

GLOBAL ELT

CEFR
B2

Developing Oral Skills

Listening & Speaking & Vocabulary

TEACHER'S BOOK



GLOBAL ELT

Terry Philips



Phonemic Chart

V1	/ɪ/	<u>pit</u>
V2	/e/	<u>pet</u>
V3	/æ/	<u>pat</u>
V4	/ɒ/	<u>pot</u>
V5	/ʌ/	<u>luck</u>
V6	/ʊ/	<u>good</u>
V7	/ə/	<u>ago</u>

V8	/i:/	<u>meat</u>
V9	/ɑ:/	<u>car</u>
V10	/ɔ:/	<u>door</u>
V11	/ɜ:/	<u>girl</u>
V12	/u:/	<u>too</u>

V13	/eɪ/	<u>day</u>
V14	/aɪ/	<u>sky</u>
V15	/ɔɪ/	<u>boy</u>
V16	/ɪə/	<u>beer</u>
V17	/eə/	<u>bear</u>
V18	/ʊə/	<u>tour</u>
V19	/əʊ/	<u>go</u>
V20	/aʊ/	<u>cow</u>

C1	/p/	<u>pit</u>
C2	/b/	<u>bit</u>
C3	/t/	<u>time</u>
C4	/d/	<u>door</u>
C5	/k/	<u>cat</u>
C6	/g/	<u>get</u>
C7	/f/	<u>fan</u>
C8	/v/	<u>van</u>

C9	/θ/	<u>think</u>
C10	/ð/	<u>that</u>
C11	/s/	<u>send</u>
C12	/z/	<u>zip</u>
C13	/m/	<u>man</u>
C14	/n/	<u>nice</u>
C15	/ŋ/	<u>ring</u>
C16	/l/	<u>leg</u>

C17	/r/	<u>rat</u>
C18	/w/	<u>wet</u>
C19	/h/	<u>hat</u>
C20	/j/	<u>yet</u>
C21	/ʃ/	<u>shop</u>
C22	/ʒ/	<u>leisure</u>
C23	/tʃ/	<u>chop</u>
C24	/dʒ/	<u>jump</u>

Unit 1

Health, illness and exercise

Title page

Exploit the title page by asking students what they can see in the photographs. Then ask them to look at the Lead-in questions. Have them discuss the questions briefly in pairs or small groups and then ask them for their ideas.

Model Answers for Lead-in Sections

1. What is a good healthy lifestyle?

I think that most people would agree that healthy living isn't just about having a balanced diet-it's about exercising and keeping fit, too. But to be in peak condition we also need to exercise on a regular basis. That means going for a walk at least three times a week or doing some form of gentle exercise. In addition, being healthy also means having an active mind, so we need to stay mentally active by keeping our minds engaged. Reading or doing a crossword puzzle or maybe making time to socialise with friends and family are all activities that can help to keep our minds active.

2. Why is a healthy lifestyle important?

First of all, from a healthy diet we get the essential vitamins that are necessary for growth and cell repair as well as energy for our daily activities. On top of that, regular exercise not only improves our fitness level, but it also helps to keep our heart healthy and so prevent heart disease and related illness. Finally if we keep our minds active throughout life, it can help ensure that in old age we don't experience mental decline.

3. How do I start a healthy lifestyle?

It doesn't take much to start living more healthily. Sometimes it's just about making better choices. To get fit, for example, you could walk rather than drive short distances or do a simple workout routine at home, two or three times a week. When it comes to eating a healthy diet, you could choose a salad instead of chips to accompany a meal and maybe cheese and biscuits rather than a sweet dessert. These are all good ways to bring about small changes to your lifestyle. Later on, you can be more ambitious, such as taking out a gym membership or making bigger, more permanent changes to your diet, when you're ready.

4. What are 5 healthy lifestyles?

I've already mentioned some aspects of healthy living. The most basic of course, is eating healthily-that's to say, lots of fruit and vegetables, daily, as well as a varied diet that includes, meat, fish and eggs. Then of course, another way of keeping healthy is to exercise regularly, doing 20-30 minutes of walking each day or even going on a run, if time permits. It is also very important to maintain a healthy body weight. If you exercise and eat well, then you are unlikely to put on weight. Finally, two other healthy lifestyles are not drinking too much and of course, not smoking at all.

5. Why is it important to exercise?

I briefly mentioned earlier how exercise is good for overall physical fitness. When you are fit, you are less likely to become ill with heart problems or suffer serious illness. In addition, exercising affects your mood, giving you a more positive view of life. Another reason why it pays to exercise, is because it improves your concentration and reduces stress. Lastly, exercis-

ing outdoors or at a sports centre can be a good way of meeting people and it can also have a beneficial impact on our social life.

Introductory activities

Give students plenty of time to look at the 12 photographs on the spread. They can talk about the contents for a few moments in pairs, even in their own language if this is allowed.

Activity 1

General note

This activity introduces many of the target words and all of the target structures in this unit without putting the emphasis on this. The aim is that the students retain an aural memory of words and structures which helps with Activity 2, and later with more focused activities.

Refer students to the exercise. Work through the example.

Play **Track 1.1**. You should not need to pause. Students must write the number of each photograph in the top-right box.

Monitor while playing the track. Assess during monitoring how well they are doing the task. Note any general problems. Check the answers. Ask students to tell you the number they have put for each photograph, but do not confirm until you have at least a majority for each answer. This gives you an idea of how many in the class are at or close to the target level. Confirm and get students to tell you why that is the correct answer, i.e., what they heard to identify it.

Audioscript

Track 1.1

Activity 1

1. He's suffering from depression so he has gone to see a therapist.
2. Many illnesses are caused by viruses like this one. Recently, Covid-19 killed over five million people worldwide.
3. Some people believe that alternative medicines such as herbal remedies can help them.
4. There are many different kinds of medicines. Drugs come as tablets or as liquids which you swallow or are injected into the body.
5. The man is having a medical examination. At the moment, the doctor is checking his heart and lungs.
6. The man has just fallen off the ladder and hurt his knee badly.
7. After quite a long stay in hospital, the man is well enough to go home, but he will have to use a wheelchair for a few weeks more.
8. The woman is holding her neck because her throat is sore. She has just taken her temperature. She has got some medicine and a hot drink.
9. The man has hurt his wrist and the nurse is putting a bandage on it to give it some support.
10. It is a difficult operation in the theatre. There are two doctors and two nurses looking after the patient.
11. The physiotherapist is helping him to recover from hurting his knee. She is giving him exercises to build up his muscles again.
12. The patient is in a quiet ward. The doctor is checking up on her after her accident.

Answers

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

Activity 2

General note

This activity gives you another opportunity to see how much the students know in general and whether there are particularly strong or weak students in the class.

Work through the example to check that students understand the task.

Monitor while the students are working. Assess during monitoring how well they are doing the task. If necessary, prompt students to give more information about the photographs in their pairs.

Finish working with this page by doing a high-speed check on some of the details in the photographs, e.g.:

Which photographs are from hospitals?

Which ones shows drugs?

Which one shows a virus / a medical instrument / a wheelchair?

What might the people be saying in photograph ...?

Words and sentences

My week in hospital

General note

This conversation introduces the key grammar point of the unit, but only from the point of view of recognition. Analysis and usage is covered in the Grammar lesson.

1. Refer students to the four photographs. Ask them to check the key words under each photograph. Check the pronunciation, including stress.
 - a. Work through the first item as an example. Students complete the activity individually and then compare in pairs. Monitor but do not assist. Just check that they are doing the task correctly. Assess during monitoring how well they are doing it.
 - b. Play **Track 1.2** and pause where necessary for students to check. Then check their answers and feedback.

Audioscript and Answers

Track 1.2

My week in hospital

Exercise 1b (The answers are underlined in the script)

Jenny: I haven't told you about my week in hospital during the summer holidays, have I? It was horrible!
 Mark: No! What happened? Did you have an accident or burn yourself?
 Jenny: No. I thought I had an infection so I got some medicine from the doctor.
 Mark: But you didn't feel better?
 Jenny: No. Despite taking the tablets for three days, I still felt terrible.
 Mark: Did you go back to the doctor?
 Jenny: Yes. Although she didn't recognise the symptoms, she thought it might be food poisoning.
 Mark: That can be really serious.

Jenny: I know! That's why she sent me straight to the hospital. They examined me and took me in immediately.
 Mark: What was the cause of the symptoms?
 Jenny: I had something wrong with my stomach. They operated straight away.
 Mark: Gosh!
 Jenny: They wouldn't let me go home for a week because they wanted to check that the operation had been a success.
 Mark: It could have been worse, I suppose.
 Jenny: Yes. I was lucky in spite of everything.
 Mark: That's good.

2. Set for pairwork, i.e., make sure that the students understand what they must do – in this case, they must take turns to play the roles of the two people. Have some fun, with boys playing girls and vice versa if relevant. Monitor and assist with sentence patterns, pronunciation and stress, especially word stress.

With a weaker class ...

Role-play the conversation with the whole class, checking pronunciation, sentence stress and intonation as you go. Encourage students to get into the spirit of the conversation, saying sentences the way the people would say them in a real situation. First, the teacher plays the role of Jenny, with:

- the whole class as Mark;
- half the class at a time as Mark;
- individual strong students as Mark.

Then swap, i.e., the teacher as Mark and the students as Jenny, or half the class as Mark and the other half as Jenny.

General note

Native speakers tend to only hear the stressed syllable in multi-syllable words, so it is vital for comprehension that language learners stress the correct part of a word. In fact, getting the correct stress is much more important than producing individual phonemes correctly, although we do focus on individual phonemes in many of the **Hear it! Say it!** sections.

3. Students continue in the same pairs or in new pairs. Make sure they cover the conversation. Set the question-and-answer activity. Point out that the photographs should help them to remember the key points. As always, monitor and note general issues to feedback on at the end.

With a weaker class ...

Work with a good student first to show the target activity before moving into pairs.

I love this sport but I hate it, too!

Refer students to the illustration. How many sports and activities can they name? Don't let this go on too long.

1. Make sure students understand the activity: The four items in each row form a group, but what is a good name for the group, beginning with the letter given? Elicit ideas, but do not confirm or correct until several students have contributed each time.

Answers

1. Sports 2. Activities 3. Events 4. Players 5. Teachers
2. Play **Track 1.3**. This is just listen and repeat, but insist on good pronunciation of the words, most of which should be well-known to the students.

Audioscript

Track 1.3

I love this sport but I hate it, too!

Exercise 2

- | | | | |
|----------------|----------------|---------------|------------------|
| A. golf | B. basketball | C. baseball | D. football |
| E. athletics | F. windsurfing | G. gymnastics | H. weightlifting |
| I. competition | J. race | K. tournament | L. championship |
| M. teammate | N. attacker | O. defender | P. goalkeeper |
| Q. trainer | R. coach | S. instructor | T. tutor |

3. Play **Track 1.4**. Students complete individually and then compare in pairs. Feedback. Ask students to tell you how they worked out the answers. See how much of the statements they can remember.

Track 1.4

Exercise 3

- I love this sport but I hate it, too! You should choose the right club and then hit the ball exactly the same way each time. I can't do that. But, in spite of that, I still get round in a reasonable number of strokes.
- My favourite part is the floor exercises because they're an art form as well as a sport. I don't like all the jumping and swinging from ropes so much.
- It was very exciting! Although Milos was in the lead for nearly all of it, Stein passed him on the final straight and crossed the line first.
- We work well together. She's very fast down the wing and I'm good at heading the ball, so I get lots of crosses from her during a game. I even score from them sometimes.
- She's very good. She knows exactly what each person in the team needs so they play better, and she gives excellent advice at half-time, particularly if we are losing.

Answers

1. A 2. G 3. J 4. M 5. R

Just for fun ...

Play stupid teacher. Say some of the statements as if you really believe you are correct, but make silly mistakes, e.g.:

I love this sport but I ate it.

My favourite part is the ceiling exercises.

It was very boring.

I'm very bad at heading the ball.

I get lots of ticks in football.

She's a very good bus.

4. Have students work in pairs. Monitor. Ask some pairs to do this in front of the class.

Hear it! Say it!

General note

The methodology for this section is the same as in the *Developing Oral Skills - Levels A2 and B1* books.

1. Tell students this is where they learn the code of spoken English! Explain that a lot of linguists believe that hearing and saying are two sides of the same thing. If you can't hear a word correctly, you can't say it correctly, and vice versa.

Refer students to the table. Ask if they know the sounds of the symbols. If not, say it doesn't matter. This is the code, but they can learn the code from the examples.

Ask students to listen and repeat the example words.

Play **Track 1.5**.

Get students to say the example words again, emphasising the target sounds. Do this:

- with the whole class;
- then with half the class;
- then with a few of the better students for each set.

Do not make weaker students do the task individually.

Important!

Do not refer the students to the words in the left column of the table. You want them to encounter the pronunciation before they check the written form. Also, they should be concentrating on the vowel sounds, not trying to read.

Audioscript

Track 1.5

Hear it! Say it!

Exercise 1

cat hot car door day

2. Play **Track 1.6**. Students listen and repeat.

Audioscript

Track 1.6

Exercise 2

1. accident 2. activity 3. although 4. because 5. cause
6. heart 7. operate 8. race 9. tablet 10. ward

3. Refer students to the words in the left column of the table.
- Tell students to say the words to themselves and decide which column to tick. Work through the example to ensure that students understand the task. Put students into pairs to complete the task. Monitor but do not assist. Just make sure that they are doing the task correctly. Assess during monitoring how well they are doing it.
 - Play **Track 1.7** for students to check. Feed back, building up the table on the board, with the answers ticked in the correct columns.

Audioscript and Answers

Track 1.7

Exercise 3b

[repeat of Track 1.6]

		/æ/	/ɒ/	/ɑ:/	/ɔ:/	/eɪ/
		cat	hot	car	door	day
1.	accident	✓				
2.	activity	✓				
3.	although				✓	
4.	because		✓			
5.	cause				✓	
6.	heart			✓		
7.	operate					✓
8.	race					✓
9.	tablet	✓				
10.	ward				✓	

4. Put students into pairs to say the sentences and try to correct their partner's pronunciation. In this case, the first three have one sound for the letter 'a'. The final two have mixed sounds. Monitor and assist. Feed back, asking individual students to say the sentences.

Do you like your exercise with or without oxygen?

General note
 This kind of exercise focuses on the interactive nature of speaking in conversation: What I say will be strongly influenced by what you have just said. Students need to recognise these connections and be able to reproduce them in their own fluent speech.

Use the photographs to set the scene. Ask students what the people are doing in each photograph. Ask how they could put the photographs into pairs. Elicit possible answers to confirm:
 – Football and baseball are sports with teams.
 – Running and weightlifting are activities for individuals.

1. Refer students to the illustration at the bottom of the page to deal with the unknown term, *circuit training*. Set for individual work and pairwork checking.
 - a. Give students plenty of time to work out the possible answers. Monitor to see how well they are doing.
 - b. Play **Track 1.8**. Feed back, saying Mark's lines and getting individual students to give you Jenny's. Deal with any confusion.

Audioscript

Track 1.8

Do you like your exercise with or without oxygen?

Exercise 1b

Mark: You spend a lot of time at the gym, don't you?
 Jenny: Yes, I do. You should go to the gym sometimes.
 Mark: But do you actually like running on machines and lifting weights?
 Jenny: Not particularly, but that kind of exercise is really good for you.
 Mark: I do a lot of team sports instead. That's good exercise, isn't it?

Jenny: Well, team sports are good aerobic exercise.
 Mark: What does that mean?
 Jenny: They improve your lung function and general fitness.
 Mark: Is there another kind of exercise?
 Jenny: Yes. Anaerobic. It doesn't use extra oxygen.
 Mark: Why is that important?
 Jenny: Because it burns fat. It also strengthens muscles and bones.
 Mark: Gosh, I had no idea. Maybe I will join a gym after all.
 Jenny: Join mine, then I get a 10% discount on my membership next year.

Answers

Mark: You spend a lot of time at the gym, don't you?
 Jenny: F
 Mark: But do you actually like running on machines and lifting weights?
 Jenny: C
 Mark: I do a lot of team sports instead. That's good exercise, isn't it?
 Jenny: E
 Mark: What does that mean?
 Jenny: D
 Mark: Is there another kind of exercise?
 Jenny: G
 Mark: Why is that important?
 Jenny: A
 Mark: Gosh, I had no idea. Maybe I will join a gym after all.
 Jenny: B

2. Set for pairwork. Don't explain the difference between *aerobic* and *anaerobic*, since it is suggested in the title of the lesson and explained in the conversation. As always, monitor while students are working to see if any of the words are unknown. Feed back.

Answers

	aerobic	anaerobic
circuit training		✓
football	✓	
jogging	✓	
skipping		✓
sprinting, e.g., 100-metre race		✓
swimming	✓	
tennis	✓	
walking	✓	
weightlifting		✓

Grammar

Linking two clauses with a variety of adverbs

Refer students to the photographs at the top of the page. Ask students what is happening in the photographs. Do not confirm or correct at this stage.

General note

There is a well-recognised theory that a student cannot learn something until they have noticed that element in the language. In grammar lessons in this course, therefore, we always start with a 'noticing' activity, where students struggle to produce the target language before it has been broken down into its component parts and analysed for usage.

1. Make sure students understand the task. Give them time to look at all the notes before putting them into pairs. Set for pairwork. Work through the example, showing how the example sentence has two parts with a linker. Get students to tell you the linker and any other linkers they are aware of. Confirm the ones which are correct, but don't try to cover all the ones in this lesson.

Answers

1. Jenny went to the doctor because she felt ill.
 2. The doctor didn't recognise the symptoms, but she thought it was an infection.
 3. The doctor gave Jenny some tablets despite not being sure of the illness.
 4. Although Jenny took the tablets for three days, she didn't feel any better and went back to the doctor.
 5. This time, the doctor realised it was something serious, so she sent Jenny straight to the hospital.
 6. The Emergency Room doctor examined Jenny and found the cause of her problem.
 7. He said she needed an operation immediately or she might die.
 8. Jenny thinks she was quite lucky, in spite of the horrible experience.
2. Refer students to Table A. Give them time to read each of the sentences and see the relationships between the two clauses. Test them on the usage – the words in italics in the final column, i.e., say a usage at random and get the students to tell you the example sentence, then do it the other way round.
Play **Track 1.9**. As before, this is just listen and repeat, but it ensures that student are able to produce the long utterances with reasonable pronunciation.

Audioscript**Track 1.9****Grammar****Exercise 2**

Jenny felt ill and she went to the doctor.
Jenny took some tablets but she didn't get any better.
Jenny needed an operation or she might die.
Jenny went to the doctor because she felt ill.
Jenny needed an operation so she went to hospital.

3. Refer students to Table B. Give them time, as above. Point out that these linkers commonly come at the beginning of a sentence, with a pause at the end of Clause 1, marked in writing by a comma. Refer them to the italic notes and point out that this time it is a note about the form of words after each adverb and, in the case of *in spite of*, the movement of the name to Clause 2.
Play **Track 1.10**. Note whether students are automatically making the rising tone to a pause at the end of Clause 1. If not, point this out and then play the track again.

Audioscript**Track 1.10****Exercise 3**

Although Jenny took some tablets, she didn't get any better.
Despite Jenny taking some tablets, she didn't get any better.
In spite of the tablets, Jenny didn't get any better.

4. Put students back into the same pairs so that they can congratulate each other if they got some of the sentences right in Exercise 1 above. Set for pairwork. Monitor and assist.

With a weaker class ...

Work through all the sentences, eliciting from different students until you get the correct one each time. Then put the students into pairs to do it without guidance.

5. Play **Track 1.11** as a final check.

Audioscript**Track 1.11****Exercise 5**

1. Jenny went to the doctor because she felt ill.
 2. The doctor didn't recognise the symptoms, but she thought it was an infection.
 3. The doctor gave Jenny some tablets despite not being sure of the illness.
 4. Although Jenny took the tablets for three days, she didn't feel any better and went back to the doctor.
 5. This time, the doctor realised it was something serious, so she sent Jenny straight to the hospital.
 6. The Emergency Room doctor examined Jenny and found the cause of her problem.
 7. He said she needed an operation immediately or she might die.
 8. Jenny thinks she was quite lucky, in spite of the horrible experience.
6. Students continue in pairs. This is quite a challenging activity, so be prepared to give lots of assistance. Monitor and select the best example of each adverb use. At the end, get the people who made those good examples to say them for the class.
If the students are really struggling to use some of the adverbs, tell them to think of sentences before the next lesson.

Listening and speaking practice

Elicit the situation from the photograph. Ask students where the people are and what is happening. Ask them who is the interviewer and who is the guest. The interviewer must be the man because he has his hand on some controls. Elicit some of the questions which the interviewer could ask.

1. Make sure students understand this task and what they have to do this time. Give them time to read the questions and the three possible answers. They can even try to guess what the correct answer will be in each case. Play **Track 1.12**. Students complete individually and compare in pairs. Be prepared to pause the track if necessary. Feed back, but do not confirm or correct.

Listening and speaking practice

Audioscript

Track 1.12

Listening and speaking practice

Exercise 1

Int: I'm talking now to Marta, who is a doctor at the General Hospital here in Weston. Welcome, Marta.

Marta: Thank you for inviting me.

Int: Now, our listeners are always interested in how people get into their professions. Sometimes they follow their parents, sometimes it's an experience in childhood. How did you get into medicine?

Marta: Well, my parents run a corner shop, so my interest didn't come from them. I did have a bad experience as a child. I was ill for quite a long time, and I was in and out of hospital several times.

Int: So that made you want to become a hospital doctor?

Marta: It made me realise what wonderful places hospitals are, but the real influence was an incident with my pet dog when I was 11. She became ill and I had to take her to the vet several times. Although they couldn't work out what was wrong with her at first, which was worrying, the whole process was wonderful, too. The examination, the search for symptoms and finally the right treatment which led to her full recovery. That's why I became a doctor.

Int: So did you go straight into your present hospital job after you qualified?

Marta: Yes, I did. I thought about working in a surgery – you know, with a private doctor. I'd done work experience and I loved it, but despite my happy memories of that, I decided to start in a hospital because you see a wider range of patients.

Int: Is it like on television? Everyone rushing around treating accident and emergency patients?

Marta: Well, I'm not in the Emergency Room, so I don't know really. Maybe I'll do that one day. At the moment, I work with children who have long-term illnesses.

Int: It must be upsetting at times. What's good about it? I imagine you're not particularly well paid.

Marta: No! The good thing is – modern medicine is wonderful. Although the children are in hospital with all sorts of different illnesses and it's sad, a lot of them get better – they're cured. Drugs are so powerful nowadays. There's always a new medicine on the market. I've learnt so much in just a few months.

Int: Do you want to stay in your current job for the next few years?

Marta: Well, I don't want to sit behind a desk and manage files, in spite of the better pay for managers in the health service. I want to stay with front-line medicine.

Int: Perhaps you should become a private doctor, like the one you did work experience with.

Marta: I don't really agree with private medicine when we have a good health service in this country. But, of course, people in poor countries are not so lucky.

Int: So ...

Marta: I'd like to do some sort of work overseas with children in third-world countries.

Int: That sounds very challenging.

Marta: It's what we live for, isn't it?

Answers

1. C 2. B 3. B 4. A

2. Play Track 1.13. Feed back.

Audioscript

Track 1.13

Exercise 2

[repeat of Track 1.12]

3. Point out that students heard the full sentences in the interview and they all have two clauses with a linker, as in the Grammar lesson. Set for pairwork. Monitor, but do not confirm or correct. Don't wait for all the students to do all the sentences if some pairs are taking a long time.

Answers

- Well, my parents run a corner shop, so my interest in medicine didn't come from them.
- I was ill for quite a long time, and I was in and out of hospital several times.
- It made me realise what wonderful places hospitals are, but the real influence was an incident with my pet dog when I was 11.
- She became ill and I had to take her to the vet several times.
- Although they couldn't work out what was wrong with her at first, which was worrying, the whole process was wonderful, too.
- I'd done work experience at a surgery and I loved it, but despite my happy memories of that, I decided to start in a hospital because you see a wider range of patients.
- The good thing is – modern medicine is wonderful. Although the children are in hospital with all sorts of different illnesses and it's sad, a lot of them get better – they're cured.
- Well, I don't want to sit behind a desk and manage files, in spite of the better pay for managers in the health service.

4. Play Track 1.14. Feed back, checking any sentences which several pairs got wrong in any way.

Audioscript

Track 1.14

Exercise 4

- Well, my parents run a corner shop, so my interest in medicine didn't come from them.
- I was ill for quite a long time, and I was in and out of hospital several times.
- It made me realise what wonderful places hospitals are, but the real influence was an incident with my pet dog when I was 11.
- She became ill and I had to take her to the vet several times.
- Although they couldn't work out what was wrong with her at first, the whole process was wonderful.
- I'd done work experience at a surgery and I loved it, but despite my happy memories of that, I decided to start in a hospital because you see a wider range of patients.
- The good thing is – modern medicine is wonderful. Although the children are in hospital with all sorts of different illnesses and it's sad, a lot of them get better – they're cured.
- Well, I don't want to sit behind a desk and manage files, in spite of the better pay for managers in the health service.

General note

The next set of exercises are a mix-and-mingle activity. In order for vocabulary and grammatical structures to be remembered long after the lesson so they can become part of a student's language use, it is essential that the words and structures be used several times in a relatively short time. In the old days, we tried to achieve this through drilling, but it was mindless and, in many cases, as memorable as repeating random numbers or letters. With mix-and-mingle surveys, each student has to produce target structures with target vocabulary several times in a meaningful situation – they don't know what the other person is going to reply. Similarly, when they are being interviewed, they have to understand which statement or question they are being asked to respond to several times, and then give a logical response.

5. Ask students to say what is happening in each of the top three photographs. Ask for the connection: They are all about exercise or the results of exercise. Make sure students understand that Mark and Jenny are going to do a survey about exercise.
 - a. Set for pairwork. Students have to try to complete each statement with one word. Remind them of the grammar point. Monitor, but do not confirm or correct.
 - b. Play **Track 1.15**. Check their answers. Feed back, eliciting the statements and drilling them.

Audioscript and Answers

Track 1.15

Exercises 5a/b (The answers are underlined in the script)

1. I exercise outside all year round, despite the weather.
2. I don't exercise outside much in winter because it's too cold.
3. It's too hot to exercise outside in summer, so I don't do as much.
4. Although I don't like exercise, I do it regularly.
5. I love exercise because it makes me feel good.
6. I like exercise but I don't do it often enough.
7. Despite hating exercise, I think I get enough to stay fit.
8. I hate team sports, but I love working out at the gym.
 - c. Play **Track 1.16**. Work through the first one or two of Jenny's answers, checking that students are doing the task correctly. Monitor, but do not confirm or correct.

Audioscript

Track 1.16

Exercise 5c

Mark: There's a survey on this website about exercise.
 Jenny: Oh, right. What have you got to do?
 Mark: You've just got to say whether you agree with some statements or not.
 Jenny: OK. You ask me and then I'll ask you.
 Mark: Right. First, do you agree with this statement?
 I exercise outside all year round, despite the weather.
 Jenny: Yes, that's true for me.
 Mark: OK. Number 2: I don't exercise outside much in winter because it's too cold.
 Jenny: Well, that's obviously not true for me, because I've just said I exercise outside all year round despite the weather.
 Mark: OK. So number 3: It's too hot to exercise outside in summer, so I don't do as much.

Jenny: Mmm. That might be true. I still exercise outside, but I don't do as much. So, yes.
 Mark: Next one: Although I don't like exercise, I do it regularly.
 Jenny: No, not true, I love exercise.
 Mark: OK. So the next one's for you. Number 5: I love exercise because it makes me feel good.
 Jenny: Yes, absolutely. I feel great after exercise.
 Mark: Number 6: I like exercise but I don't do it often enough.
 Jenny: Yes, that's true, too. I'd like to have time to do more.
 Mark: OK. Just two more. Number 7: Despite hating exercise, I think I get enough to stay fit.
 Jenny: Not true for me. I don't hate exercise.
 Mark: Last one: I hate team sports, but I love working out at the gym.
 Jenny: That's true for me. I hate team sports, playing or watching.

Answers

Exercise: What do you think about it?	
	Jenny
Which of these statements are true for you?	
1. I exercise outside all year round, despite the weather.	✓
2. I don't exercise outside much in winter because it's too cold.	✗
3. It's too hot to exercise outside in summer, so I don't do as much.	✓
4. Although I don't like exercise, I do it regularly.	✗
5. I love exercise because it makes me feel good.	✓
6. I like exercise but I don't do it often enough.	✓
7. Despite hating exercise, I think I get enough to stay fit.	✗
8. I hate team sports, but I love working out at the gym.	✓

- d. Play **Track 1.17**. Feed back.

Track 1.17

Exercise 5d

[repeat of **Track 1.16**]

6. Set this activity up carefully.
 - a. Give students time to think about how they will respond to the statements. Perhaps put some of the statements to one or two good students. Encourage them to say a little more than *yes* or *no*. Students walk around the classroom and do the survey. Monitor and assist where necessary.
 - b. Set for pairwork. Go round collecting good reporting statements from some of the pairs. At the end of the activity, get them to say the sentences for the rest of the class.

Wrap-up and Mind map

1. Follow the instructions as written. Students complete individually and then compare in pairs. Feed back orally, getting the definitions of each word. Drill the words. Test the students by giving definitions at random for students to identify the words. Don't let them look at the page.

Unit 2

Food and drink

Title page

Exploit the title page by asking students what they can see in the photographs. Then ask them to look at the Lead-in questions. Have them discuss the questions briefly in pairs or small groups and then ask them for their ideas.

Model Answers for Lead-in Sections

1. What are five healthy eating habits?

Probably the best thing you can do to eat healthily, is to avoid fast food such as burgers, chips, pizzas and so on. It is also important to cut down on desserts, cakes and chocolate as these contain a lot of fat and sugar. But apart from avoiding certain food, it is good to include other things in your diet. One such example is eating a lot of fruit and vegetables, whenever possible. Another good idea is to take vitamins to strengthen your body's response to disease and keep your body in good condition. However even if you eat a healthy diet, it's also important to make sure it is balanced. There's no point eating only fruit or vegetables, as your health will soon suffer as a result.

2. Why is fast food bad for our body?

There are several reasons why fast food is an unhealthy option. Firstly, fast food contains a lot of hidden fat and sugar, which causes weight gain over a period of time. Carrying extra weight can put a strain on the heart, resulting in heart disease as well as other serious illnesses. In addition, fast food contains chemical substances to improve its flavour and appearance, but which are harmful to the health. Lastly, eating fast food is bad, purely for the reason that it fill us up, leaving little room for healthier foods which are beneficial to our health.

3. Is it true that you are what you eat?

The saying that 'you are what you eat' has been around for centuries. I think the fact that this saying has lasted the test of time, is proof in itself that there must be something to it. And sure enough scientists have repeatedly shown this statement to be true, using scientific evidence. People who eat too much and also the wrong type of food tend to be much less healthy than those who eat sensibly. What's more, the fact that by changing your diet you can improve your health, again demonstrates a link between healthy eating and a healthy body.

4. What is the best thing to drink?

Without a doubt, water is the simplest, safest and most health-giving drink there is. It's essential for good health as our whole body depends on it to perform routine activities, like transporting substances around the body. Ideally one should drink fresh water, but the nearest to it, is bottled water or tap water. Many people believe it's a good idea to drink fruit juice, but it doesn't compare with water, since it contains fruit sugars which in large quantities are harmful to the health. Also, it does not provide enough water for the body which is in fact made up of 60% water.

5. Are soft drinks healthy or not?

Soft drinks contain a lot of sugar as well as chemical substances which are added to them to increase their shelf life. So obviously the answer is 'no' soft drinks aren't by any means healthy. The sugar content doesn't just make people put on weight, as sugar contains a lot of calories, it is also harmful to

the health. Sugar is linked to many serious illnesses such as heart disease and cancer while the chemical substances added to soft drinks to preserve them can also lead to cancer.

Introductory activities

Give students plenty of time to look at the 12 photographs on the spread. They can talk about the contents for a few moments in pairs, even in their own language if this is allowed.

Activity 1

Refer students to the exercise. Work through the example.

Play **Track 2.1**. You should not need to pause. Students must write the number of each photograph in the top-right box.

Monitor while playing the track. Assess during monitoring how well they are doing the task. Note any general problems.

Check the answers. Ask students to tell you the number they have put for each photograph, but do not confirm until you have at least a majority for each answer. Confirm and get students to tell you why that is the correct answer, i.e., what they heard to identify

Audioscript

Track 2.1

Activity 1

- Eating this kind of food on a regular basis can lead to an increased risk of becoming overweight. It can also result in the development of heart disease and some cancers. Every day, over 30% of teenagers in the US eat junk food.
- Cut the chicken into pieces and grill it. Lightly boil the tomatoes, then make a green salad and add the tomatoes and the grilled chicken.
- For hundreds of years, there was just one version of this hot drink. Now we have espresso, cappuccino, latte, macchiato – all kinds of specialty coffees.
- In many parts of the world there are controls over how much of this kind of food can be caught, because people are worried that fish stocks will be exhausted.
- Many people think that, at some point in the future, humans will no longer eat this kind of food because it takes 10 times the energy input to raise animals for food as it does to grow crops.
- My mother used to say – eat three meals a day, break fast, lunch and dinner, and don't have any snacks in between. But teenagers usually have two or three snacks every day – crisps, peanuts, popcorn or, of course, sweets like chocolate bars.
- Some of these foodstuffs grow above the ground and some grow under the ground. They come in every colour, from red for peppers and tomatoes, to green for beans and purple for beetroot.
- The pasta is formed into shapes by one machine, filled with meat by another machine and then divided into sections before being dropped into 500-gram bags.
- There are several ways of preserving food to stop it going bad. Nowadays, most people keep meat, fish and vegetables in the fridge, but if we want to keep things fresh for a long time, we can put them in cans.
- There are three main kinds of this type of drink – beers and lagers, wine, and spirits like whisky and gin. Spirits are often mixed with soft drinks.

