

Right Here! B1 Teacher's Book

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CP 225638

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Contents

Letter from the authors	4
Introduction	8
Teaching notes: Student's Book	
Starter Units 1&2	25
Starter Units 3&4	39
Units 1&2	53
Units 3&4	75
Units 5&6	95
Units 7&8	114
Units 9&10	136
Units 11&12	157
Bonus lessons	175
Interculture	187
Teaching notes: Skills Book	
Reading skills	192
Listening skills	194
Viewing skills	199
Speaking skills	205
Writing skills	207
Word skills	209
Extensive reading	212
CLIL	215
Workbook Key	221

Key to icons



Audio files available on the e-zone



Cross-reference to print material



Extra activities in e-book+



Content available on the e-zone

Letter from the authors

Dear teacher,

We send you all our best wishes for your lessons and we thank you for choosing our material. We have enjoyed making it interesting, motivating and stimulating for today's teenage and young adult learners.

Motivation is the key

Teachers have often mentioned how important it is to bring their students' own world into the classroom in order to interest and motivate them. So we have sought out topics and issues that interest young people, and written photo stories that truly reflect their world and their aspirations. It is important to engage with a rich tapestry of different text types, the sort of texts students meet in their own language. There are text messages, social networking sites, comments and posts, websites and blogs. Motivation is the key. Will this really interest students? What really makes students tick? These questions have been the inspiration at all times.

Real world

Students will explore who they are and how they think, discover new things, learn about extraordinary people and places and meet real young people in many different contexts. We have searched for interesting stories, anecdotes and articles to stimulate young people's imagination, get them talking, learning new things and thinking about familiar things in new ways. They will find out about the experience of ordinary students living in different countries, pick up tips for making the most of study trips, and read about unusual homes around the world, strange restaurants, films set in the classroom, extraordinary jobs, exciting summer courses, world records in the animal kingdom, and the incredible experience of Paralympians and the man who got lost in the jungle. And a great deal more!

Flexibility and options

A good coursebook should provide a service to you and your students. *Right Here!* really helps you in your teaching, and furnishes you with materials and course components that support you in all aspects of your demanding profession from the Starter Books at A2 and B1, to the Student's Books, the Workbook, the Skills Books and the wealth of material online. Teaching hours are limited and so we want you to be able to make choices and select the best materials for your classes and skip as you see fit.

Linking communication and grammar

The syllabus combines the grammar and lexical areas you expect to cover within the CEFR framework. By working with this syllabus right from the start, communicative competencies have been linked naturally with grammar. Students progress smoothly up the levels without gaps or omissions. The course genuinely develops communicative competencies while providing you with the guarantee of solid progress. And because international exams are linked to the CEFR, the course also provides naturally integrated preparation for exams.

Accuracy and fluency

Your students need to feel comfortable with using English, learning how to communicate their ideas to get their message across fluently. But they also really need to acquire grammar and lexis so they can generate grammatical, appropriate language in real time. At all stages in their language journey with the levels of *Right Here!*, from A1 to B2 and beyond, students learn to speak confidently, and become aware that to truly make progress they need to acquire language so it can be produced naturally. With this in mind, the Key grammar lessons place accuracy and fluency hand in hand. Firstly students focus on improving accuracy through the acquisition of key grammar and then move on to creative and productive fluency activities. Thinking back on their performance, they reflect on any problem areas. So accuracy feeds into fluency, and fluency feeds back into accuracy.

Real communication

By focusing on the functional–situational areas from the CEFR, everyday language is brought into the heart of the classroom, linking it to areas that are of real interest to the students and their lives. Every unit has a space – Real communication – where the emphasis is on communication. Here students discover that the language they learn as ‘grammar’ or ‘structure’ can be used again and again in many different contexts, and that there is no such thing as ‘easy’ or ‘difficult’ because the basic building blocks that they have learnt are called upon every time they engage in communication.

Recycling and spiralling

Constant recycling of language is one of the strengths of the course. For example, Real communication doesn’t just focus on important functional / communicative / situational areas, sometimes marginalised in other courses, but provides a breathing space for your students. It is where the language ‘spirals’ back to structures and lexis that students have already learnt, and where they can see that any particular phrase may have several communicative functions. In this way we hope to give students the confidence that they need to get by in the unpredictable world of real language use.

Real language

Stories and narrative appeal to everyone – it’s part of being human. In language learning, students respond best to dialogues which deliver believable story and drama. We have taken particular care to create convincing storylines and interactions, using natural, idiomatic 21st century language. Feedback has shown that students recognise this authenticity in the dialogues and this contributes to motivation and makes learning enjoyable.

Dealing with input

While we have been careful to ensure that the language students face is pitched at the right level to ensure comprehension, we don’t believe that a student cannot be presented with a word or phrase that they don’t ‘know’ already. Language learners need to develop skills and strategies to deal with the fact that not everything in real language will be understood.

Letter from the authors

Text types

It is important to engage with a rich tapestry of different text types, the sort of texts they meet in their own language. In this course you find everything from short messages and announcements to blogs, websites, articles, reports and stories. Knowing how much teachers like students to read fiction, there are four graded stories in the Skills Book. Extensive reading for pleasure prepares students in an ideal way for reading longer literary texts and develops their language competency – while at the same time being fun!

Exams

The presence of materials that help prepare students for exams such as Cambridge and Trinity is helpful right from the beginning as long as we don't lose sight of general language development. Therefore we have incorporated exam preparation in the Skills Book, but always at the appropriate language level, with a 'soft' approach that links exam preparation to real language skills and genuine communication. However, the Student's Book material is useful and relevant for students whether they are doing exams or not.

Skills

'More training in skills, please,' has been the request from teachers. So on top of the regular skills training and tasks already in the Student's Book, the Skills Book provides abundant graded skill-by-skill practice. Each level has 24 graded reading, listening, speaking and writing lessons, with tips and advice for a lifetime of language learning. From reading for gist to listening for specific information, from maintaining a conversation to organising a paragraph, students develop and get to use all the skills they need to become effective language users, until these essential tools become second nature.

Video for the 21st century

What better way to contextualise your learning than seeing young people just like you talking about the same topics and themes? That's why we have brought together an inspiring, expressive and diverse group of about 15 young people from all over the English-speaking world to answer our questions. Each speaker either has English as their first language, with accents from American, to Canadian, to British and 'international', or speaks English fluently as a foreign language. Their vitality and personality and their varied and thoughtful answers will give your students a window onto natural discourse, talking about topics they are familiar with.

The right words

Without the right words it is very difficult to communicate or to make progress as language learners. In this course vocabulary is developed through the teaching of contextualised lexical sets, the presentation of key words, verbs and word-building in the Word expander boxes, the exploration of new words in texts and the development of vocabulary learning skills, plus extra fun practice in the e-book+ to help reinforce lexical sets. In addition, the Skills Book contains a whole section on *Word skills*, giving students all the tools they need to study and remember vocabulary.

Talking about themselves

Special emphasis is placed on all the ways in which story and narrative fill our lives from talking about a disastrous journey home, or about our family and friends, to watching soaps and films, reading stories in magazines and papers and exchanging stories in emails and texts. All human beings want to 'tell their own story' and to listen to other people's stories. We are all heroes of our own lives and what better way to bring a foreign language to life than to use it to 'tell our story'?

Online practice

The ideal 21st century classroom is a blended learning space, with teachers and students shifting effortlessly from print to digital e-book and interactive whiteboard, to audio and video, to the internet and apps, in an integrated online set of resources. And for that reason, this course aims to make that ideal become a reality, helping you and your students know where to find and how to access all the fantastic digital resources and multimedia which is integrated with the course. Apart from being able to access all the audio and video from the Student Book, Starter Book and Skills Book, students can also find, on the e-book+, extra vocabulary, grammar, audio, video, pronunciation, Cyber Homework and exam practice making *Right Here!* a truly blended learning experience.

Homework and assessment

All our homework tasks are designed to get students using and consolidating language to improve their learning outcomes. Personal, tailored feedback from the teacher is very important, and there are regular homework tasks that allow students to produce personalised answers. However, this can be a time-consuming way to assess basic knowledge and usage. This is where Cyber Homework can help. You can select exercises and set them for the whole class. These are then marked automatically and collated for you – job done! This assessment motivates students to deliver and tells you who is keeping up, and very importantly, if any students are struggling. The online Testbuilder is another essential tool to lighten your workload and help you with assessment. It enables you to easily tailor your own tests using our bank of test exercises. No more need to write your own tests or get out the scissors and glue!

Support for you the teacher

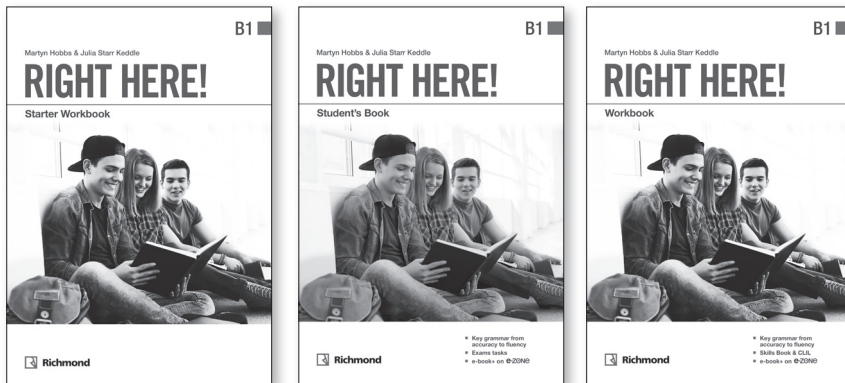
To conclude, the course focuses on your students and their progress, but it also gives you, the teacher, support in preparing and conducting your lessons with the guidance and extra help in the Teacher's Book, the Testbuilder and the other extra resources online. We hope you will find the material a reliable and inspiring companion for you and your students. The Introduction on the following pages is packed with helpful guidance about the elements of the course and its components and how to use them!

With best wishes,

Julia Starr Keddle Martyn Hobbs

COURSE OVERVIEW

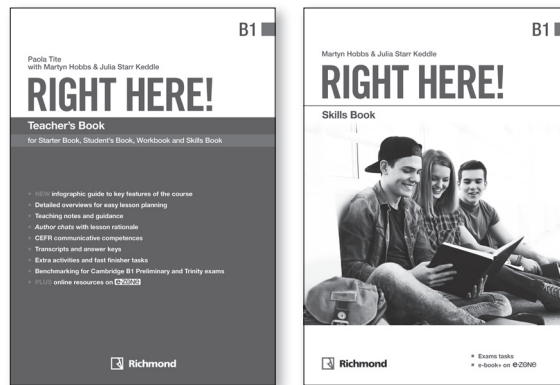
Right Here! has been specially written to meet the requirements of upper-secondary students and to comply with the directives of the Council of Europe in the Common European Framework of Reference (CEFR).



Starter Book

Student's Book

Workbook



Teacher's Book

Skills Book

STARTER OVERVIEW

GETTING UP TO SPEED

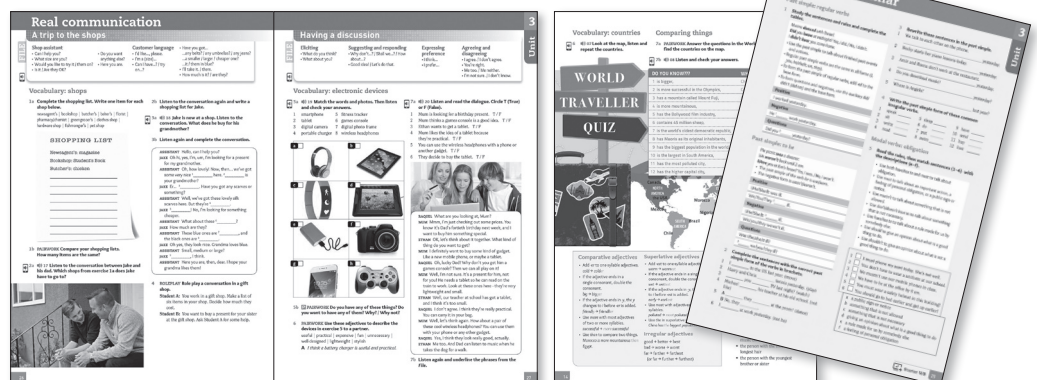
Starting a new book involves reviewing new language: students may need a quick overview of the basics before they begin. Therefore, A2 and B1 levels include optional Starter Books. You can cover the whole book or select sections for classwork, or alternatively give exercises to individual students for self-study. It is an effective way to get them up to speed. The Placement test helps you establish your students' level.

GRAMMAR AND VOCABULARY REVIEW

It can be demotivating to start the year studying language you have already done.

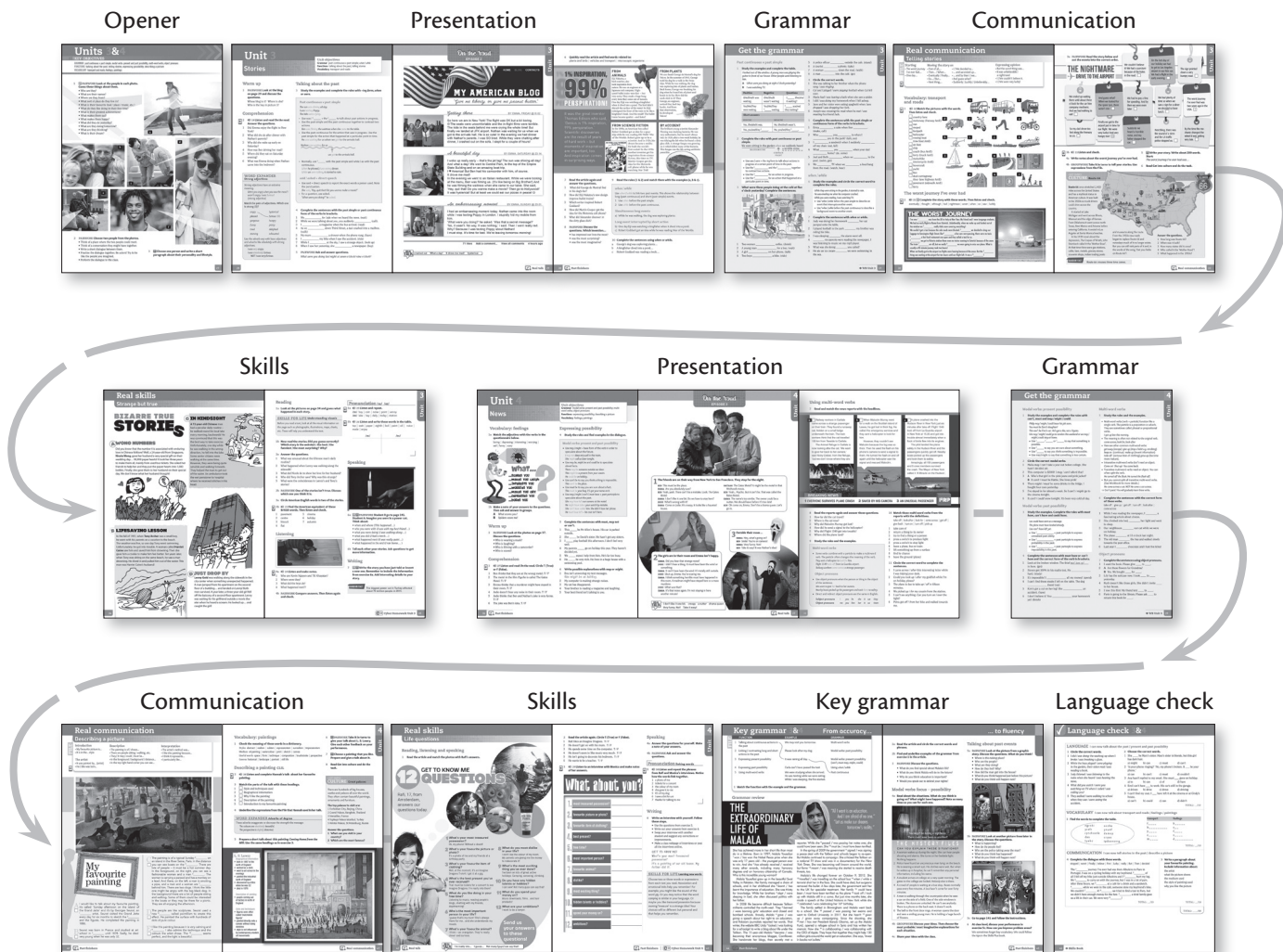
But these fast-track lessons review language in interesting, well-paced classroom activities.

The focus is on the basics: grammar, vocabulary and communication.

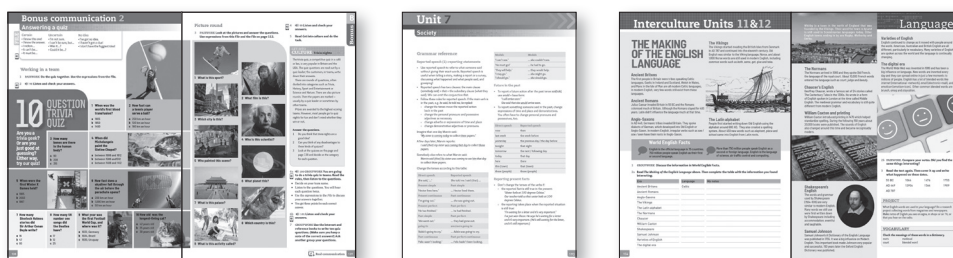


STUDENT'S BOOK AND WORKBOOK: FLOW OF THE LESSONS

Each level of *Right Here!* offers six two-unit sets, each with opening and closing sections.





Optional lessons and other materials



Bonus lessons

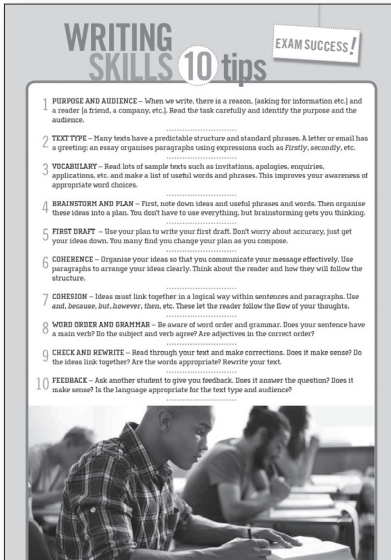
Workbook with Grammar reference

Interculture



DIGITAL
 PLUS lots of online material and Cyber Homework

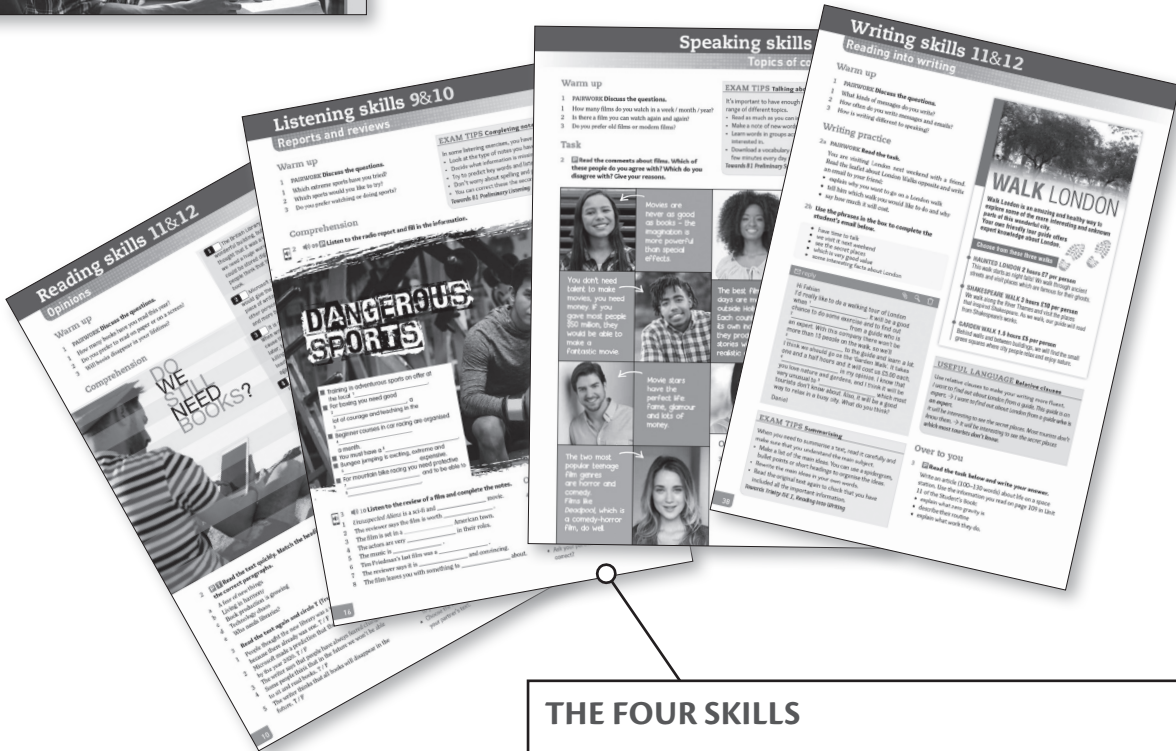
SKILLS BOOK: THE FOUR SKILLS

A separate Skills Book, with skills pages for each group of two units, allows students to focus attention on single skills, one at a time, taking time to really improve their performance. Each page develops a sub-skill, for example how to understand general meaning, how to listen or read for detail, how to maintain a conversation or how to write messages. Guided activities, including helpful tips and useful language, support students as they focus on each skill.



10 TIPS FOR EXAM SUCCESS

Each skill begins with 10 tips presenting the core strategies for success in language learning and in international exams. This is a shortlist of the very best advice, the fundamentals for developing skills both in class and outside the classroom. Discussing the tips in class encourages students to make these 21st century competencies part of their routine.



THE FOUR SKILLS

The four core skills are covered in depth with a lesson per skill every two units. Reading and listening, often called receptive or 'passive' skills, involve a lot of activity as the brain is continually processing input and turning it into meaning so you can 'get the message'. The productive or 'active' skills of speaking and writing get students producing language themselves, to communicate a message with appropriate language, register and fluency.


WORD SKILLS

Without the right words, the four skills don't get you very far. Developing a good vocabulary, and knowing when to use a word, is essential for fluent language use. And studies show that you need to meet words frequently to absorb them. These lexical lessons deal with word families, words students have studied already, and new ones, too. Taking time out to focus exclusively on vocabulary boosts student performance across the board.

Word skills 3&4
Feelings

Warm up

1 Look at the photos and match them with the words in the box.
amazed | excited | disappointed | excited | frustrated | proud



Word practice

2 Match the words which have similar meanings.

1 boring	a amusing
2 depressing	b frightening
3 funny	c fascinating
4 interesting	d stressful
5 sad	e miserable
6 scary	f uninteresting
7 worrying	g unhappy

3 Complete the sentences with words from exercises 1 and 2.

- When she didn't get into the university she wanted, Hilda was really _____.
- I'm really _____ about our trip to New York - I can't wait!
- Hattie is afraid of flying and always feels _____ before getting on a plane.
- Everyone was _____ to see Spencer at the door after so many years.
- They must have been so _____ to see their son with a gold medal.
- Since he broke his leg, Grandad has been _____ that he can't walk properly.

TIPS Words with similar meanings
A synonym is a word which has a similar meaning to another word. There are some ways you can learn them to increase your vocabulary.
• When you are writing something, look for words you use often and think of a different word with the same meaning.
• Record new words you learn and write down a synonym to help you remember it.
• Look up words in a dictionary. The meaning may be explained using other similar words.

Over to you

4 GROUPWORK Do the task.
• Create a group on social media and share a photo of someone you know or a celebrity.
• Choose three adjectives on this page to describe how the person looks in your photo. Don't write their name.
• Share your descriptions as a group and match them with the photos.

41

VIEWING SKILLS

We want to tap into the fact that students love video. Viewing while listening supports both comprehension and language production, and it is a skill that can be improved. Students watch friendly young American, British, transcontinental and fluent non-native speakers talking about their lives, ideas and ideals, interests and preferences, which exposes them to manageable, spontaneous language. Activities include identifying key features of spoken language, and the opportunity for students to film their own interviews. The videos are available online.



Viewing skills 5&6
Environment | Future life | Internet

What do you do to help the environment?

1a 00:02 ▶ Watch and tick the actions each time they are mentioned.

reduce plastic use | recycle | reuse | turn off the tap | do gardening | drive a hybrid car | use public transportation | carry a refillable water bottle | help make compost

1b Complete the quotes. Watch again and check.

shopping | doing up | called | volunteer | help | carry | put

REACTUAL I _____ with a group _____, and they _____ by _____ people's gardens and communal gardens.

NAME I'd like to _____ around reusable bags, so when I'm grocery _____ I can _____ all of my fruit and vegetables in those bags directly.

FLUENCY CLIPS Describing effort
Watch the speakers use these phrases:
succeed as little as I possibly can | as best I can
MANAGE as much as I can
NAME to make as I possibly can
MAN as much as I can | as often as I possibly can

How will life be different in 50 years' time?

2a 02:20 ▶ Watch the video and write the names. Then watch again and check.
James | Emily | Luke | Emily | Andrea | Josh

Who thinks that in 50 years' time...

- we won't be living on Earth? _____
- we will own electric cars? _____
- travel will be better? _____
- there will be a nuclear meltdown? _____
- there will be more robots? _____
- technology will be more advanced? _____
- there will be no water or fresh air? _____
- we will have better renewable energy? _____
- there will be less plastic? _____

FLUENCY CLIPS Talking about the future
Expressing opinions. Watch and count the times the speakers say: / believe | I think.
Watch again and count how often the speakers use modal verbs will be going to.

2b GROUPWORK Discuss the predictions. Which do you agree/disagree with?

What would life be like without the internet?

1a Use these ideas to write notes in the columns below.

isolated bulled slower exchange of information good few more time to think harder connections with people access to information effect on psychology worldwide communication brainstormed access to free education	
--	--

Without the internet, life would be...
weird
We'd be more isolated
We wouldn't be bullied

2b 02:40 ▶ Watch and write who is positive (P), negative (N) or both (B) about life without the internet.

<input type="checkbox"/> Sebastian	<input type="checkbox"/> Khara	<input type="checkbox"/> Andrea	<input type="checkbox"/> Simone
<input type="checkbox"/> Cindy	<input type="checkbox"/> Josh	<input type="checkbox"/> Jane	<input type="checkbox"/> Ben

3 Watch again. Who mentioned the ideas in exercise 2a?

FLUENCY CLIPS comparing
Watch again. Notice these words and phrases:
[un]likely more | [it's] less | reduced | not the same | holder | much better

Over to you

4 GROUPWORK Make video interviews. Use the questions from the video and language from the Fluency clips boxes.

21

CLIL SKILLS

CLIL stands for Content and Language Integrated Learning, where students study a subject in a foreign language instead of in their first language. CLIL training puts emphasis on many types of skills: knowledge of specific language related to the subject, the use of non-linguistic input such as tables and graphs, autonomy in carrying out one's own research, and last but not least, the ability to work in groups and interact with others.

CLIL Environment

Wind farms

Warm up

- Look at these sources of energy. Do you think they are renewable or non-renewable? coal | sun | wind | gas | oil | nuclear | water


Vocabulary

- Match the words with the definitions.

1 fossil fuel	a	a gas that stays hot from escaping from the atmosphere and causes global warming
2 greenhouse gas	b	a place that uses wind turbines to make electricity
3 wind farm	c	a place where crops are grown
4 offshore	d	coal or oil
5 agricultural farm	e	in the sea, not on the land



Reading

- Try and answer these questions. Then read the text and check your answers.
 - What will increase by 2030 in the UK?
 - The amount of energy used.
 - The amount of windy weather.
 - The amount of energy produced by wind power.
 - How is renewable energy different from non-renewable energy?
 - It doesn't make greenhouse gases.
 - It is much cheaper than non-renewable energy.
 - It comes from fossil fuels.
 - How many wind farms are there in the UK?
 - Between 30 and 50
 - Between 100 and 150
 - More than 1000
 - Who is the largest provider of wind power in Europe?
 - The UK
 - Spain
 - Germany
 - What is the biggest advantage of wind power?
 - It is cheap and beautiful.
 - It is clean and efficient.
 - It is quiet and harmless for wildlife.
- Read the text again and answer the questions.
 - How many wind farms in the UK are offshore?
 - What are the biggest producers of wind power in Europe?
 - How can wind farms also be agricultural farms?
 - Which animals are possibly endangered by wind farms?
 - What are the possible problems if you want to build a wind turbine for your house?



The power of wind

The UK is in a good position to produce wind because of the weather! Wind power as a source of energy is set to nearly double by 2030.

Where are these wind farms?
In the UK, there are now over 1500 wind farms. They produce enough energy to provide power for millions of homes. There are 32 offshore wind farms – these are in the sea around Britain. The other wind farms are all based on land in the UK. The largest provider of wind power in Europe is Germany, followed by Spain, the UK and Italy.

What are the advantages of wind power?
Wind power doesn't produce pollution and it doesn't damage the environment. Wind farms can also be agricultural farms at the same time, because farmers can use the land between the turbines to grow crops. It is a clean and efficient way to produce energy.

What are the disadvantages of wind power?
Some people don't like the look of wind farms. They think that the turbines are ugly and that they spoil the views of the countryside. There are also some concerns about danger to birds and bats near wind farms. Wind turbines are not very noisy, but they do make some noise and some people who live very close to wind farms complain about this.

Can I build a wind turbine for my house?
Yes, you can! But it's expensive, and the area around your house probably isn't windy enough to produce a lot of power. And you will have to build a big wind turbine – five metres across – to provide enough energy for your house. Do you think your neighbours will like it?

Speaking

- PAIRWORK A power company wants to build a wind farm near your town. Have a discussion.
 - You work for the power company. Talk to Student B about the advantages of wind power.
 - Your house is very close to the proposed wind farm. You are worried about possible problems. Ask Student A questions about the wind farm.

Listening

- PAIRWORK Listen to the radio advertisement for Whitelee Wind Farm and complete the magazine advertisement below.

Whitelee Wind Farm

You'll be **blown away!**

- Come and visit us, we're just 10 minutes' drive from Glasgow, Scotland.
- Visit **BIOS!**
- The Whitelee Wind Farm covers an area of 1000 square kilometres.
- It has 1000 turbines.
- It can generate enough electricity to power 4 million homes.

There's **LOADS TO DO!**

- The Whitelee Wind Farm has 1 kilometre of walking, cycling and horse-riding trails.
- It has a Visitor Centre with a café and a wind turbine museum.
- Visitors can take a 10-minute tour around the wind turbines.

Parking Facilities

- There's a large car park and also a 1000-space park available for visitors.

Writing

- Write a paragraph about the advantages and disadvantages of wind power.

PROJECT

Find out about sources of energy in your country.

- What is the main source of energy?
- What percentage of energy comes from renewable sources?
- Are there any wind farms? Are they onshore or offshore?

Extensive reading 10-12

The Double

My name is Angelo. That summer I worked for two Englishmen. I was sixteen years old, the only son of a poor fisherman. I lived in the village of San Terenzo, near the town of Lerici. One of the men was the poet Percy Bysshe Shelley. The other was called Lovelace. He was a government spy.

There were foreign travellers all over Italy, and Shelley had rented the Villa Magna as his summer retreat by the sea. It was cheaper to live here than in London, and it was ideal for sailing.


I met Lovelace in a dark and narrow street one market day in Lerici in 1822. He wanted me to take work at the villa where I would be paid – and he would pay me again for any information I could pick up. I was poor, my mother was ill, and I quickly accepted.

Shelley was twice my age, but nothing like the other grown-ups I knew. He wore his hair long and his collar open. Other people of his age (such as the spy) had short hair and tight collars. Shelley was tall and slim, his face tanned and unlined. He looked to me like a man, but his eyes seemed older than his. I rarely saw her smile.

Water was his element, though he couldn't swim. His eyes turned as blue as the Mediterranean when he rented a small boat or sailed in his mighty yacht, the Don Juan. Here I mentioned that I also met that other famous poet, Lord Byron? They were friends. I took an instant dislike to him – pomp, arrogant, moody. I loved my own poet – although I hated him.

I asked Lovelace what Shelley had done wrong. He said that Shelley was a revolutionary. That he wanted to overthrow the old governments of Europe, that he believed in anarchy and free love. I had seen that Shelley was attracted to Jane Williams, the beautiful wife of his friend, Edward. But was it necessary to check on that?

That summer, Shelley became like an older brother to me. We used to talk about the sea, boats, hot air balloons, volcanoes, the sky and the stars. One day I saw him looking strange and distant.



1. PAIRWORK What do you know about the English poet Percy Bysshe Shelley? Make notes.

2. Read the story. What do you learn about:

- Angelo?
- Lovelace?
- Edward Williams?
- Jane Williams?
- Lord Byron?

3. PAIRWORK Parts of this story are true, other parts are fiction. Which characters and events of the story do you think are true? Check online.

4. PAIRWORK Discuss the questions.

- Why is the story called 'The Double'?
- What does Lovelace want to discover?
- How does Angelo feel about Shelley at the end of the story?
- Do you think writers can be dangerous to society?

5. Look at the story again and match the words with the definitions.

1 retreat	a	hidden
2 mighty	b	small bright lights from a fire
3 concealed	c	did not water because unable to breathe
4 nightmare	d	large and powerful
5 debile	e	a person who looks just like you
6 drowned	f	a quiet place to relax in
7 cremated	g	hurt or badly
8 sparks	h	bad dream

6. What did you learn about Shelley and his beliefs in this story?

7. Write about the events in the story from the point of view of one of these characters:

- Jane Williams
- Lovelace

I learned the next day that Shelley thought he had seen his double on the terrace, and in the Zoroastrian bath, to see your double is a sign of approaching death. I didn't know what to say. I was only too happy that he hadn't noticed me.

But a week later there was a terrible storm while Shelley was at sea with Edward Williams. The Don Juan was lost and Shelley, who had never learned to swim, was drowned. His body was washed ashore and his friends cremated it on the sands.

If I hadn't taken Lovelace onto the terrace, what would have happened? Would Shelley still have died? I'm not a philosopher. I know nothing about other religions, and mine says nothing of 'doubles'. I believe the world has enough ways to destroy us without adding more.

Sixty years have passed and I still miss my English poet. He might have been a revolutionary, but the old corrupt governments are still in power. I wish that one day, as he once wrote, his dead words would move like sparks upon the wind, and where they land start fires in the hearts and minds of the people.

READING FOR PLEASURE

Studies show that extensive reading is the best way for students to acquire new lexis and language. It feeds into all the skills. Story is a universal experience and students respond directly and emotionally to narrative. Achieving flow in reading requires a low frequency of unknown words so these exclusive graded stories ensure that students have met the language before. Pre-reading and post-reading activities deepen students' understanding.

A CLOSER LOOK: WARM-UP ACTIVITIES


Get your students motivated with warm-up lessons and activities designed to break the ice and to activate students' knowledge and language skills, ready to predict and prepare for the lessons ahead of them. This is an essential part of the language lesson – a warmed-up student is ready to learn and engage.

Units 5&6

KEY OBJECTIVES

GRAMMAR: will, zero conditional, first conditional
FUNCTIONS: talking about the future, everyday situations, talking about conditions, digital talk
VOCABULARY: science fiction, environmental problems, geographical features

- PAIRWORK** Look around the room. What can you find made of these things? Which materials can be recycled?
 paper | metal | cloth | plastic | wool | glass | wood | leather | rubber | cardboard | ceramic | cotton
- Read the quiz. What do you and your family do? Write A (always), S (sometimes), or N (never).**
- GROUPWORK** Make a list of the things you do to help the environment.
- 31 Listen to Kirsty and her brother Joel. Circle T (True) or F (False) for each sentence. Correct the false sentences.**
 - Joel is taking some old clothes to a charity shop. T / F
 - Joel always turns his computer off when he's not using it. T / F
 - Joel's dad is going to drive to the charity shop. T / F
 - Kirsty had a shower this morning. T / F
 - Kirsty always has the radiator on in her room. T / F



OPENER LESSONS

At the beginning of each set of two units, there is a page of warm-up activities to inspire students for the two units to come, stimulating their language production and proficiency. Popular with students and teachers, it is a moment to share ideas and feelings, express opinions, learn key vocabulary and explore new themes. Students are then ready for more intensive work in the following lessons.

Units 11&12

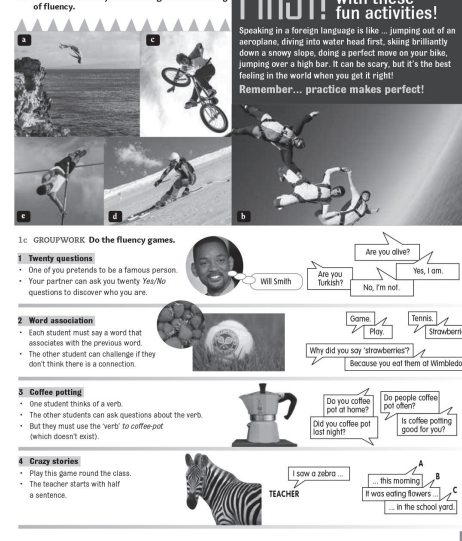
KEY OBJECTIVES

GRAMMAR: passive tenses, non-defining relative clauses, have something done, reflexive pronouns
FUNCTIONS: talking about processes, describing past facts, organising other people to do things
VOCABULARY: camping, films

FLUENCY FIRST! Get speaking with these fun activities!

