student's Book page 26–27

## CULTURE


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

*Does it snow every year in your country?*

*How does your life change when it snows? What becomes more difficult?*

*Would you like it if it snowed more?*

Students discuss in small groups. Listen to their answers in open class and encourage further discussion. Books open. Focus attention on the photos and ask students to discuss the questions in pairs. If you're using an IWB, this exercise would best be done as a heads-up activity with books closed. During feedback, invite students to share their predictions with the class and make a note of them on the board, but do give away answers at this stage.

- 2  1.17 Using images found via an internet search engine, pre-teach: *igloo, stove, binoculars, seals, whale, reindeer*. Play the audio while students read and listen to check the predictions written on the board. During feedback, ask students which of them were correct.
- 3 Students read the article again to answer the questions. Tell students to underline the parts of the article that help them choose their answer. Monitor to ensure they are doing this. Students compare answers with a partner. During feedback, ask students to quote the information they underlined that supports their answers.

#### Suggested answers

1 The winters are long, bitterly cold and windy inside the Arctic Circle. 2 Akycha survives by staying overnight in a little igloo that he makes himself. 3 Akycha hunts seals and whales, and he does it by hiding behind a screen of white canvas and shooting the animals with a gun. 4 They can't stay in one place for too long because the moss that the reindeer eat takes a long time to grow back. They therefore need to move to a new place to find more food.

- 4 **SPEAKING** Put students into similar-ability pairings to discuss the questions. Monitor, helping with vocabulary as required and encouraging students to use English rather than L1. Listen to some of their answers in open class.
- 5 **VOCABULARY** If you're short on time, set this exercise for homework. Otherwise, put students into pairs to complete the exercise.

#### Mixed-ability

Ask stronger students to not look at the definitions and to just use the context provided by the article to try to work out meaning of the highlighted words. They then refer to the definitions to check their ideas. Weaker students work in pairs to match definitions and words from the article directly.

#### Answers

1 last 2 left behind 3 overnight 4 on the move  
5 bear 6 herds 7 moss 8 breeding

## BACKGROUND INFORMATION

The Arctic Circle is the northernmost area of the Earth. Very few people live there (roughly 4 million) due to the harsh weather conditions – there are high winds, a constant coating of snow and average temperatures of -40 degrees centigrade in winter.

The Inuit people are the native inhabitants of the Arctic Circle. Numbering around 60,000 they live throughout the Arctic Region. They were previously known as Eskimos. The Inuit are traditionally a wandering people who spend part of the year travelling in search of food. They traditionally used dogs, sleds, kayaks and harpoons to hunt whales. In the 20th century, due to the arrival of whaling operations and the search for oil, Inuit numbers have decreased significantly and their traditional way of life has almost disappeared.

## WRITING

### A magazine article about a historical event

- 1 As a lead-in to this activity, ask students what they know about Berlin. Students read the article and answer the questions. Let them check their answers with a partner before whole-class feedback.

#### Answers

1 In 1961 the Berlin Wall was built. 2 In 1989 there were a number of radical political demonstrations across Eastern Europe. East Germans were allowed to visit West Berlin and this led to the fall of the Berlin Wall. 3 In 1990 the two nations of East and West Germany became one.

- 2 Students read the article again and work with a partner to find examples of 1–5. During feedback ask concept-check questions to check understanding of the different forms. If students find any of the grammar difficult, take the opportunity to go back in the book and review the item.
- 3 Tell students that there is a basic format which should be followed when writing an article. With the whole class, look quickly through the article and elicit the order of the paragraphs.

#### Answers

1 Paragraph 2 2 Paragraph 3 3 Paragraph 1

- 4 Ask students to choose an event that shook the world. If you want students to work together on the final article, they should choose an event they are both familiar with. Students make notes on the event and decide how to organize the information in their article. If mobile device use is permitted, encourage them to search for information on the Internet. Students can use the text about the fall of the Berlin Wall as a template.
- 5 This can be set as homework or it can be done as a collaborative writing activity in class with pairs of students working together. On completion, ask students to exchange their texts with another pair for them to read and give feedback on content and structure. Students could check if the article uses the same structure as the template. They should also decide which the most/least interesting part of the article is. If you decide to collect students' work and mark it, avoid focusing too much on accuracy, as a heavily marked piece of writing is more likely to demotivate learners than to make them try harder next time.

Student's Book page 28–29

CAMBRIDGE ENGLISH: Towards First

THINK EXAMS

## READING AND USE OF ENGLISH

### 1 Part 1: Multiple-choice cloze

#### Answers

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

Workbook page 17

## TEST YOURSELF UNITS 1 & 2

### 1 VOCABULARY

#### Answers

1 travel 2 break 3 change 4 do 5 make  
6 grab 7 retire 8 give up 9 smash 10 scream

### 2 GRAMMAR

#### Answers

1 see 2 are going to 3 'll love 4 used to love  
5 'm seeing 6 was looking

### 3

#### Answers

- When he was young, my dad used to reading ~~read~~ books about nature.
- When I got to the house, there was no one there. The party finished ~~had finished~~.
- I ~~am running~~ run in the park every morning before school.
- We're really excited because we ~~will go~~ are going on holiday next week.
- He was tired because he ~~had been running~~ had run two kilometres.
- While I was cycling in the park, I ~~was falling~~ fell off my bicycle.

### 4 FUNCTIONAL LANGUAGE

#### Answers

- always; I don't like
- olden; these days
- are having; I'll see
- uses; this day and age

# 3 | WHAT'S IN A NAME?

## Objectives

FUNCTIONS	giving advice; expressing obligation; giving recommendations, warnings and prohibitions
GRAMMAR	(don't) have to / ought to / should(n't) / must; had better (not); can('t) / must(n't)
VOCABULARY	making and selling; expressions with <i>name</i>

## Student's Book page 30–31

### READING

- 1 As a warm-up/lead-in to the topic, ask students to work with a partner and list as many logos as they can see on clothes, bags, phones, etc in one minute. Award one point for each logo listed. Alternatively, do an internet search for a brand logo quiz and display a variety of brand logos (with names removed!) for students to identify. Books open. Focus attention on the photos and ask students to talk in pairs about the products they associate with each of the brands and to come up with two more international brands. If you're using an interactive whiteboard (IWB), this would best be done as a heads-up activity with books closed. Nominate students to share their ideas during whole-class feedback.

#### Answers

1 Jaguar makes cars; Pret a Manger is a coffee and sandwich chain restaurant; Swatch makes watches; WhatsApp is an instant messaging app for smartphones.

- 2 **SPEAKING** Ask pairs to come up with three reasons why brand names are important, for example, they say something about the brand. If your students struggle to think of ideas, you could broaden out the discussion to why brands are important. During feedback, write some of their ideas on the board.


#### Optional extension

Students read the article quickly to see which of the ideas they came up with in Exercise 2 are mentioned.

- 3 Tell students they are going to read a blog entry about brands. Set a three-minute time limit to encourage them to read quickly and focus on the question rather than on trying to understand every word. Check students have understood the task by asking: *Are you going to read quickly or slowly?* (quickly); *What are you looking for?* (brand names); *Any brand names or the brand names from page 30?* (the brand names from page 30). Allow students to compare answers with a partner before a whole-class check.

## Answer

Jaguar, Pret A Manger, WhatsApp

- 4  1.18 Before playing the recording, ask students to try to answer as many of the questions as they can without looking back at the text. Play the audio while students re-read the blog entry and check/expand on their answers. Students compare answers in pairs before whole-class feedback.

## Suggested Answers

- 1 Companies think a lot about a brand name because it's what distinguishes their product from all the others, and it's difficult to change one so it's important that they get it right the first time.
- 2 A good brand name is unique, memorable and easy to understand. It should create an emotional connection with the people who buy it.
- 3 Jaguar was chosen because it makes people think of a beautiful but dangerous wild cat; Pret A Manger was chosen because it's in a foreign language (French) and therefore sounds special and different; WhatsApp was chosen because it uses wordplay (it is based on the English expression 'What's up?').
- 4 Nova was a bad name for a car in Spain because in Spanish, 'no va' means 'it doesn't go'.
- 5 Some teenagers choose to buy more expensive products because they want to have something with the right brand or logo.

## BACKGROUND INFORMATION

**Swatch** is a Swiss watch company founded in 1981. The name refers to "second watch" as the company mostly produces cheaper, more disposable and often colourful watches.

**Jaguar** is a British car company, which was set up in 1922. It is now part of Jaguar Land Rover and produces expensive models such as the XE and the F type.

Despite its French name, **Pret a Manger**, the sandwich company was started in London in 1986 by two friends who wanted to produce healthier takeaway food. There are now more than 300 Pret shops in the UK.

**WhatsApp** Messenger is an instant messaging application for smartphones. It allows users to send text, video, images and audio. The WhatsApp Company was set up in 2009 in California and employs just 55 people. It was sold to Facebook in 2014 for around US\$20 billion. By the end of 2014, there were more than 600 million active users of WhatsApp.

## TRAIN TO THINK

### Identifying the main topic of a paragraph

- 5 Ask students to read the information and clarify the importance of the opening or first line of a paragraph in informing the reader what will follow. Tell students that one technique to help them read a text quickly is to focus only on the first sentences of each paragraph, as this should give a good overview of the main topics of the text. Students look at paragraphs 3 and 4 and decide on the topic of each paragraph. Allow them to compare answers with a partner. To support them in this key stage, write these prompts on the board: *Why did you put ... ? I put ... because it says ...* Monitor and encourage students to use the prompts and to challenge each other. During feedback, ask students to justify their answers.

#### Answers

Paragraph 3 = D; Paragraph 4 = B

## SPEAKING

Monitor and provide support – answer questions, input any unfamiliar vocabulary – but do not interrupt to correct errors unless they hinder comprehension. The focus is on developing students' fluency. During feedback, you could extend the discussion by asking students which brands are fashionable at the moment and which used to be in fashion but aren't now.

#### Optional extension

Before the lesson, write these anagrams on the IWB. If you're not using an IWB, prepare a handout. (Answers appear in italics alongside the anagrams.)

- 1 gtrtea *target*
- 2 blrmeeao *memorable*
- 3 equuun *unique*
- 4 sssbunie *business*
- 5 laneimoot *emotional*
- 6 nishisseugditi *distinguished*
- 7 vrmdnaesttesi *advertisement*
- 8 fctmunarreau *manufacturer*
- 9 rmnscoeus *consumers*
- 10 srpreeus *pressure*

Before showing the anagrams, divide the class into small mixed-ability groups and tell them that they will compete to solve all of the anagrams as quickly as possible. Also tell students that all the words appear in the blog entry about brands. Ask groups to choose one student to be secretary or nominate one yourself. This student only should write the brand names. You could choose one of the weaker students to do this as this will ensure that they're involved. Display the anagrams. Groups race to get the answers!

Student's Book page 32–33

## GRAMMAR

*(don't) have to / ought to / should(n't) / must*

- 1 Students complete the sentences in pairs before referring back to the article on page 31 to check.

#### Answers

- 1 must 2 have to 3 ought to 4 don't have to  
5 do ... have to 6 shouldn't

Ask pairs to complete the rule, then nominate students to call out the answers in open class.

#### Rule

- 1 have to, must 2 don't/doesn't have to  
3 should, ought to 4 shouldn't

#### LANGUAGE NOTE

Students are often confused by the difference between *must* and *have to* in both their positive and negative forms. If the obligation comes from the speaker, we use *must*, for example:

Teacher: *You must do your homework today.* (because I am telling you to!) If the speaker is *describing* an obligation, we use *have to* since this obligation is not coming from the speaker, for example:

Student: *I have to do my homework* (because my teacher tells me to!) NOT *I must do my homework.*

Students can also confuse the negatives of *must* and *have to*.  
Teacher: *You must do your homework today – the deadline is tomorrow* (obligation).

Teacher: *You don't have to do your homework today* (not necessary – you could do it tomorrow or later since the deadline is a week away).

Teacher: *You mustn't copy in the test!* (prohibition)

- 2 Ensuring students are clear on context first will help them decide on the correct form. To do this, set them a gist question for their first read. Ask students to read the dialogue and – ignoring the spaces – answer these questions: *Why does Mandy want a new phone?* (Everyone at school has the latest phone.); *Does her Mum think it's a good idea?* (no); *Why not?* (She thinks the phone Mandy has now is fine.) Perhaps write the questions on the board as a reminder. Check answers in open class. Students read again to complete the conversation with the correct form of *have to*. Students compare and agree on their answers with a partner before a whole-class check.

#### Answers

- 1 have to 2 don't have to 3 has to 4 do ... have to  
5 have to 6 don't have to

- 3 If you're short on time, set this exercise for homework. Even if you decide to do this, first ask students to read the dialogue and answer these questions, which you might want to write on the board: *What's good about the new café?* (The cakes are delicious.); *What's not so good?* (It's a bit expensive and it has a bad name.); *What do they decide to do at the end of the conversation?* (go to the cinema). Do number 1 in open class. Establish that all forms are possible but meaning will change depending on the form chosen. Elicit that *must* and *have to* indicate stronger recommendation than *should* and *ought to*. Allow students to work in pairs. Monitor and prompt students to consider all possibilities and to discuss meaning of the different forms. During feedback, ask students to explain their choice of answer.

## Answers

- 1 should / ought to / must / have to
- 2 shouldn't
- 3 have to / must / should / ought to
- 4 don't have to
- 5 should / ought to
- 6 should / ought to / has to
- 7 should / ought to
- 8 have to / must / should / ought to
- 9 don't have to
- 10 have to / must / should / ought to

## Fast finishers

Ask students to think about which forms *cannot* be used, if any, in each space and why. If fast finishers are sitting together, ask them to discuss this in pairs.

Workbook page 28 and page 123



Be aware of common errors related to *have to* vs. *had to* and *don't have to* vs. *mustn't, go to*. Get it right on Student's Book page 123.

## VOCABULARY

### Making and selling

- 1 Do number 1 in open class to get students started. Students can continue the exercise in pairs. Following whole-class feedback, check pronunciation. You may like to write the words on the board, and elicit and mark stressed syllables (underlined below).

## Answers

- 1 products
- 2 consumers
- 3 brand
- 4 chain
- 5 advertisement
- 6 logo
- 7 image
- 8 manufacturer

## Fast finishers

Students look at sentences 1, 3, 4, 5 and 7 and think of a suitable product or brand for each one.

- 2 **SPEAKING** Students work individually to complete the exercise. This gives students some thinking time before they discuss in pairs or groups. Ask pairs/groups: *How similar were your answers?* During feedback, nominate pairs to share their ideas in open class. To extend this activity into a group discussion about advertising, write these questions on the board:  
*How often do you see or hear advertisements?*  
*Do you think there are too many advertisements? Why?*  
*Can you think of any brands or products that you don't see advertising for?*  
*Which types of brands spend the most money on advertising?*

## Optional extension

Ask students to think of their favourite television advertisements. If appropriate, do an internet video search and watch some of them on the IWB. Hold a class vote to decide which is the best one and ask students: *What makes a good advertisement? If you like the advertisement, does it make you want to buy the product?*

## Optional extension

Students close their books and write down as many words from Exercise 1 as they can remember. Students then open their books to check. Ask: *Who remembered all eight?*

Workbook page 30

## LISTENING

- 1 **1.19** Books closed. As a warm-up and to introduce the topic of remembering names, write on the board: *names; dates; faces; numbers.*

Write these questions on the board and ask students to discuss them with a partner before nominating pairs to report back to the class on their discussions:

*Which of the four things do you find easiest to remember?*

*Which do you find hardest to remember?*

*Tell your partner about a time when you couldn't remember a name. How did you feel?*

*Tell your partner about a time when you forgot an important date, e.g. someone's birthday.*

*What techniques do you use to help you remember numbers or names?*

Books open. Tell students they are going to listen to a conversation between a teacher, Mrs Jenkins, and a student, Paul. Ask students to read the question and options before they listen. Encourage them to focus on answering the question and not to worry if they don't understand every word. Play the audio. Allow students to compare answers in pairs before you check answers in open class, encouraging students to explain their choice.


## Answer

A

### Audio Script Track 1.19

- Paul Excuse me, Mrs Jenkins.
- Mrs Jenkins Yes, Paul, what is it?
- Paul Can I ask you something?
- Mrs Jenkins Sure.
- Paul Well, we've just had our second lesson with you, right?
- Mrs Jenkins Yes, that's right.
- Paul Well, I was wondering ... I mean, you already know the name of everyone in the class.
- Mrs Jenkins Yes, I think so.
- Paul But there are twenty-six of us. I mean, how come you can remember all our names already?
- Mrs Jenkins Oh, well, it isn't really that difficult, you know, and I think it's important. I should learn your names as fast as possible, I think. I'm the teacher, and we're going to work together a lot, aren't we?
- Paul Yes, but I mean, I'm terrible at remembering names. When I meet someone I forget their name almost immediately. I can't remember names at all.
- Mrs Jenkins Ah well, there you are, you see. If you think you can't do something, then you're right!
- Paul Sorry?

Mrs Jenkins	Oh, it's just an old saying: 'If you think you can do something, or if you think you can't do something, you're right.'
Paul	Oh, I see.
Mrs Jenkins	Anyway, learning names isn't so hard. But you have to want to do it, and you have to concentrate. I mean, the first time I teach a class, I think a lot about names and remembering them – I concentrate on that. And there are little things you can do.
Paul	Like what?
Mrs Jenkins	Well, OK, if I tell you my name – you know, I say 'I'm Maria Jenkins' – then you should do something like, you say 'Hello, Maria' or 'OK, yes, Maria Jenkins'. You know, if you say the name of the person straight away, then it helps you remember.
Paul	Yeah, I see.
Mrs Jenkins	And you can do things like, you can make an association. I do that a lot. I think 'Do I know other people with that name?' or 'Does the name rhyme with something?'
Paul	Rhyme?
Mrs Jenkins	Yes, well, you're an example, actually. I mean, you're quite tall, right?
Paul	Uh huh.
Mrs Jenkins	So yesterday, when you said your name, I thought 'Tall Paul'. It helps. I mean, you can't always do it, but sometimes you can.
Paul	Oh, right.
Mrs Jenkins	In the end, it's practice. I do it a lot, so I get better at remembering names. I don't like it if someone forgets my name, so I really should remember theirs.
Paul	But you don't always remember, do you?
Mrs Jenkins	No, of course not. Sometimes there's someone whose name I just can't remember. And then I say to myself, 'I really must remember her name next time.'
Paul	Yes, that's right. Well, ...
Mrs Jenkins	Look, I'd better go now, I've got another class in five minutes. And you'd better not be late for your next class, either.
Paul	Oh, yes, of course. Sorry.
Mrs Jenkins	No problem, Peter.
Paul	No, Miss, sorry, but my name's ...
Mrs Jenkins	I'm joking, Paul. Bye! See you in class tomorrow.

- 2  **1.19** Ask students to read the questions and underline key information they will need to listen for. Students could try to answer the questions from memory before you play the audio a second time. After listening, let them compare answers with a partner, prompting them to justify their choices, before listening to the audio a third time if necessary. During feedback, ask students to explain their answers.

### Answers

1 F She's taught them twice. 2 T 3 T 4 T 5 F She remembers his name because he's tall and that rhymes with Paul. 6 F Sometimes there's someone whose name she just can't remember.

### Optional extension

A fun activity on the topic of memory: Write these names and numbers on the IWB (with the text button turned on) and give students two minutes to remember them. When the time is up, select all names and numbers and change font colour to white so that they disappear. Give students two minutes to write down all the names and numbers they can remember. Change the font colour back to black and see who has the best memory! If you're not using an IWB, prepare a handout with the information. Ask students to turn it over after two minutes, write down all the names and numbers they remember, and then turn the sheet back over to check. Ask students to reflect on and share with the class any strategies they used to help them remember the information.

Names: Eric Bloom; Donald Rose; Jon Anderson; Philip Goddard; Sally Jones; Mary Stevens; Andy Gray  
Numbers: 94; 77; 321; 476; 81; 1098; 116

## GRAMMAR

### had better (not)

- 1 Books open. Look at the two sentences from the audio and ask students to work with a partner to complete them. You could either play the audio again for students to check their answers or project the Audio Script onto the IWB.

### Answers

1 'd better 2 'd better not

Give students a minute to think about the rule before eliciting answers in open class. Encourage students to refer back to the sentences in Exercise 1.

### Rule

1 don't do 2 do

### Additional support

To clarify meaning of *had better*, write on the board:

Billy: It's my mum's birthday tomorrow. I forgot! I haven't bought her a present.

Bobby: Oh no! You \_\_\_\_\_ buy one or you'll be in big trouble!

Ask students to complete the sentences, perhaps eliciting context first. Elicit answers in open class. If students use *should* or *ought to*, praise them, but elicit that in this situation something bad will happen if Billy doesn't buy a present, so we would probably use *had better*. Students may also struggle with form, producing utterances such as: *\*you would better tell him*; or *\*you hadn't better forget*. Point out that we use subject + *had better* + base form of the verb.

- 2 Students work with a partner to complete the exercise. Following whole-class feedback, ask students to continue the *had better* clause of each sentence with an *or*-clause to help clarify usage. Do number 1 yourself to demonstrate: *You had better run or you'll miss the bus*. Students should continue in pairs. This could be a speaking or writing activity but if speaking, while monitoring, encourage students to contract *had* in their answers so that they sound more natural.


## Answers

- 1 had ('d) better   2 had ('d) better not   3 had ('d) better  
4 had ('d) better   5 had ('d) better not

Workbook page 29 and page 123

## FUNCTIONS

### Giving advice

- 1  1.20 Students work in pairs to order the two dialogues. Play the audio for them to check. To check understanding of the context, ask students: *Why is Joe worried?* (He's forgotten how to pronounce a name.); *Why is Bob's sister angry with him?* (He wrote the wrong name in his nephew's birthday card.) You could extend this activity by getting students to role play the conversations.

## Answers

- 1 - 3,1,5,4,2   2 - 3,5,1,2,4

- 2 In pairs, students create dialogues. As the focus is on fluency, avoid correcting mistakes while monitoring. Instead, write common errors on the board, ensuring anonymity. Once students have had time to write and practise their conversations, invite volunteers to perform them in front of the class. To give them a reason to listen, ask the rest of the class to write down any examples of *had better* that they hear in the dialogues. Finally, ask students to correct errors written on the board as part of whole-class feedback.

### Optional extension

For further practice, write these situations on the board.

- 1 I have a hole in my shoe and it's raining hard.
- 2 I have an important exam tomorrow.
- 3 I saw a man stealing a car this morning.
- 4 I broke my friend's iphone.

Ask students to work in pairs and think of responses to situations 1–4. Each response should include *had better*. For feedback, switch pairs and ask students to say their response for their new partner to guess the situations it refers to.

## THINK SELF-ESTEEM

### People and their names

- 1 Check/clarify: *feel sorry for* (to sympathise or feel pity for someone when something bad happens to them). Working individually, students complete the questionnaire. Allow three minutes for them to note down examples to explain their choices.
- 2 **SPEAKING** Students compare answers to Exercise 1 in order to establish which statements they agree on. Monitor and ensure all students are participating in the discussion by prompting less confident students to speak (and more confident students to elicit their opinions). As this is a fluency practice activity, do not interrupt the conversations to correct errors unless these impede comprehension. Nominate one or two groups to share their ideas in open class.

### Optional extension

Divide the class into groups of 8–10. Tell students they have to choose a new name for themselves which they think suits their personality. Give a small piece of paper to every student in the group and ask them to write their new name on the paper without showing anybody. Ask students to fold the paper in half and nominate one student in each group to collect all the pieces of paper in a box. Students pick a name from the box and read it out. The rest of the group have to guess who the name suits best. Finally, students discuss why they chose their new name.

### Student's Book page 34–35

## READING

- 1 A recording of this text is available with your digital resources. Books closed. In open class, brainstorm the best/worst/funniest/strangest names students have heard. Do they mention any of the names from Exercise 1? Students discuss the questions in small groups. If students have access to the Internet, give them some time to research the three people. Do brief whole-class feedback on this.

### Suggested Answer

- 2 They all have famous parents/strange names.
- 2 Check/clarify: *Hula* (a Hawaiian dance); and *bus shelter* (a place to keep dry when you are waiting for a bus). Ask students to make predictions in pairs. Conduct brief feedback to get a steer on the predictions of the class as a whole and record them on the board but do not give away answers at this stage.
- 3 Students skim read the article to check their predictions. Suggest that they find the eight names and then read around them to answer the questions. Tell them it is not necessary to read every word. Set a time limit of three minutes and ask them to close their books when the time is up. The time limit should incentivise students to read quickly and focus on the task. Students compare answers in pairs before a whole-class check.

### Answers

- 1 not allowed   2 not allowed   3 allowed   4 allowed  
5 not allowed   6 not allowed   7 not allowed  
8 not allowed
- 4 First ask students to try to answer the questions in pairs and then read the article to check. Encourage them to underline the parts of the text that helped them find the answers. Ask students to check answers in pairs. During open class feedback, ask students to refer to the text they underlined in order to justify their answers.

### Suggested Answers

1 We often hear about the unusual names that famous people give their children. 2 The New Zealand judge didn't allow some names because they made the child look silly. 3 Mariléia dos Santos decided to call herself Michael Jackson. 4 She became famous for being one of the best female footballers in the world. 5 David Carradine called his son Free because he wanted him to feel free to do anything (even to change his name).

- 5 **SPEAKING** Give students a couple of minutes to decide to what extent they agree or disagree with each of the statements. Ask them to make notes on the reasons for their choices. Monitor and help with vocabulary if required.
- 6 **SPEAKING** Put students into small groups for them to compare answers. Monitor and make sure students are speaking in English and that all students are getting a chance to give their opinion. You might like to direct some questions to quieter students to get them involved or you could encourage students to do this by inputting stems for inviting opinions, such as *What do you think? Do you agree?* Close with a whole-class discussion on the statements.

#### Optional extension

Students might enjoy inventing unusual names for celebrity children. Divide the class into pairs or small groups. Ask them to think of two famous people (they don't have to be in a relationship) and imagine that they have a child. Students think of a name for the child – this could be related to their professions but doesn't need to be – students could invent a story to go with the name. Examples could be a footballer's son called Goal or a singer's daughter called Microphone. A story could be that two people met under a palm tree so they called their son Coconut! During feedback, listen to their ideas and hold a class vote to decide on the best name.

#### BACKGROUND INFORMATION

**Apple Martin** (born 2004) is the daughter of Coldplay vocalist Chris Martin and actor Gwyneth Paltrow.

**Brooklyn Beckham** (born 1999) is the first son of footballer David Beckham and designer Victoria Beckham. He was named after Brooklyn in New York.

**Moon Unit Zappa** (born 1967) is the daughter of American musician Frank Zappa. His other children are Dweezil, Ahmet and Diva.

**Jay-Z** is the stage name of Shawn Carter (born 1969), an American rapper, record producer and entrepreneur. He has sold over 100 million records (including Reasonable Doubt and The Black Album) and is said to be worth US\$520 million. He is married to singer Beyoncé Knowles. Their daughter's name is Blue Ivy.

**Lady Gaga** is the stage name of Stefani Germanotta (born 1986) an American singer. She has sold 27 million albums and 125 million singles including Bad Romance. She is famous for wearing extravagant clothing including a dress made of bacon!

**David Carradine** (1936–2009) was an American actor and martial artist, most famous for his starring role in the Kung Fu television series which ran from 1972 to 1975.

## GRAMMAR

### can('t) / must(n't)

- 1 Focus students on sentences 1–4 and ask them to work with a partner to complete them before checking in the article/audio script. (Sentence 1 is from the listening on page 33. If you have an IWB, you could display the audio script on the board. Sentences 2–4 are from the article on page 34.)

#### Answers

1 Can 2 can't 3 can 4 mustn't

Students complete the gaps, referring to the sentences in Exercise 1 to help them. During feedback, ask them to state the sentence that corresponds to each rule. Give further examples of your own if necessary.

#### Rule

1 can 2 can't; mustn't

#### LANGUAGE NOTE

We use *mustn't* or *can't* to describe something that is not allowed. We use *can't* to describe a rule, for example, *I can't speak Spanish in class, because there is a rule against it.* We use *mustn't* when the speaker is setting the rule, for example, *You mustn't eat so many sweets* – because the speaker says.

We often use *can* in questions to ask if something is permitted. For example: *Can I go to the party at Matt's house on Saturday?* However, *must* is rarely used in the question form so instead of saying: *Must I help with the washing-up?* we would say, *Do I have to help with the washing-up?*

- 2 Students complete the sentences and match them to the pictures in pairs. After checking answers, point out that we often use *must* to tell ourselves to (not) do something for example, *I must do more exercise* or *I mustn't be late.*

#### Answers

1 mustn't talk A 2 mustn't be C 3 mustn't miss D  
4 mustn't run B

- 3 Before they begin, make sure students are aware that they can use any of the modal verbs covered in the unit to answer the questions. Elicit these (*can, must, have to, should, ought to*). Ask students to complete the exercise individually before comparing with a partner. Remind them that there may be more than one possible answer. Check answers in open class and refer to the rules as necessary.

#### Answers

1 We don't have to wear uniforms. 2 You should/ought to buy a new phone. 3 You can use my laptop. 4 They must/have to work harder. 5 Can we play here?

#### Fast finishers

Ask students to write down some of the rules they have in their house, for example, *I can't use my phone at the dinner table.*

### Optional extension

Write *class rules* on the board. Ask students to work in pairs and discuss what the class rules are. In open class, listen to some of their ideas and elicit sentences with *can*, *can't*, *must* and *mustn't*; for example, *we must speak in English*; *we mustn't look at our mobile phones*; *we can't eat*; *we must do our homework on time*. If you do not have any class rules, you should have some! They are always more successful if they are written in collaboration with the students, as they give students a feeling of involvement in their own learning. Writing their own rules should also mean students are more likely to stick to them. Take this opportunity to get your students to work together in groups to write a set of rules and display them on the classroom wall. You could get them to include rules for the teacher (e.g. *Teachers should make classes fun*). You could even ask students to sign the bottom of the rule sheet. This can be referred to in future lessons if students break the rules (*You agreed...*) You could also refer to the rules at a later date and ask students if they would like to change any of them.

Workbook page 29 and page 123

## VOCABULARY

### Expressions with *name*

1 Ask students to cover the definitions (a–h) and to work with a partner to try to deduce meaning from context. If you're using an IWB, do this as a heads-up activity with books closed, zooming in on sentences 1–8. When students have discussed the meanings of all of the phrases, ask them to uncover the definitions and match them to the expressions. During feedback, ask these concept-check questions which refer to each of sentences 1–8 respectively:

- 1 *Is Tony Hawks famous for skateboarding or not famous?* (famous).
- 2 *If you call someone names, do you call them nice names or horrible names?* (horrible).
- 3 *Did Jay-Z change his name?* (yes).
- 4 *saxophone, guitar, drums, you name it, I ...* (play it).
- 5 *Has this person forgotten someone's name?* (yes).
- 6 *Do these people know when they are going to get married?* (no).
- 7 *Does this person have to do exams for university entry?* (yes).
- 8 *Is he famous?* (yes); *Why?* (He's an actor.)

### Answers

1 d 2 f 3 e 4 h 5 b 6 a 7 c 8 g

2 If you're short on time, set this exercise for homework. Otherwise, ask students to complete the exercise in pairs then check answers in open class.

### Answers

1 name it 2 name ... the game 3 big name  
4 call ... names 5 name the 6 what's ... name  
7 a name ... herself 8 stage

### Fast finishers


Ask students to write sentences similar to 1, 3 and 8 using *a big name*, *a stage name* and *made a name for himself/herself*.

## PRONUNCIATION

For practice of strong and weak forms: /ɒv/ and /əv/ go to Student's Book page 120.

Student's Book page 36–37

## FICTION


1  1.23 Books closed. Tell students they are going to read part of a story called *Wild Country*. If you're using an IWB, project the images from the page onto the board and ask students to use these to help them make predictions on what the story is about. Listen to their ideas in open class, but do not comment at this stage. Write on the board:

*The three characters in the story are two young tour leaders, Tess and Grant. Tess's father is the manager of the tour company.*

Ask students to make further predictions about what happens in the story. Allow two or three minutes for this, then elicit their ideas in open class, inviting reactions from different students. Books open. Play the audio while students read and listen to the first part of the extract. Allow them to compare answers with a partner before a whole-class check.

### Answers

1 Tess Marriot. 2 Her name is used to mean doing something wrong, because she's always making mistakes.

2  1.24 Ask students to read sentences 1–5 and underline key words. Play the audio while students read, listen and complete the exercise. Encourage them to underline the parts of the extract which helped them find the answers. After the audio has finished, give students a minute or two to make any final adjustments to their answers before they compare with a partner. During feedback, ask students to refer to the text to explain their answers.

### Answers

1 T 2 F She's fed up. 3 T 4 F She doesn't like him. She feels he was laughing at her. 5 F Grant had already found the group.

### Optional extension

Write these questions on the board:

*What kind of a person is Tess?*  
*Do you like her? Why (not)?*  
*What does Grant think of her? Why?*  
*What kind of a person is Grant?*

Ask students to discuss the questions in small groups, before eliciting their ideas in open class. Next, ask groups to guess what happens next in the story. Encourage them to be imaginative. They could introduce new characters, some sort of crime, a disaster or anything they like. Make sure each student makes notes, and then regroup students for each student to tell their story to their new group.

Workbook page 30

**Optional extension**

To review narrative tenses, ask students which three past tenses are used in the extract. Elicit past simple, past continuous and past perfect. In open class, elicit the rules for the usage of all three tenses, referring to the grammar rules in units 1 and 2 if necessary. Tell students they are going to do a reading race. Write on the board:

*Read the extract and find...*

*9 irregular past tenses*

*9 examples of the past perfect*

*2 examples of the past continuous*

Instruct students to find the items as quickly as possible. Go!

- 3 **SPEAKING** Put students in small groups to discuss the questions. Ask each group to choose a secretary to make notes on the group's answers. Monitor, but as the focus is on fluency, avoid correcting mistakes. Instead, make a note of common errors – and also nice examples of language use – and write them up on the board, ensuring anonymity, for students to correct as part of whole-class feedback. Praise students who contributed nice language and also those who attempted to develop their ideas in English.

**WRITING****A reply to a letter asking for advice**

- 1 As a lead-in to this activity, ask students: *Do you ever read problem pages in magazines? What sort of problems do you read about?* Students read the letter and the reply and answer the questions. Students compare answers with a partner before a whole-class check.

**Suggested Answers**

1 Alan's problem is that the boy next door, his only friend since he moved town, calls other kids names and makes horrible comments and Alan doesn't want to be a part of this. 2 Susannah suggests that Alan asks himself if he thinks he could be friends with the boy if his behaviour was better.

- 2 Ask students to work individually to complete the sentences. During feedback, take the opportunity to review the use of modal verbs.

**Mixed-ability**

Weaker students refer to the letter and reply in order to complete the sentences. Stronger students complete the gaps from memory before checking in the letter and reply.

**Answers**

1 ought to 2 you'd better 3 should definitely  
4 had better 5 it's a good idea

- 3 Ask students to read the reply again and answer the questions. Encourage them to underline key text in the reply as they do this. Check answers.

**Answers**

1 Paragraph 3 2 Paragraph 1 3 Paragraph 4  
4 Paragraph 2

- 4 Students read the second letter and work with a partner to come up with three pieces of advice for Susannah before they start writing. Ask students to write full sentences and perhaps to include a modal verb in each one. Monitor to help with any questions and check students are using modal verbs correctly. Make a note of any mistakes to review with the class before moving on to Exercise 5. You could pair weaker students so that they can write collaboratively.

- 5 This exercise can be set as homework or done as a collaborative writing activity in class with pairs of students working together. Tell students they are going to write a reply to Lara. They should expand on the sentences they wrote in Exercise 4 and follow the same paragraph format as in Exercise 3. Once students have completed their replies, ask them to swap them with another student to check for: **task completion** (Have they included all three pieces of advice from Exercise 4?); **communicative purpose** (Is it interesting and engaging to read?); **language** (Are modal verbs used effectively and correctly?); and **coherence** (Are adverbs of sequence appropriately used? Is it easy to identify and understand the key events of the story?)

Alternatively, collect students' writing for marking. When marking, check for the above points. Avoid focusing too much on accuracy, as a heavily marked piece of writing is more likely to de-motivate learners than to make them try harder next time. Write short feedback for each student, saying first what you liked about the reply, and two or three things they could improve on in the future. Make a note of any persistent errors, then go over these points in class (and bring in extra practice for them).

# 4 DILEMMAS

## Objectives

FUNCTIONS	talking about hypothetical situations; expressing wishes; apologising and accepting apologies
GRAMMAR	first and second conditional (review); time conjunctions; <i>wish</i> and <i>if only</i> ; third conditional (review)
VOCABULARY	being honest; making a decision; <i>now</i>

Student's Book page 38–39

## READING

- 1 As a warm up, tell students an anecdote that features a dilemma. For example:

*I go to my friend's house. She's getting ready, so she tells me to wait in the lounge. There is a letter under a book on the table and I can read the first line. It says "Dear [FRIEND'S NAME]. I can't believe what you did." I don't know what to do. Should I read the rest of the letter?*


Explain that this is a *dilemma*. Ask students to work with a partner and discuss what they would do in this situation. Elicit their ideas in open class.

Books open. Focus attention on the pictures and ask students to identify the dilemma in each one – there could be more than one possible answer in each case. Get them to discuss in pairs. If there is an interactive whiteboard (IWB) available in the classroom, this activity would best be done heads-up with books closed. After a few minutes, nominate students to share their ideas with the class.

- 2 Ask students to match each picture (A–C) with a question from the quiz, so only three of the eight questions will have a corresponding picture. Set a two minute time limit to encourage students to read quickly and focus on the task rather than on trying to understand every word. Ask students to compare answers in pairs before you do a whole-class check.

### Answers

A 7 B 2 C 4

- 3  1.25 Check/clarify: *own up to something* (to admit to doing something wrong) and *to be stuck* (to not know the answer). Play the audio while students read and listen to the quiz, and answer the questions. Ask students to compare their answers with a partner. Ask: *Who is more honest, you or your partner?* During feedback, find out how many students got 'more As than Bs' and how many got 'more Bs than As'.

- 4 Tell students they are going to read some responses given by other people. Ask students to read the sentences and underline any words or phrases they don't understand. Clarify these in open class. Elicit that *I'd* is a contracted form of *I would*. Students work with a partner to match the responses to the questions. Check answers in open class.

### Answers

a 4 b 3 c 5 d 7 e 1 f 8 g 6 h 2

### Fast finishers

Ask students to reflect on what *it* and *them* refer to in the responses: a *it* = mum's vase; c *it* = a shirt; d *it* = the test answer; e *it* = a text message; g *them* = your parents; h *it* = €100.

## TRAIN TO THINK

### Thinking of consequences

- 5 Lead in by asking students how they solve dilemmas. Ask: *Do you ask somebody for advice? Do you toss a coin? Do you think about consequences?* Invite students to share their ideas with the class, and then tell students they are going to think of possible consequences for some of the situations in the quiz. Refer them to the examples on page 39 and try to elicit more possible consequences to ensure students are clear on what they have to do. You could divide the class into two groups (A and B) and ask pairs in group A to think of consequences for situations 1–4 and pairs in group B for situations 5–8 before regrouping As with Bs to report back on the consequences they came up with.

## SPEAKING

Students discuss the questions in pairs. Encourage them to express their real opinions but to use English to do so. Monitor but avoid correcting mistakes unless these really hinder comprehension. The focus of this task is on fluency, not on controlled language practice. Listen to students' ideas in open class. Invite reactions, encouraging a supportive and positive environment within which students feel free to share their opinions.

**Optional extension**

Ask pairs to rank the situations in the quiz from most to least serious. Students then compare with another pair and try to agree on a ranking in their group of four. To extend fluency practice, write these questions on the board for students to discuss in their groups:

*What would you really do in the eight situations? Would you do something different from the options in the quiz?*

*Can you think of any similar situations you've faced? What did you do?*

**Student's Book page 40–41****GRAMMAR****First and second conditional (review)**

- 1 Ask students to work in pairs and complete the sentences from the quiz then check them by referring back to the quiz before finally completing the rule.

**Answers**

1 would ... do; broke 2 tell ... will trust

**Rule**

2, 1

**Additional support**

If your students need a bit more support with conditional structures, write this example (or one of your own) on the board: *If I found a wallet, I'd take it to the police station.* Ask students: *Did I find a wallet?* (no); *Is the situation real or imagined?* (imagined). Elicit that this is an example of the second conditional and that we form it with the past simple and would + base form.

Write this first conditional sentence on the board: *If I see John later, I'll buy him a coffee.* Ask students: *Is it possible that I will see John later?* (yes); *What do I plan to do if I see John?* (buy him a coffee).

Point out that the *if*-clause does not relate to the time we are speaking about; in the first conditional we use *if* + present to talk about the future and in the second conditional we use *if* + past to talk about an imaginary situation.

- 2 If you're short on time, set this exercise for homework. Even if you decide to do that, encourage students to read the whole text to get an overall understanding before attempting the exercise itself. To check gist understanding, ask: *What is the writer's dilemma about her birthday party?* (She doesn't want to invite Jan but if she doesn't, she worries that no one will come so she's not sure about having a party at all.) Students can do the exercise individually and then compare answers in pairs. Tell pairs that they should reach an agreement on their answers. This will encourage them to qualify and debate their choices. During feedback, check students' understanding by asking: *Is this a real or an imaginary situation?* (imaginary – in reality, Jan is meant to me); *Is this verb in the if-clause or the main-clause?* (if); *Should we use would or past simple?* (past simple).

**Answers**

1 wasn't / weren't 2 'd want / would want 3 didn't have  
4 would care 5 don't invite 6 will come 7 don't have  
8 won't get 9 wasn't / weren't 10 wouldn't be  
11 knew 12 'd do / would do

**Fast finishers**

Ask students to write three sentences saying what they would do if they were the writer.

Workbook page 36 and page 123

**Time conjunctions**

- 3 Students complete the sentences individually and then compare with a partner. Also ask pairs to discuss the meaning of each of the conjunctions. Listen to some of their ideas during feedback. Elicit/explain that: *as soon as* = at exactly the same moment; *when* = at or around the same moment; *unless* = if not; *until* = up to a point in time; *if* introduces a condition.

**Answers**

1 if 2 when 3 as soon as 4 unless 5 until

**Fast finishers**

Ask students to write five sentences (three true, two false) describing their last weekend or holiday including the five time linkers. After feedback on Exercise 3, students read their sentences to a partner. Those listening try to decide which of the sentences are false.

**Optional extension**

If you're using an IWB, create two text boxes and copy and paste them nine times to make twenty boxes. Break up the three sentences below into (20) smaller chunks as indicated and write one chunk in each of the boxes. Mix the boxes up on the board and ask students to work in pairs to order the boxes and create three sentences as quickly as possible. Ask the first pair to finish to come to the board and drag and drop the boxes to make the correct sentences.

*I/ didn't learn/ French until/ I/ lived/ in France.*

*As/ soon/ as she/ got up,/ she turned on/ the television /and watched/ the news.*

*If/ I were/ you,/ I would/ sell/ my bicycle.*

- 4 Ask students to complete the sentences then compare with a partner. Ask: *How similar are your sentences?* Take feedback in open class. If you're short on time, set this exercise for homework.

Workbook page 36 and page 123



Be aware of common errors related to *if* and *when*, go to Get it right on Student's Book page 124.

**VOCABULARY****Being honest**

- 1 Books closed. To introduce the topic of honesty, write *lies* on the board and ask students to work with a partner and think of occasions when they haven't

told the truth. Ask: *Are there any occasions where it's OK to tell a lie?* Give pairs a few minutes to discuss and then invite volunteers to share their ideas with the class. Books open. Pairs categorise the words. During whole-class feedback, check understanding of the five expressions by eliciting example sentences (*own up to something* came up in the reading on page 39).

### Answers

**Positive behaviour:** do the right thing; be open about something; tell the truth; own up to something

**Negative behaviour:** get away with something; hide the truth; tell a lie

- 2 Before students tackle this exercise, they need to read the text to get an overall understanding. Ask them to answer the following questions and check answers before students complete the conversation: *What did Dan do?* (He cheated in a test by copying from a classmate's paper.); *What does Ana think he should do now?* (She thinks he should tell the teacher what he did.) Point out that students only need to put one word in each gap.

### Answers

1 cheated 2 get 3 own 4 tell 5 hide 6 open  
7 told 8 do

### Optional extension

Disappearing sentences: You'll need to write out the dialogues on the board or IWB for this one. Make AB pairs so that half of the class are A and half are B. Students practise the conversations in their pairs. Cover a small section of the dialogue, beginning from the right-hand side of the screen or board. Students repeat the dialogues in their same AB pairings trying to remember the whole thing, including the parts they can no longer see. Cover more and more of the dialogue, with students practising at each stage, until eventually nothing is left on the board. Ask for volunteers to perform for the class or have all As and all Bs perform in unison. This activity involving lots of repetition is a fun way for students to memorise useful chunks.

Workbook page 38

## LISTENING

- 1 **SPEAKING** Books closed. To introduce the topic of sports stars and fictional characters, play a game in which students, in groups of five or six, take it in turns to say the name of a sports star to the class. There has to be a link between the sports stars (both Scottish, both play tennis, both called Andy etc.) The game needs to be fast-moving, so if a student cannot think of a sports star within ten seconds, they're out. Groups continue until one student remains. Before they begin, model the game with a couple of strong students. Repeat with fictional characters (both superheroes, both green, both wear glasses etc.) Books open. Focus attention on the photos and ask students to discuss with a partner what they know about the people/characters. Pairs should also make a list of difficulties each of them might face. If you're using an IWB, this would best be done as a heads-

up activity with books closed. During feedback, nominate students to share their ideas with the class and write them on the board.

- 2 **1.26** Tell students they are going to listen to a conversation between two teenagers, a boy and a girl. Tell them not to worry about understanding every word, but to focus on answering the question. Play the audio. Allow students to compare answers with a partner before checking in open class.

### Suggested answer

They are playing a guessing game on the train

### Audio Script Track 1.26

Maddy What time does this train get in?  
Liam We arrive home at four.  
Maddy Four?! That's another hour! I'm really bored.  
Susie Would you like to borrow my magazine?  
Maddy Thanks, Susie, but I've already read it. All of it. Twice.  
Susie What else could we do?  
Liam I know - who wants to play a game?  
Susie I do! That's a great idea.  
Maddy Depends. What is it?  
Liam I call it 'Famous wishes'.  
Maddy You call it?  
Liam Yes. I made it up. Anyway, we each take turns to think of a famous fictional person to be and think of three wishes that the person might have. Then we say our wishes and the others have to guess who we are.  
Susie OK - sounds fun.  
Liam I'll go first so that you can get a better idea of how it works.  
Susie OK.  
Liam Just let me think of someone.  
Maddy Come on, Liam! We haven't got all day!  
Liam OK. I wish I could beat Nadal more often.  
Susie Is it Djokovic?  
Liam No, but that's a good guess. Try again.  
Maddy It's easy. Andy Murray.  
Liam Wait! I haven't finished.  
Maddy You have. I've just guessed it. Anyway, you said it had to be a fictional person.  
Liam You're right. I'll do another one ... Right. Got one. Um ... I wish Lois Lane knew who I really was.  
Maddy Superman.  
Liam You're supposed to wait until I've said three.  
Maddy Well, it was too easy. You should make them more difficult.  
Liam OK, you try, then.  
Maddy Fine. Um ... I wish my boyfriend's parents liked me. If only our families wouldn't fight all the time. And ... I wish he wasn't a Montague.  
Liam A what?  
Maddy A Montague.  
Liam I've no idea what a Montague is.  
Maddy What?! You don't know what ...  
Susie I know, I know! You're Juliet from Romeo and Juliet.  
Maddy Yes, that's right, Susie. Montague was the family that Romeo came from, Liam. Her family, the Capulets, hated the Montagues, so ...

Liam OK, OK, OK. We don't need a history lesson.  
 Maddy It's literature, actually. Shakespeare. Have you ever heard of him?  
 Liam Whatever. Susie, it's your turn.  
 Susie OK. I wish my parents were alive.  
 Liam OK.  
 Susie I wish I had a bigger bedroom.  
 Liam Go on.  
 Susie If only my cousin wasn't so annoying.  
 Liam Wait ...  
 Maddy Do you want some help?  
 Liam Sshh! Let me think.  
 Maddy I wish I could kill Lord Voldemort.  
 Liam Stop it.  
 Maddy I wish my name wasn't HARRY POTTER!  
 Liam You're such a pain, Maddy.  
 Susie Maybe we should play something else.  
 Maddy No! I'm just starting to enjoy this game. Your turn, Liam.

- 3 1.26 This exercise is closely modelled on \* Listening Part 4 of the Cambridge English: First exam. Ask students to read the questions and underline the key information they need to listen for. They could also try to predict answers before they listen again, based on what they remember from their first listening and/or their general knowledge. After listening, allow them to compare answers with a partner before checking in open class.

#### Answers

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

#### BACKGROUND INFORMATION

**Harry Potter** is the titular character in a series of seven fantasy novels by J.K. Rowling, all of which were made into highly successful films. He is a pupil at Hogwarts School of Witchcraft and Wizardry and his arch-enemy is the evil **Lord Voldemort**.

**Andy Murray** (born 1987) is a Scottish tennis player, winner of the US Open in 2012 and Wimbledon in 2013. Two of his main opponents are **Rafa Nadal**, winner of 14 Grand Slam titles and **Novak Djokovic**, winner of 9 Grand Slam titles.

**Romeo and Juliet** is a very famous play written by William Shakespeare. It tells the tragic story of the forbidden relationship between two young lovers who are the children of two feuding families, the Capulets and the Montagues.

**Superman** is a superhero who first appeared in comics in 1933. Hailing from Planet Krypton, he assumes the identity of Clark Kent, a reporter at the Daily Planet. Here he meets Lois Lane and proceeds to save her from super-villains on a regular basis.

## GRAMMAR

### wish and if only

- 1 Ask students to work with a partner to choose the correct fictional character from those mentioned in the listening. Check answers in open class.

#### Answers

1 Harry Potter 2 Juliet 3 Superman

Students complete the rule using the sentences from Exercise 1 to help them. Check answers in open class. Point out that the use of the past simple tense in number 1 is similar to the use of a past simple tense in the second conditional. It refers to a hypothetical, in this case a wish, about a present situation.

#### Rule

1 past simple 2 could 3 would(n't)

#### LANGUAGE NOTE

While we can use *if only* to replace *I wish* with the same meaning, *if only* is more emphatic and can sound rather dramatic – *If only he would call me!!*

We use *wish/if only + would (n't)* when we don't like something that another person does, for example, *I wish my dad would stop calling me Choochi*, or *I wish John wouldn't say bad things about me*. We cannot say *I wish I would...*

We don't normally use *would* with stative verbs, for example, \**If only I would have an interesting book with me*.

- 2 Begin this activity by asking students who might have written each of the sentences (Liam, Maddy or either of them) so that they're clear on meaning of the sentences before they focus on form.

#### Answers

1 wasn't / weren't 2 would stop 3 had 4 wouldn't fight 5 wouldn't get / didn't get 6 could see

#### Fast finishers

Ask students to write three wishes of their own.

- 3 **SPEAKING** Remind students of the rules for 'famous wishes' as played in the listening or elicit them in open class. Students can read the instructions for Exercise 4 to check. Give them a few minutes to think of a fictional character and three wishes. Monitor and help with vocabulary. Divide the class into small groups for students to play the game. Wrap up by eliciting some examples in open class.