11. This kind of food is rich in vitamin C, which helps with growth, development and repair of the body. Try to eat some fresh fruit each day.
12. Vegetarians eat this kind of food but vegans do not because they do not believe we should eat any animal products, even if animals are not killed and eaten. However, dairy products are popular all over the world.

Answers

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

Activity 2

Work through the example with a good student to check that students understand the task.

Monitor while the students are working. Assess during monitoring how well they are doing the task, especially how cleverly students prompt without giving away the photograph immediately. Get students who have had good mini-conversations to perform them for the class.

Finish working with this page by doing a high-speed check of the key words. Say a word and students must immediately call out the number, e.g.:

- snacks - K fish - C meat - G dairy products - H
 hot drinks - I pasta - L junk food - E cooking - J
 alcoholic drinks - D food manufacturing - L

Extend the activity with more complex high-speed recognition, e.g.:
 vitamin C - A and F
 protein - C, G, H
 lots of calories - E, K

Words and sentences

Everything comes from local suppliers.

General note

There are examples of the target structures from the **Grammar** section in this conversation, but you do not need to focus on them at this point.

1. Refer students to the four photographs. Ask what they can see in each photograph. Control responses by holding your hand up until everyone has had a chance to think, then elicit from different people. Encourage students to give as much detail as possible, e.g. *The first photograph shows an attractive restaurant with outdoor seating, but no one is sitting outside because it's raining, I think.* Check the pronunciation, including stress.
 - a. Work through the first item as an example. Students complete the activity individually and then compare in pairs. Monitor but do not assist. Just check that they are doing the task correctly. Assess during monitoring how well they are doing it.
 - b. Play **Track 2.2** and pause where necessary for students to check. Then check their answers and feedback.

Audioscript and Answers

Track 2.2

Everything comes from local suppliers.

Exercise 1b (The answers are underlined in the script)

- Clare: That was really nice. The food was delicious.
 Rob: I thought you'd like it. Working in this part of the city, I often come here and it's always good.
 Clare: You can tell that the ingredients are fresh. Everything is full of flavour. Nothing frozen.
 Rob: Everything sourced from local suppliers, according to the menu. Except the coffee!
 Clare: Looking at the menu, there were so many main courses I wanted to have. The menu is so varied. Sometimes I can't find anything I want to order.
 Rob: And the recipes are so simple. Sometimes restaurants make their dishes so complicated.
 Clare: I like the atmosphere here, too. It's really cosy.
 Rob: The staff don't rush you. Sometimes you think they just want you to leave as soon as you've finished.
 Clare: Speaking of that, are you going to have a dessert?
 Rob: Maybe. They have a cheese board, too, and a wonderful range of fresh fruit.
 Clare: I'm full, actually. Shall we just get the bill?
 Rob: OK. It won't be very expensive. The prices are really reasonable.
 Clare: That's very important for me. Value for money. Whatever it is, let's split it.
 Rob: If you're sure.

2. Set for pairwork, i.e., make sure that the students understand what they must do – in this case, they must take turns to play the roles of the two people. Have some fun, with boys playing girls and vice versa if relevant. Monitor and assist with sentence patterns, pronunciation and stress, especially word stress.

With a weaker class ...

Role-play the conversation with the whole class, checking pronunciation, sentence stress and intonation as you go. Encourage students to get into the spirit of the conversation, saying sentences the way the people would say them in a real situation.

First, the teacher plays the role of Clare, with:

- the whole class as Rob;
- half the class at a time as Rob;
- individual strong students as Rob.

Then swap, i.e., the teacher as Rob and the students as Clare, or half the class as Rob and the other half as Clare.

3. Students continue in the same pairs or in new pairs. Make sure they cover the conversation. Work through one example to ensure that students understand the task. Point out that the photographs should help them to remember the key points. As always, monitor and note general issues to feedback on at the end. Tell students to make a note of the collocations. They are essential if you want to talk fluently about food.

With a weaker class ...

Work with a good student first to demonstrate the target activity before moving into pairs.

A balanced diet

Refer students to the illustration. Elicit ideas on:

- a. food items shown;
 - b. why the food items are arranged like this [% in a balanced diet].
1. Make sure students understand the activity. Point out that they are going to hear a lecture in a minute, but before that, can they guess what sort of information is missing from each sentence?
 - a. Work through the first two or three sentences to check that they understand. Elicit ideas, but do not confirm or correct. Set for individual work.
 - b. Play **Track 2.3**. If necessary, pause occasionally to give students time to think and write. Monitor and see if particular sentences are causing problems. Get students to compare in pairs. Feed back on any problem sentences.

Ask students to tell you how they worked out the answers. See how much of the statements they can remember.

Audioscript

Track 2.3

A balanced diet

Exercise 1b

Websites often talk about the need to have a balanced diet. But what does that mean? Very few foods are all good or all bad, so how can you achieve a balance? The balance in this case comes from the combination of foods which you eat on a regular basis. The human body needs to get seven things to remain healthy. Some are a little surprising. Let's look at each one in turn.

The first is water. Some websites advise drinking large amounts of water each day but, in fact, we get a lot of the water we need in the food which we eat, and in tea and coffee and so on. We need water, but it is not necessary to actually drink two to three litres from a glass or bottle every day.

Turning to energy now, we need to eat things every day to get energy – things like bread, rice, pasta and potatoes. This type of food should make up about half of our food intake.

Now, thinking about protein, we need this because it helps the body to repair itself and stay healthy. Protein is in foods like meat or fish, but if you are vegetarian, you can eat beans and nuts instead.

Quite surprisingly, perhaps, we should eat a certain amount of fat. Yes, really. Fat. Although we shouldn't eat much, fat is a good way of storing energy for use later.

Looking at the sources of fat, it comes from meat, of course, but it's also present in nuts and dairy products like milk and cheese. We should only eat about 20% of fat in a balanced diet.

We also need something called fibre. Helping with digestion, fibre is part of the process of turning food into nutrients. You find fibre in fruit and vegetables, and also in brown rice.

Now, you already know that we need tiny amounts of vitamins, like A, B, C and so on. Each vitamin has a particular function, but if you are already eating a balanced diet, you do not need to take vitamins in tablet form. Strangely, lots of websites make lots of money selling vitamin tablets.

We also need a small amount of minerals, like sodium and potassium. Minerals help with cell growth and a lot of other functions, but once again, a balanced diet will automatically provide a sufficient amount of minerals.

Finally, if you don't think you have a balanced diet at the moment, think about eating more raw and cooked vegetables and fewer cakes, biscuits and processed meals from supermarkets.

Answers (The answers are underlined in the script)

1. The human body needs to get seven things to remain healthy.
 2. We need water, but it is not necessary to actually drink two to three litres from a glass or bottle every day.
 3. We need to eat things like bread, rice, pasta and potatoes to get energy.
 4. Thinking about protein, we need to eat some meat or fish, or beans and nuts.
 5. We should eat a certain amount of fat. Stored in the body, it is a good way of getting energy for use later.
 6. However, we should only eat about 20% of fat in a balanced diet.
 7. Found in fruit and vegetables and also brown rice, we also need some fibre in our diet.
 8. Our bodies need tiny amounts of vitamins, A, B, C and so on, but you do not need to take vitamins in tablet form if you have a balanced diet.
 9. Finally, we need a small amount of minerals, like sodium (Na) and potassium (K), to help with cell growth and other functions, which we get naturally in a balanced diet.
 10. Considering the points above, do you have a balanced diet now? If not, eat more raw and cooked vegetables and fewer cakes, biscuits and processed meals from supermarkets.
2. Have students discuss in pairs each of the points in Exercise 1. Monitor and ask some of the better pairs to share their discussions.

Just for fun ...

Play stupid teacher, e.g.:

The human body must get seventy things to remain healthy.

You need thirty litres of water each day.

We need bread and rice to get ill.

There is protein in meat, fish and water.

Hear it! Say it!

1. Refer students to the table. Ask if they know the sounds of the symbols. If not, say it doesn't matter. This is the code, but they can learn the code from the examples.

Ask students to listen and repeat the example words.

Play **Track 2.4**.

Get students to say the example words again, emphasising the target sounds. Do this:

- with the whole class;
- then with half the class;
- then with a few of the better students for each set.

Do not make weaker students do the task individually.

Important!

Do not refer the students to the words in the left column of the table. You want them to encounter the pronunciation before they check the written form. Also, they should be concentrating on the vowel sounds, not trying to read.

Hear it! Say it!

Audioscript

Track 2.4

Hear it! Say it!

Exercise 1

get he her hear a

2. Play **Track 2.5**. Students listen and repeat.

Audioscript

Track 2.5

Exercise 2

1. beer 2. breakfast 3. dessert 4. eat 5. fibre
6. ingredient 7. meal 8. menu 9. mineral 10. reasonable

3. Refer students to the words in the left column of the table.

- a. Tell students to say the words to themselves and decide which column to tick. Work through the example to ensure that students understand the task. Put students into pairs to complete the task. Monitor but do not assist. Just make sure that they are doing the task correctly. Assess during monitoring how well they are doing it.
- b. Play **Track 2.6** for students to check. Feed back, building up the table on the board, with the answers ticked in the correct columns.

Audioscript and Answers

Exercise 3b

Track 2.6

		/e/	/i:/	/ɜ:/	/ɪə/	/ə/
		get	he	her	hear	a
1.	beer				✓	
2.	breakfast	✓				
3.	dessert			✓		
4.	eat		✓			
5.	fibre					✓
6.	ingredient		✓			
7.	meal				✓	
8.	menu	✓				
9.	mineral					✓
10.	reasonable	✓				

4. Put students into pairs to say the sentences and try to correct their partner's pronunciation. In this case, the first four have one sound for the letter 'e'. The final two have mixed sounds.
Monitor and assist. Feed back, asking individual students to say the sentences.

Refer students to the note. Technically, this is called a triphthong, but you do not need to teach that word. It simply means that it has three vowel sounds.

I'm cutting down on junk food.

General note

Although there are a few cases where the meaning of a phrasal verb can be deduced from the words which make it up, in most cases this is not so. Tell students not to try to 'work it out', but rather just learn each one.

1. Remind students how common phrasal verbs are in spoken English. Elicit a few to check that students know what you are talking about. Set for individual work and pairwork checking.
 - a. Give students plenty of time to work out the possible answers. Monitor to see how well they are doing.
 - b. Give plenty of time for this activity, too. Monitor the discussions.
 - c. Play **Track 2.7**. Feed back, getting students to say the phrasal verbs and their meanings. Refer students to the **Tip!** and make sure they are stressing the correct word each time.

Audioscript

Track 2.7

I'm cutting down on junk food.

Exercise 1c

- | | | |
|-----|--------------|--|
| 1. | come up with | think of, for example, a suggestion or a new idea |
| 2. | get round to | find time to do something |
| 3. | go off | become bad |
| 4. | cut down on | reduce quantity |
| 5. | pick up | collect from a shop, for example |
| 6. | do without | continue although you don't have something |
| 7. | draw up | make, usually with a pencil or pen |
| 8. | run out of | not have any left |
| 9. | throw away | put in the bin |
| 10. | keep up with | be able to give what someone wants |
| 11. | put up with | accept although you don't like |
| 12. | stick with | continue with, even though there is an alternative |

Answers

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

2. Set for individual work and pairwork checking.
 - a. As always, monitor while students are working to see if any of the sentences cause particular difficulties. Do not confirm or correct at this point.
 - b. Play **Track 2.8**. Pick students to say the full sentences. Invite other students to say whether the choice of phrasal verb is correct or not. Check pronunciation and stress as you go.

Audioscript and Answers

Track 2.8

Exercise 2b (The answers are underlined in the script)

1. Can you do without coffee today? I forgot to get any at the supermarket.
2. Could you pick up some fruit when you go to the shops?
3. Did you get round to doing the shopping?
4. Have you come up with any good ideas for lunch?
5. I can't keep up with you and your soft drinks! There are none in the fridge again.
6. I don't like shopping on the internet. I'll stick with the high street.
7. I think this milk has gone off. It smells awful.
8. I've drawn up a shopping list. Do you want me to add anything to it?
9. This bread is past its use-by date. Throw it away.
10. We haven't got strawberry jam. You'll have to put up with raspberry.
11. We've run out of sugar. I'll have to go to the shops this afternoon.
12. You really should cut down on junk food. You'll get fat.

3. Set for pairwork. Monitor and make a note of good contributions. Get those students to repeat their 'ask and answer' for the whole class.

Grammar

Present participle clauses and past participle clauses

Refer students to the title of the text. Ask how and why food shopping has changed in the last 100 years. See if students can come up with any thoughts. They should at least be able to talk about the movement to online shopping with home delivery, but may also be able to work out that fridges and freezers did not exist in houses a hundred years ago.

General note

Presenting wrong forms and sentences which don't make sense may seem to be a strange way of teaching correct forms and sentences. But in fact, editing is a basic language skill, whether subconsciously as we speak or consciously after we have written something.

1. Make sure students understand that each sentence has one mistake. Set for individual work and pairwork correction. Work through the first two sentences, asking students to identify the mistakes and then try to correct them. These two corrections are the only kind required in this activity, but you do not need to point this out, and you do not need to talk about participle clauses at this point.

Answers

After Exercise 5.

2. Refer students to Table A. Point out that some of the sentences in Exercise 1 had mistakes with this pattern. Give them time to read each of the sentences and see the relationships between the two sentences and the one sentence.
Play **Track 2.9**. As before, this is just listen and repeat, but it ensures that students are able to produce the long utterance with reasonable pronunciation. Check that they rise to the pause at the end of the first clause in the long sentence.

Audioscript

Track 2.9

Exercise 2

I am thinking about proteins. We need to eat some meat, fish, beans or nuts.
Thinking about proteins, we need to eat some meat, fish, beans or nuts.
I will turn to fibre. It helps with digestion.
Turning to fibre, it helps with digestion.
She didn't want to buy vitamins. She checked that her diet contained sufficient.
Not wanting to buy vitamins, she checked that her diet contained sufficient.

3. Refer students to Table B. Point out that some sentences in Exercise 1 had mistakes with this pattern. Give them time, as above. Play **Track 2.10** for students to repeat. Check pronunciation and intonation, as above.

Audioscript

Track 2.10

Exercise 3

Fat is stored in the body. It gives us energy.
Stored in the body, fat gives us energy.
Vitamin C is found in some fruits. It helps cells to grow.
Found in some fruits, vitamin C helps cells to grow.
The meat wasn't kept cold. It went off quickly.
Not kept cold, the meat went off quickly.

4. Point out that the remaining sentences in Exercise 1 had mistakes with phrasal verbs. Give students time to look back at the verbs on the left-hand page. Put students back into the same pairs so they can congratulate each other if they got some of the sentences right in Exercise 1 above. Set for pairwork. Monitor and assist.

With a weaker class ...

Work through all the sentences, eliciting from different students until you get the correct one each time. Then put the students into pairs to do it without guidance.

5. Play **Track 2.11** as a final check.

Audioscript

Track 2.11

Exercise 5

1. A hundred years ago, people had to put up with going to the shops many times a week for two main reasons.
2. Firstly, not having cars, people could only pick up what they could carry home.
3. Running out of items all the time, people had to go to the shops regularly, perhaps every day.
4. Alternatively, they had to do without the items for a time.
5. In addition, living a long way from the shops, some people spent a lot of time getting there and back.
6. Secondly, not owning fridges or freezers, people could not store things at cold temperatures.
7. Not kept cold, meat and milk and other items go off very quickly.
8. As a result, a lot of food had to be thrown away in those days.

9. In 1916, Clarence Saunders came up with the idea of a self-service grocery store.
10. Developing into the modern supermarket, this one-stop shop changed behaviour over the next few years.
11. Gradually getting fridges and freezers in their homes, people were able to store fresh food for longer.
12. This meant that they could cut down on trips for food shopping.
13. However, they still had to buy only what they could carry, so they had to draw up shopping lists carefully.
14. Finally, invented in 1937 by a man called Sylvan Goldman, the shopping trolley led to the birth of modern food shopping.

Answers

1. A hundred years ago, people had to put ~~on~~ **up** with going to the shops many times a week for two main reasons.
2. Firstly, not ~~have~~ **having** cars, people could only pick up what they could carry home.
3. Running out ~~from of~~ items all the time, people had to go to the shops regularly, perhaps every day.
4. Alternatively, they had to ~~make~~ **do** without the items for a time.
5. In addition, ~~live~~ **living** a long way from the shops, some people spent a lot of time getting there and back.
6. Secondly, ~~not~~ **owning** fridges or freezers, people could not store things at cold temperatures.
7. Not ~~keeping~~ **kept** cold, meat and milk and other items go off very quickly.
8. As a result, a lot of food had to be thrown ~~off~~ away in those days.
9. In 1916, Clarence Saunders ~~went~~ **came** up with the idea of a self-service grocery store.
10. ~~It developing~~ **Developing** into the modern supermarket, this one-stop shop changed behaviour over the next few years.
11. Gradually ~~got~~ **getting** fridges and freezers in their homes, people were able to store fresh food for longer.
12. This meant that they could cut down ~~from on~~ trips for food shopping.
13. However, they still had to buy only what they could carry, so they had to draw **up** shopping lists carefully.
14. Finally, ~~inventing~~ **invented** in 1937 by a man called Sylvan Goldman, the shopping trolley led to the birth of modern food shopping.

General note

Participle clauses are a feature of connected speech such as a lecture or interviewing. Take every opportunity to use the present participle clauses to introduce new parts of a lesson from now on, e.g., *Turning to Exercise 2 / page 12, ...*

Listening and speaking practice

Give the students time to look at the photographs and read the captions. Ask students what they have to do with the topic of this page, **The development of agriculture**. Confirm any reasonable points, e.g.:

*Wheat was the first thing which people grew for food.
Windmills were used to turn the wheat into flour for bread.
Wild horses were tamed and then used on farms to pull ploughs, for example.
Then steam was used as a source of power.*

1. Set for individual work and pairwork checking. Give students time to read the sentences and, as before, think of possible ways to complete each one.
Play **Track 2.12**. Students complete individually and compare in pairs. Be prepared to pause the track if necessary. Feed back, but do not confirm or correct.
Play **Track 2.12** again. Feed back, eliciting full sentences from individual students. Get confirmation that the information is correct each time before confirming yourself.

Audioscript

Track 2.12

Exercise 1

The development of agriculture

Agriculture is the name we give to the industry of farming. It has been happening for thousands of years, according to most sources, and it led to early humans settling in villages, then towns and then cities. Agriculture led to art and music and scientific advances – we call it civilization. Agriculture has two main branches – producing food crops and raising animals for food. I'm going to talk about both.

Appearing about 14,000 years ago, agriculture seems to have begun independently in many places at about the same time. The local tribes started to pick wild grasses. If that sounds strange, remember, wheat is just a kind of grass. Early humans made flour from the seeds, but the yield – I mean, the amount of flour which they got from each seed – was very, very low. We'll come back to that word, yield, several times.

Jumping forward many years, people first began to grow crops such as peas and beans in about 8500 BCE. We know this, of course, from the remains of food which has been found with the bones of early man. The point about this is that peas and beans put goodness back into the soil while producing parts which we can eat. Growing peas and beans alongside wheat, farmers could increase the yield from each piece of land.

What about rearing animals? About 7000 BCE, people began to tame wild pigs, wild goats and wild sheep in Greece and other parts of the eastern Mediterranean. About 1,000 years after that – so where are we now? – about 6000 BCE – cows and chickens were added to the list of domestic animals – that was in Pakistan.

What was the next big leap forward? Well, domesticated in about 5000 BCE, the horse became the main helper on farms in many parts of the world. Pulling ploughs, for example, or transporting harvested crops, horses could do the work of many men. Actually, I've jumped the gun on the plough – that didn't appear until about 4000 BCE in the area we now call Iraq.

Over the next 5,000 years, there were a lot of small improvements to agriculture, including irrigation – bringing water from rivers to help crops to grow – and power supply – I mean windmills and watermills to turn corn into flour.

The next big change came in the 1700s in Europe. It is called the Agricultural Revolution. Why is it called a revolution? Because it revolutionised the way people worked the land. Until about 1700, land all over the world was worked mainly by people, with the help, as I mentioned, of horses and other

animals. Then, in 1701, a mechanical method of putting seeds in the ground appeared. Invented by a man called Jethro Tull, the seed drill was the start of bringing machines into agriculture. In 1786, Andrew Meikle invented a machine which could separate the parts of cereal crops which you can eat from the rest. Then, there was also the steam plough, in the 1850s. It was quickly adopted by farmers, finally replacing horses in many places after about 7,000 years.

Completing this quick summary, I must mention the Green Revolution, which started in the early 1960s. Because the population of countries like India and China was rising so fast at the time, agriculturalists were terribly worried about famine – I mean, running out of food. Thinking that millions of people were going to die of starvation in the near future, researchers were desperate to increase yield – remember that important word? Otherwise, improvements in agriculture could not keep up with the increase in population. A man called Norman Borlaug suggested an answer. He introduced a new variety of rice to India which had a much higher yield than the local varieties. It could produce 10 times the crop in the best conditions. It was called 'Miracle Rice' by the people of Asia and started a revolution in yield which is still continuing to this day.

Answers

1. Agriculture has two main branches – producing food crops and rearing animals for food.
 2. It all started about 14,000 years ago, when early humans started to pick wild grasses.
 3. Early humans made flour from the seeds, but the yield was very, very low.
 4. In about 8500 BCE, people first began to grow crops such as peas and beans, which put goodness back into the soil and increased yield.
 5. About 7000 BCE, people began to tame wild pigs, goats and sheep in Greece, then, in 6000 BCE in Pakistan, cows and chickens.
 6. In about 5000 BCE, horses were domesticated as work animals.
 7. Over the next 5,000 years, improvements to agriculture included irrigation and power supply – windmills and watermills.
 8. The Agricultural Revolution in the 18th century changed the way agriculture was carried out.
 9. It brought machines into agriculture, like the seed drill and the steam plough.
 10. The Green Revolution in the 1960s introduced Miracle Rice to China and India with 10 times the yield.
2. Point out that students heard the full sentences in the interview and they all have a participle clause, as in the Grammar lesson. Set for pairwork. Monitor, but do not confirm or correct. Don't wait for all the students to do all the sentences if some pairs are taking a long time.
 3. Play **Track 2.13**. Feed back, checking any sentences which several pairs got wrong in any way.

Audioscript

Track 2.13

Exercise 3

1. Appearing about 14,000 years ago, agriculture seems to have begun independently in many places at about the same time.

2. Jumping forward to about 8500 BCE, people first began to grow crops such as peas and beans.
3. Growing peas and beans alongside wheat, farmers could increase the yield from each piece of land.
4. Domesticated in about 5000 BCE, the horse became the main helper on farms in many parts of the world.
5. Pulling ploughs, for example, or transporting harvested crops, horses could do the work of many men.
6. Invented by a man called Jethro Tull, the seed drill was the start of bringing machines into agriculture.
7. Completing this quick summary, I must mention the Green Revolution, which started in the early 1960s.
8. Thinking that millions of people were going to die of starvation in the near future, researchers were desperate to increase yield.

Answers

1. F 2. D 3. A 4. G 5. B 6. H 7. C 8. E
4. Refer students to the three photographs at the top of the right-hand page. Ask what they can see in each. Note that there are nuts in the first photograph. Point out that these are a good source of protein for vegetarians. Make sure students understand that Clare and Rob are going to do a quiz about food.
 - a. Set for pairwork. Students have to try to complete each question with one word. Note that on this occasion, the questions do not practise the grammar point from this unit. Practice of the grammar comes when the students ask the questions in Exercise 5 below. Monitor, but do not confirm or correct.
 - b. Play **Track 2.14**. Students check their answers. Feed back, eliciting the questions and drilling them. Make sure students are using the correct high-start, low-finish intonation pattern for Wh- questions.

Audioscript and Answers

Track 2.14

The Food Quiz

Exercise 4b

1. How many years ago did agriculture appear?
2. What percentage of US teenagers eat junk food every day?
3. What percentage of fat should you eat in a balanced diet?
4. How much water does the human body need every day?
5. Which types of food contain protein?
6. Which vitamin is found in some types of fruit?
7. When were horses first domesticated?
8. When was the shopping trolley invented?
9. What is the increase in yield with Miracle Rice?
10. Who was the seed drill invented by?

Go back to the first question and point out the four possible answers, A–D. Do not let them start guessing / remembering at this point, but check that they can produce, with correct pronunciation, any of these items which you think they might struggle with.

5. Set this activity up carefully. Put students into groups of 4 or 5.
 - a. Work through all the information and examples here. Then do the first couple of questions with the whole class, using a present participle clause to introduce the

question, then eliciting answers – not A, B, etc., but the actual information in the cells – and see if there is a consensus, or at least a large majority.

Students work in groups. Monitor and assist where necessary. Make sure the person asking the question changes regularly and he / she is using a participle clause to introduce the questions.

- b. Send one student from each group to another group to check the questions. Remind them to carry on using the main grammar point from this unit.
- c. If students can check with the audioscript at the back of the book, do this activity as written. If not, give the correct answers yourself and get students to mark their answers, awarding points as appropriate. Find out which group won.

Answers

1. D 2. A 3. D 4. C 5. D 6. C 7. A 8. C 9. B 10. C

Wrap-up and Mind map

- 1. Follow the instructions as written. Students complete individually and then compare in pairs. Feed back orally, getting the complete phrase. Drill the phrases. Test the students by giving adjectives at random for students to supply the noun. Don't let them look at the page.

Answers

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

- 2. Work through one example. Students complete individually and then compare in pairs. Feed back, giving the verb or verb plus first preposition and getting students to supply the [second] preposition.

Answers

		with	to	on	of	off	away	up
a.	come up	✓						
b.	stick	✓						
c.	get round		✓					
d.	cut down			✓				
e.	run out				✓			
f.	put up	✓						
g.	go					✓		
h.	throw						✓	
i.	draw							✓
j.	keep up	✓						

- 3. Refer students to the mind map. Work through the example, eliciting further examples of junk food.
 - a. Set for pairwork. Monitor.
 - b. Set for groupwork.
 Feedback, getting examples from different groups and then confirming.
- 4. Ideally, handout A3 sheets of paper for pairs to complete. Encourage the use of colour, too, and illustrations if the students feel like it. If the paper is big enough, they can add the examples which the groups came up with.

Unit test

Listening

Do not give any instructions except pointing out that they will hear the lecture twice, once to answer, once to check. Play **Track 2.15**. Student complete individually then compare in pairs. Feed back. Get students to explain to you how they worked out the correct answer.

Audioscript

Track 2.15

Unit test

We all need food and usually eat it every day – I see some of you are eating now! Most of the time, we never give a thought to food safety. But any type of food can be dangerous if we don't treat it correctly. As you will see, I'm not just talking about cooks and chefs in restaurants treating food correctly. Anyone who touches food in any way must take care.

Did you know that, around the world, about 40 million people every year, infected with poisons from food, get ill and sometimes die. In fact, there are half a million deaths each year from food poisoning.

So, I'm going to talk to you today about the preparation of food, the cooking of food and, very importantly, the storage of food before and after it has been cooked.

Looking first at one big myth about food, a lot of people think vegetables are safe. They believe that you can't be poisoned by vegetables. But it's not true. Vegetables, particularly the outside, the skin, can carry a lot of diseases, and nowadays, they can also have chemicals on them which farmers have used to help them to grow or to kill pests which would eat them otherwise. Washing vegetables before you cook them, you take off anything which is on the skin. And wash your hands in a different sink before you wash the vegetables. Bacteria which cause diseases can't jump, but they can move through the air.

Another myth is about cooking and freezing. Some people think that these processes kill all bacteria. It's just not true! Cooking does not kill all bacteria unless the food reaches a particular temperature. We'll come back to that in a minute. Freezing doesn't kill bacteria at all in most cases. Kept in a fridge or freezer, food does not go bad quickly. But the low temperature just stops the bacteria multiplying. When you take the food out of the freezer and it defrosts, the bacteria start to multiply again.

You might think that the answer is to put frozen food straight into the oven so you don't give the bacteria a chance to start multiplying. But in fact, that is very dangerous. Cooking food from frozen, you often leave the centre of the food not cooked at all, so it is very dangerous. Defrosting food completely before you start cooking it, you ensure that cooking destroys all the bacteria.

Now, I mentioned cooking temperatures just now. There is one case where this is very serious, and that's on a barbecue. The thing is, ovens show you the temperature, at least of the oven compartment, not the food itself. Not having a thermostat on a barbecue, you don't know the temperature of the food. Also, many people who cook on a barbecue don't normally cook in the kitchen, so they are not aware of all the precautions which should be taken. Cooking on a barbecue, you need a probe which goes right into the centre of the meat or the fish to check the temperature.

Cooking food on a barbecue without a probe, people might not ensure that meat and fish reach the correct temperature. Cooked foods do not all need to reach the same temperature. The inside of beef and fish must reach 63°C, whereas pieces of chicken need a higher temperature. They must reach 74°C. If you are cooking a whole chicken, the inside needs an even higher temperature – 85°C.

One more thing to remember. Organise your fridge correctly. Raw food contains bacteria, even in a fridge. With cooked food, you have removed some of the bacteria. But put raw food in the fridge below cooked food, because bacteria from the raw food can drip down. Never put raw food above cooked food.

And do remember to put cooked meat away when it has cooled down. Bacteria multiply very quickly. Leaving cooked meat out overnight, each bacterium becomes 135 million bacteria by the morning. And that might be enough to kill you.

Enjoy cooking and eating, but be careful.

Answers

1. dangerous
2. half a million
3. storage
4. vegetables
5. kills all bacteria
6. the oven
7. cooking thermometer
8. 85°C
9. above
10. 135 million bacteria

Speaking

Set for pairwork, with one student describing the first photograph and the other student describing the second. Elicit and write some questions on the board which the students should try to answer in their description, e.g.:

Where are the people?

What are they doing?

What are they wearing?

What might they be saying to each other?

Monitor and check how well students are doing. Teach any necessary new vocabulary. Elicit answers to the questions you have written on the board.

Students continue in pairs. Set the question for discussion. Monitor. Make a note of good points made by students in the pairwork. Get those students to give their ideas to the whole class at the end of the activity.

Unit 3

The natural world and mankind

Title page

Exploit the title page by asking students what they can see in the photographs. Then ask them to look at the Lead-in questions. Have them discuss the questions briefly in pairs or small groups and then ask them for their ideas.

Model Answers for Lead-in Sections

1. What are some human activities that destroy the environment?

Unfortunately the sad fact is that mankind is responsible for the destruction of the environment in so many different ways. The worst example is probably the cutting down of huge areas of rainforest annually worldwide to provide wood for the construction industries and to build roads. Also, pollution from traffic and factories especially in developing countries affects the quality of the air. In addition, Man's lack of consideration for the environment is shown in the way people regularly drop litter such as plastic bottles and drinks cans on beaches. This can kill wildlife as birds and marine animals often eat this litter mistaking it for food.

2. What is global warming and what are its causes?

Global warming refers to the rapidly increasing temperatures worldwide that are causing dramatic weather conditions. The reason for global warming and climate change in general, is certainly a controversial issue. Some claim that it's all part of a natural process and that the planet naturally goes through cycles of hot and cold. However I think that nowadays the majority of people accept that it's mainly due to the activities of mankind. There's just too much scientific evidence to suggest otherwise. For a start, it's been shown quite clearly that pollution from factories and traffic is linked to global warming and climate change. Also to blame for this environmental crisis, is the destruction of the rainforests on a huge scale.

3. Think of some simple things you can do to help protect the Earth.

We can all do our bit to reduce the impact of pollution and the destruction of our natural environment. If we take pollution as an example, if people chose to use public transport instead of driving cars, it would help reduce air pollution. Also, by recycling plastic we can cut down on plastic pollution on land and in the sea. Likewise if we recycle paper there will be less need to cut down trees which is a major cause of global warming. Finally, the fashion industry is a leading cause of environmental pollution as toxic chemicals are produced in the manufacture of clothing. So we can all help reduce pollution from this source by recycling our old clothes and even shoes.

4. What are the pros and cons of nuclear energy?

Nuclear energy is said to be the energy of the future. This is because there are supposedly several major benefits from producing it. One argument for nuclear power as an energy source, is that it is relatively cheap to produce. It also provides unlimited energy unlike coal, gas or wind power but most importantly creates less pollution than coal oil, and gas stations. That being said, in my opinion, all these benefits are outweighed by the risky nature of nuclear energy. While nuclear power stations may be safe, the problem is that they are operated by people and there is always the risk of human error.

History has shown, that damage caused to nuclear power stations was because power plants were operated incorrectly or built in dangerous areas. So I believe there is no such thing as 'safe' nuclear energy and we'd be better off without it.

Introductory activities

Give students plenty of time to look at the 12 photographs on the spread. They can talk about the contents for a few moments in pairs, even in their own language if this is allowed.

Before moving into **Activity 1**, say the photographs can be put into two groups. Ask students what those two groups might be. Control the responses until it is clear that most of the students have got an answer, then elicit, confirming or correcting [answer: problems and solutions].

Activity 1

Refer students to the exercise. Elicit ideas for the top-left photograph and encourage students to give as much detail as possible, not just talking about the 'present' as displayed in the photograph but also about before and after the photograph, if relevant. You might want to build up a 'perfect' answer on the board, e.g.:

There used to be an enormous forest here. Now the trees have been cut down, the land will be cleared, and it will be used for agriculture, probably for animals which will be killed for food.

Monitor how well the pairs are doing the task. Make a note of necessary words which a number of students clearly do not know. Check / teach those words at the end of the activity.

Activity 2

Work through the example to check that students understand the task.

Play **Track 3.1**. You should not need to pause. Students must write the number of each photograph in the top-right box.

Monitor while playing the track. Assess during monitoring how well they are doing the task. Note any general problems.