Speaking in a foreign language is like ... jumping out of an aeroplane, diving into water head first, skiing brilliantly down a snowy slope, doing a perfect move on your bike, jumping over a high bar. It can be scary, but it's the best feeling in the world when you get it right!
Remember... practice makes perfect!

- 1a Read the introduction and match the activities with the photos.**
1b PAIRWORK Invent your own images for the feeling of fluency.
- 1c GROUPWORK Do the fluency games.**
 - Twenty questions**
 - One of you pretends to be a famous person.
 - Your partner can ask you twenty Yes/No questions to discover who you are.
 - Word association**
 - Each student must say a word that associates with the previous word.
 - The other student can challenge if they don't think there is a connection.
 - Coffee potting**
 - One student thinks of a verb.
 - The other students can ask questions about the verb.
 - But they must use the 'verb' to coffee-pot (which doesn't exist).
 - Crazy stories**
 - Play this game round the class.
 - The teacher starts with half a sentence.



Unit 2

New lives

Warm up

- 1a Think about your answers to the**
 - Can you play a musical instrument?
 - Have you ever been to a live concert?
 - What type of music do you like? rock / hip hop / indie / dance
- 1b PAIRWORK Discuss your**

Unit 10

Student life

Warm up

- GROUPWORK Discuss these questions.**
 - Do you want to go to university? Will it be in a different town or city?
 - What will you study?
 - What do you think are the advantages and disadvantages of studying away from home?

WARM UP

Before reading or listening, students start thinking about the topic, triggering their prior knowledge and speculating about what they are to read or hear.

A CLOSER LOOK: LANGUAGE PRESENTATION

A key part of language learning is an effective and interesting presentation stage; your students' first encounter with new language in context shapes their understanding of meaning, structure and syntax. You will find a wide range of motivating topics and text types, including a continuing storyline for some presentations.

WARM UP

Start with a speedy preparation activity.

UNDERSTANDING

Comprehension comes before looking at the new grammar points, so the first stage is to understand meaning. Engaging stories and articles get students interested in understanding the message.

CONTROLLED & FREE PRACTICE

Carefully graded activities help students get to grips with the new language. They are then ready for a simple guided production task.

Unit 9

Work

Unit objectives
Grammar second conditional, wish + past simple; wish + could; defining relative clauses
Functions talking about imagined situations; going for a job
Vocabulary careers

Warm up

- Look at the photos on page 89. Match these descriptions with the photos.
 - Jodie and Nathan are talking. Nathan looks happy.
 - Jodie is talking to a boy. Jodie and the boy look very surprised.
 - Jodie, Nathan and a boy are in a café. Nathan looks sad.

Comprehension

2 Listen and read *On the road*. Circle T (True) or F (False).

- Nathan wants to go home. T/F
- Jodie is very surprised to see Alex. T/F
- Alex is on holiday in the USA. T/F
- Alex wants to hire a car so that he can go bungee jumping with Jodie. T/F
- Nathan wants to get a bus to San Diego. T/F
- Jodie decides to go on the trip with Alex. T/F

Talking about imagined situations

3 Study the examples and complete the rule with past simple and would/could.

Second conditional

If you took a bus to San Diego, we would pick you up there.
 If we hired a car, we could drive out to the hills.
 If he didn't see more of Alex, it would be a pity.

- Use **if** in the **if** clause, and **would** + base form to talk about situations that you imagine and that are not very likely.
- Use **was** or **were** with **I**, **he**, **she** and **it** in the second conditional.
- Use **If I was/were you** + **I'd** + base form to give advice.
 If I were you, I'd think it over.

wish + past simple

- Use **wish** + the past simple to talk about a desire in the present.
 I wish this journey didn't have to end.
 I wish we had more time.

4 Complete the sentences with the correct form of these verbs.

lose | not understand | not have | be | spend

- If she _____ her mobile phone, she'd be very annoyed.
- If it _____ warmer, we could go to the beach.
- If we _____ a car, we'd take the bus.
- If I _____ the homework, I'd ask the teacher.
- If I were him, I _____ less money on clothes.

5 Imagine these situations. Write sentences to give advice.

- Your friend feels tired all the time.
 If I were you, I'd go to bed earlier.
- Your brother is going to a job interview and doesn't know what to wear.
- Your friend is not sure whether she should join the art club or the drama club at school.
- Your friend is thinking of getting his nose pierced, but he doesn't know how his parents will react.

6 PAIRWORK Discuss the questions.

If you could...


spend a day with a celebrity, who would it be?	live anywhere in the world, where would it be?
travel back in time, where would you go?	change one thing in the world, what would it be?
learn a new language, what would it be?	be a superhero, who would you be?
invent something useful, what would it be?	do any job in the world, which would it be?
eat anything you liked, what would it be?	meet a famous person from the past, who would it be?

9

Unit

On the road

EPISODE 8

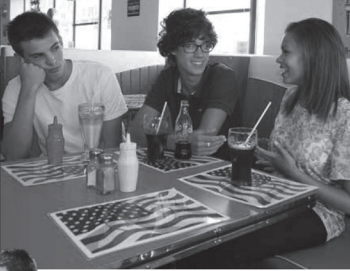


1 Jodie and Nathan enjoy some time on their own.

JODIE I wish we had more time.
 NATHAN I wish this journey didn't have to end.
 JODIE The whole thing's going too quickly. You know...
 ALEX Hey, Jodie!
 JODIE Alex! I don't believe it. I'm gobsmacked!
 ALEX Incredible! What are you doing here?
 JODIE We're driving across the States. But what about you?
 ALEX I'm working at a summer camp. Hey, let's have a drink. This is just mind blowing!

2 Alex is really happy to see Jodie...

ALEX If you stayed here for a few days, I could show you the camp and stuff. And if we hired a car, we could drive out into the hills. We could go bungee jumping. And do some white water rafting.
 JODIE Oh cool.
 ALEX It would be great!
 JODIE But what about meeting up with you guys again?
 NATHAN Well, you could get a Greyhound bus. If you took a bus to San Diego, we would pick you up there.
 JODIE Are you sure?
 NATHAN No worries.
 JODIE Wow. This is all so unexpected. Erm...
 ALEX Come on, Jodie. Say you will!
 NATHAN If I were you, I'd think it over.




3 Jodie and Nathan stroll back to the car.

JODIE So what do you think, Nathan?
 NATHAN Do what you want. It's your choice.
 JODIE Well, if I didn't see more of Alex, it would be a pity, but...
 NATHAN But?
 JODIE But I'd rather stay with you... and the others.

REAL TALK

I'm gobsmacked! mind blowing
 No worries.



GRAMMAR & FUNCTION

The target language is presented by linking it to its communicative use. Students are invited to discover how it helped communicate meaning in the presentation.

REAL TALK

Up-to-date idiomatic expressions are essential for natural, fluent language use. These high-frequency phrases are picked out here and practised in the e-book+.

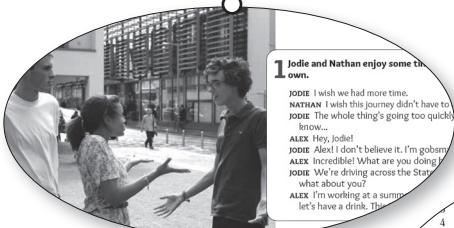
14 Introduction

A CLOSER LOOK: GRAMMAR STUDY

Building up a clear understanding of a grammatical structure and understanding when to use it is a process. You will find all the stages necessary to support language acquisition from the initial exploration and discovery stage, to controlled and free classroom practice, regular reviews of key grammar, extensive grammar reference and digital practice.

GRAMMAR IN CONTEXT

The first contact with new grammar is an encounter with the language in context, with natural occurrences of the language in meaningful and interesting contexts.



GRAMMAR DISCOVERY

After the comprehension stage, students discover how the grammar works in the presentation text, and learn about its communicative function, usage and basic structure.

Third conditional

If I had asked questions, I would have learned more.

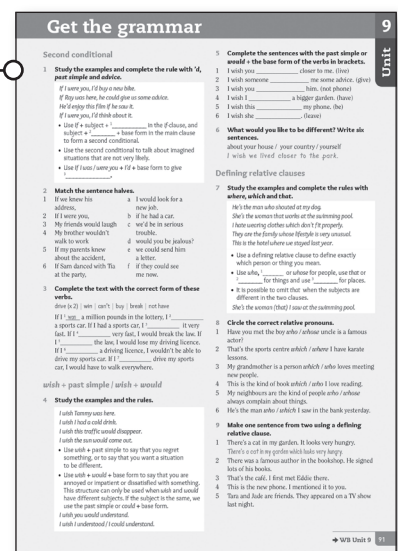
- Form the third conditional with:
If + subject + ¹past perfect/present perfect + subject + would have + ²base form/past participle.
- Use the third conditional to talk about results that are impossible because it is too late.

wish + past perfect

- Use wish + past perfect to express what you wish had happened in the past.

GET THE GRAMMAR

This page gathers together all the grammar of the unit. Structures are re-examined inductively in more detail with tables and rules. Further practice checks understanding and reinforces learning, then freer activities give students ownership of the new language.



CONTROLLED PRACTICE

Students engage in controlled practice in typical contexts to reinforce the learning process, followed by freer, personalised tasks where they express their own ideas.

Key grammar 9&10 From accuracy.

FILE	FUNCTION	EXAMPLE	GRAMMAR
1	Talking about imagined situations	That's the place where we met.	Third conditional
	Talking about regrets	If you drove, we'd get there earlier.	should have / could have / ought to have + past participles
2	Defining who or what you mean	I wish I'd spoken to her.	Second conditional
	Talking about regrets	He could have tried harder.	Defining relative clauses
3	Talking about impossible alternative situations with modals	We would have won if it hadn't rained.	wish + past perfect

1 Match the function with the example and the grammar.

Grammar review

GRAMMAR REVIEW

Key grammar starts by revisiting the main tenses and grammatical forms students studied in the previous two units. They then use that key language to complete an information-rich text, thus consolidating their knowledge.

A CLOSER LOOK: GRAMMAR STUDY

Key grammar 11&12 From accuracy...

FUNCTION

- Talking about present facts and processes
- Talking about past facts and processes
- Talking about future facts and processes
- Adding extra information
- Organising other people to do things
- Referring to the same person or thing

EXAMPLE

She had the car repaired. *Past passive*

Chicago, which lies on Lake Michigan, is ill-famed. *Relative clause*

The water is recycled. *Reflexive pronoun*

The record was set in 2016. *Present passive*

I designed it myself. *Future passive*

The program will be updated at midnight. *Non-defining relative clauses*

GRAMMAR

1 Match the function with the example and the grammar.

... to fluency

2a Read and complete the article. Put the verbs in brackets into the correct form of the **active or passive**. Put relative pronouns or relative prepositions in the other spaces.

2b Find and underline examples of the grammar from exercise 1 in the article.

3 Note all the different activities Karen and Eric have done. Which ones have you tried? Which ones would you like to do?

4 PAIRWORK Discuss the questions.

5 GROUPWORK Take it in turns to talk about the topics below. Read and follow the instructions.

28 REASONS TO SPEAK

6 At class level, discuss your performance in exercise 5. What has improved over the year? What can you talk about now that you couldn't when you started?

OUT OF THE ORDINARY LIVES

Humans love testing their endurance. The North Pole has been reached many times, China's Taklimakan Desert has been cycled the length of the Amazon river, ... (win) by some of the fittest people in the world. And being disabled ... (not stop) you being adventurous. You just have to be even more determined to achieve your dream.

Karen Darke, ... was born in Yorkshire, UK, was an enthusiastic runner and climber. But her life ... (transform) in 1993 when she fell off a cliff. At only 21 years old, she ... (lose) the use of her legs. At first, Karen was in despair. But she came to believe that 'disability is a state of mind, not a state of body. And life ... (shape) by this philosophy.

Karen is an extraordinary sportswoman and ... (win) many medals. She became the hand cycling champion at the Rio 2016 Paralympics. Hand cycling is when the bike pedals ...

(with) his hands. Now Karen is inspired by more extreme challenges. In 2017 she hand-cycled from Canada to Mexico on the Pacific Coastal Trail, which is a distance of 3,000km. She ... (take) over the Cavallari ice cap, travelled Japan by bike and swimming, climbed Mount Blanc and written a book. 'If you fall', **Eric Helmsinger** was born in New Jersey, USA, in 1966. As a baby he ... (diagnose) with an eye disease and lost his sight when he was 11. But the teenage Eric ... (decide) to be beaten by blindness. He took up wrestling and rock climbing. After graduation he couldn't climb by ... But weekend climbing wasn't enough for Eric. In 1995 he climbed Mount Denali, which is the highest peak in North America. In 2002 he ... (become) the first blind man to conquer Mount Everest. And seven years later, he ... (complete) the Seven Summits challenge, climbing the highest peak on every continent. And apart from mountain biking, skydiving and paragliding, he has also hopped the 445 kilometres of the Grand Canyon, ... (set) up in 2005. Its tagline is 'What's within you is stronger than what's in your way.' People from different backgrounds ... (be) to face up to challenges and learn to serve others. Above all, they are encouraged to rely on ...

Eric and Karen ... (not defeat) by their disabilities. Instead, they have become role models for anyone who wants to live their life to the full.

KEY GRAMMAR

Lessons focusing on both accuracy and fluency conclude each set of two units. First comes the accuracy stage, aimed at reinforcing language acquisition and reducing errors. The key grammar points of the previous two units are reviewed in an interesting, exam-style reading task, and in further practice of core areas. Fluency, on the other hand, is getting your message across. Language has to be produced automatically in real time, errors and break-downs inevitably happen even when you are communicating effectively. These fluency tasks are extended activities, including groupwork, role play and games. Students then close the circle, reflecting on their performance and deciding where they need to do more accuracy practice.

GRAMMAR REFERENCE

Clear, reliable, in-depth grammar explanations provide more detailed, exhaustive rules, examples and guidance. This is followed by extensive practice in the Workbook.

DIGITAL

More grammar practice is available in the Extra Practice section of the e-book+.

Unit 4 News

Grammar reference

Modal verbs: present possibility

may, might, be, could be

- Use the modal verbs **may, might** and **could be** to say that something is possible at the moment. **could be** is more certain, **may** and **might** are less certain. You could be at home. Have you **tried** phoning him yet?
- There may/might be** some focus on the future.

must be, can't be

- Use the modal verb **must be** when we are certain that something is true. This must be the car we saw last week. (It's coming into our class.)
- Use the modal verb **can't be** when we are certain that something isn't true. He can't be a teacher. He's too young.

Modal verbs: future possibility

may/might + base form

- Use the modal verbs **may** and **might** to express what we think is possible in the future. I **may/might** visit my friends after school today.

Modal verbs: past possibility

could have / may have / might have / must have / can't have + past participle

- Use **could have / may have / might have + past participle** when we think it is possible that something happened in the past. John **could/may/might have** gone to the cinema. He was talking about seeing a film.
- Use **must have / may have / might have** (but not **must have**) + **past participle** when something was possible but did not happen. Who **could** see the winner when we were angry on the radio? (She **couldn't** and **isn't** angry.)
- You **could have** phoned me. (But you **didn't**, and **isn't** angry.)
- You **might have** killed someone by driving like that. (You **didn't**, but I'm shocked.)
- Use **must have + past participle** for an event that we think happened in the past. John **must have** gone to the cinema. He **gives** their every Friday.
- Use **can't have + past participle** for a past impossibility. John **can't have** driven home. His car's still here.

Multi-word verbs

Remember, some English verbs can combine with a preposition or an adverbial particle. We can divide these into two categories.

Prepositional verbs

- These usually (but not always) keep their original meaning in their combined form, e.g. **ask for**, **come in**, **go out**, **wait for**, **look up**, **wait for**, etc.

Phrasal verbs

- These usually change their original meaning in their combined form, e.g. **ask for**, **put on**, **pull off**, etc.
- Some phrasal verbs are intransitive, i.e. they cannot have a direct object, e.g. **break down**, **set off**, **set up**.
- Other phrasal verbs are transitive, i.e. they can have a direct object, e.g. **set something up**, **put something away**, **give something back**.
- Transitive phrasal verbs can have two constructions:
 - A verb + preposition + direct object. They gave back the money.
 - A verb + direct object + preposition. They gave the money back.
 However, if the direct object is a personal pronoun, it must go between the verb and the preposition. (Don't combine them.) They gave it back. **NOT** They gave her it.

Object pronouns

Subject pronoun	Object pronoun
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

- Remember to put object pronouns after the verb. (Don't use them.)
- Can you do it the easy way?
- Put object pronouns after a preposition. He's talking to you.

Word list

The words in red appear in the unit, but are not in the vocabulary section.

Feelings

angry
bored / bored / boring
calm
depress / depressed / depressing
excited / excited / exciting
funny
happy
interested / interested / interesting
nervous / nervous / nervous
surprised / surprised / surprising
tired / tired / tiring
worried / worried / worrying

Painting

sketch
sketchbook
sketcher
sketching
sketchpad
sketchbook
sketcher
sketching
sketchpad

Useful words

brushstroke
colour
composition
line
perspective
style
technique
Genre
historical
landscape
portrait
still life

Vocabulary

Feelings

1 Circle the correct words to complete the sentences.

- This programme is funny. It really **amused** / **amuses** me. I laugh.
- It makes me **excited** / **excite** when people are **friendly** / **amiable**.
- So, you're going on holiday. You must be **calm** / **excited**.
- Are you **surprised** / **interested** in movies?
- I'm so **happy** / **amused**. You will answer the phone!
- It's **excited** / **amused** all this week and I'm starting to feel **depressed** / **calm**.

2 Write the missing adjectives.

- Homework tries me. → I **hate** / **love** / **dislike** it.
- This book's **interested** me at all. → I **don't find** it at all **interesting**.
- Grace makes Eric **laugh**. → Eric finds Grace **funny**.
- Football **excites** Simon. → Simon thinks football is **exciting**.
- All sport **depresses** Hannah. → Hannah says it's **depressing**.
- Horror films scare us. → We get **scared** / **scary** when we watch horror films.
- Her **excited** surprised us. → We were **surprised** / **scared** by her reaction.
- This movie is ... This is **amused** / **amusing**.

3 Complete the text with these words.

calm excited exciting laugh scared scary surprised

I like going to the cinema and I usually like films that make me ... **excited** ... Last week, my friend told me that she wanted to see a film called *Warrior*. It had her favourite actor in it and she was really ... **excited** ... about seeing it, but I agreed to go. However, I really don't like ... **scary** ... films and I was really worried about feeling ... **scared** ... in the cinema. When the film started, I tried to stay ... **calm** ... but I wasn't ... **calm** ... because it wasn't scary at all. In fact, it was really ... **amused** ... I think you should see it!

4 Circle the correct words to complete the story.

I took my ... **sketchbook** ... as I had nothing for my interview. I really wanted the job so badly. When I walked into the room, the woman painted a chair. She didn't look at all ... **friendly** ... She seemed ... **amused** ... about something. In fact, she had her ... **sketchbook** ... and she was really ... **excited** ... about seeing it, but I agreed to go. However, I really don't like ... **scary** ... films and I was really worried about feeling ... **scared** ... in the cinema. When the film started, I tried to stay ... **calm** ... but I wasn't ... **calm** ... because it wasn't scary at all. In fact, it was really ... **amused** ... I think you should see it!

A CLOSER LOOK: VOCABULARY STUDY

Vocabulary learning can be a challenge and yet it is an essential part of making progress in English. So students need to be given many opportunities to build up their lexical knowledge, their word-learning skills and strategies, and awareness of meanings, collocation, word-building, word families and word fields. The course approaches this with a systematic but varied approach, so lexis is always a protagonist in the lessons.

Vocabulary: household chores

1 50 Match the pictures with the expressions. Then listen and check.

<input type="checkbox"/> load the dishwasher	<input type="checkbox"/> clear the table	<input type="checkbox"/> hang the washing out
<input type="checkbox"/> tidy your room	<input type="checkbox"/> make the bed	<input type="checkbox"/> lay the table
<input type="checkbox"/> do the washing-up	<input type="checkbox"/> vacuum the house	<input type="checkbox"/> take the rubbish / trash out
<input type="checkbox"/> clean the windows	<input type="checkbox"/> water the plants	<input type="checkbox"/> clean the car
<input type="checkbox"/> do the ironing	<input type="checkbox"/> sweep the floor	<input type="checkbox"/> empty the washing machine

WORD FAMILIES & FIELDS

Vocabulary is grouped into families and fields to help students learn words and phrases and memorise them. Illustrations and examples are used to help students contextualise the words more effectively.

WORD EXPANDER Multi-word verbs: up

- Adding the particle *up* often gives the idea of completion to a verb, e.g.
 - We are cleaning up the beach.* (= clean completely)
 - Eat up your vegetables!* (= finish)
 Find one other example with this sense in the article.
- Other multi-word verbs with *up* change the meaning of the verb.
 - Set up* in the article.

WORD EXPANDER

Many small words have enormous communicative power, but can get neglected during the learning process. The *Word expander* boxes focus on these individual words and expressions, helping the students understand their function.

Word skills 1&2

Travel

Warm up

1 Look at the photos and check the meanings of the words. Search for: carry-on bag | luggage | suitcase | suitcase | suitcase | suitcase

40 Match the sentences with the photos. Then listen and repeat the sentences.

- Do you have any checked-in luggage?
- Here's your boarding pass. Boarding will begin at 3.15 at Gate 23.
- If you have nothing to declare at the customs, go through the green channel.
- All carry-on luggage must be placed in the overhead lockers.
- Take the escalator up to departures on the first floor.
- Please go to the baggage reclaim area to collect your luggage.

Word practice

2 Match the words with the meanings.

1 stopover	a a document that allows you to travel to a particular country
2 delayed	b a piece of equipment that carries and moves luggage
3 long haul	c arriving or leaving at a later time than expected
4 carousel	d at the correct time, not late
5 visa	e a short stop on your way to another country
6 on time	f travelling a very long distance

TIPS Learning new vocabulary

You can learn new vocabulary if you are well-organised. Here are some ways to learn and practice new words.

- Use an app to create your own dictionary.
- Record yourself saying new words, listen and repeat.
- Change your phone, tablet or laptop setting to English.

Over to you

3 **DISCUSS** Discuss the questions.

- Do you like flying? Why / Why not?
- What are the advantages and disadvantages of different methods of travelling?

WORD SKILLS

Improving memorisation, understanding the importance of collocation and word families, guessing meaning from context, using a dictionary, etc. All these are important word skills which are focused upon in topic-based lessons in the Skills Book.

TIPS American and British English

English is an international language but it has different varieties. Here are some of the main differences between British and American English.

- Some words are the same but spelled differently, e.g. *theatre / theater*.
- Some words are completely different, for example *elevator*.
- Some words sound the same but have different meanings, e.g. BrE *chips / crisps*, AmE *chips*.

Vocabulary

Transport and roads

1 Complete the crossword.

2 Match the transport with the definitions.

Helicopter	coach	footpath	hovercraft
present	lorry		

- The place you walk next to a road.
- A small road for people to walk in the countryside.
- An aircraft with large metal blades on top that lifts into the air.
- A bus that takes people on longer journeys, usually between cities.
- A large vehicle used for transporting goods in the UK.
- A vehicle that travels just above land or water using air.

3 Complete the sentences with these words.

blocked | bumpy | country | dual | four | jet | side | open

When our airplane landed, we had terrible "jet lag". All we wanted to do was get to the hotel as quickly as possible, so we found a _____ car and started driving down the _____ carriageway. Unfortunately, the road was _____ because it was a holiday and there were a lot of cars on the road, so we decided to take a _____ road. That seemed to be faster at first, but then we turned onto a _____ lane and that was really "_____". Very soon, we got a puncture, so we had to use the "_____". Five minutes later, and guess what? Another puncture! We were lost in a strange place with no mobile phone and a car that we couldn't drive.

4 Write the letters in the correct order to make words about transport.

- We had an **M** **a** **c** **e** **n** **t** on the way to school. **a** **c** **c** **i** **d** **e** **n** **t**
- When we heard the **d** **e** **e** **w**, we knew there was a police car behind us. **u** **l** **l** **l**
- I was walking along the **p** **l** **o** **t** **t** **h** when I fell over.
- I have never been in a **c** **o** **u** **n** **t** **r** **y**. Have you?
- I want to be a **c** **h** **a** **s** **i** **n** **e** so I can learn how to fix cars. **e** **h** **h**

DIGITAL

More vocabulary practice is available in the Extra Practice section of the e-book+.

LEARNING WORDS BETTER

Studies prove that the more often you encounter and use words, the quicker you learn them. The Workbook provides extra practice of the active vocabulary of the unit in exercises which include matching, gap completions, labelling activities and games.

A CLOSER LOOK: COMMUNICATION

Communicating successfully in a range of contexts is the key to effective language use, and an essential part of measuring progress, including by the CEFR: The course puts special emphasis on identifying core phrases for each communicative context: situational (e.g. shopping), transactional (e.g. inviting), or interactional (e.g. giving an opinion). Scenarios featuring young people in authentic situations allow students to discover and learn the core language for each communication area, which they can then explore in guided role plays.



1 Jodie, Emma and Ben are planning their gap year in New York next month. We meet them in San Francisco. All the way across America. Ben Who exactly is Nathan? Emma He's the son of friends of my parents. They live in New York. Ben So he's American? Emma That's right. And he's drop dead gorgeous! Jodie He's an old friend, isn't he? Emma Kind of. I mean, we've sent loads of emails to each other and we chat online. We really get on! Jodie Emma, have you ever met Nathan, in person? Emma Of course I have! I met him in London. Jodie Ten? You're kidding! Emma It was at Disneyland. I went on all the rides with him. Jodie So...

REAL CONTEXTS
Students need young, lively, real contexts and personal interactions to motivate them towards fluency, learning how to get their message across and how to understand others in a range of situations.

Real communication
Telling stories

Starting	Moving the story on	Expressing opinion
• The worst journey I've ever had... • One day...	• First of all, ... • Then... / When... • Eventually / Finally... • So... / But... • Next thing...	• I / We decided to... • ... and we ended up... • ... and by then I / we... • And guess what? • Suddenly / Luckily / Unbelievably...
		• But the worst thing was... • It was unbelievable / a nightmare! • I / We couldn't believe it... • I / We were very lucky...

REAL LANGUAGE
Each *File* contains a bank of natural, high-frequency expressions, fixed phrases and lexical chunks, giving students the language they need to become fluent in each area. Using the right expressions is a key to spoken fluency, so encourage students to return regularly to these *Files*. All phrases are recorded within full sentences and available online.

Making decisions

3 **ROLEPLAY** Work in groups of three or four students.

- One of you is the waiter, the others are customers.
- The customers are in the restaurant. They order food from the menu. The waiter takes the order and gives information.
- Improvise if you want, eg complain, have a problem with your credit card, etc.
- Perform your roleplays to the class.

Global BREAKFAST CAFÉ BREAKFAST SPECIALS with fruit juice and / or hot drink all \$12

American breakfast bonanza eggs, mushrooms, tomatoes, waffles or toast & jam, pancakes

Turkish breakfast platter cheese, olives, tomato, cucumber, pastrami, boiled eggs, honey, bread

Mexican breakfast feast cottage cheese, tomatoes, green peppers and onion, hot tortilla

ROLE PLAYS
Getting students to interact together in similar situations to those presented is not only fun but it allows them to try out the new phrases. Each student should only choose a few expressions to use, not all of them! These communication activities should be repeated during the year to help students fix the expressions in their minds so that they eventually come naturally.

DIGITAL

Each communication area is accompanied online by practice exercises containing new dialogues so students can improve their performance and reinforce their acquisition of the language chunks. Home study or lab study of these is an important part of the methodology.

A CLOSER LOOK: CULTURE

Understanding the society, culture, lifestyles, values and history of countries where a language is spoken enriches the experience of learning a foreign language, especially if the contexts chosen are related to students' own lives and age group. Learning how people live their lives, what is important to them, what worries them or makes them happy, their friends, their families, their aspirations and experiences also deepens students' awareness of their own culture. It increases tolerance and understanding that there are many equally valid ways of seeing the world.

GET INTO CULTURE

Culture in the 21st century is global and local. Each *Real Communication* section presents a cultural aspect related to the unit. These provide an immediate and photographic insight into life and thought in different countries. This gives students information on how to find their way in the world, as well as a chance to compare these aspects with life in their own country.

INTERCULTURE

The Interculture section at the back of the Student's Book explores both English-speaking world contexts and globally themed topics of interest to young people. Visually inspiring and information-rich, they are designed to deliver information in a CLIL-like format, with a range of texts, fact files, interviews, articles and audio material. The language is roughly tuned to the students' level so it is accessible, but challenges students to use all their skills to process the information. Project work and personal research projects conclude the lessons.

GET INTO CULTURE Part-time jobs



Most American students do part-time jobs to help them through college.

16-17 year olds can work as many hours as they want but there are a few jobs they can't do. Over 18s can do any job and there is a minimum wage your employer must pay you.

Typical jobs are babysitting, working in shops and supermarkets, fast food restaurants, amusement parks and summer camps as a camp counselor. In a study in Canada, young people who work during the school and college year get a lot of benefits. They make more social connections and earn more money in their 20s. They also learn what jobs they don't want to do when they are older!

Answer the questions.

- 1 What sort of jobs do young people from your country do?
- 2 Do you think it's a good idea to have a job and while you are studying?

INTRINSIC CULTURE

One of the things students always say is: 'Tell us about teenagers and about how life is different in other countries'. They want to compare their own experiences with other young people, how they are similar and how they are different. Throughout the course, students have a window onto the world, encountering people, places and events from across the globe, but with a special emphasis on those from English-speaking countries including the USA, the UK, Ireland, Canada and Australia.

A CLOSER LOOK: INTEGRATED SKILLS

In the Workbook, which consists of independent work for the student to do at home, the skills are organised in a similar format to external exams. The exercises that prepare the way for B1 Preliminary and Trinity ISE exams are flagged with references to the specific exam and test type. In addition to this, each unit provides ideas for Study skills development and study strategies.

Units 7&8

KEY OBJECTIVES

GRAMMAR reported speech, indefinite pronouns, each/both/after, get used to/be used to doing
 VOCABULARY identifying what people say, taking notes, habits, raising requests and offers, reporting a person, taking notes, get/have
 VOCABULARY handling open, closed and indirect, expressing feelings, describing people

1A PASSWORK Look at the people in each photo. Match them with the personality types.

1B DISCUSS Discuss the questions. Do you think your personality is similar to any of the people in the photos? Do you agree? Why/Why not?

2A PASSWORK Do the personality quiz. Compare your answers with your partner's.

2B WRITE Write a list of adjectives that describe your personality. How energetic are you? How do you spend your free time?

3 PASSWORK Discuss the questions. Do you agree with what the personality quiz says? How are you different from your partner? What are your good qualities? What are your bad qualities?

4 WRITE Write a description of your personality. Use adjectives and expressions from the quiz.

01 A You're passionate, and dynamic. You love the outdoors and hanging out with people.
B You're a good listener, helpful and kind. You're good at taking care of people and animals.
C You're shy and take a while to make friends. You're slow to take on new ideas and projects.
D You're energetic, imaginative and have lots of interests.
02 A You're lively, fun and enjoy being the centre of attention.
B You're thoughtful, generous and popular.
C You're interested, intelligent and practical.
D You're intelligent, creative and think outside the box.

03 A You're adventurous, impulsive and love freedom.
B You want life to be comfortable and secure.
C You're imaginative, a dreamer and a romantic.
D You're a hard worker and a risk taker.

04 A You're ambitious and a risk taker.
B You're cheerful and friendly.
C You're sensitive and a private person.
D You're artistic and love to express yourself creatively.

05 A You're brave and a natural leader.
B You're loyal, social and hardworking.
C You're trustworthy and caring.
D You're flexible and positive about life.

MIXING SKILLS

From the opener lesson and the presentations until the final Key grammar pages, students are constantly shifting from skill to skill. This gives lessons pace and variety, and trains students to move naturally from one skill to another. In this example, from an opener lesson, students review and expand vocabulary in order to read and discuss their ideal career.

REAL SKILLS

Each unit has two pages devoted to integrated skills work which activate students' language knowledge and competence. In these series of skills-based activities, genuinely interesting topics get students reading, listening, speaking and writing. Language is graded and recycled, so students re-use language, improve their skills and learn new things, too!

Real skills

Crime victims

IT HAPPENED TO ME

Ravi, 15
 This happened just outside my school. It was only about half past four and there had stopped rain. One boy said that I didn't give them my phone. They'd lost one. What could I do? They looked really aggressive. This kind of thing has happened to loads of my mates.

Cecilia, 24
 I got home after work at ten tonight. I turned on the light, and immediately knew that something was wrong. The door was a little ajar. There was just all over the carpet. I had really nice and expensive. They only cost me 75 and 100 pounds, but it's the worst thing that has ever happened to me.

Rashid, 17
 I was going to a party with my girlfriend on New Year's Eve when a gang broke the way to back of us. They were going to steal our phones and they were quite drunk. They told us to get out of their way. Then as we were walking past, they grabbed us and pushed us to the ground. A guy took my mobile and they stole my girlfriend's phone and she got a scratch on her face. It was a really bad start to the new year.

Taylor, 18
 I was coming out of the subway station when a young kidie happened into me. She apologized and asked me if I was all right. She was quite nice, and she smiled at me and said I was fine. But then she suddenly turned and said I was a naughty and she got a scratch on her face. It was a really bad start to the new year.

Peter, 28
 I had an old second-hand car with two weeks left. I went to drop my bags and discovered that it was missing. I looked for it in all the nearby streets and then I went to the police. They said that both were missing lots of stuff in the area. They found mine two days later. It was completely broken up.

Vocabulary: crimes and criminals

1 pickpocketing
2 fraud
3 pyromania
4 abducting
5 mugging
6 theft
7 murder
8 burglary
9 vandalism
10 blackmail

40 Match the words with the definitions. Then listen and check.

41 Listen again and answer these questions.

42 Listen again and answer these questions.

43 Listen and circle the word you hear.

44 Listen and circle the word you hear.

45 Listen and circle the word you hear.

46 Listen again and answer these questions.

47 Listen and circle the word you hear.

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100 Listen and circle the word you hear.

PRONUNCIATION FOR SPEAKING SKILLS

Getting pronunciation right is a boost to comprehensibility, confidence and fluency. The more times passes, the more pronunciation errors become fixed, so regular pronunciation practice is time well spent. In *Real skills: Pronunciation*, the focus is on core sounds and speech patterns in user-friendly, speedy activities.

Pronunciation /g/ /k/

5a Listen and repeat.
 /g/ girl | grab | burglary | mugging | gang
 /k/ key | come | take | pickpocket | blackmail

5b Listen and circle the word you hear.
 1 glass / glass 2 back / bag

SKILLS FOR LIFE

Tips and advice are a core feature of the methodology. Both in the *Real skills* and the *Skills Book*, micro-skills are explained in a simple way and students are guided in how to improve. Each one of these tips is an essential skill for life which a language learner needs to fine tune until it becomes second nature.

SKILLS FOR LIFE Improving your writing skills

Planning and organising your writing will help to improve the final result. Here are some tips:

- think about who/what you are writing for (a friend? a business? a magazine?)
- think about why you are writing (to describe? to entertain? to inform?)
- think about how to organise your writing (different paragraphs for different ideas)

make a list of useful vocabulary. Try to use a range of words. (for example, *The girl*...

FROM ACCURACY TO FLUENCY FOR EXAM SUCCESS

Accuracy and fluency are two sides of the same coin – performing effectively in a language. Language users should aim to produce error-light language, but at the same time they need to be able to speak with flow, not worrying about gaps and errors, to get their message across. *Key grammar* lightly challenges students to improve their grammatical accuracy while leading them towards more fluent production.

Match examples of the correct use of the present perfect.

Present perfect focus

4a 18 Listen to the conversations. Circle true (T) or false (F).

- Jack has just finished his homework. T / F
- Ava hasn't passed her driving test yet. T / F
- Ron has already done the shopping. T / F
- Keira and Richard haven't seen the film yet. T / F
- Danny has just washed the floor. T / F

4b Correct the false sentences.

5a Which of the things below have you...?

- just done
- done today
- done this week
- not done since last weekend
- never done

Write the numbers in the boxes below next to each action.

... to fluency

5a PAIRWORK Tell each other your sentences. Say if you agree or not.

If you want to sleep better, put wet things on your head. I don't agree. I think that's a cure for hiccups!

5b 47 Listen and check your answers. How many did you get right?

5c Discuss any other cures you know for insomnia and hiccups.

Having a debate

6a GROUPWORK You are going to have a class debate.

- First, choose one of the topics below.

Experiments on animals cannot be justified.

Humanity should fear the development of artificial intelligence.

... will never solve poverty and...

ACCURACY FOCUS FOR EXAM SUCCESS

Confidence-boosting activities, designed to reinforce the communicative function of tricky grammatical areas, prepare students for exam success. But accuracy alone is not enough – we need to build students' communicative confidence to get their message across, regardless of errors.

FLUENCY FOR EXAM SUCCESS

Just as in sports training when, having consolidated specific skills, players must compete and therefore move their focus from the detail to the bigger picture, students now engage in an activity designed to concentrate on a core communicative area suited to the two previous units' work. After preparation, students do a role play, groupwork or pairwork, and should be encouraged to throw themselves creatively into the task and not worry any more about errors but to focus on communication.