#### Optional extension

Tell students they are going to create some dialogues based on the fictional character's wishes. Give them this example:

*Darth Vader: I wish I had a nicer voice.*

*Darth's friend: Why?*

*Darth Vader: If I had a nicer voice, I wouldn't sound so evil.*

*Darth's friend: Why don't you try wearing a different mask?*

*That might make your voice sound better...*

Tell students they should follow a similar format, including a second conditional and some advice from the friend of the fictional character. Students write a dialogue in pairs and practise it. Invite volunteers to perform for the class.

Workbook page 37 and page 123

## READING

1 **SPEAKING** A recording of this text is available with your digital resources. Books closed. As a lead-in to this topic, ask students to work with a partner and discuss things that they have lost or found. Listen to some of their stories in open class and find out who has found the most valuable or interesting items.

Books open. Students discuss the situation with a partner and list four things they could do with the ring. Nominate pairs to share their suggestions with the class. Write their ideas on the board.

2 Tell students they are going to read a story about a man and a valuable ring. Students read to see if any of the suggestions they made are mentioned and to see what Billy did. Ask students to compare answers in pairs before whole-class feedback.

### Answer

He took it to the jeweller's, and then kept it and gave it back to its owner.

3 Before students read the story again, elicit the names of the characters in open class. In pairs, students try to predict which character said each thing. Point out that the words do not appear in the text, they are sentences that the characters *could* have said.

### Answers

1 Billy Ray Harris 2 Billy Ray Harris 3 The jeweller  
4 Billy Ray Harris 5 Sarah Darling 6 Sarah Darling  
7 Sarah's husband 8 Billy's sisters

4 **SPEAKING** To get students started, brainstorm possible actors and explain/ elicit the meaning of a *Hollywood ending* (a very happy ending) in open class. Put students in small groups to plan their film. Monitor and make a note of any mistakes but do not interrupt unless errors hinder comprehension. Instead, write these on the board, ensuring anonymity, to review at the end.

5 When students have completed the exercise, listen to their ideas in open class. Praise students who have original ideas as well as those with good English. Giving positive feedback like this will encourage students to be more adventurous in future tasks.

## GRAMMAR

### Third conditional (review)

1 Focus attention on the sentences and ask students to complete them in pairs. After checking answers, ask: *Are the situations in the past or the present? (past); Are they real things that happened in the past or imagined? (imagined).* Focus students on the verbs used and elicit the form of the third conditional. Write it on the board. Point out that *would* is often contracted to *'d* (for example in sentence 1: *he'd have seen*). Elicit/ explain that the sentences describe the consequences of an imaginary past action. Students complete the rule in pairs. Check answers.

### Answers

1 had looked; 'd have seen 2 hadn't done; wouldn't have seen

### Rule

1 past perfect 2 past participle

### LANGUAGE NOTE

The *if*-clause can go at the beginning or the end. *Would* always appears in the main clause, not the *if*-clause.

2 Students work individually to complete the sentences. Let them compare answers with a partner. During feedback, point out that the *if*-clause and *would*-clause can be reversed and that in this case a comma is not required. Elicit examples of this e.g. *Sarah wouldn't have seen Billy if he had been on a different street.*

### Answers

1 would/'d have seen; had/'d looked 2 would/'d have kept; hadn't returned 3 wouldn't have raised; hadn't put

### Fast finishers

Ask students to write more third conditional sentences based on the text, e.g. *If Billy had sold the ring to the jeweller...*

3 Allow students to compare answers with a partner before whole-class feedback. If you're short on time, set this exercise for homework.

### Optional extension

Write these sentence endings on the board:  
*..., my mother wouldn't have made me stay at home.*  
*..., they would have won the Cup.*  
*..., I would have been very happy*  
*..., they wouldn't have got married.*  
*..., it wouldn't have broken.*

Elicit that these constitute the consequence of an imaginary past event, and that students now need to choose an imagined event. Elicit that students should use *if* + past perfect to complete the sentences.

Workbook page 37 and page 124

## VOCABULARY

### Making a decision

1 Books closed. To lead in to the exercise, ask questions like those suggested below. Get students to answer them quickly, without thinking. Students put their hands up to indicate their choices. Count the votes for each. You could nominate students to explain their choice and to try to persuade others to change their minds.

*Apple or PC?*  
*Bicycle or car?*  
*Dog or cat?*  
*Snapchat or Facebook? etc*

Books open. First, students should read the text to get an overall understanding. Ask: *What decision is the boy trying to make?* (whether to buy a red or blue T-shirt). Next, students match 1–8 with the underlined words in the text. Check answers in open class.

### Answers

1 b 2 d 3 g 4 f 5 h 6 e 7 a 8 c

- 2 **SPEAKING** Give students time to consider the questions and make notes before they begin speaking. Ask them to try to use vocabulary from Exercise 1. One approach would be to ask students to tell the truth in their answers to four of the questions and invent answers for the other two. Partners should try to guess which answers were invented. This gives them a reason to listen. While they're speaking, monitor and make a note of any good language you hear to praise during whole-class feedback.

### Optional extension

Call out either the verb or the noun from the collocations in Exercise 1, and elicit the whole phrase. For example, you say: *make up or mind*, students say: *make up your mind*. Once you've demonstrated this with one or two examples, pairs take turns to test each other in the same way.

Workbook page 38

## THINK VALUES

### Doing the right thing

- 1 Give an example of your own to get students started, for example: *My friend had to decide what to study at university. Her parents wanted her to be a doctor, but she wanted to study Art. She decided on Art. Her parents were unhappy at first, but soon realised it was right for her.* Students work in small groups and list five typical difficult decisions. Listen to their ideas in open class. Working individually, students decide on their own difficult decision and make notes on their answers to the questions. Monitor to encourage students to include as much detail as possible but don't worry about the accuracy of their language at this point.
- 2 Check understanding of the paragraph. Ask: *Did the writer sit next to the new student?* (yes); *Does she wish she hadn't?* (no); *Why?* (They're best friends now.) Point out the use of the third conditional. Students write a similar paragraph by developing their notes from Exercise 1.
- 3 Put students into small groups for them to read each other's paragraphs. Each group chooses one story which is read out for the class to vote on the best one overall.

## WRITING

### A diary entry about a dilemma


If time is short, students can do the preparation in class and complete the writing at home or this can be done in class with pairs of students writing together.

Ask students to make notes on points 1–3 before writing their diary entry. You could also ask students to make a note of any vocabulary they could use in their diary entry, as well as some third conditional sentences to encourage them to use language from the unit. On completion, students exchange their texts with another pair for them to give feedback on each other's writing. Ask students to comment on grammar, content and organisation.

### Student's Book page 44–45

## PHOTOSTORY: episode 2


### And the hole gets deeper

- 1 Focus attention on the photos and elicit the names of the characters. Pairs should try to answer the questions by looking at the photos, without reading the conversation. Give them a couple of minutes for this. If you're using an IWB, this would best be done as a heads-up activity with books closed. During feedback, write students' predictions on the board.
- 2  1.27 Play the audio. Students read and listen to check their answers. During feedback, refer to students' ideas from Exercise 1 to see if they predicted correctly.

### Answers

1 Jeff is holding a motorcycle helmet. 2 Chloë, a friend of Mia's.

## DEVELOPING SPEAKING

- 3 Ask students what they think happens next and ask them to brainstorm possible endings for the story. Students work in groups with one student in each group acting as secretary and taking notes. During whole-class feedback, write students' ideas on the board to refer back to once they have watched the video. Don't give away answers at this stage.
- 4  EP2 Check/clarify: *go-kart, pretend to do something, a trick*. Play the video for students to check their answers. During feedback, refer to students' ideas on the board. Who guessed correctly?
- 5 Students complete this exercise in pairs. Monitor and help with any difficulties. Play the video again to check answers, pausing for clarification. Also elicit corrections of the false statements during feedback.

### Answers

1 F Chloë phones Jeff. 2 T 3 T 4 F Jeff makes a film of his dad driving a go-kart. 5 T 6 F Jeff pretends that he's hurt his wrist. 7 T 8 F Chloë wants to see Jeff again.

## PHRASES FOR FLUENCY

- 1 Ask students to locate expressions 1–6 in the story on page 44 in order to identify who says them. Students compare answers with a partner and discuss possible translations. Monitor to try to avoid discussions slipping into L1 completely.

## Answers

1 Flora 2 Jeff 3 Chloë 4 Chloë 5 Flora 6 Leo

- 2 Do number 1 in open class as an example before students continue the exercise by themselves. During feedback, say the sentences for students to repeat.

## Answers

1 I was wondering if; Between you and me 2 What's with; Believe it or not 3 Any chance; Are you out of your mind

## PRONUNCIATION

For practice of consonant-vowel word linking, go to Student's Book page 120.

## WordWise

now

- 1 Students work with a partner to complete the exercise. During feedback, elicit or explain the meaning of the five phrases and give further examples.

## Answers

1 b 2 d 3 e 4 c 5 a

- 2 If you're short on time, set this exercise for homework. Encourage students to refer to the definitions from Exercise 1 to help them choose the correct word or phrase. Ask students to compare answers with a partner before whole-class feedback.

## Answers

1 now 2 now and again 3 just now 4 now  
5 now that

Workbook page 38

## FUNCTIONS

### Apologising and accepting apologies

- 1 Books closed. To introduce this topic, tell students that you have done something wrong and you have to apologise for it, for example, you accidentally hit another teacher's car this morning and damaged it. Ask students to suggest ways of apologising and try to elicit some of the expressions from the exercise.

Books open. Ask students which of the phrases they came up with, appear in Exercise 1. Students complete the exercise in pairs. Check answers.

## Answers

Apologising: I'm so sorry. I feel awful about this. I don't know what to say. I'm so ashamed

Accepting apologies. No problem. That's / It's OK. Don't worry about it. No worries.

- 2 Check/clarify: *spilled, bumped into*. If appropriate, students could record their conversations and play them back to check their own pronunciation. They can then repeat the exercise and hear improvements.

Invite some of the groups to act out their dialogue for the rest of the class. Choose confident students or ask for volunteers.

## Student's Book page 46–47

## CAMBRIDGE ENGLISH: Towards First

## THINK EXAMS

## LISTENING

### 1 1.30 Part 1: Multiple choice

## Answers

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

### Audio Script Track 1.30

You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

#### 1 You hear a boy talking about how he got his name.

Sometimes I'm surprised I ever got a name at all. You see, my dad's Portuguese and my mum's English and they had real trouble choosing a name. Of course, my dad wanted to go for a Portuguese name and my mum wanted one that was more English. But they decided it was only fair to choose a name that was easy to say in both languages. The problem was that there aren't really that many options and since they already had three boys, they were running out of names. I spent the first two weeks of my life nameless. And what did they come up with in the end? Bob!

#### 2 You hear a girl talking on her phone.

Well, the thing is that Mum says if I want a sleepover for my birthday, then I can only have two friends. So that would be you and Julia, but what about Lucy? I mean, she's not going to be happy, is she? I begged Mum to let me have three, but she says if I want to invite more friends, then it's got to be a party or a cinema trip. She says my room's not big enough for four of us to sleep in. I said we could sleep in the living room, but she said, 'No way'. I suppose I could have a party. It would probably be fun, but a sleepover's way more fun. I don't know. What do you think?

#### 3 You hear part of an interview with a footballer.

Interviewer So what's the hardest part of your job?

Footballer That's a tough question. I mean, there are a few things I suppose I find difficult. I guess most people might think it would be all the training, but I really like that. No, that's no problem at all. Um, the fans can be a bit cruel at times, especially if you've had a bad game. That can be difficult, but as long as you try your best, they're usually OK. They forgive you pretty quickly. I suppose it must be having to work every Saturday and not being able to spend time with the kids. That can be tough.

#### 4 You hear two friends talking about a camping trip.

Steve You do a lot of camping, don't you, Alan? Got any advice?

Alan Steve, you're not going camping, are you? I don't believe it. I never thought I'd see you ...

Steve I know, I know. I thought I'd give it a go.

Alan You'll love it. It's brilliant.

Steve So what do I need, then? I mean, I've got nothing.

Alan OK, well, obviously you need a tent. You should go for something light and easy to put up. Then you'll need a sleeping bag and something to cook on. Again, go for something light. Remember, you've got to carry everything. Keep it light. That's the secret.

Steve Actually, my dad's going to take us to the campsite, so that's not such a problem.

Alan What?! You're getting a lift to the campsite? That's not camping!

### 5 You hear a local news report.

When street cleaner Clive Roberts found a brown paper bag containing £10,000 inside one of the bins he was emptying, he didn't think twice about what to do with it. He walked straight to the nearest police station and handed it in. The thought that he might keep it never entered his mind. Clive, who's been praised by the local police for his actions, might still discover that honesty is the best way: if the money isn't claimed within the next 30 days, he'll find himself £10,000 richer.

### 6 Two friends are talking about a party.

Chloë Josh, I'm so sorry I missed your party.

Josh That's all right, Chloë. Though everyone asked where you were. What happened?

Chloë You're not going to believe it. My dad made us all get up early to go on a really long bike ride. Anyway, I was already feeling tired because I hadn't slept well. It was the last thing I needed. But you know my dad.

Josh He wasn't taking no for an answer.

Chloë Exactly. So we got back at about two and I thought I'd just watch a bit of TV before getting ready for your party and...

Josh You dozed off in front of the TV.

### 7 You hear a girl talking about a difficult decision.

Man So what's the most difficult decision you've ever made, Ally?

Ally It was probably when I had to choose which subjects to take at school. I was only 13 and I had to choose which nine subjects to study at exam level. The problem was that I wasn't really sure what I wanted to do with my life, so it was tricky knowing which exams I'd need. My dad was saying I should do all the sciences because that would lead to a good job – I should say that he's a scientist. Although I didn't want to let him down, I thought, 'This is my life I'm making decisions about and one thing I do know is that I don't like science.'

### 8 You hear a book review on the radio.

*Wild Country* by Margaret Johnson is a short novel written for learners of English. My teacher recommended it to give me some extra reading practice. I was really happy to be able to read a book in English, so that made me feel good. I should say I'm not a big fan of romantic stories but I really enjoyed it. It had quite a bit of adventure too, to keep things exciting. But I think what really brought the story alive were the main characters, Tess and Grant. They were really convincing and I loved the way that their relationship slowly grew stronger. I would highly recommend this book to all learners of English.

Workbook page 35

## TEST YOURSELF UNITS 3 & 4

### 1 VOCABULARY

#### Answers

1 make 2 products 3 cheat 4 name 5 get away with 6 call 7 logo 8 tell 9 chain 10 own up to

### 2 GRAMMAR

#### Answers

1 go 2 went 3 when 4 until 5 unless 6 better

### 3

#### Answers

- 1 You shouldn't ~~to~~ talk to me like that. It isn't nice.
- 2 If they ~~wouldn't be weren't~~ so expensive, I'd buy some of those chocolates.
- 3 I wish you ~~don't didn't~~ live so far away.
- 4 Your eye looks bad – I think you ~~you'd~~ better go to the doctor.
- 5 If it hadn't rained, we ~~had~~ **would have** gone to the beach yesterday.
- 6 If only we ~~can~~ **could** see you more often.

### 4 FUNCTIONAL LANGUAGE

#### Answers

- 1 ought; could stay 2 mustn't; I'd better not
- 3 can't; were 4 wouldn't have; we'd told

# 5 WHAT A STORY!

## Objectives

FUNCTIONS	telling a story
GRAMMAR	relative pronouns; defining and non-defining relative clauses; relative clauses with <i>which</i>
VOCABULARY	types of story; elements of a story

Student's Book page 48–49

## READING

- 1 Books open. Focus attention on the photos and nominate students to describe them. They could try to match each picture with the things in Exercise 1. If you're using an interactive whiteboard (IWB), this would best be done as a heads-up activity with books closed. Check/clarify: *thriller* (give an example of a thriller movie); *grabbed* (caught your interest); *anecdote* (a short story). To get students started on Exercise 1, give some examples of your own. Allow students three minutes to think of an example of each of the four things. Monitor and help with vocabulary.
- 2 **SPEAKING** In pairs or small groups, students compare examples. To give the task a communicative aim, ask students to try to convince their partners to see their favourite film/thriller, etc. Alternatively, ask students to describe fairy stories without saying the name for their partner to guess.
- 3 **SPEAKING** In pairs, students list as many reasons as they can. Hold a class discussion and write their ideas on the board. This will facilitate feedback on Exercise 4.
- 4 **1.31** Play the audio for students to listen as they read and compare their ideas from Exercise 3 to those of the author. Tell them not to worry about unknown words, but to focus on getting an overall understanding of the main points of the article and on checking which of their reasons were mentioned. Check answers in open class referring back to the reasons listed on the board.
- 5 Ask students to read the questions and underline any difficult words or phrases. Clarify these in open class. Ask students to try to answer the questions from memory before looking back at the text to check. Encourage them to underline the key parts of the text that gave them their answers. Students compare in pairs. During feedback, ask students to refer to the text they underlined to justify their answers.

## Suggested answers

- 1 films, thriller novels, jokes and anecdotes
- 2 The writer is showing that stories are not just for entertainment. They also have other functions, for example to warn people of dangers.
- 3 He wasn't intending to entertain his friends with his story.
- 4 They shared their stories about remote places enabling people to learn about different places. These stories have been passed down from generation to generation.
- 5 Storytellers travelled a lot, bought new stories back with them and taught people about distant places.
- 6 They can be used to pass down wisdom and knowledge from generation to generation, and to reflect the identity of that culture or country.

## TRAIN TO THINK

### Thinking about different writing styles

- 6 Do number 1 in open class. Ask students to look back at the article to find the answers to 2 and 3. Encourage students to work in pairs or small groups. Check answers in open class.

### Mixed-ability

This is a challenging activity, so consider introducing the concept of rhetorical questions to weaker students – by giving an example in L1 – before asking them to find examples in the text and discuss why they are used.

## Suggested answers

- 1 A direct (rhetorical) question to the reader 2 Five.
- 3 To introduce a topic and generate interest in it, to create a personal connection with the reader and to encourage the reader to think.
- 7 Ask students to work with a partner to answer the questions. During feedback, if you haven't yet related this concept back to L1, ask: *Do you use rhetorical questions in your language?*
- 8 Consider staging this activity as follows: Ask students to work in pairs to agree on the overall ideas of each paragraph and check their ideas in open class; then ask them to write a rhetorical question. While monitoring, note down some good examples and the students who came up with them. Call on these students to share their ideas during feedback.

## Answers

1 B 2 A

## SPEAKING

Divide the class into pairs or small groups to discuss the questions. You may like to give some examples of your own and perhaps even tell them a story from your childhood. While monitoring, encourage quieter students to express themselves. For feedback, make new pairs and ask students to tell their new partner the stories they heard from their previous partner.

### Optional extension

To focus on some of the language in the article, write on the board (answers in brackets):

- 1 *What comes to \_\_\_\_\_ when you hear the word storytelling?* (mind)
- 2 *They all have something in \_\_\_\_\_ with fairy tales.* (common)
- 3 *They are all based \_\_\_\_\_ telling stories.* (on)
- 4 *Good stories \_\_\_\_\_ us emotionally.* (engage)
- 5 *Storytelling skills \_\_\_\_\_ our attention.* (capture)
- 6 *They went to places far \_\_\_\_\_.* (away)
- 7 *People were \_\_\_\_\_ to listen.* (eager)
- 8 *In cultures all \_\_\_\_\_ the world.* (over)
- 9 *Stories have been \_\_\_\_\_ down from generation to generation.* (passed)
- 10 *Stories have become part of our \_\_\_\_\_.* (tradition)

Ask students to complete the sentences and then refer back to the article to check. Check understanding by asking groups to think of other ways of expressing the same idea in open class.

Student's Book page 50–51

## GRAMMAR

### Relative pronouns

- 1 Ask students to complete sentences 1–4 in pairs before checking their answers in the text. Ask students to say what the relative pronoun refers to in each sentence (1 *in a cave*; 2 *some berries*; 3 *storytellers*; 4 *previous generations*) and then to complete the rule.

### Answers

- 1 where 2 which 3 who 4 whose

### Rule

- 1 who 2 which 3 whose 4 where

### LANGUAGE NOTE

The relative pronoun is sometimes the **subject** of the clause. We do not repeat the subject: *The woman who {she} plays guitar in that band...*

The relative pronoun is sometimes the **object** of the clause.

We do not repeat the object: *Do you remember the girl who we met {her} at the party?*

When the relative pronoun is the object of the clause, we can omit it from the sentence.

*Do you remember the girl ~~who~~ we met at the party?*

- 2 Complete number 1 with students in open class.

During feedback, draw attention to the use of commas in the sentences.

### Answers

- 1 One of the world's greatest storytellers is Stephen King, who has sold more than 400 million books.
- 2 Many people love his horror stories, which are often quite shocking.
- 3 The best storyteller I know is my uncle, who lived in India for several years.
- 4 We love listening to our English teacher, whose stories are fascinating.
- 5 At our school we have a great library, where we like to relax and read.

### BACKGROUND INFORMATION

Stephen King has written 55 novels and nearly 200 short stories. Many of his works have been made into films. Famous film adaptations of his work include *Carrie*, *The Shining*, *The Shawshank Redemption* and *The Green Mile*. He is also well known for *The Dark Tower* series of novels.

Workbook page 46 and page 124

### Defining and non-defining relative clauses

- 3 Students complete sentences 1–5 and consider which are defining relative clauses and which are non-defining. Let them compare answers in pairs and read the rule before a whole-class check.

### Answers

- 1 that (defining) 2 who (defining) 3 where (defining)  
4 who (non-defining) 5 whose (defining)

### Additional support

If your students need a bit more support in understanding the difference between defining and non-defining relative clauses, write these sentences on the board:

- 1 *Sarah, who lives opposite me, is having a baby.*
- 2 *The woman who lives opposite me is having a baby.*

Ask students who is having a baby in each sentence (In 1, Sarah and in 2, the woman who lives opposite me). Then erase the relative clause (*who lives opposite me*) in each sentence. Ask students if they know who is having a baby now (In 1, Sarah and in 2, the woman – but we don't know which woman). Elicit that the relative clause in sentence 2 defines the woman and without it we don't know which woman is having a baby. Point out that, in this case, we do not use commas around the relative clause as it is not adding extra information. You could also point out that in defining relative clauses, we can use *that* instead of *who/which* and there is no difference in meaning.

- 4 If you're short on time, set this exercise for homework. Encourage students to refer to the rule to check their answers once they've finished before checking in open class.

### Answers

- 1 where 2 that 3 who 4 whose 5 who

### Fast finishers

Ask students to write three sentences about their family using non-defining relative clauses, e.g. *my sister, who is a big fan of music, went to a Jungle concert last week.*

- 5 Encourage students to complete this exercise in pairs. Check answers in open class. If students struggle and if you haven't already done it, consider focusing on the above additional support at this point.

### Answers

- ✓ Fairy tales, which were written for children, are now being adapted for the cinema.
- ✓ The Brothers Grimm, whose stories have fascinated millions of children, lived in the nineteenth century.

Workbook page 46 and page 124



Be aware of common errors related to relative pronouns, go to *Get it right* on Student's Book page 124.

## VOCABULARY

### Types of story

- 1 1.32 Books closed. To introduce this topic, do an internet image search on book covers before the class and choose a mix of different ones to display on the board. Ask students to guess the types of story from the images. Try to elicit some of the types of story included in Exercise 1.

Books open. Focus attention on the book covers and ask students to match them to numbers 1–9 in pairs. If you're using an IWB, this would best be done as a heads-up activity with books closed. Play the audio for students to check their answers. You could play it again for them to repeat. Pay attention to the /tʃ/ sound of the second 't' in *literature* and the elision of the /t/ on *short* in *short stories*.

### Answers

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

- 2 Check/clarify: *fiction/non-fiction*. In pairs, students discuss the question. Check answers.

### Answers

(auto)biography; travel literature

### Fast finishers

Ask students to think of an example of each type of story from Exercise 1.

- 3 **SPEAKING** Divide the class into small groups for students to discuss their tastes in literature. To give the task a communicative aim and to therefore generate maximum speaking, ask them to agree on a ranking of the different types of story from most to least interesting. Monitor to ensure students are speaking in English. Listen to some of their thoughts in open class during feedback.

### Optional extension

If you're using an IWB, display the photos again with the names of the different types of stories hidden. Put students in AB pairs. A closes his/her book. B asks questions to test A: *What's B?* etc. After a few minutes, switch roles and repeat.

Workbook page 48

## SPEAKING

- Give an example to demonstrate the task. While monitoring, prompt students to use the second conditional in their answers. Elicit some of their choices and encourage reactions from the rest of the class.
- Tell students they are going to prepare a short talk on reading. They should make notes on the two different points and give examples of the types of things they read. Monitor and help with any vocabulary questions. Before they begin speaking out loud, ask students to rehearse their talks for one minute (silently) in their heads.

### Mixed-ability

Weaker students can write a set of simple sentences. Stronger students should develop their ideas and attempt to present their information in an interesting way (perhaps using rhetorical questions to draw in the listener.)

- 3 Divide the class into small groups by level. Where possible, make the groups of 'weaker' students larger, so that all groups finish the activity at roughly the same time. Students take it in turns to give their talks. To give them a reason to listen, ask students to think of one question to ask each speaker once they've finished.

## LISTENING

- 1 Books closed. Find out how much students know about Stephen King. Write these questions on the board and elicit answers in open class:

*Where was he born?*

*What did he do before becoming a writer?*

*What was his first book?*

*How many books has he written?*

Books open. Students check their answers by reading the fact file. Ask: *Do you know any other authors who have written as many books as Stephen King? Have you read any of his books or seen any of the films of his books?*


- 2 1.33 Tell students they are going to listen to a conversation about a Stephen King story. Check/clarify: *word processor* (a computer). Before you play the audio, tell students not to worry about understanding every word but just to focus on answering the question. Allow students to compare answers with a partner before whole-class feedback.

### Answer

overload

**Audio Script Track 1.33**

- Luke Hey, Zoey, read any good books recently?
- Zoey Yeah, I've just read this great Stephen King story called Word Processor of the Gods.
- Luke What's it about?
- Zoey It's about this man who wants to be a writer. He's got this shed – this little house in the garden – where he works on his stories. He's always wanted to have a word processor, a computer to write with, but he's never had the money. Anyway, he's got this son who hates him. And he's also got this nephew. He really likes the nephew and the two get on really well. Now, the nephew's a bit of a genius. He's really good with computers and he's promised his uncle that one day he'll build him a word processor.
- Luke OK. So what happens?
- Zoey Well, there's this terrible accident and his nephew gets killed.
- Luke Oh, really?
- Zoey Yeah, and the man's really upset about it. Well, on the day after the accident, he goes to his garden shed and he's surprised to find this word processor there, right on the desk. So he switches it on, and there's this message on the screen, from his nephew, wishing him a happy birthday.
- Luke Oh, so the nephew must have put it in the shed before the accident happened.
- Zoey Yeah, that's right. 'Course the man's really upset and feels like crying, you know. But then he starts playing around with the computer, and he types in 'There's – a – picture – on – the – wall.' And the most amazing thing happens!
- Luke What?
- Zoey Well, he's typed in 'There's a picture on the wall', right? So he wants to delete the sentence and when he presses the 'Delete' button, guess what! The picture on the wall in front of him disappears! It's gone!
- Luke Wow!
- Zoey Yeah, so ... he types the sentence again – 'There's a picture on the wall' – and then he punches the 'Enter' button.
- Luke And the picture was back on the wall, was it?
- Zoey Yeah! So the next day, he hears his son saying to somebody that his father's really useless and so on ... So the man gets really angry, and then he has this crazy idea. He types into the word processor 'I've – got – a son'. And he punches the 'Delete' button! And his son's gone. Deleted!
- Luke Wow!
- Zoey By this time, smoke is starting to come out of the computer and it's getting rather hot. So, before it's too late, he types in his nephew's name and when he does that the screen keeps flashing the word 'overload'; but he goes ahead and punches the 'Enter' button. And then the screen goes completely dark. So he sits there wondering what's happened and suddenly he hears somebody calling him. He turns round and there's his nephew. And he looks at the word processor with all this smoke slowly coming out of it, and says, 'I don't know what I thought I was doing when I built that word processor. It's kid's stuff, and it'll never really work ...'

- 3  1.33 Books closed. Put students in pairs and give them two minutes to discuss what they understood from the story. Books open. Students try to answer as many questions as they can from memory before they listen again to check and expand on their notes.

**Suggested answers**

- 1 The man has always wanted a word processor (a computer) because he wants to write with it.
- 2 He has a bad relationship with his son but a good relationship with his nephew.
- 3 The death of his nephew makes him very unhappy.
- 4 When he goes to the shed the next day, he finds a word processor there with a message from his nephew.
- 5 The man gets angry because he hears his son talking badly about him, and so he 'deletes' his son using the word processor.
- 6 The man enters his nephew's name and brings him back to life.

- 4 **SPEAKING** In pairs, students compare their answers to Exercise 3. Prompt them to explain and expand on their answers as much as possible both during pair-checking and class feedback. After feedback, ask: *Did you like the story? Why (not)?*

**THINK SELF-ESTEEM****A better world**

**SPEAKING** To introduce and explain this activity, you could tell the class about the things you would eliminate or create. Ask students to work individually and make notes. Monitor and help with ideas, encouraging students to be as creative as possible. Input vocabulary as necessary but don't focus too much on the accuracy of their production. Allow them to work on their fluency. Ask students to compare answers in groups before asking them to share their ideas with the class as a whole. You could ask each group to decide on the best ideas within their group and report back on these during feedback.

**Optional extension**

Take five of the sentences given as answers to question 2 and write them on the board. Ask students to work in small groups and rank the items in the list from most to least important. Hold a class vote to decide which one of the five things the class think is the most important.

**Student's Book page 52–53****READING**

- 1 A recording of this text is available with your digital resources. Books closed. To introduce the topic, write the word *fantasy* on the board and ask students to brainstorm what they understand by it. When they mention films, brainstorm a list of fantasy films. Books open. Focus students' attention on the photos. Ask them to work in small groups to answer the questions. If you're using an IWB, this would best be done as a heads-up activity with books closed. Ask: *Have you seen any of the films in the photos?*

**Answers**

- Snow White (top)  
Little Red Riding Hood (middle left)  
Hansel and Gretel (bottom right)

- 2 To encourage students to scan the text rather than read in detail, set a time limit of one minute.

### Answer

the authors of the original fairy tales

### Optional extension

If you have access to the Internet in the classroom and can show videos, this is a good opportunity to show some trailers from fantasy films. Put students into AB pairs. Ask As to turn their backs to the board/screen or cover their eyes. Bs watch a fantasy film trailer with no sound. While watching, Bs describe what they see on the screen to A. When the trailer has finished, A has to guess which trailer was shown. This is a good fluency activity which requires students to speak quickly and clearly, as they have to keep pace with the trailer!

- 3 Do number 1 in open class as an example. Ask students to attempt the exercise without looking back at the text. Allow students to compare with a partner before checking answers in open class.

### Answers

- 1 Catherine Hardwicke has made a name for herself as a director of films for a teen audience.
- 2 Several films have been produced that remind young people of the stories they enjoyed as children.
- 3 *Brothers Grimm* shows how the famous writers meet the heroes and villains of their stories.
- 4 Films based on fairy tales have turned out to be extremely successful commercially.
- 5 Teenagers are often interested in characters that are evil, angry or unhappy.
- 6 When you compare the films to the stories they are based on, you will notice big differences.

- 4 **SPEAKING** Students discuss the questions in pairs. Monitor and input vocabulary as required. Encourage students to paraphrase if possible, rather than asking for help without first trying to explain the title of a story, for example, in their own words. Listen to some of their ideas in open class as feedback.

### BACKGROUND INFORMATION

**Red Riding Hood** is a 2011 film based on *Little Red Riding Hood*, produced by Leonardo DiCaprio and starring Amanda Seyfried.

**Catherine Hardwick** (born 1955) is an American film director, whose works include *Thirteen* and *Twilight*, the opening weekend of which made it the most financially successful opening of all time for a female director.

**Twilight** is a 2008 vampire romance film starring Kristen Stewart and Robert Pattinson.

**Hansel and Gretel: Witch Hunters** is a 2013 film starring Jeremy Renner and Gemma Arterton. It is a comedy-action tale in which Hansel and Gretel work as paid killers.

**Jack the Giant Slayer** is a 2013 film starring Nicholas Hoult and Eleanor Tomlinson. It is based on *Jack and the Beanstalk*.

**Snow White and the Huntsman** is a 2012 film starring Charlize Theron and Kristen Stewart. It is based on the Grimm Brothers *Snow White* tale. The film received two Academy award nominations for Best Visual Effects and Best Costume Design.

**Brothers Grimm** Jacob Grimm (1785–1863) and Wilhelm Grimm (1786–1859) were German authors. They are best known for collecting and publishing folk tales in the 19th century. Their most famous tales are *Cinderella*, *Rapunzel* and *Snow White*.

**The Hunger Games** is a 2012 film starring Jennifer Lawrence. It was the first in a trilogy of films based on the Suzanne Collins *Hunger Games* novels. The film tells the story of a young girl who takes part in the Hunger Games, in which young people have to fight to the death.

## WRITING

### A fairy tale

This exercise can be set as homework or done as a collaborative activity in class with students writing in pairs. To help students come up with ideas, have a class discussion about the main elements of classic fairy tales (good vs. evil; love; princes saving princesses; people becoming rich by doing good, etc.) Write students' ideas on the board for them to refer to. You could input the typical fairy tale ending *And they all lived happily ever after*.

Encourage students/pairs to plan before writing. Get them to write down the main points of their story in note form. At this stage they will become aware of any unfamiliar vocabulary they'll need. They should also think about using a variety of narrative tenses and adjectives and adverbs to make their story more interesting. They could include examples of these in their plans. Monitor to input vocabulary and check that students are writing a plan rather than writing straight away. If time allows, encourage students to use images to make their stories look interesting. When students have finished, make small groups for students to read each other's stories and comment on how interesting/easy to follow they were. Ask students to count the number of narrative tenses used in each story – praise those who managed to include more than two. Finally, display the texts on the walls of the classroom for the rest of the class to read.

## GRAMMAR

### Relative clauses with *which*

- 1 Students complete the sentences and compare in pairs before looking back at the article to check.

### Answers

- 1 , which 2 , which

Ask students to work with a partner to answer the question and complete the rule. During whole-class feedback, give further examples if necessary.

### Rule

- 1 which 2 what

### Optional extension

If your students need a bit more support with the idea of relative pronouns referring to a noun vs. referring to a whole clause, write these sentences on the board:

- 1 *He has a really cute dog. His really cute dog always plays with me.*
- 2 *She told me her dad was a maths teacher. That surprised me.*

Ask students to combine the two sentences in 1 and 2 above to make one using a relative pronoun. Elicit: 1 *He has a really cute dog, which always plays with me.* 2 *She told me her dad was a maths teacher, which surprised me.*

Point out the use of the comma before *which*. Elicit that these are non-defining relative clauses (they add extra information). Ask: *What does which refer to?* 1 – a noun (*a really cute dog*); 2 a clause (*She told me her dad was a maths teacher*).

- 2 Students complete the exercise individually then compare answers with a partner. During feedback, ask students what *which* refers to in each sentence and clarify whether this is a clause or a noun (*which* refers to a clause in every case). If time is short, you could do numbers 1 and 2 in class and set 3–5 for homework.

### Answers

- all her money, which means she'll be (*which*: losing all her money)
- learned the new words, which was frustrating (*which*: nobody learning the new words)
- have been turned into successful teen films, which has surprised (*which*: fairy tales being turned into successful teen films)
- manages to write several books per year, which is (*which*: writing several books per year)
- have been made into films, which is (*which*: all of his books being made into films)

- 3 Students complete the sentences individually. Monitor and help with ideas if necessary.
- 4 **SPEAKING** Focus attention on the example in the book and perhaps do a further example with a strong student to get students started. Monitor and prompt students to keep talking, but as this is a fluency activity, do not interrupt to correct mistakes. While monitoring, note down any common errors, focussing on relative pronouns, to review in open class at the end.

### Optional IWB extension

If you have an IWB, prepare a screen with the following sentences and black out the screen.

*I am going to Paris next week, which is really exciting.*

*My brother bought a motorbike last week, which surprised his wife.*

Turn on the spotlight tool and wave it quickly up and down across the sentences, so only one or two words are visible at a time. Keep the spotlight moving quickly to ensure students have to look closely to see the words. Ask students to write down the sentences they have seen on the board in pairs.

Workbook page 47 and page 124

## VOCABULARY

### Elements of a story

- 1 Books closed. Write *Elements of a Story* on the board. Give students three minutes to work in pairs and think about things that all stories contain. Take feedback in open class and try to elicit some of the words from the exercise. You could use a popular story, such as Harry Potter, to help elicit vocabulary.

Books open. Check/clarify: *harms* from number 5 (does bad things to). Students match words and definitions and compare answers in pairs. During feedback, focus on pronunciation as well as meaning. Pay attention to the /k/ sound at the beginning of *character*, the /v/ sound in *villain* /'vɪlən/ and the silent *ue* at the end of *dialogue* /'daɪəlɒɡ/.

### Answers

- 1 plot 2 character 3 ending 4 hero 5 villain  
6 dialogue 7 opening 8 setting

- 2 Check understanding of *disappointing* by asking: *Is it disappointing when your football team loses?* (yes). Give students a couple of minutes to think and make notes. Monitor and help with vocabulary. If available, allow students to use the Internet to help them.
- 3 **SPEAKING** To help students, write phrases for agreeing and disagreeing on the board, for example *I totally agree with you; you're right; no way; I totally disagree*. Drill these phrases using emphatic intonation before students begin their discussions in small groups. While monitoring, encourage students to invite and react to opinions and to describe any films or books their partners haven't seen.

### Optional extension

To extend Exercise 3, ask each group to come to an agreement on which film has the best plot and which film has the most disappointing ending. Groups should aim to reach unanimous agreement on each item. When they have decided, ask groups to report back to the class and to try to convince other groups to agree with them.

Workbook page 48

## Student's Book page 54–55

### CULTURE

- 1 In open class, ask students what they know about Ireland. Elicit as much information as possible. If you have access to the Internet, you could do a video search for an *Ireland tourism video* and show a short clip to students to give them a feel for what it is like. After the video, ask students to discuss in pairs which parts of Ireland they would most like to visit and what they'd like to do there.

Write these stems for speculating on the board: *the person could be/might be ...; perhaps he's ...*. Focus attention on the photos and ask students to discuss the questions in pairs, prompting them to use the stems. Nominate pairs to share their ideas with the class and write these on the board.

- 2 **1.34** Students read and listen to the article to check their predictions. Refer to the ideas on the board during feedback.
- 3 Check/clarify: *influences, hospitality*. Students read the text again and answer the questions. Ask them to underline key parts of the text which support their answers. Once students have finished, ask them to compare answers in pairs before open class feedback.

## Answers

- 1 T 2 F There was no written language tradition.  
3 T 4 F In recent years this tradition has been revived. 5 T

- 4 **SPEAKING** Where possible, put students in similar-ability pairings or groups for this activity. Monitor and encourage students to express themselves in English and to use any vocabulary they have learned from the unit to tell their stories. During feedback, ask pairs/groups to report back to the class on what they discussed and then go through any new/problematic language in open class.
- 5 **VOCABULARY** Students work out the meaning of the highlighted words from the text. Check answers.


### Mixed-ability

Stronger students just use the context provided by the article, without looking at the exercise, to try to work out meaning. They then look at the definitions in the exercise to check their ideas. Weaker students work in pairs to match the definitions to words from the article. You could even give students the first letter of each word to guide them.

## Answers

- 1 handed down 2 bend over 3 knew ... by heart  
4 revive 5 record 6 cast a spell 7 appreciated  
8 shelter

## SPEAKING

- 1 Focus attention on the pictures in open class and nominate students to describe what they can see. Ask students to order the pictures and create a story in pairs. Tell them that there is no one correct order. Nominate pairs to share their stories with the rest of the class but do not comment on how close they are to the actual story at this stage.
- 2  1.37 Play the audio while students listen and compare their story to the one they hear. In pairs, students discuss similarities and differences. To extend the activity, ask students to try to retell the story they heard in pairs.

### Audio Script Track 1.37

- Annie The strangest thing happened to me the other day.  
Mac What?  
Annie I woke up with this song in my head and I couldn't stop singing it all day long. It was really annoying.  
Mac What was it?  
Annie That was the annoying thing. It was a song I knew, but I couldn't remember what it was. I even sang it to a few of my friends, but they didn't know what it was either.  
Mac So what was so strange about that?  
Annie Well, let me finish ... I got home from school (with the song still in my head) and I went upstairs to do my homework. I decided to put on the radio to try and forget the song, and you'll never believe what they were playing!  
Mac Go on.  
Annie They were playing the song that I'd been singing all day!


- Mac So you'd just been singing a pop song that you'd forgotten the name of.  
Annie Yes, but the strange thing is that it wasn't a pop song from now. It was some obscure song from the 1980s that you never hear any more. It was a song that my dad used to play when I was really small. I hadn't heard it for years. And they were playing it on the radio! What are the chances?  
Mac Yes, that is pretty weird.

## PRONUNCIATION

To practise the schwa/ə/ in word endings, go to Student's Book page 120.

## FUNCTIONS

### Telling a story

- 1  1.37 First, students should read the conversation, ignoring the gaps, to get an overall understanding. Ask: *What happened to Annie the other day?* (a song she couldn't stop singing all day was on the radio when she got home); *Why was this strange?* (because it wasn't a current song that you'd expect to hear on the radio). Next, students work with a partner to match the expressions to the correct places in the conversation. Check answers in open class.

### Answers

- 1 The strangest thing happened to me the other day.  
2 That was the annoying thing. 3 Well, let me finish ...  
4 you'll never believe what 5 What are the chances?
- 2 Give students a minute to come up with an idea for a story before they discuss in pairs. Next, tell students to think about how they can tell their story. Encourage them to make notes. Monitor to help with vocabulary and ideas. Prompt them to use expressions from Exercise 1. When students have completed their notes, put them into small groups for them to tell each other their stories. Monitor and praise students who are using the expressions, as well as those making an effort to make their stories interesting and engaging. To give them a reason to listen, students could be tasked with writing down the expressions from Exercise 1 that they hear as they listen. During feedback, ask students to report back to the class on who told the most interesting story in their group.

# 6 HOW DO THEY DO IT?

## Objectives

FUNCTIONS	talking about sequence; explaining how things are done
GRAMMAR	present and past passive (review); <i>have something done</i> ; future and present perfect passive (review)
VOCABULARY	extreme adjectives and modifiers; <i>make and do</i>

Student's Book page 56–57

## READING

1 **SPEAKING** If you have access to the Internet, do a video search for magic tricks (David Blaine has done some good ones) and choose a suitable one to show in class as a warm up. Ask students to discuss how they think the tricks were done in pairs or small groups. Listen to their ideas in open class. If you don't have the Internet, perform this simple magic trick: Ask a student to give you a number between 1 and 100. Write the number on a small piece of paper and fold it up. (Do not let them see what you are writing!) Ask another student for a number, but write the first number again and fold up the piece of paper. Do the same with eight other students, always writing the first number. Now you have ten pieces of paper with the same number written on each. Put the ten pieces of paper into a cup and ask a student to take out a piece of paper and look at it. Pretend that you are mind-reading and say the number on the paper! Ask students to guess how the trick was done.

Focus attention on the photos. In pairs, students describe each of them and decide together which they think looks most dangerous. If you're using an interactive whiteboard (IWB), this would best be done as a heads-up activity with books closed. Nominate one or two students to share their ideas in open class before students open their books and discuss questions 1–3 in the same pairs. Give them five minutes for this. During feedback, invite students to perform a trick for the class (you may like to take a deck of cards into class for this activity).

2 Check/clarify: *floating* (resting on top of water – Ask: *Does wood float?* (yes)); *stretched* (explain this by stretching out your arms). Tell students to just focus on identifying the four tricks and not to worry about trying to understand every word. Set a time limit of three minutes to encourage them to read quickly. Allow students to compare answers with a partner before checking in open class.

## Answers

floating on the side of a bus; walking on water; turning a five-pound note into £20; turning paper butterflies into real ones

3 **1.38** This exercise is closely modelled on Reading and Writing Part 6 of the Cambridge English: First exam. Check/clarify: *throw himself in, refuses*. Before students begin matching, ask them to read around each space in the article and agree in pairs on both the topic of that bit of text, and the type of language that should fill the space. Pairs then choose a sentence from sentences a–g. Play the audio for students to listen and confirm answers. With this type of exercise, it is useful practice for students to be able to explain *why* they have chosen their answers. Ask them to discuss the ways in which sentences a–g link to the text. (For example, sentence g follows a description of a man walking on air and this act is referred to in the following question – *How was it possible?*). During whole-class feedback, nominate students to explain the reasons for their choice of answers.

## Mixed-ability

To make the exercise easier for weaker classes, tell students which sentence (f) is not necessary.

## Answers

a 6 b 2 c 4 d 3 e 5 f (extra sentence) g 1

## BACKGROUND INFORMATION

**Dynamo** (born in 1982) is an English magician. He has appeared on numerous TV programmes and has his own show called *Dynamo: Magician Impossible*, in which he performs tricks in front of celebrities. His most famous tricks involve walking through a window and pulling jewellery through his skin.

**Dizzee Rascal** (born Dylan Mills, in London, 1985) is an English musician, whose music blends grime, hip-hop and R&B. His five UK number ones include *Bonkers* and *Dirtee Disco*.

**Ms Dynamite** (born Niomi McLean-Daley, in England, 1981) is an English hip-hop and R&B musician. She has recorded two albums: *A Little Deeper* (2002) and *Judgement Days* (2005).

**Will Smith** (born in Philadelphia USA, 1968) is an American actor and rapper. He has starred in many major films including *Independence Day*, *Men In Black* and *I Am Legend*.

**One Direction** is a British pop band formed in London in 2010. They have released four massively successful albums, all of which debuted at Number One on the US Billboard charts.

## TRAIN TO THINK

### Understanding what's relevant

- 4 In pairs, students decide which sentence is not relevant to the first one. To contextualise this, you could refer back to Exercise 3 and elicit/point out the need for sentence-linking in order to complete this type of task correctly. During feedback, point out the use of the pronoun *it* – elicit that this refers to ‘a TV series’ and that it works to link the sentences.

#### Answer

C

- 5 Check/clarify: *amazed*. Ask students: *Does it mean surprised or not surprised?* (surprised); *Does it mean very surprised or a little surprised?* (very). Refer students back to Exercise 2 to remind them of Dynamo's tricks. Ask: *Which pronoun will you use in your sentences?* (he/his). While students are writing, monitor to see how they're getting on and steer them in the right direction on this potentially challenging activity. In pairs, students complete each other's tasks.

#### Mixed-ability

Allow weaker students to work in pairs, making sure both students in each pair write their sentences down. Swap pairs for students to do each other's tasks.

## SPEAKING

In pairs, students discuss the questions. Monitor, but as this is a fluency activity, do not interrupt to correct mistakes unless they impede communication. If you have access to the Internet, do a video search for *walking on water revealed*. During feedback, ask students how they think the trick was done before showing the video to explain it.

## PRONUNCIATION

For practice of the /ɜ/ phoneme, go to Student's Book page 120.

Student's Book page 58–59

## GRAMMAR

### Present and past passive (review)

- 1 Students work with a partner to complete the sentences from memory before looking back at the article to check. During whole-class feedback, ask: *Who did the action in each sentence?* (we don't know); *Which is more important in, for example, number 2: the number of photos being taken or the people who took them?* (the number of photos); *Which comes first in the sentence?* (the number of photos – this is the focus).

#### Answers

1 was 2 were 3 is 4 are

Read the rule in open class and elicit answers. Refer to the examples in Exercise 1 to clarify.

#### Rule

1 be 2 past participle 3 by

#### LANGUAGE NOTE

When forming questions in the passive, *by* comes at the end of the question, for example *Who were the photos taken by? Who was the man pulled into the boat by?*

- 2 If you're short on time, set this exercise for homework but do the set-up in class. Draw attention to the photo and nominate students to try to describe it in open class. If you're using an IWB, this would best be done as a heads-up activity with books closed. Ask: *Do you know how this trick is done?* Invite students to volunteer ideas. Students check these by reading the sentences for gist, ignoring the gaps. Conduct brief feedback on this before students focus on the language and attempt to complete the exercise. Check answers in open class.

#### Answers

1 hides 2 gets 3 holds, pushes 4 is cut 5 are pulled

#### Fast finishers

Students write three questions using the passive to quiz their classmates. For example: *Who was Harry Potter written by? Who was Bonkers recorded by?* Students can ask their questions to the class after feedback on Exercise 3.

Workbook page 54 and page 124

## VOCABULARY

### Extreme adjectives and modifiers

- 1 Ask students to work with a partner to think of the gradable forms of the adjectives in bold, perhaps doing number 1 in open class as an example.

#### Answers

1 very exciting 2 very big 3 very cold 4 very interesting

- 2 Students complete the exercise in pairs. During feedback, say the adjectives for students to repeat. Pay particular attention to the pronunciation of *minute* (very small), as compared to *minute* (sixty seconds). Model enthusiastic intonation when using extreme adjectives and encourage students to copy you. Perhaps have fun with this by really exaggerating and prompting students to do likewise. Students will naturally lower their range outside of this type of controlled practice but a sufficiently wide range is crucial here to avoid sounding sarcastic so it's worth emphasising the point!

#### Answers

1 e 2 a 3 b 4 c 5 d

- 3 Students work individually to complete the exercise, referring to the Look! box to help them. Allow them to compare answers with a partner. Elicit corrections during whole-class feedback.

### Answers

- 1 ✓ 2 ✓ 3 ✓ 4 ✗ very funny; absolutely hilarious  
5 ✗ absolutely tiny; very small 6 ✓

### Fast finishers

Students close their books and try to remember as many of the extreme adjectives as they can. They should write them on a blank piece of paper, and then open their books to check they remembered all of them and also spelling.

- 4 Encourage students to first read the text for overall understanding by asking the questions: *What trick did the writer see? Did she/he enjoy the show?* Check answers. Now students read a second time and complete the spaces. Tell students that more than one answer is possible in some instances. Students compare answers in pairs before you check answers in open class.

### Answers

- 1 great/fantastic/wonderful/brilliant/amazing  
2 funny/hilarious 3 enormous 4 tiny/minute  
5 happy/delighted

### Optional extension

Write adjectives 1–5 from Exercise 2 on the board. But do not write the extreme adjectives. Students work in pairs and take it in turns to form exchanges of the type:

A: *It was really, really good!* (It was really, really + adjective)

B: *It was brilliant!* (It was + extreme adjective)

### Optional extension

Write these words on the board: *gorgeous, frightening, ugly, pretty, hideous, terrifying, silly, ridiculous*

Ask students to work with a partner and decide which of the adjectives are gradable and which are extreme. They should then match each gradable adjective to an extreme adjective.

### Answers

gradable: pretty, ugly, frightening, silly  
extreme: gorgeous, hideous, terrifying, ridiculous

Workbook page 56



Be aware of common errors related to *absolutely* vs. *very*, go to Get it right on Student's Book page 124.

## LISTENING

- 1 1.41 If you have access to the Internet, do an image search for *tattoos* and show some examples on the IWB as a warm up. (Do this before class so that you can select appropriate ones!) Ask students to work with a partner and describe the tattoos using adjectives from the previous exercises (*amazing, enormous, gorgeous, frightening, ugly, pretty, hideous, terrifying, silly, ridiculous*). Take feedback in open

class. Tell students they are going to listen to a conversation between a girl (Kim) and a boy (Dave) about tattoos. Students listen for which animal Dave's tattoo shows. Check answers.