Check the answers. Ask students to tell you the number they have put for each photograph, but do not confirm until you have at least a majority for each answer. Confirm and get students to tell you why that is the correct answer, i.e., what they heard to identify it.

Audioscript

Track 3.1

Activity 2

1. A lot of plastic is used once and then thrown away. It ends up in the ground, but we're running out of places to bury it.
2. All energy on Earth comes from the Sun originally, but a lot of the Sun's energy is not put to use. We are starting to change that by installing these panels which convert solar energy into electricity.
3. In more and more places, when trees are cut down for furniture or fuel, new trees are planted in their place. In some cases, trees are planted where there were no trees before.
4. Plastic is a serious problem at the moment, but scientists are gradually learning how to recycle more and more

types into new products. That's what is happening in this factory.

5. Some of the smoke which comes from factory chimneys is white, but it may still be dangerous because of the chemicals in it.
6. In many parts of the world, dirt and dangerous chemicals from houses and factories flow straight into rivers which people use for washing and drinking.
7. There is a lot of energy on Earth in the winds which blow continuously around the planet, but a lot of the time, the wind is too strong or too light for the turbines to be useful.
8. There used to be an enormous forest here. Now the land will be used for agriculture, probably raising cattle which will be killed for food.
9. This used to be a big, deep lake. Look at it now! All the water has evaporated because of global warming.
10. This was one of our original forms of energy, and it is being used again on a huge scale to turn the power of flowing water into electricity.
11. We really must start using electric vehicles more to cut the pollution which comes from exhaust gases of petrol engines.
12. We waste a lot of the electricity which is used to heat and cool our homes. We can all do more to stop this waste.

Answers

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

Finish working with this page by doing a high-speed check of some of the details in the photographs, e.g.:

Which photographs show problems?

Which ones show solutions?

Which ones show pollution?

Which ones are about energy?

Words and sentences

I wish I'd known!

1. Refer students to the four photographs. Ask them to identify the items. Check the pronunciation, including stress.
 - a. Work through the first item as an example. Students complete the activity individually and then compare in pairs. Monitor but do not assist. Just check that they are doing the task correctly. Assess during monitoring how well they are doing it.
 - b. Play **Track 3.2** and pause where necessary for students to check. Then check their answers and feedback.

Audioscript and Answers

Track 3.2

Exercise 1 (The answers are underlined in the script)

Lucy: What are you eating?

Ben: It's a burger. Beef, lettuce and tomato.

Lucy: I wish it was cheese, lettuce and tomato.

Ben: Why? Don't you like meat?

Lucy: I used to eat it, but since I learnt some of the facts about farming animals, I've given up.

Ben: You mean about the cruelty which they suffer?

Lucy: Well, I wish farm animals were treated better, but really I'm talking about saving the planet.

Ben: What do you mean?
 Lucy: It's simple. Meat eaters are killing the planet!
 Ben: I **thought** that was car drivers and international travellers in jet planes.
 Lucy: They certainly **aren't helping**, but it takes ten times the energy input to raise animals as to grow food crops.
 Ben: Really?
 Lucy: Yes, and according to scientists, farmers use 500 litres of water **to make** one burger.
 Ben: You're joking!
 Lucy: It's true! And if we **used** the water to grow wheat and vegetables and fruit, we **could feed** everyone in the world easily.
 Ben: Gosh! I wish I **'d known** that before I bought this burger!
 Lucy: I hope you **'ll change** your mind about eating meat.

Refer students to the **Tip!** box and make sure they understand the point.

- Set for pairwork, i.e., make sure that the students understand what they must do – in this case, they must take turns to play the roles of the two people. Have some fun, with boys playing girls and vice versa if relevant. Remind students to try to show emotion in their voices according to how the people must be feeling when they say each thing. Monitor and assist with sentence patterns, pronunciation and stress, especially word stress.

With a weaker class ...

Role-play the conversation with the whole class, checking pronunciation, sentence stress and intonation as you go. Encourage students to get into the spirit of the conversation, saying sentences the way the people would say them in a real situation.

First, the teacher plays the role of Ben, with:

- the whole class as Lucy;
- half the class at a time as Lucy;
- individual strong students as Lucy.

Then swap, i.e., the teacher as Lucy and the students as Ben, or half the class as Lucy and the other half as Ben.

- Students continue in the same pairs or in new pairs. Make sure they cover the conversation. Set the question-and-answer activity. Point out that the photographs should help them to remember the key points. As always, monitor and note general issues to feedback on at the end.

Answers

Lucy doesn't eat meat now because:

- farming animals is cruel in many cases.
- it takes ten times the energy input for animals.
- it takes huge amounts of water.

With a weaker class ...

Work with a good student first to show the target activity before moving into pairs.

Natural disasters

Refer students to the photographs. Give students time to look at and read the captions. Drill the pronunciation of the words and phrases. Tell students to cover their books and try to remember what the six photographs show and where each one is on the page.

- Make sure students understand the activity. Play **Track 3.3**. If you think it is necessary, play the first item and do it with the whole class. Point out that the word 'flood' is not used anywhere in the item. They have to work out the scenario.

Audioscript

Track 3.3

Natural disasters

Exercise 1

- We used to go to the river when I was younger and play in the water, trying to catch the little fish. But the water level seems to be much higher nowadays, and we have always worried that this might happen. It was raining for days and the river was getting higher and higher. Suddenly, it broke through one of the banks and water covered the fields and the roads. It's going to happen more and more with global warming. I wish I lived on a mountain somewhere.
- It was terrifying and it came without any warning. The ground started to shake and the things which were on the shelves in the kitchen fell off. It only went on for a few seconds, but when I went outside, some of the houses in my street had fallen down and there was a big hole in the ground. I'm sure people are buried under all the bricks and the concrete. I wish they'd build houses which are earthquake-proof, like in Japan.
- I was on holiday when it happened. We did get a warning on the radio the day before, so when it started, we were able to go into the basement of the hotel. The wind got stronger and stronger. It blew down trees and damaged houses. It picked up cars and threw them around. There was also a lot of rain. When we came out, the town looked terrible. I wish I'd caught a plane home as soon as the warning came.
- People tell me that this sort of thing used to happen all the time, but it hadn't happened for years. Still, it didn't come as a surprise this time, because we'd heard noises for weeks before and smoke started to come out of the top. Then suddenly, rocks and stones were thrown high into the air and liquid rock came down the sides. But, do you know, some people were actually on the mountain when it exploded? I wish people weren't so stupid.
- We don't know how it started. Perhaps someone had a barbecue in the forest, or maybe a person dropped a cigarette. I wish people would be more careful. The wood is so dry after such a long, hot summer with no rain. It destroyed thousands of trees, but luckily, no houses were burnt.
- Scientists think there was an earthquake under the sea. It produced a huge wave which travelled across the ocean at a very fast speed. Just before it hit the beach, all the seabirds flew away and all the water was pulled away from the sand. I wish I'd had my mobile phone with me. I could have taken some wonderful film. Or maybe not. I was too busy running to high ground.

Answers

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

- Set for pairwork.

- Monitor while students are working, but do not assist. Do not feed back at this point.
- Play **Track 3.4**. When you feed back, do not insist on students giving correct forms after 'wish', because this will be dealt with in the Grammar lesson. Just elicit the meaning.

Audioscript

Track 3.4

Exercise 2b

[repeat of Track 3.3]

Ask students to tell you the story behind each photograph. See how much of the story they can remember.

Hear it! Say it!

- Refer students to the table. Ask if they know the sounds of the symbols. If not, say it doesn't matter. This is the code, but they can learn the code from the examples. Ask students to listen and repeat the example words. Play **Track 3.5**. Get students to say the example words again, emphasising the target sounds. Do this:
 - with the whole class;
 - then with half the class;
 - then with a few of the better students for each set.
 Do not make weaker students do the task individually.

Audioscript

Track 3.5

Exercise 1

did her day die

- Play **Track 3.6**. Students listen and repeat.

Audioscript

Track 3.6

Exercise 2

1. bird 2. fire 3. high 4. raise 5. river
6. side 7. tidal 8. which 9. wish 10. might

- Refer students to the words in the left column of the table.
 - Tell students to say the words to themselves and decide which column to tick. Work through the examples to ensure that students understand the task. Put students into pairs to complete the task. Monitor, but do not assist. Just make sure that they are doing the task correctly. Assess during monitoring how well they are doing it.
 - Play **Track 3.7** for students to check. Feed back, building up the table on the board, with the answers ticked in the correct columns.

Audioscript

Track 3.7

Exercise 3b

[repeat of Track 3.6]

Answers

		/ɪ/	/ɜ:/	/eɪ/	/aɪ/
		did	her	day	die
1.	bird		✓		
2.	fire				✓
3.	high				✓
4.	raise			✓	
5.	river	✓			

					✓
7.	tidal				✓
8.	which	✓			
9.	wish	✓			
10.	might				✓

- Put students into pairs to say the sentences and try to correct their partner's pronunciation. In this case, the first four have one sound for the letter 'i'. The final one has mixed sounds. Monitor and assist. Feed back, asking individual students to say the sentences.

A crop is a plant which is grown for food.

Use the photographs to set the scene. Ask students what they can see in each photograph. Ask why you could say the two photographs show opposites: The left photograph shows a crop, the right shows flowers from a plant which is not grown for food.

- Set for pairwork. Work through one example from each list, using two good students to play Students A and B. At some point, refer students to the **Tip!** Give them time to read, then test them on the correct relative pronoun to use in different situations. Do it as a high-speed test, e.g.:

T: person
Ss: who
and / or
T: who
Ss: person

Student A - (Student A can scan the QR code in your book to look at the definitions of your words below):

- a flower: the part of a plant which attracts insects
- a domesticated animal: an animal which is not wild and is kept for food or as a pet
- a natural disaster: a problem which happens naturally, for example, an earthquake
- air pollution: chemicals which damage the atmosphere
- the atmosphere: the area which is above the surface of the Earth
- an environmentalist: a person who is concerned with the health of the planet
- fossil fuels: energy sources which cannot be replaced, like coal and oil
- an endangered animal: an animal which is close to extinction, perhaps because of hunting
- spring: the time when plants start to grow again after winter
- recycling: a process which changes old items into new items, for example, glass bottles

Student B - (Student B can scan the QR code in your book to look at the definitions of your words below):

- a crop: a plant which is grown for food
- a wild animal: an animal which is not domesticated and lives in its natural environment
- a man-made disaster: a problem which happens because of human actions, for example, a nuclear explosion
- water pollution: chemicals and items like plastic which damage rivers, seas and oceans
- space: the area which is beyond the atmosphere of the Earth
- an ecologist: a person who studies the interaction of plants and animals with their environment
- renewable energy: energy sources which will always be available, like wind and water power

H. an extinct animal: an animal which is not on Earth any more, perhaps because of hunting
 I. autumn: the time when leaves fall off trees and some plants start to die
 J. landfill: a place where things which can't be recycled are buried
 Point out that students should take it in turns to guess or ask for the definitions. Monitor and assist students to make good definitions if necessary.

- Follow the task as written. Play **Track 3.8**. Monitor. Then feedback, getting students to give the definitions of the words which they heard.

A crop is a plant which is grown for food.

Audioscript

Track 3.8

Exercise 2

- It's a person who is concerned with the health of the planet.
- It's a problem which happens naturally, for example, an earthquake.
- It's a process which changes old items into new items, for example, glass bottles.
- It's the time when plants start to grow again after winter.
- It's an animal which is close to extinction, perhaps because of hunting.

Answers

C.2 F.1 H.5 I.4 J.3

- Follow the task as written, as above. Play **Track 3.9**.

Audioscript

Track 3.9

Exercise 3

- It's a person who studies the interaction of plants and animals with their environment.
- It's a plant which is grown for food.
- It's an animal which is not domesticated and lives in its natural environment.
- It's the time when leaves fall off trees and some plants start to die.
- It's a place where things which can't be recycled are buried.

Answers

A.2 B.3 F.1 I.4 J.5

Grammar

Forms after 'wish'

Refer students to the photographs at the top of the page. Ask students what they can see in each photograph. Do not confirm or correct at this stage.

- Make sure students understand the familiar task, but point out that this unit is about wishes, so as they listen, they should:
 - find the correct photograph;
 - think about what the speaker is unhappy about.
 Set for individual work. Play **Track 3.10**.

Audioscript

Track 3.10

Exercise 1

- I don't like living in the city. I want to get away from it all – the noise, the pollution, the crowds – and live somewhere quiet, close to nature.
- I didn't have a pet when I was a child, not even a rabbit or a mouse. I would have loved to have had a dog or a cat, but my parents always said I wouldn't look after a pet properly. They were probably right, but I'm still sad about it.
- I don't think we should raise animals and kill them for food. It's wrong and it's stupid economically. If people stopped eating meat, farmers would grow food crops instead.
- People say they are ugly, they kill birds and they make a terrible noise, but we have to stop using fossil fuels, so the government simply has to build more wind farms for renewable energy. But people often object to government plans. I think they should build them anyway.
- I hate zoos. You should see wild animals in the wild, not in cages. It shouldn't be allowed.
- We must stop having so much single-use plastic which ends up in landfill or, even worse, in the oceans, where it kills fish. In fact, we should find a way to reuse or recycle almost everything, even if it means having six different bins for plastic, paper, clear glass, brown glass and so on. The trouble is, not enough people take it seriously at the moment.
- I'd love to go and see the Amazon rainforest one day before they cut it all down for wood and farmland. I don't suppose I'll ever go there.
- Last year, the leaders of all the major countries met for a week to try to come up with a plan for saving the planet from pollution and global warming. They really didn't make much progress. It's such a shame that the conference was not more successful.
- I really love wild animals, and I'm definitely going on safari in Africa one day. I want to shoot the big five – lion, leopard, elephant, rhino and buffalo – but only with my camera. I think it should be illegal to shoot animals just to put their heads on the wall or their skins on the floor of your sitting room.

Answers

A.5 B.7 C.3 D.1 E.9 F.2 G.4 H.6 I.8

- Set for pairwork. Elicit at least one of the wishes, e.g., in Photograph A, the speaker wishes people wouldn't keep tigers – or animals in general – in cages.

Possible answers

- A I wish they wouldn't put wild animals in cages.
- B I wish I could go to the Amazon rainforest.
- C I wish people would stop eating meat.
- D I wish I lived in the countryside.
- E I wish hunting was against the law.
- F I wish I'd had a pet when I was a child.
- G I wish the government would build more wind farms.
- H I wish people would recycle more.
- I I wish the conference on saving the planet had been more successful.

General note

At this point, students are about to be given the analysed form of the words after 'wish'. They should try to work out how to say the whole sentence correctly, but at this point meaning is still more important than form.

3. Refer students to the table. Give them time to read each pair of sentences and see the relationships between the two sentences – the fact on the left and the wish on the right.
Play **Track 3.11**. As before, this is just listen and repeat, but it ensures that students are able to produce the correct utterance with reasonable pronunciation.
Test them on the relationship between fact and wish, i.e., say a form at random, e.g., *has*, and get the students to give you the form after *wish*, i.e., *had*.

Audioscript**Track 3.11****Exercise 3**

I'm 15. I wish I was older.
She is short. She wishes she was taller.
He has black hair. He wishes he had blond hair.
We didn't go to the party. We wished we had gone to the party.
People don't recycle enough. I wish people would recycle more.
They can't speak English. They wish they could speak English.

4. Set for pairwork. Monitor, but do not confirm or correct.

General note

What is happening here is an example of 'backshift', when we move things one tense / form back to show, in this case, that the statement after 'wish' is not real. You may wish (!) to explain this to students if you think they will understand. The same thing happens with reported speech, e.g.: 'I'm happy.'

He said he was happy.

5. Play **Track 3.12** and have the students check.

Audioscript**Track 3.12****Exercise 5**

[repeat of **Track 3.11**]

6. Set for groupwork. Introduce the activity by telling people something you wish for – truthfully – in each of the four categories. Allow students to question you about your wishes. Move into groupwork. Monitor and assist.

Refer students to the **Tip!**

Listening and speaking practice

1. Make sure students understand this task and what they have to do this time. Point out that, like the stories about natural disasters earlier in the unit, the speakers do not say exactly the words on the page. Students have to work out what the subject of each speaker's contribution is. Give

them time to read the six topics.

Play **Track 3.13**. Students complete individually and compare in pairs. Be prepared to pause the track if necessary. Feed back. Ask students what they heard which enabled them to identify the correct topic.

Listening and speaking practice**Audioscript****Track 3.13****Exercise 1**

- Speaker 1: Last year, we bought solar panels which we installed on the roof of our house. They are things which turn the Sun's energy into electricity. They don't only work when the Sun is shining. They were very expensive, but they will save us money in the end, but that's not why we did it. We want to do everything that we can to stop using fossil fuels like coal and oil. I wish we had done it sooner.
- Speaker 2: I used to be on a train or a plane every other week, going to where a conference or a trade fair was taking place. But now, I talk to the people who I need to talk to through video calls. It was strange at first, but I've realised that, in most cases, it doesn't matter where you meet people. Online is as good as face-to-face. Only problem ... I wish I had a better broadband connection.
- Speaker 3: I read that if we only ate vegetables and fruit, the amount of agricultural land which we have already could feed over 10 billion people. I do love pork and beef and lamb, but it's such a waste when we could get all our nutrition from other sources which are more eco-friendly. I wish more people would stop eating meat.
- Speaker 4: At first, I just refused to buy anything in a plastic bottle. But then I thought, this is silly. So now, I make sure that all the things I buy which are made of plastic are used for something else when they have served their original purpose. It's hard sometimes but, if you're creative, you can do it. Sometimes I actually wish I had more plastic to reuse!

Answers

Speaker 1: D Speaker 2: E Speaker 3: F Speaker 4: B

2. Point out that students heard the full sentences in the speakers' contributions to Exercise 1. They only need to put one word in each sentence.
- Set for individual work and pairwork checking. Monitor, but do not confirm or correct. Don't wait for all the students to do all the sentences if some pairs are taking a long time.
 - Play **Track 3.14**. Feed back. Get individual students to explain why a particular word is correct in each case.

Audioscript and Answers**Track 3.14****Exercise 2b****Speaker 1:**

- I used to be on a train or a plane every other week, going to **where** a conference or a trade fair was taking place.
- But now, I talk to the people **who** I need to talk to through video calls.

3. It was strange at first, but I've realised that, in most cases, it doesn't matter **where** you meet someone.
4. Online is as good as face-to-face. Only problem ... I wish I **had** a better broadband connection.

Speaker 2:

5. Last year, we bought solar panels **which** we installed on the roof of our house.
6. They are things **which** turn the Sun's energy into electricity.
7. They don't only work **when** the Sun is shining, by the way.
8. They will save us money in the end, but that's not **why** we did it.
9. We want to do everything **that** we can to stop using fossil fuels like coal and oil.
10. I wish we had **done** it sooner.

General note

This activity focuses on two of the grammar points of this unit, relative pronouns and 'which' sentences.

3. Make sure students understand that Ben and Lucy are going to do a survey about saving the planet.
 - a. Set for pairwork. Students have to try to complete each statement with one word or a short phrase. Monitor, but do not confirm or correct. Refer them to the captioned photographs at the bottom of the page.
 - b. Play **Track 3.15**. Students check their answers. Feed back, eliciting the statements and drilling them.

Audioscript and Answers

Track 3.15

Exercise 3b

1. I recycle everything which **can be** recycled.
2. I **turn off** electrical appliances which have standby when I am not actually **using them**.
3. I never eat meat because I'm **a vegetarian**.
4. I take **public transport** where possible to work, school, the shops, etc.
5. I try to buy food from **local sources**.

- c. Play **Track 3.16**. Work through the first one or two of Lucy's answers, checking that students are doing the task correctly. Monitor, but do not confirm or correct.

Audioscript

Track 3.16

Exercise 3c

Ben: There's a survey on this website about saving the planet.
Lucy: Great. Let's do it.

Ben: OK. First, there are five statements. You have to say if they are true or false for you. Sometimes, if they are false, there is another question.

Lucy: Right.

Ben: Then there are three statements which you have to complete. They each begin with 'I wish ...'.

Lucy: I get it.

Ben: So, the first statement. True or false? 'I recycle everything which can be recycled.'

Lucy: No, I don't. I mean, false.

Ben: OK. So, can you estimate the percentage which you recycle?

Lucy: Maybe ... 30%?

Ben: OK. Second statement: 'I turn off electrical appliances which have standby when I am not actually using them.'

Lucy: Yes. I always do that.

Ben: Great. Third statement: 'I never eat meat because I'm a vegetarian.'

Lucy: True! You know that's true!

Ben: OK. Fourth statement: 'I take public transport where possible to work, school, the shops, etc.'

Lucy: Yes, absolutely. I always try to travel by bus or train rather than car.

Ben: Right. Last statement: 'I try to buy food from local sources.'

Lucy: Again, that's true for me, but it's hard. Supermarkets buy food from all over the world.

Ben: OK. Finally. Complete each statement with something about saving the planet which is true for you. The first statement begins: 'I wish I ...'.

Lucy: Um ... I wish I ... recycled more things.'

Ben: Lovely. And the second statement begins: 'I wish the local council ...'.

Lucy: That's easy. I wish the local council made it easier to recycle. The only recycling centre is a long way from my house.

Ben: Finally, 'I wish the government of my country ...'.

Lucy: I wish they would make more laws about pollution. I mean, to stop factories putting chemicals into the atmosphere or the rivers.

Ben: Right. Now, you ask me.

- d. Play **Track 3.17**. Feed back.

Audioscript

Track 3.17

Exercise 3d

[repeat of **Track 3.16**]

Answers

Saving the planet		
Statements	Names	Lucy
1. I recycle everything which can be recycled. [If False, what percentage of waste do you recycle?]		F, 30%
2. I turn off electrical appliances which have standby when I am not actually using them.		T
3. I never eat meat because I'm a vegetarian. [If False, how often do you eat meat in one week?]		T
4. I take public transport where possible to work, school, the shops, etc.		T
5. I try to buy food from local sources.		T
6. Complete each statement with something about saving the planet which is true for you.		
	I wish I ...	recycled more things
	I wish the local council ...	made it easier to recycle
	I wish the government of my country ...	would make more laws about pollution

4. Set this activity up carefully.

- a. Give students time to think about how they will respond to the statements. Perhaps put some of the statements to one or two good students. Encourage them to say a little more than yes or no. Students walk around the classroom and do the survey. Monitor and assist where necessary.

- b. Set for pairwork. Go round collecting good reporting statements from some of the pairs. At the end of the activity, get them to say the sentences for the rest of the class.

Wrap-up and Mind map

1. Follow the instructions as written. Students complete individually and then compare in pairs. Feed back orally, getting the definitions of each word. Drill the words. Test the students by giving definitions at random for students to identify the words. Don't let them look at the page.

Answers

- a. a crop *a plant which is grown for food*
 - b. a domesticated animal *an animal which is not wild and is kept for food or as a pet*
 - c. a natural disaster *a problem which happens naturally, for example, an earthquake*
 - d. an ecologist *a person who studies the interaction of plants and animals with their environment*
 - e. an extinct animal *an animal which is not on Earth anymore, perhaps because of hunting*
 - f. autumn *the time when leaves fall off trees and some plants start to die*
 - g. fossil fuels *energy sources which cannot be replaced, like coal and oil*
 - h. landfill *a place where things which can't be recycled are buried*
 - i. recycling *a process which changes old items into new items, for example, glass bottles*
 - j. renewable energy *energy sources which will always be available, like wind and water power*
 - k. spring *the time when plants start to grow again after winter*
 - l. the atmosphere *the area which is above the surface of the Earth*
2. Refer students to the mind map. Make sure they are looking at the **The Natural World** section. Set for pairwork. Work through the example. Monitor. Feedback, getting answers from different pairs, then confirming. Ask for more examples of as many of the branches as you have time for.
 3. Refer students to the **Mankind** section. Set for pairwork.
 - a. Work through the example. Monitor the pairs. After most of the pairs have dealt with most of the arm, move on to ...
 - b. Work through the example. Monitor the pairs. Assist with the construction of good 'wish' sentences. Feedback, getting students to give their examples from a. and b. above to the rest of the class.
 4. Ideally, hand out A3 sheets of paper for pairs to complete. Encourage the use of colour, too, and illustrations if the students feel like it.

Unit test

Listening

Do not give any instructions except pointing out that they will not hear the exact words in the contributions from each speaker.

Play **Track 3.18**. Students complete individually then compare in pairs. Feed back. Get students to explain to you how they worked out the correct answer. If there is confusion, be prepared to play the track again and even stop at the key points and explain why other choices are wrong.

Audioscript

Track 3.18

Unit test

- Speaker 1: I first became interested in gardening when I was very young. My mother loves gardening, and she introduced me to the wonders of growing things at about the age of three. I was fascinated that you could put a little seed in a pot and a few days later, maybe, there would be a green shoot, the two leaves and so on. My mother is passionate about flowers, and our garden is always full of every kind under the sun. I loved all the colours when I was younger, but now I only grow stuff we can eat. There's all the enjoyment of watching the plants growing, and then there's the tomatoes or peppers or beans to eat.
- Speaker 2: My father was the gardener in our family when I was young. He spent every free hour in spring and summer out in the garden and the greenhouse. I learnt a very important lesson from him early on, although it upset me at the time. My favourite flowers when I was eight were roses, especially orange ones. We had one bed of orange roses which I absolutely loved. One year, they were not doing very well because they had some insect problem. I came home from school one day and they were all gone! I wished my father hadn't cut them down, and I cried and cried, but he explained that they would never look good again. It was better to dig them out and plant some more. I learnt a lesson then for gardening and for life.
- Speaker 3: I came to gardening quite late. I wish I'd come to it earlier. I wasn't interested when I was a young child, even though we had quite a big garden. My parents were both keen gardeners who tried to get me interested again and again. But I preferred reading and listening to music and meeting friends. I wished they would leave me alone. But then, for some reason, I suddenly started to find it fascinating. I was particularly interested in helping to find whatever insect was killing a plant and dealing with it in some way. I hadn't realised that plants didn't just grow. You had to help them in a lot of ways, and you had to stop insects and other plants killing them. Gardeners are really fighting a war every day.
- Speaker 4: I hated gardening when I was young. Everything took so long. I remember the very first time that my mother took me out to the greenhouse to

plant some seeds which had just come through the post. I asked what they were, and she explained that they would grow into tomatoes. I thought it would be like magic. So I watched her put the seeds into the pots, and then I stared at the surface of the soil. My mother finally said, 'What are you doing?' I explained that I was waiting for the tomatoes to appear, and she laughed. I didn't think it was funny at the time, but I think now that gardening teaches you the most important lesson of all. Good things come to people who wait.

Speaker 5: I have more or less taken over in our garden. My father does some things from time to time if I can't lift something or reach something, but he lets me make most of the decisions now about what we plant and where we plant it. I redesigned the garden about three years ago, so the flowers are all at the front now and the whole of the back garden is for vegetables. I grow potatoes, lettuces, beans and peas in the beds and tomatoes and peppers in the greenhouse. For about five months of the year, we don't need to buy vegetables from the supermarket. I wish I could plant even more vegetables, maybe instead of my father's flowers one day.

Answers

Speaker 1: C
 Speaker 2: B
 Speaker 3: H
 Speaker 4: A
 Speaker 5: D

Speaking

Follow the task as written.

Set for groupwork.

1. Give groups time for each person to contribute something about the possible solutions. Check that everyone is contributing.
2. Move them on to the decision stage. Encourage them to reach a consensus.

Feed back, getting each group to say what they have decided and, if the groups have come to different conclusions, encourage conflicting groups to justify their decision.

Unit 4

Travel and transport

Title page

Exploit the title page by asking students what they can see in the photographs. Then ask them to look at the Lead-in questions. Have them discuss the questions briefly in pairs or small groups and then ask them for their ideas.

Model Answers for Lead-in Sections

1. What are the four major forms of transportation?

Although there are so many ways to get about nowadays, train, plane, car and ship remain the most popular methods of transport. That's not just for leisure travel but for transport of goods, too. Cars of course are the favoured form of transport for getting about a city or town as they're practical and convenient. People use them to go shopping, to go to work or to deliver goods. However for longer distances, trains and planes are preferred for personal use and transportation. Ships tend to be used for importing and exporting goods between countries as it's the most economical way of transporting large amounts of goods but unless it's a cruise ship, most people avoid travelling by ship for leisure, as voyages are slow and often, boring.

2. Why do people travel?

We all like to have a change of scene from time to time, so that's one reason why people travel. But it's not just about getting away from our daily, sometimes rather uninteresting, lives. I think people who travel abroad especially, want to experience new cultures and ways of life different to their own. Travelling is also quite a social activity, as it's a great way to meet new people either as you journey to a new place or at your destination. Another reason why people travel, is business-related. In our age of international commerce, many businesspeople are practically obliged to travel on a regular basis.

3. Do planes cause air pollution?

Actually I don't think there's much question of whether or not planes pollute the air. It's pretty much generally accepted nowadays, given the vast amount of evidence that exists linking air travel with increased levels of air pollution. Just the way we talk about a 'carbon footprint' when discussing air travel, is an acceptance of this fact. Obviously some planes like large jets, cause more pollution than much smaller planes, but all plane do pollute the air, to some extent.

4. Why should we use public transport rather than private vehicles?

When we're travelling around cities or towns, we all ought to use public transport whenever possible, because it helps reduce air pollution. If you think about it, a single bus can transport over 100 passengers, which means 100 or so fewer cars on the road and therefore less toxic chemicals being released into the air, by car engines. But another reason why we should avoid using cars is because we need to save fuel as we are running out of natural resources like oil to provide power not just for vehicles but industrial machines too.

5. What is your favourite way to travel and why?

Whenever it's possible, I always choose to travel by train. I know it's not the most economical way to travel but it's just so much more comfortable than going by car or bus, or even plane. You see there's room to stretch your legs when you're

sitting down, and you can get up and walk around while the train is moving, too. I know it's possible to do that also on a plane, but it's not always that easy trying to squeeze past other passengers to get to the aisle; also your movements are restricted a lot on a plane and you can't always move around when you want.

Introductory activities

Give students plenty of time to look at the 12 photographs on the spread. They can talk about the contents for a few moments in pairs.

Before moving into Activity 1, say the photographs can be put into groups. Ask students what those groups could be. Control the response until it is clear that most of the students have got an answer, then elicit, confirming or correcting [answer: land, sea, air, space, and even underground].

Activity 1

Refer students to the exercise. Work through the example. Set for pairwork. Monitor how well the pairs are doing the task. Make a note of necessary words which a number of students clearly do not know. Check / teach those words at the end of the activity.

Activity 2

Work through the example to check that students understand the task.

Play **Track 4.1**. You should not need to pause. Students must write the number of each photograph in the top-right box.

Monitor while playing the track. Assess during monitoring how well they are doing the task. Note any general problems.

Check the answers. Ask students to tell you the number they have put for each photograph, but do not confirm until you have at least a majority for each answer. Confirm and get students to tell you why that is the correct answer, i.e., what they heard to identify it.

Audioscript

Track 4.1

Activity 2

1. The delivery van is full of parcels. The driver has just taken a parcel to a customer and left the back doors open.
2. It's a sailing race. The yachts have to travel round the island and the first one back into the harbour will be the winner.
3. The boy is riding his bicycle through the centre of a town. The old road surface is very bumpy.
4. The bus is parked at the side of a quiet road in the middle of a town. It is an electric vehicle and it is being charged.
5. The cruise liner has just docked at a port in the centre of an old city. The passengers will get off soon to visit the city for a few hours. But by sunset, they will all have boarded again and the ship will be setting sail for the next destination.
6. The driver of this small car was lucky to find a parking space in a London street. He has paid for parking, but he will have to remember to get back to his car within the hour.
7. The rocket blasted off a few seconds ago, carrying the space shuttle up through the atmosphere to the edge of space. The astronauts will orbit the Earth for six days before landing back at their base.

8. The small jet has just arrived at the airport and the crew are lowering the steps for the passengers to get off. The pilot isn't going to stay on the ground for long. He will take off after refueling and go back.
9. The two young people are on a touring holiday. They hired a scooter near their hotel and they have just arrived in a beautiful old village. They will be exploring for the next few hours.
10. There are no passengers on the platform. They are all on the underground train which will leave the station in a few moments.
11. They are on an amazing trip to a beautiful waterfall. It is much better going on horseback than walking, but they will be feeling very sore by the time they get home today because most of them are not used to riding.
12. What has happened here? It must be quite serious, because all the emergency services have arrived – fire engines, police cars and ambulances.

Answers

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

Finish working with this page by doing a high-speed check on some of the transport vocabulary in the photographs, e.g.:

Which photograph shows:

wheels, animals, headlights, doors, riders?

Which photograph shows:

a jet engine, rocket engines, emergency vehicles, decks, a passenger, sails?

Words and sentences

We'll be lying on a beach.

1. Refer students to the four photographs. Ask them to identify the items. Check the pronunciation, including stress.
 - a. Work through the first item as an example. Students complete the activity individually and then compare in pairs. Monitor but do not assist. Just check that they are doing the task correctly. Assess during monitoring how well they are doing it.
 - b. Play Track 4.2 and pause where necessary for students to check. Then check their answers and feedback.

Audioscript and Answers

Track 4.2

Exercise 1b

Judy: Have you booked your summer holiday yet?

Andy: No, but we'll **do** it next week.

Judy: I bet you're **going to go** somewhere hot, like you always do?

Andy: Well, we **were going to go** back to that Greek island again.

Judy: The one which has the beautiful beach?

Andy: Yes, but we couldn't get seats on any reasonable flights.

Judy: So what are you going to do instead?

Andy: I think we'll **catch** the ferry to France and then **drive** down to the south coast.

Judy: Will you take your own car?

Andy: We **may take** it, but we'll probably go to France as foot passengers and **hire** a car in the port. What about you?

Judy: We're **going** on a cruise in the Caribbean. We **get** a plane to Florida on the 7th of July, and we **board** the ship in Fort Lauderdale on the 8th. Just three weeks to wait!