... the questions.

Did you change your mind during the debate?
What was the most effective argument in the debate?

7 At class level, discuss your performance in the debate. How can you improve problem areas?

Knowing the right words is challenging. We should prepare useful language in advance.

It was quite hard to respond to questions in real time.
We should have discussions more often.

STUDENT FEEDBACK

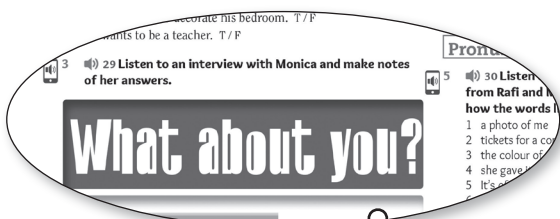
In the safe environment of the classroom, students can reflect on their performance in the task just completed. Maybe their fluency was impaired by grammar doubts or vocabulary problems. Students thus gain autonomy over their learning and can help decide with the teacher on the best revision focus.

DIGITAL

The e-book+ consolidates the accuracy and fluency focus of each pair of units, with extra practice in the vocabulary, grammar, listening and pronunciation areas introduced in the units.

A CLOSER LOOK: SPOKEN LANGUAGE

Although speaking is the most natural human skill, it is perhaps the most difficult for a learner to acquire. You have to think and speak at the same time, depend on your voice for pronunciation and intonation, and use gesture and facial expression. However, it usually has a more flexible, simpler syntax than written text, and the best way to learn to speak naturally is to be exposed to speech and to engage in conversation yourself. *Right Here!* focuses on spoken communication right from the start, from dialogues and expressions in *Real talk*, to situational and interactional chunks in *Real communication*. The emphasis is on modern language as used by young people today.



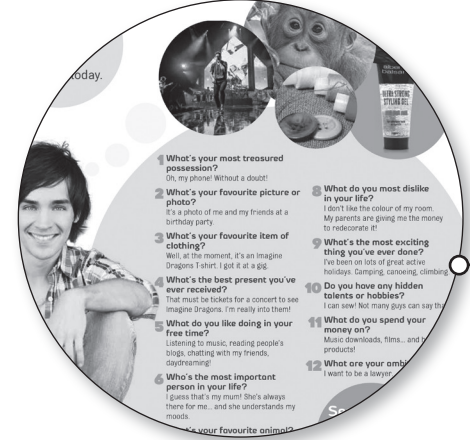
VIEWING SKILLS

The young people in the *Viewing skills* section of the Skills Book speak naturally about a range of topics in a range of accents. The tasks focus first on understanding the content of their opinions. Students are then helped to explore simple aspects of the interviews, all of which can be adopted in their own spoken English.

AUTHENTIC DISCOURSE

Natural, up-to-date language is a core feature. Audio material is fresh, energetic and authentic-sounding because of the focus on discourse markers and conversational gambits.

TRANSCRIPT SB 29
INTERVIEWER Hi! Do you mind if I ask you a few questions for our magazine?
MONICA No, cool. I love questions!
INTERVIEWER What's your name?
MONICA Monica.
INTERVIEWER Well, Monica, what's your treasured possession?
MONICA My grandma's ring. She gave it to me on my sixteenth birthday.



REAL TALK

To become fluent, learners need to understand and use natural spoken discourse: everyday idioms, fixed expressions, interjections, etc. Particular emphasis is placed on how today's young people communicate with their own age group. *Real talk* pulls out high-frequency typical chunks and phrases used in conversation, which are then practised further online in the e-book+ *Real talk* activities.

INTERACTION

Real communication lessons focus on interactional language such as narrating, apologising, working in teams, etc. These are stock phrases and expressions that students need every time they use English, and special attention has been paid to the frequency and usefulness of the exponents.

21ST CENTURY COMMUNICATION

Texts, comments and story posts are fast, informal and spontaneous – we write like we speak. Students learn how to write in this way, employing the expressions and grammatical shortcuts used in spoken discourse.



Real communication			
Digital talk			
CALLER	Business	OTHER PARTY	Business
Any situation	• Could I speak to Mr Burton, please?	Any situation	• Trent Business Centre. Can I help you?
• Hello, can I speak to...?	• Hello, I'm ringing to... • Extension 327.	• Hello, who's calling?	• I'm sorry he's not in.
• Can I leave a message, please?		• Can I take a message?	

GETTING CLOSER TO EXAMS

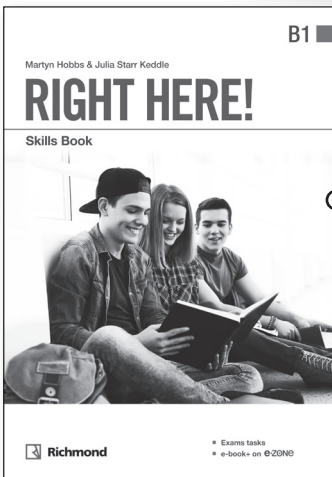
In the 21st century further education system and workplace, students need to demonstrate their skills in a foreign language with qualifications in English. Exams are also an excellent way of encouraging students to learn more effectively and to have something to aim for in the lessons. A positive exam result is also highly motivating and proves that the hard work and effort was worthwhile and that your performance is being judged according to neutral, officially recognised standards. Right from the start, we aim to help students to become exam-ready by introducing them to the text types and task types that are used in the most common exams. In that way, doing exams becomes a natural and comfortable experience and we take the stress out of exam day!

1 **P PAIRWORK** Look at the people in each photo. Guess these things about them.

- Who are they?
- What are their names?
- Where are they from?
- What sort of place do they live in?
- What is their favourite food / place / music, etc.?
- Do they like doing in their free time?

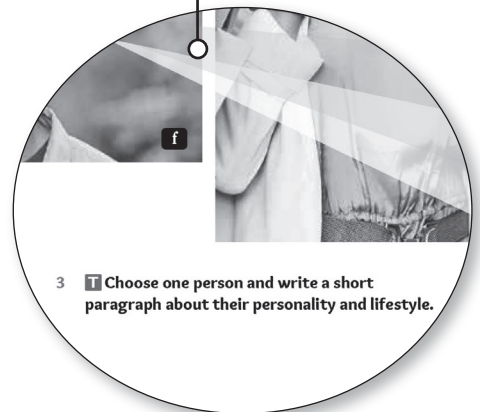
EMBEDDED EXAM PRACTICE

Right from the beginning, students are learning the skills and using the exercise types that prepare them for exams, even before they reach the appropriate level of language knowledge and performance. The exercises that match most closely are marked with P (B1 Preliminary) and T (Trinity).



SKILLS FOR EXAM SUCCESS

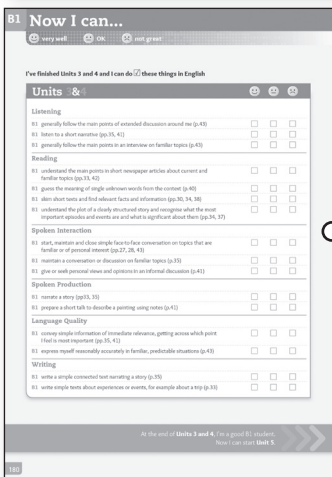
The Skills Book is designed to provide students with all the skills they need for exam success including specific tips and guidance and exercise types which reflect international exams.



3 **T** Choose one person and write a short paragraph about their personality and lifestyle.

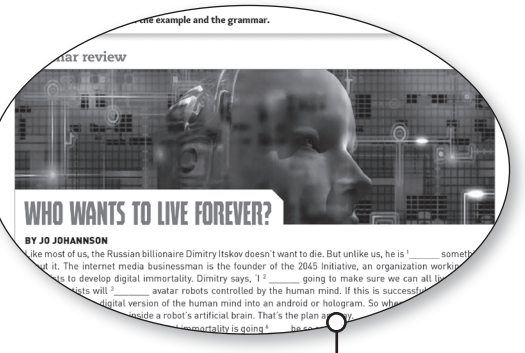
CEFR

You can be confident that students meet internationally recognised standards because the syllabus and learning objectives are lock-stepped with the communicative and interactive objectives of the CEFR (Common European Framework of Reference) levels. Students regularly evaluate their progress with *Now I can...*, linked explicitly to the CEFR descriptors. At any point you can assess their readiness for international exams.



DIGITAL

The extra practice available to students online in the e-book+, and the activities for Fast finishers all contribute to exam preparation. In the e-zone, teachers can find a Testbuilder containing Skills tests and Progress tests for each unit and pair of units, information on how the course prepares students for Trinity and B1 Preliminary exams, as well as downloadable self-assessment checklists for the relevant CEFR levels.



KEY GRAMMAR TEXT COMPLETION

The *Grammar review* is one of the most challenging but useful exam-type exercises in the Student's Book. Using the key grammar they have studied, students are asked to complete a text with appropriate words and phrases. This exercise is based on exam types students frequently encounter, and tests their comprehension and language use on many levels.

A CLOSER LOOK: LEARNING STYLES

We all learn and process information in different ways: some students prefer to listen, others to read, others need to write notes or do something active. Students also have natural preferences for certain subjects, maybe they are good at science or sport or music. And we all learn at different speeds: some of us like to get going straight away, others prefer to reflect and be sure before they try something. Language learning is a perfect subject for tapping into these learning styles and intelligences, and we offer a balance of topics, tasks and activities to suit as many learners as possible, including students with learning difficulties.

Units 9 & 10

KEY OBJECTIVES

GRAMMAR second conditionals, wish + would, defining relative clauses, wish/should knowledge to have, adverbs of manner (revision)

FUNCTIONS talking about imagined situations, having a job interview, talking about regrets, dealing with difficult situations

VOCABULARY careers

1 Read the article and tips.

creative thinking

Imagination is more important than knowledge
Albert Einstein

2a **GROUPWORK** Work in groups and do the tasks.

TASK 1 Join all the dots together using only four lines. Difficult? Not if you think creatively, 'outside the box'!

TASK 2 Choose an animal and a machine or gadget. Brainstorm new objects combining the two. Choose the best idea. Draw it and list the things your object can do.

Animal	Object	Machine
octopus	lightbulb	camera
goldfish		headphones
snake		motorbike
giraffe		fridge
monkey		lightbulb
dolphin		bicycle
dragon		computer

TASK 3 Brainstorm all the things to do with a spoon. Write a list of the top five ideas.

TASK 4 Brainstorm all the ways to improve the game of football. Choose your favourite idea.

2b **GROUPWORK** Present your results to the class. Vote for the best ideas.

...le things that
s with your partner.

MULTIPLE INTELLIGENCES

Learning styles are personal, and we all learn in different ways. In the theory of multiple intelligence there are a set of intelligences that we all possess: musical-rhythmic, visual-spatial, verbal-linguistic, logical mathematical, bodily kinesthetic, interpersonal, intrapersonal and naturalistic. The balance between these intelligences is unique to us. One person may excel at music; another might enjoy computer programming or prefer expressing themselves through sport. Although all intelligences need to be developed, we also need to respect individuals' dominant intelligences. The course reflects these intelligences in its range of exercises so that all students can recognise their strengths and develop weaker intelligences.

FAST FINISHERS

Students learn and work at different speeds, so the *Fast finishers* allow you to give stronger students an extra task to complete. Alternatively, you can use these activities if your lesson itself is a 'fast finisher' and you need another short task to take you to the end of class!

Fast finishers 7

DIGITAL

The online e-zone and e-book+ components offer many types of activities for every type of learner. Students can use digital exercises autonomously to suit their tastes and preferences, or the tasks can be set as homework. You can use these resources to help slower learners and learners who need to explore an area in more depth.

Speaking and writing

7 **GROUPWORK** Discuss the questions.

What would your life be like without these things? Would you like to live without any of them?

- phones
- running water
- food shops
- rubbish collection
- pens, pencils, writing paper
- clothes shops
- fridges, washing machines, cookers
- TV, radio, computers
- electricity
- cars, buses, trains, aeroplanes
- books, dictionaries, magazines

- A** Without electricity we would have to use candles.
B I wouldn't like to live without running water, but I wouldn't mind living without TV.
A It wouldn't be so bad without clothes shops, but I don't know how to sew!

WORD EXPANDER Mind

...-ing form after mind:
... preference: I would...

GROUPWORK AND PROJECTS

Groupwork allows each person to express their best: one might be the best leader, another a good mediator, another an excellent organiser or researcher, another a brilliant artist or photographer or film-maker. Projects are a perfect way to bring out the strengths in all your students and to train them to work together in groups, or autonomously on their own, pursuing a topic that interests them.

Starter Units 1&2

Starter Units 1&2 pp. 5–20

Opener	p. 5
Starter Unit 1	pp. 6–11
Starter Unit 2	pp. 12–19
Language check	p. 20

Starter Workbook online

Starter Unit 1
Starter Unit 2

Testbuilder

Starter Unit 1 Test
Starter Unit 2 Test
Starter Units 1&2 Skills test

Objectives

Grammar

present simple
present continuous
adverbs of frequency
modal verb *can*
degrees of ability
countable and uncountable nouns + *how much / how many* and *some / any*
comparative and superlative adjectives

Functions and Communication

talking about the present
talking about skills and abilities
describing people
talking about mood, personality and health
talking about quantity
comparing things
buying a ticket
asking for and giving directions

Vocabulary

days of the week
months
skills and abilities
personal description
parts of the body
health
personality
rooms and furniture
countries
places in a town
homes
prepositions
furniture

Starter Units 1&2 CEFR competences

Listening

A2 understand what is said clearly, slowly and directly to me in simple everyday conversation (pp. 10, 11, 16, 17)

A2 understand the essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly (p. 19)

Reading

A2 identify important information in simple newspaper articles which are clearly structured and illustrated (pp. 18–19)

A2 understand short narratives about everyday things dealing with topics which are familiar to me, e.g. a blog on someone's typical day (p. 7), an email containing directions (p. 17)

Spoken interaction

A2 use public transport, for example trains, ask for basic information and buy tickets (p. 16)

A2 use basic greetings, ask how people are and react to news (p. 11)

A2 discuss with other people what to do and where to go (p. 19)

Spoken production

A2 describe my hobbies and abilities in a simple way (p. 8)

A2 describe an imaginary place in the area where I live (p. 19)

Language quality

A2 use some simple structures correctly (pp. 10, 11, 16, 17)

A2 have sufficient vocabulary for coping with simple everyday situations (pp. 11, 16, 19)

Writing

A2 write about aspects of my everyday life in simple phrases and sentences, e.g. the description of a friend (p. 10)

Starter Units 1&2 opener

AUTHOR chat

What do your students need before beginning their studies at B1 level? A quick, efficient and motivating review of the language they have already learnt at A2 level. They need to refresh and activate what they know and check they have the basics, and you may need to bring all your students up to a similar level before starting Pre-intermediate work. In four units, this Starter reviews all the main structures and communicative areas of A2, preparing students for the next stage – studying B1.

This opener in the form of a blog questionnaire motivates your students right from the beginning. It is a chance for them to put into action a variety of basic vocabulary and language used to talk about everyday experiences.

- check knowledge of names of items used daily
- in preparation for the topic of these units, practise speaking about routines and about things happening now

1 | p. 5

Teacher: *Look at the photos. Can you name these objects?*

Students: oral work to be done all together.

Teacher: *Now read the blog where 'Tiger-Lily' tells us 15 things about herself. Find the words for the objects and write them under the photos. Write *inhaler* on the board and check if students understand the meaning.*

Students: written work to be done individually or in pairs.

Answers

- 1 ice-skating / skates
- 2 chocolate
- 3 phone
- 4 guitar
- 5 trainers
- 6 inhaler
- 7 Chinese noodles

2 | p. 5

Teacher: *You have to fill in the table. Read the list of categories and decide which category each object belongs to.*

Students: written work to be done individually or in pairs.

Answers

food: chocolate, Chinese noodles
things: posters, phone, inhaler
sport: football, ice-skating
clothes: hoodie, jeans, trainers
musical instruments: guitar

3a, 3b | p. 5

Students: individual written work followed by oral pairwork.

Teacher: make sure students use the same structures as in the text of the blog, e.g. *I love...*, *I hate...*, *My favourite...*, *I'm wearing...* . Monitor the pairwork, making sure that the structures used and the students' pronunciation are correct.

Starter Unit 1

Routines and ability

Unit 1 Objectives

Grammar

Present simple
Present continuous
Adverbs of frequency
Modal verb *can*
Degrees of ability

Functions

Talking about the present
Talking about skills and ability
Describing people
Talking about mood, personality and health

Vocabulary

Days of the week
Months
Parts of the body
Health
Personality

Skills

Listening: a conversation about appearance; a conversation about how someone is feeling
Reading: a blog about a girl's daily routine; an article about achievements in sport
Writing: a description of the physical appearance and clothing of a person
Speaking: discussing appearance; talking about one's health

Presentation pp. 6–8

AUTHOR chat

Through the informal medium of a blog diary, your students painlessly review the present simple and the present continuous. Emma describes her typical day, talks about what she is doing, and asks her friends to tell her about what they are doing right now. The section concludes with an inspiring look at disabled athletes and their achievements.

Vocabulary: days of the week / months

- in preparation for the work in the unit, learn / revise the days of the week and the months

1a | p. 6

Students: oral work to be done all together or in pairs.
Teacher: if students have difficulties in coming up with ideas, ask *When do you do your homework?* *When do you go shopping?* *When do you go out with friends?*

1b | p. 6

Students: oral work to be done all together or in pairs.
Teacher: if necessary expand on the ideas with questions, *How long is your summer holiday?* *Which months?* *Do you have other holidays during the school year?* *In which months can you see flowers all around?* *In which months can you enjoy the most sunshine?* *Do you ever go to the beach?* *If so, when?* *When do we have snow in this part of the world?* *In which months does the school year start and end?*

Comprehension

- understand short narratives about everyday things dealing with topics which are familiar to me, e.g. a blog on someone's typical day **A2**



2a | p. 6

Teacher: *You're going to hear what Emma says in her blog about her daily routine. First look at the expressions, then listen and read.*

Students: listen and read. Reorder the sequence of the activities.

TRANSCRIPT Starter 02

See Starter p. 7.

Answers

- 1 wake up
- 2 get up
- 3 have a shower
- 4 choose clothes
- 5 feed the cat
- 6 drink some juice
- 7 leave the house
- 8 come back to the house
- 9 walk to the bus stop

Real talk | p. 7

Teacher: explain that *Real talk* lists phrases and exclamations commonly used in daily conversation. They are usually colloquial and they often represent young people's jargon. Ask students to find equivalent expressions in their own language:

sad?

ages

fed up

blah blah blah

2b | p. 6

Students: oral work to be done in pairs.

Random Fact | p. 7

Teacher: focus on the *Random Fact* at the bottom of the page and ask students to read the information. Ask them if the statistic surprises them and if the percentage is similar within the class.

Starter Unit 1



3 | p. 6

Teacher: Emma writes about what she's doing right now. And her friends Nathan, Jodie and Ben do the same on her blog. They are the main characters in our story. So try to remember their names and faces.

Students: listen and read. Identify the young people doing the actions in the list.

TRANSCRIPT Starter 03

See Starter p. 7.

Answers

- N planning a trip
- J listening to an mp3 player
- B doing a film project
- B reading a blog
- E eating crisps
- E watching a music video
- E writing a blog
- P playing video games
- T sitting on the keyboard

Talking about the present

- talk about daily routine and actions that are happening now; understand short narratives about everyday things dealing with topics which are familiar to me, e.g. sporting ambitions **A2**

4 | p. 6

Students: read the explanations on the use of the present simple and present continuous and look for examples of these tenses in the blog.

Teacher: for a quick revision of these tenses refer students to the tables on p. 9.

Examples of present simple: all the verbs in the section *My routine*.

Examples of present continuous: all the verbs in the section *What are you doing now?*

5 | p. 6

Students: individual written work.

Teacher: make sure students use the frequency adverbs appropriately and put them in the correct position in the sentence.

6 | p. 6

Students: oral work to be done in groups.

Teacher: monitor the activity making sure that students use the correct tense for routine actions and for actions that are happening now.

Talking about skills and abilities

- describe my hobbies and abilities in a simple way **A2**

7a | p. 8

Teacher: You're going to read about four athletes. They are all disabled and extremely successful.

Students: individual written work.

Answers

Aaron Fotheringham, can't walk, skateboarding, can do 180-degree turn in the air.

Natalia Partyka, has got one hand only, table tennis, medals in both the Olympics and the Paralympics.

Rheed McCracken, cerebral palsy, wheelchair racing, Junior Athlete of the Year, medals at the Rio Olympics, broke the 100m record in 2017.

April Holmes, has only got one leg, running, can run 100 metres in under 13 seconds.

7b | p. 8

Students: oral pairwork.

Teacher: ask students to search for websites that raise public awareness of the problems of disabilities, and list projects and events for disabled people in their country.

8 | p. 8

Students: read about the use of the modal verb *can* and of adverbs of degree. Look for examples in the text of the article.

Teacher: for a quick revision of *can*, refer students to p. 9.

Vocabulary: skills and abilities

- talk about one's abilities

9 | p. 8

Students: oral pairwork.

Get the grammar p. 9

Starter Workbook online Starter Unit 1

Present simple / present continuous

1 | p. 9

Teacher: ask students to read and translate the examples.

Students: complete the tables and copy them into their grammar notebooks.

Answers

- | | |
|---------|-----------|
| 1 plays | 6 is |
| 2 don't | 7 not |
| 3 play | 8 playing |
| 4 play | 9 Am |
| 5 are | 10 Are |

2 | p. 9

Students: complete the rules and copy them into their grammar notebooks.

Answers

- 1 present simple
- 2 present continuous

3 | p. 9

Answers

- 1 wear, 'm wearing
- 2 gets, goes
- 3 are making
- 4 Are you talking, 'm talking
- 5 aren't taking, 're walking

4 | p. 9

Answers

- 1 are you doing, am reading, am listening
- 2 Do, have
- 3 are playing
- 4 visit, am spending
- 5 aren't doing, are riding

Modal verb can

5 | p. 9

Teacher: ask students to read and translate the examples.

Students: complete the rules and copy them into their grammar notebooks.

Answers

- 1 ability
- 2 beginning

6 | p. 9

Answers

- 2 Can Isabelle drive? No, she can't.
- 3 Can she ride a horse? Yes, she can.
- 4 Can she speak Chinese? No, she can't.

7 | p. 9

Answers

Students' own answers.

 **Starter WB Unit 1**

Students: do the Workbook Starter Unit 1 exercises online as homework.

Real communication

pp. 10–11

Describing people**AUTHOR chat**

In the Starter, each *Real communication* deals concisely with two important A2 communicative areas so your students are quickly brought up to speed. Each section recycles and reviews situations with which students should already have some familiarity. These quick and easy lessons present key language, expressions and vocabulary and give students an opportunity to practise in classroom activities. In this spread we review describing people, parts of the body, personality, mood and talking about health.

 **File**

Teacher: focus on the structures introduced in the *File* on p. 10 to express the function of describing appearance.

Vocabulary: personal description

- understand what is said clearly, slowly and directly to me in a simple everyday conversation in which someone describes people **A2**; write about aspects of my everyday life in simple phrases and sentences, e.g. the description of a friend **A2**

1 | p. 10

Students: oral pairwork.

Teacher: in order to encourage students to speak, you can bring cuttings from magazines with photos of famous actors, singers, politicians. Check understanding of vocabulary, especially *plump, well built, skinny, bald*.

 2 | p. 10

Teacher: Look at the photo. Where are these people? (At a party. What are they doing? (They're laughing, drinking, chatting.) What are they talking about? Read the sentences to guess what the conversation is about (other people at the party). Now let's listen to the conversation.

Students: listen and identify.

Starter Unit 1

TRANSCRIPT 🗣️ Starter 04

- JACK** Who's that girl with curly red hair?
- JESSICA** Oh, that's my cousin, Holly. She's talking to my friend Demi.
- JACK** He's very tall!
- JESSICA** No, not the guy in the jeans. That's William. The other guy; the one in the black leather jacket with the dreadlocks.
- JACK** Oh, OK. I see him. And is your brother Tim here?
- JESSICA** Yes, he is. He's eating a sandwich over there.
- JACK** I like his glasses. And who's the girl with the long blonde hair? Is that your friend Martha?
- JESSICA** No, it's her sister, Ivy. Martha's got short hair. And she's wearing a pink necklace and a long black skirt.
- JACK** Oh yes. I see her!

Answers

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

3 | p. 10

Teacher: focus on sentences 1–6 and play the recording again for students to do the exercise.

Students: stronger students can identify the True / False sentences without listening a second time. They correct the false sentences.

Answers

- 1 T
- 2 F (Demi is wearing a black leather jacket.)
- 3 T
- 4 F (Ivy is Martha's sister.)
- 5 F (Jessica's brother is eating a sandwich.)
- 6 F (William is wearing jeans.)

4a | p. 10

Students: individual written work.

Teacher: remind students they must not mention the name of the person they are describing.

4b | p. 10

Students: oral pairwork.

Teacher: you may want to put the descriptions on the wall and ask students to come up to read them and identify the people in the class.

Vocabulary: parts of the body

- review vocabulary for parts of the body

5a | p. 10

Teacher: when students finish the exercise, check understanding of the vocabulary. Remind them that the English language has the word *fingers* for the parts of the hand and the word *toes* for the parts of the foot. Ask students to read their answers and check pronunciation.

Answers

- head:** eye, ear, mouth, nose
arm: hand, finger, thumb, elbow
leg: foot, toe, knee
torso: stomach, back, chest

5b | p. 10

Teacher: brainstorm all possible words for other parts of the body, under the four headings, for example:

head: *chin, cheek, hair, brain, face, teeth, tongue*

arm: *wrist, nails*

leg: *ankle*

torso: *neck, shoulder, heart, lungs, ribs*

What's up?

📁 File

Teacher: focus on the structures introduced in the *File* on p. 11 to express the following functions: describing mood, personality and health problems.

Vocabulary: health

- learn words to describe small ailments and accidents

6 | p. 11

Teacher: check understanding of new vocabulary, e.g. *chesty cough, dry cough, a twisted ankle, rash, runny nose, feel sick, feel dizzy, feel faint*. Ask students to read the phrase and check pronunciation.

Students: oral pairwork.

Vocabulary: personality

- learn expressions to describe personality and mood; understand what is said clearly, slowly and directly to me in simple everyday conversation **A2**; use basic greetings, ask how people are and react to news **A2**; use some simple structures correctly **A2**; have a sufficient vocabulary for coping with simple everyday situations **A2**

7 | p. 11

Teacher: ask students to translate the adjectives into their own language, then check their pronunciation.

Students: individual written work.

📁 8a | p. 11

Students: listen to the conversation between Chad and Steph without reading the text in exercise 8b and answer the question (*Chad's got a cold*).

TRANSCRIPT 🗣️ Starter 05

See transcript in exercise 8b.

8b | p. 11

Students: listen to the conversation again and complete the dialogue.

TRANSCRIPT AND ANSWERS 🎧 Starter 05

STEPH Hi Chad, ¹**what's up?** You look a bit down!

CHAD Oh, I've ²**got a cold**, so I can't play football tomorrow.

STEPH Oh, that's a shame. ³**How do you feel**, then?

CHAD Terrible! Honestly, I ⁴**can't sleep** and I'm very tired. And I just feel really grumpy. I don't want to talk to anyone.

STEPH Oh dear. So you don't want to chat to your friends then?

CHAD Sorry, Steph. I don't want to be rude. But really, I ⁵**just want to go home** and go to bed.

STEPH OK, OK. Off you go! Hope you ⁶**feel better** tomorrow.

9 | p. 11

Students: oral pairwork.

Extra

Vocabulary building. Students read all the vocabulary on pages 10 and 11 again. Then, in pairs, they find out who can write the greatest number of words from memory.

The activity can also be done as a dictation-translation. The teacher dictates a word in the students' own language, the students write it in English.

📁 **Test: Starter Unit 1 Test**

Starter Unit 2

Things

Unit 2 Objectives

Grammar

Countable and uncountable nouns

how much / how many

some / any

Comparative and superlative adjectives

Functions

Talking about quantity

Comparing things

Buying a train ticket

Asking for and giving directions

Vocabulary

Rooms and furniture

Countries

Places in a town

Homes

Prepositions

Skills

Listening: conversations at a railway station; a conversation giving directions

Reading: a description of a room; an article about weird buildings

Writing: a description of a weird place

Speaking: buying a train ticket; discussing weird places

Presentation pp. 12–14

AUTHOR chat

We meet Nathan and Emma, two protagonists of the photostory, and find out something about Emma and Jodie's exciting plan for a trip away. Students review all the basic language areas linked to talking about quantity, an area that always needs special attention and practice. They go on to review comparatives and superlatives by doing a world quiz and an activity about people in the class.

Vocabulary: rooms and furniture

- revise words for the parts of a house, furniture, domestic appliances, electronic devices

1 | p. 12

Teacher: check understanding and pronunciation of all vocabulary.

Students: oral pairwork.

Warm up

- in preparation for the work in the unit, get to know two protagonists of the story

2 | p. 12

Students: oral work to be done all together or in pairs.

Teacher: remind students that they met Emma and Nathan on p. 7. Ask *What country did Emma mention? (The USA.) What did Nathan say? (I can't wait for you both to come.)*

Answers

- 1 Nathan and Emma.
- 2 Nathan is probably in his flat / house in the USA, Emma in a street in Britain.

Comprehension

- understand a phone conversation and identify the room which is being described



3 | p. 12 towards B1 Preliminary Listening Part 1

Teacher: Look at the pictures of three bedrooms. Now read and listen to the dialogue. Identify the room Nathan describes.

TRANSCRIPT Starter 06

See Starter p. 13.

Answer

Room c.

Real talk | p. 13

Teacher: focus on the phrases in *Real talk* and help students to translate them into their own language:

Oh, I don't know.

Are you joking?

Don't panic.

4 | p. 12

Students: read the dialogue again, do the task and correct the false sentences.

Answers

- 1 F (She's planning to go with Jodie.)
- 2 F (Nathan can sleep on the sofa, Emma and Jodie can sleep in his room.)
- 3 T
- 4 T
- 5 F (He says it's quite tidy.)
- 6 F (She plans to bring all her clothes, her shoes, her make-up.)

Talking about quantity

- practise using countable and uncountable nouns, *some* and *any*, *how much* and *how many*

5 | p. 12

Teacher: ask students to read and translate the examples. Ask students to find countable and uncountable nouns in the dialogue.

Students: complete the rules and copy them into their grammar notebooks.

Answers

- 1 countable
- 2 countable
- 3 uncountable
- 4 countable
- 5 uncountable

Vocabulary: countries

- learn / revise the names of countries in various parts of the world



6 | p. 14

Teacher: focus on the map and tell students they will hear the names of the countries in random order. Ask students to repeat them and to identify them on the map.

TRANSCRIPT Starter 07

Canada
The USA
Mexico
Brazil
Chile
Morocco
Nigeria
Egypt
South Africa
Pakistan
India
China
Russia
Japan
Australia
New Zealand

Comparing things

- review the formation of comparatives and practise making comparisons



7a, 7b | p. 14

Students: oral pairwork. Students answer the questions about the countries and point them out on the map.

Teacher: play the recording of exercise 7b to check answers.

TRANSCRIPT Starter 08

- | | |
|-------------|---------------|
| 1 Russia | 7 the USA |
| 2 Australia | 8 New Zealand |
| 3 Japan | 9 China |
| 4 Morocco | 10 Brazil |
| 5 India | 11 China |
| 6 Australia | 12 Mexico |

Comparative adjectives, Superlative adjectives, Irregular adjectives | p. 14

Teacher: ask students to read the rules and translate the examples.

8 | p. 14

Students: oral groupwork.

Get the grammar p. 15

Starter Workbook online Starter Unit 2

Countable and uncountable nouns

1 | p. 15

Teacher: ask students to read and translate the examples.

Students: complete the rules and copy them into their grammar notebooks.

Answers

- 1 plural
- 2 singular
- 3 a / an
- 4 some
- 5 any

2 | p. 15

Answers

Countable: wardrobe, flower, garden, rug, guitar
Uncountable: love, furniture, music, time, milk

3 | p. 15

Answers

- 2 some, any
- 3 some, any
- 4 some, any

4 | p. 15

Teacher: ask students to read and translate the examples.

Students: copy the rules into their grammar notebooks.

Answers

- 1 many
- 2 much
- 3 much
- 4 many
- 5 many

Starter Unit 2

Comparative and superlative adjectives

5 | p. 15

Students: complete the rules and copy them into their grammar notebooks.

Teacher: focus on the last two rules about the use of *than* in comparative sentences and the use of *the* in front of the superlative. Explain also that the superlative is followed by the preposition *in* + a place or a group and by the preposition *of* in all other cases.

Answers

- | | |
|---------------|-------------|
| 1 cheaper | 6 yellow |
| 2 nicer | 7 cleverest |
| 3 biggest | 8 better |
| 4 more famous | 9 worst |
| 5 prettiest | 10 farthest |

WB Unit 2

Students: do the Workbook Starter Unit 2 exercises online as homework.

Real communication

pp. 16–17

I want to go to...

AUTHOR chat

Being out and about, asking for information, giving directions, buying tickets are all key A2 areas — and also useful preparation if you are planning to take your students on school trips abroad! Your students need to feel comfortable in these key situational areas before exploring more interactional communication areas that come up in B1. They also review important lexical areas such as places in the town, prepositions of position and movement and types of homes.



File

Teacher: focus on the structures introduced in the *File* on p. 16 to express the following functions: buying a ticket, asking for information and help.

Vocabulary: places in a town

- learn / revise vocabulary for leisure places and urban services in a town; use public transport, for example trains, ask for basic information and buy tickets **A2**; have sufficient vocabulary for coping with simple everyday situations **A2**



1a | p. 16

Students: matching exercise to be done individually or in pairs.

Teacher: play the recording to check answers. Play it again for students to repeat.

TRANSCRIPT AND ANSWERS Starter 09

- | | |
|------------------|-----------------|
| 1 library | e book |
| 2 leisure centre | a swimming pool |
| 3 post office | h letter |
| 4 school | g desk |
| 5 park | d grass |
| 6 restaurant | c menu |
| 7 hospital | b bed |
| 8 museum | f old things |

1b | p. 16

Students: oral pairwork.

1c | p. 16

Students: in groups list names of typical places found in a town.

Teacher: write all the words suggested by the groups on the board, e.g. *café, bank, supermarket, shopping centre, church, police station, town hall, skating rink, train station, bus station, underground station, taxi rank*. Encourage students to think of more words by giving them definitions like *This is where you park your car (car park), This is where you go swimming (swimming pool), etc.*



2 | p. 16 towards B1 Preliminary Listening Part 2

Teacher: *You're going to learn the language you need at a railway station. Read the three sentences, then listen and match.*

Students: listen and match.

Teacher: check understanding of *front coaches* and *rear coaches*.

TRANSCRIPT 🗣️ Starter 10

1

TICKET OFFICIAL Next!**RUTH** Can I have a ticket to Edinburgh, please?**TICKET OFFICIAL** Single or return?**RUTH** Oh, return, I guess.**TICKET OFFICIAL** Coming back today?**RUTH** What?**TICKET OFFICIAL** Are you coming back today?**RUTH** No. I'm not coming back till next week.**TICKET OFFICIAL** Right then. One open return. £56 please.

2

RUTH Hello, excuse me, can you help me please?**WOMAN** Yes?**RUTH** Do you know, um, which platform does the train to Edinburgh leave from?**WOMAN** It's um, platform 4. Oh, no, it's platform 6, dear. Over there. But hurry!

3

RUTH Sorry, is this the train for Edinburgh?**GUARD** Yes, love. Front four coaches.**RUTH** What?**GUARD** Front four coaches for Edinburgh. The train divides at Oxford. Rear coaches go to Bristol, front coaches go to Edinburgh.**Answers**

a 2 b 3 c 1

3 | p. 16**Teacher:** ask students to read the sentences, then play the recording again.**Students:** do the task and correct the false sentences.**Answers**

1 F (She isn't coming back until next week.)

2 T

3 F (It leaves from platform 6.)

4 F (The train goes to Oxford, then the rear coaches go to Bristol, the front coaches go to Edinburgh.)

5 T

4 | p. 16**Teacher:** prepare the students for the roleplay by asking them to read the material carefully.

With stronger students, give a model of the exercise choosing the role of the ticket official for yourself and assigning the role of the passenger to a student. Act out the conversation basing it on Ruth's first dialogue.

With weaker students, write up Ruth's dialogue on the board as a model.

How do I get there?**File****Teacher:** focus on the structures introduced in the *File* on p. 17 to express the following functions: asking for and giving directions in the street and inside a building.**Vocabulary: homes**

- learn vocabulary to describe British homes

5 | p. 17**Students:** matching exercise to be done individually or in pairs.**Teacher:** play the recording to check answers. Play it again for students to repeat.

Start a class discussion on the types of homes in the students' own country and how they compare with those shown on this page.

TRANSCRIPT 🗣️ Starter 11

1 a cottage, photo b

2 a semi-detached house, photo e

3 a block of flats, photo a

4 a terraced house, photo d

5 a detached house, photo c

Vocabulary: prepositions

- learn to describe the position of a building in town using prepositions; use some simple structures correctly **A2**

6 | p. 17**Teacher:** check understanding of the prepositions. In order to give an example for the activity describe the position of the school and, if necessary, write it on the board.**Students:** oral pairwork.**7 | p. 17****Teacher:** ask students to read the email out loud and to identify Rachel's house.**Answer**

Rachel's house is A.