### Answer

a tiger

### Audio Script Track 1.41

Dave Hey, Kim. So, what do you think?

Kim What do you mean?

Dave What do think? Look!

Kim What?! You've ... You've ...

Dave Yeah – I've had a tattoo done! What do you think?

Kim What do I think? I think you've gone mad! Your parents are going to go crazy.

Dave Maybe.

Kim You haven't shown them yet?

Dave No, I haven't.

Kim Don't! Oh, Dave, what have you done?

Dave So do you like it?

Kim No, I don't! I think it looks really awful.

Dave Whatever. I like it.

Kim So how did they do it?

Dave It was pretty easy. First, I chose the design I wanted.

Kim A tiger.

Dave Yes, a tiger. Then the man took the design on a piece of paper and pressed it onto my arm.

Kim And then?

Dave And then he used this ink machine. It's got, like, these tiny needles that go up and down really quickly and they break the skin and put the colour underneath it.

Kim So he draws around the design on the paper?

Dave Yes, that's more or less it.

Kim Does it hurt?

Dave Yes, it does. It really hurts. It really, really hurts.

Kim So when did you have it done?

Dave A couple of days ago.

Kim And does it still hurt? Here – let me touch it.

Dave No, don't do that! Ow! That hurts. So you really don't like it?

Kim No, I don't. I think it was a really stupid thing to do.

Dave Why?

Kim Because it's there for the rest of your life and you're much too young to make a decision like that. I mean, if you really want to do something like have a tattoo, wait until you're old enough.

Dave So you think my mum and dad are going to be cross?

Kim Yes, I do. Really cross.

Dave Well, I can have it removed, I suppose.

Kim Isn't that really painful?

Dave I don't think so. Let's see.

Kim What are you doing?

Dave I'm just putting a bit of water on it. See – look how easily it comes off.

Kim You mean ...

Dave Yes. It isn't a real tattoo. It's just a transfer. How stupid do you think I am?

Kim I'm going to kill you.

Dave Don't do that. I'm just going to have my hair dyed – blue!  
 Kim What?!  
 Dave Just joking!

- 2 1.41 Check/clarify: *upset* (you are upset when someone or something worries you or makes you unhappy). Check that students understand that Dave didn't really get a permanent tattoo by asking: *What's the joke?* Ask students to tick the reasons in pairs based on memory before they listen and check.

**Answers**

1 ✓ 2 ✓ 5 ✓

- 3 Go through the example in open class before students continue with the exercise in pairs. If you're using an IWB, you could project the audio script either to support (weaker) students or to use during feedback.

**Suggested answers**

Who?	What?	Why?
Dave	So do you like it?	He's asking her opinion of his tattoo.
Dave	Whatever. I like it.	He's showing that he doesn't care about her opinion.
Kim	I'm going to kill you!	She's angry that Dave played a trick on her.

**GRAMMAR**

*have something done*

- 1 Ask students to work with a partner and discuss what the subject of each sentence is and who is removing the tattoo (in numbers 1 and 2) and who is dyeing the hair (in number 3). During feedback, ask: *Is the subject and the person doing the action the same?* (no).

**Answers**

1 I've had a tattoo done 2 I can have it removed  
 3 I'm going to have my hair dyed

We don't know who is performing the action but we can speculate that it was a tattoo artist (in 1), a doctor (in 2) and a hairdresser (in 3).

Ask students to complete the rule using the example sentence to help them. Allow them to compare in pairs before checking answers in open class.

**Rule**

1 someone 2 us

**Optional extension**

If students need more examples, ask them what they would do in each of these situations: *your hair is too long; your bike is broken; you're finding it difficult to see the board in class.* Ask students who would typically provide the service in each case (a hairdresser, a bike shop, an optician). Ask students what the person would do (cut their hair, repair their bike, test their eyes).

Write these sentences on the board to explain what happened in the three situations:  
*The hairdresser cut my hair.*  
*The bike shop repaired my bike.*  
*The optician tested my eyes.*

Ask students to rewrite the sentences beginning '*I ...*' for example *I had my hair cut.*

**LANGUAGE NOTE**

The person doing the activity is usually paid.

*I have my dinner made by my mother.* ✗

*My mother makes my dinner.* ✓

*I have my car repaired by my father.* ✗

*I have my car repaired by Mr Barry the mechanic.* ✓

- 2 Focus attention on the picture of Lord Uppity. To encourage students to read first for gist, ask: *What is Lord Uppity's life like?* (it's boring; he has nothing to do because he pays people to do everything for him). Students quickly read, ignoring the spaces, in order to answer this question. They then read again and complete the sentences. In weaker classes, write the base form of the verbs needed on the board. Students compare answers in pairs before a whole-class check.

**Answers**

1 has ... cooked 2 have ... done 3 has ... bought  
 4 have ... driven 5 have ... organised 6 have ... looked after

**Fast finishers**

Students test themselves on irregular past participles using the list on page 128 of the workbook. Ask them to look at the infinitives and cover the past participle column to see if they can remember them.

- 3 Look at the example sentence with students and draw attention to the question form (*have + object + past participle*). Or, elicit this with books closed and ask students to open their books and check. Students work in pairs to complete the exercise.

**Answers**

1 Where can you have a/your wedding cake made?  
 2 Where can you have your car repaired?  
 3 Where can you have a tattoo done?  
 4 Where can you have your teeth cleaned?

**Optional extension**

Students work with a partner and list things that they or their parents never do themselves, e.g. *We never clean our windows, xxx does it; I never cut my hair; I go to xxxx, etc.* Students exchange sentences with another pair and each pair rewrites the sentence using *have something done*, e.g. *We have our windows cleaned by xxx. I have my hair cut at xxxx, etc.*

Workbook page 54 and page 124

## THINK SELF-ESTEEM

### Life changes

- 1 If you're using an IWB, do this as a heads-up activity with books closed. Use the photos to check/clarify: *dyed, pierced, shaved* then ask pairs to quickly match the photos to sentences 1–4. During feedback, point out that *get* + object + past participle is the same structure as *have* + object + past participle. The replacement of auxiliary *have* with *get* makes it slightly more informal.

#### Answers

A 1 B 3 C 4 D 2

- 2 **SPEAKING** Give students five minutes to work individually and note down possible reasons, then divide the class into small groups for students to compare ideas. You could set this up as a competition by tasking groups to come up with as many reasons as possible. Find out which group has most reasons and ask them to share their ideas with the rest of the class. You could also ask students to discuss this question in their groups: *What are your own parents' points of view on these issues?*
- 3 **SPEAKING** Ask students to discuss their own attitudes in the same groups. Monitor and ensure quieter students are getting a chance to speak. Listen to some of their thoughts in open class and encourage further reactions and debate.

#### Optional extension

Divide the class into AB pairs. Tell students they are going to do a role play in which a parent and a teenager discuss the issues in Exercise 1. As are teenagers who wants to do the four things. Bs are parents and should respond negatively to their son/daughter. Tell students they must try to convince their partner to change his/her mind. Monitor and help with vocabulary as necessary. Encourage students to try to fully express their ideas and opinions but use English to do so. Avoid error correction. Make a note of any nice expressions in English that students use during the activity. At the end, write these on the board for the whole class to copy. Also praise the student who used them. Giving positive feedback like this will encourage students to be more adventurous in similar communication tasks.

### Student's Book page 60–61

## READING

- 1 A recording of this text is available with your digital resources. To lead in to the topic of the text, write these questions on the board:

*How do you make a football bend when you kick it?  
How do you dive into a swimming pool without hurting yourself?*

Ask students to discuss the questions in pairs. (There are various ways to do these things. The point is for students to discuss different possibilities.) Monitor and help with vocabulary. Listen to students' ideas in open class. Write any interesting vocabulary on the board. Books open. Focus attention on the photos. Ask students to work in pairs to say what they can see. If you're using an IWB, this would best be done

as a heads-up activity with books closed. Conduct brief feedback on this in open class, taking the opportunity to feed in any unfamiliar vocabulary that students will need for the reading. Students then read the article and order the photos. Set a three-minute time limit to encourage them to scan the article to find the information and not try to understand every word. Students compare answers in pairs before a whole-class check.

#### Answers

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

- 2 Check/clarify: *personal finances* (managing your money; planning how much you spend and save); *put on weight* (to get heavier, usually due to eating too much). Ask students to read the questions and underline key words before reading the article again. Encourage them to underline the parts of the text that helped them find the answers. Students compare answers in pairs. During feedback, ask students to justify their answers by quoting text they underline.

#### Answers

- The presenters wear white coats, to look like scientists.
- Nine different programmes are mentioned.
- The best way to cook an egg is to wash it, put it in boiling water for three minutes, and then leave it in the water for a further 60 seconds.
- The writer couldn't tell you how a touch screen works because it didn't make much sense to him/her.
- The evidence that the writer doesn't have a partner is that (s)he's looking forward to the programme about how to meet the perfect partner.
- This week's programme will start at 9.30 pm.

- 3 The article mentions nine different programmes. Give students thirty seconds to memorise the titles, then ask them to close their books and write them down. Elicit them and write them on the board. Check/clarify: *whales, GPS*. Students answer the questions in pairs. You could set this up as a race to add an element of competition, vary the pace and challenge stronger students. Ask students to close their books to indicate that they've found the answers.

#### Answers

- Personal finances
- Education
- Around the house
- The natural world
- Travel

#### Optional extension

Students discuss how to do each of the things in questions 1–5, in pairs or small groups. Monitor to keep them on task and to ensure they're using English. Listen to some of their answers in open class.

- 4 **SPEAKING** Students work with a partner to choose the four programmes they think would be most interesting and to think of four questions (one for each). Listen to some examples in open class.

### Optional extension

Regroup students. They should ask each other their four questions from Exercise 4. Alternatively, this could be extended into a homework research task with different students researching the answers to different questions to feed back to the group in a subsequent class.

## GRAMMAR

### Future and present perfect passive (review)

- 1 Ask students to work individually to complete the exercise. They can either do this from memory and then go back to the article to check, or go straight to the article to find the sentences and complete the exercise. Students compare answers with a partner before feedback in open class.

#### Answers

- 1 been covered 2 been shown 3 be revealed  
4 be shown

Ask students to complete the rule in pairs. Remind them to use the sentences in Exercise 1 to help them.

#### Rule

- 1 be 2 past participle 3 present perfect  
4 past participle

- 2 To make sure students understand why we'd want to use the passive in these sentences (to emphasise the object of each sentence), ask students to decide what *they/people/someone* refer to in each one. In open class feedback, confirm that these all refer to unknown or unimportant people (in these contexts). Students rewrite the sentences.

#### Answers

- 1 The match will be shown live on TV.  
2 The next Olympic city will be chosen in April.  
3 The match will be watched (by people) all over the world.  
4 All the tickets for the show have already been sold.  
5 The decision has already been made.  
6 That money has already been spent.

### Fast finishers

Ask students to write the negative and question forms of each of the sentences in Exercise 3.

- 3 Encourage students to read the text once for overall understanding, ignoring the spaces, by asking them to answer the question: *What's different in the new series of 'How Do They Do That?'* (It has a new presenter, it is being shown at a different time and the presenters will be joined by Spike the robot dog.) Students read again and complete the text. Ask them to check answers in pairs before whole-class feedback. Numbers 2 and 9 are also possible in active voice, so accept these as correct if offered by students.

### Answers

- 1 will be filmed 2 will be aired 3 will be presented  
4 won't (will not) be joined 5 will be chosen  
6 will ... be joined 7 will be covered 8 won't (will not) be shown 9 'll (will) be moved 10 'll (will) be watched

- 4 Books closed. Lead in by asking students to brainstorm five things they would need to think about when planning a party for their parents. They could do this in pairs or small groups. When they've finished, ask them to open their books and to compare with the list in the book. Check/clarify meaning and form of *already* (something that happened earlier; it is used in questions and positive sentences; and goes either between *have* and the past participle, or at the end of the sentence); and *yet* (something that will happen in the future; it is used in negative sentences and questions; and is placed at the end of the sentence). Students work in pairs to complete the exercise.

#### Answers

- A place for the party has already been found.  
The invitations have already been sent.  
The drinks haven't been bought yet.  
The food hasn't been prepared yet.  
A DJ has already been hired.  
The music hasn't been chosen yet.

Workbook page 55 and page 124

## VOCABULARY

### make and do

- 1 Books closed. Write on the board: *make, do*. Tell students that *make* and *do* are very common verbs in English. In many cases, *make* is used when we talk about constructing something (She made a cake yesterday.) and *do* is used to describe actions (What did you do yesterday?) However, there are many exceptions to this rule and in many cases, students will simply need to memorise the collocation, for example: *make money; do your best*. Students work in pairs to think of other phrases containing *make* or *do*. Write correct answers on the board when taking feedback on this. Books open. Students decide which words go with *make* and which with *do*. Encourage students to say the collocations aloud and think about whether the collocation sounds right or wrong. Check answers and get students to record the collocations in their notebooks. Concept-check: *make your own way* (to go somewhere without help or company). Ask: *If you make your (own) way somewhere, does the person you're going to see come and pick you up in the car?* (no). Also check: *make sense*. Ask: *If something makes sense, is it a logical thing to do?* (yes). Check: *make time*. Ask: *If you make time for something, do you think it is important?* (yes). Ask students to add the other phrases with *make* and *do* from the board to their lists. Further examples included in *italics* in the answer key.

**Answers**

**make:** your way, sense, time, money, *fun of (someone), a difference, an effort, a mess, room for something, a mistake*  
**do:** an experiment, well, housework, *our best, some good, damage, homework, a job*

- 2 Students read the sentences and complete them with the correct form of *make* or *do*. Ask students to compare their answers with a partner before checking in open class.

**Answers**

1 doing 2 make 3 make 4 doing 5 makes  
6 made


Workbook page 56

**Student's Book page 62–63****FICTION**

- 1 Books closed. To prepare students for the reading, write these story 'clues' on the board:

<i>stolen gold</i>	<i>yellow bird</i>	<i>blue bag</i>
<i>pendant</i>	<i>grandmother</i>	<i>library</i>
<i>Hotel Continental</i>	<i>magic</i>	

In pairs, students discuss what the story might be about. Tell them they should try to use all of the items on the board to create a possible story. Monitor and help with vocabulary and ideas. Listen to their ideas in open class, but do not comment at this stage. Books open. Students discuss the questions in pairs or as a whole-class. Take feedback on this.

- 2  2.02 Play the audio while students read and listen to the extract, and try to answer the questions. Encourage them to focus solely on answering these, and not on understanding every single word of the text. Allow students to compare answers with a partner before a whole-class check.

**Answers**

1 Lucho used the pendant to draw the circles for the mind map. Then the words appeared in his notebook.  
2 A mystery novel

- 3 Ask students to read sentences 1–6 and, in pairs, mark them *true* or *false* based on memory. Students then read again to check. Encourage them to underline the parts of the extract which support their answers. During feedback, ask students to justify their answers by referring to the text they've underlined.

**Answers**

1 F He had previously seen it outside the history class window 2 T 3 F An American man gave it to her  
4 T 5 T 6 T

**SPEAKING**

Students discuss the questions in pairs. For question 2, encourage them to be imaginative. They could introduce new characters, a crime, a mystery or a disaster. Make sure all students make notes. Swap pairs, for students to tell their story to a new partner.

**FUNCTIONS****Talking about sequence**

Books closed. To introduce this language, perform a sequence of activities in front of the students, for example: open your bag, look at your phone, open the window, say 'Hello', close the window, leave the room. Ask students to work with a partner and describe what you just did. Monitor and listen to how they sequence the activities. During feedback, write the sequence and elicit sequence markers: *first, after that, next, finally*. Check understanding. Ask: *Do we use these sequencers at the beginning or the end of a sentence?* (usually at the beginning). Books open. Focus attention on the pictures. Use them to check/clarify: *powered up, pulled up, lifted into, taken off, turned around, lined up*. Students work in pairs to order the things and describe the process, linking the six sentences with *first, after that, next* and *finally*. Nominate one or two students to share their ideas with the rest of the class but don't confirm answers at this stage.

**Answers**

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

**WRITING****Explaining how things are done**

- Tell students they are going to read a description of how a plane takes off. Students read the text and check their answers to the last exercise (*see above*). During feedback, ask: *Which tense is used to describe the process?* (the present simple passive). We use the passive because the agent (the person doing the activity) is either not known or not important.
- Students could work individually or in pairs. During feedback, go through the text, eliciting which parts refer to theory (these are described with active forms) and which describe procedure (these are described with passive forms).
- This can be done as a collaborative writing activity in class with students working together in pairs. Pairs first decide on who will be the writer then choose an activity to describe. They then work together to make notes before expanding these into a paragraph. Prompt students to use sequence markers (from Functions) and the passive in their compositions. Once they've finished, you could put pairs together to make groups of four. Pairs read each other's writing. Pairs could evaluate each other's paragraph using the following criteria: *Is it clear and easy to follow? Are sequence markers used and are they used correctly? Is the passive used and is it used correctly? What do you like best? What could they do better next time?*

## READING AND USE OF ENGLISH

### Part 5: Multiple choice

#### Answers

1 D 2 B 3 C 4 C

Workbook page 53

## TEST YOURSELF UNITS 5 & 6

### 1 VOCABULARY

#### Answers

1 hero 2 hilarious 3 ending 4 terrified 5 freezing  
6 character 7 terrible 8 miserable 9 delighted  
10 villain

### 2

#### Answers

1 that 2 have been taken 3 who 4 have it removed  
5 are pulled 6 where

### 3

#### Answers

1 The decision will be ~~done~~ **made** by the judges tonight.  
2 I didn't ~~make do~~ very well in the test.  
3 The marathon will ~~have~~ **be** shown live on TV.  
4 I won a medal for swimming last term, ~~what~~ **which** made me feel proud.  
5 I'm not allowed **to** have my hair dyed.  
6 Mr Jones, ~~who~~ **whose** son I went to school with, is my piano teacher.

### 4 FUNCTIONAL LANGUAGE

#### Answers

1 believe; What; chances 2 annoying 3 is; that  
4 had; kill

# 7 ALL THE SAME?

## Objectives

FUNCTIONS	talking about permission; talking about habits; invitations
GRAMMAR	<i>make / let and be allowed to; be/get used to</i>
VOCABULARY	phrasal verbs (1); personality; phrases with <i>all</i>

Student's Book page 66–67

## READING

- 1 Books closed. As a warm-up, write these two headings on the board: *men's jobs; women's jobs*. In pairs or small groups, give students two minutes to think of five examples of each. Listen to their ideas in open class and write them on the board under the headings. Say some more jobs, for example *teacher, nurse, bus driver, ballet dancer, footballer*, and ask students to decide which list to put them in. For the purpose of this exercise, tell students they should think in general terms and not respond that every job can be done by both men and women. Encourage them to answer quickly without thinking too much. Books open. Focus attention on the photos and ask students to work in pairs to describe them. If you're using an interactive whiteboard (IWB), this would best be done as a heads-up activity with books closed. During feedback, nominate students to say which word corresponds to which photo.
- 2 Students discuss the questions in pairs. After a few minutes, invite students' reactions in open class prompting them to try to explain their answers. A suggested answer for question 3 could be that all the photos show people doing things you wouldn't normally expect them to do.
- 3 Ask students to read the questions and underline key words. Divide the class into two groups (A and B). Tell As that they should read about *Billy Elliot* and Bs that they should read about *Bend It Like Beckham*. Students read individually writing their answers in note form. Monitor and once the majority of students have answered all of the questions, ask them to compare with another student from their group.

### Answers

- 1 A: Billy Elliot B: Jess Bhamra
- 2 A: doing ballet B: playing football
- 3 A: his father B: her parents
- 4 A: his ballet teacher, Georgia B: her friend Jules and her coach, Joe
- 5 A: Billy becomes a professional ballet dancer B: Jess goes to university in California on a soccer scholarship.

## Fast finishers

Ask students to choose three difficult words from the text they just read and check them in their dictionaries. (Make sure that fast finishers don't begin reading the other text!)

- 4 **2.03** **SPEAKING** Regroup students to make AB pairs. Students summarise their text using their notes from Exercise 3 to help them. To give them a reason to listen, ask students to make a note of their partner's answers. During feedback, ask As to report back on the B text and vice versa. Ask: *In what ways are the films similar?*
- 5 **2.03** Play the audio while students read and listen to both film summaries. As they read, students should underline key information in each text that will help them answer the questions. Once the audio has finished, give students two minutes to note down their answers and compare answers with a partner before whole-class feedback.

## Suggested answers

- 1 Billy's dad doesn't want him to do ballet because he believes it's something that girls do, not boys.
- 2 He changes his mind when he sees Billy dancing.
- 3 The money comes from other people in the town.
- 4 Jess's parents don't let her play football because she's a girl.
- 5 He changes his mind halfway through Jess's sister's wedding.
- 6 She bends the ball around the other team's players.

## BACKGROUND INFORMATION

*Billy Elliot* is a 2000 British film directed by Stephen Daldry and starring Jamie Bell as Billy. It won the 2001 Golden Globe for Best Motion Picture-Drama. It is now a musical.

*Bend it like Beckham* is a 2002 British film starring Parminder Nagra and Keira Knightley. The title refers to English footballer David Beckham's ability to 'bend' a football when taking free kicks. The word *soccer* is used to talk about the scholarship from a university in California. This is the American English word for *football*.

If you have enough time to watch films with students (perhaps over several lessons), both of these are excellent for use in class as they give a varied view of life in the UK and provide lots of points for further discussion. They are also very entertaining!

## TRAIN TO THINK

### Thinking outside the box

- 6 Write on the board: *Do you think you have a good imagination? Why (not)? In which school subjects do you use your imagination most?* Ask students to

discuss these questions in pairs or small groups. Tell them they should try to agree on the school subject in which they use their imagination the most. Ask students to read the introduction and check understanding of 'thinking outside the box'. You could do this by eliciting a translation in L1. For variety, switch pairs before they begin completing the table. Tell students that there are no wrong answers and they should try to be as imaginative as possible. Invite students to share their ideas in open class. Accept all ideas and encourage positive reactions from the rest of the class.

### Optional extension

Write these questions on the board and ask students to work with a partner and 'think outside the box' to answer them.

- 1 Why do people in the town give money to Billy?
- 2 Why does Jess like football?
- 3 Why do Jess's parents make her stop playing football?
- 4 Why does Mr Bhamra let Jess leave the wedding?
- 5 Why do Jess and Jules go to America?

During whole-class feedback, invite students to share their ideas with the rest of the class.

- 7 Divide the class into small groups. Ask each group to nominate a secretary to make notes or you could assign secretaries, perhaps choosing quieter students for this role to ensure that they participate. Monitor to help with vocabulary and to ensure that everyone is giving their opinion. As the focus of this task is on fluency, not on practice of structures or lexis, avoid error correction. When students have some ideas, regroup students into new groups and encourage them to share ideas. To wrap up, nominate groups to share the best ideas they've come up with or heard with the rest of the class.

## SPEAKING

Students discuss in pairs. Prompt them to give reasons for their preferences in question 1. In question 2, ask students to think about gender or racial stereotypes and to make a list of as many films, books, etc. as they can. You may like to give some examples of your own to get them started (e.g. *Brave*, a cartoon with a female hero). Listen to their ideas in open class and hold a group discussion on stereotypes that they see regularly, perhaps in school, or amongst their friends.

Student's Book page 68–69

## GRAMMAR

### make / let and be allowed to

- 1 Students complete the sentences in pairs or individually before you check answers in open class. During feedback, clarify *make / let* and *be allowed to* with these concept-check questions:

For *be allowed to*, ask: *If you are allowed to do something, can you do it? (yes); What are you not allowed to do in class? (students' own answers).*

For *let*, ask: *If you let somebody do something, is it a problem for you if he/she does it? (no); Does he/she have permission from you? (yes).*

For *make*, ask: *If you make somebody do something, do they want to do it? (no); Do they have a choice? (no); Do they have to do it? (yes).*

You could also elicit a few more examples from the class of things their parents *make / let them do* (e.g. tidy their bedroom, stay out late at the weekend) and/or of things they *are (not) allowed to do* during break times at school (e.g. play football, use smartphones, smoke, etc.). Write on the board two sentences, one using *let* and one using *be allowed to* for one of the examples (e.g. *My teachers let me play football. / I'm allowed to play football.*) Elicit that both sentences have exactly the same meaning.

### Mixed-ability

Stronger students complete the sentences from memory just looking back at the text to check their answers. Weaker students look back at the text to find the answers.

### Answers

- 1 makes 2 doesn't let 3 isn't allowed to  
4 isn't allowed to 5 make 6 let

Ask students to complete the rule individually or in pairs before nominating students to call out their answers in open class.

### Rule

- 1 let 2 be allowed to 3 make

### LANGUAGE NOTE

Students may produce statements like *\*My dad makes me to help him in the garden*. In English we don't use *to*. The structure is *make + someone + bare infinitive (something)*. The negative form is *auxiliary + not make + someone + bare infinitive*. Students might also say *\*My parents don't allow to watch TV all the time*. Or *I'm not allow to watch TV all the time*. The structure is *am/is/are (not) allowed + to + infinitive*, so we would normally say *I am allowed to watch TV all the time*. However, *my parents allow me to watch TV all the time* is also possible.

- 2 Go through the example sentence in open class. Ask students to work individually and compare answers in pairs once they've finished. If you're short on time, set this exercise for homework.

### Possible answers

- 1 We aren't allowed to eat food in the classroom. / Our teacher doesn't let us eat food in the classroom.
- 2 My parents let me sleep late on Sundays. / I'm allowed to sleep late on Sundays.
- 3 The teacher makes us read a book every week.
- 4 I'm allowed to listen to music in my bedroom. / My parents let me listen to music in my bedroom.
- 5 The school lets us wear our own clothes. / We're allowed to wear our own clothes.
- 6 Mum doesn't let us play football in the garden. / We aren't allowed to play football in the garden.
- 7 My parents don't make me go to bed early on Saturday. / My parents let me go to bed later on Saturday.

**Optional extension**

Write these sentence openings on the board. Students finish each sentence so that it is true for them.

*I'm allowed to ...*

*I'm not allowed to ...*

*My parents let me ...*

*My parents don't let me ...*

*My parents make me ...*

*My parents don't make me ...*

When students have completed their sentences, ask them to work in small groups and compare their family rules. Ask: *Who has the strictest parents?* To extend the discussion, ask: *Are there any rules that are different for you and your brothers/sisters? If so, do you think that is fair?*

Workbook page 64 and page 125



Be aware of common errors related to *make vs. let*, go to Get it right on Student's Book page 124.

**VOCABULARY****Phrasal verbs (1)**

- 1 Books closed. Ask students: *What do you do if you've lost something?* (look for it). Write these examples on the board:

A: *I've lost my coat.* B: *Let me help you look for it.*

Ask students to look at the underlined words and elicit/point out that they are a verb and preposition. This is known as a phrasal verb. Draw students' attention to the Look! box and remind them that phrasal verbs usually have a different meaning to the verb they contain. You could elicit further examples of phrasal verbs, just to be sure that they're clear, and write them on the board. Books open. Ask students to read the eight definitions and underline any difficult words. Clarify these in open class before students complete the exercise. Stronger students may like to try to complete the exercise from memory before looking back at the film summaries to check. Check answers in open class.

**Answers**

1 set off 2 end up 3 carry on 4 take up 5 find out  
6 show up 7 give up 8 get on

- 2 As well as underlining the phrasal verbs, ask students to work out the meaning and think of different ways of saying of each of them, using context to help them. You might like to do feedback on what the phrasal verbs are before students focus on how they might paraphrase them.

**Answers**

1 look after 2 takes off 3 came round 4 hang out

- 3 If you're short on time, set this exercise for homework or ask students to complete sentences 1–5 in class and the rest at home.

**Mixed-ability**

Strong students try to complete the exercise without referring to Exercise 2. With weaker students, perhaps do feedback on the choice of phrasal verbs for each sentence before they try to put them into the correct form.

**Answers**

1 looks after 2 get on 3 show up 4 come round  
5 gave up 6 find out 7 carried on 8 take up

**Fast finishers**

Ask students to write three sentences of their own using phrasal verbs from this exercise.

Workbook page 66

**LISTENING**

- 1 Books closed. To lead into the topic, elicit the names of the continents in open class. When a student says *Asia*, elicit the names of countries in Asia until a student says *Japan*. Books open. Ask students to work with a partner and match the words to the photos. If you're using an IWB, this would best be done as a heads-up activity with books closed.

**Answers**

A underground B sushi, chopsticks C bowling, kimono

- 2 **SPEAKING** Give students three minutes to make a list of everything they know about Japan, in pairs. Invite feedback from students and build up a mind map on the board. Alternatively, if you have access to the Internet, do an image search for Japanese stereotypes and display some images. Ask: *Do you think these things are all true or are some of them stereotypes?*
- 3 **2.04** Tell students they are going to hear someone describing a trip to Japan. Tell them not to worry if they don't understand everything the speaker says. This is normal. Students should just focus on listening for the words from Exercise 1 and their ideas on the board. Allow them to compare answers in pairs before whole-class feedback.

**Answers**

bowling, sushi, chopsticks

**Audio Script Track 2.04**


Woman ... and two months in Australia, too. So, yes, you know, I've been really lucky. I've seen a lot of different countries round the world in the last two or three years.

Student 1 Which one did you like most?

Woman Oh, that's kind of hard to answer, but I certainly loved being in Japan.

Student 2 Really? But aren't the people there very cold and unfriendly?

Woman	Well, it's strange, you know, because a lot of people in Europe seem to think that, but it's just a kind of negative stereotype, really. I didn't find it was true at all. Maybe I was just lucky, but I met a lot of Japanese people who were very funny – really warm and kind. I mean, they're very, very polite – that's really important in their culture – and so people bow a lot and things, but it's really nice. I like people who are polite, so I got used to it very easily.
Student 2	But life's really different there, isn't it?
Woman	Yes and no. I mean, sure, some things are different. Like, things happen on time! That was strange for me. It was hard to get used to that. You know, if the bus is supposed to arrive at 10.30, well, it arrives at 10.30. We aren't used to buses arriving on time here, are we?
Student 3	What about the food and things there? Isn't it very different?
Woman	Sure. They eat some things that are strange for us. But, you know, don't believe everything you hear. Japanese people don't spend their lives eating only sushi and whale meat, you know. I loved the food. When I went there, though, I wasn't very good with chopsticks. You know, I'm used to eating with a knife and fork at home, so when people saw me trying to use chopsticks, sometimes they laughed, but in such a nice way that I laughed too! And Japanese people helped me a lot and showed me how to do it, so that was cool. I'm pretty good with chopsticks now!
Student	So people were nice, then?
Woman	Oh, sure. I mean, in every country I've been to, you know, people are different but, in the end, people are people and some of them are nice and some of them aren't so nice. Some people are polite; some are rude. You just have to go to a country with an open mind. One thing I've learned, I think, is that sometimes we get an idea about a country or a group of people and then we start to think that everyone in that country is like that, and really, it's a stereotype – it isn't true. If you really get to know people ...

- 4  2.04 Ask students to underline key words in each of the sentences (1–7). Play the audio. Let students compare answers with a partner before feedback in open class. While checking answers, elicit corrections of the false statements.

### Answers

- 1 T 2 F Japanese people are very polite ... but it's nice.  
 3 F We aren't used to buses arriving on time. 4 T  
 5 F I'm pretty good with chopsticks now! 6 T  
 7 F We start to think that everyone in that country is like that ... It isn't true.
- 5 Working in pairs, students think of two more questions about Japan and the responses they imagine the speaker would give. To make this exercise more communicative, you could ask students to prepare questions and then regroup students to ask each other the questions. In open class, elicit some questions and responses. Invite others to react to the imagined responses. Do they agree with them?

## GRAMMAR

### be / get used to

- 1 Ask students to try to remember what *It* (Japanese politeness), *that* (things happening on time) and *here* (the speaker's home country) refer to in sentences 1–3. Encourage students to complete the sentences before playing the audio again, pausing after each sentence. Alternatively, teachers with digital resources could display the audio script on the board for students to refer to. During whole-class feedback, ask concept-check questions to clarify meaning, for example: 1 *Did the speaker find Japanese politeness strange in the beginning?* (yes); 2 *Does she find it strange now?* (no); 3 *Is it normal for buses to arrive on time in her home country?* (no); 4. *Is it normal for her to eat with a knife and fork or chopsticks at home?* (knife and fork).

### Answers

- 1 got used to 2 get used to 3 aren't used to  
 4 'm used to eating

Ask students to read and complete the rule using the sentences to help them. During feedback, draw students' attention to the Look! box and be prepared with further examples with which your students will be able to relate in order to clarify the difference between *be* and *get used to*. Possible examples:

- 1 *I \_\_\_ (am / get) used to the hot weather, it can be 40 degrees in my country in the summer.*  
 2 *When I first went to Canada last winter, I had to \_\_\_ (be / get) used to the cold. It was minus 40 degrees some days!*

Elicit which word should go in each space (1 am, 2 get).

### Rule

-ing

### LANGUAGE NOTE

Students may have difficulty forming negative sentences with *get / be used to*. There are two possible negatives with different meanings. For example:

*I am not used to waking up early.* (I don't often wake up early and it is strange for me.)

*I am used to not waking up early.* (I usually wake up late.)

*They are not getting used to living in France.* (They are still finding it strange.)

*They are getting used to not living in France.* (They don't live in France now and this is becoming normal for them).

Also *be / get used to* is different from the structure *used to + infinitive* which refers to repeated past actions or states that no longer happen, e.g. *I used to play the violin but I gave up a few months ago.*

- 2 If you're short on time, set this exercise for homework but do the set-up in class. Books closed. Students discuss what a Brazilian who moves to London might have to *get used to* in pairs. Monitor and help with vocabulary. Ask them to open their books and look at the words and sentences, ignoring the spaces, to see if they had the same ideas. Take feedback on this before students complete the exercise.

**Answers**

0 looking 1 weather; sunshine 2 coats and jumpers; wearing 3 British money; going 4 speaking; different accents

**Optional extension**

In pairs, students imagine they are living in another country but they must keep this country a secret from the rest of the class. Students write down a list of things they *are* and *aren't used to doing* because these things are different in their home country. Ask each pair to read their sentences to another pair who should try and guess where they are living. For example: A *I'm not used to the long nights and I'm not used to wearing a spacesuit.* B *You're living on the moon!* Monitor and make a note of any nice contributions to praise at the end of the activity.

Workbook page 65 and page 125

**Student's Book page 70–71****READING**

- 1 A recording of this text is available with your digital resources. Books closed. If you'd like a warm up, ask students to imagine they are in prison and discuss the following in pairs.

*How is your life different?*

*Describe a typical day.*

*What was difficult to get used to when you first went to prison?*

Nominate one or two pairs to share their responses in open class.

Books open. Pre-teach: *prison warden* (a person in charge of prisoners in a prison). Focus students' attention on the photos and title and ask them to work in pairs to answer the question. If you're using an IWB, do this as a heads-up activity with books closed. Nominate one or two students to share their ideas with the class after a few minutes. Do not give away the correct answer at this stage.

- 2 Tell students to read quickly and not worry about understanding every word, but just focus on checking their answer to Exercise 1. During feedback in open class, ask: *Who had guessed correctly?*

**Answer**

c

- 3 Before looking at phrases a–g, ask students to read the text carefully and work with a partner to guess which type of word (noun, verb etc.) and what type of information goes in each gap. Take feedback on this. Next, ask students to read phrases a–g and underline tricky words. Clarify these in open class. Tell students that they should pay attention to the words before and after the gap to help them make their choice and once they've finished, it is a good idea to read the article with their answers to check it sounds correct. Allow them to compare answers with a partner. During feedback, ask students to explain their answers.

**Answers**

1 c 2 d 3 g 4 a 5 f 6 b (e is not used.)

- 4 Ask students to try to answer as many of the questions as they can from memory before reading again to check. Establish whether or not you'd like students to write their answers in full sentences or note form. Ask students to compare their answers in pairs before a whole-class check. If you're short on time, set this exercise for homework.

**Suggested answers**

- Brand spent his childhood on a farm.
- Brand was told he was going to work at a prison with the biggest criminals in South African history, including political prisoners, some of whom would be dangerous.
- Both Brand and Mandela had grown up on a farm.
- They had to keep their friendship a secret because it wasn't allowed by the prison authorities.
- Mandela got Brand a job when he became president.

**VOCABULARY****Personality**

- 1 Books closed. As a warm up, write these personality adjectives on the board: *sociable, kind, helpful, hardworking, moody, unfriendly*. Check understanding and ask students to choose some of the adjectives to describe themselves. Students tell a partner the adjectives they chose. Encourage them to give reasons for their choices (e.g. *I am shy. I don't like being with large groups of people*). Books open. Students read the sentences and circle the correct words. Encourage them to think back to the previous reading to help them. Encourage them to compare ideas in pairs before a whole-class check.

**Answers**

- cold and unfriendly 2 warm and kind
- generous and thoughtful

- 2 Students check the meaning of any unfamiliar words. Tell students that they should use an English-English dictionary as this will give them a description of the word and an example of it in use rather than a translation into their own language, which may not be entirely accurate.
- 3 Ask students to decide which of the adjectives are positive, negative and neutral. During feedback, nominate students to come to the front of the class and write the answers on the board. Take this opportunity to work on pronunciation by saying the adjectives for students to repeat. Check that they're placing stress on the correct syllable (on the first in all cases except for *polite* and *unfriendly* where the second syllable is stressed).

**Suggested Answers**

Positive (+): polite; warm; kind; generous; thoughtful  
 Negative (-): cold; unfriendly; selfish; rude  
 Neutral (0): lively; calm; shy

- 4 Do number 1 in open class to demonstrate the task then ask students to continue in pairs. With weaker classes, give students a list of five adjectives to choose from. You could also stage the task by first asking students whether a positive, negative or neutral adjective is required before they refer back to their answers to Exercise 3 and choose from there.

### Answers

1 cold; unfriendly; selfish; rude 2 shy 3 warm; kind; thoughtful 4 calm 5 cold; unfriendly; rude

### Fast finishers

Ask students to use some of the personality adjectives to describe the characters in the films described on page 67.

- 5 Students complete the dialogues in pairs. Remind them that there may be more than one correct answer. Check answers in open class.

### Answers

1 rude 2 lively 3 generous / kind 4 polite 5 cold 6 thoughtful / kind

### Optional extension

Disappearing sentences: You'll need to write out the dialogues on the board for this one (or display them on the IWB). Make AB pairs. Students practise the conversations in their pairs. Cover a small section of the dialogue, beginning from the right-hand side of the screen or board. Students repeat the dialogues in their same AB pairings trying to remember the whole thing, including the parts they can no longer see. Cover more and more of the dialogue, with students practising at each stage, until eventually nothing is left on the board. Ask for volunteers to perform for the class or have all As and all Bs perform in unison. This activity involving lots of repetition is a fun way for students to memorise useful chunks.

- 6 Students write four sentences about people they know. Monitor and help as required.
- 7 **SPEAKING** When students have completed Exercise 6, divide the class into small groups for students to read each other their sentences. Ask: *Do the rest of the group agree with the adjective you chose for each person?* Listen to some examples in open class.

Workbook page 66

## THINK VALUES

### Stereotypes

- 1 **SPEAKING** Divide the class into small groups and ask students to make a list of stereotypes for their own country or region. They should discuss why these stereotypes exist and decide how many of them are true. During feedback, nominate one group to read their list to the class while other groups cross off these items on their lists. Invite students to add to the list with any other stereotypes that haven't yet been mentioned before a whole-class discussion on questions 2 and 3. You could also ask: *Do you think any of the stereotypes used to be true, but aren't now?*
- 2 Working individually, students complete the exercise. For variety, put students with different partners for them to compare lists prior to open class feedback.

### Fast finishers

Students make a note of what some of the stereotypes are for the groups on their list.

- 3 To get students thinking about stereotypes of teenagers, give them some examples (making it clear that you don't really believe these things!) Suggestions: *I think all teenagers are rude and lazy!* Ask students: *Is this true or not?* Invite reactions around the class. Put students in small groups to list stereotypes people have about teenagers. Monitor to ensure students are on task. Nominate students to read out some of their ideas in open class and hold a group discussion on people's attitudes towards teenagers.

### Optional extension

Write these questions on the board:

*Is there any truth in the stereotypes you listed in Exercise 3?  
What are the impacts of stereotypes on teens or different nationalities?  
What can be done to change stereotypes?*

Ask students to work in small groups to discuss the questions. Monitor and encourage students to try to express their real ideas and opinions but use English to do so. Praise those making an effort to do this. Avoid error correction unless it really hinders comprehension. For feedback, invite students to share their ideas in open class.

## WRITING

### An article about stereotypes

Focus students on the instructions and try to elicit in open class who might read the article and for what purpose (e.g. school students and teachers; to be informed and possibly entertained). The writing could be done collaboratively in class with students working in pairs. First, pairs choose a stereotype and make notes on each of the main points. Encourage them to organise their writing as outlined in the example. On completion, pairs exchange their texts with another pair for them to read and give feedback on: **Content** (Were the ideas interesting?); **Organisation** (Was it easy to follow the ideas? Was the outline suggested on page 71 followed?); **Communicative purpose** (Did it inform and entertain?) and **Language** (Was there a variety of words e.g. adjectives to describe personalised?) If you prefer to mark the articles yourself, adopt a similar framework to giving feedback. Avoid focusing too much on accuracy, as a heavily marked piece of writing is more likely to demotivate learners than to make them try harder next time.


Student's Book page 72–73

## PHOTOSTORY: episode 3

### The nerd

- 1 Pairs should try to answer the questions by looking at the photos, without reading the conversation. Give them a couple of minutes for this prediction stage. If you're using an IWB, this would best be done as a heads-up activity with books closed. Write prompts


on the board to support students (e.g. *Maybe they think ...*, *Her problem might be / could be that...*). During feedback, write students' predictions on the board. These can then be referred to during feedback on Exercise 2.

- 2  2.05 Play the audio. Students read and listen to check their answers. Allow students to compare in pairs before feedback in open class. During feedback, refer to students' predictions from Exercise 1.

### Answers

They're all talking about the boy with the laptop who Jeff and Leo think is a nerd and he spends all his time on his computer and doesn't do fun, sociable things.  
Flora has a problem with her computer.

## DEVELOPING SPEAKING

- 3 Ask students what they think happens next. Ask them to brainstorm possible endings for the story. Students work in groups with one student in each group acting as secretary and taking notes. During whole-class feedback, write students' ideas on the board to refer back to once they have watched the video. Don't give away answers at this stage.
- 4  EP3 Play the video for students to check their predictions from Exercise 1. During feedback, refer to students' ideas on the board. Who guessed correctly?
- 5 Check/clarify: *fixes*, *climbing*. Students complete this exercise in pairs. Monitor and help with any difficulties. You could do feedback by playing the video again, pausing for clarification.

### Answers

1 Richie 2 Richie 3 Mia 4 Jeff 5 Richie

## PHRASES FOR FLUENCY

- 1 Ask students to locate expressions 1–6 in the story on page 72 in order to identify who says them. Encourage them to try to work out the meaning of the expressions using the context before they try to think of how to say them in their own language. Students compare answers with a partner and discuss possible translations. Monitor to try to avoid discussions slipping into L1 completely.

### Answers

1 Jeff 2 Flora 3 Leo 4 Leo 5 Leo 6 Leo

- 2 Ask students to read the conversation quickly, ignoring the spaces, to answer these questions: *Where's the dad going?* (shopping); *What are Tom and Mike going to do?* (tidy up the house). Check answers. Students read again and complete the conversation before a whole-class check.

### Answers

1 Pack it in 2 Got it in one 3 I'm with you on this one  
4 good point 5 don't get me wrong 6 Don't mention it

## WordWise

### Phrases with all

- 1 Students work with a partner to complete the exercise. You could ask pairs to discuss a possible context for each sentence before choosing an expression, for example for number 1: *the speaker's brother spends too much time on his phone*. During feedback, elicit or explain the meaning of the six phrases and be prepared to give further examples.

### Answers

1 all day 2 After all 3 all we're saying 4 for all I know  
5 all the same 6 once and for all

- 2 Students work individually to complete the sentences and compare answers with a partner before whole-class feedback.

### Answers

1 all day 2 For all I know 3 after all 4 All we're saying  
5 all the same 6 once and for all

Workbook page 66

## FUNCTIONS

### Invitations

- 1 Books closed. To introduce this topic, tell students that you are having a party this weekend. Ask students to suggest ways of inviting friends and try to elicit some of the expressions from the exercise. Also elicit possible responses. Write their ideas on the board.

Books open. Ask students to mark each sentence with either 'I' for 'invitation' or 'A' for 'acceptance'. Check answers. Students complete the exercise in pairs. Once you've checked answers in open class, read the sentences aloud for students to repeat. (You could move on to pronunciation at this stage prior to doing the role play.)

### Answers

1 don't 2 about 3 fancy 4 would; love 5 course  
6 count

- 2 **ROLE PLAY** Put students in AB pairs. Give them a few minutes to read the instructions and to think about how to invite their partner, using language from Exercise 1. They also each need to come up with a third idea for an invitation. You could make AA, BB pairs so that students can work together during the preparation stage. AB pairs get together and practise their conversations. Perhaps suggest that they accept two and refuse one of their partner's invitations. Monitor to help with any difficulties, to note down common errors to review after feedback and to encourage students to expand on their responses. Invite one or two pairs to perform for the class.

## PRONUNCIATION

For practice of intonation go to Student's Book page 121.

# 8 IT'S A CRIME

## Objectives

FUNCTIONS	reporting what someone said, asked or requested; giving and reacting to news
GRAMMAR	reported speech (review); reported questions, requests and imperatives
VOCABULARY	crime; reporting verbs

## Optional extension

Ask students to find the names of the crimes that correspond to each of the criminals.

burglar - *burglary* con man - *fraud* mugger - *mugging*  
pickpocket - *pickpocketing* robber - *robbery*  
shoplifter - *shoplifting*


Student's Book page 74–75

## READING

- Books closed. When introducing a new topic, it's a good idea to assess students' current knowledge of it. Draw two small circles on the board and write the word *crimes* in one and *criminals* in the other. Put students into pairs and ask them to write a list of crimes and a list of criminals. Elicit an example or two of each in open class before students begin. Set a time limit of, say, three minutes and challenge pairs to list as many words as they can. You could set this up as a competition to raise energy levels. While monitoring, look at students' lists to gauge how many words they already know. During feedback, create two mind maps on the board. Don't translate words from L1 at this stage; the exercise is to see how many words students know in English. Books open. Ask students to work with a partner to translate as many of the words into their own language as they can. Reassure them that they may not be able to translate all of them; some words will be new.
- Focus attention on pictures A–F and ask students to match them with the words from Exercise 1. If you're using an Interactive Whiteboard (IWB), this would best be done as a heads-up activity with books closed. During feedback, check understanding by asking concept-check questions such as: *Does a burglar steal from a person or a place?* (a place); *Does a pickpocket steal from a person or place?* (a person); *What about a mugger?* (a person); *If a pickpocket steals my phone do I know about it at the moment when my phone is taken?* (no); *If a mugger steals my phone, do I know about it at that moment?* (yes); *Does a robber steal from a house, a person or a bank?* (a bank); *What does a shoplifter do with shops?* (steals things from them); *Does a con man tell the truth?* (no). Also say the words for students to repeat and for you to check pronunciation. Elicit/point out that stress falls on the first syllable of all of these words.

### Answers

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

- You could give some examples of your own or elicit one or two in open class to get students started on this exercise and then let them continue in pairs. To add an element of competition, ask students to think of as many examples as they can in three minutes. Nominate pairs to share their ideas in open class and praise the pair that got the most examples.
- Tell students they are going to read two news stories about crime. Focus attention on the photos and headlines and ask students to try to imagine what the stories are about. If you're using an IWB, this would best be done as a heads-up activity with books closed. Elicit students' predictions in open class and write them on the board. Next, ask students to read the stories quickly to check their ideas. To encourage them to skim the texts for a general understanding, set a two-minute time limit. Refer to the predictions written on the board during feedback.
-  2.08 Students read the instructions and questions, and underline any difficult words. Clarify understanding of these in open class. Remind students who Mrs Atkins and Mr Caron are. Check/clarify: *get in touch with*, *victim*, *careless*, *theft*. Look at the example with students and ask them to find the part of the text that gives them the answer. If you're using the IWB, nominate a student to come to the front and point to it. Play the audio while students read and answer the questions. Ask them to underline key parts of the text as they did for the example. Students compare answers in pairs. During feedback, prompt students to justify their answers by referring to the text.

### Answers

1 Mr Caron 2 Mr Caron 3 Mrs Atkins 4 Mrs Atkins  
5 Mr Caron 6 Mrs Atkins

## TRAIN TO THINK

### Thinking about empathy

- This exercise requires a deeper understanding of the first story. Give students time to read it again and to imagine how they would feel if they were the teacher

and if they were the thief. Encourage students to compare ideas in pairs and give reasons for their answers before a whole-class check.

### Answers

1 c 2 b 3 a

- 7 Students read the second story again and discuss how the people felt with a partner. Encourage them to note down their ideas and to expand on their answers as much as possible when speaking. Praise those who do this. Nominate students to share their ideas in open class and encourage reactions from others.

### Suggested answers

The children probably felt very disappointed because they didn't get the Xbox.

His wife would have felt angry because they were conned and spent a lot of money on a photo.

The reporter probably felt sorry for the family, but also perhaps pleased to have a good story.

The con man was perhaps very happy that his/her con had worked.

## SPEAKING

Divide the class into small groups and ask groups to nominate one student to be secretary. The secretary should note down the group's ideas. During feedback, ask who thinks they would've reacted similarly to Mrs Akins in her situation.

### Optional extension

Ask students to discuss these questions in small groups:

*Why do people commit crimes like those in Exercise 1?*

*What are some of the possible effects on the victims?*

*What do you think society should do with each of the different types of criminal?*

Monitor but avoid error correction. The focus of this task is on fluency, not on practice of structures or lexis. Instead, make a note of common errors. Write a mix of correct and incorrect sentences on the board, ensuring anonymity, and ask students to identify and correct the mistakes during feedback.

## Student's Book page 76–77

## GRAMMAR

### Reported speech (review)

- 1 Ask students to try to complete the sentences first, then go back to the news stories to check. Do number 1 as an example in open class before students continue in pairs or individually.

### Answers

1 'd been 2 had given 3 'd always liked  
4 was ... feeling 5 would be 6 could go  
7 'd ... write 8 wasn't going to report

- 2 Do number 1 as an example. Students work in pairs to complete the exercise. Check answers in open class.

### Mixed ability

Ask stronger students to cover Exercise 2 and transform each sentence in Exercise 1 into direct speech before looking at Exercise 2 to check their answers. Weaker students proceed directly to matching the direct speech in Exercise 2 with the (reported) sentences in Exercise 1.

### Answers

a 3 'I've always liked it.'  
b 4 'I'm still feeling very surprised.'  
c 1 'I was really angry!'  
d 6 'I'm grateful that I can go to school on my bike again.'  
e 5 'Most people would be angry in my situation.'  
f 8 'I'm not going to report the incident to the police.'  
g 2 'A friend gave it to me years ago.'  
h 7 'I'll probably write another message.'

Before students complete the rule, refer back to Exercises 1 and 2 and elicit that the present simple in direct speech (e.g. b in Exercise 2) changes to the past simple in reported speech (Exercise 1 number 4). Encourage students to work in pairs to complete the table and to refer to Exercises 1 and 2 to help them. Check answers in whole class.