Andy: How many places will you visit?

Judy: I'm not sure. But this time next month I expect we'll **be lying** on a beach somewhere, having cold drinks.

Andy: And we **will have arrived** in a pretty French village and be booking into a little guest house.

Judy: Marvellous!

General note

Don't get involved in explaining the usage of the different future tenses. This will be explained in the **Grammar** lesson. If it comes up, tell the students to think about the reason in each case and check in a later lesson.

- Set for pairwork, i.e., make sure that the students understand what they must do – in this case, they must take turns to play the roles of the two people. Have some fun, with boys playing girls and vice versa if relevant. Remind students to try to show emotion in their voices according to how the people must be feeling when they say each thing. Monitor and assist with sentence patterns, pronunciation and stress, especially word stress.

With a weaker class...

Role-play the conversation with the whole class, checking pronunciation, sentence stress and intonation as you go. Encourage students to get into the spirit of the conversation, saying sentences the way the people would say them in a real situation. First, the teacher plays the role of Judy, with:

- the whole class as Andy;
- half the class at a time as Andy;
- individual strong students as Andy.

Then swap, i.e., the teacher as Andy and the students as Judy, or half the class as Andy and the other half as Judy.

- Students continue in the same pairs or in new pairs. Make sure they cover the conversation. Set the tasks. Tell them not to worry about the tenses at the moment. Point out that the photographs should help them to remember the key points. As always, monitor and note general issues to feedback on at the end.

Answers

Judy's plans: cruise in the Caribbean; plane to Florida then ship from Fort Lauderdale; sunbathing

Andy's plans: foot passengers to France; hire a car; drive to the south of France; stay in a pretty village

At some stage, refer students to the **Tip!** box and make sure they understand the point.

A pilot is in charge of a plane.

- Refer students to the photographs.
 - Give students time to think about the connection between the six photographs. As always, control the responses until most students have had a chance to work it out. [They are all connected with sea travel.]
 - Move on to the second question. [captain, ship in port, boarding, leaving, deck, cabin]
- Make sure students understand the activity.
 - Set for individual work.
 - Set for pairwork.

Feedback, perhaps using a copy of the table on the board and getting individual students to tell you a word for each space. You might like to make a rule that you don't write the word on the board unless the stress is perfect and the pronunciation is reasonable. Other students can help the one trying to give a word.

Answers

vehicle	in charge	place	start	finish	movement	parts	
liner	captain	port	board	leave	voyage	deck	cabin
van	driver	garage	get into	get out of	drive	bumpers	bonnet
plane	pilot	airport	take off	land	flight	wing	jet engine
metro	driver	station	get on	get off	journey	platform	coach

General note

English is largely a lexemic language. This means that most words, especially short ones, contain the whole of their meaning, e.g., *board* – meaning *get on a ship*. They are not formed from base letters with changes of vowel or affixes, as in many other languages. The problem with this is that the lexical set for, e.g., travelling on the sea, has very few words with the word 'sea' or 'sail' in them. This means the set must be learnt by heart and not by deriving it from a base form. Occasionally, there are indications in a word of what it is connected with, e.g., *airport*, but note that *port* is now used most of the time rather than *seaport* when sailing is involved, and this has no particular indication of the form of travel.

- If necessary, explain the point of bingo. In this case, the table under the box of words is the bingo card.
 - Set for individual work. Play **Track 4.3**. Monitor while they are working, but do not assist. Do not feed back at this point.
 - Set for groupwork. Monitor. In theory, they should all have got all of the ticks. Make a note of any words which several students missed and say the sentences containing those words to help them identify them in context in future.

Audioscript

Track 4.3

Exercise 3a

Speaker 1: We boarded the liner at a small port on the south coast. The captain welcomed us and we went up to the top deck to watch sunset as we started our voyage. Then we went down to our cabin and got ready for the evening meal. I said to my wife, 'We'll be sorry to leave this ship.'

Speaker 2: I'm a delivery driver. I get into my van in the garage very early in the morning and start to drive around the town. I get out of my van so many times as I deliver all the parcels. It's difficult to park in the centre of town, so my front and rear bumpers have lots of marks on them. This morning I got a warning light, so I opened the bonnet, but I couldn't see anything wrong with the engine. I'll take it in tomorrow for a check-up.

Speaker 3: We arrived at the airport three hours before the flight. It takes so long to get through security now. Still, we took off on time and the pilot came on to say we would land at our destination in two hours. I had a window seat, and I looked out at the wing as we left the ground. It moved up and down as we rose, but this is normal. However, I started to worry when I saw flames coming out of the jet engine. 'We are all going to die,' I thought.

Speaker 4: I don't really like the metro. Some trains on this system don't have drivers, but this line does. I saw her as the train pulled up at the platform. I got on, choosing the rear coach. I think it's the safest. The journey was only 15 minutes, then I got off safely at my destination. But I'll take a taxi tomorrow instead.

4. Work through the examples. Set for pairwork. Monitor. Get examples of good sentences from students and, at the end, get them to say them for the whole class.

Hear it! Say it!

1. Refer students to the table. Students know how this activity works now. Ask students to listen and repeat the example words.

Play **Track 4.4**. Get students to say the example words again, emphasising the target sounds. Do this:

- with the whole class;
 - then with half the class;
 - then with a few of the better students for each set.
- Do not make weaker students do the task individually.

Audioscript

Track 4.4

Exercise 1

hot go boy book do short

2. Play **Track 4.5**. Students listen and repeat.

Audioscript

Track 4.5

Exercise 2

- | | | |
|----------|-----------|-------------|
| 1. could | 2. boot | 3. bonnet |
| 4. out | 5. board | 6. metro |
| 7. coach | 8. voyage | 9. port |
| | | 10. scooter |

3. Refer students to the words in the left column of the table.
- a. Tell students to say the words to themselves and decide which column to tick. Work through the examples to ensure that students understand the task. Put students into pairs to complete the task. Monitor but do not assist. Just make sure that they are doing the task correctly. Assess during monitoring how well they are doing it.
 - b. Play **Track 4.6** for students to check. Feed back, building up the table on the board, with the answers ticked in the correct columns.

Audioscript

Track 4.6

Exercise 3b

[repeat of **Track 4.5**]

Answers

	/ɒ/	/əʊ/	/ɔɪ/	/ʊ/	/uː/	/ɔɪ/
	hot	go	boy	book	do	short
1. could				✓		
2. boot					✓	
3. bonnet	✓					
4. out			✓			
5. board						✓
6. metro		✓				
7. coach		✓				
8. voyage			✓			
9. port						✓
10. scooter					✓	

4. Put students into pairs to say the sentences and try to correct their partner's pronunciation. In this case, the first four have one sound for the letter 'o'. The final one has mixed sounds. Monitor and assist. Feed back, asking individual students to say the sentences.

What will you do while you're on holiday?

1. Set for individual work. Play **Track 4.7**. Stop after the first sentence to show how the activity works. Continue with the rest of the track.

Audioscript

Track 4.7

What will you do while you're on holiday?

Exercise 1

- We can hire some bicycles and helmets from that shop and go for
 - I know it's raining, but I've got to get some exercise and this is going to continue all day. Put on your coat and let's go for
 - I love those enormous boats with hundreds of beautiful cabins. I'd love to have enough money to be able to go on
 - I'm really tired and it's late. We can finish tomorrow. I've got to go now. I've got a long drive
 - I've got a small boat which I keep at the yacht club. Every weekend in the summer I go
 - It's a long way to drive and there's no reasonable rail service. We'll have to go by
 - The castle was enormous, but there were guides. It was expensive, but we decided to go on
 - The forecast for Saturday and Sunday is very good. I'm sure you'll have a great time wherever you go for
 - We can't take the car any further. It's too rough, even for a four-wheel drive. From here, we'll have to go on
 - While we were on holiday last year, we heard about this amazing place with paintings in caves. It was a long way, but we got our camping gear together and went on
2. Play **Track 4.8**. Monitor. Then feedback, getting students to try to remember the main point of each item, or at least the sentence which ends with the relevant word.

Audioscript

Track 4.8

Exercise 2

- We can hire some bicycles and helmets from that shop and go for a ride.
- I know it's raining, but I've got to get some exercise and this is going to continue all day. Put on your coat and let's go for a walk.

3. I love those enormous boats with hundreds of beautiful cabins. I'd love to have enough money to be able to go on a cruise.
4. I'm really tired and it's late. We can finish tomorrow. I've got to go now. I've got a long drive home.
5. I've got a small boat which I keep at the yacht club. Every weekend in the summer I go sailing.
6. It's a long way to drive and there's no reasonable rail service. We'll have to go by air.
7. The castle was enormous, but there were guides. It was expensive, but we decided to go on a tour.
8. The forecast for Saturday and Sunday is very good. I'm sure you'll have a great time wherever you go for the weekend.
9. We can't take the car any further. It's too rough, even for a four-wheel drive. From here, we'll have to go on foot.
10. While we were on holiday last year, we heard about this amazing place with paintings in caves. It was a long way, but we got our camping gear together and went on an expedition.

Answers

- | | | | |
|--------------|--------------------|------------|------------|
| 3. a cruise. | 1. a ride. | 7. a tour. | 2. a walk. |
| 6. air. | 10. an expedition. | 9. foot. | 4. home. |
| 5. sailing. | 8. the weekend. | | |

General note

Listening in the real world is a prediction task. In our native language, we are ahead of the speaker and predicting how each sentence will end. Sometimes we are wrong, but we are always ready for the true information. Although students will find this kind of exercise hard at first, it is the only way to prove that they are really following not just the meaning of an utterance but its grammatical form as well. Having taught this activity to students here, you can use it at any time to check detailed comprehension of a text, even one they have not heard once.

3. Set for individual work and pairwork checking.
 - a. Students complete individually. Give them plenty of time to work out the possible answers. Monitor to see how well they are doing.
 - b. Play **Track 4.9**. Feed back, saying Andy's lines and getting individual students to give you Judy's. Deal with any confusion.

Audioscript

Track 4.9

Exercise 3b

Andy: What will you do while you're on holiday?
 Judy: I'll be lying on a beach for a lot of it!
 Andy: But it's a cruise, isn't it? So you'll be sailing between islands on some days.
 Judy: Yes, that's true. And then, I'll be lying beside one of the pools.
 Andy: So aren't you going to do anything except sunbathing?
 Judy: Well, I'm taking a lot of books to read while I'm sunbathing, or if the weather is bad.
 Andy: What's the forecast like for the holiday?
 Judy: It's good, but the weather can change very quickly in the Caribbean.
 Andy: Are you visiting Puerto Rico? I went there once and we took a trip to the rainforest. It was amazing.

Judy: Yes, that's the last port of call.
 Andy: So will you go to the rainforest?
 Judy: I'm not sure. We'll have visited six islands by then and we'll probably be exhausted.
 Andy: So you'll just stay on the ship and have dinner?
 Judy: Maybe. The food is amazing on the liner which we are going on.
 Andy: I hope you have a great time. I wish we were going on a cruise.
 Judy: I'll let you know what it was like when I get back. You can go next year.

Answers

Andy: What will you do while you're on holiday?
 Judy: D
 Andy: But it's a cruise, isn't it? So you'll be sailing between islands on some days.
 Judy: H
 Andy: So aren't you going to do anything except sunbathing?
 Judy: F
 Andy: What's the forecast like for the holiday?
 Judy: C
 Andy: Are you visiting Puerto Rico? I went there once and we took a trip to the rainforest. It was amazing.
 Judy: G
 Andy: So will you go to the rainforest?
 Judy: B
 Andy: So you'll just stay on the ship and have dinner?
 Judy: E
 Andy: I hope you have a great time. I wish we were going on a cruise.
 Judy: A

4. Set for pairwork. As before in this unit, do not force them to try to make the perfect future tense – that's the first thing in the next lesson. When you feed back, only worry about the truth value of the answers.

Answers

- a. sunbathing
- b. reading and eating
- c. reading
- d. because she'll probably be exhausted by then

Grammar

Future tenses and forms

1. Refer students to the first photograph and the notes underneath it. Make sure students understand that they need to look at the notes and think about the way the answers are structured. Set for individual work. Play **Track 4.10**.

Grammar

Future tenses and forms

Audioscript

Track 4.10

Exercise 1

A: So, what's the first question?
 B: What can you predict from the photograph?
 A: OK. So, the spacecraft is going to land on the Moon. It must be the Moon because the Earth is there.
 B: Right. Next. What might be planned for the people?
 A: What people?

B: Well, the people in the spacecraft.
 A: Oh, the astronauts.
 B: Yes. They're going to collect samples of Moon rock and dust.
 A: Yes. And they're going to drive around in the space car.
 B: Good. Third question. What will the people be doing this time tomorrow?
 A: Mmm. Well, I think they are going to stay on the Moon for a few days, so they'll be collecting samples ...
 B: ... and they'll be driving around in the space car.
 A: Right. Now. What will the people have done in a few hours' time?
 B: That's hard. What do astronauts do when they first arrive somewhere?
 A: I think they will have checked all the instruments.
 B: Yes ... good. And they will have put on their spacesuits because they're going to get out of the spacecraft.
 A: Right. Finally. What might go wrong?
 B: Anything! They might run out of oxygen.
 A: Or they might fall down the ladder.
 B: Or the space car might not work.

Feed back by eliciting sentences for each set of notes under the spacecraft photograph. See how well students can remember the form of the sentences, but do not force them to make the correct forms at this stage.

Note: It is not a mistake that the answers to b. and c. in the student notes are the same. The target forms are different because b. is a plan and c. is an action at a future time.

General note

As before in these lessons, students are about to be given the usage of future tenses. They should try to work out how to say the whole sentences correctly, but at this point, meaning is still more important than form.

2. Set for pairwork. Elicit a note for the second photograph to show that students understand the task. Allow students plenty of time to think of possible answers to the five questions for each of the two photographs. You might want to write some of the best notes on the board.

Answers

Students' own answers.

3. Refer students to the table. Give them time to read the sentences, then play **Track 4.11**. Students repeat.

Audioscript

Track 4.11

Exercise 3

We are going to go on a cruise.
 It is going to rain soon. Look at the clouds!
 We will drive to the south of France.
 I might go on a cruise next year.
 I am taking a lot of books.
 We board the liner on the 8th of July.
 I will be lying on a beach on the 15th of July.
 It will have docked at six islands by the 20th of July.

4. As before, get students to focus on the usage notes, then ...

5. Set for pairwork to test each other on this.
 6. Continue with pairwork, with students trying to turn all the notes into full sentences with the correct future tense or form. Monitor, but do not confirm or correct. After most of the students have made most of the sentences, feed back, getting students who have done well in this pairwork to make their sentences again for the whole class. If necessary, point out the usage required for each of the five questions as follows:
 a. future from present
 b. possible future
 c. action around a time in the future
 d. looking back from a point in the future
 e. possible future
 7. Students continue in pairs to do the transfer activity. Monitor and assist. Make a note of good sentences for students to share with the whole class at the end.

General note

It is true that 'going to' is used for *planned* future and 'will' is used for unplanned future of various kinds, including new ideas, promises and threats, hopes and fears, and offers. However, it is also true that when a person is listing a lot of plans, e.g., the details of a holiday, native speakers usually switch between 'going to' and 'will', even if everything is planned: e.g., *First, we're going to go on the ferry to France, then we'll hire a car. After that, we're going to drive down to the south of the country, where we'll stay at a small guest house.*

Listening and speaking practice

Refer students to the illustration. Ask them to explain it. Then ask what the connection is with:

- a. travel; and
- b. the future.

[Electric cars are becoming popular because we will run out of oil for petrol at some time in the future and because petrol cars produce dangerous gases which are contributing to urban pollution and the greenhouse effect.]

1. Make sure students understand this task and what they have to do this time. Give them plenty of time to read all the items and think about the likely answers.

Play **Track 4.12**. You may want to pause after each item has been dealt with in the interview. Monitor to see how well students are doing the task. Make a note of any items where several students have made the wrong choice. Ask students to compare their answers in pairs. Be prepared to play the track again, or parts of it, to deal with common errors / misunderstandings.

Audioscript

Track 4.12

Exercise 1

Int: Today, I'm talking to Marcel Martin, who's an environmental scientist. Welcome, Marcel.
 Marcel: Hi. Nice to be here.
 Int: Now, we hear a lot about protecting the environment nowadays. Is that what you do? Inspecting factories and making rules about water quality?
 Marcel: Well, I think I do protect the environment, but in a more general way.

Int: How do you mean?
 Marcel: My work is called life cycle analysis, or LCA. It involves looking at the whole life of a product and seeing what its environmental impact is ... or will be, if it's a new product.
 Int: Do products have life cycles, like frogs or something?
 Marcel: Yes, they do. Frogs are born, they grow, they live and move around and they die. Products have similar life cycles. Take cars, for example. That's what I'm working on at the moment.
 Int: But my car wasn't born!
 Marcel: It was created though – as a design at first – and then it was grown – produced – in the car factory.
 Int: Oh, I see, Then it was driven around for 10 years or so.
 Marcel: Yes, the main part of the life of a product we call 'use'.
 Int: And then, I suppose, it died.
 Marcel: And after it died, you had to dispose of it, get rid of it.
 Int: I always sell my cars back to the garage.
 Marcel: So the garage had to get rid of it. They were responsible for disposal.
 Int: OK. So, products have life cycles. Design, production ...
 Marcel: ... use and disposal, yes.
 Int: Why is that important for an environmental scientist?
 Marcel: Because different products have their worst impact at different points in their life cycles. Sometimes, getting the raw materials out of the ground will have the highest impact, sometimes using the product will have a high impact, and sometimes disposing of it will be the hardest part.
 Int: OK. I think I get it. Let's stick with cars as an example.
 Marcel: Right. Most people think that buying an electric car will be better for the planet. And it's true that getting the iron for petrol cars is five times as bad in carbon dioxide release as getting the aluminium for electric cars. But turning the iron into steel for petrol cars releases twenty times less carbon dioxide than producing the aluminium for electric cars.
 Int: That's complicated. So you know what I'm going to ask next. Which is actually better?
 Marcel: Hang on! We haven't talked about use and disposal yet. Each of these stages is going to have an impact.
 Int: What will we find if we do the whole ... what, LCA?
 Marcel: I've already done it. Over the whole of their life cycles, petrol cars and electric cars have about the same impact on the environment.
 Int: Gosh! That's incredible. What are you going to work on next?
 Marcel: I'm looking at commercial jet planes next, because a lot of people think they are very bad for the environment.
 Int: How long will you be doing that analysis?
 Marcel: It might take six months or more to get all the information. But I will have finished by the end of the year. I have to, because, according to the plan, I submit a report to the government at the beginning of next year.
 Int: It sounds like it's an enormous job.
 Marcel: It is. And it might get bigger. One proposal which our government has made is that the people who produce something – the car manufacturer, for example – should pay for any environmental damage which their product causes. For example, we could have a law which says a car company is responsible for collecting old cars from customers and disposing of them in a safe and eco-friendly way.
 Int: That's a great idea!

Answers

1. A 2. A 3. C 4. C 5. A 6. B 7. B

General note

The mix-and-mingle activity this time focuses on four of the usages of future tenses in this unit.

2. Make sure students understand that Andy and Judy are going to do a survey about transport in the future.
 - a. Set for pairwork. They have to try to complete each question with one word. Monitor, but do not confirm or correct. Refer them to the captioned photographs at the bottom of the page.
 - b. Play **Track 4.13**. Students check their answers. Feed back, eliciting the questions and drilling them.

Audioscript and Answers

Track 4.13

Exercise 2b

1. Will we **have** run out of oil by then?
 2. Will we travel in cars **without** drivers?
 3. Will more urban centres be turned **into** pedestrian areas?
 4. Will large numbers of people still be **commuting** to work every day? Why or why not?
 5. Will commercial air **travel** have increased or decreased? Why?
 6. Will online shopping be **delivered** to homes by drones or by vans?
 7. Will we have more or less **public** transport? Why?
 8. Will we be **able** to travel from place to place faster than we can today? Why or why not?
- c. Play **Track 4.14**. Work through the first one or two of Andy's answers, checking that students are doing the task correctly. Monitor, but do not confirm or correct.

Audioscript

Track 4.14

Exercise 2c

Judy: OK. All the questions are about the year 2030. First question. Will we have run out of oil by then?
 Andy: No, I don't think so. I think we will still have oil until 2050 or later.
 Judy: Second. Will we travel in cars without drivers?
 Andy: Yes. Definitely. We have them already.
 Judy: Third. Will more urban centres be turned into pedestrian areas?
 Andy: Yes, absolutely.
 Judy: OK. Will large numbers of people still be commuting to work every day?
 Andy: No, they might not be.
 Judy: Why not?
 Andy: Because more people will work from home every day or for a few days each week.
 Judy: Number five. Will commercial air travel have increased or decreased by 2030?
 Andy: I think it will have decreased, because business people will use video conferencing all the time for meetings.
 Judy: Six. Will online shopping be delivered to homes by drones or by vans?
 Andy: It will be by drones. It's happening already in a few places.
 Judy: Just two more. Number seven. Will we have more or less public transport?

Andy: I think we'll have more, because we'll have fewer cars.
They will become too expensive to buy and to look after.
Judy: Finally. Will we be able to travel from place to place faster than we can today?
Andy: Yes, for two reasons. Firstly, high-speed trains, and secondly, faster passenger jets.
Judy: OK. Thanks.

d. Play **Track 4.15**. Feed back.

Audioscript

Track 4.15

Exercise 2d

[repeat of **Track 4.14**]

Answers

Transport in 2030		
Questions	Names	Andy
1. Will we have run out of oil by then?		no
2. Will we travel in cars without drivers?		yes
3. Will more urban centres be turned into pedestrian areas?		yes
4. Will large numbers of people still be commuting to work every day? Why (not)?		no / working at home some or all of the time
5. Will commercial air travel have increased or decreased? Why?		Decreased / business people will use video conferencing
6. Will online shopping be delivered to homes by drones or by vans?		drones
7. Will we have more or less public transport? Why?		more / fewer cars because too expensive
8. Will we be able to travel from place to place faster than we can today? Why (not)?		yes / high-speed trains and faster jets

3. Set this activity up carefully.
- a. Give students time to think about how they will respond to the questions. Perhaps put some of the questions to one or two good students. Encourage them to say a little more than yes or no. Students walk around the classroom and do the survey. Monitor and assist where necessary.
 - b. Set for pairwork. Go round collecting good reporting statements from some of the pairs. At the end of the activity, get them to say the sentences for the rest of the class. Insist from now on on good use of the mix of future tenses.

Wrap-up and Mind map

1. Students complete individually and then compare in pairs. Feed back orally, getting the full phrases. Drill the phrases. Test the students by giving definitions at random for students to identify the words. Don't let them look at the page when you do this.

Answers

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

2. Follow the same approach as for Exercise 1.

Answers

- 1. go **for** a drive
- 2. go **on** a voyage
- 3. go **by** air
- 4. go **on** foot
- 5. go **away** for the weekend
- 6. take **off**
- 7. get out **of** a car
- 8. get **through** security
- 9. land **at** the destination
- 10. run **out** of petrol

3. Refer students to the mind map. On this occasion, they are working with the whole mind map. Set for pairwork. Work through the example. Monitor. Feedback, getting connections from different pairs then confirming.

4. As above, set for pairwork. Work through the example. Monitor. Feedback, getting connected items from different pairs then confirming. Ask for items from as many of the branches as you have time for.

5. Ideally, hand out A3 sheets of paper for pairs to complete. Encourage the use of colour, too, and illustrations if the students feel like it.

Unit test

Listening

Do not give any instructions except pointing out that they will not hear the exact words in the contributions from each speaker.

Play **Track 4.16**. Student complete individually then compare in pairs. Feed back. Get students to explain to you how they worked out the correct answer. If there is confusion, be prepared to play the track again and even stop at the key points and explain why other choices are wrong.

Audioscript

Track 4.16

Unit test

Int: Today, I'm going to talk to Ellie Malcolm about an organisation called Out and About. I want to hear all about that, but first, a little bit about yourself, Ellie. Where are you from?

Ellie: I was born and grew up in a beautiful part of the country with lakes and forests and a range of small mountains. We get snow on them every year, although not enough for winter sports, but they are wonderful to climb, with fantastic views over the countryside. The area attracts hundreds of thousands of visitors each year.

Int: So did you go out into that landscape from an early age?

Ellie: Absolutely! My mother says they took me out onto the moors – oh, that's another lovely part of the area, high flat land with lots of lovely wild plants. Where was I? Oh yes, the moors. She says they took me out there as a baby. She claims that I loved it even then, but I remember when I was a bit older crying because it was so cold and wet, and my father saying that it was good for me.

Int: Did those early experiences put you off exploring your area?

Ellie: No, I think it only happened that one time that I can remember. I have very happy memories of going out onto the moors, into one of the forests or down to one of the lakes with my parents as a young child.

Int: Now, there's a connection with the organisation Out and About, isn't there?

Ellie: Yes. Out and About was started in my area because many local people were annoyed at tourists coming, maybe from a big city, and not understanding anything about the area. They didn't mind them coming, although it does get very busy in the summer if the weather's good. But the problem was the damage they did. They often had barbecues on the moors in stupid places, not in the special areas which are safe, so they set fire to the bushes or parts of the forest, or just left rubbish in the beauty spots. The local people also got fed up with having to rescue people when they got into trouble on one of the lakes or on a mountainside.

Int: What do you mean, trouble?

Ellie: Well, the lakes look so calm most of the time. People who aren't experienced sailors think, 'Oh, this is just like the boating lake in our park. We'll go for a quiet sail.' And they go out in a small boat without life jackets or emergency equipment – and the weather changes suddenly and they can't cope. One minute it'll be fine and the next minute the wind will be blowing really hard. Then the rescue boat has to go out. And the same thing happens with the mountains. People go up in unsuitable clothing without checking the weather forecast, and then the mountain rescue people have to risk their lives when a storm suddenly comes in.

Int: So some people in your area started Out and About?

Ellie: Yes. Well, my mother and father, actually.

Int: They started it? I didn't realise that!

Ellie: Yes. They set it up with my mother's parents, who are also from this area and know all about the clothing you need and the skills to be safe here.

Int: What does the organisation do?

Ellie: We ... I can say, 'we', because I'm part of it too now that I've finished at university. We train people to use the area safely. We run courses – one or two days, usually – which we advertise in the local hotels and guest houses and on our website. We take tourists out on guided tours. In future, we will start selling the correct clothing and equipment for each type of trip, too. We will have signed a contract with a local supplier in a few weeks' time.

Int: It sounds fascinating. So what's next for you and Out and About? It sounds like you could, as they say, write a book about the local area.

Ellie: That's been done actually. There are already several very good ones. I was going to create some high-quality places for people to pitch their tents or park their camper vans around the lakes and in the mountains, but I think that would spoil what people come to see. It's one of the big problems with tourism, isn't it? It damages the beautiful areas which attract people in the first place.

Int: Yes, that's certainly true in many places.

Ellie: So I think it would be better to do the same thing as we have done for this area in other parts of the country. People still need to learn how to prepare and what to wear and take with them, whichever landscape they are exploring.

Int: Good luck with that. Maybe I'll come on one of your courses some time.

Ellie: You'll be very welcome. We will be there any time you want to come.

Answers

1. B 2. C 3. C 4. C 5. A 6. A 7. C

Speaking

Follow the task as written.

Set for groupwork.

1. Give groups time for each person to contribute something about the possible ideas. Check that everyone is contributing.
2. Move them on to the decision stage. Encourage them to reach a consensus.

Feed back, getting each group to say what they have decided and, if the groups have come to different conclusions, encourage conflicting groups to justify their decision.

Unit 5

Buildings, accommodation and education

Title page

Exploit the title page by asking students what they can see in the photographs. Then ask them to look at the Lead-in questions. Have them discuss the questions briefly in pairs or small groups and then ask them for their ideas.

Model Answers for Lead-in Sections

1. What are these six types of houses?

1. Well the photo in the top left-hand corner shows lots of apartments in a block of flats. Such apartments are functional, rather than attractive and are usually quite small, but normally have a minimum of 3 rooms- a kitchen, a bedroom and a bathroom. The photo next to it is a complete contrast to the first one, as it shows a much older, country cottage which is probably more picturesque than functional. It probably doesn't have a good heating system and its roof is unlikely to keep out the cold. The photo in the middle on the left, on the other hand, is an attractive, modern detached home, which is simple in design. Next to it is a very small apartment probably on a college campus, where a student lives. It's very basic and only really designed for studying and sleeping in. The photo in the bottom left corner shows an old building such as a hospital or government building that has probably been divided into small residential apartments. Finally the photo next to it shows two businesspeople with a model of a house in front of them, so I guess the house shown is a non-residential property probably intended for offices.

2. How hard is it to buy a house in your country?

With high interest rates, it's difficult to get a loan or mortgage in order to buy a house. This is especially true if you're a first-time buyer. For this reason, many young people depend on their parents to help them secure a loan, or even to lend them money for a deposit on a house. Even middle-aged people struggle to buy houses, though, especially if the property they're living in isn't worth as much as the one they would like to buy. Unfortunately I don't think things are going to get any easier anytime soon.

3. Can you get a mortgage to buy a house?

Obviously at my age, that's to say, sixteen, it's impossible to get a mortgage. You have to be employed or have a regular income and earn a certain amount annually-I think it's around a minimum of £25,000 a year. Also you have to have a good credit history in order to get a mortgage, and when you're under 18, you have no credit history as you aren't allowed to have a credit card or borrow money from a bank or building society. So that's the same as having a bad credit history!

4. Would you prefer to live in a flat or a house?

As I'm young, my priority is to live in a city or large town where it's easier to study, find work and meet people my age. So if I could only live in a flat in a city, I'd live there. But my dream would be to live in a house in a town or city, as I much prefer to have more space and to live in a detached property as you have more privacy and it's generally quieter. Also, you have more room to put furniture in, which is a problem in a flat where space is limited.

5. What are the different types of college campus housing?

Basically, student accommodation on campus is of two types: a room in a university hall of residence, or a room in a shared student house. The majority of students choose to stay in a hall of residence for their first year, as this type of accommodation has everything a student could need. Students have their own room with a washbasin and study area, as well as access to a dining room, a student lounge and of course facilities like a laundry and even a bar. Student houses, on the other hand, provide accommodation for around five students only. It's like living in a house share with friends. Of course student houses are equipped with things like washing machines, ovens, fridges and so on. It's a great option if you want to share accommodation with close friends as you can be more independent and have more fun.

Introductory activities

Give students plenty of time to look at the 12 photographs on the spread. They can talk about the contents for a few moments in pairs, even in their own language if this is allowed. Elicit items in the photographs until nobody can think of anything else.

Activity 1

Refer students to the exercise. Work through the example. Set for pairwork. Monitor and assist. Make a note of particularly good contributions and get those students to say their descriptions again for the whole class.

Activity 2

Play **Track 5.1**. You should not need to pause. Students must write the number of each photograph in the top-right box.

Monitor while playing the track. Assess during monitoring how well they are doing the task. Note any general problems. Check the answers. Ask students to tell you the number they have put for each photograph, but do not confirm until you have at least a majority for each answer. Confirm and get students to tell you why that is the correct answer, i.e., what they heard to identify it.

Finish working with this page by doing a high-speed check on some of the details in the photographs, e.g.:

Which photographs show buildings?

Which buildings have flat roofs?

Which ones show accommodation?

Which types of education are shown?

How does the person in Photo K feel? Why?

What are the children in Photo J learning?

Audioscript

Track 5.1

Activity 2

1. I went to my first school when I was three. Well, it wasn't a real school. It was a nursery, and it was fun. Basically, we played all the time, but I suppose I learnt a few things, like cooperating with other children.
2. I'm looking for Room 234. I'm on the second floor so it must be here somewhere, but I've walked miles in this corridor. If it's here, the number has fallen off!

3. I've just graduated! I can't believe it! Three years of staying up until 11 working on essays and my dissertation. But I wasn't sure right up until the end. If I hadn't got a good mark in the finals, I wouldn't have got a first.
4. It's quite big. It's got five bedrooms and three bathrooms, but it's only got two floors. The roof is flat. We've got a small garage at the side of the house and a very small garden.
5. Our house is attached to the one next door, but we've got separate front gardens with a hedge and a fence between them. Both houses are quite small, but ours is a bit bigger. A lot of houses don't have open fires anymore, but ours still works and so does our neighbour's. We've both got big chimneys.
6. The building is quite new, but it isn't attractive. It's just a box with rooms. There are five floors with four flats on each floor. We're on the top floor, but luckily there's a lift, although it's broken a lot of the time and we have to use the stairs. The only good thing about it, really, is the balcony.
7. The lobby of the hotel is absolutely amazing. There's a big wooden reception desk and the rest is marble and steel. The lighting is beautiful, too.
8. We have seminars every week at the college. The tutor gets us to research a topic and prepare a short presentation. Then we discuss the different opinions and see if we can all agree on any points.
9. We're staying in a farmhouse miles out in the Italian countryside. There are olive trees behind the building, but they must belong to the neighbouring farm. If they were part of this building, there wouldn't be a fence.
10. We've found a lovely place to stay. We're on a flat piece of land, but we can see the mountains in the distance. We plan to stay here three days. I'm just afraid we'll have a high wind one night and we'll be blown away.
11. Where we live is like a hundred other houses. They must have all been built at the same time. But the people on the estate are quite friendly and there's a good bus service into the town, so it's not all bad.
12. You won't believe where we're staying! When the travel agent said that people had lived here for a thousand years, I thought they were making it up. But I can believe it now. Of course, it's done beautifully now – white paint on the walls – well, on everything, really. At least it's warm. The temperature is minus 10 outside.

Answers

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

Words and sentences

Whatever happens, it'll be exciting!