Starter Unit 2



8 | p. 17

Teacher: You're going to hear Rachel giving directions again because her friend got lost. Listen and complete the conversation.

TRANSCRIPT Starter 12

RACHEL Hello.

PENNY Hi, Rachel? It's Penny here. Listen, I'm ¹lost! I can't find your house.

RACHEL Oh no. Well, where are you now?

PENNY I'm, um, ²opposite the zoo.

RACHEL The zoo! You're in completely the wrong place! OK, let's think. Go right and then ³take the first turning on the left, into Oak Road. At the crossroads, ⁴keep going straight on into Elm Road.

PENNY So, right, first turning on the left, straight on.

RACHEL Yup. Then ⁵at the end of Elm Road, turn left into South Street and ⁶take the first right into London Road. Then our road, Bear Street, is the ⁷second turning on the right.

PENNY OK. See you in a minute!

Extra

More speaking practice. Search online (Google maps or other sites) for maps of cities in the students' own country or abroad, print them out and distribute them in class. Divide the students into groups and assign each group a place to look for on their map. They should describe how you can reach the place starting from a specific point, e.g. the railway station.

Real skills pp. 18–19

Amazing places

AUTHOR chat

Unit 2 closes with the first of two Skills lessons in the Starter Book. The USA is a big place with lots of variety and here we look at some strange and unusual things you can see when you are driving around. We learn about a bizarre hotel, a weird shop and a giant insect. Students practise skimming and scanning and guessing the meaning of words from context – all key skills for their future studies. The lesson concludes with students talking about their own local attractions.

Reading

- identify important information in simple newspaper articles which are clearly structured and illustrated **A2**

1a | p. 19

Teacher: as a pre-reading activity, ask students to spend a few minutes describing what they see. Supply new vocabulary, if necessary.

Students: make predictions on the topic of the article.

Answer

The article is about strange places in the USA.

1b | p. 19

Students: quickly skim the article to identify the topic.

2 | p. 19

Students: read the questions first, then they scan through the texts to identify the numbers.

Answers

- 1 Two
- 2 In 1997
- 3 3,700 square metres
- 4 7,000
- 5 \$20,000
- 6 35,000

3 | p. 19

Students: oral pairwork.

Teacher: encourage students to talk by showing them photos, brochures, catalogues of important buildings in their town.

4 | p. 19

Students: read the definitions, then read the article again to identify the corresponding words.

Answers

- 1 biscuits
- 2 gift
- 3 center
- 4 enormous
- 5 bug

Listening

- understand the essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly **A2**



5a | p. 19

Teacher: as a pre-listening activity, point out the photo and explain that it shows a mother, father and daughter. Play the recording and ask *Where are they?* (*At the Unclaimed Baggage Center*).

Ask the students how the people feel during their visit to this place (*The girl is enthusiastic, the mother is interested in the bargains, the father is bored and sceptical.*).

TRANSCRIPT 🗣️ Starter 13

CRYSTAL Wow, this is amazing, Dad. It's so big.

WALT Yup, it's big.

CRYSTAL And look at all these different things. I love these jeans. And the shirts. Look at this blue shirt! It's only eight dollars!

WALT Uh huh.

KATE Look at the chairs and tables over there. We need a new table for our dining room, don't we honey?

WALT I don't know. Do we?

KATE Oh Walt! What's that over there?

WALT Suitcases. Lots and lots of suitcases.

KATE Do we need some more suitcases, Walt?

WALT Nope.

CRYSTAL Mom, Dad! Come on, let's have a look over here. Oh, look at these beautiful necklaces and bracelets. Oh, they're so gorgeous!

WALT Honey, you have a lot of gorgeous jewellery.

CRYSTAL Hmm, I guess.

WALT Now here's something I like.

KATE Oh, what is it, Walt?

WALT The exit!

6b | p. 19

Students: in groups, they decide which strange place they could create in their area, and make notes following the outline given by the questions.

Writing

7 | p. 19

Students: Write a composition in class or as homework using the outline and notes made in exercise 6b.

 **Test: Starter Unit 2 Test**

5b | p. 19

Teacher: point out that this is not a list of the objects mentioned in the recording, but of the categories to which they belong. Play the recording again for students to do the task.

Answers

- ✓ clothes
- ✓ furniture
- ✓ jewellery
- ✓ travel items

Speaking

- discuss with other people what to do and where to go
A2; describe an imaginary place in the area where I live
A2; have a sufficient vocabulary for coping with simple everyday situations **A2**

6a | p. 19 towards B1 Preliminary Speaking

Part 4

Students: oral groupwork.

Teacher: encourage students to talk by asking questions like *Where can you go if you want to stay overnight? Where can you buy items at bargain prices? Why would you want to see the Big Blue Bug?*

Starter Units 1&2

Language check

1 | p. 20

Answers

1 c 2 b 3 a 4 d 5 a

2 | p. 20

Answers

- 2 The car is longer than the motorbike. The van is the longest.
- 3 The car is faster than the van. The motorbike is the fastest.
- 4 The car is heavier than the motorbike. The van is the heaviest.
- 5 The car is older than the van. The motorbike is the oldest.
- 6 The car is cheaper than the van. The motorbike is the cheapest.

3 | p. 20

Answers

body: skinny, plump, slim, tall, well-built
hair: brunette, blonde, redhead, wavy, curly
clothes: skirt, shirt, jacket, trousers, jumper

4 | p. 20

Answers

1 c 2 e 3 a 4 b 5 d

5 | p. 20


Answers

- 1 help
- 2 ticket
- 3 Single
- 4 coming
- 5 Here
- 6 platform
- 7 turn
- 8 past
- 9 turning
- 10 miss

6 | p. 20

Answers

Students' own answers.

 **Test: Starter 1&2 Skills Test**

Starter Units 3&4

Starter Units 3&4 pp. 21–36

Opener	p. 21
Starter Unit 3	pp. 22–27
Starter Unit 4	pp. 28–35
Language check	p. 36

Starter Workbook online

Starter Unit 3
Starter Unit 4

Testbuilder

Starter Unit 3 Test
Starter Unit 4 Test
Starter Units 3&4 Skills test

Objectives

Grammar

past simple
modal verbs: obligation
present continuous for future
be going to
present perfect with *ever / never* and *for / since*

Functions and Communication

talking about the past
talking about obligation
asking for things in shops
having a discussion
talking about the future
talking about experiences
asking for ideas
making suggestions
inviting and answering
eating out
writing short notes and messages

Vocabulary

clothes
jobs
shops
electronic devices
transport
entertainment
food

Skills for life

Writing notes (SB p. 35)

Starter Units 3&4 CEFR competences

Listening

A2 understand phrases, words and expressions related to areas of most immediate priority, e.g. a shopping list (p. 26)

A2 understand the essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly, e.g. what to do at the weekend, how to order in a restaurant (pp. 32, 33)

Reading

A2 find the most important information in information leaflets on leisure time activities (p. 32)

A2 understand simple messages, instructions, postcards (pp. 34, 35)

Spoken interaction

A2 make simple transactions in shops (p. 26)

A2 order something to eat or drink (p. 33)

A2 discuss with other people what to do and where to go (p. 32)

Spoken production

A2 describe a job, describe possessions (pp. 24, 27)

A2 describe past activities and personal experiences (p. 30)

Language quality

A2 use some simple structures correctly (pp. 26, 27, 32, 33)

A2 have a sufficient vocabulary for coping with simple everyday situations (pp. 26, 27, 32, 33)

Writing

A2 write short, simple notes and messages (p. 35)

A2 write about aspects of my everyday life in simple phrases and sentences e.g. experiences (p. 30)

Starter 3&4 opener

AUTHOR chat

Starter Units 3&4 are designed to activate and review the past simple, and they open with an entertaining collection of quotes about the past. Students easily review the past simple of the verb *be* with an interactive and fun questionnaire about their past year where they can talk about their personal preferences and experiences.

- check understanding of famous quotations
- in preparation for the topic of the module, practise talking about past situations

CULTURAL INFORMATION

Charles R. Swindoll (1934), an American Evangelical pastor, who broadcasts a radio programme called *Insight for living* from Texas throughout the world.

L. P. Hartley (1895–1972), a British novelist, a friend of Aldous Huxley at Oxford. His most famous work is *The Go-Between* (1953), adapted for the screen by Harold Pinter in 1971.

Carl Sagan (1934–1996), an American astronomer, famous for popularising new scientific ideas in his articles and books, and in the 1980 TV series *Cosmos: A Personal Voyage*.

Tony Campolo (1935), an American Evangelical pastor, founder of the *Evangelical Association for the Promotion of Education*, former adviser to ex-US President Bill Clinton, supporter of the Democratic party.

Wendell Berry (1934), an American academic, novelist and poet. He extols the virtues of rural life and traditional farming techniques, as well as actions to protect the environment.

Colette (1873–1954), the French novelist, author of *Gigi* (1945), a well-known literary figure in the first half of the twentieth century, famous for her divorces and her lesbian love affairs.

Steffi Graf (1969), a German tennis player, who was World No. 1 from 1987 to 1991. Amongst her successes are seven single titles at Wimbledon and six single titles at the French Open.

William Shakespeare (1564–1616), the greatest poet and playwright in the English language.

TRANSCRIPT AND ANSWERS Starter 14

We ¹cannot change our past. *CHARLES R. SWINDOLL*

The past is a foreign ²country. *L. P. HARTLEY*

Know the past to understand the ³present. *CARL SAGAN*

Your past is important, but not as important as your ⁴future. *TONY CAMPOLO*

The ⁵past is our definition. *WENDELL BERRY*

I love my past. I ⁶love my present. *COLETTE*

I ⁷never look back. I look forward. *STEFFI GRAF*

What is ⁸past is prologue. *WILLIAM SHAKESPEARE*

1b | p. 21

Students: oral pairwork.

Teacher: ask students to explain what motivated their choices.

2a, 2b | p. 21

Students: individual written work, followed by oral pairwork.

Teacher: monitor the pairwork and make sure students use the past simple from the questionnaire correctly.



1a | p. 21

Teacher: Look at the quotes. Do you know any of these authors? Let's listen to the recording first.

Students: written work to be done individually or in pairs.

Teacher: give information on the authors that students are not familiar with.

Starter Unit 3

Past and problems

Unit 3 Objectives

Grammar

Past simple
Modal verbs: obligation

Functions

Talking about the past
Talking about obligation
Asking for things in shops
Having a discussion

Vocabulary

Clothes
Jobs
Shops
Electronic devices

Skills

Listening: a conversation in a clothes shop
Reading: a dialogue about a night out; a conversation about electronic devices
Writing: a shopping list
Speaking: describing jobs you have to / don't have to do; buying a present in a gift shop

Presentation pp. 22–24

AUTHOR chat

Jodie's brother Ben went to a prom with his girlfriend but things didn't go according to plan! He ruined her dress, talked to another girl all evening and they ended up splitting up! He's also lost his job. Can things get worse? In this lesson we review the past simple and words for clothes. We also look at the basic ways of talking about obligation. Students read an email from a student working in a shop and the reply. They then go on to an activity where they describe and guess jobs.

Vocabulary: clothes

- in preparation for the work in the unit, learn / revise words for clothes

1 | p. 22

Students: oral pairwork.

Teacher: check that students understand the situations listed under the photo, especially *hanging out with friends*, *a school prom* (a student ball held at the end of secondary school), *an interview* (a meeting with somebody in authority when applying for a job or a course).

Comprehension

- understand short dialogues in which somebody describes what happened the night before

2a | p. 22

Teacher: Before you read the conversation Ben had with his sister Jodie, look at the photos and the questions and make some predictions about the situation.



2b | p. 22

Teacher: You're going to listen to and read the conversation between Ben and Jodie. Read the exercise questions first so that you know what you have to focus on. After listening, check understanding of key words and phrases, especially those listed in *Real talk*.

Students: listening and reading followed by written work done in pairs or individually.

TRANSCRIPT Starter 15

See Starter p. 23.

Answers

- T
- F (He arrived back at two.)
- T
- F (Amelia danced with Jake all night.)
- T
- T

Real talk | p. 23

Teacher: focus on the words and phrases in *Real talk* and help students to translate them into their own language: *What's wrong?*
It was a disaster.

Talking about the past

- talk about finished past events and actions

3a | p. 22

Students: read the explanations on the use of the past simple and look for examples in the dialogues on p. 23.

Teacher: for a complete revision of the past simple refer students to the tables on p. 25.

3b | p. 22

Students: individual written work.

Teacher: teach students how to find the paradigm of an irregular verb in the dictionary. The paradigm is made up of three verb forms: base form, past simple and past participle.

Answers

2 got 3 sent 4 lost 5 wore 6 had

4a | p. 22

Students: individual written work.

4b | p. 22

Teacher: monitor the oral pairwork checking that students use the correct form of the past simple, especially in questions, and give appropriate answers.

Starter Unit 3

Vocabulary: jobs

- learn / revise names of jobs and express my opinions; describe a job A2

5 | p. 24

Students: oral pairwork.

Teacher: check understanding of the words.

Talking about obligation

- understand two emails and talk about the duties and responsibilities involved in jobs



6a | p. 24

Teacher: You're going to listen to two emails about a job and the duties it entails. Complete the texts.

Students: can try reading and completing the emails before listening to the recording.

TRANSCRIPT Starter 16

See Starter p. 24.

Answers

- | | |
|-----------|----------|
| 1 writing | 6 worked |
| 2 stand | 7 get |
| 3 chat | 8 sell |
| 4 have | 9 eat |
| 5 work | 10 visit |

6b | p. 24

Students: read the emails again and make notes.

Answers

- 1 stand on their feet all day.
- 2 give up too soon.
- 3 chat together, eat or drink in the shop.
- 4 have more breaks and have a chat with her manager.
- 5 be strict, sell shoes and make a good impression on the customers.

7 | p. 24

Students: read and complete the explanations on how to express obligation with the verbs *have to* and *must*.

Teacher: refer students to p. 25 in order to check answers.

Answers

- | | |
|-----------|-----------------|
| 1 must | 5 mustn't |
| 2 must | 6 don't have to |
| 3 have to | 7 should |
| 4 Must | |

8 | p. 24

Teacher: in order to help students describe the job they have chosen tell them to think about these questions: *Where do you do this job? What clothes do you wear? Who do you work with? What equipment do you need? What actions do you perform?*

Get the grammar p. 25

Starter Workbook online Starter Unit 3

Past simple: regular verbs

1 | p. 25

Teacher: ask students to read and translate the examples.

Students: complete the tables and copy them into their grammar notebooks.

Answers

- 1 didn't
- 2 work
- 3 were
- 4 wasn't
- 5 Were

2 | p. 25

Answers

- 1 moved
- 2 played
- 3 Did (you) watch
- 4 didn't like
- 5 Did (they) dance, didn't
- 6 wasn't

3 | p. 25

Answers

- 1 We talked to each other on the phone yesterday.
- 2 Becky started her piano lessons yesterday.
- 3 Amir and Reena didn't work at the restaurant yesterday.
- 4 Did you download music yesterday?
- 5 Where was Angelo last year?

4 | p. 25

Answers

- | | |
|---------|-----------|
| 1 spoke | 7 put |
| 2 sat | 8 swam |
| 3 wrote | 9 had |
| 4 read | 10 sent |
| 5 slept | 11 bought |
| 6 did | 12 lost |

Modal verbs: obligation

5 | p. 25

Students: complete the rules and copy them into their grammar notebooks. Then they do the matching exercise.

Teacher: discuss the descriptions a–f with the class, because they might generate doubt and different answers. If necessary, ask students to translate them together with the sentences they are matched with.

Answers

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

 **WB Starter Unit 3**

Students: do the Workbook Starter Unit 3 exercises online as homework.

Real communication

pp. 26–27**A trip to the shops****AUTHOR chat**

Shopping. That's what young people like best, isn't it?! In these lessons we review the basic expressions needed at A2 level to get by in shops – ask for help, interact with shop assistants and request items. In the second lesson the students look at electronic goods, listen to a family discussing a birthday present, and practise the basic language of discussions so they will be able to compare their ideas in classroom activities in English.

**File**

Teacher: focus on the structures introduced in the *File* on p. 26 to express the following functions: asking for something in a shop and discussing prices.

Vocabulary: shops

- understand phrases, words and expressions related to areas of most immediate priority, e.g. a shopping list **A2**; make simple transactions in shops **A2**; use some simple structures correctly **A2**; have a sufficient vocabulary for coping with simple everyday situations **A2**

1a | p. 26

Teacher: check understanding of vocabulary. If necessary, ask students to look the words up in a bilingual dictionary.

1b | p. 26

Students: oral pairwork.

Teacher: monitor the pairwork checking that students use appropriate structures, e.g. *What are you going to buy at the newsagent's / in a bookshop?* or *What have you got on your shopping list for the butcher's?*

**2a | p. 26**

Teacher: Look at the photo. Who can you see? (A man and a boy.) Who do you think they are? (Father and son.) What are they doing? (The father is speaking to his son.) Let's listen to the conversation. The son's name is Jake. You will hear the products Jake has to buy. Which shops does he have to go to?

Students: listen and identify.

TRANSCRIPT  Starter 17

DAD Jake, I need you to go to the shops for me.

JAKE What? Come on, Dad, I'm doing my homework!

DAD Hmm. Really? That doesn't look like homework to me. That looks like a football magazine.

JAKE OK, OK. Have you got a list for me then?

DAD Ah, hang on. Right, first of all, could you get some more dog food – you know the type that Tinker likes.

JAKE Yup.

DAD And, um, we're very short of fruit. So, you know, apples, maybe some pears.

JAKE Yuk! Not pears. I hate pears.

DAD Well, you know. Get some bananas then. Bananas and apples.

JAKE Alright. Shall I get some grapes? Mum loves grapes.

DAD Good idea. Now then, erm, we also really need some more bread – a loaf of brown bread and you could pick up some croissants for tomorrow's breakfast.

JAKE OK. Is that it then?

DAD Could you go to that little clothes shop opposite the station as well? It's your grandmother's birthday tomorrow. I'm sure you can find a nice scarf or something for her there.

JAKE Dad! I don't want to buy clothes in an old ladies' clothes shop!

DAD Oh come on, Jake!

Answers

Jake has to go to the pet shop, the greengrocer's, the baker's and the clothes shop.

2b | p. 26

Students: listen to the conversation again and write the shopping list.

Answers

dog food; bananas, apples and grapes; a loaf of brown bread and some croissants; a scarf

Starter Unit 3



3a | p. 26

Teacher: ask students to cover the text of the conversation in exercise 3b. Play the recording.

TRANSCRIPT Starter 18

ASSISTANT Hello, can I help you?

JAKE Oh hi, yes, I'm, um, I'm looking for a present for my grandmother.

ASSISTANT Oh, how lovely! Now then... We've got some very nice jumpers here. What size is your grandmother?

JAKE Er... I don't know. Have you got any scarves or something?

ASSISTANT Well, we've got these lovely silk scarves here. But they're fifty pounds.

JAKE Fifty pounds! No, I'm looking for something cheaper.

ASSISTANT What about these gloves?

JAKE How much are they?

ASSISTANT These blue ones are twelve pounds and the black ones are fifteen pounds.

JAKE Oh yes, they look nice. Grandma loves blue.

ASSISTANT Small, medium or large?

JAKE Medium, I think.

ASSISTANT Here you are, then, dear. I hope your grandma likes them!

Answer

Gloves.

3b | p. 26

Students: listen to the conversation again and complete the text.

TRANSCRIPT Starter 18

See transcript in exercise 3a.

Answers

- | | |
|----------------|------------------|
| 1 jumpers | 6 gloves |
| 2 What size | 7 twelve pounds |
| 3 I don't know | 8 fifteen pounds |
| 4 fifty pounds | 9 Medium |
| 5 Fifty pounds | |

4 | p. 26

Students: oral pairwork.

Teacher: give a model for the activity by acting out a dialogue with a student. You take on the role of the shop assistant and help the student decide on a gift. Suggest some objects and give their prices.

Having a discussion



File

Teacher: focus on the structures introduced in the *File* on p. 27 to express the function of having a discussion. Students practise asking for an opinion, suggesting and responding, expressing preferences, agreeing and disagreeing.

Vocabulary: electronic devices

- learn the names of electronic devices; describe possessions **A2**; use some simple structures correctly **A2**; have a sufficient vocabulary for coping with simple everyday situations **A2**



5a | p. 27

Students: matching exercise to be done individually or in pairs.

Teacher: check understanding of vocabulary and play the recording to check answers. Play the recording again for students to repeat.

TRANSCRIPT Starter 19

- Smartphone g
- Tablet b
- Digital camera f
- Portable charger e
- Fitness tracker c
- Games console h
- Digital photo frame d
- Wireless headphones a

5b | p. 27 towards B1 Preliminary Speaking
Part 3

Teacher: monitor the pairwork checking that students use appropriate structures, e.g. *I haven't got (a digital camera). I'd like to have it because (I'm interested in taking photos of all my friends).*

6 | p. 27

Students: express their opinion to their partner who answers *I agree* or *I disagree. I think that...*



7a | p. 27

Teacher: ask students to look at the photo and predict what the situation might be. Do not confirm their guesses, which will be put to the test in the True / False exercise. Play the recording.

Students: listen to and read the family's discussion.

TRANSCRIPT Starter 20

See Starter p. 24.

Answers

- 1 T
- 2 F (She suggests a new phone or a tablet.)
- 3 F (Ethan thinks a tablet is too small.)
- 4 T
- 5 T
- 6 F (They decide to buy the wireless headphones.)

7b | p. 27

Students: listen to the discussion again underlining the phrases from the *File* in the book.

Extra

Comprehension. For a full exploitation of the discussion in exercise 7a, ask some comprehension questions, for example:

Why does Mum want to buy Dad a present? (Because it is his fortieth birthday.)

What kind of present is she thinking of? (Some kind of electronic device.)

Who is advising Mum on what to buy? (The children, Raquel and Ethan.)

Why does Raquel suggest a games console? (Because they can all play on it.)

What are the pros and cons of tablets? (Pros: they are lightweight and small. Cons: they are too small.)

When can Dad listen to music? (When he takes the dog for a walk.)

Why do you think Ethan and Raquel like the idea of wireless headphones? (They probably want to listen to music too.)

Listening practice. In order to develop your students' listening skills, photocopy the conversation on p. 27, cover some key words with correction fluid, then photocopy the gapped text and distribute it to the students. Students close their books, listen to the conversation again and complete it by writing in the missing words.

 **Test: Starter Unit 3 Test**

Starter Unit 4

Future and experiences

Unit 4 Objectives

Grammar

Present continuous for future and *be going to*
Present perfect with *ever / never* and *for / since*

Functions

Talking about the future
Talking about experiences
Asking for ideas
Making suggestions
Inviting and answering
Eating out
Writing short notes and messages

Vocabulary

Transport
Entertainment
Food

Skills

Listening: a blog; a conversation about what to do at the weekend; a conversation in a pizza restaurant
Reading: a dialogue about plans for the summer; messages, notes, postcards, instructions
Writing: notes in a variety of situations
Speaking: discussing what to do at the weekend, ordering food in a restaurant

Skills for life

Writing notes

Presentation pp. 28–30

AUTHOR chat

What is Ben going to do now he hasn't got a girlfriend or a summer job? It might just cheer him up to join others on their trip to the USA. Students practise talking about the future using the present continuous and *going to*. They also review means of transport. The last part of the lesson touches on the use of the present perfect by reading and answering the questions about experiences in the *Dreamweaver* blog.

Vocabulary: transport

- in preparation for the work in the unit, revise names of means of transport

1a | p. 28

Students: a matching exercise to be done individually or in pairs.

Answers

a plane b ferry c bike d bus

1b | p. 28

Students: oral pairwork.

Teacher: check understanding of the questions. Remind students of the prepositions to use with means of transport (*on foot, by + bike, train, car, etc.*). If necessary write the beginning of each answer on the board:

I get to school on / by...

On my last holiday I went by...

I like best travelling by...

The advantages of travelling by... are...

The disadvantages are...

Comprehension

- understand short dialogues in which the people in the story make travelling plans

2 | p. 28

Teacher: Before you read the conversation, look at the photos and make some predictions about the situation. (In the first photo we can see Jodie and Emma with a guidebook of the USA. They are probably talking about their trip. In the second photo we can see Jodie talking to her brother on the phone. He looks surprised and pleased.)

Now read the exercise questions so that you know what you have to focus on. After listening, check understanding of key words and phrases, especially those listed in *Real talk*.

TRANSCRIPT Starter 21

See Starter p.29.

Answers

- 1 T (Yes, but it belongs to Nathan's parents.)
- 2 F (He's going to sleep on the sofa in the living room.)
- 3 T
- 4 T
- 5 F (He isn't doing anything all summer.)
- 6 T

Real talk | p. 29

Teacher: focus on the phrases in *Real talk* and help students to translate them into their own language:

...right?

Concentrate!

Are you serious?

You bet!

Talking about the future

- understand the difference in the use of the present continuous and *be going to* to talk about the future

3 | p. 28

Teacher: ask students to read and translate the examples. Ask them to identify ways of expressing the future in the dialogues.

4 | p. 28

Students: written work to be done individually or in pairs.

Teacher: invite students to justify the use of the present continuous and *be going to* according to the rules they have just studied.

Answers

- 1 am playing (fixed arrangement)
- 2 are going to surf (intention)
- 3 am meeting (fixed arrangement)
- 4 is going to have / is having (intention)
- 5 aren't going to enjoy (intention)
- 6 is going (fixed arrangement)
- 7 Are (you) working / Are (you) going to work (intention)
- 8 are (we) going to sleep (intention)

Talking about experiences

- revise how to form and to use the present perfect; describe past activities and personal experiences **A2**; write about aspects of my everyday life in simple phrases and sentences e.g. experiences **A2**

5 | p. 30

Teacher: remind students how to form the present perfect (*have* + past participle). Remind them that the past participle of regular verbs is identical to the past simple. For irregular verbs, refer them to the third form in the verb paradigm, which they can find in the dictionary, or at the back of their Student's Books.

Answers

- 2 go – been / gone
- 3 write – written
- 4 win – won
- 5 eat – eaten
- 6 work – worked
- 7 see – seen
- 8 meet – met
- 9 be – been
- 10 climb – climbed
- 11 stay – stayed
- 12 have – had
- 13 sing – sung
- 14 know – known
- 15 study – studied
- 16 live – lived
- 17 play – played



6a | p. 30

Teacher: Look at the blog and find out what 'memes' are. Listen to a girl ('Dreamweaver') talking about what she has done or never done in her life. Write the missing words in her memes: they are either a past participle or never + a past participle.

TRANSCRIPT Starter 22

Mmmm. Let's see... 10 things you don't know about me. OK...

Number 1: 've never played a computer game. I hate technology – and I hate games! That's pretty unusual.

Number 2: But I'm quite adventurous. I've done a parachute jump. Not many people have done that!

Number 3: Ah... I hate writing. Sooo... I've never written a letter. I can't believe it actually!

Number 4: Mmmm, how about travel? Hard to believe but I've never been abroad. I can't wait to change that one! I'm going to the USA this year.

Number 5: Um... well, I'm quite lucky, actually. I've won a prize. It was £200 for a painting.

Number 6: Now, I've never eaten meat. I've just always been vegetarian. That's quite surprising.

Number 7: I bet people don't know I've worked in a hospital. I made tea for the visitors.

Number 8: I've got a real winner here! I've never seen a Harry Potter film. Unbelievable but true.

Number 9: I've met a famous person. I've met Justin Timberlake!

And Number 10: I've been in a film. It was when I was at Primary School!

There... finished. Now I'll just press 'send'.

Answers

- 1 never played
- 2 done
- 3 never written
- 4 never been
- 5 won
- 6 never eaten
- 7 worked
- 8 never seen
- 9 met
- 10 been



6b | p. 30

Students: individual written work.

7 | p. 30

Teacher: ask students to read and complete the rules and to translate the examples. Point out the use of *for* and *since* + present perfect and ask students to compare it with how the idea of 'duration' is expressed in their own language.

Answers

- 1 won
- 2 ever
- 3 never
- 4 for
- 5 since

Starter Unit 4

8a, 8b | p. 30

Students: read the questions in the blog and write personal answers, which can be true or imaginary.

Teacher: check for the correct use of *for* and *since* in the second set of answers.

Students: oral pairwork.

Get the grammar p. 31

Starter Workbook online Starter Unit 4

Present continuous for future, and *be going to*

1 | p. 31

Teacher: ask students to read and translate the examples.

Students: complete the rules and copy them into their grammar notebooks.

Answers

- 1 the present continuous
- 2 *be going to*

2 | p. 31

Answers

- 2 she's playing hockey with Jude.
- 3 she's meeting Harry at Bon Café.
- 4 she's buying a present for Matt.
- 5 she's taking the dog for a walk.
- 6 she's making a chocolate cake.

3 | p. 31

Answers

- 2 This afternoon we're going to meet our friends in the park.
- 3 Tomorrow Sue and Alice are going to clean the house.
- 4 Next week Nick is going to learn to surf.
- 5 Next weekend I'm going to paint the front door.
- 6 Next year she's going to move to Poland.

4 | p. 31

Answers

- 1 am meeting
- 2 are taking
- 3 are going to look
- 4 are doing / are going to do
- 5 are catching / are going to catch
- 6 are going to decide

Present perfect

5a | p. 31

Students: read the rules and match them to the examples.

Answers

- 1 b
- 2 a

5b | p. 31

Students: read the rules and complete the examples 1–4.

Answers

- 1 for
- 2 never
- 3 since
- 4 ever

6 | p. 31

Answers

for: two years, a fortnight, an hour, six days
since: last year, 2016, last March, nine o'clock

7 | p. 31

Answers

- 1 ever
- 2 for
- 3 never
- 4 since
- 5 for
- 6 never

8 | p. 31

Answers

- 1 have joined
- 2 have lost
- 3 Have, appeared
- 4 has won
- 5 has, seen
- 6 have left

Starter WB Unit 4

Students: do the Workbook Starter Unit 4 exercises online as homework.

Real communication

pp. 32–33

Making arrangements

AUTHOR chat

Students cover the basics of discussing where to go and what to do in their free time at the weekend. Making arrangements, suggesting and inviting are important A2 objectives. We read an article about things to do at the weekend and listen to Kirsty and Vic discussing their plans. Students then make their own plans in pairs. Young people like eating out, as long as it is cheap and cheerful. And pizzas are one of their favourite foods! Here they review food vocabulary, and role play ordering food in a pizza restaurant.



File

Teacher: focus on the structures introduced in the *File* on p. 32 to express the following functions: asking for ideas of where to go and giving suggestions, inviting and accepting or suggesting a different idea.

Vocabulary: entertainment

- find the most important information on leisure time activities, in information leaflets **A2**; understand the essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly, e.g. what to do at the weekend **A2**; discuss with other people what to do and where to go **A2**; use some simple structures correctly **A2**

1 | p. 32

Students: check their understanding of the vocabulary and give personal answers.

2 | p. 32

Students: read and identify the free-time activities.

Answers

- 1 have a picnic
- 2 watch a tennis match
- 3 go to a concert
- 4 go ice-skating
- 5 go to an art gallery

CULTURAL INFORMATION

Damien Hirst (1965–), British artist, famous in 1990s for his sculptures, paintings and installations illustrating the theme of ‘death’, usually dead animals preserved in formaldehyde.

Tracey Emin (1963–), British artist, famous for her installations illustrating the themes of sex, rape and abortion. She uses a great variety of media, including needlework, photography, video, neon lights, sculptures, drawings and painting. She represented Britain at the Venice Biennale in 2007.



3a | p. 32

Teacher: *You’re going to learn the language you need to discuss what to do at the weekend. Listen to this phone conversation and answer the question.*

TRANSCRIPT 🗣️ Starter 23

- KIRSTY** Hey Vic, it’s Kirsty here. What shall we do this weekend?
- VIC** Oh I haven’t got any plans. What do you think?
- KIRSTY** I don’t know. It’s going to be a really hot weekend, so I’d like to do something outside.
- VIC** Well, hang on, I’ve got the local paper here. Let’s see what’s on... Aha! Why don’t we go to Blackstar Gardens on Saturday? There’s going to be a big open-air concert in the afternoon. Lots of really good bands.
- KIRSTY** Good idea. How much are the tickets?
- VIC** They are... ah. Right. Twenty-five pounds per person.
- KIRSTY** Uh oh! I can’t afford that at the moment, Vic.
- VIC** Alright then, shall we go to this Tracey Emin exhibition at Blue Cone? It’s free.
- KIRSTY** I’d rather be outside, Vic. You know I love the sun.
- VIC** Hmm. I know! This is the best idea.
- KIRSTY** What?
- VIC** We make some great food at my house, put it in a basket and go for a picnic in the park. What do you think?
- KIRSTY** Excellent plan.

Answer

They decide to go for a picnic in the park.

Starter Unit 4

3b | p. 32

Teacher: ask students to read the sentences. Then play the recording again.

Answers

- 1 Vic
- 2 Vic
- 3 Kirsty
- 4 Kirsty
- 5 Vic
- 6 Kirsty

4 | p. 32

Students: prepare the list of activities, then do oral pairwork.

Teacher: to help students, you can distribute a simpler version of the conversation between Vic and Kirsty to be used as a model. For example (expressions in italics show how the conversation should develop):

KIRSTY What shall we do this weekend?

VIC I haven't got any plans. *What do you think?*

KIRSTY *I don't know.* It's going to be a really hot weekend, so I'd like to do something outside.

VIC Well, let's see what's on... Aha! *Why don't we go to a big open-air concert in the afternoon?*

KIRSTY *No, I can't afford that* at the moment, Vic.

VIC Alright then, *shall we go to* this Tracey Emin exhibition at Blue Cone? It's free.

KIRSTY *I'd rather* be outside, Vic. You know I love the sun.

VIC Hmm. I know! We can make some great food at my house, put it in a basket and go for a picnic in the park. *What do you think?*

KIRSTY *Excellent plan.*

Eating out



File

Teacher: focus on the structures introduced in the *File* on p. 33 to express the function of ordering in a restaurant.

Vocabulary: food

- learn / revise words for food; understand the essential information in short recorded passages dealing with predictable everyday matters, e.g. how to order in a restaurant **A2**; order something to eat or drink **A2**; use some simple structures correctly **A2**; have a sufficient vocabulary for coping with simple everyday situations **A2**

5a | p. 33

Students: written work to be done individually or in pairs.

Teacher: check understanding of the listed words.

Answers

meat: ham, chicken, beef

vegetables: spinach, onion, mushroom, lettuce

fish / seafood: tuna, prawn, salmon, sardine

dairy: cheese, yoghurt, butter, milk

carbohydrate: pasta, bread, rice

5b | p. 33

Students: oral pairwork.

Teacher: give a model for the activity. First ask a student some questions (*How often do you eat pasta / cheese / yoghurt?*) and elicit his / her answers. They in turn ask you questions and you give your own personal answers (*I eat... once a day / twice a week. I never eat...*).



6a | p. 33

Teacher: *You're going to hear a boy and a girl ordering pizzas. Listen and answer the question.*

TRANSCRIPT Starter 24

WAITER Hi there! Can I get you some drinks to start with?

BEA Oh, yes, I'll have a lemonade please.

TIM And I'd like a beer.

WAITER One lemonade, one beer. Alright. Now, have you decided on the food yet?

BEA Oh, you go first, Tim. I don't know yet.

TIM Well, I think I'll have the special please. But with extra mushrooms.

WAITER OK, our House Special. That's a cheese and tomato pizza with chicken, bacon and onions and the extra mushrooms. And for you, miss?

BEA Um, well this salad sounds nice. The Chef's salad... with lettuce, tomato, egg, tuna and spinach.

TIM Oh come on, have a pizza!

BEA Erm. OK then. I'll have the Pizza Hot, please.

TIM Wow! Cheese and tomato pizza with beef, chillies and peppers! Good luck.

WAITER Very good! I'll get your drinks now.

Answer

They order two pizzas, one each.

6b | p. 33

Teacher: ask students to read the waiter's notes, then play the recording again.

Answers

~~one coffee~~ → one beer

House Special with extra ~~onions~~ → mushrooms

~~the chef's salad~~ → there is no salad order

7a | p. 33

Students: in groups, they complete the menu at the bottom of the page with items of their choice. They should write one item in each category and its price in Euros.

7b | p. 33

Students: continue their work in groups and decide their roles.

Teacher: to help students, you can write the waiter's questions on the board:

Can I get you some drinks to start with?

Have you decided on the food yet?

And for you?

Real skills pp. 34–35

Messages

AUTHOR chat

We read and write notes every day, and it is important for students to understand them and begin to write them at this level. As they progress they will be required more and more to write notes in English. We conclude the Starter by looking at a range of short notes and messages from post-it notes, to postcards and text messages. Students learn the fundamentals of writing notes and practise writing their own notes. Now they are ready to start *Right Here!* B1.

Reading

- understand simple messages, instructions, postcards **A2**;
write short, simple notes and messages **A2**

1 | p. 35 towards B1 Preliminary Reading Part 1

Teacher: ask students to read the short texts out loud and check their understanding.