### Rule

1 past continuous 2 past perfect 3 past perfect  
4 past perfect 5 would 6 could 7 would  
8 was/were going to

### LANGUAGE NOTE

Most languages report speech, but it can be useful for students to compare how it is done in L1 with how we do it in English. As well as tenses, some time phrases may need to be changed in reported speech e.g. *last night* → *the night before*, *tonight* → *that night*, *next week* → *the following week*. Pronouns also change e.g. *these* → *those*, *this* → *that*, *here* → *there*, *my* → *his/her*, *we* → *they*, etc. The two main verbs used to report speech are *say* and *tell*. These have the same meaning but are different in use (*tell* is immediately followed by an object (someone)).

### Optional extension

If you want to check that students have got the concept, read out these statements (or others of your choice):

*My mother plays tennis twice a week.*

*I'm going to buy a new bicycle on Saturday.*

*My neighbour can play four instruments.*

Write *My teacher said...* three times on the board and ask students to work with a partner and complete the sentences with the information you gave them.

In open class, elicit

*My teacher said his mother played tennis twice a week.*

*My teacher said he was going to buy a new bicycle on Saturday.*

*My teacher said his neighbour could play four instruments.*

- 3 If you're short on time, set this for homework. Ask students to read sentences 1 to 6 and underline the verbs and circle the pronouns in each one. Do number 1 in open class as an example, drawing students' attention to the changes in tense and pronoun and to the fact that *I'd* here is *I would* (not *I had*). Encourage students to refer to the rule while doing the exercise. Students compare answers in pairs before a whole-class check.

## Suggested answers

- 1 The manager said (that) he'd be happy to put cameras all over the shop.
- 2 Dad said (that) the police couldn't find the con man.
- 3 The woman told the police (that) they'd seen the robber from across the street.
- 4 The shop owner said (that) they were thinking of having a new alarm installed.
- 5 Our neighbours said (that) they hadn't heard or seen anything.
- 6 The man told his kids (that) he'd buy the games console for them.

### Fast finishers

Ask students to write sentences reporting some of the things their friends have said to them recently. Encourage them to use both *said* and *told*.

Workbook page 72 and page 125



Be aware of common errors related to *say* vs. *tell*, go to Get it right on Student's Book page 125.

## VOCABULARY

### Crime

- 1 Books closed. Put students in groups of three or four and ask them to list as many words connected to crime from this unit as they can, with just one student writing. Give them one minute for this. During feedback, ask the group with the most words to read out their list while the other groups listen and check off words that also appear on their lists. Ask the other groups to share any words not yet mentioned with the class.

Books open. Students match words and definitions in pairs. During feedback, focus on pronunciation. Draw attention to the long vowels in *murder* /'mɜːdə/, *murderer* /'mɜːdərə/ and *caught* /kɔːt/.

### Mixed ability

Make similar-ability pairings where possible. Stronger students cover up definitions 1-10. They should try to define the words before looking at the definitions in the book and completing the exercise. Weaker students complete the exercise as it appears here.

### Answers

- 1 to commit a crime 2 to go to prison 3 to arrest  
4 to murder 5 a fine 6 to break in 7 a murderer  
8 to get caught 9 to get into trouble 10 a prisoner

### Optional extension

Put students into AB pairs. Bs close their books. As read out the definitions. Bs say the word being defined. After a couple of minutes, As and Bs switch roles and repeat.

- 2 **SPEAKING** Tell students they are going to invent a story about a crime. First they should discuss the questions in pairs, before making a plan in note form and finally expanding the plan into a story. Monitor to help with questions and to encourage students

to use adjectives and adverbs to make their stories more interesting. Regroup students so that they can tell their story to a new partner. For further practice of reported speech, students could return to their original partner to report the story they have just heard. Listen to one or two of the most imaginative stories in open class.

Workbook page 74

## LISTENING

- 1 **SPEAKING** Books closed. Write on the board:  
*What are the punishments if you get into trouble at school?  
Do you think that some of the punishments are too strict?*  
As a warm up, students discuss their answers in pairs. Nominate one or two students to share their answers with the rest of the class and write any useful new vocabulary on the board. Books open. Check/clarify: *mug*, *suffer*. Students discuss their answers in pairs or small groups. Encourage them to use some of the crime vocabulary from this unit and to show empathy to both the criminal and victim in their responses. Listen to some of their answers in open class.
- 2 **2.09** Tell students they are going to listen to a radio interview about a mugging. Play the audio while students answer the question and check which of their ideas from Exercise 1 are mentioned.

### Suggested answer

Restoring Justice is a programme that tries to help criminals to change instead of punishing them. Criminals have to meet their victims and try to see the situation from their perspective. It is for people who have committed crimes and who would normally go to prison. It also helps victims of crimes move on from what happened to them, while giving them the feeling that something positive might come out of their suffering in that they're helping prevent future crime.

### Audio Script Track 2.09

- Presenter This is Radio 24 and today we're looking at a programme called Restoring Justice. It's an unusual way to try and help people change – people who would normally go to prison. Listen to one of them, Jason Wilkins. He's 17 and he got arrested for mugging somebody.
- Jason Well, I was in court and I knew I was gonna go to prison ... and I was feeling awful about it. And then the judge said he'd give me a choice. I didn't understand what he meant. He asked me whether I wanted to go to prison for half a year, or join a special programme called Restoring Justice. He said the programme would last for six months, and it meant I'd have several meetings with the woman I'd mugged. He told me to think carefully about my choices. I was ... I really didn't know what to say ... um ... I didn't want to meet her again ... but then, of course, I definitely didn't want to go to prison, so I said I'd join the programme.
- Presenter Ken Simmons, you're a social worker on this programme. Can you tell us more about it?
- Ken The idea behind this programme is that people who've stolen something or mugged somebody, but haven't attacked their victims physically ...


well, they get a chance to see what they've done through the eyes of their victim. We're hoping that this helps them to think more the next time they get into a similar situation.

Jason The first time I met Mrs Schwartz – the woman I mugged – was very difficult. At the meeting, there was also Ken, my social worker, and then my mum and dad. I was terrified about meeting Mrs Schwartz, but she kind of helped ... um ... the first thing she said was that she wasn't going to get angry with me.

Presenter Here's what she said when we spoke to her.

Mrs Schwartz I wasn't keen on the idea of meeting my mugger, I must say. The experience had already been frightening enough. But then I thought, 'Well, we'd all like a country with less crime, wouldn't we? And who knows? Maybe I can make a contribution to that.' I was also rather nervous, but I really felt I wanted to try and change his ways.

Jason Well, now I've met Mrs Schwartz three times, and I've learnt a lot from it. I can really say that. I'll never forget when she looked me in the eyes and asked me why I'd done it. I told her that I wanted some money to spend. And the moment I said that, I thought how stupid I'd been to mug somebody because I wanted to buy some stuff. The second time, she asked me if I knew who'd suffered most from what I'd done. And I said to her, 'You of course!' She just said that no, it wasn't her, and asked me to look at the other side of the table, where my mum and dad were sitting. I knew immediately what she meant.

- 3  2.09 Before listening, give students two minutes to read sentences 1–6 and make notes on the type of information they are listening for. They could also try guessing answers based on the first listening. While listening, encourage students to just note down key words. Weaker students could just focus on questions 2, 4 and 6. After listening, give students a copy of the audio script in pairs for them to check their answers, and for weaker students to answer 1, 3 and 5, prior to a quick whole-class check. If you're using the IWB, project the audio script on the screen.

### Suggested answers

- 1 He didn't want to meet the woman he'd mugged again but he also didn't want to go to prison.
- 2 The main idea is for criminals to empathise with their victims and see the consequences of their actions.
- 3 Terrified
- 4 Unsure / nervous
- 5 He wanted some money to buy things.
- 6 Jason's parents

### Optional extension

Put students into pairs and ask them to write a dialogue between a mugger and his victim. This could be the mugger and the victim from the listening or people students invent. Monitor and help with vocabulary and ideas. Give students time to practice their dialogues before listening to one or two in open class. For further practice of reported speech, ask students to exchange dialogues with another pair and transform them into reported speech.

### Optional extension

Write on the board: *Restoring Justice is an excellent way to help criminals.* Make AB pairs. Tell As they agree with the statement and Bs they disagree. Students debate the statement and try to convince their partner to change their opinion. Allow students to discuss their real opinions afterwards.

## GRAMMAR

### Reported questions, requests and imperatives

- 1 Students work in pairs to match sentence halves. Following feedback, consider asking students to transform each of the sentences into direct speech and writing these on the board before eliciting word order changes between direct and reported requests and imperatives in open class.

### Answers

1 d 2 b 3 c 4 a

### Alternative approach to the grammar

If your students need more support with this language area, do this activity, which also incorporates personalization, before moving on to the rule. Direct a few questions and requests to individual students. For example: *1 Be quiet, Pedro! Daniel, Could you open the window, please? Are you tired today, Ana?*

In open class, ask students to report what you said and elicit:

- 1 *You told Pedro to be quiet.*
- 2 *You asked Daniel to open the window.*
- 3 *You asked Ana if she was tired.*

Establish that sentence 1 is an imperative, sentence 2 is a request and sentence 3 is a *yes/no* question. Ask students to look at the different structures and try to work out the rules of how to report imperatives, requests and *yes/no* questions with a partner. Give them a couple of minutes for this. Listen to some of their ideas in open class, but do not comment at this stage. Instead, direct students to the rule.

Ask students to work in pairs and refer to the sentences in Exercise 1 and those on the board, if you did the alternative approach, in order to complete the rules.

### Rule

1 if; whether 2 asked 3 told

### LANGUAGE NOTE

Students sometimes apply the rules for *yes/no* questions to open-ended questions such as *What have you been doing?* or *Where did you go on holiday last year?* When there is a question word (*what, where, why, who, when, how*), we use that question word in the reported question but we do not use the auxiliary verb. The word order is like an affirmative sentence, but we change the tense as with reported statements. For example:

*He asked me if I had been doing.* X  
*He asked me what had I been doing.* X  
*He asked me what I had been doing.* ✓

Also, reported questions and requests do not have a question mark at the end of the sentence.

- 2 Go through the example in open class. Students work in pairs to complete the exercise. Encourage them to check if the sentences are *yes/no* questions, requests or imperatives and to refer to the rule before writing their answers. Check answers.

### Answers

- 1 The presenter asked if/whether victims were scared of meeting their muggers.
- 2 Ken's wife asked if/whether he had seen the article about Restoring Justice in the newspaper that morning?
- 3 The presenter asked him to tell them more about the ideas behind the programme.
- 4 Ken's manager told him not to include other criminals in the programme.

### Fast finishers

Ask students to write sentences reporting things they have been asked or told to do in the last week.

- 3 Students write questions in direct speech and swap with a partner before doing the transformation task. You could get students to write questions in pairs and swap with another pair for the second stage if a more supportive approach would be best for your students.

### Optional extension

Make similar-ability AB pairings for this role play activity. Tell students that A is the parent and B is the child. Parents tell children to do a variety of things. After a minute or so, regroup students into As and Bs. Bs report what they were told to do (*She told me to...*) and Bs report what they said to the child (*I told her to...*). Monitor and record any mistakes with verb patterns. Write these up on the board, ensuring anonymity, and ask students to correct them as part of whole-class feedback. Before doing this, nominate students to report one or two things back to the class. You could also get the class to decide who the strictest parent was.

Workbook page 73 and page 125

## THINK VALUES

### Respecting the law; understanding that punishment will follow crime

- 1 Books closed. Ask students if they can remember any of the punishments mentioned so far in the unit (*a fine, going to prison, attendance at Restoring Justice*). Elicit examples and explanations of what they mean in open class and write all good suggestions – reformulating as necessary – on the board. Books open. Students work with a partner to complete the exercise. Check answers in open class.

### Answers

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

- 2 Give students a minute or two to number the punishments individually. Make small groups for students to discuss, compare and try to reach agreement on their ranking as a group. Monitor to ensure they are on task and that all students are contributing to the discussion. Listen to their ideas in open class and get a show of hands for what the class considers to be the most and least serious.

- 3 **SPEAKING** Read the headlines with students and check understanding. Groups decide on the fairest punishment for each crime. Students should think about the possible reasons for the crime before deciding on the punishment, for example, the speeding driver may have been in a hurry to get to hospital. When each group has decided on their punishments, make new groups for students to compare with a different pair/group. Monitor, but avoid correcting mistakes. The focus of this task is on fluency, not on practice of structures or lexis. Make a note of any nice expressions in English that students use during the activity, at the end write them on the board, and praise the student who used them.

### Student's Book page 78–79

## READING

- 1 A recording of this text is available with your digital resources. Books closed. To focus on the topic of deterrents, type in the key words *Stop Crime* into an internet search engine and show a variety of images on the IWB. If you do not have access to the Internet, draw a red circle on the board with the word *crime* written inside and crossed out. Ask students to work in pairs and list ways of stopping crime. Give them one or two examples to get them started, for example increasing punishments, building skate parks for teenagers. Listen to their ideas in open class and encourage further discussion. Books open. Focus attention on the photos and title. Students discuss in pairs what they think the article is about. If you're using an IWB, do this as a heads-up activity with books closed. Ask students to scan the text quickly to find the two ideas mentioned. Set a time limit of two or three minutes to encourage them to read quickly. Students compare answers in pairs before a whole-class check.

### Answers

Posters showing a large pair of eyes so that people feel they're being watched; large woolly balls to help create a more pleasant environment

- 2 Ask students to read the sentences and underline any difficult words or phrases. Check/clarify: *put up* (posters), *bike racks*, *interfering* (with the woolly balls) as well as any other words students have underlined. Tell students that they should read the article very carefully and check that the text matches the information in a sentence *exactly* before deciding an answer is true. Ask them to underline the part of the text which helped them decide and to compare their answers with a partner before checking with the whole class. During feedback, ask students to correct the false statements.

### Answers

- 1 F They put a poster on a wall. 2 F There were only fewer thefts from the bike rack with the poster. 3 T 4 T  
5 F The balls are there to create a pleasant environment.  
6 F Some people think the scheme is a waste of police time.

- 3 **SPEAKING** When students have discussed their answers in pairs, you may like to switch pairs for them to present their answers to a new partner. Monitor both discussion stages and make a note of common errors – perhaps focusing on students' use of vocabulary relating to crime. Write these up on the board, ensuring anonymity, and ask students to correct them as part of whole-class feedback.

## VOCABULARY

### Reporting verbs

- 1 Books closed. Write the words *say* and *tell* on the board. Remind students that we use many other verbs to report speech as this is more interesting than always using *say* and *tell*. Books open. Ask students to discuss the meaning of each of the verbs in pairs. Go through them in open class and check understanding. Next, students work with a partner to choose a verb to complete each sentence and put it into the correct form. Students refer to the article to check.

#### Answers

1 persuade 2 explained 3 claim 4 agreed  
5 inviting 6 encourage 7 refuse 8 demanding  
9 recommend

- 2 Encourage students to refer back to the sentences in Exercise 1 to help them with this exercise. Also get them to work in pairs. Check answers, giving further examples to clarify meaning if required.

#### Answers

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

- 3 If you're using an IWB, display Exercise 1 on the screen and elicit that the word that follows *persuade* in number 1 is an object, and that the object is followed by *to* + infinitive. Ask students: *Do we write persuade next to 1, 2, 3 or 4 in the rule box? (2)*. Do the same for number 2, if necessary, before students complete the rule. If you aren't using an IWB, write the sentences on the board and follow the same procedure. Go through answers in open class. Tell students that they should think about these structures when they learn any new reporting verbs to ensure they are using them correctly.

#### Rule

1 refuse 2 invite, encourage, persuade 3 explain, demand, recommend

- 4 Students work in pairs to complete the exercise, referring back to the rule box either to help them choose the correct verb form or to check their answers once they've finished.

#### Answers

1 to meet 2 for forgetting 3 to help 4 me to go  
5 having 6 me to enter 7 that we read 8 to drive

- 5 Students work with a partner to rewrite the sentences using suitable reporting verbs. If you're short on

time, ask students to just do numbers 1–5 in class. Students can do 6–9 for homework.

#### Mixed-ability

Provide additional staging for weaker students. First, they should choose an appropriate verb for each sentence. Do feedback on this before they write sentences using appropriate verbs.

#### Suggested answers

- They apologised for forgetting to inform us.
- The mayor explained/said/claimed that they were going to introduce a new system to reduce crime.
- The reporter asked the official to give them more information about the plan.
- The man said/claimed/told me that if I worked for them, I'd be very rich soon.
- The woman refused to buy the watch because it was too expensive. / The woman explained that she didn't want to buy the watch because it was too expensive.
- The teacher told us to study the text carefully.
- The man offered to help me with my work.
- The headmaster invited/asked my parents to go to his office the following morning.
- Jack agreed to go to the cinema with Olivia, but only if she paid.

#### Optional extension

Ask students to look back at the news stories on page 75 and use some of the reporting verbs to write sentences reporting what was said or what might have been said by the people in the stories. Monitor to ensure students are using reporting verbs correctly.

Workbook page 74 and page 125

## WRITING

### A report of a crime

This can be set for homework or done as a collaborative writing task in class. Ask students to work in pairs and think of an interesting crime to report. Tell them to make notes before expanding their notes into a report. Make sure they include all the points mentioned in the instructions. In the next lesson, put students into small groups and ask them to read each other's reports and choose the most interesting.

Student's Book page 80–81

## CULTURE

- 1 To lead into the topic, ask students if they know any fictional criminals. Ask: *What type of crimes did they commit? Were they caught? What was their punishment?* Encourage open class discussion. Tell students they are going to read about three criminals who became very rich. Set a three-minute time limit to encourage students to scan the text quickly to answer the questions without trying to understand every word.

#### Answers

- Dennis Kozlowski – embezzlement  
Ronald Biggs – train robbery  
Albert Gonzalez – hacking

- 2 Dennis Kozlowski – prison sentence  
Ronald Biggs – prison sentence  
Albert Gonzalez – prison sentence (20 years)

- 2 **2.10** Play the audio while students read and listen to check their answers.
- 3 Students read again in order to answer the questions. Establish whether they need to write full sentences or if notes are sufficient. Students compare answers in pairs before open class feedback.

### Answers

- 1 Dennis Kozlowski got his money by embezzling (or stealing) money from his company.
  - 2 He spent it on a big house, an apartment and a private concert.
  - 3 Ronnie Biggs got his money by stopping a train and stealing 120 mailbags of money from it.
  - 4 He got caught when police found his fingerprints.
  - 5 Albert Gonzalez got his money by hacking into computer networks of huge retail stores, stealing the details of 140 million credit cards and selling these on to criminal organisations.
  - 6 He got a 20-year prison sentence.
- 4 **SPEAKING** Divide the class into pairs or small groups for students to discuss. Monitor and help with vocabulary, recording any useful language onto the board to review with the whole class during feedback.
  - 5 **VOCABULARY** Students match the definitions with the words, using the context provided by the article to help them. Explain that it is a useful skill for both the real world and for exams to use context to help you work out meaning of unfamiliar vocabulary. Ask students to compare their answers in pairs before you check with the whole class.

### Mixed ability

Ask stronger students to focus on the words in the text and try to guess meaning from context before referring to and matching to the definitions in the exercise. Weaker students can complete the exercise in pairs.

### Answers

- 1 gang 2 tracked down 3 nearby 4 victims  
5 embezzlement 6 help themselves to 7 all over the place 8 retail stores

### BACKGROUND INFORMATION

**Dennis Kozlowski** (born in New Jersey, USA, 1946) is the son of a policeman. In 2005, after being found guilty of embezzling large sums of money from Tyco, he was sentenced to 25 years in prison. However, he was released in January 2014. He maintains that he did nothing wrong and that as CEO of Tyco, he was authorized to spend the money.

**Ronald Biggs** (1929 – 2013) had been to prison twice before getting involved in The Great Train Robbery in 1963. He escaped from prison in 1965, and fled to Belgium and then France where he had plastic surgery to alter his appearance. He was in Australia until 1970, when he fled to Brazil. He stayed in Brazil until 2001. He was put in prison as soon as he got back to the UK and finally released in 2008.

**Albert Gonzalez** (born in 1981) began computer hacking when he was in his teens. He went on to mastermind the biggest credit card theft in history between 2005 and 2007. In 2011, Gonzalez claimed that he had been working for the United States Secret Service at the time of the hacking.

## LISTENING

- 1 **2.11** Write these warm-up questions on the board:

*Have you or your family ever been the victim of a theft?  
What was stolen?*

*What can we do to stop people breaking in to our homes?  
If you were the victim of a theft, what would you do?*

Students discuss in pairs. Monitor and prompt students to try to use crime vocabulary from the unit. After five minutes or so, nominate students to report back to the class on their discussions. Books open. Focus attention on the four pictures and nominate individuals to describe each one. If you're using an IWB, this would best be done as a heads-up activity with books closed. Tell students that they are going to hear four conversations that are connected to the pictures. Before playing the audio, divide the class into four groups (A, B, C and D). Ask As to predict words they might hear in relation to picture A and so on. Regroup to make ABCD groups for students to share their ideas. Play the audio while students listen and complete the exercise. Check answers in open class.

### Answers

A 3 B 2 C 1 D 4

### Audio Script Track 2.11

- 1
  - Man You'll never guess what.
  - Woman What?
  - Man Someone broke into our house the other day.
  - Woman No way!
  - Man Yes, we'd just got back from the cinema and we saw the front door open. I knew what had happened immediately.
  - Woman What did they take?
  - Man They didn't take anything, but they left the house in a real mess.
- 2
  - Man You won't believe what happened to me last week.
  - Woman Tell me.
  - Man I was walking down the street when this man just took my phone out of my back pocket and ran away.
  - Woman What?!
  - Man Yes. He was gone before I could do anything.
  - Woman Did you report it to the police?
  - Man Yes. They said it's happening a lot at the moment.
- 3
  - Boy I heard a really sad story about an old lady. She was conned and lost her life savings.
  - Woman Really?
  - Boy Yes. Someone rang her up and offered her an amazing deal to buy property in London.
  - Woman Right...
  - Boy So she transferred all her money into this bank account and, of course, she never heard from the man again.
  - Woman That's awful. Old people are very vulnerable.
  - Boy I know. It makes me worried about my grandparents. It's just the sort of thing that could happen to them.

4	Woman	There was a scary story in the paper the other day. It was about gangs of teenagers going into shops and stealing clothes.
	Man	How?
	Woman	Well, a couple of them start an argument in the shop and the others use this as a chance to take stuff.
	Man	I'd better warn my uncle. He's got a clothes shop.
	Woman	Yes, tell him to be extra careful at the moment.

- 2 2.11 Give students time to make a note of what they remember from the first listening before you play the audio again. Allow students to compare answers with a partner before a whole-class check.

### Answers

Conversation 1: burglary; nothing  
 Conversation 2: mugging; his phone  
 Conversation 3: con; the old lady's life savings  
 Conversation 4: shoplifting; clothes

## FUNCTIONS

### Giving and reacting to news

- 1 Books closed. If you're using an IWB, this exercise can be prepared before the lesson and done as a whole-class activity on the board. Using the text icon, prepare a screen showing all of the jumbled sentences. Type each sentence in a different colour and place the words randomly on the screen. In class, divide students into pairs or small groups. Display the words for groups to create four sentences from the words on the board. The winner is the first group to write all four sentences correctly. Alternatively, this exercise can be done from the book with students working in pairs or small groups to write the sentences. During feedback, elicit/explain that these expressions are used as a way of introducing a story.

### Answers

1 You'll never guess what  
 2 You won't believe what happened to me last week  
 3 I heard a really sad story about an old lady  
 4 There was a scary story in the paper the other day

- 2 Students work in pairs to complete the expressions. These all appeared in the previous listening. Check answers in open class. You could include a pronunciation focus here. Model the expressions using appropriate intonation (an increased range) for students to repeat.

### Answers

1 Tell me 2 What? 3 Really! 4 That's awful!  
 5 No way!

- 3 Students create conversations using the expressions from Exercises 1 and 2. First, ask them to brainstorm ideas for what the news might be before they focus on language. Monitor and make sure students are using the expressions correctly. Encourage students to show surprise and concern by using appropriate intonation as they practise their dialogues. Invite one or two pairs to perform their dialogues for the class.

## PRONUNCIATION

For practice of intonation to express surprise, go to Student's Book page 121.

Student's Book page 82–83

## CAMBRIDGE ENGLISH: Towards First

## THINK EXAMS

## READING AND USE OF ENGLISH

### 1 Part 3: Word formation

#### Answers

1 scientist 2 entered 3 various 4 valuables  
 5 apology 6 unlucky 7 criminals

Workbook page 71

## TEST YOURSELF UNITS 7 & 8

### 1 VOCABULARY

#### Answers

1 give up 2 selfish 3 set off 4 got into trouble  
 5 burglar 6 find out 7 generous 8 after all  
 9 arrested 10 shy

### 2 GRAMMAR

#### Answers

1 encouraged 2 would 3 'm not used to 4 going to  
 5 got used to 6 had been

### 3

#### Answers

1 She asked me if I knew who has **had** taken the bike.  
 2 My mum **let made** me do all the washing-up for a week because I was late home one night.  
 3 He persuaded me **to** report the theft to the police.  
 4 I really want to go on the school trip, but my dad won't **make let** me.  
 5 The reporter explained **me** that the mugger would get community service.  
 6 My parents make me **to** tidy my bedroom.

### 4 FUNCTIONAL LANGUAGE

#### Answers

1 along; about 2 fancy; count 3 heard; That's  
 4 believe; Tell

# 9 WHAT HAPPENED?

## Objectives

FUNCTIONS	making deductions
GRAMMAR	modals of deduction (present); <i>should(n't) have</i> ; modals of deduction (past)
VOCABULARY	mysteries; expressions with <i>go</i>

Student's Book page 84–85

## READING

You could set a homework research task for students to find out about these four things from the text: *The Yeti*, *The Loch Ness Monster*, *Crop circles* and *UFOs*. Divide the class into four groups and ask each group to find out about one of them. You could then do Exercise 2 by regrouping members of the six different groups for students to tell each other what they have found out.

- 1 Books closed. Do an internet image search for *unexplained mysteries* and show a variety of strange images on the board. Ask students to work in pairs to describe the images and discuss what they have in common. In open class, elicit that they all relate to unexplained mysteries. Books open. Focus attention on the four photographs and ask students to work in pairs to match them to the mysteries. If you're using an interactive whiteboard (IWB), this would best be done as a heads-up activity with books closed.

### Answers

A crop circles B UFOs C the Loch Ness Monster  
D the yeti

- 2 **SPEAKING** If students have completed the homework research task, group them so that each phenomenon is represented and ask them to share their findings. If not, ask students to discuss the mysteries in pairs or small groups. Tell them to make a list of as many things as they can about each of the mysteries. Listen to their ideas in open class and encourage a whole-class discussion as to whether students believe that the four things are real or not.
- 3 Tell students they are going to read about four mysteries but not the ones they've just been thinking about. Students skim the text quickly to find out why the author has chosen not to write about these. Set a two-minute time limit and ask students to just focus on answering the question and not on trying to understand every word. To encourage students to read the whole text (rather than just the introduction which answers the question), write these questions on the board: *Which four mysteries does the writer describe? Where are they?* Check answers.

## Suggested answer

because they are well known and there are other less well-known phenomena which are just as mysterious

- 4 **▶▶ 2.14** This exercise is closely modelled on Reading and Writing Part 7 of the Cambridge English: First exam. Before students read the text again, ask them to work with a partner and underline the key information in the questions that they will need to look for in the article. Play the audio while students listen, read and answer the questions. Allow them to check answers with a partner before whole-class feedback. Write these stems on the board to support students in the pair-checking stage: *I put ... because ... Why did you put...? What do you think?* During feedback, ask students to refer to the parts of the article that support their answers.

## Answers

1 Teotihuacan 2 The Lolladoff Plate 3 The Nampa Doll  
4 The Suicide Dog Bridge 5 Teotihuacan 6 The Suicide Dog Bridge 7 The Nampa Doll 8 The Lolladoff Plate

## BACKGROUND INFORMATION

**The Yeti** (or Abominable Snowman) is an apelike creature which is said to live in the Himalayas. In 1921, a British Royal Geographical Society expedition found footprints in the snow and there have been frequent reports of sightings ever since. It is generally believed that the 'Yetis' are actually bears.

**The Loch Ness Monster** is a sea animal that some people claim lives in Loch Ness, a lake in Scotland. The famous photograph of it from 1934 (on page 84 of the Student's Book) was revealed to be a fake in 1994. There have been several searches of the lake, most recently in 2001, which have found nothing.

**Crop circles** (or crop formations) are patterns found in fields of grain mostly in the United Kingdom. They have existed for centuries, but increased in number towards the end of the twentieth century. They typically appear near ancient monuments. Some believe they are created by magical or extra-terrestrial phenomenon, though it is generally believed that they are created using a length of string and some pieces of wood.

The term **UFOs** (Unidentified Flying Objects) refers to any flying object that cannot be explained, but is usually used to refer to spaceships with aliens on board. The number of sightings has increased greatly since the advent of science fiction films in the 1950s. Some believe that there are government conspiracies to suppress information of alien visitations. However, there remains no conclusive evidence to prove their existence.

## TRAIN TO THINK

### Fact or opinion?

- 5 This aims to help students distinguish between facts and opinions of the author. Students read the

sentences and refer to the article to decide which are facts and which are opinions. Urge students to underline the parts of the article that helped them decide. During feedback, ask students to refer to what they underlined to explain their answers.

### Answers

1 F 2 F 3 O 4 O

- 6 Students read about the other three mysteries again in order to complete the table. You might like to do the first one in open class to ensure students are clear on the task. Ask students to work in pairs to do this then put pairs together to make groups of four for students to compare with a different pair. Finally conduct brief whole-class feedback.

### Optional extension

Ask students to read the article again and try to work out if the author believes any of the four mysteries are true. Monitor and guide weaker students towards the parts of the article which hint at the author's opinion. Get students to discuss their findings in pairs. Nominate one or two students to share their ideas in open class and invite reactions from the rest of the class.

## SPEAKING

Students discuss the questions in pairs or small groups. For number 2, you could ask them to prepare a detailed description of a mystery to share with another partner. Monitor to help with vocabulary and give ideas if students are struggling. When they're ready, regroup students so they can describe their mysteries to a new partner. Invite one or two students to share their mysteries with the whole class during feedback and if possible, search for images on the IWB.

## PRONUNCIATION

For pronunciation practice of moving word stress, go to Student's Book page 121.

Student's Book page 86–87

## GRAMMAR

### Modals of deduction (present)

- 1 Encourage students to try to complete the sentences before looking back at the article to check. They could either work in pairs or work individually and then compare answers with a partner. During whole-class feedback, elicit/clarify that we're using modal verbs here to talk about probability and make deductions. Also elicit that modal verbs are followed by an infinitive without *to*.

### Answers

1 could 2 must 3 might 4 can't

Students work in pairs to complete the rule. Elicit answers in open class.

### Rule

1 must 2 can't 3 could / might

### LANGUAGE NOTE

The opposite of *must be* when making deductions is *can't be*, not *mustn't be*. *Could / might* have similar meanings when used to make deductions. It is also possible to use *may* in this context.

- 2 If you're short on time, sentences 1–4 could be completed in class and 5–8 set as homework. Point out that there may be more than one possible answer for some of the sentences, depending on the context. Do number 1 in open class as an example. Ask students to complete the exercise and then compare answers with a partner. During feedback, to encourage debate and deepen students' understanding of the target language, ask why a particular modal verb is not possible in each case, for example, *Why not might in number 2?*

### Answers

1 could / might 2 must 3 can't 4 might / could  
5 must 6 might / could 7 can't 8 can't

### Fast finishers

Students use modal verbs of deduction to write sentences about the four mysteries in the text on page 85.

### Optional extension

Students write four pieces of information about themselves and their family. They should write three true sentences and one false one. Give examples of your own to get them started. Divide the class into small groups. Students read their sentences for the others in their group to decide which one is not true. Students should say: *That must / might / could / can't be true because...* Nominate students to report back on something they learnt about their partners, during feedback in open class.

Workbook page 82 and page 126



Be aware of common errors related to modals of deduction in the present, go to Get it right on Student's Book page 125.

## VOCABULARY

### Mysteries

- 1 These eight words all appear in the article on page 85. Ask students to work with a partner to complete them. Check answers in open class and take the opportunity to say the words for students to repeat. Focus on word stress. Are students stressing the correct syllables in *unexplained*, *mysterious* and *extraterrestrial*?

### Mixed ability

Allow weaker students to look back at the article to find the words. Stronger students complete the exercise and then refer to the article to check their answers.

### Answers

1 unexplained 2 mysterious 3 extraterrestrial  
4 odd 5 puzzling 6 alien 7 secret 8 strange

- 2 Students work with a partner to answer the questions and note down their answers. Give them one minute to do this before checking answers in open class.

#### Answers

1 extraterrestrial; alien 2 secret

- 3 Students tend to do much better at this type of gap-fill task when they start with an overall understanding of the text. Ask students to read the text quickly, ignoring the gaps, to answer the question: *Why was no one at school?* (It was Saturday.) Next, challenge students to try to complete the text with the words from Exercise 1 covered up.

#### Answers

1 mysterious 2 odd 3 puzzling 4 extraterrestrial  
5 alien 6 secret 7 unexplained 8 strange


Workbook page 84

## LISTENING

- 1 Books closed. If you'd like a lead-in to the topic, write these questions on the board for students to discuss in pairs and/or as a whole class: *Why do some people want to predict the future? List three ways of predicting the future.* Books open. Students match the pictures with the words and compare answers with a partner before a whole-class check. If you're using an IWB, this would best be done as a heads-up activity with books closed. Say the words for students to repeat and check pronunciation. This will help them understand the words when they hear them in the listening.

#### Answers

A 4 B 2 C 1 D 3

- 2  2.17 Before playing the audio, tell students they are going to listen to a story. Ask them to predict what happens in the story based on the pictures from Exercise 1. Encourage them to use modal verbs of deduction. While monitoring, praise those attempting to do this and don't worry too much about accuracy at this stage. Conduct feedback on students' predictions and write their ideas on the board. Play the audio for students to check their predictions and to answer the question. Allow students to compare answers with a partner before a whole-class check.

#### Answer

It is mysterious because it isn't clear who or what will fall or how.

### Audio Script Track 2.17

#### The Case of the Mysterious Fall

Mr Huntingdon was a strange man. He lived all alone in the huge ancient house that stood on the top of the hill. Apart from Mr Huntingdon, only one other person ever went into that house: his cleaning lady and housekeeper Mrs Crabtree.

Mr Huntingdon wasn't a very nice man and he treated Mrs Crabtree like a slave:

'Close the curtains! People are always trying to look in, trying to watch me. I won't have it!'

'Shake out those carpets! They're full of deadly spiders.'

'Don't move that chair! All chairs must face south!'

Mr Huntingdon was also a very secretive man and spent most of his time in the house. The only time he ever left his house was on Friday mornings, when he would leave home to visit the shop of a fortune-teller in town. Half an hour later, he'd leave the shop and return home. He never stopped to buy anything. He never spoke to anyone.

One Friday, the fortune-teller had some terrible news for Mr Huntingdon. 'This weekend,' she told him, 'you will be killed by a fall.' It was an odd thing to be told, for sure, but Mr Huntingdon wasn't particularly worried. After all, this was why he visited the fortune-teller – so that he could make sure nothing bad would ever happen to him.


Mr Huntingdon hurried home. He had a plan. 'How can I fall if I spend all weekend lying down?' he reasoned to himself. He got some rope and lay down in the middle of the floor of his enormous hallway. He called Mrs Crabtree. 'I want you to tie me to the floor,' he told her. 'I want you to tie me so that I can't move.'

Mrs Crabtree did as she was told. Maybe she should have asked why, but she didn't. Mr Huntingdon would probably just have told her to mind her own business. When he was tightly tied to the floor, he told Mrs Crabtree to leave the house and lock the door behind her. He didn't need her this weekend and she wasn't to return until Monday morning. Mrs Crabtree left, leaving Mr Huntingdon smiling at how clever he was. He heard the door close and the key turn in the lock.

Mrs Crabtree was gone. There was nothing but silence ... or was there? What was that sound? A sort of creaking – very quiet at first, but slowly getting louder. Mr Huntingdon looked up. Above him hung a huge chandelier. It was slowly, very, very slowly, starting to move. He suddenly knew he shouldn't have sent Mrs Crabtree home. He shouted out for her, screaming her name again and again. It was too late. She wouldn't be coming back for 48 hours. He tried to free his arms and legs, but it was no use. He wasn't going anywhere. All he could do was look up at the chandelier and wait ...

Mrs Crabtree arrived at eight o'clock on Monday morning. She opened the door and saw the body of Mr Huntingdon lying under the huge chandelier.

'Oh dear,' she sighed. 'I should have had that fixed.'

- 3  2.17 Ask students to read sentences 1–6 carefully and check/clarify: *cheat death*. Encourage students to underline the key information they should listen for, but tell them that the words in sentences 1–6 may not appear exactly as they do here in the recording. Stress that in this type of task, a statement is only *wrong* if there is information in the text explicitly contradicting it. If there is no information, the answer is *doesn't say*. Students must only use information given in the text and not their general knowledge. During feedback, ask students to correct false statements.

#### Answers

1 F He lived alone and rarely left his house  
2 F He spoke to his housekeeper and a fortune teller  
3 T 4 T 5 DS 6 T

**Optional extension**

Put students in pairs and ask them to invent a plot for a film which includes Mr Huntingdon, the housekeeper, the fortune-teller and a rope. (Their story should be different from the one in the listening.) Encourage them to be as imaginative as possible and to include other characters and objects if they wish. They could also choose actors to play the characters. Monitor and help with vocabulary. Listen to their ideas in open class and decide which would be the best film.

**GRAMMAR****should(n't) have**

- 1 Do a quick recap on who the characters are before students begin. Also check that students understand the context of sentences 1 and 2. Ask: *What does why refer to in 1? When did he send Mrs Crabtree home?* Students work with a partner to answer the questions before you check in open class.

**Answers**

1 a No b Yes 2 a Yes b No

Students work in pairs and use the sentences in Exercise 1 to help them. Check answers in open class.

**Rule**

1 *have* 2 past participle

- 2 If you're short on time, do 1–3 in class and set 4–5 as homework. Go through the example in open class. Ask students to work in pairs and then do class feedback. If you want to focus on students' pronunciation, consider drawing their attention to the elision of /t/ and the weak *have* in *shouldn't have* by saying the first sentence and getting students to notice these features. Say the rest of the sentences for students to repeat.

**Possible answers**

- 1 You shouldn't have played with a ball in the house.
- 2 You shouldn't have bought those jeans.
- 3 You should have studied harder.
- 4 He should have invited you to his party.
- 5 You shouldn't have paid so much.

**Fast finishers**

Ask students to close their books and try to remember as many of the words related to mysteries from Vocabulary (page 86) as they can. They could list them in their notebooks then open their books to check words and spelling.

- 3 **SPEAKING** Start with an example of your own, for example: *\_\_\_ shouldn't have left One Direction (Zayn Malik).* Students write sentences of their own individually or in pairs. Put students/pairs together to listen to each other's sentences and guess the celebrities.

Workbook page 82 and page 126

**THINK VALUES****Thinking carefully before you act**

- 1 **SPEAKING** To introduce this topic, draw a line on the board with *I always think very carefully before doing things* on the far right of the line and *I never think carefully before doing things. I just do it!* on the far left. Ask students to copy the line and put a cross on the line to show how much they think before acting. Divide the class into small groups and ask students to compare and give examples to explain the positioning of their cross. Tell students that there is no single correct answer and that they can come up with their own answer if they don't like A, B or C. Give students 30 seconds to reflect before they discuss in pairs. Encourage them to try to persuade their partner that the response they chose was the right one, where they have different answers. Listen to some of their answers in open class.
- 2 **SPEAKING** If possible, make similar-ability pairings for this activity. With weaker classes/students, get feedback on the mistakes before students write their sentences. This is an opportunity to feed in any unfamiliar words that students will need for their sentences. Make sure both students in each pair write their sentences. As an alternative to whole-class feedback, students swap partners and compare ideas with a different partner.

**Optional extension**

Divide the class into pairs and ask them to create spontaneous dialogues based on the pictures. For example:

- A *I got really burnt in the sun.*  
 B *You should have put on some sun cream.*  
 A *I did, but it came off when I went swimming.*  
 B *You should have put more on then.*  
 A *There was none left in the bottle.*

Monitor as they are doing this and make a note of common errors. Write these up on the board, ensuring anonymity, and ask students to correct them as part of whole-class feedback. At the same time, make a note of any nice contributions to quote and praise at the end of the activity.

**Student's Book page 88–89****READING**

- 1 A recording of this text is available with your digital resources. Books closed. In pairs or small groups, students make a list of the ten most famous women in history. Give them four or five minutes for this before nominating individuals to read out their lists to the rest of the class, showing images on the IWB if available. *Did anyone mention Amelia Earhart?* Books open. Focus attention on the photos and ask students to answer the questions with a partner. If you're using an IWB, do this as a heads-up activity with books closed. After a few minutes, nominate students to share their ideas with the class and record these on the board, but do not give answers at this stage.

- Students skim-read the article to check their answers to Exercise 1 and the ideas on the board. Set a three-minute time limit to encourage them to read quickly. Allow students to compare answers with a partner before a whole-class check.
- Ask students to try to order the sentences before reading the article again to check. To simplify the exercise for weaker students, give them the first and last answers. Allow students to compare answers with a partner before feedback in open class.

### Answers

a 3 b 2 c 8 d 7 e 9 f 5 g 1 h 4 i 6

### Optional extension

Write these five adjectives on the board:

*well-known very small alone last very big*

Students race to find five synonyms in the article. (Answers: famous, tiny, solo, final, huge)

### BACKGROUND INFORMATION

Amelia Earhart (born in Kansas, USA, 1897) worked as a nurse in World War 1 before saving \$1000 for flying lessons. In 1923, she became the 16th woman to be issued with a pilot's licence. She was a major celebrity in her lifetime, leading advertising campaigns for cigarette companies and promoting her own clothing range. Since her death, she has been the subject of hundreds of articles and books. The home where she was born is now a museum.

## GRAMMAR

### Modals of deduction (past)

- Ask students to match 1–3 to a–c and then check their answers in the article. Ask students: *Are we making deductions about something happening in the present or something that happened in the past? (past); How is the language different? (In the present we use modal + infinitive, in the past we use modal + have + past participle).*

### Answers

1 c 2 a 3 b

Students work individually to complete the rule, using the sentences in Exercise 1 to help them, before comparing their answers with a partner.

### Rule

3 2 1

### LANGUAGE NOTE

Students may use *\*It mustn't have been ...* when they want to say something is definitely not true. We need to say *It can't have been or It couldn't have been ...* in this case.

### Optional extension

This activity allows you to review both past and present modals. Draw a picture of a sad man on the board as follows: Draw the first line of the picture (perhaps his chin) and ask students to guess what the drawing is. Encourage them to

use modals of deduction: *might, could, must*. Elicit that *might* and *could* have similar meanings in this context but *must* indicates that you are sure. Add a few more lines (an eyebrow, part of his ear) to the drawing and prompt students to speculate a bit more. Continue until you have nearly finished the drawing and invite them to comment again.

Next, ask students to work with a partner and speculate why the man on the board is sad. Listen to some of their ideas in open class. Elicit/remind students that if we want to use a modal verb to describe the past, we use: modal + *have* + past participle, for example *he might have failed an exam*.

- Ask students to quickly read the dialogue and answer the question: *Who ate the cake?* (Matt). They should ignore the spaces at this point and just focus on gist understanding. Students then read a second time in order to complete the dialogue. Point out that more than one answer may be possible. Do number 1 as an example. Check answers in open class and insist on students justifying their choices to ensure they have clearly understood the meaning of the modals.

### Answers

1 must have been 2 can't / couldn't have eaten  
3 might / could have taken 4 can't / couldn't have been  
5 must have jumped 6 can't / couldn't have got  
7 might / could have eaten 8 must have been

### Fast finishers

Ask students to go back to the article on page 88 and look up any unknown words in their dictionaries. Encourage them to write new words in their notebooks.

Workbook page 83 and page 126

## FUNCTIONS

### Making deductions

- Pre-teach: *meteorite, metal screw*. Look at the picture and ask students to read the text to find out what's strange. Working individually, students complete the sentences with their opinions.
- Students compare their answers to Exercise 1 in pairs. Encourage them to expand on their answers by giving reasons. Challenge students to try to convince their partners that their opinion is the 'right' one.

## VOCABULARY

### Expressions with go

- Students match the expressions to the definitions in pairs. Encourage them to refer to page 88, find the expressions in the text and use context to help them complete the exercise. Alternatively, they could just refer to the text to check their answers before a whole-class check.

### Answers

1 e 2 a 3 g 4 b 5 c 6 d 7 f 8 h


- Tell students to be careful to put *go* into the correct tense. Let them check their answers with a partner before whole-class feedback. If you're short on time, set this exercise for homework.

**Answers**

1 going well 2 to go 3 went missing 4 it goes without saying 5 Go faster 6 went down 7 go one step further 8 going for

Workbook page 85

**Student's Book page 90–91****FICTION**

- 1 Tell students they are going to read part of a story called *How I Met Myself*. Focus attention on the cover of the book and ask students what type of story they think it is and what they think it's about. Elicit a few suggestions in open class and then ask students to read the introduction and discuss their predictions in pairs. Give them a couple of minutes for this and then invite students to share their ideas with the rest of the class. Write students' predictions on the board to refer to during feedback on Exercise 2 but do not comment at this stage.
- 2  2.18 Play the audio for students to read and listen to the first part in order to check their predictions. Allow them to compare answers with a partner before a whole-class check. Were any of the predictions on the board correct?
- 3 Ask students to read questions 1–6 and underline the key information that they'll need to look for in the extract. As they read, encourage them to underline the text which helped them find their answers. Allow students to compare answers with a partner. During feedback, ask students to give reasons for their answers by referring to the parts of the extract they underlined.

**Suggested answers**

1 It was very cold and it started snowing. 2 He was thinking about an argument he'd had with someone at work. 3 He shouted at the man. 4 The man apologised to John. 5 He went around the corner and into a wine cellar. 6 His footprints were in the snow, but the other man's weren't.

- 4 **SPEAKING** Divide the class into pairs or small groups. Ask students to discuss the questions assuring them that there are no right or wrong answers. Monitor and help with vocabulary as necessary. Nominate students to report back to the class on anything interesting they discussed during feedback.

**Optional extension**

To extend Exercise 4, pairs/small groups should try to imagine the rest of the story. Encourage them to be imaginative. Make sure all students make notes. Regroup students so that each student can tell their ending to a new group. Invite students to report back on the most interesting endings they heard and then hold a class vote on the best one.

**WRITING****Explaining a mystery**

- 1 Books open. Focus attention on the photo and elicit that these are crop circles, perhaps by reminding

students of the photo on page 84. If you're using an IWB, do this as a heads-up activity with books closed. Ask: *Who do you think is responsible?* If students think it was done by people, ask: *How many people did it? How long did it take?* Pre-teach: *patterns* (use the picture for this); *noticing* (seeing); and *design* (a planned pattern). Students read the article to find out who the writer thinks is responsible. Set a two-minute time limit to encourage students to read quickly and focus on just answering the question. Check answers.

**Answer**

The writer thinks that humans are definitely responsible – most probably some Maths students.

- 2 Ask students to work with a partner to complete the exercise. Monitor to see which expressions students are clear/unclear on. Recreate the table on the board and elicit answers in open class. Either write them in yourself or nominate students to come to the front and write them in. Draw students' attention to the following:
  - Word order: *be* + *definitely/most probably* + adjective.
  - *Obviously* is followed by a comma and appears at the beginning of the sentence.
  - *More than likely* sits between two commas and appears in the middle of the sentence.

**Answers**

I'm sure: definitely, of course, must have, obviously  
can't have, it's clear, certainly  
I'm reasonably sure: more than likely, most probably  
I'm not sure: might, not certain

- 3 Point out that in a well-structured piece of writing, each paragraph should have its own purpose, which is the reason why it is written as a separate paragraph. Students work with a partner to decide on the content of each paragraph. During feedback, ask them to refer to the article to explain their answers.

**Answers**

Paragraph 1: An introduction to the mystery  
Paragraph 2: A possible explanation for the mystery  
Paragraph 3: The writer's explanation for the mystery

- 4 Students read about the mystery and write three sentences. As they compare sentences in pairs, ask students: *Who has the most convincing explanation?* Alternatively, students write their sentences in pairs and swap with another pair.
- 5 Students write the text individually or in pairs. On completion, ask students to exchange their texts with another pair for them to read and evaluate on the basis of **content** (How interesting were the ideas?); **organisation** (Did each paragraph include a clear and distinct idea like the model answer?); **communicative purpose** (Were you convinced by it?); and **language** (Were past modals used correctly?). If you mark the writing yourself, focus on the above points. Avoid focusing solely on accuracy.

# 10 MONEY

## Objectives

FUNCTIONS talking about future events; sympathising  
GRAMMAR future continuous; future perfect  
VOCABULARY money and value; jobs and work; by

## Answers

1 T 2 F Governments are thinking about the consequences of such a monetary system. 3 F He earned them (by solving complicated mathematical problems). 4 T 5 F He kept them on a hard disk. 6 F There is a small chance that he could find them.

Student's Book page 92–93

## READING

- 1 To introduce the topic of money, write these questions on the board:

*How often do you save money? Where do you save it – in a bank or a piggy bank?*

*Have you ever lost any money? How did you lose it?*


*Have you ever found any money? What did you do with it?*

Ask students to discuss these with a partner. Monitor and help with vocabulary. Elicit some of their answers in open class and encourage further discussion. Check/clarify: *currencies* (the money used in a specific country); *coins* (metal money) and *banknotes* (paper money). Books open. Focus attention on the photos. Ask students to work in pairs and try to find as many different currencies as possible. If you're using an Interactive Whiteboard (IWB), do this as a heads-up activity with books closed. Give students two or three minutes to discuss then elicit answers in open class. Before moving on to the next exercise, check understanding of *bitcoin* (digital money).

10 Money

### Optional extension

As an initial reading task, ask students to quickly read the article on page 93 and find out which of the things they said in Exercise 1 questions 2 and 3 are mentioned in the article. Also ask: *What happened to Mr Howells' bitcoins?* Do brief feedback on this in open class.

- 2  2.19 Ask students to read sentences 1–6 and underline any difficult words or phrases. Check/clarify: *governments*, *value*, *fortune* as well as any additional words that students underlined. Play the audio while students read the article and answer the questions. Remind students to underline the parts of the text that helped them find the answers. Allow them to compare answers with a partner before a whole-class check.

## TRAIN TO THINK

### Exaggeration

- 3 Books closed. To introduce the topic of exaggeration, give an example. Perhaps tell students about a holiday you went on. Say: *It was the hottest place ever and I had the best food in the universe! There is no question that it was the best holiday anyone has ever had!* In open class, elicit that this is an exaggeration (try to elicit reasons why people exaggerate for dramatic effect). Books open. Focus attention on the article and ask students to identify the sentences from the article and ask students to work with a partner to identify the words which exaggerate. Checks answers and also clarifies the use of *undeniably* (without doubt); *by far and much more than the rest*.

### Answers

1 undeniably; never 2 by far; the most

- 4 Students identify the words in each of the sentences which express exaggeration in order to find the one sentence which isn't an exaggeration. Get them to do this in pairs and then check answers in open class.

### Answers

1 *no way* is an exaggeration  
2 This sentence does not contain an exaggeration.  
3 *the best...ever* is an exaggeration

- 5 Students continue working in pairs to rewrite the sentences. While monitoring, note down any common errors to go through with the class later. Before nominating students to share their rewrites with the class, model one of the sentences from Exercise 4, with appropriately exaggerated stress and intonation, to encourage students to do the same when they say their sentences.