1. Refer students to the four photographs. Ask them what they can see in each one.
 - a. Work through the first item as an example. Students complete the activity individually and then compare in pairs. Monitor but do not assist. Just check that they are doing the task correctly. Assess during monitoring how well they are doing it.
 - b. Play **Track 5.2** and pause where necessary for students to check. Then check their answers and feedback.

Audioscript and Answers

Track 5.2

Exercise 1b

- Ellen: What are you going to do **when** you leave school?
 Nick: I'll go to university **if** my exam results are good enough.
 Ellen: And what will you study? Medicine?
 Nick: No. You can't take a medical degree **unless** you have good results in two sciences.
 Ellen: **Even** if you're brilliant at biology, like you?
 Nick: Yes, I'm afraid so. **However** good your results are in biology, you need another science.
 Ellen: Well, as **long** as you are able to do a degree course of some sort, it will be good.
 Nick: You're right.
 Ellen: And where will you live?
 Nick: I think I'll get into Milton University. In that **case**, I'll live at home.
 Ellen: And if you don't?
 Nick: If I had to move away, I would have to rent somewhere.
 Ellen: **Whatever** happens, it'll be exciting!
 Nick: Yes, I don't really mind **whether** I study here or somewhere else.
 Ellen: Always **provided** you don't have to share a flat with people who smoke.
 Nick: Right. I couldn't do that!

2. Set for pairwork, i.e., make sure that the students understand what they must do – in this case, they must take turns to play the roles of the two people. Have some fun, with boys playing girls and vice versa if relevant. Monitor and assist with sentence patterns, pronunciation and stress, especially word stress.

With a weaker class ...

Role-play the conversation with the whole class, checking pronunciation and sentence stress and intonation as you go. Encourage students to get into the spirit of the conversation, saying sentences the way the people would say them in a real situation.

First, the teacher plays the role of Ellen, with:

- the whole class as Nick;
- half the class at a time as Ellen;
- individual strong students as Nick.

Then swap, i.e., the teacher as Nick and the students as Ellen, or half the class as Nick and the other half as Ellen.

3. Students continue in the same pairs or in new pairs. Make sure they cover the conversation. Set the questions and answer activity. Point out that the photographs should help to remember the key points. As always monitor and note general issues to feedback on at the end.

With a weaker class ...

Work with a good student first to show the target activity before moving into pairs.

Answers

- a. medicine
- b. because he would need two sciences
- c. at Milton University
- d. He will move away and study somewhere else.

Whatever it cost, they wanted me to have a good education.

Refer students to the photographs. What can they see in each one?

1. Make sure students understand the activity. This time, they must write a phrase, not just one word. Elicit possibilities for the first gap, but do not confirm. Let several students contribute ideas. Then play **Track 5.3**. Pause occasionally to allow students to catch up with writing. Students complete individually and then compare in pairs. Monitor, but do not feedback at this point.
2. Play **Track 5.3** again. As before, pause occasionally. Students complete individually and then compare in pairs. Monitor. Feedback on Exercises 1 and 2. Get a student to complete each sentence aloud and ask other students if that is correct. Finally confirm.
3. Have students work in pairs to see how much they can remember.

Audioscript

Track 5.3

Exercises 1 and 2

When I was a young child, we lived on a farm because my parents were farmers. They kept cows and sheep. They also grew some crops for food, like potatoes and apples. I loved it there, but they sold the farm and moved to the city because, although the primary school was good, there was no nearby secondary school. Whatever it cost, they wanted me to have a good education. I didn't want to move because I love animals. If we'd stayed on the farm, I might have gone to agricultural college and become a farmer.

After leaving the farm, my parents bought a flat in a big apartment block in the centre of the city, near the best secondary school in the area. The block was big, but the flat was very small. It had a balcony with enough space for a few flowers, but it didn't have a garden. We were all unhappy there. If it had had somewhere to sit in the summer, we might have stayed. But after a few years, we moved. If we hadn't moved, I might have gone mad. Whoever made the decision, my mother or my father, I'm so glad they did. Our next place was a house with a garden and fruit trees. It was so much better.

I'm getting ready to move again. Wherever I go to university, I'll have to get a place to live because I'm not going to live at home. But it will have to be good. If my accommodation is bad, I won't be able to concentrate on my studies.

After I finish university, I want to go travelling. I love camping, so I'll probably go round the world, living in a tent for about a year. If I need money, I'll get a job in a bar or a restaurant. I'm happy to do any job, however hard it is.

Finally, I'll come back and get a job. Unless the salary is very good, I won't be able to buy a house, so I'll have to rent a flat. But one day, however long it takes, I'll buy a cottage in the country, with grass, trees and flowers, and maybe some animals, too.

Answers

Exercise 1

- a. When she was a young child, she lived **on a farm**.
- b. Her parents moved to the city because there wasn't **a good school near the farm**.
- c. They bought a small **apartment in a big block**.
- d. It had **a balcony** but not **a garden**.
- e. After a few years, they moved to a house with **a garden and fruit trees**.
- f. She wants to go travelling after university and live **in a tent**.
- g. Then she will rent **a small apartment**.
- h. One day, she hopes to buy **a cottage** in the country.

Exercise 2

- a. If we'd **stayed** on the farm, I might have gone to agricultural **college** and become a farmer.
- b. If we hadn't **moved**, I might have gone **mad**.
- c. If my **accommodation** is bad, I won't be able to concentrate on my **studies**.
- d. Unless the **salary** is very good, I won't be able to buy a **house**.
- e. Whatever it **costs**, they wanted me to have a good **education**.
- f. Whoever made the **decision**, I'm so glad they did.
- g. Wherever I go to **university**, I'll have to get a **place** to live.
- h. I'm happy to do any **job**, however hard it is.

Just for fun ...

Play stupid teacher. Say some of the statements as if you really believe you are correct, but make silly mistakes, e.g.:

When she was a young child, she lived in the ground.

Her parents moved to the city because there weren't any houses in the country.

They bought a big block in a small apartment.

It had a balcony but not a roof.

Hear it! Say it!

1. Remind students this is where they learn the code of spoken English!

Refer students to the table. Ask if they know the sounds of the symbols. If not, say it doesn't matter. This is the code, but they can learn the code from the examples.

Ask students to listen and repeat the example words. Play

Track 5.4.

Get students to say the example words again, emphasising the target sounds. Do this:

- with the whole class;
- then with half the class;
- then with a few of the better students for each set.

Do not make weaker students do the task individually.

Important!

Do not refer the students to the words in the left column of the table. You want them to encounter the pronunciation before they check the written form. Also, they should be concentrating on the vowel sounds, not trying to read.

Audioscript

Track 5.4

Exercise 1

but book four girl you

2. Play **Track 5.5**. Students listen and repeat.

Audioscript

Track 5.5

Exercise 2

1. could 2. course 3. hut 4. nursery 5. study
6. student 7. sure 8. tutor 9. university 10. would

3. Refer students to the words in the left column of the table.
a. Tell students to say the words to themselves and decide which column to tick. Work through the examples to ensure that students understand the task. Put students into pairs to complete the task. Monitor but do not assist. Just make sure that they are doing the task correctly. Assess during monitoring how well they are doing it.
b. Play **Track 5.6** for students to check. Feed back, building up the table on the board, with the answers ticked in the correct columns.

Audioscript

Track 5.6

[repeat of Track 5.5]

Answers

Exercise 3

	/ʌ/	/ʊ/	/ɔ:/	/ɜ:/	/u:/
	but	book	four	girl	you
1. could		✓			
2. course			✓		
3. hut	✓				
4. nursery				✓	
5. study	✓				
6. student					✓
7. sure			✓		
8. tutor					✓
9. university					✓
10. would		✓			

4. Put students into pairs to say the sentences and try to correct their partner's pronunciation. In this case, the first four have one sound for the letter 'u'. The final one has mixed sounds. Monitor and assist. Feed back, asking individual students to say the sentences.

Refer students to the **Tip**. Pronounce the ending, then get individual students to say the example words. Ask if students can think of any other words ending in 'ture'. If they can't, prompt with the beginning of a few words, e.g.:

*nature culture temperature agriculture
literature mixture architecture expenditure
fixture creature*

An attic is a room under the roof.

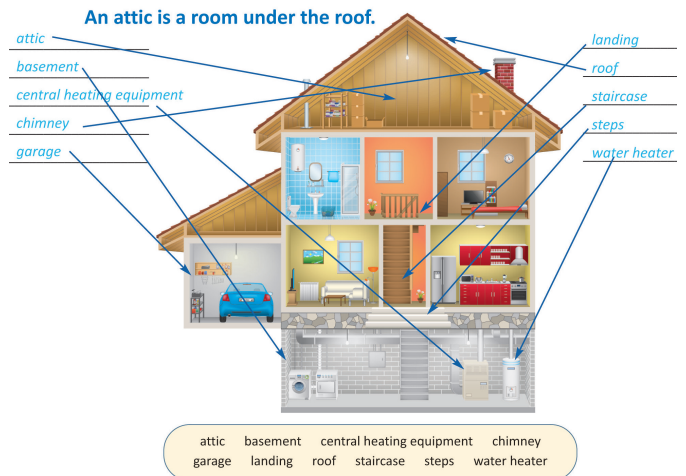
Refer students to the illustration. Ask some quick questions to activate schemata, e.g.:

- How many floors does the house have?
How many bathrooms does it have?
Does it have a flat roof?
Where's the kitchen?*

1. Set for individual work and pairwork checking.
a. Give students plenty of time to work out the possible

answers. Monitor to see how well they are doing, but do not assist.

- b. Put students into pairs to check. Feed back, checking the pronunciation and the stress within words as you go.



2. Set for pairwork. Perhaps do the activity first with a strong student to ensure that everyone understands. Monitor and assist. Feed back.
3. Set this activity up very carefully, making sure each student is looking at the correct page (Student A - page 101 and Student B - page 102) at the back of the book. Do the first one for Student A and the first one for Student B with the whole class as a final check, e.g.:
- A: Is a monument a kind of building?
B: Yes, it's a building which reminds people of a sad event.
- B: Is a temple a kind of house?
A: No, it's a building for people of certain faiths.

Give plenty of time for this activity. Encourage students to try to define words in their partner's list if they have any idea what they are. Assist with stress and pronunciation, especially of the words with 'u', e.g.:

*monument column stadium
venue and in the definitions structure
put curved pour*

Check meanings by getting all the students to close their books. Give a quick-fire quiz. Define words from each list at random and elicit the word, but don't let people shout out until everyone has had a few seconds to think.

Grammar

Conditionals with *be* and other verbs

Remind students that they have met the word 'if' a lot of times in their language learning. Elicit a few sentences from stronger students.

General note

This page is intended to get students noticing *before* they are actually taught something. Exercise 1, therefore, is for noticing and struggling, not for getting perfect answers. That should only be aimed for once the students have studied the two tables. So monitor the pairwork in Exercise 1 to get an idea of how good the students are already at mixed conditionals, but do not confirm or correct until Exercise 6.

1. Make sure students understand the task. Give them time to look at all the sentences before putting them into pairs.

Set for pairwork. Work through one or two sentences as examples, showing how they must make a sentence with *If* and the correct form of the verbs in the '*If*' clause and the other clause. Point out that they don't have to write anything. Monitor, but do not assist or correct at this stage.

Answers

No model answers at this stage.

2. Refer students to Table A. Give them time to read each of the sentences and see the relationships between the two clauses.
Play **Track 5.7**. As before, this is just listen and repeat, but it ensures that students are able to produce the utterance with reasonable pronunciation, stress and pitch movement.

Audioscript

Track 5.7

Exercise 2

- If I am lucky, I will win first prize.
- If I'm lucky, I'll win first prize.
- If I was rich, I would buy a big house.
- If I were rich, I'd buy a big house.
- If I were you, I would stay at home.
- If I were you, I'd stay at home.
- If I had been lucky, I would have won first prize.
- If I'd been lucky, I'd have won first prize.

3. Refer students to Table B. Give them time, as above.

Play **Track 5.8**. Note whether students are automatically making the rising tone to a pause at the end of Clause 1. If not, point this out and then play the track again.

Audioscript

Track 5.8

Exercise 3

- If I pass the exam, I will go to university.
- If I pass the exam, I'll go to university.
- If I passed the exam, I would go to university.
- If I passed the exam, I'd go to university.
- If I had wings, I would fly away.
- If I had wings, I'd fly away.
- If I had passed the exam, I would have gone to university.
- If I'd passed the exam, I'd have gone to university.

4. Give students time to study the sentences and the meanings. Test them on the meaning – the words in italics in the final column, i.e., say a meaning at random and get the students to tell you the example sentence, then do it the other way round.
5. Work through the example. Set for pairwork. Monitor and assist.
6. Put students back into the same pairs as in Exercise 1 so that they can congratulate each other if they got some of the sentences right. Set for pairwork. Monitor and assist. Now the aim is for sentences which are completely correct in both clauses.
Elicit a possible sentence for each scenario – something like in the answers below.

Answers
Exercise 1

1. If Jenny lived in the country, she would have a pet dog.
 2. If Michael was 16, he could leave home.
 3. If Paula gets good marks in two sciences, she'll go to medical school.
 4. If Nora had grown up in the city, she would have had more friends.
 5. If Colin had been more intelligent, he would have become a doctor.
 6. If Diana's late, the teacher will be angry.
 7. If Peter had enough money, he would rent a bigger flat.
 8. If Ali were taller, he could join the basketball team.
 9. If Anita's mother hadn't got sick, Anita would have gone on holiday.
 10. 'If I were you, I'd stay at home for a few more years,' Kate's friend said.
7. Students continue in pairs. This is quite a challenging activity, so be prepared to give lots of assistance. Monitor and select the best examples for each sentence start. At the end, get the people who made those good examples to say them for the class.

Finish by dealing with the **Note** about the asterisked would cases.

Listening and speaking practice

Give students time to look at the photographs and read the captions. Check the pronunciation. Get the students to define the words from the photographs, e.g.:

<i>A loft is a space under the roof.</i>	Note that the word is normally used when the area is only used for storage. If it is a room, people normally call the area an <i>attic</i> .
<i>The suburbs are the areas around a city centre.</i>	Note that they are mainly residential, but there will be shops and offices there, too. Industrial areas are not usually considered to be part of the suburbs.
<i>A cellar is an area under the ground floor.</i>	Note that cellars are sometimes used for general storage, but they are usually very cool, so they are good for storing, e.g., wine. If the area is used for accommodation, it would normally be called a <i>basement flat</i> .

1. Make sure students understand this task and what they have to do.
Give them time to read the scenarios and three possible answers in each case. They can even try to guess what the correct answer will be in each case.

Play **Track 5.9**. Students complete individually and compare in pairs. Be prepared to pause the track if necessary. Feed back, but do not confirm or correct.

Play **Track 5.9** again. Feed back.

Audioscript**Track 5.9****Exercise 1****Question 1**

F: You'll never believe what happened to me on Sunday. I suddenly discovered that my passport wasn't in my desk drawer in my bedroom. I always keep it there! And of course, I've got to have it for the flight on Friday. Unless I found it, I couldn't have gone on holiday. But wherever I looked, it wasn't there. I even went down and checked out the cellar to see if it was in one of the storage boxes there. I finally asked my mother, and she suggested the shed at the end of the garden, but I think she was joking. Then she said, 'If you put it in your jacket when we came back from France, it'll be in the loft. I put the jacket there because I knew you wouldn't need it again for months.' I went up the ladder and found it. If my mother hadn't remembered about the jacket, I wouldn't have been able to go away. What a relief!

Use the same procedure for Tracks 5.10 and 5.11.

Audioscript**Track 5.10****Exercise 1****Question 2**

Mch: So we've almost settled in now and I guess it's not as bad as I thought it would be. When my father said it was a new house on an estate, I thought, 'If it's on an estate, it will be boring and miles from anywhere so I won't be able to see my friends anymore.' But in fact it's in the suburbs, with really good connections to the city centre. I never wanted to live on an estate in the suburbs, but I have to say, I've already met a few of the people who live nearby and they're nice, and there's a great little supermarket and a coffee shop, so I think I'm going to like it here.

Track 5.11**Exercise 1****Question 3**

F: Come on! Why are you standing at the door?
 M: If someone lives there, we'll be in trouble!
 F: It's empty! It's been empty for years! I've explored it hundreds of times.
 M: It's very big.
 F: Yes. A rich man lived here, but when he died, they couldn't find any relatives to inherit it. So it just sits here and gradually falls down. Let's explore the cellar.
 M: Is there a cellar?
 F: Yes, it's enormous! I haven't managed to look in every part of it yet.
 M: If it's full of spiders and rats, I won't go down!
 F: No, it's quite tidy and clean, actually. The floor's made of concrete and there are wooden shelves with lots of bottles on them at this end.
 M: Expensive wine?
 F: No. The bottles are empty. I thought maybe he kept some money in one of them, but they are all completely empty. If he had kept any money there, I would have found it already. Hey! Shine your phone torch over there.

M: Where?

F: There. At the far end. There's a pile of bricks. I've never noticed that before.

M: Why would you leave a pile of bricks in a cellar?

F: Maybe he was going to build a wall to hide his money behind!

M: You know those empty bottles?

F: Yes?

M: Well, they're not all empty.

F: What?

M: Look. There must be thousands in this one.

F: Where did you find that?!

M: It had rolled off the shelf and into the corner.

Answers

1. A 2. B 3. C

2. Point out that the students heard these sentences in the listening for Questions 1 and 2 in Exercise 1. Make sure they understand that only one word is missing in each case. Set for individual work and pairwork checking. Monitor but do not assist. Feed back, eliciting full sentences, not just the missing words.

Answers

I looked everywhere in my bedroom without any luck. I even went down and checked out the **(1) cellar** to see if it was in one of the storage boxes there. I finally asked my mother, and she suggested the **(2) shed** at the end of the garden, but I think she was joking. Then she said, 'I put your summer jacket away up in the **(3) loft**.' I went up the ladder and found it.

When my father said it was a new house on an **(4) estate**, I imagined somewhere miles from anywhere, but in fact it's in the **(5) suburbs**, with really good connections to the city centre. I've already met a few of the people who live **(6) nearby**.

3. Make sure students understand that Nick and Ellen are going to do a survey about possibilities.
- Set for pairwork. They have to try to complete each statement with one word. Remind them of the grammar point. Monitor, but do not confirm or correct.
 - Play **Track 5.12**. Students check their answers. Feed back, eliciting the statements and drilling them.

Audioscript**Track 5.12****Exercise 3b**

- If I live for a hundred years, I ...
- If I go on holiday next summer, I ...
- If I wasn't my nationality, I ...
- If I didn't live in my country, I ...
- If I could live in any kind of accommodation, I ...
- If I'd lived somewhere different as a child, I ...
- If I could study any subject at university, I ...
- If I had a million pounds, I ...

Answers

- If I live for a **hundred** years, I ...
- If I go on **holiday** next summer, I ...
- If I wasn't my **nationality**, I ...

4. If I didn't live in my **country**, I ...
5. If I could live in any kind of **accommodation**, I ...
6. If I'd lived somewhere different as a **child**, I ...
7. If I could study any subject at **university**, I ...
8. If I had a **million** pounds, I ...

c. Play **Track 5.13**. Work through the first one or two of Ellen's answers, checking that students are doing the task correctly. Monitor, but do not confirm or correct.

Audioscript

Track 5.13

Exercise 3c

N: In this survey, I'm going to give you the beginning of a statement with 'If'. Please repeat the 'if' clause, and then finish it with a main clause beginning with 'I ...'.

E: OK. I understand.

N: Right. First statement. If I live for a hundred years, I ...

E: If I live for a hundred years, I'll have a big house and a lot of money.

N: I think you're right. OK. Number 2. If I go on holiday next summer, I ...

E: If I go on holiday next summer, I'll go to Greece. I love Greece!

N: Next one. If I wasn't my nationality, ...

E: Sorry. What do you mean?

N: I think it means ... If I had a different nationality, I ...

E: OK. If I wasn't my nationality, I'd be Greek. As you know, I love Greece.

N: This is almost the same. If I didn't live in my country, I ...

E: If I didn't live in my country, I'd live in ... Greece!

N: Right. Let's look at a different area now. Number 5. If I could live in any kind of accommodation, I ...

E: Um, if I could live in any kind of accommodation, I'd live on a farm. I love animals.

N: Right. This one is about the past. If I'd lived somewhere different as a child, I ...

E: Well, it's almost the same answer. If I'd lived somewhere different as a child, I would have lived in the country. I hated living in the city.

N: Just two more statements. If I could study any subject at university, I ...

E: If I could study any subject at university, I'd do veterinary science. I'd love to be a vet.

N: OK. Completely different question to finish with. If I had a million pounds, I ...

E: That's easy. If I had a million pounds, I'd buy a cottage in the country with a big garden.

N: Thanks.

Answers

If, if, if ...	Ellen
1. If I live for a hundred years, I ...	<i>big house, lot of money</i>
2. If I go on holiday next summer, I ...	<i>go to Greece</i>
3. If I wasn't my nationality , I ...	<i>Greek</i>
4. If I didn't live in my country , I ...	<i>Greece</i>
5. If I could live in any kind of accommodation , I ...	<i>farm</i>

6. If I'd lived somewhere different as a child , I ...	<i>in the country</i>
7. If I could study any subject at university , I ...	<i>veterinary science</i>
8. If I had a million pounds, I ...	<i>buy cottage with big garden</i>

d. Play **Track 5.14**. Feed back.

Audioscript

Track 5.14

Exercise 3d

[repeat of **Track 5.13**]

4. Set this activity up carefully.
 - a. Give students time to think about how they will respond to the statements. Perhaps give some of the sentence openers to one or two good students. Encourage them to give quite a lot of information in the sentence completions. Students walk around the classroom and do the survey. Monitor and assist where necessary.
 - b. Set for pairwork. Go round collecting good reporting statements from some of the pairs. At the end of the activity, get them to say the sentences for the rest of the class.

Wrap-up and Mind map

1. Follow the instructions as written. Students complete individually and then compare in pairs. Feed back orally and write the correct sentences on the board.

Answers

- a. If Jenny **lives lived** in the country, she would have a pet dog.
 - b. If Michael was 16, he **can could** leave home.
 - c. If Paula gets good marks in two sciences, ~~she'd~~ **she'll** go to medical school.
 - d. If Nora had **grow grown** up in the city, she would have had more friends.
 - e. If Colin **been had been** more intelligent, he would have become a doctor.
 - f. If Diana's late, the teacher ~~be~~ **will be** angry.
 - g. If Peter had enough money, he **will would** rent a bigger flat.
 - h. If Ali **is were** taller, he could join the basketball team.
 - i. If Anita's mother ~~hasn't~~ **hadn't** got sick, Anita would have gone on holiday
 - j. 'If I **was were** you, I'd stay at home for a few more years,' Kate's friend said.
2. Refer students to the mind map. Make sure they are looking at the Accommodation section. Set for pairwork. Don't give any examples. Monitor. Feedback, getting definitions from pairs then confirming. Ask if anyone can think of other types of accommodation, e.g.:

<i>apartment</i>	<i>campervan</i>	<i>caravan</i>	<i>cave</i>
<i>hostel</i>	<i>houseboat</i>	<i>tent</i>	<i>trailer</i>
 3. Set for pairwork. Give students plenty of time on their own to think of definitions of their words. Then start the pairwork. Monitor and assist.

4. Put students into different pairs. Make sure they are looking at the right section. If you think it is necessary, drill the questions for stress and pitch movement. Start the pairwork. Monitor and assist. Select a few of the best exchanges for students to give for the rest of the class.

Unit test

Listening

Do not give any instructions except pointing out that they will hear each item twice, once to answer, once to check.

Play **Track 5.15**. Students complete individually then compare in pairs. Feed back. Get students to explain to you how they worked out the correct answer. If there is confusion, be prepared to play the track again and even stop at the key point and explain why other choices are wrong.

Audioscript

Track 5.15

Unit test

1.

F: I can't believe that I've actually been accepted by North Western University, well, unless I do really badly in the school exams! The application form was so hard – there were so many questions. It was harder than writing the personal statement. The funny thing, though, is that when they asked me to attend an interview, I thought, this is going to be terrible! If I get nervous, I'll say stupid things. But because the people were really nice, I don't think I said anything stupid. Provided the lecturers are as nice as the interviewers, I'll have a great time there!

2.

Mch: OK, so you're worried about the essay. But I really don't think you have to be. If you carry on working like you have been, you'll do brilliantly. I know you've done a load of research, because I've seen you in the library every day for the past week. And your experiment was great, with really interesting results. Personally, I think the only thing you should be careful about is your grammar and your spelling. Your spoken English is great, but if you make silly mistakes in an essay, you will get lower marks. That's why you didn't do so well on your last essay. But if you'd read it through carefully, you would have spotted the mistakes yourself. If you read the next one through, you'll get a good mark.

3.

M: How's university? Are you enjoying it?

F: Yes, it's great. The lectures are a bit difficult at times, but we only have four a week, and the other students help me to understand anything which I'm confused about. Most of the time I'm doing research on my own, which is great.

M: Do you like living on your own, making your own decisions all the time?

F: Um, it's OK, but I kind of miss coming home and finding a meal on the table and Mum's ironed my clothes for the next day.

M: What about the actual work? Is that interesting? Writing long essays about the digestive system or something?

F: It's really fascinating! I mean, I wouldn't have chosen biology if I didn't love it at school, but I didn't realise how much more there is to learn. If I had known, I might have chosen an easier subject.

M: Like ... nuclear physics?

F: Right. There aren't any easier subjects! But, you know, I sometimes study until two or three in the morning and then I can't get up the next day, even if I've got a lecture.

Answers: 1.A 2.B 3.B

Speaking

Set for pairwork, with one student describing the first photograph and the other student describing the second. Elicit and write some questions on the board which the students should try to answer in their description, e.g.:

What can you see in both photographs?

What extra things are in the first photograph / the second photograph?

Which room is more modern?

Monitor and check how well students are doing. Teach any necessary new vocabulary.

Elicit answers to the questions you have written on the board.

Students continue in pairs. Set the question for discussion.

Monitor. Make a note of good points made by students in the pairwork.

Get those students to give their ideas to the whole class at the end of the activity.

Unit 6

Leisure time

Title page

Exploit the title page by asking students what they can see in the photographs. Then ask them to look at the Lead-in questions. Have them discuss the questions briefly in pairs or small groups and then ask them for their ideas.

Model Answers for Lead-in Sections

1. What leisure activities are shown in the photos on this page?

In the photo in the top left-hand corner, a couple are playing a board game together. In the photo next to it, a family are walking in the park with their dog. In the middle photo on the left, some young people are playing billiards indoors, in what looks like a bar. Next to that photo, two young men are playing a computer game together, as they are each holding hand-held devices used for computer gaming. In the photo on the bottom left, two young men are playing basketball and one of them is trying to score a goal. In the photo next to it, a concert is being held, and many members of the audience are trying to film the event on their mobile phones.

2. Can you name some active and some passive leisure activities?

Well, for a start, all types of sport, if you're participating in them, are active. One of the most popular and very active sports to play, is football. A lot of sports like this, involve running around a large area, in this case a football pitch, to score a goal or a point. Other examples of active pursuits, which don't count as a sport, are walking and doing the gardening. As regards passive activities, the best examples are probably watching TV or a film at the cinema. These don't involve any physical participation on the part of the viewer. Another passive activity is being a spectator at a sports or musical event. However in these last two examples, spectators or members of the audience are sometimes quite active, dancing around or cheering on their team.

3. How important is leisure time?

I think you realise how significant free time is, when you don't have enough of it! When we're working too hard and getting stressed, we don't function as effectively as when we're rested and relaxed. Leisure time enables us to restore our energy levels and forget the stress of our everyday lives. That's why it's vital for all of us to take time off from work or our responsibilities from time to time. In addition, when we do something we enjoy, we often see things more positively, and this puts us in a better mood.

4. What is your favourite leisure activity?

To be honest, I'm not a fan of really energetic sports. That's why I don't compete in team sports, like football or rugby when I have time off. Instead, I prefer swimming in the sea on a nice, hot summer's day and just enjoying being outdoors. In the winter, however, I usually spend my free time inside, usually playing a computer game with friends. When it comes to computer games, I don't mind being competitive and I always play to win!

5. Can you find/name some types of leisure activities?

There are so many types of leisure activities that it's difficult to name just a few. However, I would say that they fall into two

categories: those which are passive and those which are active. As regards passive pursuits, as I mentioned earlier, being a spectator at a sporting event is one example, or watching TV or a film, are others. Also, there are some passive activities that require more concentration, like reading a book. Examples of active leisure activities, are most types of sport that are competitive, such as volleyball, football and basketball. There are also pursuits which involve some activity, but which are more passive, such as solving a crossword or doing a jigsaw puzzle or even knitting and sewing.

Introductory activities

Give students plenty of time to look at the 12 photographs on the spread. They can talk about the contents for a few moments in pairs, even in their own language if this is allowed. Elicit items in the photographs until nobody can think of anything else.

Activity 1

Refer students to the exercise. Work through the example. Set for pairwork. Monitor and assist. Make a note of particularly good contributions and get those students to say their sentences again for the whole class.

Activity 2

Play **Track 6.1**. You should not need to pause. Students must write the number of each photograph in the top-right box. Monitor while playing the track. Assess during monitoring how well they are doing the task. Note any general problems. Check the answers. Ask students to tell you the number they have put for each photograph, but do not confirm until you have at least a majority for each answer. Confirm and get students to tell you why that is the correct answer, i.e., what they heard to identify it.

Finish working with this page by doing a high-speed check on some of the details in the photographs, e.g.:

In which photograph do the players have rackets?

Which photograph shows things from thousands of years ago?

In which photographs are people probably online?

Which photographs involve winning and losing?

Audioscript

Track 6.1

Activity 2

1. I find this hobby very relaxing, and very satisfying, too, seeing the cake rise in the oven and then decorating it with fruit or some kind of design. It usually tastes good, too!
2. I really spend too much time on social media, liking things and laughing on posts. My parents say I can't use my phone after 10.00 on a weekday, but I must try to cut down even before then.
3. I used to read paperback books, but I got an e-reader for my birthday a couple of years ago and now I hardly ever pick up a real book. This method is so much more convenient. You never have to remember your place, even if you haven't looked at that title for months.
4. There's an annual event in Thailand called longboat racing. It attracts a large number of spectators, many of them tourists. The boats are highly decorated and have a high front and a low back. Each boat has a large number of rowers in it.

5. I love lying on the settee when I've finished my homework, flicking through the channels until I find something, anything, worth watching. I never plan my viewing because I don't have to. I just rely on chance to find something interesting.
6. I really like this kind of game, whether it's with dice or playing pieces or cards. I like playing with a friend or with my family, and even on my own against the computer.
7. I can't remember when I started my collection. I think it must have been when I was about 10 and my father did a lot of travelling on business and always sent back postcards to me with brightly coloured stamps on them.
8. My parents still have a large collection of CDs, but I don't even have a CD player. I stream all the music I want to listen to. I like to have it playing through my headphones while I'm doing my homework. My mother says I shouldn't have it on, but I think it helps me concentrate.
9. I love musical theatre. I don't know how the actors can sing and dance at the same time. It must be incredibly difficult. They must have developed special breathing skills to be able to do it.
10. There are three kinds of sport. They are racing, opponent and achievement. This is an opponent sport, whereas marathons, for example, are examples of racing and golf is an achievement sport.
11. I'm afraid I'm addicted to this kind of activity now. If my friend is round, we spend all the time on one of the racing games or Football Manager, and if I'm on my own, I play a mystery game or an action adventure game.
12. The big pyramid in the middle is the only wonder of the ancient world which tourists can still go and see on a sightseeing holiday. It was constructed 4,500 years ago.

Answers

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

Words and sentences

It can't have been easy for you.

1. Refer students to the five photographs. Ask them what they can see in each one.
 - a. Work through the first item as an example. Students complete the activity individually and then compare in pairs. Monitor but do not assist. Just check that they are doing the task correctly. Assess during monitoring how well they are doing it.
 - b. Play **Track 6.2** and pause where necessary for students to check. Then check their answers and feedback.

Audioscript and Answers

Track 6.2

Exercise 1b

Teacher: Hi. I'm researching leisure time activities for teenagers. **May** I ask you a few questions?

Simon: Yes, sure.

Teacher: How do you spend your leisure time?

Simon: Um. It depends on the time and the day.

Teacher: OK. Let's start with weekday evenings.

Simon: Well, I **have to** do my homework first. I **can't** go online until I've finished that.

Teacher: OK. So after you've finished ...?

Simon: I go on social media for a bit and then I watch

something on my tablet.

Teacher: How long do you do that for?

Simon: Until 9.30. My parents say I **mustn't** be online after then.

Teacher: Oh, right. They're strict about your screen time?

Simon: In the week. At the weekend, I **can** spend as much time as I want online. I **don't have to** turn off at 9.30.

Teacher: It **must** be hard for you not to go online sometimes. I mean, it **can't have** been easy for you when they made the rule.

Simon: No, it wasn't, but I guess it's a good rule. One of my friends is so tired in the morning, he **must have** been online half the night.

Teacher: Yes. Teenagers really **should** get a lot of sleep. What else do you do in your free time?

Simon: I play a lot of sport and I read a bit.

With a weaker class...

Role-play the conversation with the whole class, checking pronunciation and sentence stress and intonation as you go. Encourage students to get into the spirit of the conversation, saying sentences the way the people would say them in a real situation.

First, the teacher plays the role of Simon, with:

- the whole class as the teacher;
- half the class at a time as the teacher;
- individual strong students as Simon.

Then swap, i.e., the teacher as the teacher and the students as Simon, or half the class as Simon and the other half as the teacher.

3. Students continue in the same pairs or in new pairs. Make sure they cover the conversation. Set the question and answer activity. Point out that the photographs should help them to remember the key points. As always, monitor and note general issues to feedback on at the end.

Possible answers

- a. Simon can't go online after 9.30 on weekdays.
- b. Simon has to turn off at 9.30.
- c. The teacher thinks the rule can't have been easy.
- d. Simon doesn't have turn off at 9.30 at the weekend.
- e. Simon's friend must have been online half the night.
- f. Teenagers should get a lot of sleep.