Students: they identify the text type by matching each message to its description.

Answers

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

Skills for life: Writing notes

Teacher: Read the strategy in *Skills for life* and use it in exercise 2. Ask students to read the messages on p. 34 again and to think about the language features which characterise them (grammar items might be missing, such as the subject, a verb or an article; the imperative is frequently used; abbreviations are very common).

Suggest that students keep a section of their notebooks to list the strategies presented in *Skills for life*.

2 | p. 35

Teacher: analyse the long and the short forms of the message from Sarah's mother. What has changed in the short form? (these elements have been missed out: greetings, time references, pronouns, the phrase *he thinks that perhaps*. The courtesy form *can you* has been replaced by the imperative. The words *your, please, thanks* have been abbreviated).

Students: read the three messages on p. 35 and rewrite them in an abbreviated form following the model.

Possible answers

- 1 George, take yr trainers to school for football match, Dad.
- 2 Mum, send £20 to school asap for Thursday trip, Thx, Essie.
- 3 Alex, get me some bananas and a carton of orange juice, money in drawer under kettle, Thx, Leanne.

3 | p. 35

Students: individual written work.

Possible answers

- 1 Jim, don't forget your sandwiches, Paul.
- 2 Rathi, get me some milk and croissants, money on top of fridge, Serena.
- 3 Did you leave yr scarf in my car? Blue and green. Txt me pls. Robert.
- 4 Sandro, read this, keep out!
- 5 Dear Mum and Dad, having a great time, visited the Forum, Colosseum and the Pantheon. Weather splendid, off to a boat trip on the Tiber. See you soon Marina. xxx

 **Test: Starter Unit 4 Test**

Starter Units 3&4

Language check

1 | p. 36

Answer

1 d 2 a 3 c 4 b 5 a

2 | p. 36

Answer

- 1 since
- 2 since
- 3 for
- 4 since
- 5 for

3 | p. 36

Answer

jobs: mechanic, nurse, farmer, vet, waiter

food: chicken, salmon, cheese, onion, lettuce

4 | p. 36

Answer

- 1 charger
- 2 camera
- 3 console
- 4 frame
- 5 tracker

5 | p. 36

Answer

- 1 try
- 2 OK
- 3 larger
- 4 much
- 5 take
- 6 shall
- 7 don't
- 8 rather
- 9 go
- 10 idea

6 | p. 36

Oral pairwork.

 **Test: Starter Units 3&4 Test**

Units 1&2

Student's Book pp. 7–26

Opener	p. 7
Unit 1	pp. 8–15
Unit 2	pp. 16–23
Key grammar	pp. 24–25
Language check	p. 26

Workbook pp. 5–16

Unit 1	pp. 5–9
Unit 2	pp. 10–15
CEFR descriptors	p. 16

Skills Book

Reading skills 1&2	p. 5
Listening skills 1&2	p. 12
Viewing skills 1&2	p. 19
Speaking skills 1&2	p. 26
Writing skills 1&2	p. 33
Word skills 1&2	p. 40

Testbuilder

Unit 1 Test
Unit 2 Test
Units 1&2 Progress test

Extra practice

Units 1&2: dictation, vocabulary, grammar, pronunciation

Objectives

Grammar

present perfect v past simple
present simple for fixed future events
present perfect with *just / already / yet*
still
whose
possessive pronouns

Functions and Communication

talking about past experiences
talking about the recent past
summer camp applications
talking about the present
asking and talking about possessions
talking about your life

Vocabulary and Word expander

countries
(*not*) *manage to* + verb
do and *keep*
activities
music
at the airport
so and *until*

Pronunciation

/eə/ /ɪə/ /j/ /dʒ/

Skills for life

Reading for information (SB p. 15)
Talking in groups (SB p. 23)

Interculture

Going to summer camp (SB p. 12)
World tourism (SB p. 21)
The USA (SB pp. 144–145)

Units 1&2 CEFR competences

Listening

B1 listen to a short narrative and form hypotheses about what will happen next (p. 12)
B1 understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. (pp. 7, 12, 15, 21, 23, 25)

Reading

B1 understand information about people from a magazine article (pp. 10, 14) or from a webpage (p. 17)
B1 read a newspaper article on current topics or events and understand the overall meaning of the text (p. 14)
B1 skim short texts (for example, signs at the airport) and find relevant facts and information (p. 20)
B1 understand important information in short simple everyday brochures (p. 22)

Spoken interaction

B1 maintain a conversation or discussion on familiar topics (pp. 8, 12, 23)
B1 deal with situations likely to arise when travelling (p. 21)
B1 give or seek personal views in an informal discussion (pp. 8, 23)
B1 agree and disagree politely (p. 18)

Spoken production

B1 narrate a story (p. 15)
B1 explain and give reasons for my plans, intentions and actions (p. 23)

Language quality

B1 express myself reasonably accurately in familiar, predictable situations (p. 23)

Writing

B1 write personal emails to friends or acquaintances asking for or giving them news and narrating events (p. 15)
B1 convey short factual information in a brochure (p. 23)
B1 write my CV in summary form (p. 13)

Units 1&2 opener

AUTHOR chat

Your students are 'digital natives' – they are comfortable with video games, the internet, mobile phones, social networking sites and downloading music; also, the digital world provides lots of language-learning opportunities. In this first lesson we want to capture the students' attention and review some core language by looking at students' use of the internet. They then go on to listen to Emma doing a blog questionnaire, focus their attention on key conversational expressions used in the discussion and do the questionnaire themselves in pairs. You can use this activity to diagnose any gaps in your students' ability to formulate questions and answers in the present and past.

- in preparation for the travel topic of these units, discuss doing things online such as writing blogs, looking for social contacts, sending text messages
- learn the language used in blogs
- do activities of revision and expansion

1 | p. 7

Teacher: check understanding of the questions and encourage group discussion about activities online.

Students: can write the group's answers on the board and work out some percentages regarding class habits for what concerns 'socialising' online.



2a | p. 7

Teacher: You remember that Emma and Jodie are two characters in the story. You're going to hear them asking and answering the questions in the questionnaire. First scan the text quickly to check that you understand it. Then listen.

Students: read the questionnaire. Then listen and make notes of Emma's answers.

Teacher: check their understanding of colloquial phrases used in the conversation such as *cheesy* (of poor quality), *I'm into* (I am interested in), *default* (the chosen option), *you bet!* (for saying Yes! in an enthusiastic way).

TRANSCRIPT SB 02

JODIE Hey, this is really cool.

EMMA What is it?

JODIE It's a questionnaire from my brother Ben.

EMMA OK, let's do that!

JODIE So who was the last person you texted?

EMMA Erm... my sister.

JODIE Who was the last person you took a picture of?

EMMA Um... oh that's my dog! Well, he isn't a person but, yeah, he's my best friend.

JODIE OK. Who do you admire most?

EMMA I admire... um... Barack Obama.

JODIE Yeah, right. What's worrying you right now?

EMMA Oh, that's easy. My exams.

JODIE Me too. Um... what's your favourite song at the moment?

EMMA Oh, this sounds so cheesy! But I downloaded this really old song. I'm into the singer. Joni Mitchell.

JODIE OK. Well. And what's the last film you watched?

EMMA Last night. You know... We watched a DVD. *Bridget Jones's Diary*. Sooo romantic!

JODIE Yeah, it was. Do you prefer to talk or text?

EMMA Well, I love texting... but I think talking is better. With texting you can't see people.

JODIE Do you read in bed?

EMMA Not really. Not books. But I text! And I read text messages! Usually yours!

JODIE True. Do you get up early?

EMMA Yeah. I have to get up early. But my default is staying in bed until, like, midday!

JODIE Where is the last new place you visited?

EMMA London! It's sooo... cool.

JODIE Where is your favourite place in the world?

EMMA It's London!

JODIE I agree. Where are you going later?

EMMA London! Only joking. I'm going to my friend's house after school.

JODIE Did you laugh a lot yesterday?

EMMA Yesterday? Did I laugh? Yes, my dad danced to my music! Pathetic! And very funny!

JODIE Hilarious. Did you help your family or your friends yesterday?

EMMA I did. I helped my mum with Powerpoint. She's giving a talk today.

JODIE Cool. Did you chat with friends online last night?

EMMA Chat with my friends! You bet! I spent, like, two hours on *Facebook*.

Units 1&2 opener

Answers

- 2 my dog
- 3 Barack Obama
- 4 my exams
- 5 a song by Joni Mitchell
- 6 *Bridget Jones's Diary*
- 7 talking
- 8 no
- 9 yes
- 10 London
- 11 London
- 12 my friend's house
- 13 yes
- 14 yes
- 15 yes

2b | p. 7

Students: read the exclamations and the colloquial expressions. Then listen to the recording and number the items in the order they hear them.

Answers

- 1 OK
- 2 um
- 3 oh
- 4 yeah
- 5 right
- 6 you know
- 7 well
- 8 I think
- 9 true
- 10 I did
- 11 You bet!
- 12 like

3 | p. 7

Teacher: Look at the blog and its questionnaire. In pairs ask and answer the questions. If students have problems in the pronunciation, play the recording again and ask them to repeat the questions they hear.

Unit 1

Gap year

Unit 1 Objectives

Grammar

Past participles
Present perfect
Present perfect with *for* or *since*
Present perfect v past simple
been and *gone*
Present simple for fixed future events

Functions

Talking about past experiences
Talking about fixed future events
Summer camp applications

Vocabulary

Countries
Activities

Skills

Reading: an article about activities and advice for a gap year
Listening: two people talking about their gap year experiences
Speaking: interviewing a person about experiences during a gap year
Writing: an email relating gap year experiences

Skills for life

Reading for information

Pronunciation

/eə/ /ɪə/

Presentation pp. 8–10

AUTHOR chat

Your students are stretching their wings and thinking about the future, so we hope they can identify with the young people in this story, who are going abroad on an exciting trip. Jodie, Emma and Ben are planning their gap year trip to the USA. Where will they go and who will they see? They get a text from Emma's American friend Nathan with some good news about the trip. In this lesson students learn to use the present perfect to talk about experiences, and to talk about 'how long'. They go on to take a lively look at whether they have a busy life, whilst painlessly practising the use of the present perfect to talk about recent activities.

Vocabulary: countries

- learn / revise names of countries

1 | p. 8

Teacher: You're going to learn or revise the names of some countries mentioned in this unit.

Students: individual written work.

Teacher: Now listen and check. Then find the countries on a world map. In which continent are they? (North America, Asia, Australia, South America, Europe.)

TRANSCRIPT AND ANSWERS SB 03

- | | |
|-------------|----------------|
| 1 the USA | 6 India |
| 2 Japan | 7 South Africa |
| 3 China | 8 Brazil |
| 4 Australia | 9 Mexico |
| 5 Canada | 10 Russia |

Warm up

- predict what might happen in the story by looking at the photos

2 | p. 8

Teacher: You're going to listen and read Episode 1 of the On the road story. What can you see in the photos? Answer the questions.

Students: oral work to be done in pairs.

Answers

Three.
In a sitting room.
Emma, Ben and Jodie.

Extra

Describing illustrations. Before getting students to listen to and read the conversations, ask the students to describe what they see in the photos. This makes them interested in the subject that they are about to deal with and makes them feel secure because it shows what they already know in English. Ask them, for example: *Where are the young people sitting? (On a sofa and an armchair.) What are they doing? (In the first photo they are looking at a map, in the second photo Emma is texting or phoning on her mobile.) What are they wearing? (T-shirts, shirts and jeans.) What can you see on the table? (Some drinks and some food.)*

Listening practice. In order to develop your students' listening skills, photocopy the conversation on p. 9, cover some key words with correction fluid, then photocopy the gapped text and distribute it to the students. Students close their books, listen to the conversation again and complete it writing in the missing words.

Comprehension

- gather essential information by listening to and reading a dialogue



3 | p. 8

Teacher: Read the questions first so that you know what you have to watch out for. Then read and listen to the story. After listening, check understanding of key words and phrases, especially those listed in *Real talk*.

Students: listening and reading followed by oral work done in pairs or written work done individually.

TRANSCRIPT SB 04

See Student's Book p. 9.

Answers

- To the United States.
- He lives in New York.
- Yes. She met him when she was ten.
- She's eighteen.
- A new camcorder.
- To say that he had managed to borrow his parents' car.
- No, they don't.
- He's gone to college.

Real talk | p. 9

Teacher: focus on the words and phrases in *Real talk* and help students to translate them into their own language:

Who exactly is...?

Kind of.

drop dead gorgeous

You're kidding!

That is so cool.

Anyway...

Real talk Unit 1

1

Students: read and complete the dialogue, choosing four out of the six listed phrases.

Answers

- You're kidding
- Who exactly is
- drop dead gorgeous
- That is so cool

2

Students: listen to the recording. Practise reading the dialogue and acting it out.

TRANSCRIPT

ANNIE Mum says you can come on holiday to Cyprus with us.

STACEY ¹*You're kidding!*

ANNIE No, I'm not. Joe's coming too.

STACEY ²*Who exactly is Joe?*

ANNIE He goes to school with my brother. He's ³*drop dead gorgeous!*

STACEY Fantastic. ⁴*That is so cool.* Thanks so much.

Talking about past experiences

- use the present perfect to talk about general experiences; maintain a conversation or discussion on familiar topics **B1**; give or seek personal views and opinions in an informal discussion **B1**

4 | p. 8

Teacher: ask students to translate the examples and read the rules. If possible, students underline all the examples of the present perfect in the dialogues on p. 9.

Explain when to use the present perfect and when the past simple and ask students to translate the example which comes from dialogue 1.

Finally read Emma's speech in dialogue 1 again and explain the use of the present simple for travel arrangements and events which happen at fixed times, e.g. *Our flight leaves at 10.30.*

CULTURAL INFORMATION

The Catcher in the Rye, a novel by J. D. Salinger, published in 1951, portrays the thoughts and conflicts of teenage life in its main character and narrator, Holden Caulfield. Expelled from school and unwilling to go back to his family, Holden wanders around New York, attempts to contact friends and have sexual encounters, meets up with his sister and we are led to believe that he ends up in a mental institution. The book has had an enormous resonance in American teenage culture and throughout the world.

5 | p. 8

Students: individual written work. Students can refer to the grammar note above or to the verb tables on p. 11.

Answers

- has taken, went, took
- has known, met, travelled
- has lived, moved
- Have you read, have seen, haven't read

Word expander | p. 8

Teacher: ask students to read the lexical note and to translate the example. Point out that *manage to* is followed by the base form of the verb and ask students to find an equivalent in their own language.

6 | p. 8 towards B1 Preliminary Speaking Part 1, Trinity ISE I Interview (Conversation phase)

Students: oral pairwork. Student A chooses a question to ask student B, then asks for further details using the past simple. They swap roles: student B chooses a question and asks student A details of his / her experience.

Fast finishers

Teacher: ask students to write their answers to the questions in exercise 6.

Talking about the recent past

- use the present perfect to talk about recent events which are connected to the present; understand information about people from a magazine article **B1**

7a | p. 10

Students: complete the quiz individually.

Teacher: check understanding of *weird, juggling, is passing you by*. Invite students to calculate their score and read the relevant comments.

7b | p. 10

Students: read the rules and write six sentences about their own experiences in the last six months or in the last seven days.

Word expander | p. 10

Teacher: ask students to read the *Word expander* and to translate the examples. Ask them to find the equivalent of *do* and *keep* in their own language. Explain that *keep quiet* has a variety of meanings: stop talking, keep calm, keep a secret.

8 | p. 10 towards B1 Preliminary Speaking Part 1, Trinity ISE I Interview (Conversation phase)

Students: oral pairwork. Students make up questions in the present perfect basing them on the quiz. Then they ask for further details using the past simple.

Fast finishers

Teacher: ask students to write three sentences about things they *haven't* done in the last month.

Extra

Miming actions. Call a volunteer out to the front of the class and whisper to them that they should mime a series of actions. The student does a few actions and the class guesses what they are and suggests them out loud, e.g. *you've opened a suitcase, you've packed some clothes, you've put some money in your purse, you've taken your passport and sunglasses, you've phoned for a taxi*. Finally, the class can try to guess what task was assigned to the student – 'preparing for a journey'. Other 'tasks' that lend themselves to mime: making a cake, buying a pair of shoes, getting to school late, and so on.

Get the grammar p. 11

Workbook Unit 1

Grammar reference, Grammar exercises

Past participles

1 | p. 11

Teacher: revise how to form the past simple of regular verbs (*Right Here! A2* Unit 9 p. 91) and point out that the past participle is formed in the same way. Explain that the base form, the past simple and the past participle make up the paradigm of the verb, i.e. they help form all tenses. For irregular verbs they must be memorised.

Students: write the past participle of the listed verbs. They can check the irregular ones at the end of the book.

Teacher: ask students to pronounce the past participles out loud and make sure they know the pronunciation rules for the ending *-ed*: /d/ after a voiced consonant (*listened, played, travelled, hurried*) and /t/ after a voiceless consonant (*hoped*). Point out that the verb *read* has the same spelling in all three forms but is pronounced /red/ in the past simple and the past participle.

Answers

bought, played, gone, hoped, taken, travelled, kept, hurried, read, met, done, sent, spent, seen, thought

Present perfect

2 | p. 11

Teacher: revise all the forms of the present perfect and remind students that all compound tenses in English are made up with the auxiliary *have*. Point out that the auxiliary *be* is used only for the continuous tenses and for the passive.

Answers

1 has
2 haven't
3 has not
4 Have
5 haven't

3 | p. 11

Answers

1 've come
2 've (never) seen
3 has (never) been
4 hasn't studied
5 have met
6 's spent

4 | p. 11

Answers

- 2 Has your father ever wanted to move to another country?
 - 3 Have your parents ever complained about your room?
 - 4 Have your grandparents ever given you a present?
 - 5 Have you ever used a drone?
 - 6 Have you ever visited the USA?
- Students' own short answers.

Present perfect with for or since

5 | p. 11

Teacher: ask students to complete the rules and to translate both the examples and the sentences in exercise 6 so that they can compare this use of the perfect tense in English with the equivalent in their language.

Answers

- a period of time
- a specific date

6 | p. 11

Answers

- 1 since
- 2 for
- 3 for
- 4 since

Present perfect v past simple

7 | p. 11

Teacher: ask students to complete the rules and to translate all the examples so that they can compare the English use of the perfect tense and the past simple with similar tenses in their language. Remind students that to make themselves understood they should only use the past simple for actions which were concluded in a specific moment in the past.

Answers

- 1 present perfect
- 2 past simple
- 3 past simple

been and gone

8 | p. 11

Teacher: ask students to translate the examples and complete the rules.

Answers

- 1 been
- 2 gone

 **WB Unit 1**

Teacher: assign the exercises in the Workbook Unit 1 as homework. Draw the students' attention to the grammar exercises available in e-book+.

Real communication

pp. 12–13

Application forms

AUTHOR chat

In this level we give students a broad experience of B1 communicative areas from situations such as travelling and job applications to interactional areas such as narrating, talking about yourself, teamwork. We conclude this level with talking about films and books. Here we take a look at jobs in summer camps in the USA, we review words to describe activities and read four summer camp adverts in order to match them with four young people. Students then go on to listen to two young people completing part of an application form, complete a form for themselves and role play a simple job interview.

 **File**

Teacher: focus on the structures introduced in the *File* on p. 12 to express the functions of following instructions, understanding job adverts, filling in a job application form.

1 Get into culture | p. 12

Teacher: point out that all the adverts in this page refer to summer camps in the United States. Ask your students if they have ever been to the USA and where in the USA.

Students: reading activity to be done all together, followed by a comprehension exercise. They can look at these websites for summer camps in the USA:

- www.campamerica.co.uk
- www.gapyear.com
- www.mysummmercamps.com

Answers

- 1 There are over 10,000 camps in the USA.
- 2 You have to be over 16.
- 3 From November.
- 4 From mid-June until August.

Vocabulary: activities

- understand vocabulary related to free-time activities

2 | p. 12

Students: read the adverts with the scanning technique to find words to group according to the listed categories.

Answers

- Competitive sports: tennis, archery, baseball, soccer, basketball, volleyball, gymnastics
- Arts and crafts: theatre, drawing, painting, crafts, video, photography

- Water sports and activities: swimming, surfing, sailing, water skiing, canoeing, scuba diving, sea kayaking
- Outdoor and adventure activities: rock climbing, hiking, backpacking, riding, trekking, photography

Summer camp applications

- skim short texts (for example, job ads) and find relevant facts and information **B1**; understand the main points of simple recorded material on topics of personal interest **B1**; write my CV in summary form **B1**; maintain a conversation or discussion on familiar topics **B1**

3a | p. 12 towards B1 Preliminary Reading Part 2

Students: read the adverts in detail and do the matching task.

Answers

- 1 She should apply for a job at the *Swallow nature camp*.
- 2 He should apply for a job at the *High Mountains summer camp*.
- 3 She should apply for a job at the *Ocean summer camp*.
- 4 He should apply for a job at the *Jarrold theatre arts and sports camp*.

3b | p. 12

Students: oral pairwork.



4 | p. 12 towards B1 Preliminary Listening Part 2

Teacher: Look at the list of activities. Then listen to a conversation between Caroline and James and find out which of the activities they can do. Play the recording twice.

Students: listen and identify.

TRANSCRIPT SB 05

CAROLINE So what can you do in arts and crafts?

JAMES Mmm. Let's see... Ceramics, metal work, wood work... No, I can't do them. I'm not very practical. But I can draw and paint.

CAROLINE What about doing cartoons?

JAMES I can do that. I'm good at doing cartoons.

CAROLINE And what about computer graphics?

JAMES No, I can't do that.

CAROLINE And have you ever made a video?

JAMES Yes, I have. For a competition. And I won!

JAMES What about you? How's your dancing? Can you do ballet?

CAROLINE Yes, I can, actually. I've done five years of ballet.

JAMES And jazz dance?

CAROLINE Yes, I can do that, too. But I hate aerobics.

JAMES Can you act?

CAROLINE Sort of! I've acted in school plays. Let's tick it.

JAMES What about circus skills?

CAROLINE What? Like juggling? No, I can't do that.

JAMES And can you play any musical instruments?

CAROLINE Let's see. Hmm. I can play the piano. And I can sing, quite well really. But I can't play the drums or the guitar.

Answers

James: drawing and painting, cartoons, making videos

Caroline: ballet, jazz dance, acting, piano, singing

5a | p. 12

Teacher: to check that students understand what information is required in the application form, ask them to say what they must write in each box. Make sure they know the meaning of *leadership skills*.

Students: individual written work.

5b | p. 12

Teacher: ask a pair to give a demonstration of the activity using the application form as a guideline. The student playing the role of the employer should ask questions such as *What sports can you do? What experience have you got in arts and crafts? Can you lead a group of children / teenagers?* etc. The student playing the role of the applicant should supply the same information they wrote in the form.

Students: oral pairwork.

Extra

A job interview. In pairs, each of the students chooses to work in one of the camps from p. 12. Their partner interviews them to find out what they can do and whether they are suitable for the job. Then they change roles. The questions in the interview are to be based on the form on p. 13, as indicated above.

Fast finishers

Teacher: ask students to write a postcard from one of the summer camps.

Real communication Unit 1

1

Students: read and complete the dialogue, choosing the correct words.

Answers

- | | |
|-------------|--------------|
| 1 choose | 5 experience |
| 2 filled in | 6 complete |
| 3 education | 7 referees |
| 4 employer | 8 available |

2

Students: listen to the recording. Practise reading the dialogue and acting it out.

TRANSCRIPT 🗣️

JESS Can you check this job application form for me, please? I don't want to make any silly mistakes.

KEISHA Sure. Let's see. First, you need to ¹choose the position you're interested in.

JESS Oh, yes, of course.

KEISHA Now, you've put your phone number here, but you haven't ²filled in the area code. Isn't it 01625? I don't think you've finished the ³education section here either. You need to put all the different exams you did in your last year at school.

JESS What, all of them? OK.

KEISHA Oh, this bit here. You're not supposed to write anything.

JESS What? Oh, I see now. It's for the ⁴employer not the applicant. Right.

KEISHA In the part about ⁵experience, are you sure you've put every part-time job you've done in the past? What about the baby-sitting?

JESS Oh, yes, I didn't think about that.

KEISHA You've been to the USA before, haven't you?

JESS Yeah, I went about five years ago with Mum.

KEISHA So you need to ⁶complete this section about 'previous visits to the USA'.

JESS Right. And what about this bit, 'Please list two ⁷referees'. Who shall I put?

KEISHA Well, put your boss at Fashion Plus, and Mr Harris from school. Oh, and don't forget to tell them when you'll be ⁸available for an interview.

Real skills pp. 14–15
Gap year

AUTHOR chat

Many young people nowadays take a year off between school and further studies and travel or do voluntary work abroad. Students read an article about gap years and find out why young people do them and what they can learn. They go on to listen to two people talking about their gap year experiences. If your students want to explore this topic further there are lots of sites on the internet, and you can find student blogs which describe their experiences.

Reading

- read a newspaper article on current topics or events and understand the overall meaning of the text **B1**

1 | p. 15

Teacher: ask students what the title of the article means (*The journey of a lifetime* = A journey you do only once in your life). Then say: *Read the paragraph headings first, then read the paragraphs with the skimming technique (a quick look to see what each paragraph is about).*

Students: read the article and do the matching task.

Answers

- 2 Travelling
- 3 Volunteering
- 4 Learning new things
- 5 Costs?
- 6 Keeping in touch
- 7 Life changing
- 8 Work skills

Skills for life: Reading for information

Teacher: *Read the strategy in Skills for life and use it in exercise 2. Explain that often the questions or sentences in a comprehension exercise are phrased differently from the information given in the reading text in order to test a deep and thorough understanding of the text and to encourage vocabulary expansion.*

Suggest that students set aside a section of their notebooks for the *Skills for life* strategies.

2 | p. 15 towards B1 Preliminary Reading Part 3

Teacher: *Read the True / False statements and check that you understand exactly what they say. Some of them are formulated with different words from the paragraph they are referring to. Now read the article in detail in order to find the information.*

At the end of the exercise, ask students to translate the motto at the top of the page from the Chinese philosopher Lao Tzu (*A journey of a thousand miles begins with a single step*). Start a class discussion on the philosophical meaning of this remark.

Answers

- 2 F (200,000–250,000 young people in the UK do a gap year each year.)
3 F (Klara loved the experience.)
4 F (You can learn new skills, but you can't gain professional qualifications.)
5 T
6 F (You learn important work skills, like how to become more independent, how to improve communication skills, how to organise your time.)

3 | p. 15

Students: scan the text on p. 14 to find the information about the six people listed.

Answers

Ross worked for six months on a farm in Chile.
Natalie travelled with three friends to Thailand, Indonesia, Vietnam, Australia, New Zealand and the USA.
Klara taught English in Nepal.
Prince Harry helped build a school in South Africa.
Prince William worked on a community project in southern Chile.
Jade spent six months in Japan, learning the language.

4a | p. 15

Students: discuss in pairs and make notes of the motivations.

4b | p. 15

Students: may choose one of the activities mentioned in the article or others of their choice. They then justify their choice quoting the motivations they listed in exercise 4a, or others they can think of.

Random Fact | p. 15

Teacher: focus on the information in *Random Fact* at the bottom of the page. Many people use a gap year to explore the world, and to explore themselves while doing so. Many choose destinations far from home as it may be the last opportunity they have for an extended trip before entering the workplace where annual leave is limited.

Listening

- listen to a short narrative and form hypotheses about what will happen next **B1**



5 | p. 15 towards B1 Preliminary Listening

Part 2

Teacher: Read the sentences so that you know what you have to listen for. Play the recording twice.

TRANSCRIPT SB 06

ALEX During my gap year I did one of those gap year projects, and I worked as a volunteer in Zambia, in Africa. I was on a farm, and when I arrived, I was so amazed because it was raining all the time. The weather was terrible – it was so wet! And I thought it was always hot in Africa! But all the local people were really happy – they believe that the rain comes from God – and they need it for their farming, for their vegetables and things... My day started at about six o'clock in the morning with a meeting, and then I worked through to about eleven thirty. And then after lunch I worked for another three or four hours, although it was so hot you had to take it easy, really... I guess the biggest problem on the farm was health. There were diseases like malaria, and AIDS is pretty terrible. Maybe 70 or 80% of the farm workers were HIV positive. I was only there for five months, but in that time three workers died... That was very sad. But the time I spent working on the farm was more valuable. It was a better experience than the travelling that I did afterwards. I felt part of a community and not just a tourist.

ELLE I had an amazing time on my gap year. I was in Australia, by the sea, and I worked on this environmental project. I had to take lots of stuff with me. The mosquitoes are really bad there, so you need mosquito repellent, and sunscreen because the sun is so hot. All that stuff is really important, but for me, my personal stereo was the most important thing because I need to listen to music every day.

If you become a volunteer, you have to be prepared to work hard, of course, but you must also have an open mind. You can't have fixed ideas about the way things should be done, because the work is always varied and different. Your work conditions can be very hard, I mean, you can work very long hours, and it can be very physical, too. But it's also a lot of fun. We always had a good laugh every day.

The food was really good for you because it was mainly fruit and vegetables, and it was really good, too, because there were people from loads of different nationalities. We took it in turns to cook, so the food was healthy and different all the time. I had a fantastic time!

Answers

Alex: 1 c 2 b 3 c 4 b
Elle: 1 b 2 c 3 a 4 c

Extra

More listening practice. Photocopy one of the texts for the recording in exercise 5. Cover all the verbs in the past simple including was and were with correction fluid, make as many copies as there are students, and give them out in class. The students try to reconstruct the text from memory, then can listen to the recording again to check their answers. The text can be also used as a model for exercise 8 where students write about an imaginary gap year.

Pronunciation: /eə/ /ɪə/

- practise the pronunciation of two English diphthongs



6a | p. 15

Students: listen carefully and try to produce the same vowel sounds.

Teacher: check understanding of the words.

TRANSCRIPT 🗣️ SB 07
See Student's Book p. 15.



6b | p. 15

Students: listen and identify.

Teacher: play the recording twice, for students to do the task and then to check answers. If necessary, play it again to practise repetition.

TRANSCRIPT AND ANSWERS 🗣️ SB 08

- 1 Could you come over **here**, please?
- 2 That's not **fair**.
- 3 I don't like the taste of **beer**.
- 4 I think it's very **dear**.
- 5 **Where** are we going next?
- 6 Are you using this **chair**?

Speaking

- narrate a story **B1**

7a, 7b | p. 15

Students: individual written work followed by oral pairwork.

Teacher: ask students to make notes so that they can report back to their partner.

Extra

Storytelling. Another enjoyable way of telling a story. The teacher starts with an interesting sentence and each student in turn adds another sentence or a short phrase, thus making up a story which can be funny, absurd, comic, terrifying, etc. For example:

Teacher: I saw a crocodile...

Student A: ...swimming in the pool...

Student B: It was looking for...

Student C: ...children to eat but...

Student D: ...the children had gone home to tea.

Writing

- write personal emails to friends or acquaintances asking for or giving them news and narrating events **B1**

8 | p. 15 towards B1 Preliminary Writing Part 3, Trinity ISE I Portfolio

Students: individual written work.

Teacher: remind students that an email to a friend must be written in an informal style.

Answers

Students' own answers.

e Cyber Homework Unit 1

e Test: Unit 1 Test

Unit 2

New lives

Unit 2 Objectives

Grammar

Present perfect with *just / already / yet*
still

whose

Possessive pronouns

Functions

Talking about the present

Asking and talking about possessions

Travelling by plane

Vocabulary

Music

At the airport

Skills

Reading: a brochure about visiting New York

Listening: three tourists talking about their movements in New York

Speaking: discussing choices of places to visit and agreeing an itinerary, reporting to the class

Writing: a 3-day guide to a major city in your country

Skills for life

Talking in groups

Pronunciation:

/j/ /dʒ/

Presentation pp. 16–18

AUTHOR chat

Your students probably listen to a lot of music especially on their phones and portable devices. Some of them may even aspire to become musicians or play in a band. In this unit students discuss their musical tastes, and they find out about young people studying at an exciting music school which trains people in the music business. They practise using the present perfect to talk about recent activities and learn to use possessive pronouns.

Warm up

- in preparation for reading an article on a music academy, discuss musical instruments and types of music

1a, 1b | p. 16

Teacher: Before reading about the *Academy of Contemporary Music*, answer the questions and discuss in pairs.

Students: oral pairwork.

Vocabulary: music

- learn / revise words related to music

2 | p. 16

Teacher: You're going to learn or revise words for musical instruments, musicians and recordings.

Students: individual written work.

Teacher: Now listen and check.

TRANSCRIPT AND ANSWERS SB 09

Instrument

guitar

keyboards

cello

trumpet

violin

saxophone

acoustic guitar

bass guitar

piano

Musician

saxophonist

drummer

lead singer

Recording

album

single

track

Comprehension

- understand the main points in short newspaper articles about current and familiar topics **B1**

3 | p. 16

Teacher: Read the questions, then read about the *Academy of Contemporary Music*. After listening, check understanding of key words and phrases, such as *award-winning*, *gig*, *perform in live shows*.

Students: listening and reading followed by oral work done in pairs or all together.

Answers

1 F (He teaches at the ACM.)

2 F (She hasn't performed it yet.)

3 T

4 F (It has links with recording companies.)

5 T

6 T

4 | p. 16

Students: individual written work.

Answers

bands: *Red Hot Chili Peppers, Sugababes*
singers: Chad Smith, Ed Sheeran, Amelle Berrabah, Demi Lovato, Calvin Harris, Eminem, Taylor Swift
performance: karaoke competition, live shows, gigs
music business: talent scouts, production houses, record companies

Talking about the present

- practise using the present perfect to talk about the present

5 | p. 16

Students: read and translate the examples of present perfect with *just / already / yet* and complete the rules.

Teacher: focus on the position of the adverbs, especially *yet* which is placed at the end of the sentence.

Answers

- 1 just
- 2 already
- 3 yet

6 | p. 16

Students: individual written work.

Answers

- | | |
|-------------|-----------|
| 1 yet, just | 4 already |
| 2 just | 5 already |
| 3 yet | 6 just |

7a | p. 16

Students: individual written work.

Answers

Students' own answers.

7b | p. 16 towards B1 Preliminary Speaking Part 1, Trinity ISE I Interview (Conversation phase)

Students: read the example, then in pairs they ask each other the three questions.

Fast finishers

Teacher: ask students to write a short paragraph about a musician they like.

Asking and talking about possessions

- understand the main points of simple recorded material on topics of personal interest **B1**; maintain a conversation or discussion on familiar topics **B1**; agree and disagree politely **B1**

8a | p. 18

Students: write the names of the objects, choosing from the listed words.

Teacher: say that they will hear the pronunciation of the words in the recording in exercise 8b.

Answers

- | | |
|--------------------|--------------------|
| 2 Swiss army knife | 8 notebook and pen |
| 3 sewing kit | 9 lock |
| 4 money belt | 10 paperback |
| 5 torch | 11 ear plugs |
| 6 alarm clock | 12 camcorder |
| 7 eye mask | |

8b | p. 18

Teacher: *You're going to hear a short conversation from the On the road story. Emma is talking to her mum about things Jodie, Ben and herself are taking on their trip. Who is taking what?*

Students: listen and identify.

TRANSCRIPT SB 10

MUM You've got a lot of things here, Emma. Are they all yours?

EMMA No way. But it's some of the stuff we're taking with us to the States. This is Ben's Swiss army knife, and um... the notebook and pen are his, too. The money belt is Jodie's... And the sewing kit is mine.

MUM Why aren't you taking a money belt, darling?

EMMA Oh, mum! It's so uncool. Ben isn't taking one either.

MUM Well, I think it's safer. I mean, when I went round the world we wore them.

EMMA Yeah, yeah. That was a long time ago!

MUM Thank you!

EMMA Anyway, the alarm clock and the eye mask are mine.

MUM What do you want an eye mask for?

EMMA I must get my beauty sleep! The ear plugs are mine, too. I can't stand noise when I'm trying to sleep.

MUM What about the lock?

EMMA That's Jodie's. She wants to lock her backpack.

MUM Why aren't you taking one?

EMMA Oh, I don't think a lock makes any difference.

MUM Is the mp3 player yours? I don't recognise it.

EMMA No, it's Jodie's. She can't live without music. The torch is hers, too.

MUM What about this?

EMMA The camcorder? That's Ben's. He thinks he's Steven Spielberg. He wants to make a movie!

MUM Oh look. *On the Road*. I love that book. Whose is that?

EMMA That's Ben's, too. But we all want to read it!

Answers

- | | |
|-----|------|
| 1 J | 7 E |
| 2 B | 8 B |
| 3 E | 9 J |
| 4 J | 10 B |
| 5 J | 11 E |
| 6 E | 12 B |

CULTURAL INFORMATION

On the Road, a novel written by Jack Kerouac in 1951 and published in 1957, tells the story of numerous journeys across America from the East to the West Coast and back, undertaken by Sal (the narrator) and Dean (a companion) in search of wild experiences and ultimately of the meaning of life. It is the most famous novel of the Beat Generation, a group of bohemian writers who were interested in all material experiences, while searching for a spiritual understanding which some of them found in Buddhism. The word *beat* means 'tired' or 'poor, at the margins of society' but Kerouac used it also to mean 'upbeat' (full of happiness), 'on the beat' (as in music) and 'beaten'.