**Optional extension**

The article includes many time expressions which refer to periods of time or points in time. Point out the first example to students (*over the last 20 years* in line 2). In pairs, students race to underline at least ten more time expressions in the article. The first pair to find ten wins.

Answers: Now; the future; twenty years from now; soon; in a few decades' time; up to now; recently; in 2009; a few years ago; one day in 2013; a long time; the previous summer; one day.

**SPEAKING**

Put students in pairs or small groups to discuss the questions. Monitor and encourage students to try to express their real ideas and opinions but to use English to do so. Encourage them to expand on their ideas and to justify their opinions. To generate maximum debate on question 3, make AB pairs. As argue in favour of bitcoins and Bs argue against. Avoid error correction during this fluency task. Nominate two or three students to report back on what they discussed with their groups and encourage an open class discussion on the future of money.

Student's Book page 94–95

**GRAMMAR****Future continuous**

- 1 Ask students to complete the sentences from memory before looking back at the article to check. Establish that they all refer to the future. Complete the rule in open class. You might like to point out the similarities between the future continuous and other continuous tenses. Do this by asking students what they are doing now and eliciting an example, for example *I'm sitting in the classroom*. Ask about a time in the past, for example *at 8 o'clock this morning*, eliciting a sentence in the past continuous. Remind students that we use continuous tenses to refer to an activity **in progress** at a particular point in time. Write this sentence on the board: *At 12 o'clock tonight I \_\_\_\_\_ sleep \_\_\_\_\_*. Elicit the missing words (will be sleeping) and the form (*will + be + v-ing*).

**Answers**

1 we; be using 2 will be using

**Rule**

a specified

**LANGUAGE NOTE**

We do not use continuous tenses with state verbs, so we can say *I will be happy* and *he won't understand you* but not *I will be being happy* or *he won't be understanding you*.

- 2 Students complete the sentences using future continuous forms of the verbs. Encourage students to contract where possible. Ask them to compare answers with a partner. During feedback, point out that while *have* when referring to ownership e.g. *I have a new phone*, is a state verb, it is used here in its dynamic sense. *Enjoy* is a dynamic verb.

**Answers**

1 'll be sitting 2 'll be enjoying 3 'll be working  
4 will ... be doing 5 'll be playing 6 'll be having

- 3 Ask students to read the text quickly and ignore the spaces in order to answer the question: *Where does the writer say he/she will be ten years from now? How will he/she achieve this?* Check answers. Students complete the text in pairs. Check answers in open class. Ask students to explain why they chose the future continuous or simple in each case. Items 5–7 use simple form since they refer to routine activities in the future.

**Answers**

1 won't be working 2 won't be travelling 3 'll be lying  
4 'll be drinking 5 'll wake up 6 'll have 7 'll put on  
8 will ... be paying/will ... pay

**Fast finishers**

Students write three sentences describing what they'll be doing in ten years' time.

- 4 **SPEAKING** Put students into pairs. Ask them to guess or imagine what their partner will be doing at the different times and make a note of their answers. When students have made their predictions, ask them to tell their partner, in full sentences. Partners listen and say whether they agree or disagree. Finally, students discuss what they themselves think they'll be doing at the different times. Monitor their use of the future continuous and review any common mistakes during whole-class feedback.

**Optional extension**

In pairs, students make predictions for what other students will be doing in twenty years' time. Give some examples of your own to get them started: *I think Frank will be playing football for Barcelona. I think Martha will be working for the United Nations*. Students should write at least five sentences. Listen to some of their sentences in open class and encourage students to react to predictions made about them.

Workbook page 90 and page 126



Be aware of common errors related to future continuous vs. future simple, go to Get it right on Student's Book page 125.

**VOCABULARY****Money and value**

- 1 Books closed. To introduce some of the target vocabulary, tell students the following story. Write these questions on the board first to focus their listening: 1 *How much did I spend?* 2 *How much did I make?* Students should answer these questions as they listen. (Answers: 1 £0; 2 potentially £1000). *Last week, my friend phoned and said there was a sale on at the shopping centre. She said there were lots of bargains and things on offer. I went to the sale and got*

**£20 off a jumper.** It was very **good value for money.** However, when I got home I found a hole in it, so I had to take it back and ask for **a refund.** On the way back home, I found a wallet on the floor. It had an address in it, so I took it round and gave it to the owner, who was an artist. He was so pleased that he gave me **a reward** – a painting he had done of the Taj Mahal. I looked him up on the Internet when I got home and discovered that the painting is quite **valuable** – it's **worth** about £1000!

Books open. Look at the words and ask students which ones they heard in the story (all of them except *tip* and *owe*). If necessary, tell the story again for students to listen out for the words. Put students into pairs for them to match the words with the definitions. During feedback, refer to the story to clarify meaning, if necessary. Say the words for students to repeat and check pronunciation.

### Answers

- 1 a reward 2 a refund 3 a tip 4 to owe 5 on offer  
6 £(X) off 7 a bargain 8 not good value for money  
9 valuable 10 be worth

### Optional extension

Put students into AB pairs. As sit so that they can see the story – projected onto the screen if you're using the IWB or on a handout if not. Bs try to retell the story from memory in first person. They can refer to the vocabulary on page 94 to help them. As check that they're using the words correctly and help them if they get stuck. Once they've finished retelling the stories, switch roles for A to tell B.

- 2 Look at the example in open class. Students complete the exercise and then compare answers with a partner. During whole-class feedback, point out these verb-noun collocations: **to be on offer**; **to offer a reward**; **to give a tip**; **to give a refund**.

### Answers

- 1 owe 2 reward 3 tip 4 worth 5 off 6 refund  
7 not good value for money 8 bargain 9 valuable

- 3 **SPEAKING** In pairs or small groups, students discuss the questions. Ask them to choose one member of the group to take notes. Monitor and help with vocabulary, but as this is a fluency activity, don't interrupt to correct students. Instead, make a note of any common mistakes and write these up on the board, ensuring anonymity, for students to correct as part of whole-class feedback. At the same time, make a note of any nice contributions to praise at the end of the activity.

Workbook page 92

## LISTENING

- 1 Books closed. To introduce the topic of money, write these quiz questions on the board for students to answer in groups. Encourage competition across groups.

- 1 *When was the first paper money printed?*  
2 *When was the first credit card issued?*  
3 *How many official currencies are there in the world?*

- 4 *Who was the first person to appear on a coin?*  
5 *How much of the world's 'money' can you touch?*

Groups swap answer sheets to check answers. Award one point for each correct answer (or closest guess). Which group has the most points?

Answers: 1 11th Century in China; 2 1951 in USA; 3 191; 4 Julius Caesar in 44AD; 5 8% – the rest is electronic.

Books open. Ask students to guess the answers before comparing with a partner. Also ask students to underline any tricky vocabulary and ask their partner (or you) about it during the pair-checking stage.

- 2 **2.20** Play the audio for students to check answers. During feedback, clarify answers and ask students to add any further information they understood from the recording. Play the audio twice if necessary. Ask: *How many did you answer correctly? Which fact was the most interesting/surprising?*

### Answers

- 1 C 2 B 3 D 4 C 5 A

### Audio Script Track 2.20

- Host Welcome back to Show Me The Money! And our next contestant is Steve. Hello, and here's your first question. What do experts believe the oldest type of money was: bananas, shells, cows or trees?
- Steve Um ... let me think. Well, not bananas, and not trees either. Um ... in the olden days, many people were farmers ... OK, cows.
- Host The oldest type of money was cows. As far back as 9,000 BC, people were using cows as money. Interestingly, the first coins that were made of bronze appeared about 4,000 years ago and were in the shape of cows! So you have £100 and here's the next question. A cash machine in Japan gives out money that is ... calorie-free, bacteria-free, sugar-free or paper-free?
- Steve What a question! ... Let's say bacteria-free.
- Host And that's correct! There's a cash machine in Japan that presses the banknotes at a temperature of 200 degrees Celsius for a tenth of a second, and the effect is that the banknotes are bacteria-free. OK, Steve, you have £500, and here's your next question. Monopoly is a popular money-related board game. If you took all the play money produced for this game so far and made it into a tower, how high would that tower be? Would its height be ten kilometres, 100 kilometres, 200 kilometres or 2,000 kilometres?
- Steve We used to play Monopoly all the time when we were kids. Um ... it must be very high. This game's been around for ages. I'll say 2,000 kilometres.
- Host You say 2,000 kilometres, and that is absolutely right! 2,000 kilometres – incredible! That puts you at £1,000. Next question! Imagine you have 10 billion banknotes. It doesn't matter which currency they're in. You spend one banknote per second. How many years will it be before you have no money left? Will it be three years, 31 years, 317 years or 3,178 years?
- Steve A complete guess: 317.
- Host And a lucky one! You're correct! And it's got you £5,000. OK, this is where it gets serious. A wrong answer now and you'll leave with nothing.
- Steve That isn't going to happen.

- Host OK, so here's your next question. Remember, you don't have to answer it. An American named Mueller paid \$10,000 for ... a piece of chewed bubble gum, a pair of jeans, a bowl of chicken soup or a used toothbrush?
- Steve No idea.
- Host Do you want to take a guess?
- Steve No, I think I'll take my money.
- Host Fair enough. Steve Rodman, you take away £5,000! Incidentally, the correct answer is a piece of chewed gum. And it was chewed by his favourite baseball star, Luis Gonzalez! Not a pleasant thought, but a pleasant win for Steve. Congratulations!

## THINK SELF-ESTEEM

### What's important for your future?

- Students choose the statements they agree with most. Give them two or three minutes to reflect and make notes on the reasons for their choices.
- SPEAKING** Divide the class into small groups and ask them to compare their answers to Exercise 1. Ask: *How similar are you?* Monitor to make sure students are speaking in English and encourage them to expand on their answers as much as possible. Nominate one or two students to report back to the class.
- Ask students to read the types of goal and work with a partner to match them with the statements. Check answers in open class.

#### Answers

a 1 b 3 c 2

- Write these time phrases on the board: *in 2025; in 2050; when I'm 20*. Students describe their goals using the time phrases or different ones if they prefer. Monitor and encourage them to use the future continuous as well as money-related vocabulary from the unit. While monitoring, make a note of common mistakes. Write these on the board, ensuring anonymity, and ask students to correct them as part of whole-class feedback.

## PRONUNCIATION

For practice of short and long vowel sounds: /ɪ/ – /i:/ and /ʊ/ to /əʊ/, go to Student's Book page 121.

Student's Book page 96–97

## READING

- A recording of this text is available with your digital resources. Books closed. To introduce the topic of high-paid jobs, ask students to work in pairs or small groups to make a list of jobs with high salaries. In open class, elicit up to ten jobs and write these on the board. Next, students work in pairs to rank the jobs from what they believe to be the highest to the lowest paid. Give students five minutes or so for this and ask pairs to report back to the class on which they think are the top three highest paid jobs. Ask students: *Why do these jobs have high salaries?* Listen to students' ideas and

encourage further discussion in open class. Books open. Focus attention on the photos. Students speculate in pairs. If you're using an IWB, do this as a heads-up activity with books closed.

- Students read and check their answer to the question: *How much does Rooney earn?* Set a two-minute time limit to give students practice in finding specific information quickly. Allow students to compare their answers with a partner before a whole-class check.
- This exercise is closely modelled on Reading and Writing Part 7 of the Cambridge English: First exam. Check/clarify: *a question of economics, sponsorship deals, on average, 14 times more, set a bad example*. Ask students to work with a partner and think of synonyms for the words in the questions. This is good exam strategy training as this particular task is all about paraphrasing. Students read the entries again to find out which of the four writers has each of the opinions. Give weaker students extra time to complete the activity or pair weak with strong students. Tell students to underline the parts of the entries that support their answers. During feedback, ask students to quote text they underlined to justify their answers. Did any of the synonyms they came up with in the pre-reading task appear in the text? To encourage further discussion, ask students which of the entries they most agree with and why.

#### Answers

1 Jimmy 2 UKmum 3 Lucy88 4 Simonsays  
5 UKmum 6 Simonsays

#### Optional extension

Before the lesson, do an internet search to find the highest-paid actors and actresses. Write these questions on the board: *Can you name the three highest-paid actors and the three highest paid actresses in 20XX? How much did they earn?* Students could answer the questions in pairs or small groups. Ask: *Do you think actors deserve to be paid so much money? Why (not)?* Listen to their ideas in open class.

## GRAMMAR

### Future perfect

- Ask students to complete sentences 1–3 from memory, then look back at the forum entries on page 96 to check their answers. Check/clarify: *sort this mess out* (find a solution).

#### Answers

1 'll have earned 2 won't have thought 3 they'll have sorted

Ask students to complete the rule in pairs. Elicit answers in open class. Use the time line to show that the future perfect is used to describe an action that will be completed before a specific time in the future. Refer to the examples in Exercise 1 for clarification and give further examples if necessary. For example; *I read a lot. By December, I will have read 50 books*. Ask: *Will the action take place before, in or after December?* (before); *Do we know exactly when?* (No, we don't – we only know it will be some time before December.)

## Rule

1 *will* 2 *have* 3 past participle

### LANGUAGE NOTE

The future perfect is frequently used with *by* + time expression, for example *the film will have finished by seven o'clock*.

- 2 Do number 1 in open class as an example. Students work individually to complete the exercise. Encourage students to refer to the rule either to help them complete it or to check their answers. If you're short on time, set this exercise for homework.

### Answers

1 will have built 2 'll have worked 3 'll have done  
4 won't have finished 5 'll have bought 6 'll have visited

### Fast finishers

Ask students to look back at the forum entries on page 96 and look up any unknown words in an English-English dictionary. Tell them to make a note of any new words in their notebooks with an example of their use.

- 3 **SPEAKING** Before they start speaking, encourage students to think about their answers and make notes. Tell them they should think of at least one thing they will have done and one thing they won't have done for each question and they should use the future perfect when telling their partner. Students compare ideas in pairs or small groups. Monitor to correct any errors in students' use of future tenses. For feedback, nominate one or two students to report back to the class on their partner's answers.

Workbook page 90 and page 126

## VOCABULARY

### Jobs and work

- 1 Put students in small groups and give each group five words. Groups should match the five words (using a dictionary if necessary) to the definitions. Students then sit with someone who has different words and peer teach them. Check answers in open class.

### Answers

1 qualifications 2 public service 3 management  
4 education 5 employer 6 finance 7 salary  
8 law 9 healthcare 10 employee

### LANGUAGE NOTE

In general, *wages* are paid on an hourly, daily or weekly basis and the term is also used to describe money earned by temporary employees. A *salary* refers to money earned in a month or a year and generally describes the amount of money earned by permanent employees. To talk about a particular job, we use *a/an* + job, e.g. *He is a teacher/doctor*. It is also common to describe a job using *in* + type of industry, e.g. *he works in finance/healthcare*.

### Optional extension

Point out the suffixes *-er* and *-ee*, in *employer* and *employee*. Ask students to write words and their meanings using these suffixes on the end of *train* and *interview*.

Answers: trainee – someone being trained; trainer – someone training; interviewee – someone being interviewed; interviewer – someone interviewing.

- 2 Ask students to quickly read the sentences, ignoring the gaps, and underline any tricky vocabulary. Check/clarify: *degree* (This is the qualification you get after three or four years at university. It is used to describe the course, e.g. *he did a degree in Maths* and the qualification, e.g. *she has a degree in History*.) Students compare answers with a partner before a whole-class check.

### Answers

1 healthcare 2 finance 3 public service 4 education  
5 management 6 employer 7 qualifications 8 law  
9 salary 10 employee

- 3 **SPEAKING** To give their speaking a clear tangible aim, ask pairs to rank the different areas of work from most to least interesting. Monitor and help with any questions about these areas of work, some of which may be less familiar to students. Listen to their ideas in open class.

### Optional extension

This activity aims to help students memorise the vocabulary from this section. Put students into AB pairs. Ask As to close their books, while Bs read out the sentences from Exercise 2 in random order saying *beep* in place of the target vocabulary for As to recall it. After a few minutes, switch roles and repeat.

Workbook page 92

## WRITING

### My life in the future

This can be set for homework or done in class. Before they start writing, ask students to discuss in pairs how they imagine their lives to be in 30 years. Monitor and check students are using the tenses correctly. Students work individually to write their compositions. In the next lesson, put students into small groups and ask them to read each other's compositions and comment on them.


### Student's Book page 98–99

## PHOTOSTORY: episode 4

### Strapped for cash

- 1 Pairs should try to answer the questions by looking at the photos, without reading the conversation. Give them a couple of minutes for this prediction stage. If you're using an IWB, this would best be done as a heads-up activity with books closed. Write prompts on the board to encourage them to practise using modal verbs of deduction (e.g. *maybe he's happy because ...*, *they might not be so happy at the*


end because ...). During whole-class feedback, write students' predictions on the board. These can then be referred to during feedback on Exercise 2. Don't confirm answers at this stage.

- 2  2.23 Play the audio. Students read and listen to check their answers. Allow them to compare answers with a partner. During feedback, refer to students' predictions from Exercise 1. Did they guess correctly?

### Answers

Jeff has found some money on the street outside.  
They're looking at the woman because they think they may have spent her money.

## DEVELOPING SPEAKING

- 3 Ask students what they think happens next. Ask them to brainstorm possible endings for the story. Students work in groups with one student in each group acting as secretary and taking notes. During whole-class feedback, write students' ideas on the board to refer back to once they have watched the video. Don't give away answers at this stage.
- 4  EP4 Play the video for students to watch and check their answers from Exercise 3. During whole-class feedback, refer to students' ideas on the board. Who guessed correctly?
- 5 Students complete the exercise in pairs. Monitor and help with any difficulties. You could play the video again, pausing as required for clarification.

### Answers

1 d 2 f 3 a 4 g 5 b 6 c 7 e

### Optional extension

Shadow reading: Students try to speak the lines from the photo-story on page 72 in time with the audio. This is a great way for students to practise producing features of connected speech such as rhythm and intonation. It's also lots of fun.

## PHRASES FOR FLUENCY

- 1 Students first match each expression to the person who said them and then use the context provided by the story to help them work out meaning. Next, pairs think about how they would say each of these expressions in their own language. Monitor to avoid discussions slipping into L1 completely.

### Answers

1 Mia 2 Jeff 3 Jeff 4 Jeff 5 Mia 6 Jeff

- 2 Do number 1 in open class as an example. Ask students to complete the exercise in pairs. During feedback, drill sentences to ensure correct pronunciation.

### Answers

1 B: don't look at me C: is on me  
2 A: Hi, you lot B: same as usual  
3 B: It's not my fault/Don't look at me C: that's all

## WordWise

### by

- 1 You could lead into this by asking which text from the unit each sentence comes from. This will give students more context which will help them decide what/who each phrase in bold refers to. Encourage students to work in pairs. Check answers in open class.

### Answers

1 d 2 c 3 a 4 b

- 2 Students work individually to complete the sentences. You could also ask them to match each sentence to a–d from Exercise 1. Allow students to compare answers with a partner before a whole-class check. During feedback, point out the frequent use of *by* with the future perfect (see earlier Language Note). If you're short on time, set this exercise for homework.

### Answers

1 by the end of class 2 by the football club  
3 by the entrance 4 by selling

Workbook page 92

## FUNCTIONS

### Sympathising

- 1 Books closed. To introduce this topic, make a sad face and tell students about something bad that has happened to you, for example your pet goldfish has died! Ask students to suggest ways of sympathising and try to elicit some of the expressions from the exercise. Write any correct answers on the board. Books open. Either encourage students to look back at the photostory to complete the exercise or challenge them to try to complete the exercise from memory then refer back to the photostory to check. Students compare answers in pairs before open class feedback.

### Answers

1 That's a shame/What a pity 2 I'm really sorry  
3 What a pity/That's a shame 4 Never mind  
5 How awful

### Optional extension

Disappearing sentences: You'll need to write out the dialogues on the board or IWB for this one. Make AB pairs so that half of the class are A and half are B. Students practise the conversations in their pairs. Cover a small section of the dialogue, beginning from the right-hand side of the screen or board. Students repeat the dialogues in their same AB pairings trying to remember the whole thing, including the parts they can no longer see. Cover more and more of the dialogue, with students practising at each stage, until eventually nothing is left on the board. Ask for volunteers to perform for the class or have all As and all Bs perform in unison. This activity involving lots of repetition is a fun way for students to memorise useful chunks.

- 2 Divide the class into pairs. Students work together to create conversations. Monitor to help with vocabulary and to check students are using the phrases from Exercise 1 correctly. When students have practised their conversations, invite volunteers to perform in open class.

Student's Book page 100–101

CAMBRIDGE ENGLISH: Towards First

THINK EXAMS

## LISTENING

### 2.24 1 Part 2: Sentence completion

#### Answers

- 1 coins 2 biggest 3 (bank)notes 4 King Alfred  
5 stops 6 week 7 60 8 blank 9 (London) Olympics  
10 visit

#### Audio Script Track 2.24

You will hear Conner talking about the Royal Mint, where money is made. For questions 1 to 10, complete the sentences with 1 to 3 words.

Conner

I'd like to talk to you today about the Royal Mint. I should explain that I'm a numismatist, which means my hobby is collecting coins. That's why I'm so interested in the Royal Mint: it's where all the UK's coins are made.

The headquarters of the Royal Mint is in South Wales in a town called Llantrisant. I've never been there, but I've seen photos and it looks amazing. It's massive – there's no bigger mint on the planet – and it uses the most amazing technology to produce the coins.

One thing I should mention is that not all the UK's money is made here. The notes are made by the Bank of England, which is a different organisation altogether.

The Royal Mint is also extremely old. It was started during the reign of King Alfred in 886. That's more than 1,100 years ago. At that time, there were several mints all over the country, but in 1279, all coins were made in one place, the Tower of London. The Mint stayed in London until 1968, when it moved to its current site in Wales. The new buildings were opened by Queen Elizabeth II.

As I've already said, the Royal Mint is a really big place. It takes up 35 acres, which is about the size of 23 football pitches. It's also a huge employer, offering jobs to 900 people. As you can see, it's really important for employment in the area.

Work at the site goes on for 24 hours a day, seven days a week, 52 weeks a year – it literally never stops. So it's not surprising that it has the potential to produce 90 million coins a week, which means its yearly output is around 5 billion coins.

Of course, that's more coins than the UK needs each year. The Mint also makes coins for other countries – around 60 countries in all get their coins from the UK.

So far, I've only talked about coins. But the Royal Mint makes other products as well. One of the things it produces is something called a blank. A blank is a metal disc which is the size of a coin but doesn't have anything printed on it. Blanks can be made into coins somewhere else at a later date.

The Mint also produces medals and coins to celebrate special occasions. They're always limited editions and can become quite valuable. These are the coins that got me interested in the hobby. I started in 2012, which was a good year because the Mint made special coins to celebrate the Queen's Diamond Jubilee and also the London Olympics. I've got them both.

Talking of collecting, the Royal Mint has an amazing collection of its own, with examples of almost all the coins it's produced since the 16th century. It keeps them in the Royal Mint Museum and you can see most of them on its online pages. Unfortunately, you can't visit the museum in person to see the collection. In fact, you can't visit the Mint at all. Until a few years ago, you could have a guided tour around the museum, but they stopped them because they were worried about safety. It's a real shame because a trip to the Royal Mint would be my dream day out.

Workbook page 89

## TEST YOURSELF UNITS 9 & 10

### 1 VOCABULARY

#### Answers

- 1 employee 2 unexplained 3 went missing 4 owe  
5 bargain 6 worth 7 go very well 8 going for  
9 on offer 10 refund

### 2 GRAMMAR

#### Answers

- 1 should have 2 might have 3 will be living  
4 won't be working 5 couldn't have 6 will have written

### 3

#### Answers

- 1 He shouldn't ~~has~~ **have** left the window open. That's how the burglar got in.  
2 She might ~~like~~ **have liked** the film if she had come.  
3 In ten years time, I hope I will ~~have~~ **be** working in London.  
4 Where will you **be** living in 20 years' time?  
5 He must ~~be~~ **have** finished his homework by now.  
6 In five years' time, I will ~~climb~~ **climb** Mount Everest.

### 4 FUNCTIONAL LANGUAGE

#### Answers

- 1 can't; might 2 really; mind 3 lot; usual  
4 saying; awful

# 11 HELP!

## Objectives

FUNCTIONS	expressing purpose; emphasising
GRAMMAR:	verbs followed by gerund or infinitive; <i>to / in order to / so as to; so and such</i>
VOCABULARY	danger and safety; adjectives with negative prefixes

Student's Book page 102–103

## READING

1 Books closed. To lead into the topic, write the word *dangerous* on the board. Ask students to work in pairs and make a list of as many dangerous activities as they can. Give them four or five minutes for this and then elicit a few ideas in open class. Ask students what would happen if they had an accident during one of the activities and elicit *rescue services*.

Books open. Focus attention on the photos and ask students to discuss the questions in pairs. If you're using an interactive whiteboard (IWB), this would best be done as a heads-up activity with books closed. Give pairs two or three minutes then elicit as many different similarities and differences between the photos as you can in open class. Accept all feasible suggestions.


2 Check/clarify: *rescuers, first aid, victim, treatment*. Students work with a partner to match the sentences to the photos. Check answers in open class. Encourage students to explain their choices.

### Answers

1 B 2 A, B or C 3 A 4 A, B or C

3 Students list as many different people and things as possible in small groups. Ask them to compare lists with another group before whole-class feedback. Create a master list on the board. Students should copy the whole list into their notebooks.

4 Students work with a partner to discuss what the report might be about. Nominate pairs to share their ideas with the class and write these on the board to refer to during feedback. Ask students to read the article to check their predictions. Set a two-minute time limit for this to encourage students to read quickly and to focus on gist rather than more detailed understanding. In open class, refer to the board and ask: *Which of your predictions were correct?*

5  2.25 Check/clarify: *buggy, strapped, upside-down, tie a rope, CPR* (cardiopulmonary resuscitation, a first aid technique that can be used if someone's heart has

stopped). Ask students to read the questions and try to answer as many as they can, based on what they remember from their first reading. Students read and listen to the article to check. Ask them to underline the parts of the text that support their answers as they do this. Allow students to compare answers with a partner. During feedback in open class, ask students to explain their answers and correct the false sentences.

### Answers

1 T 2 F The baby's buggy had fallen into the sea.  
3 F He jumped in immediately. 4 T 5 T 6 F He knew the baby was OK after the nurse had given the baby CPR.  
7 T 8 F He said he hadn't really been brave.

## TRAIN TO THINK

### Understanding cause and effect

6 Do number 1 in open class to demonstrate the task. Ask students to match causes and effects and check in the article. Allow them to compare answers with a partner before checking in open class.

### Answers

1 d 2 a 3 b 4 e 5 c

7 Students work with a partner to brainstorm possible answers before they start writing. Monitor to ensure they are clear on the task and also to look at their writing and make a note of common errors. During feedback, nominate students to read out a sentence. Also, go through students' mistakes and draw attention to the punctuation in each sentence (*so* comes after a comma in the middle of a sentence, *therefore* begins a new sentence).

### Optional extension

For further clarification of the differences in form between *so* and *therefore*, write these sentences on the board:

1 *My laptop is broken. \_\_\_\_\_, I can't do my homework.*

2 *My laptop is broken, \_\_\_\_\_ I can't do my homework.*

Ask: *What is the cause in each sentence? (My laptop is broken); and the effect? (I can't do my homework).* Point out that *so* and *therefore* have similar meanings and are both used to introduce consequences. Ask students to complete both sentences (1 *Therefore*; 2 *so*).

## SPEAKING

Encourage students to speak at length and to try to use vocabulary from the article in their answers. Nominate students to report back to the class on what they discussed during feedback. Encourage students to listen to and challenge each other's opinions.

### Optional extension

Put students into pairs. Tell them they are going to write and act out a dialogue between a newspaper journalist and a witness of the rescue. Encourage the witness to describe the events in detail and the journalist to ask lots of questions. Monitor to help with vocabulary. Invite one or two pairs to perform for the class. Give pairs the opportunity to practise first and encourage them to try to remember as much of the dialogue as they can rather than read.

## Student's Book page 104–105

## GRAMMAR

### Verbs followed by gerund or infinitive

- 1 Ask students to refer to the article to find the answers. If you're short on time, put the three answers on the board in jumbled order for students to complete the sentences without needing to refer to the article. Students compare answers in pairs before a whole-class check. You might like to point out that each of the verbs can be followed by a noun, e.g. *I finished my homework at 10.00* but if they're followed by a verb, the verb must be a gerund.

### Answers

1 seeing 2 helping 3 walking  
The three verbs in the sentences (*remember, finish and avoid*) are all followed by gerunds.

- 2 Ask students to refer to the article to find the answers. If you're short on time, you could put the four answers on the board in jumbled order for students to complete the sentences. Students compare answers in pairs before a whole-class check.

### Answers

1 to see 2 to do 3 to tie 4 to pull  
The four verbs in the sentences (*expect, decide, help, manage*) are followed by to + infinitive.

Check students understand the meaning of all of the verbs. Clarify with example sentences where necessary. Ask students to work with a partner to complete the rule. Elicit answers in open class.

### Rule

1 gerund 2 to + infinitive

- 3 First, point out that *hope* followed by an infinitive expresses a future meaning when used in the present simple tense, for example *I hope to do well in the test on Friday*. Students complete each sentence using a verb from group A followed by one from group B. Tell students they will need to think carefully about the tense of the verbs from group A and the form of the verbs from group B. Go through the example in

open class. Students work in pairs to complete the exercise. Check answers.

### Answers

1 decided to buy 2 hope to see 3 feel like going  
4 avoid speaking 5 finish watching

### Fast finishers

Students write four sentences about themselves using verbs from the rule box – two from each column.

Workbook page 100 and page 126



Be aware of common errors related to verb patterns, go to Get it right on Student's Book page 126.

## PRONUNCIATION

For practice of strong and weak forms: /tu:/ and /tə/, go to Student's Book page 121.

## VOCABULARY

### Danger and safety

- 1 Before tackling this exercise, ask students to work with a partner to categorise the words in the list according to whether they refer to *safety* or *danger*. Conduct brief feedback on this. Pairs then complete the exercise. Check answers in open class.

### Answers

1 survived 2 dangerous 3 recover 4 rescued  
5 save his life 6 out of danger 7 in danger  
8 to safety

- 2 If you're short on time, do numbers 1–4 in class and set 5–8 for homework. First, check/clarify: *passengers, harm*. Ask students to compare answers in pairs before checking in open class.

### Answers

1 saved 2 dangerous 3 survive 4 rescued  
5 recovered 6 survived 7 out of 8 to safety

### Fast finishers

Ask students to list adjectives to describe how they might feel if they were in danger or involved in a rescue.

- 3 **SPEAKING** Focus attention on the picture. Elicit/pre-teach: *kayaking*. Ask: *Have you ever been kayaking? How dangerous is it? Why?* Give students time to reflect, make notes and discuss their answers to questions 1–3 in pairs. While monitoring, encourage students to expand on their answers. Ask pairs to report back to the class on what they discussed and invite further comments and anecdotes in open class.


Workbook page 102

## LISTENING

- 1 Books closed. To introduce the topic of stories with morals, tell students a story of your choice, or write the title of a famous story that your students will know on the board e.g. *The Tortoise and the Hare*. Ask students to work in pairs and re-tell the story in their own words. Books open. If you're using an IWB, do this as a heads-up activity with books closed. Nominate students to come to the front of the class and point to each of the things. Say the words for students to repeat. This focus on pronunciation will help students to recognise the words when they hear them. Highlight the pronunciation of *earth* which includes the /ɜ:/ sound.

### Answers

a well: A, B, C, D a farmer: A, B, C, D a donkey: A, B, D  
a wheelbarrow: A, B, C earth: B, C

- 2  2.28 Tell students they are going to hear a story about a donkey, a farmer and a well. Alternatively, elicit these words as you point at the various things in the pictures. Students work with a partner to order the pictures and predict the story. Listen to their ideas in open class and write a few of their suggested orders on the board, but do not comment at this stage. Play the audio for students to check their predictions. During feedback, refer to the predictions on the board and ask: *Which order is correct?* (2, 4, 3, 1)

### Audio Script Track 2.28

Hello, podcast listeners. Thanks for downloading today's Story of the Day. We asked you, our listeners, to send us your favourite fables – you know, stories with a moral, where we learn a lesson about life. We got some great fables from you and now we're reading one every day as part of the podcast. Today's story is from Pauline Smith in Cambridge. It's called *The Donkey in the Well*. Here we go.

One day, a farmer was working outside his house with his donkey. Suddenly, he heard the donkey making a noise, crying for help. The farmer ran over to see what had happened. The donkey had fallen into the well.

He looked into the well and there was the donkey, a few metres below, looking up at him. The farmer didn't know what to do. He thought carefully for a while. He couldn't throw a rope down in order to pull the donkey out because, of course, the donkey couldn't hold it. And he couldn't climb down into the well to push the donkey out because there wasn't enough room for both of them.


The farmer thought about it for a long time. In the end, he had to make a very difficult decision. And so the farmer got a wheelbarrow full of earth. Then he went back to the well and, with a heavy heart, began to throw the earth into the well, on top of the donkey.

At first, the donkey was surprised, and then, when it realised what was happening, it became frightened and made a terrible noise. The farmer had had the donkey for a very long time, so he didn't like what he was doing, but he thought, 'If I don't do this, the poor donkey will die a slow and painful death. I'm doing this so as to help the donkey die quickly.' So he carried on throwing dirt into the well. And the donkey carried on crying for help.

But then the donkey stopped making any noise. The farmer thought that the donkey was dead and felt very unhappy. But when he looked down into the well, it was his turn to be surprised. The donkey was standing on top of the earth in the well! The farmer threw some more earth in and watched. The earth landed on the donkey's back, the donkey shook the earth off its back, and then the donkey stepped up onto the growing pile of earth in the well.

The farmer was amazed. He began to throw more and more earth into the well and the donkey carried on stepping up onto it. After some time, the earth filled the well and the donkey stepped out, alive and safe.

So, there you are. And the moral of the story? Well, Pauline doesn't say. Maybe it's that life will always throw things on top of you, but if you're clever, you can use it to step up higher. I think ... I'm not sure. What do you think? Post your comments on our website ...

- 3  2.28 Ask students to answer as many of the questions as they can before they listen again. Get students to do this in pairs. Play the audio for students to check and expand on their answers. Students compare answers in pairs before a whole-class check.

### Suggested answers

- 1 He didn't throw a rope to the donkey because the donkey couldn't hold it.
- 2 He didn't go into the well to get the donkey because there wasn't enough room for both of them.
- 3 He threw earth on the donkey to bury it in the well.
- 4 The donkey stopped making a noise because it was saving itself by standing on top of the earth in the well.
- 5 That life will always throw things on top of you, but that if you're clever, you can use it to step higher.

- 4 **SPEAKING** Put students into pairs/small groups to discuss the questions. Monitor and help with ideas. Also be prepared to input any vocabulary students might need to be able to describe (the moral of) other stories. In open class, nominate students to share their ideas for the moral of the story they just heard.

## GRAMMAR

### to | in order to | so as to

- 1 Books closed. To lead into this grammar point, refer back to the story and ask: *Why did the farmer throw earth in the well? Why did the farmer run over to the well?* Elicit and reformulate factually correct answers by writing them on the board as follows: *He threw earth on the donkey because he had decided to bury it in the well. He ran over to the well because he wanted to see what had happened.* Next, erase the *because*-clauses from each sentence (*because he had decided* and *because he wanted*) and ask: *Is the meaning still clear?* (yes, since the word *to* on its own expresses purpose). Books open. Focus students on the sentences and ask them to complete the rule. During feedback, point out that *to* on its own means the same as *so as to* and *in order to*. They are all used to express purpose.

### Rule

in order to; so as to

## LANGUAGE NOTE

To form a negative, we use *so as not to* or *in order not to*:  
*He left home early in order not to be late.*  
*He left home early so as not to be late.*  
We cannot say: *He left home early not to be late. X*

- 2 Give students two minutes to discuss with a partner what they remember about the article on page 103 then conduct brief feedback on this. Students match questions 1–4 with answers a–d and rewrite the sentences before you check answers in open class.

### Answers

- 1 a – Mr Reeder jumped into the water to rescue a small boy.
- 2 c – The farmer looked into the well so as to see why the donkey was quiet.
- 3 d – The nurse stopped on the seafront in order to help the baby boy.
- 4 b – The authorities say not to walk on the seafront in windy weather in order to prevent future accidents.

### Fast finishers

Ask students to write three sentences about what they did last weekend and why, using *so as to* and *in order to*.

### Optional extension

Divide the class into AB pairs. Give As and Bs a different set of nouns each and tell them they must not show them to their partner. You'll need to prepare these prior to the class. Choose nouns for concrete objects, for example, *a mobile phone*, and take the opportunity to recycle words from previous units. Ask students to take turns to define their words using *to* to express purpose, for example: *you use it to call and text people* (a mobile phone); *the farmer used it to carry earth to the well* (a wheelbarrow). The first pair to have guessed all the words wins.

Workbook page 100 and page 127

## FUNCTIONS

### Expressing purpose

- 1 Ask students to cover sentences a–e and think of possible answers to the questions in pairs, before uncovering a–e to compare their ideas and complete the exercise. Check answers in open class.

### Answers

1 e 2 a 3 d 4 b 5 c

- 2 Students work in pairs and think of three questions. Switch pairs for students to ask their questions to a new partner. Tell students to make a note of the answers given. Ask students to return to their original partner and say the responses, in random order. Partners have to guess the question each response relates to. Monitor and check students are using *so as to* / *in order to* to correctly. Make a note of any repeated mistakes and draw attention to these when students have completed the exercise.

## THINK SELF-ESTEEM

### Offering and accepting help

- 1 Check students understand that they can put any number between 1 and 5 next to each statement and that 1 means *agree strongly* and 5, *disagree strongly*. Give students a few minutes to do this. Encourage them to think of experiences they have had which support their answers.
- 2 **SPEAKING** Divide the class into small groups and ask them to compare answers to Exercise 1. Ask: *How similar are you?* Monitor but as the focus here is on fluency rather than accuracy, do not interrupt. Take feedback on how similar students' answers were.

### Optional extension

Write these questions on the board:

*In which of these situations would you offer to help? Why (not)? What would you do?*

- *A woman in the park has lost her dog.*
- *A man in dirty clothes at the train station tells you he has lost his wallet and needs money to buy a train ticket.*
- *Your friend needs help with his/her homework.*
- *You receive a phone call asking you to spend ten minutes answering some questions.*
- *You see an old man carrying a heavy bag.*

Students discuss their responses in small groups. Encourage debate. Monitor and make a note of any nice contributions to quote and praise at the end of the activity.

### Student's Book page 106–107

## READING

- 1 A recording of this text is available with your digital resources. As a warm-up, write on the board: *small problem; big problem; very big problem*. Elicit three examples of each in open class. Students work in pairs or small groups to decide what to do if they have that kind of problem (e.g. for a small problem: *If I forget my purse, I borrow some money from my friend.*) Monitor to ensure students are clear on the task. Nominate students to share their solutions with the class and elicit *phone the police*. Books open. Elicit answers to question 1 in open class.
- 2 Focus attention on the pictures and nominate students to say what the emergency might be in open class. If you're using an IWB, this would best be done as a heads-up activity with books closed. Books open. Students read the article quickly in order to match the calls (1–8) to the pictures. Were students' predictions correct? Ask students to compare answers with a partner before a whole-class check.

### Answers

A 5 B 8 C 7

- 3 Ask students to try to answer the questions before re-reading the article. Tell them to underline the parts of the article that gave them the answers. Students check ideas in pairs before feedback in open class.

**Suggested answers**

- 1 being in a car accident; seeing a crime
- 2 It's irresponsible and illegal.

- 4 **SPEAKING** In pairs or small groups, students discuss the question and try to agree on a ranking of calls from most to least crazy. Monitor and help with vocabulary. Hold a class vote to decide which call students thought was the craziest.

**Optional extension**

Ask students to work with a partner and think of possible responses the police might give to each of the calls. Tell them they should be polite and offer suggestions to help the caller. Listen to some of the best examples in open class and write them on the board. Put students into different pairs for variety. One student is the caller and one is the police officer. Ask students to create dialogues using some of the ideas on the board or others of their choice.

**GRAMMAR****so and such**

- 1 Ask students to complete the sentences in pairs and check their answers in the article. You might want to clarify that students should use *so* or *such* in each space.

**Answers**

- 1 so 2 such 3 such

Ask students: *How do so and such change the sentences in Exercise 1?* (They emphasize or intensify the meaning of the adjectives that follow.) Focus students on the sentences and ask: *Why do we use so in sentence 1 and such in sentences 2 and 3?* Ask students to consider this in pairs before you elicit ideas and complete the rule in open class.

**Rule**

- 1 so 2 such

- 2 Check/clarify: *can't stand* (really don't like); *in tears* (crying). Ask students to complete the sentences in pairs before looking back at the article to check their answers. Encourage pairs to discuss the types of words that could go in each space and to consider how these words would be used with either *so* or *such*. There will be alternative ways to complete the sentences that are also correct but that perhaps don't use the target language. Praise students who come up with any. Tell students that the focus when checking in the article should be on noticing rather than on whether what they put was right or wrong.

**Answers**

- 1 so boring 2 so tired 3 such a loud noise upstairs  
4 such unimportant reasons

Ask students to work with the same partner and to use the sentences in Exercise 3 to help them complete the rule.

**Rule**

that

- 3 If you're short on time, set this exercise for homework but do number 1 in class first. Students work individually to complete the exercise. Weaker students could start by identifying the cause (adjective or noun) and then deciding whether *so* or *such* is appropriate before they write sentences in full. Monitor and praise students who are using *so* and *such* correctly. Allow students to compare answers with a partner before whole-class feedback.

**Answers**

- 1 It was such a bad accident that two people had to go to hospital.
- 2 It was so windy that it was dangerous to walk there.
- 3 The well was so deep that the donkey couldn't get out.
- 4 The road was so icy that it was dangerous to drive on.
- 5 They were such careless people that they always forgot to lock the door to their house.

**Fast finishers**

Ask students to rewrite the *so* sentences with *such* and vice versa. Answers: 1 The accident was so bad that two people had to go to hospital. 2 It was such a windy day that it was dangerous to walk there. 3 It was such a deep well that the donkey couldn't get out. 4 It was such an icy road that it was dangerous to drive on it. 5 The people were so careless that they always forgot to lock the door to their house.

**Optional extension**

Write on the board:

- 1 hot – have a cold shower to cool down
- 2 expensive – borrow £500 to buy it
- 3 silly film – walk out
- 4 heavy box – not carry it
- 5 worried – not sleep

Students make sentences using *so* or *such*. They can decide on a subject. Do number 1 with them as an example.

Suggested answers: 1 It was so hot that I had a cold shower to cool down. 2 It was so expensive that I had to borrow £500 to buy it. 3 It was such a silly film that we walked out of the cinema. 4 It was such a heavy box that they couldn't carry it. 5 I was so worried that I couldn't sleep.

Workbook page 101 and page 127

## VOCABULARY

### Adjectives with negative prefixes

- 1 Books closed. Write these prefixes on the board:

*un- im- in- ir- il-*

Divide the class into small groups. Elicit that these are prefixes and that they make adjectives negative. Give students five minutes to make lists of negative adjectives using the five prefixes. Tell them it is a competition and that they should work quietly so that the other teams cannot hear their answers! During feedback, write answers on the board and ask students to copy the lists. Give teams one point for each correct answer. Books open. Go through the example in open class. Students complete the exercise in pairs. During feedback, say the adjectives with negative prefixes for students to repeat. Elicit which the stressed syllable is in each adjective (underlined in the answer key). Also draw attention to these spelling anomalies: the double 'r' in *irresponsible* and the double 'l' in *illegal*.

#### Answers

1 impossible 2 unhappy 3 unsurprising  
4 unimportant 5 unnecessary 6 untrue; irresponsible;  
illegal

- 2 Ask students to read the adjectives and underline any they don't know. Clarify meaning by giving example sentences, for example *I see a spider and I scream, I'm \_\_\_ (afraid)*. Working in pairs, students add the adjectives to the lists.

#### Answers

un-	im-	in-	ir-	il-
<u>un</u> surprising	impatient	informal	irresponsible	illogical
uncomfortable	impossible	inexpensive	irregular	illegal
unhelpful	impolite			
unhealthy				
unconcerned				
unafraid				

#### Fast finishers

Ask students to mark stressed syllables on each of the adjectives in Exercise 2. During feedback, say each one and elicit stressed syllables.

- 3 Working individually, students complete questions 1–5. Allow them to compare answers with a partner before feedback in open class.

#### Answers

1 unhealthy 2 unconcerned 3 impatient  
4 irresponsible 5 inexpensive

- 4 **SPEAKING** Give students a minute to make notes on their answers to the questions in Exercise 3. Write the word *Why?* on the board in large letters to encourage them to give reasons and examples to support their answers. Put students in pairs or small groups for them to discuss. Monitor and if students are not explaining their reasons, point to the word *Why?* on the board.

#### Optional extension

Hold a class competition. Give students three minutes to memorise the adjectives in Exercise 2 and their respective negative prefixes. Next, divide the class into pairs and give students one minute to write down as many of the adjectives as possible. Ask students to swap papers with another pair and mark each other's work. Did any pairs get all 15?

Workbook page 102

### Student's Book page 108–109

## CULTURE

- If you'd like a warm-up, nominate a student to give you the name of a job. If they can't think of a job immediately, move on to the next student. After a few examples, ask students to name a dangerous job and continue around the class. Write these on the board and elicit reasons why each of them is dangerous. Books open. Focus students' attention on the photos and get students to speculate on them in pairs. If you're using an IWB, do this as a heads-up activity with books closed. Listen to their ideas open class. Accept all suggestions and write them on the board.
- 2.29** Tell students to read the article quickly and to focus on checking the ideas on the board. Were any of their predictions correct?
- Ask students to locate and circle the numbers in the text. Point out that the numbers may be in word or numerical form and that one of the numbers refers to two different things. Allow students time to read the text carefully to find the answers. Ask them to compare answers with a partner before doing a whole-class check.

#### Answers

- The date in October when the miners were brought above ground. / The number of crew members on the *Jascon-4*.
  - The number of days that had passed before the rescue mission received the miners' note.
  - The age of Harrison Okene, the ship's cook.
  - The number of metres below the surface of the water where the ship was lying.
  - The number of miners trapped underground.
  - The number of hours that had passed since the ship had gone down when Okene heard knocking.
- 4 **SPEAKING** In pairs or small groups, students discuss the two questions. Monitor and praise students who are attempting to expand on their answers, perhaps by showing empathy in answer to question 1 and by giving reasons for their opinions in response to question 2. At the end, nominate one or two pairs to report back to the class and encourage class discussion by prompting others in the class to react to their ideas.
- 5 **VOCABULARY** Draw attention to the underlined words in the article. Students work with a partner to match the words with the definitions. During feedback, focus on pronunciation by saying the words and asking students to repeat them. Encourage them to notice the silent 'w' in *wreck*.

**Mixed-ability idea**

Stronger students can find the highlighted words in the text, try to decode meaning from context and come up with their own definitions before referring to definitions 1–7 to check their ideas. Weaker students proceed directly to matching the words and definitions, still using the context provided by the article to help them.

**Answers**

1 air pocket 2 safety record 3 sunk 4 tragedy  
5 miracles 6 drill 7 wreck

**BACKGROUND INFORMATION**

**San Jose copper mine collapse** In the twelve years before the collapse, there had been several accidents at the San Jose mine and eight people had died. The miners were found 17 days after the collapse. Their emergency supplies had just run out. It took another 52 days before all 33 were free. Almost all the miners were in good physical condition but had lost an average of 8kg. When the mine first collapsed, they had tried to reach the surface via escape ladders, but the mining company had not installed the ladders.

**Jacson-4** The Jascon-4 tugboat capsized and sank in June 2013. Lone survivor Harrison Okene spent sixty hours trapped in an air pocket at the front of the boat. As he had spent so long at pressure underwater, Mr Okene would have had a heart attack if he had been brought quickly to the surface. He had to be brought up slowly in a diving helmet and put into a decompression chamber. He only thought he had been underwater for twelve hours.

**WRITING****A story about a rescue**

- As a brief introduction to the topic, ask students to work in pairs or small groups and talk about any rescues they've been involved in personally or any they've heard about either in their town/city or on the news. Ask students to read the text quickly in order to answer the question: *Why did the boy need to be rescued?* (He got stuck in mud.) Check answers and make sure students understand *mud*. Now students have the gist of the story, ask them to read again and answer the questions. Ask students to compare answers with a partner before feedback in open class.

**Answers**

- They walked across open land to get home more quickly.
- The rescue took around half an hour.
- He needed to go to hospital because he was cold, he was in shock and his legs were very painful because of the pressure of the mud.
- His mother was grateful to the people who had worked hard and put themselves in danger to save her son.

- Focus attention on the words and elicit/point out that they are linking words, which are used to join ideas together in a text. They make a text clearer and easier to read. Put students in pairs for them to complete the exercise. Check answers in open class.

**Answers**

1 after 2 which 3 and 4 because 5 where  
6 but 7 later

- Ask students to work in pairs and match the paragraphs to the topics (a–d). During whole-class feedback, ask them to give examples from the text to support their answers.

**Answers**

a 2 b 4 c 1 d 3

- The planning for this exercise can be done in class and the writing set for homework. Tell students that their rescue story can be true or made up. Brainstorm a few ideas in open class before giving students a couple of minutes to choose an idea and make notes on each of the points. Monitor and help with ideas. The focus here is on content rather than accuracy so don't worry about correct language at this point. Put students in pairs for them to take turns to tell their stories by expanding on their notes. Ask them to make a note of any vocabulary they're missing while they do this. They can ask you for this afterwards. Next, students organise their writing by following the plan in Exercise 3. Finally, students should note down key words and structures to include in their stories to increase the level and variety of their writing, before writing a final version. On completion, ask pairs to swap stories and read and evaluate each other's writing on the basis of **content** (How interesting was the story?); **organisation** (Did the story follow the organisation of the model text?); and **language** (Did they use a variety of linking words?)

# 12 A FIRST TIME FOR EVERYTHING

## Objectives

FUNCTIONS	expressing regret; talking about fears
GRAMMAR	phrasal verbs; <i>I wish / If only</i> + past perfect
VOCABULARY	phrasal verbs (2); nervousness and fear

Student's Book page 110–111

## READING

- 1** **SPEAKING** Books closed. If you'd like a warm-up/lead-in to the topic of memories, draw a curved double line across the centre of the board to depict a river and write *My childhood* above it. Write 0 at the left end and 12 at the right end. Explain that the river represents your childhood. Draw crosses along the line to represent important moments in your childhood, for example when you started school, when you learned to ride a bicycle, but do not explain what each cross refers to. In open class, ask students to guess. Write any correct answers on the board. Answer questions that your students may have about your experiences and explain any unexplained crosses. Also elicit further suggestions of important moments in childhood. Books open. Focus attention on the photos. Which of the important moments depicted had your students come up with in the warm-up? Nominate students to describe the childhood moments shown. If you're using an interactive whiteboard (IWB), this exercise would best be done as a heads-up activity with books closed. Put students into pairs to discuss the questions. Encourage them to use the structures in the example sentences. Monitor and help with vocabulary. Nominate one or two students to report back to the class on things they remember doing for the first time.
- 2** Before students read the article, ask them to predict the answer to the question. They then read to check. Remind students that at this stage they are reading to get an overall understanding of the article and they shouldn't worry about understanding the meaning of every single word. Set a time limit of three minutes to encourage students to focus on gist rather than on in-depth understanding.