Beautiful songs with good tunes and nice lyrics

Refer students to the photograph. What can they see?

1. Make sure students understand the activity. The four items in each row form a group. But what is a good name for the group, beginning with the letter given? Elicit ideas, but do not confirm or correct until several students have contributed each time.

Answers

- | | | |
|------------------|-----------------|--------------|
| 1. Types | 2. Instruments | 3. Musicians |
| 4. Musical Terms | 5. Performances | 6. Groups |

2. Play **Track 6.3**. This is just listen and repeat, but insist on good pronunciation of the words, most of which should be well-known to the students.

Audioscript

Track 6.3

Exercise 2

- | | | | |
|-------------|-------------|--------------|---------------|
| A. jazz | B. rock | C. classical | D. folk |
| E. guitar | F. violin | G. cello | H. flute |
| I. composer | J. pianist | K. drummer | L. songwriter |
| M. lyrics | N. tune | O. rhythm | P. song |
| Q. concert | R. festival | S. recording | T. live [adj] |
| U. band | V. group | W. orchestra | X. duo |

3. Play **Track 6.4**. Students complete individually and then compare in pairs. Feedback. Ask students to tell you how they worked out the correct answer each time. See how much of the statements they can remember.

Audioscript

Track 6.4

Exercise 3

1. My mother loves this kind of music. I don't really understand it. I prefer rock or pop. I think opera is the worst. When someone is killed, they carry on singing.
2. It's just a lovely instrument. When it's played by an expert musician, I always think of bird song. Those lovely high sounds. It's my favourite wind instrument.
3. I don't think you can use this word for a person who just writes songs with a very simple tune. The word applies to someone who can put musical notes onto paper, or nowadays, type them into a computer with a special program.
4. She writes beautiful music. In particular, I love the words. They are often sad and sometimes very clever.
5. I have seen them a few times, but this was the first time I actually went to the theatre where they were playing. It was amazing.
6. I really like the way all the different instruments work together – well, they do if the musicians follow the direction of the conductor at the front.

Answers

1. C 2. H 3. I 4. M 5. T 6. W

4. Set for pairwork. Monitor and assist. Make a note of good definitions and get the students to say them for the whole class at the end.

Just for fun ...

Play stupid teacher. Say some of the statements as if you really believe you are correct, but make silly mistakes, e.g.:

I don't really like classical music. I prefer rocks.

The flute is my favourite storm instrument.

Mozart was a jazz composer.

I love her songs. They're so ugly.

I went to see a really good band last night. They were playing dead at the theatre.

Hear it! Say it!

1. Remind students this is where they learn the code of spoken English! Refer students to the table. Ask if they know the sound of this symbol.
Play **Track 6.5** several times. Ask students to listen and repeat the sound. Point out that the sound of 'a' is not the same as the name of the letter 'A'.

In case students want to research it themselves, tell them that the name is 'schwa' – pronounced 'shwa'. It is like the sound you might make if someone punched you in the stomach. Some people write it as 'uh'.

Audioscript

Track 6.5

Exercise 1

/ə/ schwa sound

The Schwa sound /ə/ (/v7/ in the symbols we use in the book) is a vowel sound that is found only in unstressed syllables in English.

Important!

Do not refer the students to the words in the left column of the table. You want them to encounter the pronunciation before they check the written form. Also, they should be concentrating on the vowel sound, not trying to read.

2. Play **Track 6.6**. Students listen and repeat.

Audioscript

Track 6.6

Exercise 2

a book the TV for fun at 9.30 must see
leisure theatre collect rhythm drummer

3. Refer students to the phrases in the first table.
 - a. Tell students to say the phrases to themselves and decide whether to tick the /ə/ column and, if they do, to underline the correct part of the phrase which contains /ə/. Work through one or two phrases to ensure that students understand the task. Put students into pairs to complete the task. Monitor but do not assist. Just make sure that they are doing the task correctly. Assess during monitoring how well they are doing it.
 - b. Play **Track 6.7** for students to check. Feed back, building up the table on the board with the answers ticked in the correct columns.

Audioscript

Track 6.7

Exercise 3b

1. a book 2. the TV 3. for fun 4. at 9.30 5. must see
6. can ask 7. about 5 8. you and I 9. have to do 10. we were

Answers

Note: All of these phrases contain the target sound, because they all have function words like *of, for, to* which contain schwa connected speech.

	/ə/
	a
1. <u>a</u> book	✓
2. <u>the</u> TV	✓
3. <u>for</u> fun	✓
4. <u>at</u> 9.30	✓
5. <u>must</u> see	✓
6. <u>can</u> ask	✓
7. <u>about</u> 5	✓
8. <u>you and I</u>	✓
9. <u>have to</u> do	✓
10. <u>we were</u>	✓

4. Repeat the procedure from Exercise 3 with **Track 6.8** and the words in the second table.

Audioscript

Track 6.8

Exercise 4b

- 11. leisure 12. theatre 13. collect
- 14. create 15. rhythm 16. lyrics
- 17. concert 18. drummer 19. composer 20. classical

Answers

	/ə/
	a
11. <u>leisure</u>	✓
12. <u>theatre</u>	✓
13. <u>collect</u>	✓
14. <u>create</u>	
15. <u>rhythm</u>	✓
16. <u>lyrics</u>	
17. <u>concert</u>	✓
18. <u>drummer</u>	✓
19. <u>composer</u>	✓
20. <u>classical</u>	✓

5. Put students into pairs to say the sentences and try to correct their partner's pronunciation. Monitor and assist.

Ask students how many /ə/ sounds they find in each sentence.

Write the sentences on the board, then get students to come up and underline where the /ə/ sounds are. When you are satisfied that they have found all of them in one sentence, ask individual students to say the sentences.

Answers

- a. You and I must go to see the play at the theatre. = 6
- b. He can't have gone home but he isn't in the classroom. = 4
- c. We must have been wrong about the time of the concert. = 6

What types of stories do you like?

Refer students to the illustrations. Give students plenty of time to look at all of them and read the captions underneath.

1. Set for pairwork. Monitor and listen to some of the discussions. Assist with pronunciation, particularly the presence of /ə/ in words, i.e.:

- animation horror action historical
- western comedy science fiction mystery
- musical adventure pirate fantasy

If you notice that some of the genre words are being generally mispronounced, drill them with the whole class.

2. Set the task up carefully. Note that the texts they are going to hear are not simple expository text, but in the genre of film posters. It is best to work through a few as examples before starting the exercise for individual completion.

Play **Track 6.9**, pausing occasionally if it is clear that students need time to process the information before making a choice.

Feed back, checking answers and asking students what they can remember about the word below the film poster in each case.

Audioscript

Track 6.9

Exercise 2

1. You must see this film, but don't watch it on your own! Or watch it from behind the sofa.
2. Guns, planes, boats, fast cars. This film has everything.
3. If you love crazy people doing funny things, this is the film for you.
4. Suddenly, a ship appeared on the horizon with the famous black and white flag. It can't be looking for us, they thought. But it was.
5. It is the year 1485. The future of Britain is about to change.
6. Jill is in love with Rob but he doesn't want to be hurt again.
7. The year is 2070. Life on Mars is boring until the inhabitants have to fight for their lives.
8. They must have been mad to join the army. But now they are in it, and they are going to fight for their country.
9. They only wanted to have a holiday on a beautiful island. But it turned into the most amazing journey of their lives.
10. Three men rode into the small town. Only two would ride out again.
11. Tom is a mouse and Jerry is a cat, and they have lots of battles.
12. When Alice arrived at the school, she thought it was a normal place. Now she realises it's a school for witches, and her classmates are trying to turn her into a goat.
13. Who killed Gerald Mitchell? It can't have been his wife, or his son, or his best friend ... or can it? The great detective will work out the answer.
14. You've heard all the songs before, but in this film, they tell the story of the most famous band in the world.
15. It's the must-see film of the year ... unless you are under 18.

Answers

- 1. C 2. D 3. G 4. M 5. E 6. B 7. H 8. J
- 9. L 10. F 11. A 12. N 13. I 14. K 15. O

3. Give students time to read the scenario – an interview with a filmmaker. Ask them to think of some of the questions the interviewer might ask her, e.g.:

What kind of films do you make?

What was your first film?

What are you making at the moment?

Then give students time to read all the questions and the three possible choices in each case.

Play **Track 6.10**. Tell students that they will have a chance to listen again and check their answers.

Play **Track 6.10** again. Feed back, getting the correct answers and why they are correct.

Audioscript

Track 6.10

Exercise 3

Int: Welcome, Naomi. Thanks for coming in to talk to us.

Naomi: Thank you for inviting me.

Int: My first question is obviously – how did this all start? Did you always want to make films?

Naomi: I'm not sure when I decided I wanted to actually make films. Perhaps that was when my parents gave me a film camera – a hand-held one, but a proper one from the industry.

Int: Was that a birthday present? It must have been very expensive.

Naomi: It was a birthday present when I was 10, and it must have been expensive when it was new, but my parents both worked in the film industry and it was a second-hand one which they didn't use anymore, so it can't have been that much.

Int: So you must have run around the house, filming everything and saying, 'I want to do this as a career.'

Naomi: Yes, but my interest started much earlier, watching the westerns and the comedies and the science fiction – every type of film – because my parents were always watching the latest films on televisions all over the house.

Int: Could you watch every type of film? I mean, some must have been for adults.

Naomi: I guess they were quite careful about that.

Int: Now, I know you have made several films already, but I'm not sure that I can put them in a category. They're funny, and there's always something in the past which the characters have to work out ...

Naomi: Yes, but that's not the key thing for me. They have to be science fiction films. That's it.

Int: But they aren't set in space with aliens and rockets.

Naomi: No, that's the point, really. I make films about our future on Earth, not in space.

Int: Right. Moving on ... which is your best film so far? I really loved your latest one.

Naomi: Yes, many of the critics say that is the best, but I'm not sure.

Int: I suppose you are learning all the time, with each film you make.

Naomi: I hope so. If that's true, I should make a good film eventually.

Int: You're very critical of yourself, then?

Naomi: Yes, I am. I think that's a good thing. You have to get better with every new chance.

Int: Are you going to carry on making the same kind of film, or are you going to do something new, an adventure film, or a love story?

Naomi: I'm not really interested in those types. I've just started to make a film set in America in the 1880s ...

Int: With cowboys and people robbing trains and banks?

Naomi: Not exactly. It's a mystery about a real-life event at that time. But I can't say any more about it, for obvious reasons.

Int: Of course. I understand. Well, good luck and I look forward to seeing it when it comes out.

Naomi: Thank you.

Exercise 3

Answers

1. A 2. B 3. C 4. A

Finish by getting students to pronounce the names of some of the genres, particular the ones with /ə/ in them.

Grammar

Modals – positive and negative, present and past

Remind students that modals are like verbs but they do not describe actions, past or present. They talk about possibilities, obligations, necessities and deductions, for example. Elicit a few sentences with modals from stronger students.

General note

This page is intended to get students noticing before they are actually taught something. Exercise 1, therefore, is for noticing and struggling, not for getting perfect answers. That should only be aimed for once the students have studied the two tables. So monitor the pairwork in Exercise 1 to get an idea of how good the students are already at mixed conditionals, but do not confirm or correct until Exercise 6.

1. Make sure students understand the task. Give them time to look at sentences 1–5 only, before putting them into pairs. Set for pairwork. Work through one or two sentences as examples, showing how they must make a sentence with a modal. Point out that they don't have to write anything. Monitor, but do not assist or correct at this stage.

Answers

No model answers at this stage.

2. Refer students to Table A. Give them time to read each of the sentences and see the relationships between the positive and negative sentences. Play **Track 6.11**. As before, this is just listen and repeat, but it ensures that students are able to produce the utterances with reasonable pronunciation, stress and pitch movement. The hardest to understand is probably 'can't' used for deduction. It means, 'This must be true from the evidence I can see', e.g., *He is always tired, has red eyes, can't concentrate.*

Audioscript

Track 6.11

Exercise 2

You can go online now.
 You should go offline now.
 You must go online now.
 You must go offline now.
 He must be tired now.
 You can't go online now.
 You shouldn't stay online now.
 You mustn't stay online now.
 You don't have to go offline now.
 He can't get enough sleep.

3. Give students time to study the meanings. Test them on the meanings, i.e., say a meaning at random and get the students to tell you the example sentence, then do it the other way round.

4. Work through the example. Set for pairwork. Monitor and assist.

5–8 Repeat the procedure with sentences 6–10 and Table B with **Track 6.12**.

Audioscript**Track 6.12****Exercise 6**

You can go now.
 You should go now.
 You must go now.
 You must be tired.

I could go then.
 I should have gone then.
 I had to go then.
 You must have been tired.

9. Put students back into the same pairs as in Exercise 1 and Exercise 5 so they can congratulate each other if they got some of the sentences right. Set for pairwork. Monitor and assist. Now the aim is for sentences which are completely correct in terms of modals. Elicit a possible sentence for each scenario – something like the model sentences below.

Possible answers**Exercise 1**

1. She shouldn't spend so much time on social media.
2. He could go on the school trip.
3. She doesn't have to do any homework this weekend.
4. He must be good at chess.
5. She mustn't leave her bicycle there.

Exercise 5

6. She must have been frightened.
 7. She must have spent a long time in hospital.
 8. He should have gone. / He should have texted him.
 9. She had to practise a lot.
 10. It can't have been easy for his parents. / It must have been difficult.
10. Students continue in pairs. This is quite a challenging activity, so be prepared to give lots of assistance. Monitor and select the best examples for each sentence start. At the end, get the people who made those good examples to say them for the class.

Listening and speaking practice

Give students time to look at the photographs and read the captions.

1. Make sure students understand this task and what they have to do. Give them plenty of time to read the summary of the talk and think of the possible phrases (not words) which could fit in each gap. They should be able to deduce the kind of information which goes in some of the gaps, e.g., a number of years, a type of game, etc. They can even try to guess what the correct answer will be in each case.

Play **Track 6.13**. Students complete individually and compare in pairs. Be prepared to pause the track if necessary. Feed back, but do not confirm or correct.

If you think it is necessary, play **Track 6.13** again. Feed back. Insist on accuracy in completion of each phrase.

Audioscript**Track 6.13****Exercise 1**

Ball games must have been played around the world for thousands of years with a variety of objects as balls. The oldest recorded ball game was played in China in the 3rd century BCE. It was called *cuiu*. The game was later adopted in Japan, Korea and Vietnam. *Cuiu* was played in a rectangular field, typically marked with low walls. There was a goal in the middle of the field which players had to pass the ball through from their side in order to score. In one version of the game called *baida*, players tried to score goals from various places with no opposition. They got points for style as well as for scoring. This version was popular with women.

Another Chinese ball sport was called *chuiwan*. It was first played about 1,500 years ago. You had to use a stick to hit a small wooden ball into a hole, so it must have been a game very similar to modern-day golf. Some people believe the game travelled to Europe, but others say it was invented separately there much later.

Ball games seem to have been less popular in the ancient Middle East than they were in other regions, but there are drawings from Ancient Egypt from around the 4th century BCE of people throwing and catching a ball, but they could have just been having fun rather than taking part in a game with rules.

In Africa, in the area of modern Ethiopia, there was a game called *genna*, played from about 2,000 years ago. It was a field hockey sport which took place in a large field. Apparently, the players did not bother to move the cows off the field before they began to play, just running around them. In this game, two teams with sticks attempted to pass a wooden ball into the other team's goal.

In Ancient Greece, there was a game similar to American football. It was called *episkyros*, and it was played from at least the 5th century BC, and probably much earlier. Each team had to get a ball past the opposing team's defenders and over a line in order to score points. This game seems to have been very popular, but it was still not as popular as *harpastum*, which was invented by the Ancient Romans at around the same time. It may even have developed from *episkyros*, because it had almost the opposite objective. Each team tried to keep the ball within their own zone to score points, as opposed to moving the ball out of the other team's zone. Players would pass the ball among their teammates in an effort to keep it in their zone while the opposing team would attempt to grab it and take it back to their own.

The Middle Ages in Europe saw the development of several sports, but the main one shared characteristics of many modern games. The objective was to move a ball to a goal. But there were key differences from any modern game. Each team could have any number of players. There were versions of the game which involved throwing, kicking, hitting with a stick or even riding on horseback and hitting with a stick, like modern-day polo. The games were played over huge areas, perhaps from one village to another. They were often extremely violent and, in fact, football couldn't be played in England for many years between 1314 and 1667 because it was banned by the king on several occasions.

In Central America, there was a good source of rubber, so several games were played with rubber balls from about 3,000 years ago, about the same time as ball games started in China. One game which was extremely popular was similar to modern-day volleyball, as each team had to keep the ball in the air. There does not seem to have been a net, however. Another game, called *pelota*, which was a kind of field hockey, appeared about the same time. One amazing fact about this game is that it was often played at night. It must have been very hard to play, but when it became too dark to see, they would swap the rubber ball for a wooden one which they would set on fire. *Pelota* is still played in South America, including in Argentina and Chile, though never with a flaming ball nowadays.

Answers

1. The oldest recorded ball game was played in China **about 3,000 years** ago. It was called *cuiu*.
 2. *Cuiu* was played in a rectangular field with a goal in **the middle of the field**.
 3. In *baida*, players tried to score goals with no opposition. This version was popular **with women**.
 4. Another Chinese ball sport, *chuiwan*, was first played about 1,500 years ago. It was similar to **modern-day golf**.
 5. There are drawings from Ancient Egypt, around the 4th century BCE, of people **throwing and catching** a ball.
 6. In the area of modern Ethiopia, *genna*, a field hockey sport, was played from about 2,000 years ago in a large field. The players did not bother to **move the cows off** the field.
 7. In Ancient Greece, they played a game called *episkyros*. Each team tried to get a ball past the opposing team's defenders and **over a line**.
 8. *Harpastum*, which was invented by the Ancient Romans at around the same time, was even more popular. Each team tried to **keep the ball within** their own zone.
 9. In the Middle Ages in Europe, several sports developed, but they all had the same objective – to move a ball to a goal. The games were played over huge areas, perhaps from **one village to another**.
 10. In South America about 3,000 years ago, *pelota*, a kind of field hockey, was often played at night with a ball which was **on fire**.
2. Point out that the students heard these sentences in the listening for Exercise 1. Make sure they understand that they must find the ending to each sentence. Set for individual work and pairwork checking. Monitor but do not assist.
3. Play **Track 6.14** and have students check their answers. Feed back, eliciting full sentences.

Audioscript

Track 6.14

Exercise 3

1. Many sports appeared in the Middle Ages in Europe, but one had characteristics of a modern game.
2. The objective was to move a ball to a goal.
3. But there were key differences from the modern game of football.
4. Each team could have any number of players.
5. Versions of the game involved hitting with a stick or even riding on horseback.
6. The games were played over huge areas, perhaps from one village to another.

7. They were often extremely violent.
8. In fact, the game couldn't be played in England for many years between 1314 and 1667.

Answers

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

4. Make sure students understand that Rick and Elena are going to do a survey about leisure time.
- a. Set for pairwork. They have to try to complete each statement with a word or phrase. Remind them of the grammar point. Monitor, but do not confirm or correct.
 - b. Play **Track 6.15**. Students check their answers. Feed back, eliciting the questions and drilling them.

Audioscript and Answers

Track 6.15

Exercise 4b

1. When you were younger, were there any rules about how you spent your leisure time, for example, things you **could do** / couldn't do / **had** to do?
 2. Are there any **rules** now?
 3. How do you **spend** your leisure time in the evenings?
 4. What **about** at weekends?
 5. What do you **prefer** to do on holiday?
- c. Play **Track 6.16**. Work through the first one or two of Elena's answers, checking that students are doing the task correctly. Monitor, but do not confirm or correct.

Audioscript

Track 6.16

Exercise 4c

- R: There's a survey on this website about leisure time.
 E: OK. Let's do it.
 R: There are only five questions this time, but it says, 'Please give full answers!'
 E: Right.
 R: And it also says, 'Make comments on the things which the people say with *must* and *can't*, for example, 'That rule must have been annoying,' or 'It can't be easy to do that hobby.'
 E: Understood.
 R: Right. Question 1. When you were younger, were there any rules about how you spent your leisure time, for example, things you could do, couldn't do, had to do?
 E: My parents were quite strict. I had to do all my homework before I could watch TV or go online. And I had to turn off my phone at a particular time.
 R: That must have been annoying.
 E: Yes, that was the worst rule. In the morning, I would have hundreds of messages and I would have missed conversations between friends.
 R: Are there any rules now?
 E: Well, I don't have to go to bed at a certain time or turn off my phone. But I can't go out on my own without telling my parents exactly where I'm going.
 R: So you can't make a sudden decision to go somewhere while you're out?
 E: Oh, yes, I can do that. I just have to text my mother and tell her.
 R: OK. Question 3. How do you spend your leisure time in the evenings?

E: I do my hobby most of the time, which is model-making.
 R: Really? Do you make those models from plastic pieces – ships and planes and so on?
 E: No, I make my own models from pieces of wood which I have to cut to shape myself.
 R: Gosh, that must be incredibly difficult!
 E: Yes, it can be. But I do use designs from magazines for modellers.
 R: Ah. So you don't have to draw the designs yourself?
 E: No.
 R: Two more questions. Number 4. What about at weekends? How do you spend your leisure time?
 E: I don't have a lot of leisure time some weekends. I have to do a lot of chores, like food shopping with my father and cleaning the car, walking the dog and so on.
 R: You must get annoyed that you can't get on with a model.
 E: Yes, I do sometimes. But I only have to do these things one weekend in four. The other weekends my brothers and my sister have to do the chores.
 R: Oh, right. So then what do you do?
 E: I love cycling and I also like playing sports.
 R: What do you prefer to do on holiday?
 E: I love sightseeing. We always go abroad to somewhere with interesting old buildings or beautiful landscapes. We once went to Nepal and we climbed part of the way up Mount Everest.
 R: That can't have been easy.
 E: Actually, it was. The first bit is just a steep walk, really.

Answers

Leisure time	
	<i>Elena</i>
1. When you were younger, were there any rules about how you spent your leisure time, e.g., things you could do / couldn't do / had to do?	<i>Had to do homework / Could watch TV or go online afterwards / Had to turn off phone at particular time</i>
2. Are there any rules now?	<i>Can't go out on own without telling parents exactly where she is going / Has to text mother if she suddenly decides to go somewhere</i>
3. How do you spend your leisure time in the evenings?	<i>Does her hobby – model-making / Has to shape the pieces herself</i>
4. What about at weekends?	<i>Has to do a lot of chores one weekend in four / goes cycling / plays sport</i>
5. What do you prefer to do on holiday?	<i>Sightseeing</i>

d. Play **Track 6.17**. Feed back.

Audioscript

Track 6.17

Exercise 4d

[repeat of **Track 6.16**]

5. Set this activity up carefully.
- Give students time to think about how they will respond to the questions. Perhaps put some of the questions to one or two good students. Encourage them to give quite a lot of information in the sentence completions.

Students walk around the classroom and do the survey. Monitor and assist where necessary.

- Set for pairwork. Go round collecting good reporting statements from some of the pairs. At the end of the activity, get them to say the sentences for the rest of the class.

Wrap-up and Mind map

- Work through the first one or two sentences as examples. Students complete individually and then compare in pairs. Feed back orally, getting full correct sentences.

Answers

- She shouldn't ~~spent~~ **spend** so much time on social media.
 - He could ~~have go~~ **go** on the school trip.
 - She doesn't have **to** do any homework this weekend.
 - He must **be** good at chess.
 - She mustn't ~~to~~ leave her bicycle there.
 - She must have **been** frightened.
 - She ~~mustn't~~ **must** have spent a long time in hospital.
 - He should **have** texted him.
 - She ~~have~~ **had** to practise a lot.
 - It can't **have** been easy for his parents.
- Refer students to the mind map. Point out that, this time, they must follow each branch to its end, then think of examples. Set for pairwork. Elicit a few more examples. Monitor. Feed back. Elicit examples for each branch end.
 - Set for pairwork. Ideally, give A3 pieces of paper for students to construct the mind map. If possible, display the best examples on the board / walls of the classroom.
 - Point out that they must go to the end of each branch again, but this time, ask a question about personal preference. Monitor and assist. Make a note of good examples and get students to make those sentences for the rest of the class.

Unit test

Listening

Give students plenty of time to read the text and think of possible ways to fill each gap with a phrase. Do not give any other instructions, except pointing out that they will hear the talk twice, once to answer, once to check.

Play **Track 6.18**. Students complete individually then compare in pairs. Feed back. Get students to explain to you how they worked out the correct answer. If there is confusion, be prepared to play the track a third time, and even stop at the key points and explain why other choices are wrong.

Track 6.18

Unit test

In around 100 BCE, a Greek historian called Diodorus wrote a travel book for the ancient world. He described seven wonders or places which should be visited. They were not natural wonders like waterfalls or mountains. They were all buildings or statues. Other historians and travellers discussed the list over the next centuries, but it became relatively fixed.

When Diodorus made his list, the oldest of his wonders was the Great Pyramid at Giza. It had already been in existence for nearly 2,500 years. It is, in fact, the only one still in existence, so it has survived for 4,500 years. The other six were destroyed over the centuries. Three collapsed in earthquakes, two were destroyed in fires, and what happened to the sixth is unknown. So now, we only have one of the original wonders which we can visit.

In 2000, a Swiss organisation decided that we had to have a new list of seven wonders of the world – wonders which could still be visited. In the next seven years, over 100 million votes were cast through the internet. Here is the final list. It is not in order of popularity.

Chichen Itza is Mexico's most visited archaeological site. It is an ancient city with a huge pyramid. It was built by the Maya civilization between the 8th and 10th centuries. How delighted the American explorer John Lloyd Stephens must have been when he rediscovered the ruins in the early 19th century.

There is a statue of Jesus which towers over the city of Rio de Janeiro in Brazil. It was constructed in the 1920s and finally opened to the public in 1931. Today, nearly two million people visit every year, making it one of the most visited landmarks in the world.

According to TripAdvisor, in 2018 the Roman Colosseum was the most popular tourist attraction in the entire world, with approximately 7.4 million visitors. It was constructed between 72 and 96 AD. It's estimated that the Colosseum must have held approximately 65,000 spectators at any given time to watch the violent games of Roman times.

The Great Wall of China is the oldest landmark on this list, because a small part of the wall was built in the 7th century BCE. However, most of the wall was built between 1368 and 1644 AD, during the Ming dynasty. The wall is just over 20,000 kilometres long.

Machu Picchu is an ancient city in Peru, high in the Andes. The city was built by the Inca empire around 1450, but was abandoned less than a century later during the Spanish conquest of Peru. No one is sure of its original purpose, but it might have been the huge estate of an Incan emperor. The Incas developed a clever way of cutting and fitting stone blocks together which has survived earthquakes, landslides and flooding. Today, Machu Picchu is perhaps the most famous destination in all of South America.

Petra is an ancient city in southern Jordan. It was constructed in about 400 BCE, although we do not have a historical record until the Greeks attacked the city in 312 BCE. The inhabitants defended the city, which can't have been easy to attack, but it was finally taken by the Romans in 106 AD. The ruins were rediscovered by a Swiss explorer, Johann Ludwig Burckhardt, in 1812. Today, Petra is one of the Seven Wonders of the Modern World and is known for its impressive architecture and ancient history. The city has also been featured in a large number of films over the years, including the 1989 film *Indiana Jones and the Last Crusade*. You can ride a horse into the ancient monument, but you don't have to go this way if you are not an experienced horse rider.

Finally, the Taj Mahal is a famous building in northern India that was constructed between 1632 and 1643, with further additions up until 1653. The building was constructed on the

orders of the Mughal emperor, Shan Jahan, as a resting place for his favourite wife, Mumtaz Mahal, when she died. It's said that over 22,000 workers and 1,000 elephants were used to build this Wonder of the Modern World. When Shan Jahan died in 1666, he was buried in the same building. Millions of people travel to see the Taj Mahal every year, and it is one of the most well-known landmarks in the world.

Those are the seven wonders in one list. How many have you visited already? How many would you like to visit in your lifetime?

Answers

1. In around 100 BCE, a Greek historian called Diodorus wrote a travel book for the ancient world. He described seven **buildings or statues** which should be visited.
2. The only surviving building is the Great Pyramid at Giza, which was built about **4,500 years** ago.
3. From 2000 to 2007, over **100 million votes** were cast for the seven wonders of the modern world.
4. Chichen Itza is a city with **a pyramid** which was built by the Maya civilization between the 8th and 10th centuries.
5. Nearly two million people visit **a statue of Jesus** above Rio de Janeiro in Brazil.
6. The Roman Colosseum, built between 72 and 96 AD, was the most popular tourist attraction in 2018, with approximately **7.4 million visitors**.
7. The Great Wall of China was mainly built between 1368 and 1644 AD, during the Ming dynasty. It is just over **20,000 kilometres long**.
8. Perhaps the most famous destination in all of South America is Machu Picchu, **an ancient city** in the Andes mountains in Peru, built by the Inca empire around 1450.
9. Petra is an ancient city in southern Jordan that dates back to 400 BCE. The city has featured in **a large number of films**, including *Indiana Jones* and *the Last Crusade*.
10. The Taj Mahal in northern India was constructed between 1632 and 1653. It's the last resting place of a Mughal **emperor and his wife**.

Speaking

Set for pairwork, with one student describing the first photograph and the other student describing the second. Elicit and write some questions on the board which the students should try to answer in their descriptions, e.g.:
What can you see in both photographs?
What is happening in each photograph?
Which hobby is more interesting?

Monitor and check how well students are doing. Teach any necessary new vocabulary. Elicit answers to the questions you have written on the board.

Students continue in pairs. Set the question for discussion. Monitor. Make a note of good points made by students in the pairwork. Get those students to give their ideas to the whole class at the end of the activity.

Unit 7

Communication

Title page

Exploit the title page by asking students what they can see in the photographs. Then ask them to look at the Lead-in questions. Have them discuss the questions briefly in pairs or small groups and then ask them for their ideas.

Model Answers for Lead-in Sections

1. What six different ways to communicate are shown on this page?

The photo in the top left-hand corner shows a couple communicating face-to face, chatting over a cup of coffee, in a café. This is the most personal and effective form of communication, in my opinion as you can see the other person's expressions clearly, and they can be easily understood. In the photo next to it, a young girl is using emojis, or symbols to express emotion in a mobile text message. This is an instant way to show how you're feeling, and make a message seem more personal. The middle photo on the left-hand side shows someone sending an email on their tablet. Emails are a great way of sending a message to someone quickly when it's not possible to see them in person. Next to this photo, a young woman can be seen communicating to someone by video, on a mobile phone. This is the second best way of speaking to someone in my opinion, after face-to-face communication. In the bottom left-hand photo, someone is using the chat app on their mobile phone to send instant text messages that are like a written conversation with the other person. In the photo next to it, someone is using different social media apps on their mobile to send instant messages to other people.

2. How do we use technology to communicate?

We use a variety of technologies to communicate with people; the devices we use to do so, are telephones, mobile phones, computers and tablets. Mobile phones are used more often than telephones, as they're more convenient and permit many different forms of communication from text and video messaging to chatting using social media apps, such as Twitter and Instagram. Of course many of the apps are available on computers and tablets too, but it's not so convenient to carry these devices around with you.

3. How have mobile phones changed communication?

I think that when we chat or communicate with text messages on a mobile, we tend to say less. That's because calls not made using an app, are expensive and text messages take time to write, even when we use what's known as 'textspeak' to make words shorter. So generally, I'd say that when we're chatting to someone using text or calling them we're often less personal and give only more basic information. However mobile phone apps that permit video calls are the next best thing to face-to-face communication. In some ways, these apps have made long distance calls more personal than they used to be when we only had ordinary telephones around.

4. How do you communicate with your friends and family?

As I was brought up in the digital age, you won't be surprised to learn that I normally use my mobile phone apps to chat with family and friends. If I'm in a rush, I'll just text message people, but I prefer to use my video chat apps when I can, as they're a great substitute for face-face communication when that's not

possible. I love the way you can see people's expressions and how they're responding to what you're saying, unlike with text messaging. Sometimes I use video conferencing apps so I can chat with several people at once. It's great fun and I tend to use it when there's a special occasion, like someone's birthday or if something's just happened in the news and I want to chat to loads of people about it to find out their opinions.

5. Why is face-to-face communication still important?

As I said earlier, when I use my mobile, I prefer to use video chat apps as they're the next best thing to face-to-face communication. I realise, like most people that when you see someone in person, it's much better than any form of digital communication. This is because it's never easy to tell how someone's really feeling or thinking, even when using video chatting. It's easier to hide emotions when you're not with someone face-to-face. Also, when you use digital communications like text messaging it's easy to misunderstand someone, if you can't see the expression on their face when they're speaking to you. Emojis help to prevent misunderstandings, but they don't always! Another reason why it's good to meet someone in person when you can, is because it shows that you respect that person enough to take time out of your day to meet them.

Introductory activities

Give students plenty of time to look at the 11 photographs and one illustration on the spread. They can talk about the contents for a few moments in pairs, even in their own language if this is allowed. Elicit items in the pictures until nobody can think of anything else.

Activity 1

Refer students to the exercise. Work through the example. Set for pairwork. Monitor and assist. Make a note of particularly good contributions and get those students to say their sentences again for the whole class.

Activity 2

Play **Track 7.1**. You should not need to pause. Students must write the number of each picture in the top-right box.

Monitor while playing the track. Assess during monitoring how well they are doing the task. Note any general problems.

Check the answers. Ask students to tell you the number they have put for each picture, but do not confirm until you have at least a majority for each answer. Confirm and get students to tell you why that is the correct answer, i.e., what they heard to identify it.

Finish working with this page by doing a high-speed check on key vocabulary, e.g.:

*Which photograph or illustration shows:
an argument?*

an online meeting?

sign language?

reading Braille?

interpreting?

idioms?

translations?

lack of communication? [A, probably!]