9 | p. 18

Students: learn how to use *Whose* in questions and the forms of possessive pronouns.

Teacher: remind students that possession is also expressed with 's and ask them which examples they heard in the conversation (*Jodie's, Ben's*).

Ask students to read the grammar note *Talking about purpose* and to translate the examples.

10 | p. 18

Students: oral pairwork.

Answers

- 3 Yes, they're his.
- 4 It isn't hers, it's Emma's.
- 5 They aren't his. They're Jodie's.
- 6 Yes, it's hers.
- 7 Yes, they're hers.
- 8 Yes, it's his.

11 | p. 18

Students: oral pairwork to be done with closed books. If necessary, students write out the list of objects in order to ask the questions.

12 | p. 18

Students: can do the activity as a set of riddles, following the model of the dialogue in exercise 9: student A describes the use or the purpose of an object, student B guesses the object.

Teacher: it might be useful to supply monolingual dictionaries to help students phrase their definitions.

Possible answers

It's a thing you use to carry your money. (money belt)

It's a small book with a light cover. (paperback)

You use it when you sleep and there is too much light (eye mask)

This is for making your luggage safe. (lock)

This is for listening to music. (mp3 player)

It's a thing you use if your clothes need mending (sewing kit)

It's thing you use for waking up. (alarm clock)

You use these to make notes. (notebook and pen)

It's a thing with lots of tools and you use it for camping (Swiss army knife)

You use it to make movies. (camcorder)

You use it to see in the dark. (torch)

You use them to cut out any noise when you're trying to sleep. (ear plugs)

Extra

Talking about objects. In pairs, the students look at the objects illustrated on p. 18 and make up two of their own questions for each one: *Have you got a...? How long have you had it?* Then they discuss the other objects that they consider indispensable on a journey, e.g. *passport, ticket, suitcase, rucksack, waterproof, first aid kit, etc.*

Riddles. In pairs, the students think of different gadgets that they use in their daily life, and for each one they write down a sentence that begins with *You use it for / to* or *It's a thing you use for / to*. Then they tell the class the sentences, and the class has to guess which object they are talking about. For example:

- 1 *It's a thing for shaving. (a razor)*
- 2 *It's a thing used for orientation / to find the North. (a compass)*
- 3 *It's something you use to drink from. (a mug)*
- 4 *It's a thing you use for cutting. (scissors)*
- 5 *It's a thing you use to open bottle caps. (a bottle opener)*
- 6 *It's a thing you use to listen to your mp3 player. (earphones)*
- 7 *It's something you use to join up pieces of paper. (sticky tape)*
- 8 *It's a thing you fit into an electric socket. (a plug)*
- 9 *It's something you use to brush your teeth. (a toothbrush)*

13 | p. 18

Teacher: put students in pairs and refer them to p. 141 for the activity.

Get the grammar p. 19

Workbook Unit 2

Grammar reference, Grammar exercises

Present perfect with *just*

1 | p. 19

Students: translate the examples and complete the rule.

Answers

- positive

Present perfect with *already*

2 | p. 19

Students: translate the examples and complete the rules.

Teacher: focus on the last rule and the position of *already*.

Answers

- 1 positive
- 2 questions
- 3 questions
- 4 positive

Present perfect with *yet*; *still*

3 | p. 19

Students: translate the examples, read the rules and circle the correct option.

Teacher: point out the position of *yet* at the end of the sentence and the use of the present continuous with *still*. Explain that in daily conversation a sentence with *yet* is often paired with a sentence with *still*, as they will see in exercise 5.

Answers

- 1 negative 2 end

4 | p. 19

Answers

- 2 My friends have just arrived.
- 3 Oscar has already lost his new phone.
- 4 Have you heard the new George Ezra single yet?
- 5 Jamie has already apologised for what he said.
- 6 I've just sent an email to my cousin.

5 | p. 19

Answers

- 1 still, yet
- 2 yet, still
- 3 yet, still
- 4 still, yet

Whose + possessive pronouns

6 | p. 19

Students: read and translate the example dialogue, then complete the table.

Answers

- 1 his
- 2 hers
- 3 ours
- 4 theirs

7 | p. 19

Answers

- 1 Whose, hers, hers, his, theirs
- 2 yours, mine, yours, mine
- 3 mine, mine, his

→ WB Unit 2

Teacher: assign the exercises in the Workbook Unit 2 as homework. Draw the students' attention to the grammar exercises available in e-book+.

Real communication

pp. 20–21

Travelling by plane

AUTHOR chat

Your students may not have been on a plane or even been to an airport, but at some time in their lives they are bound to fly. And it may even be with you on an educational trip abroad! Air travel is one of those moments where English is the natural default language. It is surprising how often safety advice and notices are only given in English. In this lesson students learn to find their way around an airport and become familiar with all the security advice and announcements they are likely to meet when they travel.

File

Teacher: focus on the structures introduced in the *File* on p. 20 to express the function of: understanding the language used at the airport check-in and reacting appropriately.

Vocabulary: at the airport

- understand vocabulary related to various parts of the airport and to flight information

1 | p. 20

Students: written work to be done individually or in pairs, followed by listening to check answers.

TRANSCRIPT AND ANSWERS SB 11

- 1 e information desk
- 2 l duty-free shops
- 3 h passport control
- 4 i departure lounge
- 5 j arrivals
- 6 m gates
- 7 g security
- 8 k baggage reclaim
- 9 d aircraft
- 10 a runway
- 11 c landing
- 12 b take off
- 13 f check-in

Extra

A memory game. The students have one minute to look at the picture of the airport on p. 20 and the list of 13 words. Then they close their books and work in pairs, trying to write down all the words from memory. The pair who finish first and have written down all the words correctly win.

Airport signs

- skim short texts (for example, signs at the airport) and find relevant facts and information **B1**

2 | p. 20

Teacher: Read the signs you may find at the airport and complete them with the words from the list.

Answers

- 1 liquids
- 2 plastic
- 3 Unattended
- 4 destroyed
- 5 smoking
- 6 remove
- 7 jacket
- 8 laptop

At the check-in

- understand the language used at the airport check-in and react appropriately; understand the main points of simple recorded material on topics of personal interest **B1**



3 | p. 21

Teacher: Read the questions that the check-in clerk asks. Match them to Louise's replies. Then you'll hear their conversation in the recording.

Students: matching exercise, followed by listening to check answers.

TRANSCRIPT SB 12

- 1 **CLERK** How many bags have you got?
LOUISE One suitcase to check in and this backpack to carry with me.
- 2 **CLERK** May I see your passport?
LOUISE Yes, here it is.
- 3 **CLERK** Did you pack this bag yourself?
LOUISE Yes, I did.
- 4 **CLERK** Are you carrying any sharp objects?
LOUISE No, I'm not.
- 5 **CLERK** Has anyone asked you to carry anything for them?
LOUISE No, they haven't.
- 6 **CLERK** Would you like a window or aisle seat?
LOUISE Window seat, please.
- 7 **CLERK** Are there any liquids in your hand baggage?
LOUISE Well, I've got this small bottle of contact lens cleaner.
- 8 **CLERK** Please put the bottle in a plastic bag when you go through security.
LOUISE Yes, I will.

Answers

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

On the plane

- deal with most situations likely to arise when travelling **B1**



4 | p. 21

Teacher: Look at the drawings and imagine what the announcements could be. Now listen carefully.

Students: listen and identify.

TRANSCRIPT SB 13

- 1 There is a lifejacket under your seat.
- 2 Please fasten your seat belts.
- 3 In the unlikely event of a decrease in pressure, oxygen masks will come down automatically from the panels above your head.
- 4 Make sure that your seat is in the upright position.
- 5 The use of mobile phones and electronic devices is strictly forbidden once the doors of the aeroplane are closed for take off.
- 6 Please stow all your belongings in the overhead lockers or under the seat in front of you.

Answers

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

Word expander | p. 21

Teacher: ask students to read the note on the use of *so* as a conjunction and of *until*. Ask them to translate the examples.

**5 Get into culture | p. 21****Exercise 1 towards B1 Preliminary Listening****Part 3**

Students: listen and identify the missing information.

TRANSCRIPT SB 14

Travel is getting quicker, cheaper and easier so it's not surprising that international tourism is increasing – more than 1 billion people visit another country each year. The most popular European holiday destinations are first France, second Spain and third Italy. More than 200 million people visit these three countries every year.

Next, it's the Americas. More than 130 million tourists go to North America. Number one is the USA, two is Mexico and three is Canada. And Brazil is the top destination in South America.

Tourists have fallen in love with Asia, too. More than 308 million people spend their holidays in China, Thailand or Malaysia every year. In Africa, Morocco, Egypt and South Africa are the top destinations.

Answers

- | | |
|----------|-----------------|
| 1 France | 6 Canada |
| 2 Spain | 7 China |
| 3 Italy | 8 Thailand |
| 4 USA | 9 Malaysia |
| 5 Mexico | 10 South Africa |

Exercise 2

Students: class discussion.

Teacher: if appropriate, gather all the information on the board to do statistics of the opinions of the class.

6 | p. 21

Students: oral pairwork. Student A asks the check-in clerk's questions, taking them from the *File* on p. 20 or from exercise 3. Student B replies with personal information.

Real communication Unit 2

1

Students: read and complete the dialogue, choosing the correct words.

Answers

- 1 ticket and passport
- 2 pieces of luggage
- 3 hand luggage
- 4 check it in
- 5 pack these bags
- 6 electronic
- 7 anything to carry
- 8 aisle or a window

2

Students: listen to the recording. Practise reading the dialogue and acting it out.

TRANSCRIPT

- CLERK** Good morning. Can I see your ¹*ticket and passport*, please?
- PASSENGER** Hi. Here you are.
- CLERK** How many ²*pieces of luggage* have you got?
- PASSENGER** Just this suitcase.
- CLERK** Have you got any ³*hand luggage*?
- PASSENGER** Yes, I've got this bag.
- CLERK** Hmm. It's too big. I'm sorry, you'll have to ⁴*check it in*.
- PASSENGER** Oh... I'll need to take some things out, then.
- CLERK** Now I need to ask you some security questions. Did you ⁵*pack these bags* yourself?
- PASSENGER** Yes, I always pack my own bags.
- CLERK** Are you carrying any ⁶*electronic* equipment in your suitcase?
- PASSENGER** I've got a laptop.
- CLERK** That's OK. Are you carrying anything sharp, such as knives or scissors?
- PASSENGER** No, nothing.
- CLERK** Have you been given ⁷*anything to carry*?
- PASSENGER** No, I haven't.
- CLERK** OK, Ms Connor. Would you like an ⁸*aisle* or a *window* seat?
- PASSENGER** I'd like a seat near a window, please.
- CLERK** Right. Here you are. Go to Gate 15. You're boarding in 45 minutes. Enjoy the flight!

Real skills pp. 22–23

City life

AUTHOR chat

New York! It's a wonderful place to be! And in this lesson students learn how to make the most of a visit. They listen to three tourists in the 'Big Apple' and then go on to plan their own visit to three places, using guidelines on how to have a discussion in groups. Finally they use the article as a model to help them write a guide to a major city in their own country.

Reading

- understand important information in short simple everyday brochures **B1**

CLIL (Content and Language Integrated Learning)

Tourism: information on sites to visit and activities to do when visiting a major American city

1 | p. 23

Teacher: You're going to read some information about New York. Do you recognise these sites? (Manhattan and the Empire State Building; Grand Central Station; Central Park.)

Students: oral work to be done in pairs or all together.

2 | p. 23

Teacher: Use the scanning technique to find the answers to these questions.

Students: comprehension exercise to be done individually or in pairs.

Answers

- Along Fifth Avenue.
- In Central Park.
- At Grand Central Station.
- On Ellis Island (the Statue of Liberty).
- At the New York Aquarium.
- In the museum on Ellis Island.
- On the Staten Island Ferry.
- In Washington Square.

Random Fact | p. 23

Teacher: focus on the information in *Random Fact* at the bottom of the page. Give some information on: the size of the Statue of Liberty (46 m tall, but 93 m including the pedestal and foundation), its history (it was a gift from France in 1886 to celebrate the centenary of the Declaration of Independence of the United States of America), its sculptor (the Frenchman Frédéric Auguste Bartholdi, 1834–1904).

Fast finishers

Teachers: ask students to read the article again and check the meanings of any new words.

Listening

- understand the main points of simple recorded material on topics of personal interest **B1**



3 | p. 23

Teacher: Read the questions in the table. Then listen to three conversations and write the information.

Students: listen and identify.

TRANSCRIPT SB 15

RESEARCHER Excuse me, are you a tourist here in New York?

RIYUCHI Er, yes, I am.

RESEARCHER We're doing some market research today. Can I ask you a few questions?

RIYUCHI Yes, of course.

RESEARCHER What's your name, sir?

RIYUCHI It's Riyuchi.

RESEARCHER OK, Riyuchi. Where have you been today?

RIYUCHI Well, I've just come out of the Metropolitan Museum of Art. That was an amazing experience. I think I was in there for about four hours. I'm really exhausted now!

RESEARCHER And have you been anywhere else today?

RIYUCHI I, er, I had breakfast in Times Square, so I've been there.

RESEARCHER And do you have other plans for today?

RIYUCHI Well, I haven't seen St Patrick's Cathedral yet. I really want to see that today.

RESEARCHER OK. Thank you very much.

RIYUCHI Thank you.

RESEARCHER Excuse me, may I ask you a few questions?

DAVINA Sure, go ahead.

RESEARCHER First of all, what's your name?

DAVINA Davina Jones.

RESEARCHER Right, Davina, where have you just been?

DAVINA I think you can tell from all my bags. I've been shopping in Greenwich Village. I just loved it there!

RESEARCHER And have you been anywhere else today?

DAVINA Yeah, I've also been to the Rockefeller Center. I'm afraid it hasn't been a very cultural day for me!

RESEARCHER Have you got plans for the rest of the day?

DAVINA Er... well, I'm not doing any more shopping. But I haven't visited Washington Square yet. I'd like to hang out there for an hour or two.

RESEARCHER That's great. Thank you very much for your time.

DAVINA No problem.

RESEARCHER Excuse me, we're doing some market research today. May I ask you a few questions?

JOE Yes, of course.

RESEARCHER Could I start by asking your name?

JOE Sure. It's Joe Johnson.

RESEARCHER OK, Joe. Where have you just been?

JOE I've just had the most incredible time on the Staten Island Ferry. I can't believe that it's free. It's absolutely fabulous.

RESEARCHER What else have you done today?

JOE I've been jogging in Central Park... and that was free, too, of course!

RESEARCHER And very healthy! OK, finally, are you going to go anywhere else today?


JOE Well, I haven't visited the New York Aquarium yet. I'm very interested in marine life so that's a must!

RESEARCHER Thank you very much, Joe.


JOE It was a pleasure.


Answers
Riyuchi: Metropolitan Museum of Art, Times Square, St Patrick's Cathedral
Davina: Greenwich Village, Rockefeller Centre, Washington Square
Joe: Staten Island Ferry, Central Park, New York Aquarium

Pronunciation: /j/ /dʒ/
 • practise identifying two sounds and how they are written

 **4a | p. 23**
Students: listen and repeat all together.
Teacher: point out the most common way of writing the sound /j/ (y, u) and the sound /dʒ/ (j, dg).

TRANSCRIPT  SB 16
 See Student's Book p. 23.

 **4b | p. 23**
Students: listen and repeat all together.

TRANSCRIPT  SB 17
 See Student's Book p. 23.

Speaking

- give or seek personal views and opinions in an informal discussion **B1**; explain and give reasons for my plans, intentions and actions **B1**; express myself reasonably accurately in familiar, predictable situations **B1**

5a | p. 23 towards B1 Preliminary Speaking Part 1
Students: prepare the material for the groupwork in exercise 5b by choosing some tourist sites from p. 22.

5b | p. 23
Students: oral groupwork. Students must find agreement on the plan to follow.
Teacher: assign at least 10 minutes to this activity to allow all members of the group to participate.

Skills for life: Talking in groups
Teacher: Read the strategy in Skills for life and use it in activity 5b. It is important for students to develop this strategy and to interact in an orderly and productive way when working in groups. They shouldn't react to other students emotionally and noisily, they should express their agreement or disagreement giving well-supported reasons.

5c | p. 23
Students: a spokesperson from each group reports the chosen itinerary to the class.

Writing

- convey short simple factual information in a tourist brochure **B1**

6 | p. 23 towards Trinity ISE I Portfolio
Students: individual written work. Students follow the model of the information provided on p. 22 for the city of New York.

 **Cyber Homework Unit 2**

 **Test: Unit 2 Test**

File

1 | p. 24

Teacher: ask students to match each of the functions they have learned in Units 1 and 2 with an example and the grammar.

Answers

- 2 Talking about continuing states [during a period of time]
She's lived here for six years.
Present perfect with *for*
- 3 Talking about continuing states [from a moment in the past]
I've played the piano since 2016.
Present perfect with *since*
- 4 Talking about the present to say a 'short time ago' I'm not hungry, I've just had lunch.
Present perfect + *just*
- 5 Talking about the present to say 'sooner than expected' Have you tidied your room already?
Present perfect + *already*
- 6 Talking about the present to say you expect something to happen
We haven't left the house yet.
Present perfect + *yet*

Grammar review

2 | p. 25

Teacher: check comprehension of *union café*, *set up an experiment*.

Answers

- | | |
|----------------------|--------------------------|
| 1 interviewed | 11 I cycled |
| 2 have you been | 12 I've had |
| 3 I've been | 13 I bought |
| 4 I've ever made | 14 I've made |
| 5 I've already been | 15 I've been |
| 6 I went | 16 do you do |
| 7 I study | 17 We go |
| 8 I sat | 18 We haven't met up yet |
| 9 we're doing | 19 I'm learning |
| 10 We've just set up | 20 I've learnt |

Fast finishers

Teacher: ask students to choose five words from the interview and learn the spellings.

3 | p. 25

Students: list as many examples of each of the grammar points from the *File* on p.24.

Possible answers

- 1 Talking about experiences / completed actions connected to the present: *I've learnt the basics.*
- 2 Talking about continuing states [during a period of time]: *I've been here for eighteen months.*
- 3 Talking about continuing states [from a moment in the past]: *I've made lots of friends since I've been here.*
- 4 Talking about the present to say a 'short time ago': *We've just set up an exciting experiment.*
- 5 Talking about the present to say 'sooner than expected': *I've already been on some incredible trips.*
- 6 Talking about the present to say you expect something to happen: *We haven't met up yet this week.*

Present perfect focus

 4a, 4b | p. 25

Teacher: You are going to listen to some conversations. Circle true or false.

TRANSCRIPT SB 18

1

JACK Hey, Lisa.

LISA Oh, hi Jack.

JACK What are you doing? Do you want to go out?

LISA I wish. I'm still trying to do my homework. Have you finished yours?

JACK Two minutes ago. That's why I'm calling you!

LISA Give me half an hour.

JACK OK, speak later. And be quick.

LISA OK, I will. See you.

2

GARRIE What's that book on the sofa?

AVA Oh, that? It's so boring.

GARRIE What is it?

AVA The Highway Code.

GARRIE Oh, right. So are you reading up for your driving test?

AVA I was. Until yesterday.

GARRIE What happened yesterday?

AVA Well, let's just say I don't have to study the Highway Code anymore!

GARRIE Really? Hey, Ava, that's brilliant. Congratulations.

AVA Thanks, Carrie. And by the way, if you want the book... it's yours!

3

- DANNY** What? Oh no, I don't believe it.
DANNY Ron!... RON!
RON What?
DANNY There's no food in the fridge.
RON What?
DANNY I said there's no food in the fridge and it was your turn to go shopping today!
RON I'm sorry, man. I've only just woken up. I can go now. Sorry.

4

- RICHARD** I thought it would be nice to see a film this weekend.
KEIRA Well, yeah, I'm cool with that!
RICHARD There's this film on that I've always wanted to see.
KEIRA An old film?
RICHARD Kind of. I mean it's about 40 years old, I think. Everyone says that it's one of the greatest science fiction movies ever made.
KEIRA Science fiction?
RICHARD Yeah, and it was probably the director's best film too. And he made some great films. So it starts with these apes, you know, life on Earth millions of years in the past, and then a sort of a space ship –
KEIRA That's 2001 Space Odyssey.
RICHARD Yeah! So you know it?
KEIRA Uh huh. Really well. And um... well, to be honest, it's the most boring film I've ever seen.

5

- DANNY** Stop where you are!
RON What's that?
DANNY Don't come any further without taking off your shoes.
RON What is this, man? A police operation?
DANNY Can't you see? I've been busy.
RON Oh wow. Was the floor that colour? And it's so shiny!
DANNY That's because it's still wet.
RON Hey, Danny, you are a hero!

Answers

- 1 T
 2 F (She passed her driving test yesterday.)
 3 F (He has only just woken up and hasn't done the shopping yet.)
 4 F (Keira has seen it before.)
 5 T

5a | p. 25

Teacher: Put the activities in the correct category according to when or if you have done them.

Students: individual written work.

5b | p. 25

Students: oral pairwork.

Talking about your life

6a | p. 25

Teacher: choose a student to start off an imaginary conversation with. Demonstrate to students how to keep a conversation going using the useful expressions and suggested questions in the boxes.

Students: oral roleplay in pairs.

6b | p. 25

Students: change partners and relate what they have discovered about their partners in exercise 6a.

7 | p. 25

Teacher: encourage students to give feedback on their conversations and suggest ways in which they can overcome their problem areas.

Fast finishers

Teacher: ask students to revise all the new words they have learned in Units 1 & 2.

Units 1&2

Language check

1 | p. 26

Answers

1 c 2 b 3 d 4 a 5 c

2 | p. 26

Answers

- 1 Has he ever been to India? Yes, he has.
- 2 Have you ever eaten Thai food? No, I haven't.
- 3 Have they ever climbed a mountain? Yes, they have.
- 4 Has she ever sailed a boat? No, she hasn't.
- 5 Have your parents ever flown in a helicopter? Yes, they have.

3 | p. 26

Answers

- 1 guitar
- 2 saxophone
- 3 drums
- 4 cello
- 5 violin

4 | p. 26

Answers

- 1 packing
- 2 kayaking
- 3 skiing
- 4 diving
- 5 climbing

5 | p. 26

Answers


- 1 passport
- 2 aisle
- 3 pieces
- 4 hand
- 5 too
- 6 check
- 7 own
- 8 pack
- 9 electrical
- 10 objects

6 | p. 26

Students: oral pairwork.

→ Skills Book

Teacher: See p. 192 for teacher's notes, answer keys and transcripts.

 **Test:** Units 1&2 Progress test

Units 3&4

Student's Book pp. 27–46

Opener	p. 27
Unit 3	pp. 28–35
Unit 4	pp. 36–43
Key grammar	pp. 44–45
Language check	p. 46

Workbook pp. 17–28

Unit 3	pp. 17–21
Unit 4	pp. 22–27
CEFR descriptors	p. 28

Skills Book

Reading skills 3&4	p. 6
Listening skills 3&4	p. 13
Viewing skills 3&4	p. 20
Speaking skills 3&4	p. 27
Writing skills 3&4	p. 34
Word skills 3&4	p. 41
Extensive Reading 1-3	pp. 46–47
CLIL Music	pp. 56–57

Testbuilder

Unit 3 Test
Unit 4 Test
Units 3&4 Progress test

Extra practice

Units 3&4: dictation, vocabulary, grammar, pronunciation

Objectives

Grammar

past continuous v past simple
said / asked + direct speech
when / while
modal verbs
present and past possibility
multi-word verbs
object pronouns

Functions and Communication

talking about the past
telling stories
expressing possibility
describing a picture
talking about past events

Vocabulary and Word expander

strong adjectives
transport and roads
feelings
paintings
adverbs of degree

Pronunciation

/ɔɪ/ /eɪ/
linking words

Skills for life

Understanding visuals (SB p. 35)
Learning new words (SB p. 43)

Interculture

Route 66 (SB p. 33)
Great palaces of the world (SB p. 41)
About the USA (SB pp. 146–147)

Units 3&4 CEFR competences

Listening

B1 generally follow the main points of extended discussion around me (p. 43)
B1 listen to a short narrative (pp. 35, 41)
B1 catch the main points in a talk on familiar topics (p. 43)

Reading

B1 understand the main points in short newspaper articles about current and familiar topics (pp. 33, 42)
B1 guess the meaning of words from the context (p. 40)
B1 skim short texts and find relevant facts (pp. 30, 34, 38)
B1 understand the plot of a clearly structured story and recognise what the most important episodes and events are and what is significant about them (pp. 34, 37)

Spoken interaction

B1 start, maintain and close a simple conversation on topics that are of personal interest (pp. 27, 28, 43)
B1 maintain a discussion on familiar topics (p. 35)
B1 give or seek personal views and opinions in an informal discussion (p. 41)

Spoken production

B1 narrate a story (pp. 33, 35)
B1 prepare a short talk to describe a painting using notes (p. 41)

Language quality

B1 convey simple information of immediate relevance, getting across which point I feel is most important (pp. 35, 41)
B1 express myself reasonably accurately in familiar, predictable situations (p. 43)

Writing

B1 write a simple connected story narration (p. 35)
B1 write simple texts about experiences or events, for example about a trip (p. 33)

AUTHOR chat

You get on a bus or train, walk down the street, sit in a café or a park and look at the people around you. Who are they? What are they doing? What are their lives like? Your students are guided to speculate about the people in the photos and think about their lives, allowing them to review a range of core communication and language areas while stimulating their imagination and creativity. Students are also asked to imagine a meeting between two of the people and role play a conversation between them. The theme of these units is telling stories and this page acts as a springboard.

- in preparation for the topic, discuss people, their feelings, dreams and ambitions
- learn the language used to tell events and express feelings
- do activities of revision and expansion

1 | p. 27 towards B1 Preliminary Speaking Part 3

Teacher: the questions listed in exercise 1 help students develop their observation skills and their imagination. Help them to answer the questions, for example for photo a. Then tell them to focus on another photo and ask each other the questions. If there is time, they can discuss all the photos.

2 | p. 27

Teacher: help students by doing a quick brainstorming of the possible situations and conversations between the people in the photos. For example, ask: *Where do you think the people in photos a and d could meet?* or *What could the two people in photo c talk about?*

3 | p. 27 towards Trinity ISE I Portfolio

Teacher: write a model paragraph on the board, e.g. *The girl in photo a is an enthusiastic skateboarder. She's very active and full of initiative. She probably has an outgoing personality, but she might also be as happy being on her own as in social situations. She may have a modest lifestyle, and be in her first job, or she might be a student in her final years at school or at a university.*

Unit 3

Stories

Unit 3 Objectives

Grammar

Past continuous v past simple
said / asked + direct speech
when / while

Functions

Talking about the past
Telling stories

Vocabulary

Transport and roads

Skills

Reading: four strange stories
Listening: understanding information about artists Nguyen and Khayatan and Tate Britain
Speaking: telling stories prompted by visuals
Writing: inventing stories

Skills for life

Reading: understanding visuals

Pronunciation

/ɔ/ /e/

Presentation pp. 28–30

AUTHOR chat

Just like many young people on a trip abroad in a gap year, Emma writes a blog. She loves to share her experiences and photos with her friends and family back home. This is her first blog entry and she writes about the journey and her first days in the USA and New York! The main focus of these lessons is the review of the past simple. Students are then introduced to the past continuous and use it to tell the stories of the inspiration that led to various inventions.

Warm up

- predict the content of a text by looking at the format, the writer and the photos

1 | p. 28

Teacher: *You're going to listen and read Episode 2 of On the road. What can you understand from looking at the blog and the photos? Answer the questions.*

Answers

- 1 Emma's.
- 2 In New York.
- 3 Nathan.

Comprehension

- gather information about the development of the story from a blog

2 | p. 28

Teacher: *Read the questions first so that you know what you have to watch out for. Then read and listen to the story. After listening, check understanding of key words and phrases, especially those listed in *Real talk*.*

Students: listening and reading, followed by oral work done in pairs or written work done individually.

TRANSCRIPT SB 19

See Student's Book p. 29.

Answers

- 1 No, she didn't. The flight was boring, she didn't like the seats and the films.
- 2 They were chatting and she fell asleep.
- 3 Because she was suffering from jet lag.
- 4 By filming her and her friends all the time.
- 5 In an Italian restaurant.
- 6 She was texting Poppy about him.

Real talk | p. 29

Teacher: focus on the words and phrases in *Real talk* and help students to translate them into their own language:

crashed out

What a day!

It drove me mad!

hysterical

Real talk Unit 3

1

Students: read and complete the dialogue, choosing the correct phrases.

Answers

- 1 hysterical
- 2 drove me mad
- 3 crashed out
- 4 What a day

2

Students: listen to the recording. Practise reading the dialogue and acting it out.

TRANSCRIPT

JAKE I went to the cinema. We saw the latest Ben Stiller movie. It was *'hysterical!*

SOFIA I thought you had an exam yesterday?

JAKE Yeah, it was in the afternoon. I revised all morning.

SOFIA Poor you! Did Leila go to the film with you?

Unit 3

JAKE Yes – unfortunately! She didn't stop talking during the film. It ²*drove me mad!* Then we had to go to her friends' for coffee. I was so tired I ³*crashed out* on their sofa.

SOFIA Goodness. ⁴*What a day!*

Word expander | p. 28

Teacher: ask students to read the *Word expander*. Explain that adjectives which already have a superlative meaning cannot be preceded by *very* but you can use *absolutely* to intensify them. Suggest students copy the adjectives and translate them in their vocabulary notebooks.

Students: do the matching task.

Answers

pleased – delighted (S)
gorgeous (S) – pretty
funny – hysterical (S)
tired – exhausted (S)
starving (S) – hungry

Talking about the past

- practise the use of the past continuous and the past simple to tell a story; use *said* and *asked* to introduce what somebody says; write a simple connected text narrating a story **B1**

3 | p. 28

Teacher: ask students to complete the rules on the use of the past continuous and past simple. Explain the graphic of the timeline with the two verb tenses. If appropriate, ask students to underline all cases of the past continuous on p. 29.

Answers

1 *were*
2 *-ing* form
3 *when*

Teacher: ask students to read the rules about how to use *said* or *asked* with direct speech, and translate the examples. They can underline all examples of *said* before or after quotation marks and of *asked*, which is often added at the end of the quoted question. Focus on the punctuation used in English: single quotation marks and a comma after *said* when it precedes the quote.

4 | p. 28

Students: individual written work. Students can refer to the verb tables of the past continuous on p. 31.

Answers

1 were waiting	5 was having
2 called	6 was riding
3 was reading	7 was looking up
4 were walking	8 was buying

5 | p. 28

Students: oral pairwork. Students ask each other questions about what they were doing at a specific time yesterday and they answer using the past continuous.

Extra

More speaking practice. *When did it happen?*

Mention an event in the news or a natural disaster that students will have heard about, for example *When Trump was elected... When Hurricane Irma struck the Caribbean and Florida Keys... When the accident happened... When they announced the results of the match... When I heard about the bomb... When the river burst its banks...* Each student takes turns to say something that her or his family or a friend was doing at the time it happened, using the past continuous. To keep the conversation moving, write a few everyday activities on the board, eg. *sleep, drive to school, revise for the English test, cook dinner, use the computer, have a party, take the dog for a walk, watch the news on TV, listen to music, etc.*

6 | p. 30

Students: individual written work.

Teacher: encourage students not to read every word at this stage, but to skim the text to find words related to the three different categories.

Answers

Plants and birds: bushes, plant seed heads, seeds, kingfisher, dived, beak
Vehicles and transport: rail, high-speed bullet trains, tunnels, space ship, rocket
Microscopic organisms: bacteria, fungus

7 | p. 30

Students: individual written work or oral pairwork. Students read the text in more detail to answer the questions.

Answers

1 plant seed heads
2 it made them faster and quieter
3 H G Wells
4 while watching Star Trek
5 fungus

8 | p. 30

Students: oral pairwork.

Teacher: encourage students to give reasons for their answers.

9 | p. 30

Teacher: ask students to read the rules, match them with the examples and then translate the examples.

Answers

1 b 2 a, c

10 | p. 30

Students: individual written work.**Answers**

- a ... while George was walking.
- b ... while Eiji was watching it.
- c ... when he got an idea for a space ship.

Extra

Writing a story. The students work in groups of four or five. One student is the 'scribe' and has to take notes. Another student starts a story and the others carry it on, making up unpredictable developments. After each person has had at least two turns, they have to reach a surprising conclusion to the story – which can be funny or sad. It might be useful to give them a few pointers to get the story going, writing on the board, e.g.

There was a humming noise in the sky above our heads and a dome-shaped disk...

It was a quiet Sunday afternoon when a chilling scream pierced the air...

We were having dinner late that night when suddenly there was a power cut...

People were frightened when they saw the boy disappear under the strong current...

Fast finishers

Teacher: ask students to read the article again and underline more sentences with *when* and *while*.

Get the grammar p. 31**Workbook Unit 3****Grammar reference, Grammar exercises****Past continuous v past simple**

1 | p. 31

Teacher: ask students to translate the examples and complete the table. They can copy it into their grammar notebooks.

Answers

- | | |
|-----------|-----------|
| 1 Was | 4 were |
| 2 Were | 5 weren't |
| 3 weren't | |

2 | p. 31

Answers

- | | |
|-------------------|-------------------|
| 1 past continuous | 3 past continuous |
| 2 past simple | 4 past simple |

3 | p. 31

Answers

- 1 were drinking
- 2 was waiting
- 3 was talking
- 4 were riding
- 5 was standing
- 6 was taking
- 7 was walking
- 8 was going

4 | p. 31

Answers

- 1 rang
- 2 were playing
- 3 was having
- 4 was doing
- 5 dropped
- 6 met

5 | p. 31

Answers

- 1 was making, called
- 2 were (you) talking, saw
- 3 was eating, fell
- 4 were (you) doing, came
- 5 were swimming, got
- 6 were watching, heard

when / while

6 | p. 31

Teacher: ask students to translate the examples and complete the rules choosing the correct conjunction.

Answers

- 1 *when*
- 2 *while*

7 | p. 31

Answers

- | | |
|---------|---------|
| 1 when | 4 While |
| 2 while | 5 when |
| 3 when | 6 while |

WB Unit 3

Teacher: assign the exercises in the Workbook Unit 3 as homework. Draw the students' attention to the grammar exercises available in e-book+.

Real communication

pp. 32–33

Telling stories

AUTHOR chat

Everyday we want to share our stories and learn about other people's lives, watch soap operas and films, and keep up with the lives of celebrities and people in the news. Not surprisingly, narrative is a focus in B1 of the CEFR. But telling a story well is a challenging thing to do in a foreign language, and your students need safe opportunities to practise. Here they learn how to start and continue their anecdotes, naturally hold their listener's attention and express their feelings. We explore stories about nightmare journeys before students go on to talk about their own lives, and conclude by reading about Route 66.



File

Teacher: focus on the structures introduced in the *File* on p. 32 to express the functions of starting a story, moving the story on, expressing an opinion on the events in the story.

Vocabulary: transport and roads

- learn vocabulary related to means of transport and types of road



1 | p. 32

Teacher: focus on the list of vocabulary and explain that in some cases Americans use a different word, which is signalled here with AmE (*American English*).

Students: matching activity followed by listening to check answers.

TRANSCRIPT AND ANSWERS SB 20

- a bus
- b coach bus (AmE)
- c van
- d lorry truck (AmE)
- e moped
- f on foot
- g motorbike motorcycle (AmE)
- h helicopter
- i ship
- j ferry
- k hovercraft
- l yacht
- m rowing boat row boat (AmE)
- n country lane
- o dual carriageway four-lane highway (AmE)
- p motorway freeway (AmE)
- q footpath
- r pavement sidewalk (AmE)

The worst journey I've ever had

- understand the plot of a clearly structured story and recognise what the most important episodes and events are and what is significant about them **B1**; narrate a story **B1**; write simple texts about experiences or events, for example about a trip **B1**; understand the main points in short newspaper articles about current and familiar topics **B1**



2 | p. 32 towards B1 Preliminary Reading Part 5

Teacher: check understanding of the listed words.

Students: written work to be done individually or in pairs, followed by listening to check answers.

TRANSCRIPT AND ANSWERS SB 21

The worst journey I've ever ¹had was from the UK to Italy at New Year. My friend and I were language students. We had an early flight to Rome from Gatwick. Unbelievably, when we woke up and looked out of the window we ²saw really thick snow covering everything! We couldn't get a taxi because the side roads were blocked. ³So we decided to drag our luggage to Kensington High Street. But ⁴although a few cars were passing, there were no taxis. ⁵Luckily, a fast food restaurant was open and they called a taxi for us. ⁶When we got to Victoria station, there were no trains running to Gatwick because of the snow. The train ⁷eventually set off, but we really ⁸thought we were going to miss our plane. What is usually a 40-minute journey took two hours! When we finally got to the airport, no flights were leaving because of the snow. But the ⁹worst thing was waiting at the airport for ten hours until our flight left. It was a ¹⁰nightmare!

3a | p. 33

Teacher: ask the class to read sentence number 1 to understand the context of the story and sentence number 13 which reveals the conclusion. Tell the students that after reordering the events, they will hear a recording of the whole story.

Students: in pairs, they decide the order of the paragraphs. If possible, they copy the correct sequence of the story into their notebooks.