### Answer

happy

- 3** **2.30** Ask students to read the questions and underline the key words. Play the audio while students listen, read and answer the questions.

Encourage them to underline the text in the article that gave them the answers. This will make it easier for students to check their answers once they've finished and it will also help them justify their answers during pair-checking and whole-class feedback stages.

## Suggested answers

- 1 Tom cried because a dog stole his ice cream.
- 2 Alice cried because they couldn't get out of the car when it broke down.
- 3 No, it isn't. The research suggests that children younger than four or five do form memories, but that what we remember about our very early lives changes as we get older.
- 4 The researchers asked children to describe their first memories and how old they'd been when the event occurred.
- 5 Two years passed between the first and second interviews.
- 6 Nearly all of them said something very different in the second interview.
- 7 Many of them described exactly the same memory in the second interview.
- 8 Researchers are now trying to answer the question of why children remember certain events and not others.

## TRAIN TO THINK

### Logical conclusions

- 4** To show the difference between a logical and an illogical conclusion, write these examples on the board and elicit which one is logical and which one illogical:

*I can speak Spanish. Therefore I am Spanish.* (illogical)  
*She was born on the same day as her sister. Therefore they are twins.* (logical)

Students refer to the article to identify the two ideas and then discuss whether it is a logical conclusion.

### Answers

Idea 1: Children younger than ten reported a different earliest memory in the second interview from the one they'd reported in the first interview.  
Idea 2: The children aged ten and over reported the same memory in both interviews.  
It is a logical conclusion.

- 5** Ask students to work with a partner and decide which of the conclusions are logical and which are illogical. Monitor and praise students who are challenging each other and explaining their reasons fully. Check answers in open class.

**Answers**

- 1, 2 and 3 aren't logical.  
 1 Not all Bradley Cooper films are necessarily good – some are good; others could be terrible.  
 2 Jane doesn't necessarily order steak when she goes to the restaurant.  
 3 I might eat and drink lots of unhealthy things as well as eating apples.

**SPEAKING**

Put students into pairs/groups to discuss the questions. Praise those attempting to develop their answers. Nominate one or two students to share their ideas in open class and encourage further discussion.

**Optional extension**

Ask students to draw their own 'river' as in the warm-up. They should include at least three crosses. Put students into small groups for them to guess what the crosses refer to. Tell them they can think of approximate ages if they're unsure exactly when the events occurred. Write these stems on the board as prompts: *Is that when you ... for the first time? Were you [5] when you ... for the first time?* Monitor to help with any questions and to check students' use of narrative tenses. (These are commonly used in telling anecdotes.) Make a note of any students describing particularly interesting events and call on these students to share them with the class during feedback. Also go through any common errors with narrative tenses.

**Student's Book page 112–113****VOCABULARY****Phrasal verbs (2)**

- 1 Books closed. Explain/elicite that phrasal verbs are verbs with more than one word. They consist of a verb, e.g. *get* and a particle (preposition), e.g. *up*. Books open. Ask students to find each of the verbs in the article and circle them. You could set this up as a race to vary the pace and raise energy levels. Once students have completed the matching exercise, check answers in open class. Be prepared with further examples to clarify meaning of each of the phrasal verbs, where necessary.

**Mixed ability**

Challenge stronger students to cover up the definitions on page 112 and try to work out the meaning of each of the verbs using the context provided by the article. They can look at definitions 1–8 to check their answers. Get weaker students to work in pairs to do the matching using both the definitions and context provided in the article in tandem.

**Answers**

- 1 stand out 2 look forward to 3 carry out 4 look into  
 5 sort out 6 blow out 7 break down 8 work out
- 2 If you're short on time, set this exercise for homework. Students can do the exercise in pairs. If you feel your students would benefit from additional support, get them to first decide on the appropriate phrasal verb and conduct brief feedback on this before they attempt to put them into the correct form. Check answers in open class.

**Answers**

- 1 looking forward to 2 broke down 3 looking into  
 4 stands out 5 work out 6 carrying out 7 work... out

**Fast finishers**

Ask students to look back at reading texts in earlier units in the book to find more examples of phrasal verbs.

Workbook page 110

**GRAMMAR****Phrasal verbs**

- 1 If your students would benefit from more of a lead-in into this language focus, write these questions on the board:

A: *What should I do if I don't know the meaning of a word?* (Look it up in a dictionary.)

A: *I've lost my coat. What can I do?* (Look for it!)

Elicit and write up the answers. Ask students what the phrasal verb is in each sentence (*look up*, *look for*). Ask students if they notice a difference between these two phrasal verbs. Prompt them to think about word order. Answer: *look* and *up* are separated by *it* in the first sentence; the verb and particle are not separated in the second sentence. Tell students that some phrasal verbs are separable; an object can be put between the verb and particle and some aren't. Books open. Focus attention on the example sentences and ask students to identify the object in each sentence before answering the question. Check answers in open class.

**Answers**

- 1 blow [the candles] out and 3 sort [it] out

Elicit and write up the answers. Ask students to work with a partner and complete the rule using the example sentences in the rule box, which appear immediately below each rule, to help them. Check answers in open class.

**Rule**

- 1 separated 2 together 3 separated 4 between  
 5 between

- 2 If you're short on time, set this for homework but go through the example in class. Students should work individually to complete the exercise before comparing answers in pairs. Tell them to write sentences out in full rather than simply number the words in their books. Also get them to write both sentences where two different orders are possible (as is the case in the example). Point out that the capital letter indicates the first word. Refer to the rule during whole-class feedback.

**Answers**

- 1 They are looking into the robbery. 2 We have to look after them. 3 She blew out the candles. / She blew the candles out. 4 I need to sort out the problem. / I need to sort the problem out.

### Fast finishers

Ask students to write questions for the sentences: *Can you work out the answer? Are they looking into the robbery?* etc.

- 3 **SPEAKING** Ask students to complete the questions individually. Do a quick check before putting students into small groups for the discussion stage. Monitor students' use of the phrasal verbs. Correct any mistakes on-the-spot and also note down any persistent errors to review during whole-class feedback. Nominate one or two students to report back to the class on what their group discussed.

### Answers

1 broke down 2 looking forward to 3 hang out  
4 sort out 5 looking after 6 give up

### Optional extension

Students write a short dialogue using three of the phrasal verbs from the unit in pairs.

Workbook page 108 and page 127



Be aware of common errors related to phrasal verbs, go to Get it right on Student's Book page 126.

## LISTENING

- 1 Books closed. As a lead-in to this topic, ask students: *How much do you know about the history of the Internet?* Invite responses in open class. Elicit the names of the famous websites in the exercise (Amazon, Skype, Facebook, YouTube) by asking: *Which are the most visited websites, do you think?* Tell students they are going to hear a presentation about the history of the Internet. Books open. Focus attention on the images and ask students to answer the question in pairs. If you're using an IWB, do this as a heads-up activity with books closed. Elicit students' answers in open class but do not comment at this stage.
- 2 **2.31** Play the audio for students to check their answers to Exercise 1. Discuss which of students' predictions/answers were correct during whole-class feedback.

### Answers

1 the first email was sent 2 the first webpage was launched 3 the first item was bought on Amazon  
4 the first sentence was said on Skype 5 the first Facebook account was opened 6 the first YouTube video was uploaded

## Audio Script Track 2.31

Hello and welcome to my presentation. Today I'd like to talk to you about the history of the Internet. Now, for all of us, of course, it isn't even possible to imagine life without the Internet. But we have to remember that it was only in the mid-1990s that it really started to become part of everyday life. Most of our parents grew up in a world without it!

It's actually quite difficult to put an exact date on when the Internet was invented because lots of different people were working on similar projects at the same time. What I can tell you, though, is that the first email was sent in 1971 by a man called Ray Tomlinson and he sent it to himself. And what did it say? Ray himself can't even remember, but he says it was probably something like 'qwertyuiop' – you know, that line of letters on a keyboard!

Well, we have to go forward another 20 years, to 1991, to see the first website to appear on the net. And guess what this website was about? It was, in fact, all about the World Wide Web itself. It explained what it was and how to use it to search for information. Of course, at that time, there wasn't really very much information to find. But that changed very quickly. Soon we were all using the Internet to do more and more things, like shopping. In 1995, the shopping site Amazon came online. The first thing ever bought on Amazon was a book about science.

The Internet also allowed us to speak to each other more easily, and services like Skype also meant that finally we could see the person we were talking to. The first sentence actually spoken on Skype in 2003 was in Estonian, I'll have a try. It was something like 'Tere, kas sa kuuled mind?', which in English means 'Hello, can you hear me?' It was said by someone in the team that developed the program.

These days, we all use social media to keep in touch with our friends and most of us probably use Facebook. But it's incredible to think that Facebook was only founded in 2004. The first person to have a Facebook account was Mark Zuckerberg, who helped set it up. His account number was four because the first three account numbers had been used in tests.

Finally, a quick word about video. YouTube is, of course, the biggest video site, but it was only started in 2005. The first video was of the man who helped create it, Jawed Karim, at San Diego Zoo. It's been watched more than 10 million times.

So, as you can see, the Internet as we know it hasn't really been with us for very long at all. And yet in that short time it has grown incredibly. Who knows where it's going next?

Thanks for listening. Has anyone got any questions?

- 3 **2.31** Check that students are clear on the task. Point out that the notes (1–6) do not appear in the order they appear on the audio. If you think this would be useful for your students; ask them to re-order the notes according to the order in which they'll hear them. Give students a minute to write down anything that they remember from the first listening then play the audio again for students to check and complete their notes. Ask students to compare notes with a partner before whole-class feedback.

### Answers

1 When? 1991 About? The World Wide Web  
2 When? 1971 Sent to? Ray Tomlinson  
3 Number: 4 Who? Mark Zuckerberg  
4 What? Jawed Karim at San Diego Zoo Number of hits: 10 million  
5 What? A book about science When? 1995  
6 What? Hello, can you hear me? Language: Estonian

- 4 **SPEAKING** Students work in pairs or small groups to discuss their answers. Write these stems on the board to encourage students to use modals of deduction in their discussions: *It might/It will (probably/definitely) It (definitely/probably) won't* + base infinitive. Invite students to share their ideas with the class during feedback and hold a class discussion to decide which the best websites are and what the future of the Internet might be.

#### Optional extension

Divide the class into small groups. Ask each group to appoint a secretary to note down the group's answers to the following quiz questions. Read them one-by-one. Tell groups to discuss their answers very quietly so that the other groups don't hear! Students can mark each other's papers. Elicit answers in open class and award one point for each correct answer.

- 1 Which was the first YouTube clip to be watched a billion times?
- 2 How many Americans use Amazon every month?
- 3 Which country has the fastest Internet connection?
- 4 How high is the world's highest webcam?
- 5 Who was the first person to have 100 million likes on Facebook?
- 6 How many computer terminals are there in the world's largest Internet cafe?

Answers

- 1 The song Gangnam Style by South Korean Rapper Psy in summer 2012.
- 2 Around 90 million.
- 3 South Korea
- 4 5675m (It's on Mount Everest)
- 5 Colombian singer Shakira in July 2014
- 6 ChamsCityDigital Mall in Nigeria has 1.027 terminals

## THINK VALUES

### Breaking new ground

- 1 Students complete the exercise individually. Ask them to put their hand up and say 'finished' as soon as they have completed the exercise. During feedback, ask the first person to finish: *How did it make you feel to be the first to finish?*

#### Answers

1 b 2 e 3 d 4 a 5 c

- 2 **SPEAKING** Put students into pairs or small groups to compare ideas. If your students tend to be a bit shy about speaking in English, make AB pairs and tell As that they have to argue that it is *extremely* important to be first to do something and that coming first is more important than taking part. Bs have the opposite view. Students must try to convince their partner that their opinion is the right one. Monitor and help students explain their ideas if they are struggling to express themselves. Ask students if they were convinced by their partner in open class before giving students a minute or two to discuss their 'real' opinions.

### BACKGROUND INFORMATION

**Neil Armstrong** (1930–2012) was the first man to walk on the moon in July 1969. He travelled to the moon in the Apollo 11 with fellow astronauts Buzz Aldrin and Michael Collins.

**Nelson Mandela** (1918–2013) was President of South Africa between 1994 and 1999. Before becoming President, he had spent 27 years in prison for being a member of the South African Communist Party and attempting to overthrow the government.

**Yuri Gagarin** (1934–1968) became the first human to journey into outer space when he completed an orbit of the Earth on 12 April 1961. He died when piloting a training jet.

**Kathryn Bigelow** (born 1951) is an American film director. She has directed a number of well-known films including *Point Break*, *Zero Dark Thirty* and *The Hurt Locker*, which won her an Oscar in 2008.

**Marie Curie** (1867–1934) was a Polish scientist. She won the Nobel Prize for Physics in 1903 and the Nobel Prize for Chemistry in 1911, making her the first person (and still the only woman) to win twice.

### Student's Book page 114–115

### READING

- 1 A recording of this text is available with your digital resources. Books closed. If you'd like a warm-up, write these sentence stems on the board:

*I felt nervous when ...*

*I felt frightened when ...*

*I was petrified when ...*

Check/clarify: *nervous, frightened, petrified* by asking students to make appropriate facial gestures. Ask students to complete the sentences. Monitor and help with any difficulties. Ask students to compare answers in pairs. Listen to one or two examples in open class. Books open. Focus attention on the four pictures. If you're using an IWB, do this as a heads-up activity with books closed. Give students a minute to match the words to the photos in pairs then take feedback in open class.

#### Answers

A 4 B 1 C 2 D 3

- 2 **SPEAKING** Put students into small groups to discuss. Monitor but avoid correcting mistakes unless they really hinder comprehension. The focus of this task is on fluency, not on accuracy. Ask students to share any interesting stories they heard with the rest of the class.
- 3 Ask students to read the four stories quickly and match them to the photos in Exercise 1. Allow students to compare answers with a partner before doing a whole-class check. Alternatively, divide the class into four groups (A, B, C and D) and assign each group a different text. Regroup students to make ABCD groups and ask them to give a summary of what they read before they do the matching task.

#### Answers

A Roseli B Ingrid C Paul D Hanif

- 4 Ask students to read the sentences and underline key words. They should then read the text more carefully to decide if the sentences are true or false. Tell them to underline the parts of the stories that gave them their answers. During feedback, ask students to correct the false sentences.

#### Answers

1 F He panicked so they took the rope off. 2 F He said 'If only I'd taken a photo.' 3 T 4 F He stumbled through two minutes 5 F She went down the slide. 6 T 7 T 8 T

- 5 Ask students to work in pairs or small groups. Challenge them to try to come up with as many different answers as possible. Encourage creativity. Listen to their answers in open class and accept all as correct as long as students can justify them.

#### Suggested answer

A (Paul) because he was too frightened to do it in the end.

- 6 **SPEAKING** Give students some thinking time before they discuss in pairs or small groups. Monitor and make a note of any repeated mistakes. Write these up on the board, ensuring anonymity, and ask students to correct them as part of whole-class feedback.

## PRONUNCIATION

For practice of the different pronunciations of *ea*, go to Student's Book page 121.

## GRAMMAR

### *I wish / if only* + past perfect

- 1 Focus attention on the sentences and ask students: *Is the speaker wishing about an event happening now or in the past?* (in the past). Ask students to try to complete the sentences before they refer back to the stories to check their answers. This will promote noticing. Check answers in open class. Next, ask students to complete the rule with a partner and then do a whole-class check. Elicit that the past perfect is made up of *had ('d) + past participle*. Consider contextualising this by reminding students that we use *if only / I wish* + past simple to describe wishes about the present. You could do this by showing a photo (or drawing a picture on the board) of a man dreaming about being on the beach. Elicit: *I wish / if only I was on the beach*.

#### Answers

1 I'd stayed 2 I hadn't gone 3 I'd taken 4 I'd thought

#### Rule

1 *only* 2 past perfect

- 2 Go through the example in open class. Students work with a partner to complete the exercise. Encourage them to use contractions. During whole-class feedback, focus on students' pronunciation of *wish*.

#### Answers

- 1 I wish / If only I'd gone to bed early.
- 2 I wish / If only I'd asked her for her phone number.
- 3 I wish / If only I'd studied last weekend.
- 4 If only / I wish Dad hadn't forgotten (had remembered) Mum's birthday.
- 5 If only / I wish my friends hadn't fallen asleep.

#### Fast finishers

Ask students to write three sentences about regrets that their family members/friends might have.

#### Optional extension

To draw attention to weak forms and contractions, read the following sentences at natural speed and ask students to write them down word-for-word. Ask them how many words they heard in each sentence. Tell them that a contraction e.g. *I'd* counts as two words. Say the sentences again for students to check their answers – again at natural speed. Ask them to compare with a partner before revealing the sentences on the board. This stage is the key part of the activity. Give students a minute to compare the sentences with what they've written and allow them to ask questions and/or make observations either in pairs or in open class.

*I wish I'd bought a better computer.*

*If only he'd brought his boots.*

*I wish I'd had my phone.*

*If only we'd gone to France last year.*

*I wish you'd remembered my birthday.*

- 3 Working individually, students write down some of their regrets. Monitor to help with vocabulary and to check students are using *I wish / If only* correctly. Invite students to share one or two regrets with the class during feedback.

Workbook page 109 and page 127

## FUNCTIONS

### Expressing regret

- 1 Students order the dialogue in pairs. Check answers and draw attention to the advice given by Oliver (*you should lie down*). Remind students that we can use *should* + infinitive to give advice.

#### Answers

3, 1, 5, 4, 6, 2

#### Optional extension

Disappearing sentences: You'll need to write out the dialogues on the board or IWB for this one. Make AB pairs so that half of the class are A and half are B. Students practise the conversations in their pairs. Cover a small section of the dialogue, beginning from the right-hand side of the screen or board. Students repeat the dialogues in their same AB pairings trying to remember the whole thing, including the parts they can no longer see. Cover more and more of the dialogue, with students practising at each stage, until eventually nothing is left on the board. Ask for volunteers to perform for the class or have all As and all Bs perform in unison. This activity involving lots of repetition is a fun way for students to memorise useful chunks.

- 2 Divide the class into small groups. Students take turns to read their sentences from Exercise 3 and have similar dialogues to that in Exercise 1. Encourage students to give a couple of different suggestions for advice and to respond to the advice given. This exercise can be done as a mingle activity with students changing partners after each dialogue.

## VOCABULARY

### Nervousness and fear

- 1 To lead into this exercise, ask students to scan the stories on page 114 and find at least five words or phrases connected to fear (there are 13 in all). Once they're ready, nominate students to call out their answers and write them on the board. If you're using an IWB, this exercise would best be done as a heads-up activity with books closed. Focus attention on pictures A–D and ask students to work with a partner to match them to sentences 1–4. Check answers in open class and perhaps do a further check on the meaning of the words in bold by eliciting mimes or examples from your students.

#### Answers

A 2 B 1 C 4 D 3

#### Optional extension

Write these categories on the board: *Movement*; *Sound*; *Physical reaction*; *Feeling*. Ask students to sort the words in bold in Exercise 1 into these categories. Tell them that some of the words could go into more than one category.

#### Answers

Movement: biting my nails; tremble; shaking  
 Sound: breathe hard  
 Physical reaction: sweating, mouth went dry, tremble, shaking  
 Feeling: terrified, panicked

- 2 **SPEAKING** Focus attention on the three photos and elicit the three fears they represent (fear of flying (top left), fear of snakes (bottom left) and fear of heights (top right)). Ask students: *Why do some people find these things frightening? Do you have this fear?* Listen to their answers in open class. Put students into pairs and get them to race to list another ten fears that people commonly have.

#### Fast finishers

Ask students to invent some phobias, for example mobilophobia; the fear of mobile phones.

#### Optional extension

Before the lesson, prepare an IWB screen or handout with the following list of phobias – but without the descriptions. Divide the class into small groups and give them five minutes to guess what the fear is. To make the exercise easier, tell students that there is a clue in the first part of each word. If this is still too difficult, jumble up the definitions for students to match them with the phobias. Elicit answers in open class and give groups one point for each correct answer.

Aerophobia – Fear of flying.  
 Arachnophobia – Fear of spiders.  
 Bibliophobia – Fear of books.  
 Claustrophobia – Fear of confined spaces.  
 Cyberphobia – Fear of computers.  
 Dentophobia – Fear of dentists.  
 Hydrophobia – Fear of water.  
 Megalophobia – Fear of large things.  
 Microphobia – Fear of small things.  
 Octophobia – Fear of the number 8.  
 Scolionophobia – Fear of school.  
 Zoophobia – Fear of animals.

- 3 Students write sentences individually. Encourage them to include examples of specific times when they or people they know have been afraid. Monitor and help with vocabulary and grammar. When students have written three sentences, divide the class into different groups, for variety. Ask students to compare their sentences and decide which of the fears is strangest. Invite feedback on this in open class.

Workbook page 110

## Student's Book page 116–117

### FICTION

- 1 **2.34** Focus attention on the book cover and ask: *What kind of story is it?* Play the audio for students to listen to and read the introduction. Put students into pairs and ask them to discuss what they think the story might be about. Elicit their predictions in open class and write them on the board, but do not comment at this stage. If students ask about the names in the title, tell them that they will be explained later on in the story.
- 2 **2.35** Play the audio while students read and listen to the rest of the extract. Ask students to compare answers with a partner before a whole-class check. During feedback, refer to the predictions on the board and ask: *Whose predictions were correct/the closest?*
- 3 Ask students to read questions 1–6 and underline key words or phrases. As they read, encourage them to underline the parts of the extract which helped them find their answers. Allow students to compare answers with a partner before feedback in open class. Ask students to refer to the text when giving reasons for their answers.

#### Answers

- 1 Cloudy (Fizza's horse) and Golden (Fletcher's horse)
- 2 He has tears in his eyes from laughing so much.
- 3 Fizza doesn't want to take his hand because she is angry at him for laughing at her.
- 4 She goes shopping in Birmingham because her friend likes it.
- 5 Fletcher calls her the Bullring Kid because that's the name of the shopping centre she goes to in Birmingham.
- 6 It says in the text that Fletcher kept his promise that he wouldn't let her get hurt.

- 4 **SPEAKING** Check/clarify: *treat somebody badly, nickname*. Put students into pairs or small groups. During their discussions, encourage students to expand on their answers by giving reasons for their opinions and ideas. Nominate two or three students to report back to the class on what they discussed.

### Optional extension

This might be a good opportunity to review prepositions as there are lots of them in the extract. Tell students they are going to do a memory test. Ask them to work with a partner and give them five minutes to read the text again. Get them to focus on the prepositions and the words before and after them. To help weaker students, tell them you are focussing on these prepositions: *at, to, off, with, on, out, up, in*.

When the time is up, ask students to close their books. Write these sentences on the board.

- 1 Cloudy was \_\_\_\_ one side and Golden was \_\_\_\_ the other
- 2 Cloudy moved and Fizza fell \_\_\_\_ the ground.
- 3 You're not fighting \_\_\_\_ her.
- 4 Let me help you,' he said, putting \_\_\_\_ his hand to help her get \_\_\_\_.
- 5 Fizza was a bit cross \_\_\_\_ being laughed \_\_\_\_.
- 6 'Oh come \_\_\_\_!' he said.
- 7 '... lift your right leg \_\_\_\_ and \_\_\_\_.'

Students complete the sentences with a partner. Check answers in open class. Check/clarify: *cross* (angry).

Answers: 1 on; on 2 to 3 with 4 out; up 5 at; at 6 on 7 up; over

## WRITING

### A story about a bad decision

- 1 As a lead-in to the topic, ask students who they talk to if they have to make a big decision. Is it their parents, another member of their family or a friend? Elicit one or two answers in open class and encourage further discussion in pairs. Tell students they are going to read a story about a bad decision. Check/clarify: *to run a shop, homesick*. Students read the story and answer the question. Ask students to compare with a partner before whole-class feedback.

#### Answer

Pauline's bad decision was to go to university when she didn't really want to.

- 2 Put students into pairs. Ask them to find and underline phrases with the same meanings as those underlined in 1–4, in the story. Check answers in open class. If necessary, refer back to the rules of *wish* / *if only* + past perfect to express past regrets and *should have* + past participle to criticize past actions.

#### Answers

- 1 Pauline wished she hadn't gone 2 If only you'd told
- 3 I wish she'd told 4 Pauline should have made

- 3 Students work with a partner to complete the exercise. Check answers in open class. Draw their attention to the fact that each paragraph is about a distinct point and that the order is typical for a story.

#### Answers

- a 2 b 1 c 4 d 3

- 4 This exercise can either be set as homework or done as a collaborative writing activity in class with pairs of students working together. If you're opting for the collaborative writing approach, tell students they need to cover all of the points and that they should follow a similar four-paragraph structure to the one

in Exercise 3. When pairs have finished, ask them to swap stories with another pair and evaluate it on the basis of **content** (Did they cover all five points listed in the question?); **organisation** (Did each paragraph include a clear and distinct idea like the model answer?); **communicative purpose** (Did you enjoy reading it?); and **language** (How many of the phrases from the model answer did they use? Did they use these correctly?). Also encourage pairs to say what they liked most about the story to foster a positive and supportive environment for peer feedback.

### Student's Book page 118–119

## CAMBRIDGE ENGLISH: Towards First

## THINK EXAMS

## READING AND USE OF ENGLISH

### 1 Part 6: Gapped text

#### Answers

- 1 G 2 F 3 A 4 B 5 D 6 C

Workbook page 107

## TEST YOURSELF UNITS 11 & 12

### 1 VOCABULARY

#### Answers

- 1 look... up 2 afraid 3 hang out 4 panicked
- 5 broke down 6 impatient 7 looking forward to
- 8 work out 9 irresponsible 10 looking into

### 2 GRAMMAR

#### Answers

- 1 such 2 in order to 3 feel like 4 afford
- 5 only 6 I wish

### 3

#### Answers

- 1 It's a big problem now. We need to ~~sort out~~ it **sort it out**.
- 2 My friends and I really hated ~~to~~ bungee jumping last weekend.
- 3 I'm ~~such~~ so hungry! I'll have to eat something now.
- 4 They're going to cover the hole so as to prevent future accidents.
- 5 It was ~~so~~ **such** a bad car crash that nobody survived.
- 6 After the accident, my dad promised ~~wearing~~ to **wear** a seat belt in future.

### 4 FUNCTIONAL LANGUAGE

#### Answers


- 1 so as; such 2 matter; hadn't 3 in; idea 4 so; that

# PRONUNCIATION

## UNIT 1

### Linking words with *up*

**Aim:** Students recognise and practise linking patterns between consonant and vowel sounds at word boundaries. We introduce the concept using phrasal verbs with *up*.

- 1  1.11 To ensure that students are clear on the overall meaning of the text before looking at pronunciation, ask them to listen and read in order to answer these gist questions: *Why is Jenny tired? What's Steve's advice?* (Jenny is tired because she goes to bed late after doing her homework and gets up early in order to practise the flute in the morning. Steve advises her to give up the flute.)
- 2 If necessary, tell your students that they should think about linking in order to focus their noticing efforts at this stage. Or, elicit that linking is occurring before they complete the rule. (Answers: consonant; vowel).

#### Optional extension

Students find other examples of linked consonant and vowel sounds in the dialogue: *late every; practise in; if; wish* and *school orchestra*.

- 3  1.12 Students listen and repeat.


#### EXTRA INFORMATION

- The letter *s* can be pronounced as /s/ or /z/, so *gets* /gets/ but *lives* /lɪvz/. This pronunciation pattern is maintained when linking sounds (e.g. /s/ *gets up*; /z/ *lives up*).
- Developing an awareness of how connected speech causes words to blend into each other helps learners' listening as well as their speaking skills.
- It can be useful to get students to think of examples of linking in L1.

## UNIT 2

### Initial consonant clusters with /s/

**Aim:** Students identify and practise two and three-letter consonant clusters beginning with /s/.

- 1  1.14 Students listen to the recording while reading the tongue twisters.
- 2 Students close their books while you play the recording again. They put up their hands when they hear the clusters: *strong, spread, streets, straight, stripes, screamed, struck, sprayed, splash, screen*. Students could raise their left hands for clusters with two sounds and their right hands for clusters with

three. Finally, students open their books and practise saying the words in blue.

- 3  1.14 Students listen and repeat.




#### EXTRA INFORMATION

- There are five clusters with three sounds in English, and they all start with the /s/ phoneme: *scr, spl, spr, str* and *squ*.
- Initial consonant clusters with the /s/ phoneme can cause pronunciation problems for students of varying linguistic backgrounds such as Arabic, Chinese, Italian, Spanish and Turkish. Spanish speakers, for example, sometimes add an extra syllable at the beginning so that *stop* becomes *e-stop*.

## UNIT 3

### Strong and weak forms: /ɒv/ and /əv/

**Aim:** Students identify and practise producing weak and strong forms of *of* /əv/ and /ɒv/.

- 1  1.21 Focus students on this gist question before they listen and read the text for the first time: *According to Jack and Julia, what three things do Ace consider important in their shoes?* (quality, design and marketing).
- 2  1.21 Ask students to identify strong and weak forms of *of* in the text by underlining strong (or stressed) forms and circling weak (or unstressed) forms. Strong forms all occur where *of* sits at the end of sentences. (Weak: *brand of trainers, pair of green ones, made of fabric, a lot of effort, quality of their shoes, Of course, marketing of them*. Strong: *brand of, made of, thought of*).
- 3  1.22 Students listen and repeat.

#### EXTRA INFORMATION

- The schwa gives English its characteristic rhythm. By shortening functional (non-content) words, we keep the rhythm the same while stressing content words. Not using the schwa makes speakers sound unnatural and wooden. Also, not being able to hear the schwa in natural speech will cause students difficulties in understanding native speakers.
- To help with students' production of the schwa sound, ask them to clap on the stressed words. This will cause them to naturally shorten the other vowels which in turn enables them to produce a schwa.
- At the end of a sentence, *of* carries more meaning and is therefore stressed (compare *a cup of tea* to *What's it made of?*).
- The letter *f* in *of* is pronounced /v/.

## UNIT 4

### Consonant – vowel word linking

**Aim:** Following on from Unit 1, students extend their knowledge of connected speech patterns. They identify and practise linking consonant endings to words starting with all vowel sounds.

- 1 1.28 Focus students on the gist question before they listen and read the text for the first time: *What did Lisa say that was unkind? What does Henry think she should do now?* (Lisa said that a girl looked like a boy with her new haircut. Henry thinks she should apologise but be honest about her opinion and say she preferred the girl's hair long.)
- 2 1.28 Ask students to identify the linked words in each sentence (*was only* /wəz'əʊnli/; *but I* /bət'aɪ/; *wish I* /wɪʃ'aɪ/; *said it* /seɪdɪt/; *was unkind of* /wəz'ʌnkɪnd'ɒv/; *believe I* /brɪ'li:vai/; *like a* /laɪ'kə/; *came out* /'keɪmaʊt/; *should I* /ʃʊdaɪ/; *First, I'd apologise* /'fɜ:staɪdə'pɒlə'dʒaɪz/, *Then I'd admit* /'ðenaɪdəd'mɪt/; *that I prefer it* /ðə'taɪprə'fɜ:rt/; *Actually, I* /'æktʃəli'jaɪ/; *looks amazing* /lʊksə'meɪzɪŋ/).
- 3 1.29 Students listen and repeat.

#### EXTRA INFORMATION

- Encouraging students to become aware of linking between words has additional benefits for students' receptive skills; it can otherwise be difficult to hear where one word ends and another begins.
- Note that the actual sound may not be the same as the letter that ends the word. The final e in a word can be silent (*believe*). Also, the letter s can have the /z/ sound (*was only*).

## UNIT 5

### The schwa /ə/ in word endings

**Aim:** Students recognise and practise saying the different spellings of schwa /ə/ in final unstressed syllables e.g. *nation*, *villain*, *nervous*.

- 1 1.35 Students listen to the recording while reading the tongue twisters.
- 2 1.35 Students listen again and focus on the highlighted syllables. These are unstressed. Explain that we pronounce unstressed final syllables in many words with a schwa in spite of the different spellings.
- 3 1.36 Students listen and repeat.

#### EXTRA INFORMATION

- Students tend to pronounce words the way they're spelled, resulting in the *-ion*, *-ous*, *-ain*, *-or* and *-er* endings in words all sounding very different, when in fact they all contain /ə/ and should sound the same.
- Getting students to clap as they say the tongue twisters can help them hear how the schwa gives English its characteristic rhythm.
- These words in the tongue twisters are also pronounced with a schwa: *a*, *the*.

## UNIT 6

### The /z/ phoneme

**Aim:** Students identify and say words containing the /z/ phoneme which occurs in, for example, *illusion*, *measure*, *camouflage*.

- 1 1.39 Students read and listen to the text in order to answer this gist question: *What happens at the end of Tom's new film? Do they find the treasure?* (We don't know if they find the treasure or not. We just know that the ending is unexpected.)
- 2 1.39 Encourage students to listen and notice that all of these sounds are pronounced /z/.
- 3 1.40 Students listen and repeat.

#### Optional extension

Ask students: *What other pronunciations of /s/ do you know?* There are four pronunciations. These are: /s/ sun; /z/ please and legs; /ʃ/ sure and /ʒ/ pleasure. In a few words /s/ is silent e.g. island.

#### EXTRA INFORMATION

- The /z/ sound is usually represented by the letter s (e.g. *decision*, *pleasure*) but the letter combination *ge* (*camouflage*) is also used on occasion.

## UNIT 7

### Intonation – inviting, accepting and refusing invitations

**Aim:** Students identify and practise intonation for inviting, accepting and refusing invitations.



- 1 2.06 Students read and listen to the text in order to answer this gist question: *Does Gina accept or refuse Max's invitation?* (Gina accepts but then remembers she already has plans and has to refuse.) In addition to clarifying meaning of the text overall, this gist question also serves to clarify meaning of key vocabulary: *accept/refuse an invitation*.
- 2 2.06 Students identify and underline the inviting sentences (*Why don't you come along? How about bringing some friends?*), Gina's accepting sentence (*Thank you, Max, I'd love to*) and her refusal (*I'm already going out on Saturday. What a shame. I'm sorry, Max.*) Voices go up when inviting (and asking questions in general) and down when refusing. Acceptances are characterised by a rise (at the beginning) and a fall (at the end).
- 3 2.07 Students listen and repeat.

## UNIT 8

### Intonation – expressing surprise

**Aim:** Students identify and practice expressing surprise and urgency by increasing their range and stressing key words in a sentence.



- 1 2.12 Students read and listen to the text in order to answer this gist question: *What has happened?* (The school has closed.)

- 2  2.12 Students listen again and underline stressed words (*believe, tell, closed, rest, term, what, urgent situation, details, awful, extremely sorry, nothing, really*). Draw students' attention to the way in which each speaker shows surprise by increasing their range.
- 3  2.13 Students listen and repeat, trying to produce the same range of intonation as the audio.

## UNIT 9

### Moving word stress

**Aim:** Students identify and stress the correct syllable in each word by identifying the part of speech and recognising patterns (e.g. *photograph, photography, navigate, navigation*).

- 1  2.15 Students listen to the recording while reading the dialogues.
- 2 Ask students to identify the stressed syllables in the highlighted words: *mystery* (n), *mysterious* (adj), *photograph* (n), *photography* (n), *navigation* (n), *navigate* (v). Encourage students to notice that stress can differ across similar words.
- 3  2.16 Students listen and repeat.



#### EXTRA INFORMATION

- A key aspect of word building is that the stressed syllable may change position in the process.
- The penultimate syllable is stressed before words ending in *-ion* (e.g. *navigation*).

## UNIT 10

### Short and long vowel sounds /ɪ/ - /i:/ and /ɒ/ - /əʊ/

**Aim:** Students identify and contrast words containing long and short vowel sounds (e.g. *will / we'll; not / note*).

- 1  2.21 Students listen to the recording while reading the dialogues.
- 2 Ask students to find and say the highlighted words (/ɪ/ *it, Tim, things, important; /i:/ we, need, esteem, mean, Green, really, feel, be; /ɒ/ copy, pop, Ross, follow, /əʊ/ So, clothes, Rose, follow, don't, clone*). Ask students to exaggerate the sounds. In the /ɪ/ sound, the mouth is small and slack. The mouth is stretched into a wide smile when saying the /i:/ sound. The /ɒ/ sound pushes the lips out and they stay in a circle. When saying the /əʊ/ sound, which is a diphthong, the mouth starts in a large circle shape and turns into a small one as we speak.
- 3  2.22 Students listen and repeat.



#### EXTRA INFORMATION

- You could ask students to look at themselves using mirrors or their mobile phones to see the changes in the shapes of their mouths as they say the different sounds.

## UNIT 11

### Strong and weak forms: /tu:/ and /tə/

**Aim:** Students identify and practice strong and weak forms of *to* in connected speech.

- 1  2.26 Students read and listen to the text in order to answer this gist question: *Which one country have Steve and Jane been to?* (Spain).
- 2 Ask students to say the underlined phrases, pronouncing *to* correctly. Encourage students to notice that *to* in the middle of a phrase is weak, and at the end of a phrase is strong.
- 3  2.27 Students listen and repeat.



#### EXTRA INFORMATION

- *To* /tə/ is a common word and as it holds less meaning than the main words in the phrase, it is almost always weak.
- The strong form of *to* /tu:/ is used when it occurs at the end of a sentence and gives emphasis to the utterance.

## UNIT 12

### Different pronunciations of *ea*

**Aim:** Students say words containing the *ea* spelling and develop strategies for pronouncing these words correctly.

- 1  2.32 Students listen to the recording while reading the dialogue.
- 2 Ask students to say the words containing the *ea* spelling, all highlighted. Ask them to make sure they pronounce them correctly (/e/ *read, healthy; /ɜ:/ research, learned, early; /ɪə/ appear, year, ideas; /i:/ eating, really, Heath; /eɪ/ great, break*). Note that *year* can also be pronounced with the /ɜ:/ phoneme /jɜ:/.
- 3  2.33 Students listen and repeat.

#### EXTRA INFORMATION

- Teachers can provide strategies to help students know which pronunciation of *ea* is the correct one by grouping words accordingly (*healthy, bread* and *weather*) and by pointing out words that rhyme (e.g. *bread* rhymes with *red; great* rhymes with *late*).
- Words with the *ea* + consonant spelling have three possible pronunciations. The most common are /i:/ as in *eat* and *really*, and /e/ as in *head* and *sweat*. A few words have the /eɪ/ sound (e.g. *break, great* and *steak*).
- The letter *r* in a word often changes the pronunciation of preceding letters. Words with the *ear* spelling have four possible pronunciations. The most common is /ɜ:/ as in *learn* and *early*. Other pronunciations are /ɪə/ (e.g. *ear* and *clear*), /eə/ (*wear, bear*) and the less common /a:/ (*heart, hearth*).

# GET IT RIGHT

## UNIT 1

### Present simple vs. present continuous

**Focus:** Students at this level often use the present continuous when the present simple is required and vice versa.

Books closed. Write these two sentences on the board: 1 *I \_\_\_\_\_ (eat) my dinner at the moment. Can I call you back?* 2 *I usually \_\_\_\_\_ (eat) dinner at about 7.00.* Ask students to complete the sentences with the correct tense. Encourage them to discuss their ideas in pairs before doing feedback. Answers: 1 'm eating; 2 eat. Explain/elicite that we use the present continuous to talk about things happening now or around now and the present simple to talk about routine activities, facts and opinions. Books open. Focus students on the example before they complete the exercise.

#### Answers

1 I think I am the person you're looking for. 2 I play tennis on Tuesdays. 3 At the moment I'm writing a letter to a friend. 4 I like what you're wearing today. 5 I know what you mean and appreciate your help. 6 We play football during most school breaks.

## UNIT 2

### Present perfect vs. past simple

**Focus:** Students at this level often confuse the present perfect and past simple when talking about actions or events that occurred in the past.

Books closed. Write these two sentences on the board: 1 *I \_\_\_\_\_ (go) to New York three times.* 2 *I \_\_\_\_\_ (go) to New York last year.* Ask students to complete the sentences with the correct tense. Encourage them to discuss their ideas in pairs before you do feedback. Answers: 1 've been; 2 went. Explain/elicite that we choose between the present perfect and the past simple to talk about a past action depending on whether we are saying exactly when in the past the action happened. It doesn't matter if the action occurred five minutes ago or five years ago. The moment we include a past time expression, we need to use the past simple. Books open. Focus students on the example before they complete the exercise.

#### Answers

1 I haven't seen the new Hobbit film yet. 2 Have you ever been to Spain? 3 John took his exam last week. 4 Nina got here a few minutes ago. 5 They haven't eaten at this restaurant before. 6 I haven't eaten breakfast so I'm really hungry and it's two hours till lunchtime!

### Past continuous vs. past simple

**Focus:** Students at this level often confuse these two tenses.

Books closed. Write these two sentences on the board: 1 *I \_\_\_\_\_ (do) my homework when he called.* 2 *I \_\_\_\_\_ (do) my homework, and then \_\_\_\_\_ (chat) to my friends.* Ask students to complete the sentences about things that happened in the past, with the correct tense. Encourage them to discuss their ideas in pairs before you do feedback. Answers: 1 was doing; 2 did, chatted. Elicit/explain that we use the past continuous to describe a past action that was in progress when another action occurred and that we use the past simple to describe a sequence of events that occurred in the past. Books open. Focus students on the example before they complete the exercise.

#### Answers

1 When she arrived, I was cooking dinner so I was a bit distracted. 2 correct 3 As usual, we arrived at about 6pm, then we had dinner. 4 My teacher came to see how our project was going. 5 I'll never forget the time I spent in Nepal. 6 The police saw the men and asked them what they were doing there.

## UNIT 3

### have to vs. had to

**Focus:** Students at this level often confuse the present and past forms of *have to* / *had to*.

Books closed. Write on the board: 1 *I didn't do much at the weekend. I \_\_\_\_\_ (have to/had to) study for a history test.* 2 *I can't go out tonight. I \_\_\_\_\_ (have to/had to) study for my history test.* Ask students: *Why does the speaker have to study?* (because he/she has a history test). Elicit the answers 1 had to, 2 have to, making sure that students notice that *had to* is used in 1 since we're referring to the past. Books open. Direct students to the exercise and do number 1 as a class. Note that item 4 includes a past simple to describe a hypothetical situation (second conditional).

**Answers**

1 I'm sorry I can't attend class tomorrow because I have to go to the doctor. 2 My dad was going to work for another company so we had to move house. 3 correct 4 If I had to choose between going to a small school or a large one, I would choose a large one. 5 correct 6 correct

**don't have to vs. mustn't**

**Focus:** Students at this level sometimes use *don't have to* and *mustn't* interchangeably when, unlike in the positive form, they have quite different meanings.

Focus students on the examples in the box and highlight that *don't have to* implies a choice. You can work tonight but it's not necessary and there will be no consequences if you don't. *Mustn't* signals prohibition and is often used to describe rules. There are generally consequences to you doing something you *mustn't* do. Ask students to complete the exercise. During whole-class feedback, ask students to explain their answers.

**Answers**

- 1 You don't have to finish your essay now. Mr Jenkins said that we can hand it in next Friday.
- 2 You don't have to bring anything to the party – just bring yourself!
- 3 You mustn't eat food in class – it's against the rules!
- 4 You mustn't talk during exams.
- 5 You don't have to revise every unit. The exam only includes Units 1 to 3.
- 6 You mustn't use your phone in class. It'll be confiscated.

**UNIT 4****if vs. when**

**Focus:** Students at this level sometimes confuse the two conjunctions *if* and *when*.

Focus students on the example sentences and ask them to discuss in pairs why *if* is correct in the first pair of sentences, and *when* in the second. Ask them to imagine they need to explain the difference between *if* and *when* to a younger student, what would they say? Elicit that *if* is used to describe a possible action in the future while *when* is used to talk about events which are going to happen/have happened. These events are certain to happen/have happened. Do number 1 in open class and ask students to complete the rest of the exercise in pairs.

**Answers**

- 1 when 2 if 3 when 4 if 5 if 6 when 7 if

**UNIT 5****Relative pronouns**

**Focus:** Students at this level often confuse *who* and *which* particularly where the same relative pronoun is used for both in L1.

Books closed. Write on the board: 1 *He's the man \_\_\_\_\_ writes horror stories.* 2 *It's a word \_\_\_\_\_ describes stories*

*about the future.* In open class, ask students what things from the unit are being defined? Answers: 1 Steven Spielberg; 2 science fiction. Ask students to work in pairs to complete the sentences. (Answers: 1 who; 2 which) Take feedback in open class and elicit that *who* is used to define people, and *which*, things. Books open. Ask students to complete the exercise individually and then compare answers in pairs before you check as a class.

**Answers**

- 1 who 2 which 3 which 4 who 5 who 6 which

**UNIT 6****absolutely vs. very**

**Focus:** Students at this level sometimes use these adverbs inappropriately.

Books closed. Write on the board: *It's very cold.* Ask students: *What do we say if it's very very cold?* Elicit the word *freezing*. (You could do this with any pair of gradable/non-gradable adjectives. Choose any that appear fitting and that your students will know.) Write on the board: *It's very freezing.* Ask students: *Is this correct?* (no); *What can we say instead of very?* Try to elicit *absolutely*. You could focus students on the exercise to help them at this point. Books open. Draw their attention to the example and the rule. Check/clarify meaning of the adjectives in the exercise, as necessary. You might also want to check that students are clear on which adjectives are gradable and which aren't before they begin the exercise.

**Answers**

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

**UNIT 7****make vs. let**

**Focus:** Students at this level often confuse *make* and *let* especially in lexical phrases when collocation rather than meaning determines which is the correct form.

Focus students on the example and ask them to just think about which *sounds* more correct: *make us know* or *let us know*. Students at this level should be encouraged to use their intuitions as well as the 'rules'. In doing this exercise, students will need to consider the difference in meaning between *make* (more about obligation) and *let* (more about permission) as well as collocation. Do number 1 as a class. Then ask students to complete the exercise individually. Tell students to think carefully about which form of *make* and *let* is correct in each sentence. Students check answer in pairs before you check with the whole class.

**Answers**

- 1 Let 2 made 3 made 4 let 5 make 6 let

## UNIT 8

### say vs. tell

**Focus:** Students at this level often confuse *say* and *tell*.

Books closed. Write these sentences on the board: 1 *Tell the teacher that I'm going to be two minutes late.* 2 *Say that I'm going to be two minutes late.* In open class, ask students: *What's the difference in meaning between 1 and 2? (There's no difference in meaning.)* Ask students why *tell* is used in 1 and *say* in 2. Give them two minutes to reflect and discuss in pairs. Then ask students to open their books and read the rule before they attempt the exercise. Do number 1 in open class, highlighting the word that directly follows the space. Urge students to think carefully about form in 5 and 7.

#### Answers

- say
- tell
- Tell
- say
- said
- say
- was telling

## UNIT 9

### Modals of deduction in the present

**Focus:** Students at this level often use *can* to speculate when they should use *could*. This in turn can lead to confusion around the correct negative forms.

Focus students on the example sentences and remind them that we use *could* not ~~can~~ when we think something is possible and *can't* when we think that something is impossible. Do number 1 as a class, then instruct students to continue the exercise by themselves. Allow them to compare answers in pairs before a whole-class check.

#### Answers

- Well, I think another route could be better.
- He could do.
- It could be because it's so light. Just a guess!
- correct
- correct
- It can't be Nick – he didn't think there was a problem.

## UNIT 10

### Future continuous vs. future simple

**Focus:** Students at this level frequently use the future simple when the future continuous is more appropriate.

Books closed. Ask students: *What will you be doing this time on Saturday?* Elicit two or three responses and write them on the board in students' own words (i.e. as noun phrases), e.g. sleeping; watching TV; playing video games. Ask students: *Are we talking about the past, present or future? (future).* Ask them to put their example into the correct form and elicit a sentence in the future continuous, for example *This time on Saturday I'll be sleeping.* Books open. Focus students on the example sentences, do number 1 in open class and then ask students to continue the exercise in pairs.

#### Answers

- This time next week we'll be at university and we'll be living away from home.
- correct
- This time next week I'll be doing my final exams. Scary!
- correct
- I'll be playing hockey when you arrive at the station but Chloe can meet you.
- correct

## UNIT 11

### Verb patterns

**Focus:** Students at this level often make mistakes with verb patterns, commonly using *to* + infinitive after a verb which should be followed by a gerund.

Books closed. Write the example sentence (*I don't mind to go home first*) on the board and elicit the mistake. Ask students if they can think of any other verbs in English that are followed by a gerund. Elicit one or two examples in open class and then give students a minute to reflect and brainstorm in pairs. Take feedback and write all correct suggestions on the board. Books open. Students work through the exercise in pairs before you check answers as a whole class.

#### Answers

- Do you need more time to finish your work?
- Lately I've been spending a lot of time watching TV.
- Correct
- It was a very heavy film, but we enjoyed learning about history.
- It's best to study new vocabulary regularly rather than trying to learn it all just before the exam.
- Correct

## UNIT 12

### Phrasal verbs

**Focus:** Learners at this level tend to avoid using phrasal verbs, opting for simple, often Latinate verbs instead when phrasal verbs can make them sound more natural and increase variety.

Focus students on the example sentences and ask them to discuss any differences in meaning between them, in pairs. Give them a minute for this. In open class, try to elicit the fact that the first sentence is less formal and more natural-sounding than the second one. Refer students to the exercise. Ask students to just read each sentence and underline any tricky vocabulary before they tackle the exercise. Clarify any difficult words and do number 1 in open class before students continue with the exercise. Ask them to write sentences in full so that they can focus on issues of form (separability) as well as meaning. Ask them to compare and agree on their answers in pairs before you do feedback.

#### Answers

- Our family has agreed to put up a foreign student for a month during the summer.
- One advantage of taking the train is that you don't have to put up with traffic jams.
- I don't get to exercise so much anymore and I'm worried about putting on weight.
- Good news! We're going to have to put off today's test until next Friday.
- Cinema tickets were already expensive and now they've just put up the prices again.
- We put up posters to advertise the event.

# WORKBOOK ANSWER KEY

## WELCOME UNIT

### A MUSIC MAKERS

*be allowed to / let*

#### Exercise 1

- 1 I'm allowed to stay up late at the weekend.
- 2 My parents let me practise my electric guitar in the garage.
- 3 My parents don't let me go out on school nights.
- 4 I'm allowed to have parties at home.
- 5 My parents don't let me go to concerts on my own.

#### Music

##### Exercise 1

Musical instruments – drums; violin; guitar; piano  
Types of music – classical; jazz; pop; rap

#### Verbs of perception

##### Exercise 1

- 1 are; smelling 2 smells 3 are; looking 4 don't look
- 5 tastes 6 are; tasting 7 are; feeling 8 feels
- 9 looks 10 feel 11 not tasting 12 doesn't look

#### Big screen, small screen

##### Exercise 1

- 1 action 2 animated film 3 thriller 4 drama
- 5 romantic comedy 6 science fiction 7 comedy

#### Present perfect tenses

##### Exercise 1

- 1 watched 2 seen 3 been showing 4 lost
- 5 been waiting 6 been reading

#### TV programmes

##### Exercise 1

- 1 game > show 2 drama > series 3 sit > com
- 4 sports > programme 5 the > news

## SUMMING UP

#### Exercise 1

- 1 to watch 2 've been watching 3 allowed to
- 4 the news 5 watch 6 're watching 7 drama series
- 8 've watched 9 let

## B TIME TO ACT

#### The environment

##### 02 Exercise 1

- 1 global warming 2 Fumes; pollution; smog
- 3 flooding 4 litter

#### Audio Script Track 02

- Speaker 1 With the Earth's temperature rising each year, many scientists now believe global warming is the biggest threat to our planet.
- Speaker 2 Fumes from factories and cars are creating huge pollution problems and many of the world's largest cities are permanently covered by thick smog.
- Speaker 3 There has been serious flooding across the area and many people have had to leave their homes.
- Speaker 4 I get so angry when I see people dropping litter in the streets. Why can't they use the bins?