Audioscript

Track 7.1

Activity 2

1. There were representatives from 15 different countries at the conference and they spoke seven different languages, so the organisers had hired a team of interpreters to listen to the speeches and immediately say the sentences in all seven languages. You have to be bilingual to be able to do that kind of instant interpreting.
2. You'll never believe this. My friend, Joe, works for a large company which is having difficulties at the moment. So what they did was fire half the staff through a text message. He just looked down at his phone one morning and read that he didn't have a job anymore.
3. The girl is blind, so her mother is teaching her to read raised letters, called Braille after the inventor. It was in 1824 that Louise Braille devised the system which represents each letter of an alphabet as a number of dots.
4. I don't really know how it started. Suddenly, she was very angry with me and I didn't know what I had done wrong. Soon we were having a really bad argument with raised voices. As always, it was me who apologised in the end ... although I still don't know what for.
5. I have so many communication devices I don't even know sometimes how I received a message – smartphone, tablet, laptop or PC – or what it came in as – email, text message, SMS. It's often difficult to find a message again because of that.
6. The tourists were completely lost and didn't speak the local language very well. They asked a helpful man for directions to their hotel, but what he said was meaningless to them. The woman had studied Latin at school, but now she wished she had done Italian rather than a dead language.
7. We used to talk about face-to-face conversation, meaning that the people communicating were in the same location. What people do now is use video conferencing systems more and more. With this method, it is possible to speak face-to-face with people who may be on a different continent. However, linguists point out that you cannot pick up all the messages of body language which you receive when you really are in the same room.
8. Although the two woman are deaf, they can communicate very well. What they are using is a form of sign language. According to some experts, it was Pedro Ponce de León who invented the first full system in the 16th century.
9. In many countries, road signs are translated into at least one other language, often English. Translation of this sort often causes some anger among people who believe it reduces the importance of the native language of the country or area.
10. We call our first or only language 'mother tongue' because babies normally learn from their mother or their primary care-giver. The language of most mothers is very interesting because it is the truth value which the mother focuses on, not the grammatical form. So if a young child says, 'We goed to the zoo yesterday,' the mother will say, 'Yes, we went to the zoo.'
11. By the age of five, most children have a really good command of their native language. They can say and understand thousands of words, and they rarely make mistakes with the correct pronunciation of them. What they sometimes do is make grammatical mistakes, but those mistakes rarely get in the way of comprehension.

12. One of the best-known idioms in the English language is 'It's raining cats and dogs', which means it's raining heavily. Some people say this came from actual experience, when heavy rain would wash the cats and dogs off roofs where they were sleeping, but this does not seem a very likely origin.

Answers

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

Words and sentences

She confessed that she had forgotten.

1. Refer students to the four photographs. Ask them what they can see in each one. Encourage students to be as descriptive as possible, e.g.:
In the first photograph, a woman who might be a tutor is speaking to a younger woman, perhaps a student. The tutor doesn't seem to be happy with the student's work and the student is upset.
 - a. Work through the first item as an example. Students complete the activity individually and then compare in pairs. Monitor but do not assist. Just check that they are doing the task correctly. Assess during monitoring how well they are doing it.
 - b. Play **Track 7.2** and pause where necessary for students to check. Then check their answers and feedback.

Audioscript and Answers

Track 7.2

Exercise 1b

- Rod: Did you **speak** to your tutor about your test result?
Lizzie: Yes, I had a word with her yesterday.
Rod: What did she **say**?
Lizzie: What she said was that she was disappointed in me. She **told** me I should have done better.
Rod: Oh, dear! You must have been upset.
Lizzie: Yes! It was completely unexpected. I saw red. I **reminded** her angrily that I had been ill.
Rod: Did she **accept** that as an excuse? She should have let you off for that reason.
Lizzie: Actually, she **confessed** that she had forgotten about my illness.
Rod: Are you pulling my leg? You sent her an email **specifying** all the problems you were having, didn't you?
Lizzie: Yes, but she didn't remember receiving it. She **apologised** for forgetting and asked me how I was feeling now.
Rod: What did you say?
Lizzie: I **explained** that I was getting better.
Rod: And how did she **respond**?
Lizzie: She **assured** me that she would support me in any way necessary.
Rod: And what did you say to that?
Lizzie: I **promised** that I would do better in the next test.

2. Set for pairwork, i.e., make sure that the students understand what they must do – in this case, they must take turns to play the roles of the two people. Have some fun, with boys playing girls and vice versa if relevant. Monitor and assist with sentence patterns, pronunciation and stress, especially word stress.

With a weaker class...

Role-play the conversation with the whole class, checking pronunciation, sentence stress and intonation as you go. Encourage students to get into the spirit of the conversation, saying sentences the way the people would say them in a real situation.

First, the teacher plays the role of Rod, with:

- the whole class as Lizzie;
- half the class at a time as Lizzie;
- individual strong students as Lizzie.

Then swap, i.e., the teacher as Lizzie and the students as Rod, or half the class as Rod and the other half as Lizzie.

3. Students continue in the same pairs or in new pairs. Point out that the photographs should help them to remember some of the key points. As always, monitor and note general issues to feedback on at the end.

With a weaker class ...

Work with a good student first to show the target activity before moving into pairs.

3.

Answers

- tell = 'You should have done better.'
- remind = 'But don't you remember? I told you about my illness.'
- confess = 'I'm sorry. I forgot about your illness.'
- explain = 'I'm getting better.'
- assure = 'I will support you in any way necessary.'
- promise = 'I will do better in the next test.'

Is the message expected?

Refer students to the diagram. What is it? Elicit / teach 'flow-chart'. It shows a process with decisions – yes or no. Flow-charts are the basis of all programming, but they can also be useful for making decisions in your life or in business.

1. Make sure students understand the activity. They must follow the arrows for Yes and No in each case. Then they must decide which of the four items in the blue box fits into each lettered box. Elicit ideas, but do not confirm or correct.

Answers

No answers at this point – see Exercise 3.

2. Play **Track 7.3**. Pause occasionally if you think it is necessary. Give students time at the end to check that they have the same answers.

Audioscript

Track 7.3

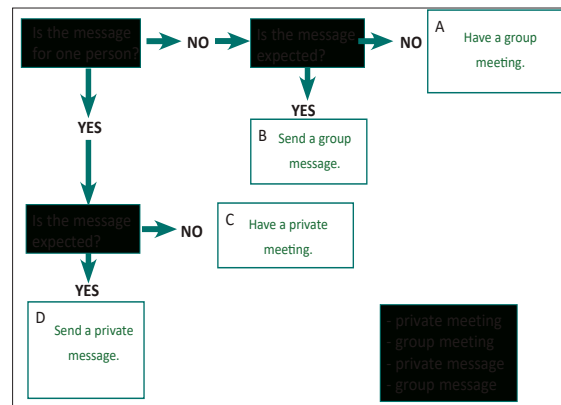
Exercise 2

Some psychologists believe that we only understand information quickly if we are already expecting a particular message. For example, if you are expecting to get a good mark in a test and then the teacher tells you that, in fact, you failed, it might take you some time to understand. Certainly, if a message is unexpected, people need to be able to ask questions about it. In the test example, perhaps you want to ask, 'What did I get?' or, 'What did I do wrong?' or even, 'When can I take the test again?' What we learn from this point is – if a message is unexpected, make sure you give the receiver an opportunity to respond in some way by having a face-to-face meeting. If you can't actually meet the person, don't telephone them, because

you need to see their body language and they need to see yours. It is sometimes the lack of facial expression on the phone that means people misunderstand a communication. So have a video conference call with just that one person. If the unexpected information concerns a group of people, follow the same rule above and have a conference call with all the people, if that is possible.

Sometimes we receive unexpected messages because the message is not really for us. This happens a lot now with email, where the sender has the option to send a message to a group or just hit 'Reply All' without stopping and thinking, 'Who really needs to receive this message?' You should not send messages to people if they don't need the information. It is because it may confuse them and make them think, 'Why have I received this? What am I supposed to do?' So the second lesson is, 'Only send messages to people who need to know the information.'

3. Point out that the answers were all in the lecture. Monitor and prompt if necessary. When most of the students have given reasons for all the methods of communication, elicit good explanations which you heard while you were monitoring.



4. Set for pairwork. Monitor and assist. Make a note of good examples and get the students to say them for the whole class at the end.

Just for fun ...

Play stupid teacher. Say some of the statements as if you really believe you are correct, but make silly mistakes, e.g.:

If the message is for one person, you should put a notice up on the noticeboard.

If the message is not expected, send a text message.

If the message is expected, and it's for a group of people, go to each person's house and give the person the message.

Hear it! Say it!

1. Remind students this is where they usually learn the code of spoken English – the vowel sounds in particular. But this time, the exercises are about another important part of pronunciation – stress within words. Point out that native speakers often only hear the stressed syllable in an English word, so if you stress the wrong syllable, you may not be understood, even if you have said the correct word. For example, if you stressed the word 'money' on the second syllable, a native English speaker might think you had said 'my knee' or 'I need'.

Refer students to the table. Point out that the capital 'O' represents the stressed syllable in four-syllable words.

Play **Track 7.4** several times. Ask students to listen and repeat the stress patterns.

Audioscript

Track 7.4

Exercise 1

DA da da da
da DA da da
da da DA da
da da da DA

Important!

Do not refer the students to the words in the left column of the table. You want them to encounter the stress before they check the written form.

- 2. Play **Track 7.5**. Students listen and repeat. Highlight the last two words, 'communicate' and 'communication'. Explain that stress within words sometimes moves when a suffix is added. So, in this case, 'co**MMUN**icate' becomes 'communi**CA**Tion'.

Audioscript

Track 7.5

Exercise 2

apologise necessary unexpected
disappointed conferences represented
specifying explanation communicate understanding

- 3. Refer students to the words in the second column of the table.
 - a. Tell students to say each word to themselves and decide which column to tick. Work through one or two words to ensure that students understand the task. Put students into pairs to complete the task. Monitor but do not assist. Just make sure that they are doing the task correctly. Assess during monitoring how well they are doing it.
 - b. Play **Track 7.6** for students to check. Feed back, building up the table on the board, with the answers ticked in the correct columns. Point out that very few four-syllable words – and none of the ones here – are stressed on the final syllable. It is very common for the stress to fall on the third syllable, and nearly always when a word ends in 'ation' or 'asion'.

Audioscript

Track 7.6

Exercise 3b

- 1. apologise 2. necessary 3. unexpected
- 4. disappointed 5. conferences 6. represented
- 7. specifying 8. explanation 9. communicate
- 10. understanding

Exercise 3b

Answers

	Oooo	oOoo	ooOo	oooO
1. apologise		✓		
2. necessary	✓			
3. unexpected			✓	
4. disappointed			✓	
5. conferences	✓			
6. represented			✓	
7. specifying	✓			
8. explanation			✓	
9. communicate		✓		
10. understanding			✓	

- 4. Put students into pairs to say the sentences and try to correct their partner's stress. Explain that, on this occasion, each sentence has a range of stress patterns in the long words. Monitor and assist.
Write the sentences on the board, then get students to come up and mark the stressed syllables in the long words. When you are satisfied that they have marked all of them correctly, ask individual students to say the sentences.

Don't put all your eggs in one basket!

Refer students to the title of the lesson and to the illustration at the top right. Give students plenty of time to look at the illustration and identify the 'basket'.

Now point out that the title is an idiom – an expression with a different meaning from the one on the surface. Ask, 'What happens if you drop the basket?' = You break all the eggs.

- 1. Set for pairwork. Point out that at this point they should ignore any they don't know / can't work out. Monitor and listen to some of the discussions.
- 2. Set the task up carefully. Make sure that students are looking at the correct page for their six idioms. Each student has to find the idioms at the back of the book (**Student A: page 103 and Student B: page 104**) and match them to the cartoons in each box.
Point out that in the top-right illustration you can see a basket with lots of eggs in it. So the idiom must be something to do with eggs and a basket. Ask them to try to do the same with the illustrations – saying exactly what they can see. Partners can help by giving exact words from the idiom. Monitor and make a note of the idioms which don't get identified easily. Do not feed back at this point.
- 3. Elicit the meaning of the top-left idiom for each student as examples of the task. Then ask students to continue in pairs.

 <i>Spill the Beans!</i>	 <i>In a Nutshell.</i>	 <i>A Drop in the Bucket.</i>	 <i>Open a Can of Worms!</i>
 <i>Straight From the Horse's Mouth.</i>	 <i>Sit on the Fence.</i>	 <i>You're in Deep Water!</i>	 <i>Draw the Line.</i>
 <i>Tighten Your Belt!</i>	 <i>Off the Hook!</i>	 <i>The Lion's Share!</i>	 <i>Sleep on It!</i>
Student A		Student B	

4. Play **Track 7.7**. Give students time in pairs to confirm or correct their ideas. Feed back, getting the exact words for all 12 idioms. Get students to say each one after you.

Audioscript

Track 7.7

Exercise 4

It's not easy to use English idioms correctly, but you can certainly learn to recognise the common ones and understand them in context. What idioms do is turn abstract ideas into concrete statements.

Look at the idioms on the left. What does each one mean? 'Spill the beans' means to tell something which has previously been a secret. Come on, you could say, spill the beans. What 'In a nutshell' means here is a very short summary of the issue we have been discussing. 'Straight from the horse's mouth' means the information has come from the source itself. What 'Sit on the fence' means is not to make a decision between two alternatives. 'Tighten your belt' means don't spend as much money because you are in financial difficulties. 'Off the hook' means you don't have to worry anymore. You are not going to be blamed.

Look at the idioms on the right. What 'A drop in the bucket' is is a tiny amount considering how big the issue is. Earning £10 when you need £10,000 is a drop in the bucket. 'A can of worms' is something you don't want to open. If you open it, a bad situation will become worse. 'Get into deep water' means you begin to experience difficult problems, perhaps because of your own actions. What 'Draw the line' means is that you will not accept something. You might say, I don't mind hot curries, but I draw the line at vindaloo. If you get 'the lion's share', what you get is the most of something – food, money, praise. If you say, 'Let's sleep on it', you mean that you should think again and make a decision later.

5. Play **Track 7.8**. Pause after each scenario for students to tell you the idiom which can be used. But don't let them shout out. Wait until they have had some time to think before eliciting the answer, then resume playing to confirm.

Audioscript

Track 7.8

Exercise 5

- I'm not going to invite my uncle to my party. There were some problems between him and my father a while ago and I don't want to ... [pause] open that can of worms.
- I eat chicken and I like it a lot, but I hate factory farming. I ... [pause] draw the line at that.
- So the teacher has found out who really made the mess in the classroom, so you're ... [pause] off the hook.
- Come on. Make a decision. Do we go to Greece or Turkey? Don't ... [pause] sit on the fence.
- After my mother died, my brother got her house and all her money. Well, not all of it, but ... [pause] the lion's share.
- I didn't read about the company on the internet. I got the information from the president himself. I got it ... [pause] straight from the horse's mouth.

Grammar

Cleft sentences with 'It' and 'What'

Point out that cleft sentences are a slightly odd feature of English, but native speakers use them all the time to emphasise something in a statement and to prepare listeners or readers for important information.

General note

On this occasion, the students only have to recognise the target information, so you can feed back on Exercise 1, for example, before they study Table 1, because they don't need to make sentences with the target structure until Exercise 3.

- Make sure students understand the task. Give them time to look at the names in the box and think how they are pronounced, and also to look at all the **Information 1** words. Work through the example, showing that they must copy the names down into the **Person** column. Play **Track 7.9**. Monitor, but do not assist or correct at this stage. Feed back. Write on the board:
Colin knows sign language.
Point out that this is a good sentence. But if you are trying to identify a person from a group of people, you can use a cleft sentence. Write the following, then underline *Colin* because the name is emphasised in speech.
It is Colin who knows sign language. [not, for example, Ali]

Audioscript

Track 7.9

Exercise 1

- It is Colin who knows sign language.
- It is Diana who is bilingual.
- It is Ellen who wants to be an interpreter.
- It is Ali who can speak Italian.
- It is Jenny who is learning Japanese.
- It is John who went on an exchange trip.
- It is Michael who lived in the Middle East.
- It is Milly who can't read well.
- It is Kate's aunt who is blind.
- It is Paula's parents who are language teachers.

Answers

- | | | | | |
|---------------------|------------|----------|----------------|----------|
| 1. Colin | 2. Diana | 3. Ellen | 4. Ali | 5. Jenny |
| 6. John | 7. Michael | 8. Milly | 9. Kate's aunt | |
| 10. Paula's parents | | | | |

- Refer students to the first table in A. Perhaps copy it onto the board. Focus students on the separate pieces of information in the sentence:
• person • thing • place • time • reason

Then give them time to read each of the cleft sentences in the second table in A and see the relationships between the type of information and the relative pronoun.

Play **Track 7.10**. As before, this is just listen and repeat, but it ensures that students are able to produce the long, complex utterances with reasonable pronunciation, stress and pitch movement.

Audioscript

Track 7.10

Exercise 2

It was Louis Braille who invented the reading system for blind people.

It was a reading system for blind people which Louis Braille invented.

It was in France where Louis Braille invented the reading system.

It was in 1824 when Louis Braille invented the reading system.

It was because he was blind that Louis Braille invented the reading system.

3. Students work in pairs to see if they can make sentences about each person, as in the Audioscript for Exercise 1.

4. Refer students to the **Information 2** column and the example of Colin.

Audioscript

Track 7.11

Exercise 4

It is because Colin's mother is deaf that he knows sign language.

It is French and English that Diana is bilingual in.

It is at the United Nations where Ellen wants to be an interpreter.

It was at college in Rome that Ali learnt to speak Italian.

It is because Jenny wants to work in Japan that she is learning Japanese.

It was Germany where John went on an exchange trip.

It was when he was 10 that Michael lived in the Middle East.

It is because Milly has learning difficulties that she can't read well.

It is because Kate's aunt had a disease that she is blind.

It is in Spain where Paula's parents are language teachers.

Person	Information 1	Information 2
1. Colin	knows sign language.	mother is deaf
2. Diana	is bilingual.	in French and English
3. Ellen	wants to be an interpreter.	United Nations
4. Ali	can speak Italian.	at college in Rome
5. Jenny	is learning Japanese.	wants to work in Japan
6. John	went on an exchange trip.	to Germany
7. Michael	lived in the Middle East	when he was 10
8. Milly	can't read well.	has learning difficulty
9. Kate's aunt	is blind.	had a disease
10. Paula's parents	are language teachers.	Spain

5. These are more challenging cleft sentences. Set for pairwork. Monitor and assist. Make a note of students using the correct form and get them say their sentences for the class at the end. The correct sentences are the ones they heard in **Track 7.11**. Be prepared to play that again if necessary.

6. Refer students to Table B. Play **Track 7.12**. Listen and repeat. Point out the strange thing about the two verbs being next to each other. This is the only time it can happen in English.

Audioscript

Track 7.12

Exercise 6

What Louis Braille did was invent a reading system.

What the Braille system does is enable blind people to read text.

What blind people want is to be able to read text.

What Braille has is raised dots.

Answers

What Ali speaks is Italian.

What Ellen wants to be is an interpreter.

What Jenny is learning is Japanese.

What John did was go on an exchange trip.

What Milly has is learning difficulties.

Try to remember to use cleft sentences with 'What' from now on, e.g., when you are switching to a new activity, e.g., *What we're going to do is ...*, *What you can see is ...*, *What you just heard was ...*, *What we did last lesson was ...* Also use cleft sentences with 'It' to identify a student who said / did something good, e.g., *It was Paula who suggested ...*

Listening and speaking practice

1. Make sure students understand this task and what they have to do. Check the different elements of the instructions. Give them plenty of time to read the statements and work out what they mean.

Play **Track 7.13**. Students complete individually and compare in pairs. Be prepared to pause the track if necessary. If you think it is necessary, play **Track 7.13** again. Feed back, confirming and correcting. Ask the students to tell you how they got the correct answers.

Audioscript

Track 7.13

Exercise 1

Speaker 1: I want to be a teacher, so I'm very interested in different teaching styles and how information is communicated to the students. I loved this lesson. The teacher was so knowledgeable, we were getting information straight from the horse's mouth. It was a lesson which involved role play very effectively. We were given the background to a critical moment in the history of our country and then we were given some of the important roles, such as the king, one of the generals and the leader of the poor people. What we had to do was research our person, then we had to play out what we thought each person would say and do. What the teacher did then was tell us what really happened and we discussed it. I'll never forget the information because I felt part of the events.

Speaker 2: I generally look for humour in lessons, but what this teacher did was fun without any jokes. It was a discussion class, and I usually find in those that I never get a chance to say anything because other people are shouting out and the teacher is letting them get away with it. But this time, what the teacher did was control the students so that everyone had a chance to say what they thought.

Speaker 3: I didn't speak until very near the end, and I thought the teacher would not call on me, but then she did. In a nutshell, the lesson was great. This lesson was good because of the variety in it. What teachers often do is just read out stuff and we have to take notes. And I really draw the line with lessons where we are given 10 questions or something and we have to write the answers, with maybe a few minutes at the end to discuss our answers. But this time, the teacher set up the task really well, and we started working with a partner. It was your partner who knew the answers, which was great. At the end, we worked with other pairs and told them the information we had just learnt from our partner.

Speaker 4: I don't really like learning French, because I never understand the rules which the teacher gives so I don't know how to do the exercises. I usually have to ask someone to explain it to me again before I have any idea what to do. But we had a different teacher this week – I think our normal one was sick or something – and this teacher did something different. What she did was spend the lion's share of the lesson just showing us a lot of sentences and giving us a lot of time to try to see the patterns. It was like working out a code. We all got it in the end, even me. I'll forget the next time it comes up, I know I will, but it was fun in the lesson.

Speaker 5: At my old school, we had a laboratory and we were able to play with all sorts of liquids and do things with magnets and electricity. But at this school, what we usually do is just sit and watch a video of a teacher doing something interesting – which is boring. So I was really surprised when we went into the science room yesterday and there was actually equipment on each of the tables, plus a set of instructions and a worksheet to fill in. Then we compared our results with one other person and tried to work out why there were differences. The time flew by. Why aren't all lessons like that?

Answers

Speaker 1: G

Speaker 2: A

Speaker 3: H

Speaker 4: C

Speaker 5: F

2. Point out that students heard these sentences in the listening for Exercise 1. Make sure they understand that they must write one word in each space.
 - a. Set for individual work and pairwork checking. Monitor but do not assist.
 - b. Play **Track 7.14**. Feed back, eliciting full questions, not just the missing words.

Audioscript

Track 7.14

Exercise 2b

[repeat of **Track 7.13**]

Answers

1. **It** was a lesson **which** involved role play very effectively.
 2. What **we** had to do **was** research our person.
 3. What the teacher **did** then was tell us **what** really happened, and we discussed it.
 4. **What** the teacher did was control the students so that everyone had a chance to say **what** they thought.
 5. What teachers often do **is** just read out stuff and we **have** to take notes.
 6. **It** was your partner **who** knew the answers, which was great.
 7. What the teacher **did** was show us a lot of sentences and **give** us a lot of time to try to see the patterns.
 8. What we usually **do** is just sit and watch a video of a teacher **doing** something interesting.
3. Make sure students understand that Marta and James are going to do a survey about communication.
 - a. Set for pairwork. They have to try to complete each statement with one word. Monitor, but do not confirm or correct.
 - b. Play **Track 7.15**. Students check their answers. Feed back, eliciting the questions and drilling them.

Audioscript and Answers

Track 7.15

Exercise 3b

1. What's your **mother** tongue?
2. Which other **languages** can you speak?
3. Are you **bilingual**?
4. How much time, on average, do you spend communicating with friends every day?
 - a. **face-to-face**
 - b. online
5. What's your favourite **medium** for communication with friends?
6. Are there **any** communication mediums which you hate or never use?
7. How many different communication **devices** do you have?
8. What is your **favourite** communication device?
 - c. Play **Track 7.16**. Work through the first one or two of James's answers, checking that students are doing the task correctly. Monitor, but do not confirm or correct.

Audioscript

Track 7.16

Exercise 3c

M: OK. So what this survey is about is communication.
 J: Great. Ask me the questions. Then I'll ask you.
 M: Question 1: What's your mother tongue?
 J: It's French. My mother and father are French.
 M: And which other languages can you speak?
 J: Well, English of course.
 M: Are you bilingual?
 J: No, no! Not at all!
 M: Now, how much time, on average, do you spend communicating with friends every day?
 J: Communication in what way?
 M: Right ... first, face-to-face.
 J: So that's at school and with friends in the evening?
 M: Yes. Actually meeting people.
 J: OK. I think, maybe, two hours. At break times at school and

sometimes in the evening after school if we meet in the park, for example.

M: Right. What about online?

J: I go online later in the evening, so maybe one hour before I turn off my phone and go to bed.

M: OK. Next question. What's your favourite medium for communication with friends?

J: I use my phone nearly all the time, so I suppose that's my favourite.

M: Are there any communication mediums which you hate or never use?

J: Yes, I don't like using the telephone.

M: But you just said the phone was your favourite medium!

J: Yes, but what I meant was, I send text messages or an SMS. I hate talking on the phone. I'd rather speak to someone face-to-face if I have to have an actual conversation.

M: Oh, I see. Just two more questions. How many different communication devices do you have?

J: Oh, gosh. I've got a smartphone, of course, a PC, a laptop, a tablet and ... um... that's it.

M: And out of all of those, what is your favourite communication device?

J: You know the answer. It's my phone.

Audioscript

Track 7.17

Exercise 3d

[repeat of Track 7.16]

Answers

Questions	James
1. What's your mother tongue ?	<i>French</i>
2. Which other languages can you speak?	<i>English</i>
3. Are you bilingual ?	<i>no</i>
4. How much time, on average, do you spend communicating with friends every day? a. face-to-face b. online	<i>a. 2 hours b. 1 hour</i>
5. What's your favourite medium for communication with friends?	<i>phone (text/SMS)</i>
6. Are there any communication mediums which you hate or never use?	<i>telephone</i>
7. How many different communication devices do you have?	<i>4</i>
8. What is your favourite communication device?	<i>phone</i>

4. Set this activity up carefully.
 - a. Give students time to think about how they will respond to the questions. Perhaps put some of the questions to one or two good students. Encourage them to give quite a lot of information in the sentence completions. Students walk around the classroom and do the survey. Monitor and assist where necessary.
 - b. Set for pairwork. Remind students about the grammar point in this unit – cleft sentences. Elicit a couple of examples of cleft sentences with 'What' and a couple with 'It'. Go round collecting good reporting statements from some of the pairs. At the end of the activity, get them to say the sentences for the rest of the class.

Wrap-up and Mind map

1. Work through the first one or two statements as examples. Students complete individually and then compare in pairs. Feed back orally, getting full correct sentences.

Possible answers

- a. He said hello.
 - b. He asked me how I was.
 - c. He told me he was fine.
 - d. He apologised for getting angry.
 - e. He confessed to taking the car.
 - f. He promised to give me the money back the next day.
 - g. He accepted my excuse.
 - h. He assured me that he would help me.
 - i. He explained how to do it.
 - j. He reminded me that the meeting was at 10.00.
 - k. He specified all the problems.
 - l. He told me to arrive each day by 9.00.
2. Work through the example. Set for individual work and pairwork checking. Feed back orally, getting the complete idioms.

Answers

- | | | | |
|-----------|----------|-----------|----------|
| a. basket | b. beans | c. mouth | d. fence |
| e. belt | f. hook | g. bucket | h. worms |
| i. water | j. line | k. share | l. it |

3. Refer students to the mind map. Point out that this time they must follow each branch to its end, then think of examples. Set for pairwork. Elicit a few more examples. Monitor. Feed back. Elicit examples for each branch end.
4. Set for pairwork. Ideally, give A3 pieces of paper for students to construct the mind map. If possible, display the best examples on the board / walls of the classroom.

Unit test

Listening

Give students plenty of time to read the instructions and the statements. Do not give any other instructions, except pointing out that they will hear each statement twice, once to answer, once to check.

Play **Track 7.18**. Students complete individually then compare in pairs. Feed back. Get students to explain to you how they worked out the correct answer. If there is confusion, be prepared to play the track a third time, and even stop at the key points and explain why other choices are wrong.

Audioscript

Track 7.18

Unit test

Speaker 1: It was the stories from my older sister and my older brother which made me really want to go on an exchange visit. They both did exchanges when they were my age. They each had some horror stories about various things which had gone on, and my brother said he wished he hadn't gone, but when he talked about the 'rubbish things', as he called them, they sounded like fun to me. And as it turned out, I was right. The time flew by, and when I had to get on the plane to

Speaker 2: come home, I was really sad.
 It's funny really. I did quite a bit of research before I went, and I exchanged a lot of emails and one FaceTime call with the teenager of my age in the host family, and I was really looking forward to going. But when I got there, I found out that only the teenager spoke any English at all, so family mealtimes were painful, with me struggling to understand and reply all the time. And then the kids in my class at the school were all horrible – well, apart from one who the other kids seemed to hate already. In the end, I just counted the days. I've never been so unhappy.

Speaker 3: I'm very good at foreign languages – that's not boasting, I always come top in exams, and I've got lots of penfriends in the languages I speak. So I knew that communication wouldn't be a problem. The people in my class were OK, although I didn't actually come away with any new long-term contacts. But it was the way that the teachers presented information in the classroom which really surprised me. What they did was so much more engaging than the way most of our teachers do it. I'd always thought that we had some of the best methods in this country, but what I experienced suggests it isn't true.

Speaker 4: I only decided quite late to go on the exchange visit. My mother didn't want me to go and my father said it was up to me. I hesitated up to the last minute, but I'm really glad I decided to do it finally. One reason for not being that keen was that what I'd planned to do at university was Geography. So although the exchange trip gave me a chance to spend some time in another country – not as a tourist, which I think is totally different – I didn't see the visit as helping my plans at all. But, you know what, I'm thinking of doing Modern Languages now. It was the thrill of communicating in a foreign language which has made me think again.

Speaker 5: It was mainly fun. Of course, there were good bits and not so good bits, but I think you should try as many things as possible, and I don't think everyone my age has a chance to do something like this. Even if an experience is not all good, you always take some lessons away with you. I certainly learnt a few new things about myself and how I cope in different situations. But I don't feel the need to repeat things. When my host family asked if I would be back next year, I lied and said I would. It was only because I didn't want to hurt their feelings.

Answers

Speaker 1: D Speaker 2: E Speaker 3: F
 Speaker 4: B Speaker 5: G

Speaking

Set for pairwork, with one student describing the first photograph and the other student describing the second. Elicit and write some questions on the board which the students should try to answer in their descriptions, e.g.:
What can you see in both photographs?
What is happening in each photograph?
Why might each type of communication be difficult?

Monitor and check how well students are doing. Teach any necessary new vocabulary. Elicit answers to the questions you have written on the board.

Students continue in pairs. Set the question for discussion. Monitor. Make a note of good points made by students in the pairwork. Get those students to give their ideas to the whole class at the end of the activity.

Unit 8

The World of Work

Title page

Exploit the title page by asking students what they can see in the photographs. Then ask them to look at the Lead-in questions. Have them discuss the questions briefly in pairs or small groups and then ask them for their ideas.

Model Answers for Lead-in Sections

1. What are the types of jobs shown in the photos on this page?

In the top photo on the left, the man is carrying a bucket containing cleaning materials so he is a cleaner of some description. The man in the photo next to him, is carrying a basket full of freshly-picked vegetables, so he is a farmer. In the middle photo on the left, the man wearing a helmet and protective clothing and glasses is looking at a large diagram on a screen, so he is an engineer. In the photo next to him, there is a group of young people wearing different types of work clothing suitable for a variety of jobs, so the photo is showing people who work as temps for an employment agency. The photo in the bottom left-hand corner is of a young woman working at a desk, sitting in front of a computer, so she must be an office worker. The photo next to her shows people who work as car mechanics, examining a car engine.

2. What are the skills required for these jobs?

Let's start with the first photo I referred to. Well, to be a cleaner, you need to pay attention to detail as you have to make sure everything looks clean and tidy when you've finished your job. You also need to have good organisational skills so you can manage your time effectively. As for the job of a farmer, you must be very energetic but most importantly, very practical since you need a working knowledge of farm machinery and you must be able to care for your animals or crops. For the next job I mentioned, that of an engineer, you need to be very good at maths and design. You also have to be extremely good at noticing detail, since you have to design machinery that is 100% accurate. Working as a temp, means that you must be able to adapt to many different situations so you have to have a range of skills. In addition you need to be flexible with your work schedule as contracts vary in work hours and may require working nights and early mornings. As for working in an office, you need to be practical, organised and have the ability to type documents when needed. A very good knowledge of computers and different programmes is required also for making presentations or preparing spreadsheets. Finally, a car mechanic obviously has to be very practical and good with their hands as they have to repair all different types of car engines. They also have to be patient and good at problem-solving.

3. Which is more important, money or job satisfaction?

Ideally of course, a job would be both financially-rewarding and satisfying, too. But in the real world that is very rare. So if I had to choose between the two, job satisfaction would be my priority. That's because there's nothing worse than devoting time and energy to something you dislike doing. But I guess if money were tight, I'd choose a job which paid well, rather than one which I enjoyed. So although I'd always say you should prioritise job satisfaction over money, it's not always possible to do that.

4. What is the least stressful job?

I think it's virtually impossible to find a completely stress-free job. Even jobs like cleaning and babysitting, which you would think wouldn't be stressful, can be. I mean, if you're a cleaner you might be asked to clean somewhere that's extremely dirty or work for someone who is very demanding. And if you're babysitting you might have to cope with a child becoming ill suddenly or just a misbehaving child. But I guess if I had to choose a job that is the nearest to being completely stress-free, I'd choose the job of a librarian. They work in virtual silence, and don't have a demanding work schedule. Also their contact with the public is limited to answering a few requests, and they rarely have to deal with serious problems.