Answers

The order of events is:

- The worst journey I've ever had was two years ago in the USA.
- On the last day of our holiday we had to get to Los Angeles airport in our hire car. We had a flight in the early evening.
- We had plenty of time so when we saw a sign for a diner we decided to have lunch.
- The sign pointed down a very bumpy road.
- Suddenly we heard a horrible noise, and my father stopped the car.

- 6 We couldn't believe it! We had a puncture because of the holes in the road.
- 7 And guess what? When we looked for the spare tyre, there wasn't one.
- 8 We ended up waiting there until about three o'clock for the car hire company mechanic. And we had nothing to eat!
- 9 By the time the mechanic changed the wheel it was getting very late.
- 10 So my dad drove too fast along the freeway to LA.
- 11 Next thing, there was the sound of a siren and the LA traffic police stopped us.
- 12 We had to pay a fine for speeding. And by then we were even later.
- 13 Finally we got to the airport just in time for our flight. We were very lucky! And very hungry too!



3b | p. 33

Teacher: play the recording for students to check answers.

TRANSCRIPT SB 22

See Answer key above.

4a | p. 33

Students: individual written work, in preparation for the groupwork in exercise 4b and the writing task in exercise 5.

4b | p. 33

Teacher: set up small groups of three or four students and allocate 15 minutes for the oral work.

Students: oral groupwork. After telling their story to the group, students can add more notes in view of the composition they will write in exercise 5.

5 | p. 33 towards Trinity ISE I Portfolio

Teacher: assign the writing task in class or as homework.

6 Get into culture | p. 33

Students: reading to be done all together or in pairs.

Teacher: check the understanding of words such as *stretched*, *truck drivers*, *edge*, *gas stations*, *grocery stores*, *trading posts*. Explain the idiom *get your kicks* (get a strong feeling of excitement) which rhymes with *route sixty-six*.

Answers

- 1 2,400 miles.
- 2 In the 1920s.
- 3 Eight: Illinois, Missouri, Kansas, Oklahoma, Texas, New Mexico, Arizona, California.
- 4 John Steinbeck.
- 5 New roads began to replace it.

CULTURAL INFORMATION

Route 66 or **U.S. Highway 66** is one of the most famous roads in the world. It originally ran from Chicago, Illinois through Missouri, Kansas, Oklahoma, Texas, New Mexico, Arizona and California before ending at the beach at Santa Monica for a total of 2,448 miles (3,940 km). It was officially decommissioned in 1985 because it had been replaced by the Interstate Highway System. Today the road exists as a 'historic route', visited by American and foreign tourists.

John Steinbeck (1902–1968), born in Salinas, California, a novelist and World War II correspondent, received the Nobel prize for literature in 1962. The poverty of agricultural labourers in California, the shattered dream of the American frontier and travelling as a way of life are the main themes in his novels: *Tortilla Flat* (1935), *Of Mice and Men* (1937), *The Grapes of Wrath* (1939), *The Pearl* (1947) and *East of Eden* (1952).

Random Fact | p. 33

Teacher: ask students to read the *Random Fact* at the bottom of p. 33. Look at a map of the U.S to show them the different time zones Route 66 crosses.

Extra

Writing about a journey. Students do research on the following website

<http://www.legendsofamerica.com/66-Mainpage.html> to find the major stopping-off points on Route 66 and gather real information or stories. Then they write the story of an imaginary journey made along this route 50 years ago.

Real communication Unit 3

1

Students: read and complete the dialogue, choosing the correct option.

Answers

1 believe 2 first 3 then 4 open 5 lucky 6 worst
7 unbelievable 8 guess

2

Students: Listen to the recording. Practise reading the dialogue and acting it out.

TRANSCRIPT

LUCY Hey, Stacey! Do you know what happened to Steve?

STACEY No, what?

LUCY Well, I don't think you're going to 'believe this, but last week he went parachuting.

STACEY OK, nothing too special about that.

LUCY I know, but wait. He took off from the airport as usual, and ²first of all everything was OK. But ³then the plane had engine problems, so they had to jump out earlier than usual.

STACEY Gosh!

LUCY But that's not all. Next, he tried to ⁴open his parachute, and he couldn't! It was jammed! He was ⁵lucky because he had a reserve parachute. So that was OK. But, the ⁶worst thing was, his reserve parachute jammed, and he started falling really fast.

STACEY That's ⁷unbelievable.

LUCY I know! And ⁸guess what? It opened just in time and he landed in a huge pile of hay unhurt! He was so lucky!

Just drop by means 'to visit someone' but the word also suggests the idea of falling (*drop*).

Students: try to guess what the stories are about by looking at the pictures and the titles without reading the text.

1b | p. 35

Teacher: Read the stories quickly and check your guesses. Then read the questions and give your opinion.

Students: read and discuss in pairs to express their opinions.

Possible answers

Story A is the funniest.
 Story B is the most surprising.
 Story C is the weirdest.
 Story D is also surprising.
 In my opinion, story C is the best.

Real skills pp. 34–35

Strange but true

AUTHOR chat

The theme of story-telling continues with some bizarre real-life stories and coincidences to intrigue, entertain and amuse. These are the sort of news stories that people often recount to friends and family. Students also learn about the antics of British artists Nguyen and Khayatan, and go on to tell an invented story about what happened to them when they were caught in a power cut.

Reading

- skim short texts and find relevant facts and information **B1**

Skills for life: Understanding visuals

Teacher: Read the strategy in *Skills for life* and use it to predict the content of the text and get information about it. Remind students that it is important to use this strategy in all reading activities of their English course and when they read other school textbooks too.

1a | p. 35

Teacher: Use the strategy you read about in *Skills for life* to guess the content of the stories on page 34 without reading them. Can you understand the pun in the titles of the stories?

Wong numbers is a pun on the similarity between *Wong* (the surname of the Chinese girl) and the phrase used on the phone when somebody dials the *wrong number*.

Lifesaving lesson suggests the idea that Tony, saved from drowning when he was a child, reciprocates by saving somebody's life later.

Hindsight means 'understanding an event after it has happened' but the word also suggests the idea of looking (*sight*) backwards (*behind*).

2a | p. 35

Teacher: Read the story in detail and answer the questions. After the reading, check understanding of *peculiar*, *backwards*, *senior citizens*, *stitches*, *scream*, *enduring*, *drown*.

Students: reading, followed by individual written work or oral pairwork.

Answers

- He walked backwards.
- A man jumped from a window and landed on him.
- She gave him a gift of 99,999 paper hearts on their wedding day.
- He saved Harriet Cane's husband from drowning. It was strange because Harriet Cane (had) saved Tony from drowning when he was a small boy.
- A similar lifesaving experience occurred twice in their lives. Lenny saved people falling from a house twice, Tony was saved from drowning and then saved somebody else from drowning.

2b | p. 35

Teacher: let students discuss the stories in pairs, in English! Then give the answer.

Answer

Story B isn't true.

3a | p. 35

Teacher: explain that there are words in American English in two of the stories. Which? (stories B and D). Help students to identify the words (*vacation*, *cookie*, *sidewalk*, *center*, *apartment*, *movie theater*).

Answers

See transcript in exercise 3b.



3b | p. 35

Teacher: point out that these English and American words have a different lexical root except for *centre* and *center* which differ only in the spelling and the pronunciation.

Play the recording to check answers. Play it again for students to repeat the words, imitating the English and the American pronunciation.

TRANSCRIPT AND ANSWERS 🎧 SB 23

1 pavement	sidewalk
2 centre	center
3 biscuit	cookie
4 flat	apartment
5 cinema	movie theater
6 holiday	vacation
7 autumn	fall

Listening

- listen to a short narrative **B1**

CULTURAL INFORMATION

Kevin Nguyen and TJ Khayatan are a teenage artistic duo who were shortlisted for the Turner Prize in 2016. Their art consists of leaving random everyday objects in ordinary locations, such as a pair of glasses on the floor of an art gallery, and watching people's reactions. Their intention is to show that ordinary objects can be turned into art if the viewer decides them to be.



4a | p. 35

Teacher: as a pre-listening activity ask students to read the questions. Play the recording once or twice to allow students to make notes. If students are interested, give detailed information about Tate Britain.

TRANSCRIPT 🎧 SB 24

- SUSIE** Hey, listen to this, it's a great story!
- RAY** Yeah, what's it about?
- SUSIE** Modern art.
- RAY** I don't usually like modern art. I mean, a child can do better than some modern artists. Don't you think?
- SUSIE** Well, that's exactly what these two guys thought when they were visiting this art gallery a few years ago.
- RAY** Oh yeah? Where was this?
- SUSIE** In San Francisco.
- RAY** What happened?
- SUSIE** "Kevin Nguyen, 16, and TJ Khayatan, 17 were visiting an art exhibition in San Francisco when they played a joke on the visitors."
- RAY** What did they do?
- SUSIE** Khayatan put Nguyen's glasses on the floor underneath an official sign on the wall. So it looked like a real piece of art. They watched the people to see their reactions.
- RAY** So ... what did the people in the gallery do?

SUSIE Well, they stood around the pair of glasses on the floor and took photos.

RAY No way!

SUSIE And then Khayatan took photos of those people! They were looking carefully at the glasses – his 'work of art'.

RAY Yeah, and I bet he put it on social media, right?

SUSIE Of course, he did. He posted his photos and a lot of people left comments. Some people thought it was a joke but you know what? Some people actually thought it was serious! But it can be art if you want it to be, right? Khayatan said, 'People see what you want them to see'.

RAY Did the other guy take his glasses back?

SUSIE Yes, he did. It was funny because he was embarrassed when he was walking back to pick up his glasses.

RAY That's great. I love it!

Possible answers

- 1 They are teenage artists. / They are modern artists.
- 2 In an art gallery in San Francisco.
- 3 They put a pair of glasses on the floor.
- 4 Visitors stood around looking at the glasses as if they were a work of art, and took photos of them. Khayatan then took photos of the visitors taking photos.

4b | p. 35

Students: discuss their answers in pairs.

Teacher: play the recording again for students to check answers.

Pronunciation: /ɔɪ/ /eɪ/

- practise the pronunciation of two English diphthongs



5a | p. 35

Teacher: point out how the two sounds are written. The sound /ɔɪ/ is written 'oi' or 'oy'. The sound /eɪ/ is written 'a' or 'ai' or 'ay'.

Students: read, listen and repeat all together.

TRANSCRIPT 🎧 SB 25

See Student's Book p. 35.



5b | p. 35

Teacher: play the recording twice. Check answers by asking students to read out the words they listed in each column.

TRANSCRIPT 🎧 SB 26

toy	boil	made
wait	paint	enjoy
paper	oil	
eighth	voice	

Unit 3

Answers

/ɔɪ/: toy, boil, oil, voice, enjoy

/eɪ/: wait, paper, eighth, paint, made

Speaking

- narrate a story **B1**; convey simple information of immediate relevance, getting across which point I feel is most important **B1**; maintain a conversation or discussion on familiar topics **B1**

6a | towards B1 Preliminary Speaking Part 2, Trinity ISE I Interview (Topic phase)

Students: look at the photo and imagine the effects of a power cut (Student A) or of an electric storm (Student B). Students make notes following the outline given on pp. 35 and 141.

6b | p. 35

Students: oral pairwork. Each student tells his / her story and their partner asks questions to get more information.

Writing

- write a simple connected text narrating a story **B1**

7 | p. 35 towards B1 Preliminary Writing Part 3, Trinity ISE I Portfolio

Students: individual written work to be done in class or as homework.

Answers

Students' own answers.

Random Fact | p. 35

Teacher: ask students to read the *Random Fact* at the bottom of p. 35 and add further information as below, if they are interested in the topic.

CULTURAL INFORMATION

The 2015 **Turkey blackout** affected almost all areas of Turkey in the morning of 31 March 2015. It happened because of maintenance of the electricity lines between the Western and Eastern parts of the country. Traffic lights stopped working, causing traffic jams, and some people were trapped in lifts or underground at metro stations. Train and flight services were disrupted and shops, homes and offices were without power until it was fully restored in the evening.

 **Cyber Homework Unit 3**

 **Test: Unit 3 Test**

Unit 4 Objectives

Grammar

Modal verbs: present and past possibility
Multi-word verbs
Object pronouns

Functions

Expressing possibility
Describing a picture

Vocabulary

Feelings
Painting

Skills

Listening: a young person answering questions about her possessions
Reading: an interview with a young man about his possessions
Speaking: asking and answering questions about personal possessions
Writing: preparing a class blog

Skills for life

Learning new words

Pronunciation

Linking words

Presentation pp. 36–38

AUTHOR chat

The friends are on the road, on their way to San Francisco, and they need somewhere to stay for the night. But Emma isn't convinced about the motel. What is that noise? And what are Ben and Nathan up to in the corridor?

In this lesson students learn the basics of speculation using *may* and *might*, and the final part presents three news stories containing a range of common multi-word verbs. As we have gradually introduced these verbs lexically right from the beginning of the course, your students should already feel comfortable and ready to learn more about them.

Vocabulary: feelings

- revise adjectives and verbs expressing feelings

1a | p. 36

Teacher: point out that some adjectives of feeling correspond to the *-ing* form of a verb, e.g. *depressing* (from *to depress*), *interesting* (from *to interest*), *worrying* (from *to worry*).

Students: do the matching task.

Answers

boring – bore
depressing – depress
interesting – interest
worrying – worry
sad – make you cry
funny – make you laugh
scary – scare

1b | p. 36

Students: individual written work followed oral groupwork.

Teacher: give a model of the activity. Invite a student to ask you the questions and give your personal answers.

Warm up

- use the technique of 'understanding visuals' in order to predict the content of the story

2 | p. 36

Teacher: *Remember that it is important to understand visuals in order to predict the content of a text. Answer the questions and discuss in pairs.*

Students: oral pairwork.

Answers

- Nathan
- Ben
- Ben
- Emma

Comprehension

- gather essential information by listening to and reading an episode



3 | p. 36

Teacher: *Read the sentences first so that you know what you have to watch out for. Now read and listen to Episode 3 of the story. After listening, check understanding of key words and phrases, especially those listed in Real talk.*

Students: listening and reading followed by oral work done in pairs or written work done individually.

TRANSCRIPT SB 27

See Student's Book p. 37.

Answers

- 1 F (He thinks the motel must be the right place.)
- 2 F (It is called the Bates Motel.)
- 3 T
- 4 T
- 5 F (She thinks it isn't funny.)
- 6 F (It was Nathan's idea.)

Unit 4

Real talk | p. 37

Teacher: focus on the words and phrases in *Real talk* and help students to translate them into their own language: *I don't like it one bit.*

creepy

a nutter

drama queen (someone who gets too upset or angry over small problems)

Very funny. Not!

Take it easy!

Real talk Unit 4

1

Students: read and complete the dialogue, choosing six out of the eight listed phrases.

Answers

- | | |
|-------------------------|---------------|
| 1 creepy | 4 nutter |
| 2 drama queen | 5 guess |
| 3 don't like it one bit | 6 really into |

2

Students: listen to the recording. Practise reading the dialogue and acting it out.

TRANSCRIPT

HASSAN Are you coming to the Halloween party on Saturday?

DULGIE Where is it?

HASSAN At Matt's house. You know, that big house on the hill.

DULGIE No way! It's ¹creepy up there.

HASSAN Don't be such a ²drama queen.

DULGIE No, I'm sorry. I ³don't like it one bit and the guy who lives next door is a ⁴nutter.

HASSAN Mm. I ⁵guess he is a bit strange. Anyway, I'm going. I'm ⁶really into Halloween.

DULGIE Have fun, then.

Expressing possibility

- practise using modal verbs to express possibility

4 | p. 36

Students: read the rules and the examples in the section. Students underline the modal verbs expressing present and past possibility in the dialogues.

Teacher: refer students to p. 39 and ask them do to the exercise.

5 | p. 36

Students: individual written work.

Answers

- | | |
|-------------------|-----------|
| 1 must | 4 may not |
| 2 can't | 5 can't |
| 3 can't / may not | 6 must |

6 | p. 36

Students: individual written work.

Possible answers

- It might need repairing.
- It may be staying with the neighbours.
- He may be reading a joke.
- He / She might be offended.

Fast finishers

Teacher: ask students to write three more situations and explanations with *may* or *might*.

Using multi-word verbs

- skim short texts and find relevant facts and information **B1**

7 | p. 38

Teacher: Use the skimming technique to find out what each extract is about. Match the extracts to the headlines.

Students: skim through the texts and match the texts to the headlines.

Answers

- a 3 b 2 c 1

8 | p. 38

Students: read in detail and do the comprehension task.

Answers

- Probably 150 km from Teeside to Carlisle.
- In the Animal Refuge in Carlisle.
- Because of a thick fog.
- Using the flash on his phone's camera.
- Because a flock of birds flew into its engine.
- In the Hudson River.

9 | p. 38

Teacher: ask students to read the grammar note on *Multi-word verbs* and to translate the examples. Point out that the three verbs in the examples cannot be separated from their particle.

Follow the same procedure on *Object pronouns*. Focus on the third person object pronouns (*him, her, it*) and compare them to the ones in the students' own language.

10 | p. 38

Students: individual written work to develop comprehension of multi-word verbs.

Answers

- | | |
|--------------|---------------|
| 1 look after | 6 get off |
| 2 give back | 7 pick up |
| 3 look for | 8 come across |
| 4 turn on | 9 take off |
| 5 turn off | |

11 | p. 38

Students: identify the correct particle by inferring the meaning from the context.

Answers

- 1 across
- 2 after
- 3 off
- 4 up
- 5 on
- 6 off

Get the grammar p. 39**Workbook Unit 4****Grammar reference, Grammar exercises****Modal verbs: present possibility**

1 | p. 39

Students: translate the examples and complete the rules.

Answers

- | | |
|---------|---------|
| 1 may | 4 must |
| 2 might | 5 can't |
| 3 could | |

2 | p. 39

Answers

- | | |
|---------|---------|
| 1 may | 4 must |
| 2 can't | 5 might |
| 3 must | 6 could |

Modal verbs: past possibility

3 | p. 39

Students: translate the examples and complete the rules.

Answers

- 1 could have
- 2 must have
- 3 can't have

4 | p. 39

Answers

- 2 must have studied
- 3 can't have spent
- 4 must have eaten
- 5 must have had
- 6 can't have finished

Multi-word verbs

5 | p. 39

Teacher: ask students to translate all the verbs and the examples and to list them in a special section of their grammar notebook dedicated to multi-word verbs.

6 | p. 39

Answers

- 1 came across
- 2 turned off
- 3 looked after
- 4 took off
- 5 got off
- 6 gave up

Object pronouns

7 | p. 39

Answers

- 1 it, me
- 2 them, her
- 3 it, her
- 4 them
- 5 it, me
- 6 her, me

WB Unit 4

Teacher: assign the exercises in the Workbook Unit 4 as homework. Draw the students' attention to the grammar exercises available in e-book+.

Real communication**pp. 40–41****Describing a picture****AUTHOR chat**

Describing a scene is an important part of narrative, and talking about pictures and photos is also something that students have to do for their studies and in exams to show their language skills. We put this into the context of art and talking about paintings and artists. Students learn some basic language to talk about art and read a description of a famous Impressionist painting. They are then given guidance in describing a painting by the British artist Lowry before they go on to give a talk about their own favourite painting.

**File**

Teacher: focus on the structures introduced in the *File* on p. 40 to express the functions of introducing a painting and its artist, describing a painting, giving an interpretation and an opinion.

Vocabulary: paintings

- learn the vocabulary used to describe a painting

CULTURAL INFORMATION

Abstract art does not depict objects in the natural world, but instead uses shapes and colours in a non-representational or subjective way. In the very early twentieth century, the term was more often used to describe art, such as Cubist and Futurist art. Painters: Wassily Kandinsky, Paul Klee, Piet Mondrian.

Realism: an art movement which began in France in the 1850s as a reaction to the Romantic movement. It focused on the accurate description of ordinary life of ordinary people and the depiction of the optical effects of light. Painters: Courbet, Millet, Bonheur, Corot, Manet, Degas.

Cubism: a revolutionary art movement in the early twentieth century. Instead of looking at objects from a single fixed angle, a Cubist artist depicts the subject from multiple angles simultaneously, breaking up the shapes of objects and reassembling them in abstract form. Cubism began in 1906 in Paris with Georges Braque and Pablo Picasso.

Expressionism: term used for many twentieth century works, in painting, literature, film, architecture and music. It refers to the tendency of an artist to distort reality in order to express and provoke violent emotions such as fear and anguish. Painters: Edvard Munch, Oskar Kokoschka.

Surrealism: a cultural, artistic, and intellectual movement from the 1920s to the 1960s, emphasising the critical and imaginative faculties of the 'unconscious mind'. Artists: Salvador Dalí, René Magritte, Joan Miró, Alberto Giacometti, Giorgio De Chirico, Max Ernst.

Impressionism: a nineteenth century art movement, begun in Paris in the 1860s. The name of the movement is derived from Claude Monet's *Impression, Sunrise (Impression, Soleil levant)*. Characteristics of Impressionist paintings are visible brushstrokes, light colours, open composition, emphasis on light in its changing qualities (often accentuating the effects of the passage of time), ordinary subject matter, and unusual visual angles. Artists: Monet, Manet, Degas, Pissarro, Renoir, Sisley.

1 | p. 41

Teacher: supply bilingual dictionaries and give cultural information, as needed.

Describing a painting CLIL

Art: analysis of paintings

- catch the main points in a talk on familiar topics **B1**; guess the meaning of single unknown words from the context **B1**; give or seek personal views and opinions in an informal discussion **B1**; prepare a short talk to describe a painting using notes **B1**; convey simple information of immediate relevance, getting across which point I feel is most important **B1**

2 | p. 41

Students: listen to Hannah's description of a painting by Seurat and complete the text.

TRANSCRIPT AND ANSWERS SB 28

I would like to talk about my favourite painting. It's called 'Sunday afternoon on the Island of the Grande Jatte' and it's by Georges Seurat, an ¹**Impressionist** artist. Seurat visited the Grand Jatte every day for six months to make preparatory drawings of the ²**landscape** and to sketch the figures. He completed the painting in 1886.

Seurat was born in France and studied at art school in ³**Paris** until 1878. Sadly, he died very young when he was only 32.

The painting is of a typical Sunday ⁴**afternoon** on an island in the River Seine, Paris. In the distance you can see boats on the ⁵**river**. There are lots of people – it must be a hot summer day. Here in the foreground, on the right, you can see a fashionable woman and a man ⁶**walking**. The woman is carrying a parasol and has a monkey on a lead. And there, on the left, a man is lying on the grass smoking a pipe, and a man and a woman are ⁷**sitting** behind him. There are two dogs. I think the little one might be angry with the big black dog.

In the background there are a lot of people sitting and walking. Some of them could be interested in the boats or they may be there for a picnic. They are all enjoying the afternoon.

The people are like sculptures. Seurat used a new ⁸**technique** called pointillism to create this effect. He painted the surface with hundreds of dots of pure colour. I like this painting because it is very calming and ⁹**relaxing**. I also admire the technique and the colours the artist chose. The ¹⁰**weather** seems perfect, and the light is beautiful.

3 | p. 41

Students: individual written work.

Answers

1 D 2 B 3 E 4 C 5 A

4 | p. 41

Students: individual written work.

Answers

See the underlined words in the transcript for exercise 2.

Word expander | p. 41

Teacher: ask students to read the *Word expander*. Explain that these adverbs do not have meaning on their own, but are used to increase or decrease the intensity of the adjective that follows.

5 | p. 41

Teacher: work with the whole class. Translate the title of the painting, say the name of the author (it is pronounced L. S. Lauri; the full name is Laurence Stephen Lowry), say the year in which it was painted (1930). Ask students to read the notes on Lowry which will be useful for the oral presentation.

Students: prepare their talk under five headings, the same that were used for Seurat's painting: *A Introduction to the painting*, *B Biographical information*, *C Description of the painting*, *D Style and techniques used*, *E Why I like / don't like this painting*.

CULTURAL INFORMATION

Coming Home from the Mill (1930) is permanently housed in the Lowry Collection, Salford, Manchester, UK. It appeared in a 2005 exhibition called 'Double vision' next to another called *Coming from the Mill* which Lowry painted in 1917. This exhibition brought together pairs of pictures, sometimes separated by several decades, showing ideas and obsessions to which Lowry constantly returned. The exhibition compared his early and late work, drawings and oil paintings, different versions of the same subject.

See the website: <http://www.thelowry.com/>

Answers

See a model answer in exercise 6.

6 | p. 41 towards Trinity ISE I Interview
(Topic phase)

Students: all pairs work at the same time, with each student in turn giving an oral presentation to his / her partner.

Teacher: monitor the activity, then call up two or three students to give their presentation to the class. The class will give feedback on the content of the talk, the ability to present it, the language and the pronunciation.

Possible answers

A I would like to talk about a painting called *Coming Home from the Mill*. It's by L. S. Lowry, an early twentieth century artist. He lived in the industrial north of England and knew what life was like for factory workers there. He completed the painting in 1930.

B Lowry was born in Manchester and studied at art school in the evenings. He painted the industrial north of England but was not appreciated by critics until later in life. He died at the age of 88 in 1976.

C The painting is of workers coming out of a factory in an English town in the early twentieth century. Here in the foreground, you can see a low wall and a fence and behind them lots of people walking as if bent under the weight of their work. On the right is a horse and cart and a group of children. In the background, there are factory buildings, some of them are quite tall and

dark and seem to crush the small silhouettes of the human beings. In the distance, you can see chimneys, domes and more tall buildings.

D The painting shows a unique style, created by Lowry who did not want to follow the art movements of his time. He painted matchstick figures directly onto canvas without doing sketches.

E I like this painting because it conveys an immediate impression of what factory life must have been like in the old days. I like the colour of bricks and mortar and the surreal quality of the town buildings. OR I don't like this painting because it is quite sad and anguishing in its representation of the workers' life and because the landscape and colours have an oppressive effect on me.

7 | p. 41 towards Trinity ISE I Interview
(Topic phase)

Teacher: to further develop your students' interest in painting and ability to analyse a painting, you can bring art books to the class or print off online reproductions of paintings.

Students: do some research on a painting and its artist, prepare a talk individually or in groups, and give a presentation to the class.

CULTURAL INFORMATION

The **Forbidden City** is a group of palaces in Beijing, China. It was the home of emperors from the Ming dynasty to the end of the Qing dynasty between 1420 and 1912. It was also the centre of Chinese government during that time. Built in the early fifteenth century, the area includes 980 buildings in a typical Chinese style. It became a World Heritage Site in 1987 and is the largest collection of ancient wooden structures in the world.

The **Grand Palace** in Bangkok has been the official residence of the monarchy of Thailand since it was built in 1782. It is a series of buildings and halls built around courtyards, lawns and gardens. It is still used for ceremonies and official events and is one of the most popular tourist destinations in Thailand.

The Palace of **Versailles**, southwest of Paris, was first built by King Louis XIII on the site of his hunting lodge. It was significantly rebuilt and enlarged in the reign of Louis XIV in the second half of the seventeenth century, by the architect Louis Le Vau. It is a UNESCO World Heritage Site and is particularly famous for its 'Hall of Mirrors'.

Topkapı Palace in Istanbul was the main residence of the Ottoman sultans between the fifteenth and nineteenth centuries. It was first built in 1459. After the end of the Ottoman Empire in 1923 it was turned into a museum, and is now part of the Historic Areas of Istanbul which is on the UNESCO World Heritage List. The green and white **Winter Palace** in St Petersburg was the official residence of the Russian monarchs from

its construction in the 1730s until 1837. It was built next to Peter the Great's original Winter Palace. It now houses the Hermitage Museum which is the second-largest museum in the world.

8 Get into culture | p. 41

Teacher: give students information on the palaces mentioned in the text.

Students: reading to be done all together or in pairs, followed by class discussion in order to answer the questions.

Answers

Students' own answers.

Real communication Unit 4

1

Students: read and complete the dialogue, choosing the correct words.

Answers

- | | |
|--------------|--------------|
| 1 favourite | 5 has |
| 2 shows | 6 find |
| 3 background | 7 surface |
| 4 foreground | 8 appreciate |

2

Students: listen to the recording. Practise reading the dialogue and acting it out.

TRANSCRIPT

- LIA** So what do you like here in this room?
- SEAN** Oh, my ¹favourite picture is this one over here.
- LIA** Oh yes? What's so special about it?
- SEAN** Well, when you look closely, you can see it ²shows this terrible world of ours.
- LIA** Oh, really? And what's that in the ³background?
- SEAN** Ah! It's impossible to say, isn't it? It could be anything you like.
- LIA** Hmm. But in the ⁴foreground that's definitely a castle!
- SEAN** Or a factory, or even a shopping centre. This painting ⁵has so many possibilities!
- LIA** But, Sean, I must say I ⁶find it a bit hard to understand. Are you sure it's so good?
- SEAN** Certainly! Look how the ⁷surface is painted! It is beautiful!
- LIA** Well, I don't really like it. I'm sorry!
- SEAN** That's OK, Lia. I'm not surprised you can't ⁸appreciate it. So few of us are able to appreciate this artist's genius. Perhaps he'll be understood in centuries to come, when more people can see great art like I can!

Fast finishers

Teacher: ask students to find information online about another famous painting they like.

Real skills pp. 42–43

Life questions

AUTHOR chat

Students need to encounter a variety of text types, such as articles, emails, text messages, blogs, quizzes and questionnaires about a range of topics, with something to appeal to all interests and intelligences. And most importantly they need to respond, be involved and interact with the things they read. In this lesson students read a quirky interview with Rafi and then answer the same questions about themselves. This lesson is not designed to push the students linguistically; it is about giving them a chance to be able to communicate about themselves easily and finish these units with a sense of achievement and progress.

Reading, listening and speaking

- understand the main points in short newspaper articles about current and familiar topics **B1**; generally follow the main points of extended discussion around me **B1**; start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest **B1**; express myself reasonably accurately in familiar, predictable situations **B1**

1 | p. 42

Teacher: Look at the photos and scan the article to identify the topics. After reading, check understanding of key words and phrases, especially those listed in *Real talk*.

Students: matching task to be done individually or in pairs.

Real talk | p. 42

Teacher: focus on the words and phrases in *Real talk* and help students to translate them into their own language:

I'm really into...

I guess...

Not many (guys) can say that!

See *Real talk* section on p. 86 for transcripts and notes for e-book+ *Real talk* Unit 4.

2 | p. 43

Teacher: Read the sentences first, then reread the article.

Students: reading activity, followed by individual written work or oral pairwork.

Answers

- T
- F (His mum is the most important person in his life.)
- T

- 4 F (He likes listening to music.)
 5 F (His parents are giving him the money to redecorate it.)
 6 F (He wants to be a lawyer.)



3 | p. 43

Teacher: You're going to hear an interview in which a girl answers some personal questions. First read the questions so that you know what you have to listen out for. Write your answers in note form.

TRANSCRIPT SB 29

- INTERVIEWER** Hi! Do you mind if I ask you a few questions for our magazine?
- MONICA** No, cool. I love questions!
- INTERVIEWER** What's your name?
- MONICA** Monica.
- INTERVIEWER** Well, Monica, what's your most treasured possession?
- MONICA** My grandma's ring. She gave it to me for my sixteenth birthday. Look!
- INTERVIEWER** What's your favourite picture or photo?
- MONICA** The first photo I put on my blog! It's of my dog, Carrie. Just after her bath.
- INTERVIEWER** What's your favourite item of clothing?
- MONICA** It's my 1980s coat. It's so retro. I love it.
- INTERVIEWER** What's the best present you've ever received?
- MONICA** My camera! It's a really good one. It's mega.
- INTERVIEWER** What do you like doing in your free time?
- MONICA** Writing my blog, taking photos with my camera, hanging out with my best mates. Just... being me!
- INTERVIEWER** Who is the most important person in your life?
- MONICA** My gran, actually. She's a really cool woman. She's sixty-five but she's really great, and, um, she understands me. I turn to her when I need advice!
- INTERVIEWER** What is your favourite animal?
- MONICA** I love elephants. They are so intelligent and loving too. They look after each other and the female elephants are really strong and independent! I like that!
- INTERVIEWER** What do you most dislike in your life?
- MONICA** I don't have a boyfriend at the moment. I split up with mine last month. It's lonely and I wonder when I will meet the love of my life.
- INTERVIEWER** What's the most exciting thing you've ever done?

- MONICA** It has to be going to Australia last year. It was, like, my first long flight, I met my aunt and uncle for the first time, and my cousins, they're cool, and I learnt to surf! And we went riding in the outback. That's the way they say countryside over there!
- INTERVIEWER** Do you have any hidden talents or hobbies?
- MONICA** I'm very good at computer games. Better than most boys!
- INTERVIEWER** What do you spend your money on?
- MONICA** Make-up, um... clothes and um, jewellery. Oh, and I save a bit for uni.
- INTERVIEWER** What are your ambitions?
- MONICA** I want to have my own riding school. Teach people to ride.
- INTERVIEWER** Thanks for talking to me, Monica.
- MONICA** No problem. It was fun!

Answers

- 1 grandma's ring
- 2 the photo of dog, Carrie, just after her bath
- 3 1980s coat
- 4 camera
- 5 writing blog, taking photos, hanging out with best mates
- 6 granny
- 7 elephants
- 8 being lonely, no boyfriend
- 9 going to Australia
- 10 very good at computer games
- 11 clothes and jewellery
- 12 having a riding school, teaching people to ride

Speaking

4a | p. 43

Students: make notes answering Monica's questionnaire.

4b | p. 43

Students: in pairs they ask each other the questions in Monica's questionnaire and answer using the notes they made.

Pronunciation: Linking words

- practise linking words in a short phrase



5 | p. 43

Students: listen and repeat all together.

TRANSCRIPT SB 30
 See Student's Book p. 43.

Writing

- write a personal interview to create a class blog

6 | p. 43

Students: individual written work, following the outline given in the article on p. 42.

Answers

Students' own answers.

Skills for life: Learning new words

Teacher: *Read the strategy in Skills for life and use it to memorise new words.* Ask students if they use mental or emotional procedures to memorise things in English and if they apply the same procedures to other school subjects too.

Fast finishers

Teacher: ask students to write three more interview questions to ask a partner.

Cyber Homework Unit 4

Test: Unit 4 Test



File

1 | p. 44

Teacher: ask students to match each of the functions they have learned in Units 3 and 4 with an example and the grammar.

Answers

- 2 Linking / contrasting long and short actions in the past
We were studying when she arrived.
He was texting while we were eating.
While I was sleeping, the fire started.
Using *when / while*
- 3 Expressing present possibility
We may visit you tomorrow
Modal verbs: present possibility (*can't, must, may, might, could*)
- 4 Expressing past possibility
Carla can't have passed the test.
Modal verbs: past possibility
- 5 Using multi-word verbs
Please look after my dog.
Multi-word verbs

2a | p. 45

Students: read the article and circle the correct words and phrases.

Teacher: check comprehension of *honorary degree, honorary citizenship, memoir, collaborate*.

Answers

- 1 won
- 2 has already received
- 3 learnt
- 4 were sleeping
- 5 banned
- 6 gave
- 7 was looking
- 8 became
- 9 was passing
- 10 must have been
- 11 signed
- 12 meant
- 13 was travelling
- 14 when
- 15 must have been
- 16 took off
- 17 was celebrating
- 18 passed
- 19 given up
- 20 has met
- 21 is collaborating

2b | p. 45

Students: list as many examples of each of the grammar points from the *File* on p.24.

Possible answers

- 1 Talking about continuous actions in the past: *BBC Urdu was looking for a schoolgirl.*
- 2 Linking / contrasting long and short actions in the past: *While her brothers were sleeping in bed, she discussed politics with her father.*
- 3 Expressing present possibility: *They hope that together they might help 130 million girls around the world get an education.*
- 4 Expressing past possibility: *she could have been seen*
- 5 Using multi-word verbs: *passing her notes over*

3 | p. 45

Students: oral pairwork.

Fast finishers

Teacher: ask students to go online and find out what Malala is doing now.

Modal verbs focus – possibility

4a | p. 45

Teacher: *You are going to read some situations. Write down your ideas of how you could explain each scenario.*

4b | p. 45

Students: in groups, share the ideas they noted down in exercise 4a.

4c | p. 45

Students: take it in turns to share their ideas orally with the rest of the class.

Talking about past events

5a, 5b | p. 45

Teacher: *Look at the two pictures in turn. Read the questions and discuss your answers with your partner.*

Students: oral pairwork.

5c | p. 45

Students: take it in turns to describe the story depicted in the pictures on p. 141.

Teacher: Remind students that there are some useful expressions in the *File* on p. 40 to describe what is happening in a picture.

6 | p. 45

Teacher: encourage students to give feedback on their storytelling in exercise 5c and suggest ways in which they can overcome their problem areas.

Fast finishers

Teacher: ask students to revise all the new words they have learned in Units 3 & 4.

Units 3&4

Language check

1 | p. 46

Answers

- 1 was doing, broke
- 2 were playing, was reading
- 3 was listening, heard
- 4 were you watching, called
- 5 were walking, saw

2 | p. 46

Answers

- 1 d 2 c 3 d 4 a 5 b

3 | p. 46

Answers

- transport:** ferry, helicopter, yacht, coach, moped
feelings: boring, sad, funny, scary, depressing

4 | p. 46

Answers

- 1 worst
- 2 First
- 3 really
- 4 decided
- 5 stopped
- 6 But
- 7 believe
- 8 Then
- 9 Finally
- 10 lucky

5 | p. 46

Answers

Students' own answers.