#### Question tags

##### Exercise 1

- 1 f 2 h 3 a 4 g 5 b 6 e 7 c 8 d

##### Exercise 2

- 1 aren't you 2 isn't it 3 don't you 4 didn't they
- 5 do they 6 isn't she 7 can he 8 will he 9 haven't you
- 10 should I

#### Party time

##### Exercise 1

- 1 g 2 f 3 a 4 h 5 c 6 d 7 e 8 b

#### Indefinite pronouns

##### Exercise 1

- 1 anyone 2 Everyone 3 nothing 4 everything
- 5 somewhere 6 nowhere 7 something 8 no one

#### Arranging a party

##### Exercise 1

- 1 everything 2 decorating 3 organising 4 something
- 5 Anyone 6 sent out 7 get 8 something 9 hiring
- 10 everyone

## SUMMING UP

#### Exercise 1

- 7, 9, 3, 5, 1, 10, 2, 4, 6, 8

## C A BIT OF ADVICE

#### Health

##### Exercise 1

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

##### Exercise 2

- 1 get better 2 make an appointment 3 having an operation
- 4 see a doctor 5 take some exercise 6 feel sick

## Giving advice

### Exercise 1

1 should 2 'd/had 3 ought 4 n't/not 5 better 6 to

## Comparisons

### Exercise 1

1 the most important 2 as funny as 3 longer 4 the worst  
5 more beautiful 6 the most expensive

### Exercise 2

1 as hot as today. 2 the most boring film I've ever seen.  
3 kind as her. 4 remember things as easily as I used to.  
5 as well as Martin. 6 expensive as this.

## SUMMING UP

### Exercise 1

5, 3, 9, 1, 7, 2, 10, 8, 4, 6

## D HELP!

### Sequencing words

#### Exercise 1

1 after 2 then 3 finally 4 at first

#### Exercise 2

1 At first 2 After 3 Then 4 Finally

### Reported speech

#### Exercise 1

1 what the matter was. 2 she couldn't find her key.  
3 to check inside her pocket. 4 she'd already done that.  
5 if she'd checked the door. 6 why she wanted her to do that.  
7 that was where she always left them.

### Asking for and offering help

#### Exercise 1

1 few minutes 2 Can 3 lend; hand 4 help 5 need

#### Exercise 2

7, 9, 3, 11, 5, 1, 10, 6, 2, 4, 8

## IT vocabulary

### Exercise 1

1 f 2 h 3 d 4 g 5 a 6 b 7 c 8 e

### Passive tenses

#### Exercise 1

1 have been posted on my website.  
2 was uploaded onto YouTube.  
3 had already been keyed in.  
4 has been downloaded by two million people.  
5 wasn't activated by anyone / was activated by no one.  
6 is being attached to the message (by the program).

## SUMMING UP

### Exercise 1

1 has been 2 has accessed 3 installed 4 files  
5 passwords 6 is being 7 said he 8 delete  
9 said I 10 buy 11 then

## UNIT 1 LIFE PLANS

### GRAMMAR

#### Exercise 1

1 PS 2 PPC 3 PC 4 PPC 5 PPS 6 PS 7 PC

#### Exercise 2

1 's playing 2 'm writing 3 don't write 4 've been writing  
5 plays 6 haven't written 7 've played 8 hasn't been  
playing

#### Exercise 3

1 're doing 2 'm spending 3 like 4 'm not watching  
5 'm not playing 6 help 7 doesn't pay 8 like  
9 'm not working 10 need

#### Exercise 4

1 haven't been sleeping 2 Have you finished  
3 haven't seen 4 have you been doing

#### Exercise 5

1 haven't seen 2 texts 3 is/'s she doing 4 has/'s been  
training 5 wants 6 has/have invited

#### Exercise 6

1 she's having a meeting with Paulo. 2 she's taking the train  
to Barcelona. 3 she's watching the/a football match at Camp  
Nou stadium. 4 she's flying back to London

#### Exercise 7

1 aren't going to visit 2 am/'m going to make 3 is/'s going  
to study 4 isn't going to ski 5 are/'re going to move

#### Exercise 8

1 A 2 P 3 I 4 I 5 P

#### Exercise 9

1 I'm seeing the dentist this afternoon.  
2 People will definitely live on the moon one day.  
3 We're going to stay at the Ritz hotel (in London).  
4 I'm going to travel around the world next year.  
5 My dad won't let me go to the party.

## GET IT RIGHT

1 are having 2 will win 3 's/is going 4 'm/am not going  
5 will have 6 'll/will see

## VOCABULARY

### Exercise 1

1 g 2 f 3 a 4 b 5 e 6 h 7 c 8 d

### Exercise 3

1 travel the world 2 get promoted 3 leave school  
4 retire 5 get [a] degree 6 settle down 7 start [a] family  
8 start [a] career

### Exercise 4

1 settle down 2 start; career 3 leave school 4 start a  
family 5 travel the world 6 retire 7 got a degree  
8 get promoted

### Exercise 5

5, 3, 7, 1, 4, 8, 2, 6,

**Exercise 6**

a up to b up c up late d What's up e up to me

**READING**

**Exercise 1**

- To be more efficient and never leave things to the last minute (and to get fitter).
- To try and lead a healthier life, the writer has started going to the gym, taken up karate lessons, changed her diet and been going to bed earlier.
- She's not feeling any fitter, just a little unhappier.
- We see our future selves differently from our present selves because the part of the brain we use to think about our future selves is the same part as we use to think about other people, not the part of the brain we use to think about ourselves.
- Our brain needs ten weeks to get used to new habits.

**Exercise 2**

Each letter of the word SMART is the first letter of each of the words used to describe the goals successful people use, namely, Specific, Measurable, Attainable, Relevant and Timely.

**Exercise 3**

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

**DEVELOPING WRITING**

**Exercise 1**

- Dave is the person who receives the email.
- Kev is the person who has written the email.
- Conner is the new boy at school.
- Gina is a girl who's interested in Conner.

**Exercise 2**

- Kev feels that Conner is following him everywhere. He also doesn't like the fact that Conner gets jealous of his friends and says mean things about them.
- Underline: I'm getting a bit tired (of him following me everywhere); Obviously, I'm not very happy with that!
- He's going to organise a welcome party for Conner to give Conner the opportunity to make more friends, he's encouraged Conner to join the youth club, and he's given Conner's number to Gina.
- Circle: So I've decided that...; I've also told him...; And finally...

**Exercise 3**

- He explains his problem and how he's feeling about it.
- He outlines his ideas for solving the problem.
- He closes his email and asks Dave to respond.

**LISTENING**

**07 Exercise 1**

- Will 2 write a job application email 3 9 (am); house
- Journalism 5 this afternoon 6 to lend her a hand.
- that sort of thing 8 going to the cinema (with Will)

**07 Exercise 2**

- I'm not happy 2 He's always promising 3 The problem is that 4 to be honest, I'm not

**Audio Script Track 07**

Carla What's up, Lucy?  
 Lucy It's Will. I'm not happy with him.  
 Carla What's he done this time?  
 Lucy Remember I told you that I wanted to try and get a job with a local paper for the summer holidays?  
 Carla Yes?  
 Lucy Well, I asked Will if he could help me write them an application email.  
 Carla He's good at that sort of thing.  
 Lucy That's why I asked him.  
 Carla So what did he say?  
 Lucy He said 'of course' and we arranged to meet at my house this morning at nine.  
 Carla And he didn't turn up?  
 Lucy No, he didn't. He didn't even call or text. He knows how important it is for me to get some experience if I want to do journalism at university next year. I can't believe he let me down.  
 Carla That's typical Will. He's always promising to do things and then forgetting.  
 Lucy That's not what I want to hear really.  
 Carla Just text him and arrange another meeting.  
 Lucy The problem is that the application needs to be in this afternoon.  
 Carla Oh, that is a problem. So what are you going to do?  
 Lucy I suppose I'll just have to do it myself, unless ...  
 Carla What?  
 Lucy Unless you could lend me a hand?  
 Carla I'd love to but to be honest I'm not very good at that sort of thing.  
 Lucy What sort of thing?  
 Carla Spelling, punctuation - writing in general.  
 Lucy Don't worry about that. I can do that. I just want some help with ideas.  
 Carla I'm kind of busy too.  
 Lucy Really - what are you doing?  
 Carla I'm meeting Will. We're going to the cinema.  
 Lucy That's great. Thanks a lot, Carla.

**DIALOGUE**

**Exercise 1**

- B No, I've got nothing planned.  
 A Ian and I are going swimming. Do you want to come?  
 B I'd love to, thanks.
- D Next year in July.  
 C And what are you going to do next?  
 D I'm going to study medicine at Cambridge University.
- F Probably. I hope so.  
 E How many do you think you'll have?  
 F Two or three.

**PHRASES FOR FLUENCY**

**Exercise 1**

- Here we go 2 You're a star 3 Where have you been hiding 4 Where shall I start 5 Now you mention it

**Exercise 2**

- Where shall I start? 2 You're a star 3 Where have you been hiding? 4 now you mention it 5 Here we go.

**Exercise 1**

1 D 2 D

**Exercise 2**

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

**UNIT 2 HARD TIMES**

**GRAMMAR**

**Exercise 1**

1 was; had been running 2 was; had been watching  
3 had been playing; arrived 4 had been waiting; made  
5 had been learning; went 6 had been swimming; started

**Exercise 2**

1 was sailing; hit – Sinking of the Titanic (1912)  
2 were dancing; heard – Freedom on Nelson Mandela (1990)  
3 was watching; stepped – Apollo 11 (1969)  
4 were waving; heard – John F. Kennedy assassination (1963)  
5 were sleeping; exploded – Chernobyl disaster (1986)  
6 was working; asked – First woman to fly across the Atlantic (1928)

**Exercise 3**

1 had; had arrived 2 did; had eaten 3 had finished; called  
4 did; had spoken 5 had finished; watched

**Exercise 5**

1 work 2 get up 3 go 4 work 5 have 6 go  
7 live 8 die

**Exercise 7**

0 Which school did you use to go to? – d  
1 Did you used to wear a school uniform? – e  
2 Did you use to have a lot of homework? – f  
3 Did you use to learn English? – c  
4 Did you use to learn any other languages? – b  
5 What use to be your favourite subject? – a

**Exercise 8**

✓ 2 – I would play football every evening after school.  
✓ 4 – I would eat vegetables with each meal.  
✓ 6 – I would go for a long bike ride every weekend.

**GET IT RIGHT**

1 used to sing 2 usually go 3 usually watch  
4 used to get 5 used to be 6 usually wear

**VOCABULARY**

**Exercise 1**

1 was screaming 2 dived 3 demolished 4 fled  
5 grabbed 6 smashed

**Exercise 2**

1 fled 2 smashed 3 screamed 4 grabbed  
5 demolish 6 broke out 7 raging 8 diving

**Exercise 3**

1 flame 2 spark 3 oxygen 4 fuel 5 disaster  
6 catastrophe

**Exercise 4**

a lost their lives – 5 b broke out – 1 c fought the fire – 4  
d catastrophe – 6 e spread – 3 f flames – 2

**Exercise 5**

1 d 2 a 3 b 4 c

**READING**

**Exercise 1**

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

**Exercise 2**

**Suggested answers**

She lived in the 19th Century, and is about eight years old.

**Exercise 4**

Any three of: dirty; damp; dark; cold; dangerous

**Exercise 5**

1 Manchester was called Cottonopolis because of the many cotton mills located there. 2 for a year 3 Because she couldn't breathe 4 He was working under the machine. 5 for a few months 6 She had an accident with a machine and lost three fingers.

**DEVELOPING WRITING**

**Exercise 1**

1 introduction 2 main body 3 headline 4 conclusion  
5 lead sentence

**Exercise 2**

1 3 [headline] 2 5 [lead sentence] 3 1 [introduction]  
4 2 [main body] 5 4 [conclusion]

**Exercise 3**

1 Princess Diana, Dodi al-Fayed, a chauffeur and Princess Diana's bodyguard were all involved in the accident.  
2 The princess was travelling in a car which crashed into the wall of the tunnel. Dodi al-Fayed and the chauffeur died on the scene. Princess Diana died later in hospital. The bodyguard survived.  
3 The accident happened in the Alma tunnel on the right bank of the river Seine after the Princess and Dodi al-Fayed had left the Ritz hotel in Paris.  
4 The accident happened at 35 minutes past midnight and the Princess died at 3 am on 31st August 1997.  
5 Photographers were chasing the Princess' car. The chauffeur drove very fast and crashed.

**LISTENING**

**09 Exercise 1**

a Maths, Reading and Writing

**09 Exercise 2**

1 d 2 g 3 a 4 c 5 f 6 h 7 b 8 e

**Audio Script Track 09**

**School in 19th Century Britain**

Father Did you know your school has been here since 1840?

Girl No, I didn't.

Father In the olden days, it used to be a boys' school. Girls didn't use to go to school in those days.

Girl When did girls start going to school then?

Father After 1870, all children between the ages of 5 and 10 had to go to school. But they used to have separate playgrounds for boys and girls.

Girl Really! What about the classrooms? What were they like?

Father Very dull, I think. They didn't use to have any posters or anything on the walls, and the windows used to be really high up so the children couldn't see outside.

Girl Sounds awful! What about the teachers? What were they like?

Father Well the teachers were mostly single women. After women got married, they would stop teaching. Not many men taught either because the wages were very low.

Girl So you wouldn't have been a teacher in those days, Dad.

Father No. They didn't teach Geography in those days anyway.

Girl What subjects did they teach then?

Father Mostly Reading, Writing and Maths.

Girl That's OK. I like the idea of that. What time did they start school?

Father School used to start at 9 am and finish at 5 pm. But they used to have a 2 hour lunch break because they used to walk home to have lunch.

Girl Cool. It sounds like school was better than it is nowadays.

**DIALOGUE**

**Exercise 1**

5, 9, 1, 3, 7, 6, 8, 4, 2

**Exercise 2**

1 the other children; would play football 2 use to watch; in those days 3 school dinners 4 your favourite meal

**CAMBRIDGE ENGLISH: TOWARDS FIRST**

**Exercise 1**

1 2 2 1 3 2 4 3 5 1 6 2 7 1 8 2 9 3

**Exercise 2**

**Audio Script Track 10**

Examiner Good afternoon. My name is Lester Woods and this is my colleague Jeremy Brown. And your names are?

Olga My name's Olga.

Katya And my name's Katya.

Examiner Do you have a best friend, Olga?

Olga Yes, I do. Her name's Anna.

Examiner Tell us about her.

Olga Um ... I don't know ... um. She's very kind. She's always there if I need someone to talk to. She's clever. She's usually top of the class in Maths exams.

Examiner And what's your favourite subject at school?

Olga I like History. It's very interesting to learn about the past and how things that happened in the past are still affecting us today.

Examiner What do you like to read?

Olga Well again, I like to read historical novels and autobiographies. I'm reading one about Anne Boleyn at the moment. It's fascinating. Now I want to visit England and see the places where she lived.

Examiner Have you been to any nice places recently?

Olga Yes, I went to St. Petersburg in the last school holiday. My grandparents live there. We stayed there for a week and we visited all the museums and palaces. It was wonderful.

Examiner Well thank you Olga. It's been nice talking to you. Now Katya ...

**CONSOLIDATION UNITS 1 & 2**

**Exercise 1**

1 c 2 b 3 a

**Exercise 2**

- 1 She's had enough of studying and wants to start working as soon as she can.
- 2 They aren't easy to find anywhere in the country.
- 3 She doesn't care.
- 4 Because she could earn some money, learn some new things, and meet some different people.
- 5 At 5 o'clock, you go home and forget all about it.

**Audio Script Track 11**

Boy Have you made any plans for when you leave school?

Girl Not really. I've got some ideas, but they're not really plans yet.

Boy So what are your ideas?

Girl Well, one thing I don't want to do is go to university. I've had enough of studying and things, thanks very much. I want to start working as soon as I can.

Boy Yes I know how you feel. But jobs aren't easy to find round here.

Girl I know. They aren't easy to find anywhere in this country at the moment. But I'm sure I'll find something. It doesn't matter what it is - I just want to find a job and start earning money.

Boy Really? You don't care what kind of job it is? I mean, what about working in a factory or something like that? You wouldn't do that, would you?

Girl Why not? Just for a short time anyway. Could be good you know, to earn some money and learn some new things. Meet some different people perhaps, too. But not long-term, no, of course not.

Boy You're crazy. I want a job too, of course I do, but it's got to be something interesting. I couldn't possibly do boring factory work for the rest of my life. Hard work - no thanks!

Girl But I just said - it wouldn't be for the rest of my life. And I don't mind hard work - the good thing about a nine to five is that at 5 o'clock, you go home and forget all about it. My dad brings work home with him, he works evenings and even weekends sometimes. OK, he makes good money, but I don't want to be like him - not yet, anyway.

Boy Well, I suppose so. But I'm going to college. I want a good job in the future, not just anything.

**Exercise 3**

1 go 2 are going 3 had gone 4 go 5 will be 6 went 7 'm meeting 8 used to

**Exercise 4**

1 day 2 made 3 promoted 4 down 5 decades 6 degree 7 fought 8 change 9 demolished 10 up

**Exercise 5**

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

**Exercise 6**

1 Where have you been hiding 2 here we go 3 where shall I start 4 What's up 5 you're a star 6 don't be silly 7 stuff like that 8 now you mention it

**Exercise 7**

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

## UNIT 3 WHAT'S IN A NAME?

### GRAMMAR

#### Exercise 1

- 1 wear something warmer 2 be so shy 3 buy a hairbrush  
4 go to bed so late 5 ask someone 6 go and see it

#### Exercise 2

- 1 don't have to 2 don't have to 3 have to  
4 don't have to 5 have to

#### Exercise 3

- 1 have to 2 doesn't have to 3 doesn't have to  
4 have to 5 don't have to 6 don't have to 7 has to

#### Exercise 4

- 1 have to wear 2 have to skate/go 3 has to look after/  
babysit 4 don't have to eat 5 doesn't have to worry  
6 have to study/work 7 don't have to wash 8 don't have  
to share

#### Exercise 5

- 1 b 2 e 3 g 4 a 5 h 6 c 7 d 8 f

#### Exercise 6

- 1 'd better study 2 'd better not stay 3 'd better apologise  
4 'd better not tell 5 'd better not eat 6 'd better call  
7 'd better turn 8 'd better wear

#### Exercise 7

- 1 can't/musn't 2 can 3 can't/musn't 4 can 5 can't/  
musn't cycle 6 can't/musn't use mobile phones here

### GET IT RIGHT

- 1 could 2 should 3 could 4 Could 5 should 6 should

### VOCABULARY

#### Exercise 1

- 1 chain 2 manufacturer 3 product 4 advertisement  
5 target market 6 brand 7 logo 8 image 9 consumer

#### Exercise 2

- 1 chain 2 advertisement 3 manufacturers 4 logo  
5 product 6 image

#### Exercise 3

- 1 you name it 2 made a name 3 named the day  
4 stage name 5 what's-his-name 6 the name of the game  
7 call (other kids) names 8 big name

#### Exercise 4

- Across  
1 approved 5 memorable 6 logo 7 impact 10 brand  
11 consumer  
Down  
1 advertisement 2 permission 3 blend 4 target  
8 chain 9 image

### READING

#### Exercise 1

- 1 Companies really want to find a name for their product that they don't need to change later.  
2 A brand name should be unique, easy to remember and easy to understand.  
3 The name 'WhatsApp' is based on an English expression.  
4 'Nova' was the name given to a car that didn't work in Spain.  
5 Brand names are especially important for the teenage market.  
6 A brand name isn't everything, but it's an important part of the whole product package.

#### Exercise 2

B

#### Exercise 3

- 1 6 2 3 3 5 4 1 5 2 6 7 7 8 8 4

#### Exercise 4

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

### DEVELOPING WRITING

#### Exercise 1

- Burcu wants to know about the rules at Sarah's school.

#### Exercise 2

- 1 Sarah doesn't mention talking in class.  
2 Students at Sarah's school can't wear jeans with holes in them and T-shirts with things written on them.  
3 Sarah's advice is to wear comfortable clothes and to bring warm clothes.  
4 Students have to switch off mobile phones in lessons.  
5 Students aren't allowed to eat in the corridors.

#### Exercise 3

- 1 check for understanding 2 right? 3 a bit 5 It is  
6 Possible answers: There's [not much else to say]; I [hope this helps]

### LISTENING

#### 13 Exercise 1

- 1 C 2 C 3 B

#### 13 Exercise 2

- 1 F 2 F 3 T 4 T 5 F 6 F 7 F 8 T

#### 13 Exercise 3

- 1 you should go 2 you should try 3 you'd better take  
4 you'd better learn 5 I should get 6 we'd better get

**Audio Script Track 13**

Annie Look, there's the new girl.  
 Ben Yeah. Someone told me her name but I can't remember it now.  
 Annie You forget everything, Ben. You should get a new brain.  
 Ben Ha, ha. Oh she's coming over to talk to us.  
 Annie Hello. You're the new girl, right? I'm Annie.  
 Morwenna Hi. I'm Morwenna.  
 Annie More what?  
 Morwenna Morwenna.  
 Ben Wow – that's an unusual name.  
 Annie It sounds Welsh to me. Is it Welsh?  
 Morwenna No – it could be, but it isn't. In fact it's from Cornwall, you know, right down in the south-west of England.  
 Ben So you're from Cornwall?  
 Morwenna No, I'm from London, but my mother's from Cornwall.  
 Annie I've never been there. Cornwall, I mean.  
 Morwenna Oh, you should go. It's really nice. We go quite often – my mum's got family down there. In Penzance.  
 Ben Anything to do there?  
 Morwenna Sure – there are nice beaches and if you like surfing, you should try Newquay.  
 Annie But isn't the water really cold?  
 Morwenna Well, yes! So if you go surfing, you'd better take a wetsuit, to keep warm in the water.  
 Ben I'd love to go to Cornwall. I saw some photos one time on the Internet – really nice places. Funny names though – there was one place called Mousehole.  
 Annie Wow, that is funny!  
 Morwenna Well, it's written down as Mouse Hole – but it's actually pronounced Mowzel.  
 Ben Really?  
 Morwenna Really. If you go, you'd better learn how to pronounce the names. Local people don't like it when tourists say the names wrong.  
 Annie I guess not.  
 Ben I think Annie's right – I should get a new brain.  
 Morwenna Sorry?  
 Ben Oh, nothing. Listen, we'd better get back, the next lesson starts in a few minutes.  
 Annie Yeah, you shouldn't be late on your first day eh Maureen?  
 Morwenna Morwenna. But you're right, I don't want to be late. Come on, let's go.

**DIALOGUE**

**Exercise 1**

1 should visit 2 'd better take 3 'd better learn 4 should know

**CAMBRIDGE ENGLISH: TOWARDS FIRST**

**14 Exercise 1**

1 C 2 B 3 C 4 A

**Audio Script Track 14**

You will hear people talking in different situations. For questions 1–4, choose the best answer (A, B or C).

**1 You hear a man in a shop.**

Hi. Yes, look, I'd like to bring these shoes back. My wife bought them here last week for me, as a present, and she liked them a lot and so do I, but they're not the right size – I need a bigger pair if you've got them. These are 42 and if possible I'd like 43. Can you check and see if you've got them please?

**2 You hear a girl talking about her hobby, Sudoku puzzles.**

I started doing Sudoku puzzles ages ago. Someone told me that they help with your ability to think. Well for me that's not the point. It doesn't matter whether I do the easy ones or the hard ones, when I'm doing a puzzle I stop thinking about other things and it's a great feeling when I solve the puzzle – which I always do, by the way!

**3 You hear a man talking about his trip to China.**

It was a fantastic trip and I went to some great places. The cities are so interesting – Beijing, of course, I spent almost a week there. I've heard that Shanghai is incredible too so it's a shame I never got there, but I did get to see Chengdu and then the old capital, Xian. I've never seen anything like those places, both remarkable.

**4 You hear a woman talking about getting to and from work.**

The job's fine, the problem is simply getting there! I don't live all that far away, it's only about three kilometres. If I could fly there it would only take a few minutes! But unfortunately there's a really big hill in the way so I have to drive round it. It takes me about fifteen to twenty minutes to get to work, there's a small road I can take away from the traffic, but going home I have to go the same way as everyone else, along with all the buses, and it can take me up to an hour to get home, it's awful.

**15 Exercise 2**

1 B 2 A 3 C 4 A

**Audio Script Track 15**

You will hear people talking in different situations. For questions 1–4, choose the best answer (A, B or C).

**1 You hear a teenage schoolgirl.**

Well I'm really happy here. I've only been here a couple of months but I'm so happy I changed, you know. Here people just work harder, they get on with it, and that's what I want, because I want to get good grades and go to university, and that just wasn't going to happen at my last school. Before, I lived closer; now I've got further to go every day, but it's worth it. And my parents are OK with it being expensive, they're not worried at all, they're happy because they see me working hard and enjoying it.

**2 You hear part of a radio interview with a man.**

A lot of people think 'Oh, it must be really hard to write a song' but I don't find that it is. I mean, I'm in a special situation of course, as you know I only write the lyrics and Keith writes the actual music to go with it. So that gives me a lot of freedom really. I mean, as I write the lyrics I'm kind of thinking of a possible tune in my head, and I kind of sing the words to myself in my head, but I know I'll never sing them so, you know, that's Keith's problem!

**3 You hear a woman talking about her hobby, bird watching.**

When I'm out bird watching, I have this wonderful feeling like time has almost stood still. I can sit with my binoculars for two, three hours and I just don't notice the time going past. It's so exciting when some really different bird appears, and sometimes that doesn't happen of course, but you always hope it will! So you sit in the quiet, just nature around you, waiting, never bored, in a really peaceful place where you can just relax.

**4 You hear a boy who wants to be a chef.**

Yes, that's right, I want to train to be a chef and work in a top restaurant. It seems to me that I've always been interested in food. Well, I started cooking because my mum worked late so if I wanted dinner after school, I had to cook it! But it wasn't until she took me to an Italian place – it was a treat for my birthday – and I had some fantastic pasta in a mushroom sauce that I thought 'Wow, so this is what food can be like!' And that's really when it started, I wanted to find out how you could make it that good, and do it myself.

## UNIT 4 DILEMMAS

### GRAMMAR

#### Exercise 1

1 B 2 C 3 A 4 D

#### Exercise 2

1 will bite; touch 2 was; would be 3 meet; would ask  
4 don't leave; 'll miss 5 knew; wouldn't help 6 don't stop;  
will get 7 wouldn't run; saw 8 'll be; don't win

#### Exercise 3

1 would; do 2 Would; take 3 would; keep 4 Would; buy  
5 bought 6 would want 7 told 8 wouldn't be  
9 didn't tell 10 would feel

#### Exercise 4

1 when 2 as soon as 3 when 4 if 5 unless 6 until

#### Exercise 5

1 Unless 2 until 3 if 4 as soon as 5 as soon as  
6 if 7 until 8 unless

#### Exercise 6

1 had 2 could 3 wouldn't 4 weren't 5 was  
6 would 7 could

#### Exercise 7

1 I could understand maths. 2 the boys in my class wouldn't  
be so childish. 3 I knew where my phone was. / I could find  
my phone. 4 I could afford to buy those new shoes.  
5 I could stay in bed. / I didn't have to get up for school.  
6 I didn't have so much homework this weekend.

#### Exercise 8

1 e 2 a 3 h 4 b 5 c 6 g 7 d 8 f

#### Exercise 9

1 had been; would've gone 2 hadn't gone; wouldn't have met  
3 hadn't met; wouldn't have been able to 4 had said;  
would've stayed 7 hadn't come; wouldn't have become

### GET IT RIGHT

1 had to 2 would've liked 3 had been 4 would've liked  
5 wouldn't have taken 6 had been

### VOCABULARY

#### Exercise 1

1 g 2 h 3 a 4 c 5 f 6 b 7 d 8 e

#### Exercise 2

1 Own 2 truth 3 lie 4 get 5 do 6 open 7 Hide

#### Exercise 3

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

#### Exercise 5

1 I go and see the local team play now and again but I'm not a  
huge fan.  
2 John left just now so if you run, you'll catch him.  
3 We hardly ever see Lewis now that he's got his own phone.  
4 We've missed the bus. What are we going to do now?

### READING

#### Exercise 1

1 Billy hears a sound that is a little unusual. 2 He finds  
a ring in his cup. 3 He shows the ring to an expert.  
4 He remembers advice his grandfather once gave him.  
5 He refuses money that would help change his life.  
6 He meets Sarah. 7 He returns the ring to its rightful owner.  
8 He receives money that helps him change his life.  
9 He sees his sisters for the first time in 16 years.

#### Exercise 2

The game show contestants had to decide whether to share the  
prize money with another contestant or to try to keep all of the  
money at the risk of losing it all.

#### Exercise 3

1 Sam £5,000	Jim £5,000	really happy
2 Sam £0	Jim £0	very happy – the best feeling
3 Sam £10,000	Jim £0	unhappy
4 Sam £0	Jim £10,000	unhappy

### DEVELOPING WRITING

#### Exercise 1

Olivia's dilemma: Should she tell her best friend that she knows  
about the surprise birthday party her best friend has organised  
for her because of an email she opened, or not? Olivia decides  
not to say anything.

#### Exercise 2

1 long and hard 2 wrong thing 3 own up 4 tell her the  
truth 5 hide the truth

#### Exercise 3

1 could turn; would/'d have closed – [C]  
2 hadn't seen; would never have thought – [B]  
3 told; would never speak – [D]  
4 had...said; wouldn't have had this dilemma – [A]

#### Exercise 4

1 a I wouldn't have broken it.  
b he'd be really angry with me.  
2 a my best friend would get into a lot of trouble.  
b she wouldn't have needed to cheat.  
3 a I'd have no money.  
b he wouldn't want to borrow mine.

### LISTENING

#### 16 Exercise 1

2 3 1

#### 16 Exercise 2

##### Conversation 1

don't know where to start; ashamed

##### Conversation 2

so sorry; Don't worry about

##### Conversation 3

feel awful about; worries

CAMBRIDGE ENGLISH: TOWARDS FIRST

**Audio Script Track 16**

**Conversation 1**

Teacher Liam, could I have a quick word about your last essay?  
 Liam Yes, what is it?  
 Teacher Well, it was very good. So good, in fact, that I checked on the Internet and found the exact same essay for sale for £10. Is there anything you'd like to tell me?  
 Liam I don't know what to say.  
 Teacher You know this is a very serious offence.  
 Liam I know, Sir. I'm so ashamed. It's just that I didn't leave enough time. I mean if I had started it when you gave it to us, I'd never have done this. I'm so sorry.  
 Teacher Maybe I can forget it this time, Liam, if you promise to have a new, 100% original essay on my desk first thing tomorrow. But if it happens again...  
 Liam It won't, Sir. It will never happen again. I'm so sorry.

**Conversation 2**

Woman Hey, watch out!  
 Man Sorry.  
 Woman My dress!  
 Man Oh I'm so sorry.  
 Woman It's OK. It's only water.  
 Man I know but it was so clumsy of me.  
 Woman Don't worry about it. Really, it's nothing.  
 Man But at least let me buy you another drink. What would you like?  
 Woman That's very kind. An orange juice, thanks.

**Conversation 3**

Woman 1 Tell me it's not your birthday today.  
 Woman 2 It is. It's the big one – 40.  
 Woman 1 And I've forgotten it. I'm so embarrassed.  
 Woman 2 Don't be so silly. It's easily done.  
 Woman 1 But I haven't got you a present or even a card. I feel awful about it.  
 Woman 2 No worries. It's fine.  
 Woman 1 It's not fine. I'm going straight out and getting you something nice.  
 Woman 2 No seriously. You don't need to.  
 Woman 1 And tonight I'm taking you out for a meal. No argument.  
 Woman 2 But I can't. I've kind of got plans already.  
 Woman 1 What are you doing?  
 Woman 2 Well, it's just me and a few friends going out dancing.  
 Woman 1 Oh. I see.

**DIALOGUE**

**Exercise 1**

1, 7, 5, 11, 9, 13, 3, 4, 8, 2, 6, 10, 12

**PHRASES FOR FLUENCY**

**Exercise 1**

1 Are you out of your mind? 2 believe it or not 3 between you and me 4 I was wondering if 5 Any chance? 6 what's with

**Exercise 2**

1 What's with 2 Believe it or not 3 I was wondering if 4 Any chance? 5 Are you out of your mind? 6 Between you and me

**Exercise 1**

We are looking for stories for a new website for teenagers. Your story must start with the following sentence: *I opened the suitcase and could hardly believe my eyes – it was more money than I had ever seen in my life.*

Your story must include:

A decision

A police officer

Write your story in 140–190 words.

**Exercise 2**

Alan fails to include a police officer, and goes over the word limit.

**Exercise 3**

1 I was on a train. 2 The woman on the train had asked me to look after it. 3 I was excited but also nervous. 4 I decided to take the money and I used it to open a small shop. 5 I now have fifty supermarkets across the whole country.

**CONSOLIDATION UNITS 3 & 4**

**19 Exercise 1**

1 c 2 a 3 c

**19 Exercise 2**

1 T 2 F 3 T 4 F 5 F 6 T 7 F 8 T

**Audio Script Track 19**

Man Hi, can I help you?  
 Girl Yes, I'd like to return this T-shirt and get my money back, please.  
 Man May I ask what the problem with the T-shirt is?  
 Girl Well I don't know about the size, I haven't tried it on. I just don't like it – look, it's got the name of the shop right across it. I hate that.  
 Man Yes, most of our T-shirts have the name like that.  
 Girl It was a present. My dumb brother bought it for me. He knows I don't like this kind of thing, logos on T-shirts and all that. So look – here's the receipt, he gave it to me, can I have the money back?  
 Man Sorry, no, we only give refunds if there's something wrong with the clothes.  
 Girl There is something wrong – it's got this name across it.  
 Man No, I mean – if there's a hole in it or a mark on it, something like that. And there's nothing wrong with this T-shirt in that way, so all I can do is exchange it for something else.  
 Girl But you said all your T-shirts have this name on them?  
 Man No, not all of them – most of them. Look over there – there are two or three there that don't have the name.  
 Girl Yes, but I don't like those either. Hold on though – these belts are OK. Actually, this one's great. OK, I'll exchange the T-shirt for this belt.  
 Man OK – well the belt is more expensive than the T-shirt, so you'll have to add ... one moment ... eleven pounds fifty.  
 Girl Really? I haven't got eleven pounds fifty. What am I going to do?  
 Man Up to you – take the belt or keep the shirt. Maybe you could give the T-shirt to someone else.  
 Girl Hmm – now, that's an idea. My friend Jenny's the same size as me, and it's her birthday next month! Great! Thanks a lot!

### Exercise 3

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

### Exercise 4

1 hard 2 now and again 3 truth 4 own up to it  
5 call me 6 reconsider 7 logo 8 chain

### Exercise 5

1 I wish you were here. 2 I would be happier if the weather was better. 3 If only I knew the answer to this question.  
4 We'd better leave now, I think. 5 I'll phone you when I get home. 6 Do you think we should ask for some help?  
7 He's a great guitar player – if only he could sing better.  
8 If he'd left earlier, he wouldn't have missed the start of the film. 9 The bus ride there is free, so you don't have to pay for it.  
10 Let's wait until 5 pm to call them.

### Exercise 6

1 I was wondering 2 Any chance 3 Between you and me  
4 believe it or not 5 Are you out of your mind 6 had better  
7 should have been 8 What's with

### Exercise 7

1 It could mean 'Specially Processed American Meat'.  
2 During World War II in Britain. 3 That it was everywhere, that you couldn't avoid it and no one really wanted it.  
4 Because they were everywhere and you couldn't avoid them (like the meat, spam). 5 It wasn't too happy about it.  
6 seven billion

## UNIT 5 WHAT A STORY!

### GRAMMAR

#### Exercise 1

1 which 2 which 3 who 4 where 5 who 6 whose

#### Exercise 2

1 It was a legend which inspired Bram Stoker to write Dracula.  
2 Abhartach was an evil magician who had very strong powers.  
3 He lived in Derry where he ruled a small kingdom.  
4 He was an evil ruler whose people were afraid of him.  
5 Dracula comes from an Irish word which means bad blood.

#### Exercise 3

1 which/that 2 whose 3 which/that 4 where  
5 which/that 6 who/that 7 whose 8 which/that

#### Exercise 4

1 My daughter, who lives in Madrid, is an author. 2 The film, which stars Helen Weaver, is now out on DVD/is out now on DVD/is out on DVD now. 3 The storyteller, whose work takes him all over the world, is in Japan at the moment. 4 Prague, where the boy in the story grew up, is my hometown. 5 The heroine of the story, whose father is French, is called Sophie.

#### Exercise 5

1 ND 2 ND 3 D 4 ND 5 ND 6 D 7 ND 8 D

#### Exercise 6

1 The city, where all the action took place, is my home town.  
2 The park, where the murdered woman's body was found, is the scene of the crime. 3 The story, which is set in a future world, is very sad. 4 The villain, who was killed at the end of the story, was in fact a good man. 5 The crime, which was committed at the beginning of the story, was never solved.

### Exercise 7

1 Their train arrived four hours late which meant they missed the show. 2 None of my friends had studied for the test which made their parents really angry. 3 My friend reads 10 books a month which I find amazing. 4 Most of my friends don't like the new Tarantino film which I can't understand.

### GET IT RIGHT

1 X 2 ✓ 3 ✓ 4 ✓ 5 X

### VOCABULARY

#### Exercise 1

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

#### Exercise 2

1 setting 2 plot 3 hero 4 characters 5 villain  
6 ending

#### Exercise 4

1 influential 2 romance 3 anecdotes 4 blockbuster  
5 special effects 6 tradition

### READING

#### Exercise 1

1 Most people think of a parent reading a fairy tale to a child when they hear the word 'storytelling'. 2 Movies, thrillers, anecdotes and jokes are mentioned as forms of storytelling.  
3 The Neanderthal man died after he was attacked by a sabretoothed tiger. 4 Stories engage us emotionally by giving us something to think about and they contain messages which might be useful for us in the future. 5 Storytellers found new stories while travelling. 6 Our stories reflect who we are.

#### Exercise 2

C author

#### Exercise 3

1 F Charles Dickens toured England and Europe **America** as a storyteller. 2 T 3 F He earned a lot of money **didn't earn anything** for his first performance of *A Christmas Carol*. 4 T 5 F His family wanted him to stop touring because his readings **weren't popular they were worried about his health**.  
6 F The carriage that Charles Dickens was in **fell didn't fall** down a steep slope. 7 T 8 F Charles Dickens died of a **heart-attack stroke** in 1870.

### DEVELOPING WRITING

#### Exercise 1

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

#### Exercise 2

B travel adventure

#### Exercise 3

1 The story is about the adventures of a boy called Tom who travels around the world on a bicycle. 2 The story takes place in Europe, the Middle East and Africa. 3 Tom got caught daydreaming in his maths class. 4 The writer liked the book and his/her favourite thing about it was the funny illustrations and amusing little notes. 5 The writer recommends the book to all ages. 6 The writer gives the book 5 out of 6 stars because he/she thought it was very interesting.

## LISTENING

### 20 Exercise 1

a 2 b 3 c 1 d 2 e 1 f 3

### 20 Exercise 2

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

#### Audio Script Track 20

##### Conversation 1

- Katie Hey, Amanda.  
 Amanda Hi, Katie, how's it going?  
 Katie Well, the strangest thing happened to me the other day.  
 Amanda What?  
 Katie I went into town to buy a book which my brother wants for his birthday. As I was walking along the street, I suddenly thought about a girl who I don't know very well. Her name's Joanna and she's a friend of a friend.  
 Amanda What's strange about that?  
 Katie Let me finish. I got to the bookshop and I walked over to the shelves where the teen fiction is. There was a girl there, but I didn't look at her. I picked up one of the books because I liked the cover. And I was reading the information on the back cover when I heard someone say, 'Hello, Katie.' I turned round and there she was.  
 Amanda Who?  
 Katie The girl who I've just told you about – Joanna. I don't usually think about her at all, and I haven't seen her for months. Then for some strange reason, I think about her and there she is. What are the chances?  
 Amanda That sometimes happens to me. I think about somebody and then they phone me or text me. It's weird, isn't it?

##### Conversation 2

- Jake You'll never believe what happened at the weekend, Amy.  
 Amy You won the football match on Saturday?  
 Jake No.  
 Amy Oh, I don't know, Jake. Tell me.  
 Jake Well you know it was my birthday on Sunday? Mum and Dad took me and James to a restaurant on Sunday evening.  
 Amy There's nothing amazing about that.  
 Jake Let me finish. There were three men sitting at a table in the restaurant. I didn't notice them at first. It was James who noticed them. They were three footballers from Manchester United! We went to say hello to them and Dad took a photo of them with me and James. Look, here it is.  
 Amy That's so cool!  
 Jake What are the chances? Me sitting in a restaurant with three footballers from my favourite team. It was the best birthday ever.

##### Conversation 3

- Sarah Joe, you'll never believe what happened yesterday.  
 Joe What?  
 Sarah I was shopping in Oxford Street ...  
 Joe What's strange about that, Sarah? You go shopping every Saturday.  
 Sarah Let me finish. I'd just come out of a shop and I was waiting to cross the street. There was a man walking towards me. I recognised him. He's a really famous actor.  
 Joe Who was it then?  
 Sarah That's the annoying thing. I can't remember who he is. I've seen him in lots of films, and he's really famous.  
 Joe Tell me one of the films that he's in. Maybe I'll know him.  
 Sarah I can't remember which films I've seen him in.

## DIALOGUE

### Exercise 1

- 1 You'll never believe what happened 2 The strangest thing happened to me 3 Let me finish 4 That's the annoying thing 5 What are the chances? 6 What's strange about that?

### Exercise 2

3, 7, 1, 5, 6, 2, 4

### Exercise 3

- 1 believe 2 strangest 3 strange 4 finish 5 annoying 6 chances

## CAMBRIDGE ENGLISH: TOWARDS FIRST

### Exercise 1

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

## UNIT 6 HOW DO THEY DO IT? GRAMMAR

### Exercise 1

- 1 are made 2 was shown 3 texts 4 were held 5 makes 6 aren't delivered 7 is coached 8 won

### Exercise 2

- 1 were performed 2 was sawed 3 was turned 4 were found 5 was pulled

### Exercise 3

- 1 When was America discovered by Columbus? 2 When was the first helicopter built? 3 Where is BMW made? 4 Where are the Oscars held? 5 Where was the 2014 World Cup Final played?

### Exercise 4

- 0 President Kennedy was shot in 1963 ED: 0 answer to be added to WB page at 4p delete! 1 America was discovered by Columbus in 1492. 2 The first helicopter was built in 1936. 3 BMW is made in Germany. 4 The Oscars are held in Los Angeles. 5 The 2014 World Cup Final was played in Rio de Janeiro.

### Exercise 5

- 1 We had our bags taken to our room.  
 2 We had all our meals cooked by a top chef.  
 3 We had our meals brought to our room by room service.  
 4 We had tickets to top shows delivered to our room.  
 5 We had all our clothes washed and ironed.  
 6 We had our hair cut by a top stylist for free.

### Exercise 6

- 1 She had her hair dyed. 2 He had a pizza delivered.  
 3 She had her washing machine fixed.

### Exercise 7

- 1 have been built 2 haven't been painted 3 will be finished 4 has been made 5 haven't been widened 6 will be sold 7 will be put up 8 will be shown

### Exercise 8

- 1 haven't been cleaned 2 have been caught 3 has been marked 4 hasn't been delivered 5 hasn't been paid

### Exercise 9

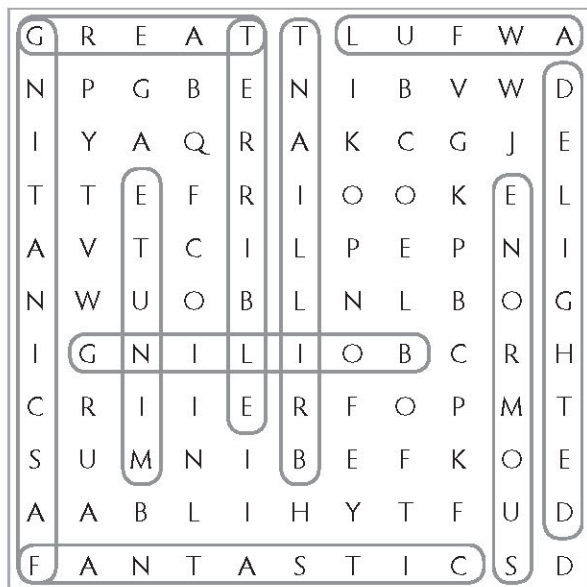
- 1 The final will be played on Thursday.
- 2 I won't get/be paid until next month.
- 3 The new shopping centre will be opened by a famous actor.
- 4 The hospital has been closed.
- 5 The whole city has been destroyed by the earthquake.
- 6 They haven't been seen for days (by anyone).

### GET IT RIGHT

- 1 The money will be used to develop the city.
- 2 In the future the population will increase.
- 3 If the concert doesn't start soon, we will be forced to leave.
- 4 Please see the questionnaire which is enclosed with this letter.
- 5 The programme will be shown on Friday at 10 am.

### VOCABULARY

#### Exercise 1



- 1 fascinating
- 2 delighted
- 3 enormous
- 4 great
- 5 fantastic
- 6 brilliant
- 7 awful
- 8 terrible
- 9 boiling
- 10 minute

#### Exercise 2

- 1 hilarious
- 2 small
- 3 wonderful
- 4 scared
- 5 miserable
- 6 cold
- 7 huge
- 8 exciting
- 9 interesting
- 10 great

#### Exercise 3

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

#### Exercise 4

- 1 make
- 2 make
- 3 do
- 4 make
- 5 do
- 6 make

#### Exercise 5

- 4
- 3
- 6
- 5
- 1
- 2

### READING

#### Exercise 1

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

#### Exercise 2

- Electrified

### Exercise 3

- 1 Buried Alive, Above the Below, and Drowned Alive
- 2 Drowned Alive and Above the Below
- 3 Above the Below
- 4 Drowned Alive and Revolution
- 5 Electrified
- 6 Revolution and Electrified

### DEVELOPING WRITING

#### Exercise 1

- 5
- 4
- 3
- 6
- 2
- 1

#### Exercise 2

- 1 -3
- 2 -2
- 3 -1
- 4 -4

#### Exercise 3

- 1 Trees cut down
- 2 Branches taken off
- 3 Logs loaded onto lorries
- 4 Logs taken to paper mill

#### Sample short paragraph:

Firstly, the trees are cut down. Next, the branches are taken off. After that the logs are loaded onto lorries. Finally the logs are taken to the paper mill.

### LISTENING

#### 24 Exercise 1

- 1 -3
- 2 -2
- 3 -1
- 4 -4

#### 24 Exercise 2

- 1 Firstly
- 2 Next
- 3 After that
- 4 Finally

#### Audio Script Track 24

OK, I'd like to explain to you how to do an amazing card trick. It's easy and all your friends will be impressed. All you need is a pack of cards.

Firstly, ask your friend to choose a card and look at it secretly. Make sure they don't show it to you. Next cut the pack of cards into two. Keep the top of the pack in one hand and the bottom of the pack in the other hand.

After that, ask your friend to put the card on the top of the bottom part of the pack, still keeping it hidden from you.

While they do this, quickly look at the card at the bottom of the top part of the pack and remember it. This is the secret to the trick!

Finally, put the pack back together and go through the cards. Put them one by one onto the table. When you see the card you remembered, the next card will be their secret card. Pick it up and show it to your friend and watch them be amazed!

#### 25 Exercise 3

- 3
- 4
- 1
- 2

#### 25 Exercise 4

- 1 First
- 2 Then
- 3 After
- 4 Finally

#### Audio Script Track 25

Firstly, put the transfer paper on your arm, or wherever you want to put it.

Next, put a wet sponge (it shouldn't be too wet) on top and press hard.

After about a minute you can take the sponge away.

Finally, slowly pull the paper away. It should leave the transfer on your skin.

## DIALOGUE

### Exercise 1

7, 5, 3, 9, 1, 8, 4, 6, 2

### Exercise 2

1 online 2 First 3 After 4 Now 5 then 6 finally

## CAMBRIDGE ENGLISH: TOWARDS FIRST

### Exercise 1

1 B 2 D 3 D 4 D

## CONSOLIDATION UNITS 5 & 6

### 26 Exercise 1

1 c 2 a 3 b

### 26 Exercise 2

1 He likes to be creative now and again. 2 He thinks of something that's happened to him or a friend. 3 two hours  
4 From a friend who had told him about a film he'd seen.  
5 She wants him to give her an idea for a story she can write.

### Audio Script Track 26

Girl I just couldn't do the English homework last night. I really don't like it when we have to do things like write a story.  
Boy Oh, I love writing stories. It's nice to be creative now and again. I wrote a story last night – probably not very good but I enjoyed doing it.  
Girl I don't know how you do it. I can never get an idea.  
Boy I just think of something that's happened to me ... or sometimes to one of my friends. And after all, it's only a short story – we're not talking about 50,000 words or anything, are we? The teacher only asked us to write about 500 words.  
Girl I know, but that's a lot. Well, I think it is, anyway. And he said it had to be a kind of ghost story. I mean, a romance, maybe. Or even a crime story or something. But who can think of a ghost story?  
Boy Well, me. I thought of one and I wrote it. Took me about two hours.  
Girl And did you think of something that happened to you or a friend, like you said just now?  
Boy No, not exactly. Well, kind of. One of my friends told me a while ago about a film he'd seen, where some kids find an empty house and one of them decides to go in at night. I just took that idea.  
Girl But that's using someone else's idea. That's not allowed, is it?  
Boy Oh, every idea is an old idea. And I'm not going to publish it – it's just a story for school homework! Although ...  
Girl What?  
Boy Well, I'd really like to be a writer one day, so if the teacher likes my story, maybe I'll send it to one of those online sites that publishes your stories.  
Girl That's not a bad idea. Or you could put it in the school magazine. But first of all, give me an idea for a story that I can write. Come on – we've still got twenty minutes before the English lesson starts!

### Exercise 3

1 were hurt 2 were written 3 will be opened 4 have my computer repaired 5 have built 6 had my hair cut  
7 have been taken 8 operate

### Exercise 4

1 where 2 who 3 whose 4 which 5 that/which  
6 who/that

### Exercise 5

1 absolutely 2 hilarious 3 sense 4 brilliant  
5 villain 6 delighted 7 enormous 8 dialogue

### Exercise 6

1 crime 2 setting 3 hero 4 plot 5 characters  
6 villain 7 ending

### Exercise 7

1 The strangest thing happened 2 What's strange  
3 What are the chances 4 let me finish 5 you'll never believe 6 that's the annoying thing

### Exercise 8

1 A 2 C 3 B 4 B

## UNIT 7 ALL THE SAME?

### GRAMMAR

#### Exercise 1

1 let 2 make 3 make 4 let 5 let 6 make 7 let  
8 make

#### Exercise 2

1 Dad lets me stay out later on Saturdays.  
2 Mum doesn't let me play loud music in the house.  
3 Mum doesn't make me tidy my room.  
4 Mum doesn't make me get up early on Sundays.  
5 Dad doesn't let me drive his car.  
6 Dad makes me put the rubbish out.  
7 Dad lets me bring friends round at the weekend

#### Exercise 3

1 You're not allowed to bring food or drink in this room.  
2 You're allowed to leave your bicycle here.  
3 You're allowed to wear jeans and T-shirts here.  
4 You're not allowed to make noise after 9 pm.  
5 You're allowed to use our computers.  
6 You're not allowed to enter if you're under 16 years-old.  
7 You're allowed to borrow (up to) four books at a time / You're not allowed to borrow more than four books at a time.