5. What is your dream job?

Without a doubt, I'd love to be an actress. To my mind, there's nothing more exciting than performing on a stage and having the opportunity to play many different roles. I also think it must be very rewarding when a play is well-received and you have an enthusiastic audience. I know that being an actor isn't an easy life, though and that work is never guaranteed. Another disadvantage of this job is that it can be a short life, as leading roles tend to be taken by younger actors and actresses. But having said all that, acting would still be my dream job-if I had the talent for it!

Introductory activities

Give students plenty of time to look at the 12 photographs on the spread. They can talk about the contents for a few moments in pairs, even in their own language if this is allowed. Elicit items in the photographs until nobody can think of anything else.

Activity 1

Refer students to the exercise. Work through the example. Set for pairwork. On this occasion, some of the scenarios are not particularly clear. Suggest that students use 'might be' / 'might be doing' to discuss possibilities.

With a strong class, they could make sentences with cleft sentences with 'What', e.g.:

What I think is happening is .. / What she might be doing is ...

Why they are working late might be because ...

Monitor and assist. Make a note of particularly good contributions and get those students to say their sentences again for the whole class.

Activity 2

Play **Track 8.1**. You should not need to pause. Students must write the number of each photograph in the top-right box.

Monitor while playing the track. Assess during monitoring how well they are doing the task. Note any general problems.

Check the answers. Ask students to tell you the number they have put for each photograph, but do not confirm until you have at least a majority for each answer. Confirm and get students to tell you why that is the correct answer, i.e., what they heard to identify it.

Finish working with this page by doing a high-speed check on key vocabulary, e.g.:

Which photograph shows:

a strike?

an architectural drawing?

an installation job or a repair job?

a domestic servant?

an online interview?

an inspection?

a celebration?

Audioscript

Track 8.1

Activity 2

1. He has just been given his first job as a junior sales assistant in a large supermarket. His supervisor is introducing him to the huge range of products which are sold by the company. He hopes he can remember all the information when customers ask him questions.
2. This kind of domestic servant is now extremely rare except in the houses of extremely rich people. This is a complete change from the situation a hundred years ago, when the main route to employment for young unskilled people, male and female, was domestic service, as maid or manservant.
3. He's smiling and his family look happy too, but it's actually quite a sad day for him. After 35 years working for the same company, it's his retirement party, and he doesn't really know what he's going to do when he no longer has a job to go to every weekday.
4. They're on the night shift, editing film which was taken yesterday and has to be ready for the early morning news. It was hard to get used to starting work at nine in the evening, but now they both find it perfectly normal. And the salary for night work is much higher than for people who go home at 5.00 every evening.
5. This is a highly paid profession, but you have to study for at least seven years to become qualified to draw up plans for houses, office blocks and bridges, for example.
6. Most of the factory is controlled by computers, but inspectors are required from time to time to check that all the machines are working as they should.
7. He's doing quite well at the interview, although some of the things he put on his CV don't seem to be completely true. One of the people on the panel keeps asking him very difficult questions.
8. People say it's an unskilled job, but Manuel is very proud of the good work he does keeping the streets in his part of the town clean. And he actually likes working outdoors rather than in an office from 9 to 5.
9. At one time, car factories were filled with people putting together the thousands of parts of modern cars. Now, most of those people have been replaced by robots which have increased the speed at which vehicles can be manufactured.
10. She's self-employed and loves it. She had to go through a difficult training programme and, in fact, is still constantly learning because the rules change all the time. But basic plumbing work doesn't change, although sometimes she has to spend quite a long time working out what exactly the previous plumber had done.
11. These people have not been paid by their company for more than four months. So now they are blocking access

to their factory and they say they will stay there until they are paid. But the strike has lasted for three weeks already and the company shows no sign of meeting their demands.

12. He's being interviewed through video conferencing because he's working in a different country at the moment, but if he is appointed, he is happy to come back to his own country to work for the company. The interviewer is very impressed by his CV, and especially by his qualifications and experience.

Answers

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

Words and sentences

I haven't been appointed yet!

1. Refer students to the four photographs. Ask them what they can see in each one. Encourage students to be as descriptive as possible, using 'might' and 'What' cleft sentences.
 - a. Work through the first item as an example. Students complete the activity individually and then compare in pairs. Monitor but do not assist. Just check that they are doing the task correctly. Assess during monitoring how well they are doing it.
 - b. Play **Track 8.2** and pause where necessary for students to check. Then check their answers and feedback.

Audioscript and Answers

Track 8.2

Exercise 1b

Mike: When do you start your new job?

Emily: Hang on! I **haven't been appointed** yet!

Mike: Oh, sorry. I thought you **were given** the contract last week.

Emily: No, I wasn't. I **was interviewed** last week.

Mike: But that went well, didn't it?

Emily: Yes, and I was told afterwards that I **would be called** for a second interview.

Mike: But you **haven't had** that second interview yet?

Emily: No. I think the interview **will happen** next week.

Mike: Do you know how many other people **have been shortlisted**?

Emily: No, but it **can't be** more than two or three. There were only six or seven others at the first interview.

Mike: How do you know?

Emily: Well, two people went in before me and only four people **were waiting** when I left.

Mike: But interviews **could have been held** on several days.

Emily: Oh, yes. I **didn't think of** that!

Mike: Still, I'm sure you **will be chosen**.

Emily: I hope so.

2. Set for pairwork, i.e., make sure that the students understand what they must do – in this case, they must take turns to play the roles of the two people. Have some fun, with boys playing girls and vice versa if relevant. Monitor and assist with sentence patterns, pronunciation and stress, especially word stress.

With a weaker class...

Role-play the conversation with the whole class, checking

pronunciation, sentence stress and intonation as you go.

- Students continue in the same pairs or in new pairs. Make sure they cover the conversation. Set the question and answer activity. Point out that the photographs should help them to remember the key points. As always, monitor and note general issues to feedback on at the end.

With a weaker class ...

Work with a good student first to show the target activity before moving into pairs.

Answers

- She had an interview.
- She would be called for a second interview.
- Next week.
- Because she only saw six other people at the first interview.
- Because interviews might have been held on several days.
- She hopes she will get the job.

I couldn't stand being in an office all day.

- Refer students to the illustration. How many jobs can they identify? What helped them to identify the jobs? Make sure students understand the activity. The two items in each row are opposites or converses in an area of employment. But what is a good name for each area, beginning with the letter given? Elicit ideas, but do not confirm or correct until several students have contributed each time.

Answers

- Location 2. Payment 3. Hours
4. On duty 5. Contract Type 6. Employment Type
- Play **Track 8.3**. This is just listen and repeat, but insist on good pronunciation of the words, most of which should be well-known to the students.

Audioscript

Track 8.3

Exercise 2

- | | |
|----------------------------|-------------------------|
| A. indoor, outdoor | B. wages, salary |
| C. 9 to 5, shift work | D. weekdays, weekends |
| E. part-time, full-time | F. temporary, permanent |
| G. skilled, unskilled | H. professional, manual |
| I. employee, self-employed | |
- Play **Track 8.4**. Students complete individually and then compare in pairs. Feed back. Ask students to tell you how they worked out the correct answer each time. See how much of the statements they can remember.

Audioscript

Track 8.4

Exercise 3

- I like my job because I'm in the fresh air all the time. I couldn't stand being in an office all day.
- He gets paid every Friday afternoon – cash in his hand. He loves getting notes in an envelope. It feels more like payment for work than if it went straight into a bank account.

- The factory is open 24 hours a day. My cousin works from 8.00 in the evening to 4.00 in the morning. He says it was difficult to adjust at first, but now he's used to it.
- My father has a stressful job. He says it is very challenging, but he finishes at 5.00 on a Friday and doesn't think about work again until Monday morning. Someone else has to worry about things on the other days.
- I work in a supermarket for four hours on Saturday morning and one or two evenings a week. I don't want to work any more hours because I'm still studying.
- She works in the holidays at a summer camp for young children. The children come for two or three weeks, but she does seven weeks each summer.
- There are few jobs nowadays where you don't need any training. You can just go and do them, like digging a hole in the ground, but most jobs are not like that now.
- I actually like working with my hands. Some people move on from the practical work to sitting behind a desk all day and managing other people, but that's not for me.
- My parents own a small shop which they both work in. It's a hard life, but at least they don't have to follow instructions from a boss who maybe doesn't treat them well.

Answers

- | | | | | |
|-----|-----|-----|-----|-----|
| A 2 | B 1 | C 2 | D 1 | E 1 |
| F 1 | G 2 | H 2 | I 2 | |

- Set for pairwork. Monitor and assist. Make a note of good definitions and get the students to say them for the whole class at the end.

Just for fun ...

Play stupid teacher. Say some of the statements as if you really believe you are correct, but make silly mistakes, e.g.:
My brother gets paid every Friday – cash in his mouth.
The factory is open 25 hours a day.
My sister works nine to five every weekday, but she doesn't think about work on Thursday or Friday.
I worked at a summer camp for babies.
You don't need any training to dig a hole in the sea.
I like working with my legs.

Hear it! Say it!

- Once again, the exercises in this unit are about stress within words. Remind students about the importance of getting the correct stressed syllable.

Refer students to the table. Remind them that the capital 'O' represents the stressed syllable in four-syllable words. Play **Track 8.5** several times. Ask students to listen and repeat the stress patterns.

Audioscript

Track 8.5

Exercise 1

DA da da da
 da DA da da
 da da DA da
 da da da DA

Important!

Do not refer the students to the words in the left column of the table. You want them to encounter the stress before they check the written form.

2. Play Track 8.6. Students listen and repeat.

Audioscript

Track 8.6

Exercise 2

education	experience	professional
advertisement	architecture	corporation
operator	competition	manufacture
redundancy		

3. Refer students to the words in the second column of the table.
- Tell students to say each word to themselves and decide which column to tick. Work through one or two words to ensure that students understand the task. Put students into pairs to complete the task. Monitor but do not assist. Just make sure that they are doing the task correctly. Assess during monitoring how well they are doing it.
 - Play Track 8.7 for students to check. Feed back, building up the table on the board, with the answers ticked in the correct columns. Remind them that very few four-syllable words – and none of the ones here – are stressed on the final syllable. It is very common for the stress to fall on the third syllable, and nearly always when a word ends in ‘ation’ or ‘asion’.

Audioscript

Track 8.7

Exercise 3b

- | | | |
|------------------|-----------------|-----------------|
| 1. education | 2. experience | 3. professional |
| 4. advertisement | 5. architecture | 6. corporation |
| 7. operator | 8. competition | 9. manufacture |
| 10. redundancy | | |

	Oooo	oOoo	ooOo	oooO
1. education			✓	
2. experience		✓		
3. professional		✓		
4. advertisement		✓		
5. architecture	✓			
6. corporation			✓	
7. operator	✓			
8. competition			✓	
9. manufacture			✓	
10. redundancy		✓		

4. Put students into pairs to say the sentences and try to correct their partner's stress. Explain that, on this occasion, each sentence has a range of stress patterns in the long words. Monitor and assist.
- Write the sentence on the board, then get students to come up and mark the stressed syllables in the long words. When you are satisfied that they have marked all of them correctly, ask individual students to say the sentences.

I've just been paid!

Refer students to the title of the lesson and to the two photographs.

- Give students time to look at the stages under 'Getting a job'. Point out that this is a flowchart, but there are no decisions in this case. It shows a step-by-step process. Set for individual work and pairwork checking. Play Track 8.8. Monitor and listen to some of the discussions. Feed back, getting students to try to explain how they got the correct answer.

Audioscript

Track 8.8

Exercise 1

- After you have seen an advertisement you are interested in, you need to send an email and attach your CV.
- Find out where jobs are advertised for the kind of thing you are interested in.
- If the company is interested in you, you might be asked to go in and speak to a manager.
- It is a wonderful moment when you check your bank account online ... and the payment has been received!
- Sometimes you will be told immediately, at the end of the interview, but usually you have to wait a day or two to get the good news.
- When you get this document, read it carefully. It should be OK, but things may be included which you don't understand or don't agree with. Read it immediately. It's difficult to complain weeks or months later.

Answers

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

- Make sure students are looking at the 'equation' which shows the component parts of a CV [or curriculum vitae / resume in American English]. Set for individual work and pairwork checking. Play Track 8.9. Monitor and listen to some of the discussions. Feed back, getting students to try to explain how they got the correct answer.

Audioscript

Track 8.9

Exercise 2

- Don't forget to include your name and email address, but think carefully about putting any other information here. Don't put your age and don't attach a photograph.
- Some people forget to put in this section, but nowadays employers want to know what you can do, not just the schools you've been to and the exams you've passed. Use verbs ending in 'ing', so put things like 'managing a small team' if you are captain of the school football side.
- This is where you put any jobs you have had, full-time or part-time. Underline ones which are similar to the job which you are applying for.
- This section is for the exams which you have passed. National exams must be included, but put in other things, too, like grade exams in musical instruments and other certificates such as first aid. Underline any which are needed in the job which you are applying for.

5. You might think it is strange to put this information in, but some employers are interested in understanding the whole person when they employ someone.
6. You put all the schools you have been to in this section. Some people put them in chronological order, which means the oldest first.

Answers

1.L 2.J 3.I 4.H 5.K 6.G

3. Point out that this is a new speaker. Emphasise that this time there might be one or two words missing. Set for individual work and pairwork checking. Play **Track 8.10**. Feed back, getting students to give full sentences each time.

Audioscript

Track 8.10

Exercise 3

I'm looking forward to getting my first full-time job. I've had part-time jobs since I was 14. I've helped people with their gardens, and I once tidied up a garage for an elderly man. I also worked in a supermarket one summer, putting things on the shelves. I've had a paper round for two years now. It's quite hard work. I have to get up early every weekday and go to the paper shop, sort out my papers and put them in order and then cycle round the town. I have to go fast so I can finish it and get to school on time. I think I've learned some important job skills doing the work. The careers advice person at school told us all to make a CV, which she said is like a summary of our knowledge and abilities. She told us what to put in it. Some of it is obvious, like education and qualifications. But she also said we should put skills that we have learnt, not just exams we have passed. For example, she said, if you are the school basketball captain, you can put 'managing a small team'. Or if you have worked on a paper round, like me, you can put 'organising skills' and 'managing time'. She also gave some advice about sending the CV in when you are applying for a job. She told us to read the job advertisement carefully and underline in the CV things which show that you can do that particular job. She explained that the person who interviews you at the company will go through your CV carefully before a job interview, so you should make sure you don't lie about anything.

Answers

The boy says he is looking forward to getting his first **full-time job**. He has been employed in part-time jobs since he was **14**, including working in a supermarket where he put things on **the shelves**. He has had a paper round for **two years** now, which has taught him several skills. The careers advice person at school told the students to make **a CV** with information about their education and **qualifications**. They were told to put their skills, like managing a **small team**, organising or **managing time**. They were also advised to **underline** things in their CVs which show that they can do the job. The CV will be studied carefully before a job interview, so she said **not to lie** about anything.

Grammar

Mixed passives

Point out that there are passive versions of most active sentences. Write example sentences of the usages of passives on the board, e.g.:

We make passive sentences in several situations:

- when we don't know who did the action – *My car was stolen.*
- when we are interested or talking about the object already – *It was parked outside my house.*
- when we know who did the action. *The thief was arrested.* [by the police, obviously]

General note

On this occasion, the students only have to recognise the target information, so you can feed back on Exercise 1, for example, before they study Table 1, because they don't need to make sentences with the target structure until Exercise 3.

1. Make sure students understand the task. Give them time to look at the names in the box and think how they are pronounced, and also to look at all the Information 1 words. Work through the examples, showing that they must copy the names down into the Person column. Play **Track 8.11**. Monitor, but do not assist or correct at this stage. Feed back.

Audioscript

Track 8.11

Exercise 1

1. Mark has applied for a job after seeing an advertisement in the local newspaper.
2. Clare will be interviewed for a new job.
3. Lucy was appointed by a large store although she didn't have any experience.
4. Salim hasn't been paid for a long time because his company is in trouble.
5. Nora wanted to work for an international company in her city, but she was rejected.
6. Rob is very upset because he was fired last week.
7. Ben has waited a very long time, but he has finally been promoted.
8. Sarah has retired from her job as a government officer.
9. Andy's CV was so impressive that the company offered him a job immediately.
10. Nick worked in a factory for many years, but he has been replaced.

Answers

1. Mark 2. Clare 3. Lucy 4. Salim 5. Nora
6. Rob 7. Ben 8. Sarah 9. Andy 10. Nick

2. Play **Track 8.12**. As before, this is just listen and repeat, but it ensures that students are able to produce the long, complex utterances with reasonable pronunciation, stress and pitch movement.

Audioscript

Track 8.12

Exercise 2

The company needs a new employee ...
A new employee is needed ...
The company put an advertisement ...
An advertisement was put ...
The company has interviewed several people ...
Several people have been interviewed ...
The company will choose one person ...
One person will be chosen ...

The company could hold another interview ...
Another interview could be held ...

3. Make sure students understand that they only need the passive form with some of the information items. This is the key learning task, in fact: knowing when to use the passive, or when the passive is being used. Perhaps write on the board:

Do I need the passive form in this case?

Set for pairwork. Monitor and assist. Make a note of any sentences which several pairs struggled with. Get students to give you their sentences for others to correct / confirm.

Possible answers

The sentences which they heard in **Track 8.11** are good possibilities.

1. Mark has applied for a job after seeing an advertisement in the local newspaper.
2. Clare will be interviewed for a new job.
3. Lucy was appointed by a large store although she didn't have any experience.
4. Salim hasn't been paid for a long time because his company is in trouble.
5. Nora wanted to work for an international company in her city, but she was rejected.
6. Rob is very upset because he was fired last week.
7. Ben has waited a very long time, but he has finally been promoted.
8. Sarah has retired from her job as a government officer.
9. Andy's CV was so impressive that the company offered him a job immediately.
10. Nick worked in a factory for many years, but he has been replaced.

4. Refer students to the **Information 2** column and the examples. Play **Track 8.13**. Monitor but do not assist. If necessary, play part of the track again if all or most of the students have misunderstood something, Feed back.

Audioscript

Track 8.13

Exercise 4

1. Mark was appointed to work the night shift at a factory.
2. Clare will be interviewed next week.
3. Lucy has been appointed as a sales assistant.
4. Salim has been waiting to receive his salary for two months.
5. Nora didn't get the job because, according to the manager, she was not experienced enough.
6. Rob was fired from his job because he had come late three times in the last five days.
7. Ben was surprised to get the promotion, but he was praised by his manager at his latest performance review.
8. Sarah has been at the company for 40 years and was respected by every member of staff.
9. Although Andy was accepted on paper without even being interviewed, he has not accepted yet. He wants more time to think about it.
10. Nick would not mind so much if he had been replaced by someone who was more experienced, but he has been replaced by a robot.

Person	Information 1	Information 2
1. Mark	apply	<i>factory night shift</i>
2. Clare	interview	<i>next week</i>
3. Lucy	appoint	<i>sales assistant</i>
4. Salim	pay	<i>two months</i>
5. Nora	reject	<i>not experienced enough</i>
6. Rob	fire	<i>lateness</i>
7. Ben	promote	<i>performance review</i>
8. Sarah	retire	<i>after 40 years' service</i>
9. Andy	offer	<i>not accepted yet</i>
10. Nick	replace	<i>robot</i>

5. Set for pairwork. As before, point out that they must decide if a passive is required in each case. Monitor and assist. Feed back, getting students to say sentences for other students to check / confirm.

Possible answers

1. Mark was appointed to work the night shift at a factory.
2. Clare will be interviewed next week.
3. Lucy has been appointed as a sales assistant.
4. Salim has been waiting to receive his salary for two months.
5. Nora was rejected because she was not experienced enough.
6. Rob was fired from his job for lateness.
7. Ben was promoted after his performance review.
8. Sarah retired after 40 years' experience.
9. Andy was offered the job, but he hasn't accepted it yet.
10. Nick has been replaced by a robot.

6. Write on the board the following:

Mark has applied for a job.

What sort of job has Mark applied for? = not passive

Claire will be interviewed soon.

When will Claire be interviewed? = passive

Point out the way the questions are constructed. Elicit a few more questions from good students. Set for pairwork. Monitor and assist.

Refer students to the **Notes** and work through the information.

In the final lessons of the course, point out when you have used a passive sentence and always correct students when they make mistakes with passives.

Listening and speaking practice

1. Make sure students understand this task and what they have to do. Check the different elements of the instructions. Give them plenty of time to read the questions and the three possible answers in each case.

Play **Track 8.14**. Students complete individually and compare in pairs. Be prepared to pause the track if necessary. If you think it is necessary, play **Track 8.14** again. Feed back, confirming and correcting. Ask the students to tell you how they got the correct answers.

Audioscript

Track 8.14

Exercise 1

Int: I'm talking now to Lena, who is a website designer. Now, we all spend hours every day on websites, but most of us have never designed one. So how did you get into the business, Lena? Were your parents in IT, for example?

Lena: Well, they were and they still are, but it wasn't my parents who got me interested. I was a fine artist – I mean, I painted pictures and did sculpture, so when I left school, I went to an art college to do Art and Design.

Int: Ah, I see. And that's where you learnt about website design?

Lena: Actually, no! I needed to pay for my course so I got a temporary job in the summer at a website design company, and I saw that the work was fun. It wasn't anything to do with my Art and Design course, or my painting ... but it was challenging and rewarding when something was made by us that worked.

Int: So is it the challenge which you like best about your job?

Lena: That's important to me, definitely. I'm not looking for a job for life at the moment – the same company until I retire. Website design companies come and go, anyway. I know that. And you aren't paid particularly well at my level. But it's exciting. It's not like turning up in the morning at 9, having a coffee and then watching the clock until going-home time. We work until a project is finished, even if that means late nights and weekend work without any overtime pay, because websites are usually wanted urgently by the client.

Int: The client wants it urgently, so is speed of design the key to success?

Lena: Not really. We can't go too fast, because the customer must be consulted many times to check that we are getting things right. No, I think the key thing to remember is that what the end users want from a website is quick answers.

Int: Because they don't have time to waste on a website that is running slowly?

Lena: I don't mean that. I mean, people won't stay on a website for ages trying to find information. If they don't get information within seconds, they will leave your site and go to the next one.

Int: So the websites which are produced by you have got to deliver results quickly?

Lena: Yes, within seconds, if possible.

Int: OK. What's next for you, Lena? What will you be doing in a few years' time? Running your own company?

Lena: At the moment, I'm really happy to be an employee, in this company or another one. I'm not ready to be my own boss, you know, a freelancer who works from home or travels round to different companies.

Int: You don't want to be your own boss ... but do you want to be a boss at all?

Lena: Yes, I do. I think I understand all the different parts to the job now, and I'd like to take charge of my own team. I hope I will be promoted sometime soon.

Int: But you don't want your own company?

Lena: Not yet. Maybe in the future, but what I'm doing now is very enjoyable for me.

Int: Good luck, whatever happens.

Lena: Thank you.

Answers

1. C 2. A 3. B 4. C

2. Point out that students heard these sentences in the listening for Exercise 1. Make sure they understand that they must find the ending of each sentence.

- a. Set for individual work and pairwork checking. Monitor but do not assist.
- b. Play **Track 8.15**. Feed back, eliciting full questions, not just the missing words.

Audioscript

Track 8.15

Exercise 2b

1. I'm talking now to Lena, who is a website designer.
2. I needed to pay for my course so I got a temporary job at a website design company.
3. So is it the challenge which you like best about your job?
4. It was rewarding when something made by us worked.
5. We work until a project is finished, even if that means late nights and weekend work.
6. We can't go too fast, because the customer must be consulted many times.
7. If they don't get information within seconds, they will leave your site.
8. So the websites which are produced by you have got to deliver results quickly?
9. I'm not ready to be a freelancer who works from home.
10. I hope I will be promoted sometime soon.

Answers

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

- c. Set for pairwork. Get students to cover the two halves of the sentences when they are being tested.

3. Make sure students understand that Beatriz and Marlon are going to do a survey about work.

- a. Set for pairwork. They have to try to complete each question with one word. Monitor, but do not confirm or correct.
- b. Play **Track 8.16**. Students check their answers. Feed back, eliciting the questions and drilling them.

Audioscript and Answers

Track 8.16

Exercise 3b

1. If your parents have jobs, where are they **employed**? If not, are either or both of them **retired**?
2. Have either of your parents been **promoted** at their present organisation or a previous one?
3. Have you ever had a **temporary** job? If so,
 - a. what were you employed **as**? (e.g., shelf-stacker, delivery person ...)
 - b. what were your main **duties**?
 - c. what were your **hours** of work?
 - d. how were you **paid**? (e.g., into a bank account, cash ...)
4. Have you ever been **fired** from a temporary job? If so, why?
5. In a future **permanent** job, what would you like to be

- employed as?
6. Where might the type of job you want be **advertised**?
 7. What exams must you pass for the next stage of your **career**?
 8. What will you be doing in five years' **time**?
- c. Play **Track 8.17**. Work through the first one or two of Marlon's answers, checking that students are doing the task correctly. Monitor, but do not confirm or correct.

Audioscript

Track 8.17

Exercise 3c

Beatriz: If your parents have jobs, where are they employed? If not, are either or both of them retired?

Marlon: My mother is a mechanic and my father is the manager of a retail store.

Beatriz: Have either of your parents been promoted at their present organisation or a previous one?

Marlon: Yes, they've both been promoted. My mother is a senior mechanic and, as I said, my father is a manager, so he has been promoted several times.

Beatriz: Have you ever had a temporary job?

Marlon: Yes, I've have several temporary jobs.

Beatriz: OK. So, what were you employed as?

Marlon: Well, I worked in a small shop when I was a teenager.

Beatriz: What were your main duties?

Marlon: I started unpacking things in the back room and putting them on the shelves. Then, when I was sixteen, I was allowed to work on the till, taking money from customers.

Beatriz: What were your hours of work?

Marlon: I worked Saturday mornings, from 8.00 to 1.00.

Beatriz: How were you paid?

Marlon: The shopkeeper gave me cash. It was great!

Beatriz: Have you ever been fired from a temporary job? If so, why?

Marlon: No, I've never been fired. I worked hard in my temporary job.

Beatriz: In a future permanent job, what would you like to be employed as?

Marlon: I'd like to be in retail, but not unpacking things and working on a till. I want to be in marketing.

Beatriz: Where might the type of job you want be advertised?

Marlon: I think it will be in a trade magazine like *Retailing Today*.

Beatriz: What exams must you pass for the next stage of your career?

Marlon: Well, I have to do a Marketing degree, and most universities want English, maths and one other subject, like psychology.

Beatriz: Right. Last question. What will you be doing in five years' time?

Marlon: Oh, that's difficult. Um. I'll be working as a marketing executive for an international company.

Answers

Questions	Marlon
1. If your parents have jobs, where are they employed? If not, are either or both of them retired?	<i>mother – mechanic; father – manager in retail store</i>
2. Have either of your parents been promoted at their present organisation or a previous one?	<i>yes – both of them</i>
3. Have you ever had a temporary job? If so, a. what were you employed as? b. what were your main duties? c. what were your hours of work? d. how were you paid?	<i>yes – in small shop shelf-stacker unpacking and putting on shelves / working on till Saturday 8–1 cash</i>
4. Have you ever been fired from a temporary job? If so, why?	<i>no</i>
5. In a future permanent job, what would you like to be employed as?	<i>retail marketing</i>
6. Where might the type of job you want be advertised?	<i>trade magazine, e.g., Retailing Today</i>
7. What exams must you pass for the next stage of your career?	<i>English, maths, psychology (?), to do a Marketing degree</i>
8. What will you be doing in five years' time?	<i>marketing executive in international company</i>

d. Play **Track 8.18**. Feed back.

Audioscript

Track 8.18

Exercise 3d

[repeat of **Track 8.17**]

4. Set this activity up carefully.
 - a. Give students time to think about how they will respond to the questions. Perhaps put some of the questions to one or two good students. Encourage them to give quite a lot of information in the sentence completions. Students walk around the classroom and do the survey. Monitor and assist where necessary.
 - b. Set for pairwork. Remind students about the grammar point in this unit – passives. Elicit a couple of examples of passive sentences from this unit. Go round collecting good reporting statements from some of the pairs, with and without passives. Remind students also about 'It' cleft sentences to identify someone. At the end of the activity, get them to say the sentences for the rest of the class.

Wrap-up and Mind map

1. Work through the first one or two words as examples. Students complete individually and then compare in pairs. Feed back orally, getting the pairs of opposites / converses.

Answers

- a. 9 to 5 *shift work*
- b. accept *reject*
- c. employ *fire*
- d. employee *self-employed*
- e. indoor *outdoor*
- f. manager *worker*
- g. part-time *full-time*
- h. professional *manual*
- i. skilled *unskilled*
- j. temporary *permanent*
- k. wages *salary*

2. Work through the first sentence as an example. Set for individual work and pairwork checking. Feed back orally, getting the complete sentences.

Answers

- a. At Acme Engineering, a senior supervisor **retired** / *was retired* after 40 years' service.
- b. She **gave** / **was given** a present from the staff and she **will receive** / *will be received* a pension from the company for the rest of her life.
- c. The manager of the company decided that a replacement **needed** / **was needed**, so he **placed** / *was placed* an advert in the trade newspaper, *Engineering Today*.
- d. A large number of applications **received** / **were received** by the company, but many of the applicants **did not qualify** / **were not qualified** or experienced enough for the job.
- e. The manager **drew** / *was drawn* up a shortlist, and those people **invited** / **were invited** for interview.
- f. The interviews **will hold** / **will be held** next week, and several people **will join** / *will be joined* the manager on the interview panel.
- g. The manager hopes that a suitable person **can appoint** / **can be appointed** as soon as the interviews **complete** / **are completed**.
- h. A senior supervisor **must find** / **must be found** quickly because the work of the company **has started** / *has been started* to suffer.

Unit test

Listening

Give students plenty of time to read the scenario, all the questions / statements and the three possible choices each time. Do not give any other instructions, except pointing out that they will hear the interview twice, once to answer, once to check.

Play **Track 8.19**. Students complete individually then compare in pairs. Feed back. Get students to explain to you how they worked out the correct answer. If there is confusion, be prepared to play the track a third time, and even stop at the key points and explain why other choices are wrong.

Audioscript

Track 8.19

Unit test

Int: Today, I've got Dean Ruiz in the studio, whose cartoons you may have seen in national newspapers and on the web. Dean, have you always drawn cartoons?
 Dean: Oh. That's an interesting question. Actually, I think I probably have. I remember when I was at primary school, I always drew a duck somewhere on all my work.

Int: When you were doing painting or drawing in art class?
 Dean: No, on all my work – so history homework and English classwork ... I always drew a little duck in the bottom-right corner.
 Int: How did your teachers feel about that?
 Dean: They never said. Looking back, the interesting thing is that it was always exactly the same duck.
 Int: Sorry. Why is that interesting?
 Dean: Well, if I was doing it now, I would draw the duck in lots of different ways – looking up, down, looking around the edge of the paper. But I know I didn't do that then.
 Int: Can you explain it?
 Dean: Perhaps I wasn't happy with the duck. When I do a new character now, I probably draw it a hundred times before I know how to produce it in every situation.
 Int: OK. So, jumping forward from your primary school duck, did you do art at secondary school?
 Dean: Yes. It was my favourite subject. Then I went on to Art School and got a degree in Art and Design.
 Int: Now, I don't think of drawing cartoons as art and design. Is there a connection?
 Dean: Yes, I think so. I learnt to draw and paint people, and fruit and vegetables, and cars, and everything. It was very satisfying. But that's not why I learnt. A cartoon is an extreme version of the real thing. If you can't draw the real thing so people recognise it, you can't do an extreme version which is funny.
 Int: After Art School, did you become a professional artist? I mean, were you employed to paint people and landscapes and so on?
 Dean: No. Getting a job like that is very difficult. Not many people make money like that, unless you can open a small art shop somewhere. I was trained to be an art teacher. I was lucky enough to be appointed at my first interview. It gave me a good salary while I was getting better and better at drawing cartoons.
 Int: So what was your big breakthrough? How did you become a cartoonist for a national newspaper?
 Dean: I won a competition. It was called Cartoonist of the Year, and there were categories for different ages. I had entered the competition every year as I grew up, but I had never won anything. But I won the first time I entered in the category 21 to 30.
 Int: Was your cartoon seen by someone who offered you a job?
 Dean: In a way. The competition was organised by a national newspaper, and it was the editor of that newspaper who offered me a job.
 Int: Did you accept?
 Dean: In the end. By then, I was really enjoying my job as a teacher, so it wasn't an easy decision to make. But it was what I'd wanted to do since I started drawing that duck, so I said yes, if I could work to the end of my teaching contract.
 Int: How do you actually do the job? It must be a bit scary. You sit there every day with a blank sheet of paper and ...
 Dean: As soon as the early editions of the newspapers are published on the web, I read all the front pages, so I know what people will be thinking about when they open their later editions at 7 or 8 in the morning. And I put two big stories together. I ask myself, how can I link these stories and make a joke?

Int: Do you ever fail?

Dean: I don't know. I'm not trying to make me laugh. What I'm trying to do is make you, my audience, laugh. Do I ever fail?

Int: You always make me laugh, so I guess that's the answer!

Answers

1. C 2. C 3. A 4. C 5. A 6. C 7. A

Speaking

Set for groupwork.

Make sure students understand the key question.

1. In this stage, they should consider each of the options and decide on the pros and cons. Model this with one of the subjects and a good student / group of students. Monitor, getting good examples of pros and cons. Get students to say these for the other students at the end of this stage.
2. Now, they must try to reach a consensus in their group on ONE of these subjects. Don't model this, but monitor and assist, pushing each group to choose. Put some language of persuasion on the board to assist students in this discussion:
 - *But, on the other hand, ...*
 - *Don't you think that ...?*
 - *Surely X is more valuable than Y?*
 - *I studied Z for years and now I don't remember a thing about it.*
 - *I think you can learn that when you get a job.*