#### Exercise 5

1 Do your teachers make you do homework every night?  
2 Are you allowed to send text messages in class?  
3 Does your school let you go into any room you want? / At school are you allowed to go into any room you want?  
4 Do your parents let you sleep as long as you like?  
5 Are you allowed to eat anything you want at home?  
6 Do your parents let you stay out after midnight?

#### Exercise 7

1 d 2 a 3 h 4 g 5 b 6 c 7 e 8 f

#### Exercise 8

1 was used to eating; got used to eating  
2 was used to going; get used to going  
3 get used to not hugging; are used to hugging  
4 am used to reading; get used to reading  
5 am used to living

## GET IT RIGHT

1 got 2 'm 3 got 4 got 5 is 6 Are

## VOCABULARY

### Exercise 1

1 d 2 e 3 h 4 a 5 g 6 b 7 f 8 c

### Exercise 2

1 showed up 2 carried on 3 found out 4 get on  
5 looking after 6 set off 7 gave up 8 took up

### Exercise 3

1 thoughtful 2 unfriendly 3 kind 4 selfish 5 warm  
6 polite 7 rude 8 shy

### Exercise 4

1 lively 1 selfish 2 calm 3 generous

### Exercise 5

1 After all 2 all day 3 for all I know 4 Once and for all  
5 All I'm saying 6 all the same

## READING

### Exercise 1

1 Jess 2 Billy 3 Jess 4 Billy 5 Billy 6 Jess 7 Billy  
8 Jess 9 Jess 10 Billy 11 Jess 12 Billy

### Exercise 2

A Are we all the same?

### Exercise 3

Quote 2 – E Quote 3 – B Quote 4 – D Quote 5 – F  
Quote 6 – A Quote 7 – G Quote 9 – C

### Exercise 4

1 Quotations: 1, 2, 4, 5, 6, 7, 8, 9 2 Quotations: 3, 8, 9

## DEVELOPING WRITING

### Exercise 1

The things in pictures 2, 3 and 4

### Exercise 2

1 For two years 2 The weather and the traffic  
3 The traffic – she says she'll never get used to it.  
4 The way people greet an older person

### Exercise 3

1 So far 2 Of course 3 Then 4 Here's what 5 Anyway

## LISTENING

### 27 Exercise 1

1 He has no plans for the weekend.  
2 She invites him to the cinema.  
3 He's not a big fan of the cinema.  
4 He should phone her at 7.30.  
5 They are going for a long walk up in the hills outside town.  
6 She can bring some friends along with her.  
7 They are meeting at 7 o'clock on Sunday.  
8 She thinks it's early.

### 27 Exercise 2

1 don't you come along 2 I'd love to 3 Why don't you give  
4 Do you fancy coming 5 I'd love to 6 How about bringing

## Audio Script Track 27

### Conversation 1

Nadia So, Sean, have you got anything planned for the weekend?

Sean No, Nadia, not really. Well, to be honest, nothing at all. I hate weekends – there's never anything to do.

Nadia Well listen, some of us are going to the cinema on Saturday. Why don't you come along?

Sean The cinema? Well, I'm not a big fan.

Nadia OK, no problem. See you Monday then.

Sean No, wait, just a minute. I'd love to come. What time on Saturday?

Nadia I'm not sure yet. Why don't you give me a call this evening?

Sean OK, I'll do that. Is around 8 o'clock OK?

Nadia A little earlier perhaps. Make it 7.30. Talk to you then. Bye.

### Conversation 2

Sarah Hello?

Graham Hi, Sarah. It's Graham. Listen. Some of us are going out on Sunday – we're going for a long walk up in the hills outside town.

Sarah Wow – that sounds like a great idea.

Graham OK then. Do you fancy coming along?

Sarah That would be great – I'd love to. Thanks, Graham.

Graham No problem. How about bringing some friends along with you?

Sarah OK, I'll call some people. Though I'm not too sure which of my friends really like walking!

Graham Don't worry, there's plenty of us going already. Look, we're setting off from Mike's place at seven o'clock Sunday morning. See you there?

Sarah Wow! That's early! But OK, sure, see you there. Thanks, Graham.

## DIALOGUE

### Exercise 1

#### Conversation 1

3, 1, 5, 6, 4, 2

#### Conversation 2

5, 1, 3, 6, 2, 4

## PHRASES FOR FLUENCY

### Exercise 1

1 don't mention it 2 pack it in 3 got it in one  
4 don't get me wrong 5 I'm with you on this one

### Exercise 2

1 don't mention it 2 good point 3 I'm with you on this one  
4 Don't get me wrong 5 pack it in 6 Got it in one

## CAMBRIDGE ENGLISH: TOWARDS FIRST

### Exercise 1

1 excitement 2 unforgettable 3 crowded  
4 luxurious 5 cloudy 6 spectacular 7 inflatable  
8 incredibly 9 dangerous 10 relaxation

**Exercise 2**

- 1 accessible 2 attractive 3 selection 4 unbelievably  
5 friendly 6 spacious 7 sleepless 8 uncomfortable  
9 continuous 10 doubtful

**UNIT 8 IT'S A CRIME**

**GRAMMAR**

**Exercise 1**

- 1 he had/'d stolen 2 he had/'d felt 3 he was going to say  
4 he would/'d never mug

**Exercise 2**

- 1 Mrs Jones said she was really upset after the burglary.  
2 The man told the police the burglar had gone into the house through the bathroom window.  
3 The woman told the manager of the shop that was the first time she'd been caught shoplifting.  
4 The man said he had been waiting on the underground platform when it happened.  
5 A policeman told us pickpockets in London could make £4000 a week by taking wallets, smartphones and laptops.  
6 The shopkeeper said after the robbery he/she would think about putting cameras up in the shop.  
7 Mrs Roberts said her son was going to report the mugging to the police.

**Exercise 3**

- 1 'I saw the shoplifter run across the park.'  
2 'I have never been in trouble with the police before.'  
3 'Nobody is living in the house next door.'  
4 'You will probably be sentenced to three years in prison.'  
5 'I'm going to report the theft to the police.'

**Exercise 4**

- 1 to sit down 2 to write 3 not to worry 4 had seen  
5 lived 6 was going to interview

**Exercise 5**

- 1 to write down my name and address. 2 to stand up.  
3 if we knew the victim. 4 to describe the mugger.  
5 to fill in the form. 6 if she had been burgled before.

**Exercise 6**

- 1 d - where they had hidden the phones.  
2 e - he had hidden the phones.  
3 g - he had been in the car when they had hidden the phones.  
4 b - to go/come to the police station and make a statement.  
5 c - who the other two boys were.  
6 h - to go to the station with him.  
7 a - he could phone his mum.  
8 f - he had a phone.

**Exercise 7**

- 1 if I wanted to survive the night. 2 didn't understand what he meant. 3 could have a good ending or a bad ending. It was up to me. 4 what he meant by that. / to tell me what he meant by that. 5 if he was a mugger. 6 I only had £20. 7 was fine. 8 if he was going to hurt me.

**GET IT RIGHT**

- 1 He asked how much I paid for the phone.  
2 Everyone asked when the article had to be finished.  
3 I asked my mum if I could go out.  
4 I asked my mum which school I will go to when we move house.

**VOCABULARY**

**Exercise 1**

- 1 con man 2 murderer 3 thief 4 pickpocket  
5 shoplifter 6 burglar

**Exercise 3**

- 1 death penalty 2 caution 3 community service  
4 fine 5 prisoner 6 life sentence 7 prison sentence  
8 get into trouble

**Exercise 4**

- 1 refused 2 explained 3 agreed 4 demanded  
5 claimed 6 told 7 invited 8 recommended  
9 encouraged 10 persuaded

**READING**

**Exercise 1**

- 1 She felt shocked and then angry.  
2 She wrote a note to the thief and put it on the tree next to the bike stand that it had been stolen from.  
3 Because she believed everyone could do bad things sometimes.  
4 He was a victim on an online con.  
5 They had seen it on a well-known shopping auction website.  
6 He found a low-resolution photo of the game console he'd wanted to buy.

**Exercise 2**

- Shoplifting

**Exercise 3**

- 1 She was unhappy being away from home and her courses at university were very difficult.  
2 She started shoplifting at university (after seeing a therapist).  
3 The therapist suggested she should pamper herself / do something good for herself.  
4 She became addicted to shoplifting because it was very easy and it felt fantastic.  
5 He/she wanted to know if she had stolen the items.  
6 They made her take all the stuff she'd stolen back to the stores.

**DEVELOPING WRITING**

**Exercise 1**

- It's about the causes of crime.

**Exercise 2**

- A Introduction summarising the debate B Argument for  
C Argument against D The writer's opinion  
E The conclusion

**Exercise 3**

- 1 Firstly 2 On the other hand 3 For example  
4 However 5 In my opinion 6 To conclude

**LISTENING**

**30 Exercise 1**

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

**30 Exercise 2**

- 1 tell me 2 Really; What happened then; No way  
3 That's awful

**Audio Script Track 30**

Jane You'll never guess what I've done.  
 Man Uh oh, Jane ... tell me!  
 Jane I've been really stupid.  
 Man Come on. What did you do?  
 Jane I got a note through the letterbox the other day. I thought it was from the post office. It said that the sender hadn't paid enough money for the postage. They couldn't deliver my letter until I paid an extra 4 pounds 60.  
 Man Did you pay it?  
 Jane Yes, I paid it online.  
 Man Really?  
 Jane Yes, really. I was curious about the letter. I wondered who it was from.  
 Man What happened then? Did you get the letter?  
 Jane No, it was a scam.  
 Man No way!  
 Jane I was really angry with myself. I felt so stupid.  
 Man Still, it was only a small amount of money.  
 Jane I know but if a hundred people reply, the con man makes 460 pounds. That's not such a small amount of money.  
 Man Have you reported it to the police?  
 Jane Yes, I have. They told me that hundreds of people have been tricked.  
 Man That's awful!

**31 Exercise 3**

1 A girl 2 She was very thin, about Kate's height and had short, curly blonde hair. 3 On the floor 4 Not to put her bag on the floor again 5 Because there are a lot of pickpockets and thieves in the area. 6 Her purse, credit cards, a comb and a mirror, house keys and a cheese sandwich

**Audio Script Track 31**

Kate Somebody just stole my bag. It was a girl.  
 Police Officer Can you describe her to me, please?  
 Kate Yes, she was very thin, about my height and she had short, curly blonde hair.  
 Police Officer Where were you when the bag was taken?  
 Kate I was in a clothes shop.  
 Police Officer And what happened?  
 Kate I wanted to try on a coat so I put my bag down on the floor.  
 Police Officer I advise you not to put your bag on the floor again. There are a lot of pickpockets and thieves in this area. Keep an eye on your bag at all times.  
 Kate I will.  
 Police Officer Now can you tell me what was in the bag?  
 Kate Yes, my purse, credit cards, a comb and a mirror, house keys and a cheese sandwich.  
 Police Officer A cheese sandwich! ... Have you informed your bank about the theft?  
 Kate No, not yet.  
 Police Officer You need to do that straight away.

**DIALOGUE****Exercise 1**

1 You'll never guess what; What 2 I heard a really sad story; Tell me; That's awful 3 You won't believe what happened to; No way 4 There was a story; Really

**Exercise 1**

You get an email from a friend. This friend has heard from another friend that your bike has been stolen. Write a reply. It must start with the following sentence:

*Great to hear from you, and thanks for your concern.*

In your email, you must:

- explain how you felt about your bike being stolen
- agree that you should report it to the police

Write your email in 140–190 words.

**Exercise 2**

agree that she should report it to the police

**Exercise 3**

1 I felt puzzled. 2 I felt angry. 3 I couldn't get home any other way. 4 My mum. 5 The head teacher.

**CONSOLIDATION UNITS 7 & 8****34 Exercise 1**

1 B 2 C 3 C

**34 Exercise 2**

- 1 grass and washing
- 2 put the chain
- 3 the evening
- 4 going to find
- 5 a bike at the

**Audio Script Track 34**

Boy Absolutely. It was the best bike I've ever had – and I worked and saved to buy it. Remember? I worked for more than a year, working weekends cutting grass and washing cars, just to buy that bike. And now it's gone.  
 Clare Do you know what happened?  
 Boy Well, sort of. I went into town on Sunday and I left my bike outside the shopping centre. I put the chain on it and locked it, as always. But someone came and cut the chain and took the bike.  
 Clare Was that during the day? I mean, didn't anyone see?  
 Boy No, it was in the evening. But I'm surprised no one saw anything. Well, perhaps they did see something. I mean I told the police that the bike had been stolen, but they must hear that twenty times a day, I don't think they're going to find it – or even really try to find it. So I'm not hopeful.  
 Clare Oh come on, you never know. I mean, it's not always easy for the police but I think they try.  
 Boy Sorry, Clare, just a moment. Hello? Yes, that's me. Really? Wow, that's fantastic. Yes, thank you. Of course, I'll be there in ... about ten minutes. Yes. Thanks again. Bye. Well, you're not going to believe this but ...  
 Clare The police have found your bike.  
 Boy Yes! Well, they think it's mine – they found a bike that matches the description. I've got to go to the station now to see if it's actually mine. Wow – who would have believed it?  
 Clare Off you go then. Good luck – hope it's yours and that it's OK. Let me know, eh?  
 Boy Thanks! I'll call you and tell you, OK? Bye!!

**Exercise 3**

1 to leave 2 allowed 3 driving 4 let 5 get 6 make  
 7 I was from 8 take 9 to come 10 we had

**Exercise 4**

- 1 lets us use a dictionary.
- 2 're not allowed to go into that room.
- 3 made us clean the playground.
- 4 didn't let us watch TV (last week).

**Exercise 5**

- 1 out 2 after 3 off 4 up 5 on 6 on 7 up 8 up

**Exercise 6**

- 1 trouble 2 same 3 fine 4 committed 5 prison
- 6 break 7 sentence 8 Once 9 polite 10 selfish

**Exercise 7**

- 1 Don't mention it 2 get me wrong 3 it in one 4 in fact
- 5 be honest 6 point 7 I'm with you 8 I know how you feel

**Exercise 8**

- 1 Because her home had been burgled.
- 2 They had made up the whole story in order to get money from the insurance company.
- 3 Because she told her father in French about the burglary and Officer Meharu speaks French.
- 4 To tell the man in the street the time.
- 5 two selfies
- 6 That the thief would do something to tell the world about his crime.

**UNIT 9 WHAT HAPPENED?**

**GRAMMAR**

**Exercise 1**

- 1 Spanish 2 six 3 ten times 4 wasn't 5 visa stamps
- 6 working hard 7 French 8 all

**Exercise 2**

- 1 must 2 can't 3 might 4 must 5 might 6 can't
- 7 must 8 can't

**Exercise 3**

- 1 should have watched 2 shouldn't go 3 should invite
- 4 shouldn't have said 5 shouldn't say 6 should watch
- 7 shouldn't have gone 8 should have invited

**Exercise 4**

- 1 should have charged 2 shouldn't have left 3 should have worn
- 4 should have told 5 shouldn't have gone

**Exercise 6**

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

**Exercise 7**

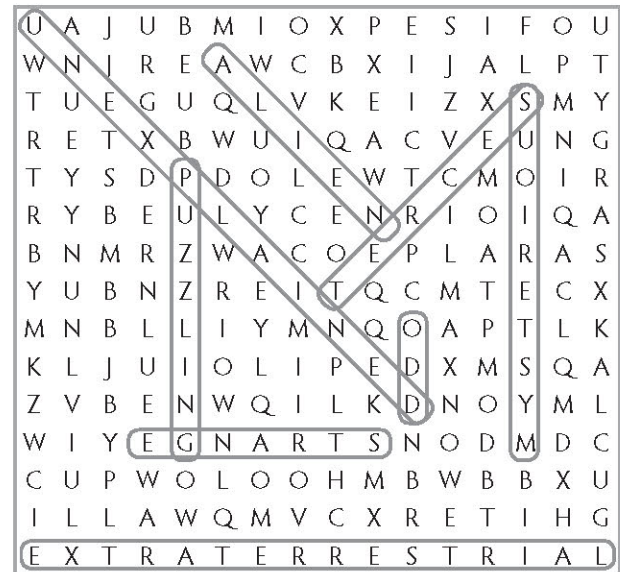
- 1 must have taken 2 might have disappeared 3 might have gone
- 4 can't have left 5 must have seen

**GET IT RIGHT**

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

**VOCABULARY**

**Exercise 1**



**Exercise 2**

- 1 strange 2 puzzling 3 alien 4 secret 5 mysterious
- 6 odd 7 strange 8 extraterrestrial 9 unexplained
- 10 secret

**Exercise 3**

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

**Exercise 4**

- 1 a bit faster 2 5 km to 3 really well 4 one step further
- 5 missing 6 down 7 for 8 without saying

**READING**

**Exercise 1**

- 1 e 2 d 3 a 4 b 5 c

**Exercise 2**

- birds, spiders, fish and sharks

**Exercise 3**

- 1 by digging shallow lines into the earth
- 2 They were discovered in the 1930s from the air.
- 3 That the Nazca people invented simple hot-air balloons to produce the art.
- 4 He built a working balloon using the materials they would have had.
- 5 He believes that the Nazca people put sticks in the ground to help with their drawings.
- 6 He tried to draw a huge picture of a bird on a piece of land using tools the Nazca might have had.

**DEVELOPING WRITING**

**Exercise 1**

- They were fake.

**Exercise 2**

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

**Exercise 3**

- a1 b4 c2 d3 e6 f5

## LISTENING

### 37 Exercise 1

- 1 a book 2 a sword

### 37 Exercise 2

#### Conversation 1

- 1 Because he told Jennie about the surprise party.
- 2 He could phone her and say he was just joking.
- 3 Lisa thinks it's a bit late for it.

#### Conversation 2

- 1 He was walking the dog.
- 2 He should have left it where it was and called the museum.
- 3 She's going to call the experts.

### Audio Script Track 37

#### Conversation 1

- Ollie Jennie's really happy about her party.  
Lisa What!  
Ollie Her birthday party. She's really looking forward to it.  
Lisa You told her!  
Ollie What?  
Lisa About her party.  
Ollie Well... No. I just asked what present I should bring her. She wants a book.  
Lisa I can't believe you told her. You shouldn't have done that. It was supposed to be a surprise.  
Ollie Well you should have told me that.  
Lisa I did but obviously you weren't listening... again!  
Ollie Oh well, I'm sorry. I could phone her and say I was just joking.  
Lisa No, I think it's a bit late for that now.

#### Conversation 2

- Sean Look what I found while I was walking the dog, Mum.  
Mum What is it?  
Sean I'm not sure. It's a bit of a mystery.  
Mum Let me have a look.  
Sean Here you are.  
Mum It looks like some sort of ancient sword. Where did you find it?  
Sean In the fields on the other side of the river.  
Mum This is really old. It could be really important.  
Sean You think?  
Mum Yes, you shouldn't have taken it. You should have left it where it was and called the museum.  
Sean Why? I found it. It's mine.  
Mum I'm afraid it isn't. Come on. We need to make some phone calls to the experts.

## DIALOGUE

### Exercise 1

- 1 shouldn't have done
- 2 should have told
- 3 shouldn't have taken
- 4 should have left

### Exercise 2

- Dialogue 1  
ALEX 8 No, I haven't. It's probably down the side of the sofa. That's where it usually is.  
PAUL 10 I've already searched the whole sofa. It's not there.  
ALEX 1 So try the dog basket – Spike might have taken it.  
PAUL 7 That's a good idea. I'll go and have a look.

#### Dialogue 2

- FOX 11 No, they don't even know how the robber got into the building.  
DANA 5 I think it must have been someone who worked at the gallery.  
FOX 12 Yes, I think you're right. Someone who knew how to turn off the alarm.  
DANA 4 Well, let's hope they arrest someone soon and find the painting.  
Dialogue 3  
JACK 2 Stolen it. Are you sure?  
LUCY 6 Of course I'm sure. I left it locked up just here.  
JACK 9 They can't have gone far; we were only in the shop five minutes.  
LUCY 3 Well it was long enough for them to break the lock. I don't believe it!

## CAMBRIDGE ENGLISH: TOWARDS FIRST

### 38 Exercise 1

- 1 London 2 size 3 more than 5,000 4 second stage
- 5 50 / fifty 6 600 / six hundred 7 the Pyramids
- 8 (position of the) stars 9 alien races / extraterrestrial technology 10 key ring

### Audio Script Track 38

You will hear Gaby talking about an unforgettable school trip to the ancient monument of Stonehenge in South West England. For questions 1–10, complete the sentences with a word or short phrase.

Last year I was lucky enough to go on a school trip to the UK. My mother's English but it was the first time I got the chance to visit her homeland. We had two weeks and we took in lots of sights. We were based in London and visited all the usual places like Buckingham Palace, Hyde Park, you know. We also did some day trips out of London and the highlight of my whole time had to be the one we did on our last weekend, when we went to visit Stonehenge.

I'd seen photos of it, of course, but nothing can prepare you for what it's like in real life and I was immediately struck by the size of it. I mean those stones are really big. You used to be able to walk inside the circle but these days you need special permission to get inside. But it was still great to get so close to such a mystical place.

There was lots of information about the site so I'm a bit of an expert now. I knew it was old but I had no idea it was more than 5,000 years old. 3,100 BCE – that's when they think work started on it. But it wasn't all built at the same time. They've worked out that it was built in three different stages and they've also calculated how long it took in total – 30 million hours of labour. The first stage involved digging in the ground and didn't involve putting up any stones. The first stones were erected in the second stage of construction. These stones, some of which weigh 4 tonnes, were transported overland and on water from the mountains of South Wales – a journey of 240 miles! Imagine that.

The third stage saw the arrival of the bigger stones. These didn't have such a long journey, maybe 25 miles or so. That's just as well as these are much bigger. The heaviest of them all is an amazing 50 tonnes. There's no way they could have transported these by water so they think the stones were rolled there on logs. They've done calculations and worked out that to move one stone you would need 500 men to pull it with leather ropes and another 100 men to keep putting down the logs in the front. All in all about 60 stones were originally used but there aren't that many left these days.

But the real magic of Stonehenge lies in its mystery and why it was built. Unlike the pyramids, for example, no one's exactly sure what this monument was for.

Of course there are theories, two of which are more popular than others. One theory is that it was a place of worship and that the ancient Britons might have used it to carry out human sacrifices to keep the gods happy. There are people today called druids for whom Stonehenge has a very spiritual significance. They come here each year on the longest day of the year to worship.

Other people think it was built for astronomy, a place where people could study the night sky and the position of the stars. They also think it might have been a giant clock which used the position of the sun to tell the time. All of these seem like good ideas to me. There are, of course, some people who insist that Stonehenge was built by alien races, visitors from other planets who came down and moved the stones using extraterrestrial technology but I don't think there's any truth in that theory.

I highly recommend a trip to Stonehenge if you are ever in the South West of the UK. There's a great café there and you can get some really cool souvenirs. I was tempted by the mini models but they were a bit expensive. I went for a key ring, which I still use today to remind me of an unforgettable trip.

## UNIT 10 MONEY

### GRAMMAR

#### Exercise 1

- 1 my dad will be racing in the Grand Prix.
- 2 my sister will be working at a children's home in Cambodia.
- 3 my brother will be sailing around the world.
- 4 my mum will be acting in a theatre production.
- 5 my cousin will be researching a cure for cancer.
- 6 my best friend will be trekking round Africa.
- 7 I will be working as a famous human rights lawyer.

#### Exercise 4

- 1 will have finished 2 will have tidied 3 will have fed
- 4 will have written 5 will have eaten

#### Exercise 5

- 1 will have finished 2 will have moved 3 will have bought
- 4 will have become 5 Will; have travelled 6 will have swum
- 7 will have sailed 8 will have cycled 9 will have seen
- 10 will have gone 11 Will you have found 12 won't have had

#### Exercise 6

- 1 will have reached 2 will have been 3 will be fighting
- 4 will be using 5 will have been 6 will be wearing
- 7 will be driving 8 will have disappeared

#### Exercise 7

- 1 will have settled 2 will be living 3 will have become
- 4 will have built 5 will have developed 6 will be eating

### GET IT RIGHT

- 1 will come 2 will buy 3 will have improved 4 will be
- 5 will have finished 6 will have arrived

### VOCABULARY

#### Exercise 1

- 1 valuable 2 worth 3 owe 4 bargain 5 value for
- money 6 reward

#### Exercise 2

- 1 healthcare 2 qualifications 3 employee 4 employer
- 5 management 6 sponsorship

#### Exercise 3

- 1 c 2 e 3 a 4 b 5 d

#### Exercise 4

- 1 coins – c 2 banknote – d 3 currencies – a 4 banks – b
- 5 predict – e

#### Exercise 5

- 1 d 2 b 3 a 4 c

#### Exercise 6

- 1 by a friend 2 by Monday 3 by practising 4 by working
- 5 by my bedroom door 6 by ten o'clock

### READING

#### Exercise 1

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

#### Exercise 2

- 1 Julius Caesar 2 'to pay through the nose'

#### Exercise 3

- 1 in Turkey 2 money (and mint) 3 one hundred/a
- hundred/100 4 Portuguese 5 If he ran out of money or was
- unfair. 6 It means to pay a high price for something.

### DEVELOPING WRITING

#### Exercise 1

- 1 formal 2 No – there is only one argument for the statement.

#### Exercise 2

- 1 furthermore 2 without question 3 but 4 therefore
- Other examples: In addition; On the one hand ... on the other hand

#### Exercise 3

- 4, 1, 2, 6, 5, 3

### LISTENING

#### 39 Exercise 1

Melissa isn't sure what she'll be doing, and Matt thinks he'll be working in advertising.

#### 39 Exercise 2

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

#### Audio Script Track 39

- Matt So what are you going to have?  
 Melissa Same as usual. Coffee and a slice of cheesecake.  
 Matt Two coffees, a slice of cheesecake and a slice of chocolate cake, please.  
 Waitress No problem.  
 Matt So, Melissa, what do you think you'll be doing in ten years' time? No don't answer. Let me guess. I think you'll be working in healthcare. You'll be a nurse or maybe even a surgeon.  
 Melissa No way! I feel sick when I see blood.  
 Matt That's a shame! You'd make a brilliant nurse. What do you think you will be doing then?  
 Melissa I haven't really thought about it.  
 Matt What about law? You could be a lawyer. You could work for a human rights organisation. Then in ten years' time you'll be travelling to countries all over the world.

Melissa I'd love that but I'm not clever enough to be a lawyer.  
 Matt Don't put yourself down. You can do anything if you really want to.  
 Melissa Never mind me. What about you? Money's important to you, isn't it? You'll probably be doing something in finance.  
 Matt No – too boring. I want to do something a bit creative. In ten years' time I'll be working in a smart hi-tech advertising office somewhere in central London. I will have made my name and I will have built up my own advertising company.  
 Melissa I'm sure you will. Meanwhile I have to go and we have to pay the bill.  
 Matt I'm really sorry, Melissa. I haven't got any money as usual.  
 Melissa Never mind. It's on me.  
 Matt But you paid last time.  
 Melissa It doesn't matter. I can pay next time too.  
 Matt In ten years' time, I'll be paying for all the coffees. You'll see!

## DIALOGUE

### 39 Exercise 1

- 1 Same as usual 2 chocolate cake 3 'll be working  
 4 That's a shame 5 Never mind me 6 doing something in  
 7 I'm really sorry 8 It's on me 9 In ten years' time

## PHRASES FOR FLUENCY

### Exercise 1

- 1 That's a shame – c 2 Never mind – b 3 How awful – d  
 4 I'm really sorry – a 5 It's on me – g 6 Hi, you lot – e  
 7 It's not my fault – f

### Exercise 2

#### Conversation 1

- 1 I'm really sorry  
 2 That's a shame.

#### Conversation 2

- 1 Hi, you lot.  
 2 It's on me.

#### Conversation 3

- 1 Never mind.  
 2 How awful.

## CAMBRIDGE ENGLISH: TOWARDS FIRST

### Exercise 1

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

### Exercise 2

- 1 They prepare students to work when they leave school.  
 2 Because getting a university degree would lead to a better job and higher salary.  
 3 They give the option to discover other jobs and careers that may be more suitable for them.

## CONSOLIDATION UNITS 9 & 10

### 42 Exercise 1

- 1 5 ✓ 2 5 ✓ 3 8 4 3 ✓

### 42 Exercise 2

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

## Audio Script Track 42

Rob That's strange.  
 Girl What's strange, Rob?  
 Rob I've only got £2 in my wallet. I'm sure I had more than that.  
 Girl So how much do you think you should have?  
 Rob Well I'm not sure but my mum gave me a £20 note this morning. I can't have spent all that.  
 Girl What have you done today?  
 Rob Well I went shopping this morning with Matt so I spent some of it then.  
 Girl What did you buy?  
 Rob I spent £5 on a CD. It was on offer. It was half price. And then I had lunch – that can't have been more than another £5.  
 Girl Well, that's £10 already. So what else did you buy?  
 Rob I stopped at the bookshop because I wanted to get a notebook but I didn't buy it because I thought it was too expensive. It was £8! And after that I came straight home.  
 Girl Nothing else.  
 Rob Nothing. No... I remember, we stopped at the sweet shop and I spent £3 on sweets.  
 Girl So you should have about £7 and you've only got two. Have you got a hole in your pocket?  
 Rob No, Anyway, I keep my money in my wallet.  
 Girl And could anyone have got into your wallet?  
 Rob No, it's been in my pocket the whole time.  
 Girl Well, I think you must have dropped a £5 note when you were paying for your sweets.  
 Rob I don't believe it.  
 Girl Well, you should have been more careful. So how are you going to pay for your cinema ticket?  
 Rob Any chance you can lend me a fiver?  
 Girl I had a feeling you were going to ask me that.  
 Rob I suppose I could ask Matt, if he ever turns up.  
 Girl Well look around. Here he comes.  
 Matt Hi, guys. Sorry I'm late.  
 Girl That's OK. We've still got 10 minutes before the film starts.  
 Matt Rob, before I forget. Here's that £5 you lent me this morning.  
 Girl Mystery solved!

### Exercise 3

- 1 have said 2 be 3 be lying 4 have been 5 be  
 6 have been 7 be playing 8 have studied

### Exercise 4

- 1 will have 2 be eating/having 3 must have  
 4 should have 5 can't have

### Exercise 5

- 1 e 2 h 3 a 4 g 5 f 6 b 7 c 8 d

### Exercise 6

- 1 odd 2 bargain 3 reward 4 secret 5 tip  
 6 extraterrestrial 7 alien 8 value

### Exercise 7

- 1 Don't look at me 2 more than likely 3 goes without saying  
 4 Never mind 5 You must be joking 6 a shame

**Exercise 8**

- 1 They found a manual explaining how to operate the ATM online.
- 2 Because the boys didn't have any evidence to support their story.
- 3 They took back printed out information such as all cash withdrawals that had been made that day and how much money was in the machine.
- 4 They changed the welcome message on the screen.
- 5 To explain to their teachers why they were so late back from their lunch break.

**UNIT 11 HELP!**  
**GRAMMAR**

**Exercise 1**

- 1 I don't mind helping you.
- 2 I can't afford to buy it.
- 3 He promised to tell us tomorrow.
- 4 I don't expect to see them again.
- 5 She suggested going to the café.
- 6 Imagine meeting your favourite film star.

**Exercise 2**

- 1 walking
- 2 to be
- 3 to tell
- 4 going
- 5 to go
- 6 to get
- 7 to have
- 8 having
- 9 going
- 10 to stay
- 11 needing
- 12 to go

**Exercise 3**

- 1 feel like eating
- 2 afford to buy
- 3 miss living
- 4 promised to give
- 5 practise speaking
- 6 avoid studying

**Exercise 4**

- 1 to
- 2 so as not to
- 3 in order to
- 4 so as not to
- 5 to not
- 6 to

**Exercise 5**

- 1 We got to the stadium early so as not to miss the start of the game.
- 2 I phoned Michelle to invite her to my party.
- 3 I didn't tell my parents about the accident so as not to worry them.
- 4 I took the train in order not to get hot cycling.
- 5 I'd like to speak to her in order to apologise.
- 6 He's saving his money so as to buy a new computer.

**Exercise 6**

- 1 so
- 2 such
- 3 so
- 4 so
- 5 such
- 6 so

**Exercise 7**

- 1 such a
- 2 so
- 3 so
- 4 such a
- 5 such a
- 6 so

**Exercise 8**

- 1 She's so friendly that I always like being with her.
- 2 They left so early that they were there before lunch.
- 3 I've got such a bad stomach ache that I might go home.
- 4 It was such a terrible film that we left before the end.
- 5 The teacher's explanation was so complicated that we couldn't understand it.
- 6 The party was such a great success that we're going to have another one next week.

**GET IT RIGHT**

- 1 correct
- 2 incorrect – You need to turn on the light to see better.
- 3 correct
- 4 incorrect – He uses his tablet to read books.
- 5 correct
- 6 incorrect – Giraffes have a long neck to reach the tops of trees.

**VOCABULARY**

**Exercise 1**

- 1 out
- 2 saved
- 3 dangerous
- 4 survived
- 5 safety
- 6 rescued
- 7 danger
- 8 recovered

**Exercise 2**

- 1 dangerous
- 2 save
- 3 in danger
- 4 survive
- 5 safety
- 6 rescue
- 7 out of danger
- 8 recover

**Exercise 3**

- 1 unhappy
- 2 inexpensive
- 3 impossible
- 4 uncomfortable
- 5 untrue
- 6 unnecessary
- 7 illegal
- 8 informal
- 9 impatient
- 10 impolite

**Exercise 4**

- 1 unhappy
- 2 informal
- 3 impolite
- 4 impatient
- 5 impossible
- 6 uncomfortable
- 7 inexpensive
- 8 unnecessary
- 9 untrue
- 10 illegal

**Exercise 5**

- 1 impolite
- 2 uncomfortable
- 3 illegal
- 4 unnecessary
- 5 saved
- 6 miracle
- 7 survived
- 8 trapped
- 9 rescued
- 10 danger
- 11 recovered
- 12 tragedy

**READING**

**Exercise 1**

- 1 When he heard a noise, he ran over to see what was happening. – cycled
- 2 He saw a baby in about four metres of warm water. – (freezing) cold
- 3 The baby spent three minutes in the sea. – (around) five
- 4 There was a passer-by who was a doctor. – nurse
- 5 The baby was taken to hospital by boat. – (air ambulance) helicopter
- 6 The baby's father came to Mr Reeder's house to say he was out of danger. – grandfather
- 7 Mr Reeder was given a medal for his bravery. – certificate

**Exercise 2**

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

**Exercise 3**

- 1 They couldn't swim or even walk properly.
- 2 Because 45,000 people were involved in the project.
- 3 To a special recovery centre.
- 4 They need a lot of food/fish, and they have very sharp beaks.
- 5 They washed them with detergent.
- 6 To swim every day until their feathers recovered.
- 7 So many people took part and showed that they really cared about saving an endangered species.
- 8 How to go about adopting a penguin.

**DEVELOPING WRITING**

**Exercise 1**

- 1 They thought she thanked them.

**Exercise 2**

- 1 enormous/huge/terrible
- 2 enormous/huge
- 3 incredibly
- 4 enormous/huge
- 5 exhausting
- 6 Eventually
- 7 remotely
- 8 unbelievable

**Exercise 3**

- 1 a huge/an enormous)
- 2 exhausting
- 3 incredibly
- 4 terrible
- 5 eventually
- 6 remotely

## LISTENING

### Exercise 1

1 T 2 NG 3 T 4 F 5 F 6 T 7 NG 8 T

### Exercise 2

1 to annoy 2 to be 3 in order not to be 4 to get  
5 so as to be 6 in order to become

#### Audio Script Track 44

##### Conversation 1

Mum Jordan? Where are you going?  
Jordan Into town.  
Mum What for?  
Jordan To meet Sue and Jack. We're going to do some shopping, then maybe go to the club.  
Mum And you're going dressed like that?  
Jordan Like what, Mum?  
Mum You know – T-shirt that isn't ironed, jeans with holes in them, and your trainers! There are holes in them, too! Why do you dress like this, Jordan?  
Jordan Well, Mum, I promise, it isn't to annoy you.  
Mum Really?  
Jordan Really! I dress like this because I like it. And to be comfortable.  
Mum Oh, comfortable!  
Jordan Yes, Mum. And it's in order not to be different, too. I'm a teenager, Mum, I'm at school and it's really important to me not to look different, not to stand out, you know?  
Mum Hmm, yes, I suppose so. It wasn't so different for me I guess.

##### Conversation 2

Larry ...And welcome back to the Larry Queen show. And today, we're talking to cyclist Janet McArthur. Janet, you're one of the best young cyclists in the country these days. What does it take to get to the top in a sport like cycling?  
Janet Hard work, Larry! Cycling's not easy and you have to work hard, train a lot, so as to be in the best physical condition possible.  
Larry And you need talent, too, I guess.  
Janet Well, yes. You know, in order to become a top cyclist, you have to love cycling and have a certain talent for it.  
Larry So I guess you go out every day and train?  
Janet Yes, I do. And I usually train with my cycling friends.  
Larry Why?  
Janet Well, to practise riding as a team. You know, cycling is a team sport in many ways. You have to be part of a good team in order to win big races.  
Larry I see. So, Janet, when did you start ...

## DIALOGUE

### Exercise 1

#### Conversation 1

5, 1, 7, 3, 2, 8, 6, 4

#### Conversation 2

7, 3, 1, 5, 2, 4, 8, 6

## CAMBRIDGE ENGLISH: TOWARDS FIRST

### Exercise 1

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

## UNIT 12 A FIRST TIME FOR EVERYTHING

### GRAMMAR

#### Exercise 1

1 up 2 out 3 up 4 out 5 off 6 out

#### Exercise 2

1 looking forward to 2 carry on 3 sort out 4 broke down  
5 showed up 6 get on 7 taken up 8 come round

#### Exercise 3

1 looking forward to it 2 take it up 3 sorted it out  
4 blew it out 5 looking after her 6 worked it out  
7 carry it out

#### Exercise 4

1 end up 2 get on 3 carry on 4 looks after it  
5 looking forward to it 6 breaks down 7 hang out  
8 come round

#### Exercise 5

1 hadn't gone 2 hadn't invited 3 I'd known 4 I'd taken  
5 they'd played 6 had danced 7 hadn't been 8 hadn't worn

#### Exercise 6

1 I wish Andy hadn't worn pink trousers. / If only Andy hadn't worn pink trousers.  
2 I wish they hadn't played terrible music. / If only they hadn't played terrible music.  
3 I wish Mike had been in a good mood. / I wish Mike hadn't been in a bad mood. / If only Mike had been in a good mood. / If only Mike hadn't been in a bad mood.  
4 I wish Andy hadn't eaten so much food. / If only Andy hadn't eaten so much food.  
5 I wish Mike hadn't laughed at Andy. / If only Mike hadn't laughed at Andy.  
6 I wish Andy had enjoyed himself. / If only Andy had enjoyed himself.  
7 I wish my parents hadn't taken me home at midnight. / If only my parents hadn't taken me home at midnight.  
8 I wish I'd had a good time. / If only I'd had a good time.

#### Exercise 7

##### Suggested answers

1 I wish I hadn't eaten so much pizza.  
2 If only I had dressed more casually.  
3 I wish our team had won.  
4 If only I hadn't decided to do this.

## GET IT RIGHT

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

### VOCABULARY

#### Exercise 1

1 out 2 down 3 into 4 to 5 out 6 out 7 out  
8 out 9 after 10 on

#### Exercise 2

1 looking 2 broke 3 work 4 sorted 5 stood  
6 work 7 carrying 8 looking

**Exercise 3**

- 1 sweat 2 panic 3 nails 4 tremble 5 terrified  
6 breathe 7 shake 8 mouth

**Exercise 4**

- 1 biting; nails 2 breathing heavily 3 sweating  
4 terrified 5 trembling 6 shaking 7 panic  
8 mouth; dry

**READING**

**Exercise 1**

- 1 childhood 2 research 3 memories 4 before  
5 crystallise 6 more often 7 work out 8 the near future

**Exercise 2**

**Suggested answers**

They were both the first African-Americans in their field. Jackie Robinson died in 1972 but Oprah Winfrey is still alive.

**Exercise 3**

- 1 DS 2 F 3 T 4 DS 5 F 6 T 7 DS 8 DS

**DEVELOPING WRITING**

**Exercise 1**

He broke his leg and made his parents and his school angry.

**Exercise 2**

- 1 No, they aren't. 2 He/she wants to make the reader interested and involved in the text.

**Exercise 3**

B

**Exercise 4**

**Suggested answers**

- 1 Mistake. 2 Why was he shouting at me? 3 What was it?  
4 Loudly.

**LISTENING**

**46 Exercise 1**

- 1 He regrets not doing more research before buying his tablet.  
2 Because she told him (and Sam) a secret about his friend.

**46 Exercise 2**

- 1 £290 / 290 pounds 2 Because her uncle bought one online.  
3 She regrets telling Jamie about it. 4 John's dad was in prison.  
5 Because it's not about John but about his father.  
6 Because Sam can't keep a secret.

**Audio Script Track 46**

**Conversation 1**

Anna Wow. Is that a new tablet you've got there, Jamie?  
Jamie That's right. Cool, isn't it? I got a really good deal on it, too, at that shop in George Street.  
Anna OK. How much did you pay for it?  
Jamie It was ... let me think, it was about £290.00  
Anna Really? So I guess you don't know that the company that makes them sells them online cheaper than that.  
Jamie No, I didn't know that. But I wish I'd known last week!  
Anna Yes, they guarantee to sell cheaper than any shop. And they deliver really quickly too, straight to your home. I know - my uncle bought one a few weeks ago - he was really happy.

Jamie Oh, man! I hate spending more than I have to! If only I'd done a bit of research! I'm such a fool.  
Anna Hey, calm down! It's not as if they're selling them online for a hundred pounds less.  
Jamie I'm just an idiot.  
Anna Now I wish I hadn't told you about it!

**Conversation 2**

Clare Can I tell you a secret, Dave? Something about that guy John?  
Dave Well, you know, Clare, I'd rather you didn't, actually.  
Clare Well it's not really about him. It's about his dad. Did you know his dad had been in prison?  
Dave No I didn't, and I wish you hadn't told me. John's a friend of mine and I like his parents too. I really don't want to know things like that. It's none of my business.  
Clare Well, I wish you'd said something.  
Dave I did say something! Didn't you hear me? I asked you not to tell me any secrets about John.  
Clare But it isn't about him, it's about his dad.  
Dave Oh come on. How would you like it if I went around telling other people private things about your family?  
Clare Yes, you're right. I should have thought.  
Dave Yes, you should've. Now just don't tell anyone else, OK?  
Clare But I've already told Sam.  
Dave Oh no! Now everyone's going to know. Sam can't keep a secret and you know it. Oh, if only you'd kept quiet!

**Exercise 3**

- 1 'd known 2 'd done 3 hadn't told 4 hadn't told  
5 'd said 6 'd kept

**DIALOGUE**

**Exercise 1**

**Dialogue 1**

- 3 I know. But it wasn't my fault. It was the traffic.  
10 There's always traffic. Why didn't you leave home earlier?  
7 I wish I had left earlier. But that's history. I missed the show.  
1 And it's such a shame. The show was amazing.

**Dialogue 2**

- 6 But we came here because you said you wanted to eat Indian food.  
12 I know, and usually I love Indian food, but this isn't good at all.  
8 I'm not surprised. I found lots of bad reviews online about the food here.  
2 What? Bad reviews? If only you'd told me that before. We could have gone somewhere else.

**Dialogue 3**

- 11 Why's that? Is it because you were out late on Saturday?  
5 Yes, exactly. I wish I hadn't gone to that party. I didn't even enjoy it.  
9 Well, if you didn't enjoy it, why didn't you leave earlier? You're crazy.  
4 I know! If only I'd left when Jim and Sally did - then I wouldn't be in all this trouble.

**CAMBRIDGE ENGLISH: TOWARDS FIRST**

**Exercise 1**

- 1 F 2 A 3 C 4 G 5 B 6 E

## CONSOLIDATION UNITS 11 & 12

### 47 Exercise 1

1 13 2 half an hour / 30 minutes 3 He panicked, waved his arms in the air and shouted for help. 4 a lifeguard

### 47 Exercise 2

1 excited 2 confident 3 worried 4 scared 5 relieved  
6 embarrassed

### Audio Script Track 47

Billy I'll never forget the first time I went surfing. Never.  
Clara Why, what happened?  
Billy I only nearly died.  
Clara What!  
Billy Yes, I was about 13. I was on holiday with my cousins and they're all really good surfers and they offered to take me with them one day. I couldn't wait to try it out.  
Clara So you went.  
Billy Of course I did. I asked my mum first and promised not to go too deep, so for the first half an hour we stayed in the shallow water. After a while I was getting quite good so I started trying to stand up on the board. Of course, I fell off quite a few times but after a while I was standing up really confidently. My cousins were really impressed and they said I was ready for the big waves.  
Clara What! After only half an hour?  
Billy Yes, and so I decided to follow them out into the deep sea. After a few minutes I wished I hadn't.  
Clara Why?  
Billy It was completely different. The waves were so big that I couldn't see over the top of them. I was a bit nervous. I just held on to my board really tight and prayed for a wave to take me back to the beach quickly. Unfortunately that never happened.  
Clara So what did happen?  
Billy A really huge wave came crashing down on top of me and ripped the surfboard from my arms. It sent me spinning round and round. It felt like I was under the water forever and when I finally managed to get my head above the sea I had no idea where I was. I couldn't see my cousins anywhere. All I could see were massive waves coming my way.  
Clara What did you do?  
Billy I panicked. I was terrified. I waved my arms in the air and shouted for help. After a minute or two a lifeguard arrived and pulled me back to the beach. I've never been so happy to see another person in my life.  
Clara You were rescued – by a real lifeguard. Wow.  
Billy Yeah. It was kind of cool in one way but also really embarrassing. And of course, my mum wasn't too happy with me. I wasn't allowed into the sea for the rest of the holiday.

### Exercise 3

1 impossible 2 impatient 3 informal party  
4 irresponsible 5 uncomfortable sofa 6 is illegal

### Exercise 4

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

### Exercise 5

1 hadn't spent 2 swimming 3 to give 4 to go  
5 had'd eaten 6 living 7 helping 8 had'd done  
9 seeing

### Exercise 6

7, 5, 3, 1, 11, 9, 6, 4, 10, 2, 8, 12

### Exercise 7

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

# WORKBOOK

# PRONUNCIATION KEY

## UNIT 1

### Linking words with *up*

#### Exercise 1

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

#### Exercise 3

t pronounced: get up, isn't up  
d pronounced: spend up, stayed up  
k pronounced: take up, pick up  
s pronounced: what's up, it's up  
z pronounced: was up, he's up.

## UNIT 2

### Consonant clusters with /s/

#### Exercise 1

1 strong 2 squares 3 splash 4 screen 5 spread  
6 screaming

## UNIT 3

### Strong and weak forms: of /ɒv/ and /əv/

#### Exercise 1

1 b 2 d 3 e 4 a

#### Exercise 3

Strong forms /ɒv/ are at the end of questions 2 and 3. The other forms are weak /əv/.

## UNIT 4

### Consonant-vowel word linking

#### Exercise 1

1 find out 2 work anymore 3 lived in 4 lost everything  
5 gets angry 6 have our 7 make up 8 felt awful  
9 gave up

#### Exercise 3

t pronounced: lost everything, felt awful  
d pronounced: find out, lived in  
k pronounced: work anymore, make up  
s pronounced: it's about, gets angry  
v pronounced: have our, gave up.

## UNIT 5

### The schwa /ə/ in word endings

#### Exercise 1

1 historical, novel, desperate, dangerous 2 famous, central, London  
3 hospital, information, accident 4 picture, beautiful, woman, advertisement  
5 obvious, another, horror

#### Exercise 2

All of the sounds end with the schwa /ə/

## UNIT 6

### The /ɜ:/ phoneme

#### Exercise 1

1 c 2 b 3 a 4 c 5 d 6 b 7 c 8 b

#### Exercise 3

1 usually 2 pleasure 3 collision 4 illusionist  
5 occasion 6 version 7 Asia 8 decision 9 casual

## UNIT 7

### Intonation - inviting, accepting and refusing invitations

#### Exercise 1

1 refusing 2 refusing 3 accepting 4 accepting  
5 refusing

### Audio Script Track 28

#### Example

Woman Would you like to come with us to see a film on Saturday?

Man Oh thank you - I'd love to come!

1

Pete Would you like to work on the history project with me?

Woman Oh... Millie's already asked me to work with her. I'm sorry, Pete.

2

Man Those bags look heavy. Can I help you carry them?

Woman That's very kind of you, but my car's right here.

3

Woman I'm going to ride my bike to the river and go for a swim. Do you want to come?

Man That's a great idea. Wait here - I'll get my bike!

4

Man Didn't you bring anything to eat? Would you like half of my cheese sandwich?

Woman Oh thank you. I'm actually really hungry!

5

Sarah I'm having some friends around for dinner next Saturday. Why don't you join us?

Man I'd love to come, Sarah, but I'm going away with some friends that weekend. What a pity!

#### Exercise 2

1 A 2 R 3 R 4 A 5 A 6 R

### Exercise 3

1 love 2 sorry 3 kind 4 great 5 thank 6 pity  
Intonation goes **up** when accepting an invitation. Invitation goes **down** when refusing an invitation.

## UNIT 8

### Intonation – expressing surprise

#### Exercise 1

She misheard the shop assistant. She thought he'd said 'come back later' not 'hold the ladder'.

#### Exercise 2

1 Tell 2 bookshop 3 English 4 highest 5 ladder  
6 arm 7 that 8 ladder 9 later 10 crash 11 mobile  
12 ambulance 13 way

## UNIT 9

### Moving word stress

#### Exercise 1

1 navigate, navigation  
2 mystery, mysterious  
3 artist, artistic  
4 present, present  
5 photograph, photography  
6 explain, explanation  
7 investigate, investigation  
8 electric, electricity  
9 music, musician.

#### Exercise 3

1 musician 2 navigator 3 presenter 4 investigator  
5 electrician 6 researcher

#### Exercise 4

1 musician  
2 navigator  
3 presenter  
4 investigator  
5 electrician  
6 researcher

## UNIT 10

### Short and long vowel sounds: /ɪ/ - /i:/ and /ʊ/ - /əʊ/

#### Exercise 1

1 sit 2 sleep 3 chip 4 will 5 note 6 hope 7 clock  
8 won't 9 sock

#### Exercise 2

1 clock 2 we'll 3 hope 4 sheep 5 sit 6 won't  
7 cheap 8 sleep 9 note

## UNIT 11

### Strong and weak forms: /tʌ:/ and /tə/

#### Exercise 1

1 a 2 e 3 b 4 c 5 f

#### Exercise 3

Strong forms (to be circled) are at the end of questions 2, 3, 4 and 5 and at the end of the first sentence in d. All other forms (to be underlined> are weak.

## UNIT 12

### Different pronunciations of the ea spelling

#### Exercise 1

**Column 1**  
breathe, clean, easy, please, speak  
**Column 2**  
bread, breakfast, healthy, sweating  
**Column 3**  
early, heard, research  
**Column 4**  
break, steak  
**Column 5**  
wear