→ Skills Book

Teachers: see p. 192 for teacher's notes, answer keys and transcripts.

 **Test: Units 3&4 Progress test**

Units 5&6

Student's Book pp. 47–66

Opener	p. 47
Unit 5	pp. 48–55
Unit 6	pp. 56–63
Key grammar	pp. 64–65
Language check	p. 66

Workbook pp. 29–40

Unit 5	pp. 29–33
Unit 6	pp. 34–39
CEFR descriptors	p. 40

Skills Book

Reading skills 5&6	p. 7
Listening skills 5&6	p. 14
Viewing skills 5&6	p. 21
Speaking skills 5&6	p. 28
Writing skills 1&2	p. 35
Word skills 5&6	p. 42
Extensive Reading 4–6	pp. 48–49
CLIL Environment	pp. 58–59

Testbuilder

Unit 5 Test
Unit 6 Test
Units 5&6 Progress test

Extra practice

Units 5&6: dictation, vocabulary, grammar, pronunciation

Objectives

Grammar

will (predictions and future facts)

be going to v present continuous for future

zero conditional

conditional + imperative

first conditional

when, as soon as, unless

Functions and Communication

talking about the future

everyday situations

communicating with *will*

talking about conditions

digital talk

making phone calls

using email, message boards and chat rooms

having a debate

Vocabulary and Word expander

science fiction

linking word *so*

adverbs of attitude

environmental problems

multi-word verbs: *up*

geographical features

mind

Pronunciation

/æ/ /ɑ:/

/l/ /ə/

Interculture

Volunteering and charity (SB p. 53)

Generation Z (SB p. 60)

Cultural diversity in the USA (SB pp. 148–149)

Units 5&6 CEFR competences

Listening

B1 generally follow the main points of extended discussion around me (pp. 52, 60)

B1 understand the main points of radio news bulletins and simpler recorded material on topics of personal interest (pp. 54, 65)

Reading

B1 understand the main points in short newspaper articles about current and familiar topics (pp. 55, 62)

B1 read a newspaper article on current topics or events and understand the overall meaning of the text (p. 57)

B1 guess the meaning of single unknown words from the context (p. 54)

B1 understand the most important information in short simple everyday information brochures (pp. 60, 61)

Spoken interaction

B1 express and respond to feelings such as surprise, happiness, sadness, interest and indifference (p. 48)

B1 give or seek personal views and opinions in an informal discussion (pp. 48, 54, 63)

Spoken production

B1 describe dreams, hopes and ambitions (p. 48)

B1 explain and give reasons for my plans, intentions and actions (p. 54)

Language quality

B1 express myself reasonably accurately in familiar, predictable situations (p. 60)

Writing

B1 write simple connected texts on a range of topics within my field of interest and express personal views and opinions (p. 63)

B1 convey short simple factual information via email (p. 61)

Units 5&6 opener

AUTHOR chat

Changing the world often only takes small actions, and this unit opens with a light-hearted quiz to get students thinking about what they do in their daily lives that can help the environment. In these units students look beyond the personal and the local to the future and how they can help the world.

- in preparation for the topic of the unit, discuss your 'ecological' behaviour in everyday life
- learn the language for actions which help protect the environment
- do activities of revision and expansion

1 | p. 47

Teacher: this exercise helps develop the ability of the students to observe their surroundings. Check understanding of the names of substances or materials in the list.

Students: oral pairwork. It is also possible to do a brainstorming activity with the whole class gathering ideas on the board.

Answers

All listed materials can be recycled.

2 | p. 47

Teacher: ask *Why are the ecological actions presented like leaves on a tree?* (To highlight the fact that they are 'green' actions). Discuss the idea of 'green', which developed in the last decades to include all that is being done to save the planet in the field of nature, agriculture, food production, architecture, cars, heating, manufacturing, etc.

Students: oral pairwork.

3 | p. 47

Students: written work to be done in groups.

Teacher: gather the students' lists on the board to create an ecological profile of the class.



4 | p. 47

Students: listen, identify the false information and correct it.

TRANSCRIPT SB 31

KIRSTY Hey, Joel, what have you got there?

JOEL Oh, it's a bag of old clothes. I'm going to take it to the charity shop – doing my bit for the environment and recycling.

KIRSTY Mmm hmm. Very good, very good. But you haven't turned off the computer in your room, or your light!

JOEL Oops! But I don't like turning off my computer. I like having it on all the time so that I can check my emails.

KIRSTY Well, it's not very eco-friendly, Joel. And how are you going to get to the charity shop? I hope you're not going to ask Dad to drive you there.

JOEL I'm cycling there. OK with you?

KIRSTY Yup, very good.

JOEL Anyway – you're not exactly Mrs Eco Queen yourself, you know.

KIRSTY What do you mean?

JOEL I'm talking about that big hot bath you had this morning. You used all the hot water.

KIRSTY Yes, but you know I don't like showers.

JOEL And you always have the radiator on in your room.

KIRSTY Well, I hate being cold.

JOEL So, wear a sweater!

KIRSTY I was wearing a sweater!

JOEL Wear two!

KIRSTY Look, hurry up Joel. It's half past four now and the charity shop closes at five.

Answers

1 T

2 F (He likes having his computer on all the time.)

3 F (Joel is cycling to the charity shop.)

4 F (She had a big hot bath.)

5 T

Unit 5 Objectives

Grammar

will (predictions and future facts)

be going to v present continuous for future

Functions

Talking about the future

Everyday situations

Communicating with *will*

Vocabulary

Science fiction

Environmental problems

Skills

Reading: an article about the work of an environmental organisation

Listening: understanding a talk about how to help the environment

Speaking: discussing pollution and rubbish problems in the local area

Writing: designing a poster for an environmental campaign

Skills for life

Using a dictionary

Pronunciation

/æ/ /ɑː/

Presentation pp. 48–50

AUTHOR chat

Students read about what life will be like in 2060 and how things will have changed. Through this clear context they look at the uses of *will*, both here and later in *Real communication* for specific functional areas such as predicting, offering and promising.

Emma has written another blog posting from a little town called Paris Kentucky – this time about her plans and intentions. Students review the use of *be going to* and the present continuous for future.

Developing a sensitivity as to which structure to choose to talk about the future takes time, but in the meantime students can feel safe with their 'flexible friend' *be going to* in many situations.

Vocabulary: science fiction

- learn vocabulary related to science fiction



1 | p. 48

Teacher: Before reading the article about what life will be like in 40 years from now, you're going to learn words used

in science fiction. Look at the pictures and label them with the correct words.

Now listen and check your answers.

TRANSCRIPT AND ANSWERS SB 32

- a clone
- b planet
- c laser beam
- d hologram
- e alien
- f satellite

Warm up

- make predictions on the future of our civilisation; describe dreams, hopes and ambitions **B1**

2a | p. 48

Teacher: Before reading the article about the year 2060, use your own imagination to make predictions. Write the ideas of the students on the board so that you can later compare them with the ideas in the article.

2b | p. 48

Students: compare their ideas with those in the pictures on p. 49 which illustrate an imaginary future (smart cars, spaceship travels).

Comprehension CLIL

Science and technology: our world in the future

- understand a short article on the future of the planet



3 | p. 48

Teacher: Read the questions first so that you know what you have to watch out for. Now listen and read the article. Check understanding of vocabulary, e.g. *run on electricity or water, eco-friendly, water supply*. Then ask *Did you find any of your ideas in the text of the article?*

TRANSCRIPT SB 33

See Student's Book p. 49.

Answers

- They will use electricity or water.
- They will check our travel plans, download film and music and organise our diaries.
- Because there will be many more people in the world and everybody will need accommodation.
- Robots will.
- Nigeria
- Just three days

Talking about the future

- use *will* to make predictions and talk about future facts; express and respond to feelings such as surprise, happiness, sadness, interest and indifference **B1**

4 | p. 48

Teacher: ask students to read the rules and translate the examples. Students can underline all instances of *will* to express the future in the text on p. 49.

5a | p. 48 towards B1 Preliminary Speaking Part 4

Students: individual reading. Students make a note of their ideas and discuss in pairs.

5b | p. 48 towards Trinity ISE I Interview (Conversation phase)

Students: discuss their reactions to the article in pairs.

Fast finishers

Teacher: ask students to write three predictions that they discussed in exercise 5a.



6 | p. 50

Teacher: You are going to listen and read Episode 4 of On the road. Read the questions first so that you know what you have to focus on. During reading and listening, check understanding of key words and phrases, especially those listed in *Real talk*.

Students: listening and reading followed by oral work done in pairs or all together.

TRANSCRIPT  SB 34
See Student's Book p. 50.

Answers

- 1 Because they are on the road all the time and she doesn't get enough sleep.
- 2 She's going to sit in an internet café and write her blog.
- 3 She's meeting Nathan for lunch.
- 4 It's going to be hot.
- 5 She's meeting them at 8 o'clock.
- 6 No, she isn't. She's going to have a good night's sleep.

Real talk | p. 50

Teacher: focus on the words and phrases in *Real talk* and help students to translate them into their own language:
awesome
believe it or not
do their own thing

Real talk Unit 5

1

Students: read and complete the dialogue with the listed phrases.

Answers

- 1 their own thing
- 2 awesome
- 3 believe it or not

2

Students: listen to the recording. Practise reading the dialogue and acting it out.

TRANSCRIPT

ROWENA How was Cornwall?

CHARLIE We had a great time, thanks.

ROWENA What did you do?

CHARLIE Well, Mum and Dad did ¹*their own thing*. You know, they like walking and stuff. And I went to the Eden project. It was ²*awesome!*

ROWENA Isn't that the place with all the plants?

CHARLIE Yes. Well, ³*believe it or not* I actually like plants!

ROWENA Gosh. I never knew that...

7 | p. 50

Teacher: ask students to read the grammar note on the use of *be going to* and the present continuous to talk about the future. Students can underline all instances of these verb forms in Emma's blog.

Answers

- 1 present continuous
- 2 *be going to*

Word expander | p. 50

Teacher: ask students to read the *Word expander* and point out that *so* is not usually preceded by a comma.

Students: look for another use of *so* in the blog (*It's going to be hot this afternoon so I'm going to cover myself in factor 30 sunblock and wear my new hat.*)

Extra

My future. The students write five sentences about their life in 20 / 30 years time relating to: job, family life, country and language, home, holidays. For example: *I will work as an engineer. I will have a wife and three children. We will live in South America and speak Spanish. We will live in a flat on the twentieth floor of an apartment building. We will have our holidays in space.*

Telling your fortune. The students work in groups of four or five. Each one writes a prediction for each of the other members of the group, on separate sheets. These are folded up and put in a heap in the middle. They each pick one in turn, read it out loud and tell the group whether it's likely or unlikely. For example: *You will win the lottery* (the comment of the person choosing this could be: *I won't because I never play the lottery or I hope I will*). *You won't pass your Maths exams.* (comment: *I will, because I'm very good at Maths. or: True, I won't pass my Maths exam because I don't understand Maths.*)

Get the grammar p. 51

Workbook Unit 5

Grammar reference, Grammar exercises

will (predictions and future facts)

1 | p. 51

Teacher: ask students to read the examples and the explanations on the use of *will* to express the future.

Answers

1 won't	5 will
2 Will	6 won't
3 won't	7 will
4 Will	8 won't

2 | p. 51

Answers

1 will, send	4 won't get	7 will, go
2 will drive	5 will finish	8 won't rain
3 will be	6 won't buy	

3 | p. 51

Answers

- Will the President win the next election?
No, he won't.
- Will Jerry become a famous actor? Yes, he will.
- Will Alice spend a year abroad after school?
No, she won't.
- Will the government build a new motorway?
Yes, they will.
- Will we be able to travel to Mars in the future?
Yes, we will.

be going to, present continuous, will

4 | p. 51

Teacher: ask students to read the examples and the explanations on the use of *be going to*, the present continuous and *will* to express the future.

5 | p. 51

Answers

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

6 | p. 51

Answers

- | | |
|------------------------|---------------------|
| 1 are going to install | 4 is meeting |
| 2 am going to have | 5 won't be |
| 3 will study | 6 are going to have |

 → WB Unit 5

Teacher: assign the exercises in the Workbook Unit 5 as homework. Draw the students' attention to the grammar exercises available in e-book+.

Real communication

pp. 52–53

Everyday situations

AUTHOR chat

Think of *will* as a sort of master key for a lot of communicative situations! Making decisions, promising, offering, requesting, agreeing, refusing, apologising, expressing feelings. All this on top of predicting and talking about future facts!

'Practice makes perfect' and a lot of chances to use *will* naturally come up in the classroom. You could have a *will* poster challenge – get students to add to the poster each classroom sentence they use with *will*. Here are some examples: *I'll open the window! We'll learn the words. Will you explain that again, please? I'll try harder.*

The lesson ends with an interesting text about the attitude of young people around the world to volunteering and charities.

File

Teacher: focus on the structures introduced in the *File* on p. 52 to express the functions of making decisions, promising, offering to do something, requesting, agreeing, refusing, apologising and expressing feelings.

Communicating with will

- express and respond to feelings such as surprise, happiness, sadness, interest and indifference **B1**; express myself reasonably accurately in familiar, predictable situations **B1**

1a | p. 52

Students: listen and identify. Students listen to the dialogues and match each one with its picture.

TRANSCRIPT  SB 35
See Student's Book p. 52.

Answers

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

1b | p. 52

Students: fill in the missing words of the dialogues, then check that they matched each one to its correct picture.

Answers

- 1 won't
- 2 I'll take
- 3 I'll open
- 4 I'll make
- 5 won't
- 6 I'll have
- 7 Will
- 8 open

1c | p. 52

Students: in pairs, students decide which function is expressed in each dialogue.

Answers

- 1 refusing (person)
- 2 agreeing
- 3 offering
- 4 refusing (machine)
- 5 making decisions
- 6 requesting

Offers and promises

2 | p. 53

Teacher: Look at the list of 'problems'. Work in pairs, taking one problem at a time, and swapping roles each time. Use the expressions in the File to help.

Students: oral pairwork activity.

Making decisions

3 | p. 53

Teacher: put students into groups of three or four to perform imaginary scenarios in a restaurant.

4 Get into culture | p. 53

Students: reading activity to be done all together, followed by an oral pairwork or writing exercise.

Answers

Students' own answers.

Word expander | p. 53

Teacher: ask students to read the *Word expander* and point out that these adverbs, also called *sentence adverbs*, express the opinion of the speaker.

Students: look for this type of adverb in *Get into culture*.

Real communication Unit 5

1

Students: read and complete the dialogue, choosing the correct words.

Answers

- | | |
|---------|--------|
| 1 tell | 4 take |
| 2 help | 5 do |
| 3 clean | 6 be |

2

Students: listen to the recording. Practise reading the dialogue and acting it out.

TRANSCRIPT

MUM Oh this is impossible! I'll never get it all finished!

JEFF What's wrong, Mum?

MUM What's wrong? I'll ¹tell you what the problem is: it's you! You never do anything to help here!

TOM OK, OK! We'll ²help you! What do we have to do?

MUM Well, will you ³clean your rooms before Lena comes?

TOM All right. And we'll ⁴take the dog for a walk too, if you're short of time.

MUM Thanks. And will you wash the car as well?

JEFF Oh no! We won't ⁵do that! That's dad's job!

MUM Look, he won't ⁶be home until ten this evening, so I need your help!

JEFF But the car looks fine.

MUM OK, forget the car, but promise you'll do your rooms.

Real skills pp. 54–55

Community action

AUTHOR chat

The focus here is on the environment and what local organisations can do to make a difference. We start with an article about three community-based programmes which involve people working on clean-up projects around the world. Students then listen to a talk about how to help the environment and work in groups to invent their own environmental campaign and make a poster about their ideas.

Vocabulary: environmental problems

- expand vocabulary related to environmental problems

1a | p. 54

Teacher: ask students to do some accurate lexical work. First, they can try to guess the meaning of words that are similar in their language (*cognates*). Then they can consult a monolingual dictionary to read the definition of each word. Finally, they consult a bilingual dictionary to translate the words into their own language.

Answers

overpopulation = when there are too many people for the amount of food, facilities and space available in an area
 endangered animals = animals which may soon cease to exist because of the destruction of their habitat and of men's hunting and fishing activities

greenhouse gases = gases, especially carbon dioxide, which are thought to be the cause of a gradual warming of the Earth

rubbish dumping = the action of getting rid of rubbish

atomic waste dumping = the action of getting rid of radioactive matter left over from the processes of nuclear industry

destruction of natural habitats = destruction of the natural environment in which an animal or plant usually lives

air pollution / sea pollution = damage caused to the air or sea water by harmful substances we use in our industries

acid rain = rain which contains harmful chemicals as a result of burning substances such as coal and oil

deforestation = the cutting down of trees over a large area

poaching = catching and killing animals without permission

**1b | p. 54**

Teacher: check students' pronunciation, especially of words that might be similar in their language but are pronounced quite differently in English.

TRANSCRIPT SB 36

See Student's Book p. 54.

1c | p. 54

Teacher: gather the students' opinions on the board to see if the class can reach a consensus.

Extra

Memorisation game. Write the environmental problems from exercise 1a on the board, putting them in alphabetic order to help memorisation:

acid rain

air pollution

atomic waste dumping

deforestation

destruction of natural habitats

endangered animals

greenhouse effect

overpopulation

poaching

rubbish dumping

sea pollution

Allow students to look at them for 10 / 15 seconds and then write down as many as they can remember.

Reading CLIL

Environmental studies: understand the importance of the initiatives for cleaning the environment and recycling rubbish

- understand the main points in short newspaper articles about current and familiar topics **B1**; guess the meaning of single unknown words from the context **B1**

2a | p. 54

Teacher: You can practise this pre-reading technique to guess the topic of the article. Look at the title and the photos and say what you think. Gather the students' ideas on the board.

2b | p. 54

Students: read the first paragraph and check if the ideas in the text coincide with those written on the board.

3a | p. 54

Students: read the article in detail and make notes in English.

Answers

Clean up the World, a global organisation that works with the United Nations Environment Programme to organise clean-up projects around the world.

- It was started in 1986 in Australia by a sailor called Ian Kieman.
- Every third weekend in September it arranges an annual *Clean up the World* weekend.
- The clean-up happens in 130 countries around the world.
- It takes place in the local areas where the volunteers live.
- There are 35 million volunteers.

International Coastal Cleanup

- It is a cleanup of coastal areas.
- It was started 30 years ago by a woman in Texas.
- It happens every year.
- It happens all around the world.
- It takes place on shorelines of rivers and lakes and coastal areas.
- More than half a million volunteers take part.
- More than eight million kilos of rubbish is collected.

Plogging

- It is a combined jogging and litter-picking activity.
- It was started by Erik Ahlström in Stockholm in 2016.
- It happens all the time, while joggers are exercising.
- It happens all around the world.
- It takes place wherever people are jogging.
- The craze has spread all over the world.

3b | p. 54

Students: an exercise in vocabulary expansion. Students can find synonyms in a monolingual dictionary, by looking up the entry and reading the definition.

Possible answers

- 1 seashore: shoreline, beach, coastal area
- 2 clean up: remove the dirt, tidy
- 3 organise: arrange, set up
- 4 rubbish: garbage, waste material, debris
- 5 country: nation, state, land

4 | p. 54

Teacher: allow students time to read the factfile about debris, and to discuss the questions in pairs.

Word expander | p. 54

Teacher: ask students to read the *Word expander* and to look for the examples of these verbs in the article.

Answers

- tidy up
- to set up a group

Listening

- understand the main points of radio news bulletins and simpler recorded material on topics of personal interest **B1**



5 | p. 54 towards B1 Preliminary Listening Part 3

Teacher: Read the notes Andy made for his speech. Some parts are missing. Now listen to the speech and fill in the gaps.

Students: listen and complete Andy's notes.

TRANSCRIPT SB 37

Hi everybody. I'm going to give my talk today on what we can do to help the environment. It's not too late to act and work together to save our planet. Today I'm going to remind you of a few of the things that we can all do to help.

Firstly, we need to avoid using so many trees. Whenever possible we should buy recycled paper. And we can also use paper and envelopes several times. You can use them to make notes and shopping lists.

Secondly, plastic and polystyrene are substances that we use without thinking. But remember, it takes thousands of years for plastic to biodegrade. So what can we do? Well, we can re-use plastic carrier bags and make sure you recycle your plastic water bottles. And if you buy small items, don't use a plastic bag. Put the items in your backpack. In the supermarket don't buy this sort of over-packaged fruit and vegetables. Buy fruit and vegetables loose. If your local council recycles plastic, separate out your waste and make your contribution!

Thirdly don't forget about the metal and glass you use. You can recycle tin and aluminium. Save your food tins and drinks cans. Wash them out and remove the labels. And wash glass bottles out and separate them into green, clear and brown glass. Then you can go to the bottle, tin and paper banks with the rubbish you have collected.

We also need to help the environment in other ways in the home. If you save power, less electricity will be generated and so fewer gases will be released into the atmosphere to create acid rain. Ask your parents to turn down your heating by one degree. You won't notice the difference. They should be happy because they will save money! And remember to turn off the lights when you leave a room. Leaving computers and TVs on standby uses a lot of electricity so turn them off too. Think about the water you use. Creating clean water uses a lot of energy and resources, so don't waste it! When you clean your teeth, don't leave the tap running!

Finally, avoid throwing things like printer cartridges, old batteries and medicines into the environment. They are poisonous for animals and nature. Don't just put them in your rubbish. Take them to special collection points.

To sum up. There are many ways that we can help look after the environment. I hope you agree!

Answers

- | | |
|-----------------------|----------------------|
| 1 paper | 11 clear |
| 2 paper and envelopes | 12 brown |
| 3 plastic | 13 heating |
| 4 bags | 14 lights |
| 5 bottles | 15 computers and TVs |
| 6 fruit | 16 tap |
| 7 vegetables | 17 printer |
| 8 food | 18 old |
| 9 drinks | 19 medicines |
| 10 green | |

Pronunciation: /æ/ /ɑː/

- practise the pronunciation of the two vowel sounds



6a | p. 54

Students: listen and repeat all together.

TRANSCRIPT SB 38

See Student's Book p. 54.



6b | p. 54

Students: read, then they listen, check and repeat.

TRANSCRIPT SB 39

See Student's Book p. 54.

Speaking and writing

- give or seek personal views and opinions in an informal discussion **B1**; explain and give reasons for my plans, intentions and actions **B1**

7a | p. 54

Students: oral discussion in pairs.

Teacher: if possible, allow students to access the internet so they can search for information and pictures for their poster.

7b | p. 54

Students: write an advertisement and illustrate it with photos and graphics.

7c | p. 54

Students: each pair in turn presents their project to the class, making good use of the visual material.

Random Fact | p. 55

Teacher: focus on the information in the *Random Fact* at the bottom of p. 55. If students are interested, refer them to the websites: www.litterproject.com and www.letsdoitworld.org

 **Fast finishers**

Teacher: tell students to go online and look at the website of one of the organisations presented on p. 55.

 **Cyber Homework Unit 5** **Test: Unit 5 Test**

Unit 6 Objectives

Grammar

Zero conditional
 Conditional + imperative
 First conditional
when, as soon as, unless

Functions

Talking about conditions
 Digital talk
 Making phone calls
 Using email, social media and chat rooms

Vocabulary

Geographical features

Skills

Listening: a presentation about Costa Rica
 Reading: an article about endangered tribes
 Speaking: imagining a lifestyle without modern conveniences
 Writing: a discussion on what everyday items students could do without

Pronunciation

/l/ /əl/

Presentation pp. 56–58

AUTHOR chat

Knowing how to react in an emergency can save lives, your own and other people's, and so we hope that this will give your students a genuine reason to read! We explore the use not only of the zero conditional but also the high frequency use of *if* with the imperative to give instructions and advice.

The friends have arrived in Nashville but they are spending a lot of money. So they think about going camping instead of staying in hotels. Emma isn't keen on tents because she likes her creature comforts. So if it's no clubbing for Emma maybe it's a film with Nathan?

Warm up

- in preparation to reading an article discuss emergencies and rescues

1a | p. 56

Teacher: *You're going to listen to and read an article on four types of emergency situations. First list the situations and say how you would behave in each case.*

Students: individual written work.

Answers

- water, crowds, house fire, lightning
- Possible answers: in a fire don't open any doors; in a boat accident stay near the boat and float on your back, in a crowd move away from the point of pressure.

1b | p. 56

Students: oral pairwork. Students discuss the solutions each of them has suggested.

Comprehension CLIL

Citizenship: identify appropriate types of rescue in emergency situations

- read a newspaper article on current topics or events and understand the overall meaning of the text **B1**



2 | p. 56

Teacher: *Read the questions first so that you know what you have to watch out for. After reading and listening, check understanding of *ashore, in open water, rescue boat, within earshot, pressure, decrease, handle, alert, fire brigade, safe, take cover, shelter, crouch down.**

Students: listening and reading followed by individual written work or oral work done in pairs.

TRANSCRIPT SB 40

See Student's Book p. 57.

Answers

- When you are more than 100 metres away from the coast.
- We should lie on our back because the water is warmest on the surface and because we can keep an eye out for rescue boats.
- It's at the pressure area, the area of greatest density.
- Only if it is small.
- Any place indoors, or a small depression in the ground, or a car.
- No, it isn't, because an electric current may run down the tree.

Talking about conditions

- practise talking about a condition and its result

3 | p. 56

Teacher: *You're learning to use the zero conditional.*

Students: read and translate the examples, then read and complete the rule.

Answers

present

4a, 4b | p. 56

Students: individual written work, followed by pairwork discussion.

Possible answers

- 1 ...feel very tired in the morning.
- 2 ...say thank you all the same.
- 3 ...try to listen to music / lie down / read a good book.
- 4 ...ring him up.
- 5 ...look for it until I find it.
- 6 ...take it to the shop to get repaired.

5 | p. 56

Teacher: You're learning to use the zero conditional with the present simple in the 'if' sentence and the imperative in the main sentence.

Students: read the rule, then read and translate the examples.

6 | p. 56

Students: individual written work.

Answers

- 1 see
- 2 don't listen
- 3 have to
- 4 get
- 5 do
- 6 don't go

7 | p. 56

Students: oral pairwork.

Fast finishers

Teacher: ask students to write three more conditional sentences with *If*.

Comprehension

- gather essential information from listening to and reading a dialogue

**8 | p. 58**

Teacher: You are going to listen and read Episode 5 of the On the road story. Read the sentence halves first so that you know what you have to focus on.

After reading and listening, check understanding of key words and phrases, especially those listed in *Real talk*.

TRANSCRIPT SB 41
See Student's Book p. 58.

Answers

1 b 2 d 3 c 4 e 5 a

Real talk | p. 58

Teacher: focus on the words and phrases in *Real talk* and help students to translate them into their own language:
Oh, come on.

loads of stuff

I get the message!

It'll be a laugh.

Count me out.

Real talk Unit 6**1**

Students: read and complete the dialogue, choosing the correct phrases.

Answers

- 1 be a laugh
- 2 loads of stuff
- 3 Oh, come on
- 4 get the message
- 5 count me out

2

Students: listen to the recording. Practise reading the dialogue and acting it out.

TRANSCRIPT

LIZ Hey guys. Why don't we go backpacking this summer?

BEN Yeah, great idea. It'll ¹be a laugh.

JOE No way! I don't like carrying ²loads of stuff.

LIZ Don't be pathetic, Joe. We only need a tent.

BEN ³Oh, come on, Joe.

JOE It's expensive and hard work and what about if we get ill?

LIZ OK, we ⁴get the message!

JOE Sorry, but you'd better ⁵count me out.

9 | p. 58

Teacher: You're learning to use the first conditional with the present simple in the 'if' sentence and 'will / won't' in the main sentence.

Students: read and translate the example, then look for further examples in the dialogue.

10 | p. 58

Students: individual written work.

Answers

- 1 don't hurry, 'll miss
- 2 miss, 'll get
- 3 get, won't see
- 4 don't see, won't enjoy
- 5 don't enjoy, 'll be

Extra

Written pairwork. In pairs, students think of all the experiments they might have done in their science lessons and describe them in English using the zero conditional. For example: *If you warm up water to 100°C, it boils. If you mix red and yellow, you get orange. If you expose iron to water or air, it rusts.* Let them use a bilingual dictionary and set a time limit of 20 minutes. The pair who have written the highest number of correct sentences, in terms of both grammatical structure and scientific fact, wins!

Get the grammar p. 59

Workbook Unit 6

Grammar reference, Grammar exercises

Zero conditional / Conditional + imperative

1 | p. 59

Teacher: ask students to translate the examples and to look at the table illustrating the structure of the zero conditional.

Answers

- Use the zero conditional to talk about things that are true under a certain condition / in a certain situation.
- Use *if* + present + imperative to tell someone what to do in a certain situation.

2 | p. 59

Answers

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

3 | p. 59

Answers

Students' own answers.

when, as soon as, unless

4 | p. 59

Teacher: point out that clauses beginning with *when*, *as soon as*, *unless* have a similar behaviour to *if* clauses.

Answers

1 when 2 unless

5 | p. 59

Answers

1 unless 3 unless 5 Unless
2 When 4 As soon as 6 as soon as

First conditional

6 | p. 59

Teacher: ask students to translate the examples and to look at the table illustrating the structure of the first conditional.

Answers

- Use the first conditional to talk about possible future events.
- Use a comma if the *if* clause comes first.

7 | p. 59

Answers

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

8 | p. 59

Answers

1 will buy	3 will be	5 spend
2 will make	4 win	6 break

→ WB Unit 6

Teacher: assign the exercises in the Workbook Unit 6 as homework. Draw the students' attention to the grammar exercises available in e-book+.

Real communication

pp. 60–61

Digital talk

AUTHOR chat

Using the phone, surfing the internet, sending emails – we do these things every day. But could we learn to do them better? In this lesson students learn the language they need to know in order to take and leave phone messages. They also read guidelines on using their phones, and discuss the advice. They learn about how to behave online and finally learn how to organise, write and check their emails.

File

Teacher: focus on the structures introduced in the *File* on p. 60 to express the functions of using the language appropriate to telephone conversations, in informal situations and in a business context.

Making phone calls

- generally follow the main points of extended discussion around me **B1**; understand the most important information in short simple everyday information brochures **B1**; express myself reasonably accurately in familiar, predictable situations **B1**

1 | p. 60

Teacher: Check that you understand the functions listed in the table. Now listen to the four telephone conversations.

Students: listen and complete the table.

TRANSCRIPT SB 42

1

SECRETARY Anderson Advertising. Can I help you?

KARL Could I speak to Jerry Lane, please?

SECRETARY Can I ask who's calling?

KARL Yes, it's Karl Herzog. I'm calling from PNC Construction.

SECRETARY Just a moment. I'll put you through.
KARL Thank you.
SECRETARY Mr Herzog?
KARL Yes?
SECRETARY I'm sorry, Mr Lane isn't in the office at the moment. Can I take a message?
KARL Could you tell him that I called?
SECRETARY Of course. How do you spell 'Herzog'?
KARL H E R Z O G.
SECRETARY That's fine. Does Mr Lane have your telephone number?
KARL Yes, he does.
SECRETARY OK, I'll let Mr Lane know that you called.
KARL Thank you very much. Goodbye.
SECRETARY Goodbye.

2

GIRL Hello.
DANNY Hello, can I speak to Avril, please?
GIRL Yes, who's calling?
DANNY It's Danny.
GIRL I'm sorry, she's not in at the moment.
DANNY Oh... er, can I leave a message, please?
GIRL Sure. Go ahead.
DANNY Can you just say that Danny called?
GIRL Yeah, no problem.
DANNY Thanks. Bye.
GIRL Bye.

3

SECRETARY Tennant and Lowe. Can I help you?
DEBORAH Hello. I'm ringing to fix a meeting with Mr Tennant. Could I speak to him, please?
SECRETARY Can I ask who's calling?
DEBORAH It's Deborah Long.
SECRETARY I'll put you through, Ms Long. (pause)
 Oh, I'm sorry, Ms Long. Mr Tennant is in a meeting at the moment. Could you call back this afternoon?
DEBORAH I'm afraid not. I'm in a meeting all afternoon. Is Mr Tennant in the office tomorrow?
SECRETARY Yes... but he's got lots of appointments.
DEBORAH Hmm... Could I leave a message, please?
SECRETARY Certainly.
DEBORAH Could you ask Mr Tennant to ring me when he's free tomorrow?

SECRETARY Of course. Could you give me your telephone number, Ms Long?
DEBORAH Yes, it's 020 7664 5731.
SECRETARY Right.
DEBORAH Thank you very much. Goodbye.
SECRETARY Goodbye.

4

DANNY Hello?
MOTHER Hello.
DANNY Can I speak to Avril, please? It's Danny.
MOTHER I'm sorry, Avril's not in at the moment.
DANNY When is she going to be at home?
MOTHER I don't know. Can I help?
DANNY Er no... not really. I'll call back later.
MOTHER OK. Bye.
DANNY Bye.

Answers

	Call 1	Call 2	Call 3	Call 4
ask for the caller's name	✓	✓	✓	
ask for the caller's phone number			✓	
check spelling	✓			
offer to do something	✓			✓
ask to leave a message		✓	✓	
apologise	✓	✓	✓	✓

2 | p. 60

Students: oral pairwork based on the telephone scenarios presented on p. 142 of the Student's Book.



3 Get into culture | p. 60 towards B1 Preliminary Listening Part 3

Students: listen to the recording in order to complete the statistics on digital communication. Students then answer the questions on their use of the internet and social media.

TRANSCRIPT AND ANSWERS SB 43

The most recent statistics tell us that ¹ 50% of all the people in the world use the internet. ² 34% of people go online using a smart phone. The interesting question is, what do people do when they go online?

There are differences in how different age groups use the internet. Gen Z are people aged 16-³ 20 and ⁴ 51% of them use social media for entertainment and to fill up spare time compared to ⁵ 44% of Millennials. This group – people aged from ⁶ 21-35, are more likely to use social media to keep in touch with friends.

And what are the top social media platforms globally for Gen Z? Well, ⁷ 84% choose YouTube, 80% also use Facebook and ⁸ 63% use Instagram.

Unit 6

4 | p. 60

Students: oral pairwork. Students read the advice on the use of mobile phones and decide which are more important for them.

Answers

Students' own answers.

Using email, social media and chat rooms

- understand the most important information in short simple everyday information brochures **B1**; convey short simple factual information via email **B1**

5 | p. 61

Teacher: *Do you use chat rooms? Do you write emails to your friends and family?* After the discussion in exercise 4, ask students to read the article out loud and check understanding of new or difficult words.

Students: read and complete the text.

Answers

- 1 downloading
- 2 formats
- 3 subject
- 4 sender
- 5 chat room
- 6 mail box
- 7 punctuation
- 8 annoy
- 9 FAQs

6a | p. 61

Students: read and comment orally.

Answers

Wrong things the writer has done:

- has copied in people who may not be interested
- has attached huge files
- has downloaded music illegally
- has insulted the recipient by writing 'stupid' in the header and 'stupid' and 'idiot' in the text
- has not mentioned the correct subject of the email in the header
- has made lots of spelling, punctuation and grammar mistakes

6b | p. 61

Students: individual written work.

Answers

I think you **are** very **stupid**. You **can't** really prefer *Iron Maiden*. Anyone who **likes** them is an idiot. **I'm** attaching five **photos** of the *Coldplay* concert. **They are** high-quality photos: **4 million** pixels! **I've** also **downloaded their** music from this **really** cool site. Free! **What** do you think?

7a | p. 61

Students: reading and matching exercise.

Answers

- 1 recipient
- 2 subject header
- 3 opening greeting
- 4 opening comment
- 5 body of email
- 6 closing sentence
- 7 closing salutation

7b | p. 61 towards B1 Preliminary Writing Part 2, Trinity ISE I Portfolio

Students: individual written work.

Possible answer

Hi Josie,
I'm having a boring weekend at home: it's raining!
It was really great to get your email. Of course I'll come to your birthday celebration. I can't wait. What would you like as a present? Have you been wall climbing before?
Let's talk over the phone.
Love
Peta

Real communication Unit 6

1

Students: read and complete the dialogue, choosing the correct option, a, b or c.

Answers

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

2

Students: listen to the recording. Practise reading the dialogue and acting it out.

TRANSCRIPT

CALLER Oh, hello. I'd like to speak to Ms Sadie Jones, please.

MAN I'm sorry, Madam, she's not ¹in at the moment. Can I take a ²message?

CALLER No, it's OK thanks. I think I'll call ³back later. Or is her assistant in the office?

MAN Oh yes, Mr Mills is here. I'll ⁴put you through.

CALLER Thank you very much.

MILLS Henry Mills here, what ⁵can I do for you?

CALLER Hello, Mr Mills. I'm ⁶ringing to talk about the advert Ms Jones asked for.

MILLS Oh yes. Do you think you ⁷could call back in five minutes? I need to go and find the files.

CALLER Look, I have to leave the office now, perhaps you could ⁸take a message?

MILLS Of course.

Real skills pp. 62–63

World cultures

AUTHOR chat

In our shrinking world, there are many small communities of people whose lives and lifestyles are threatened by the outside world. In this unit we explore two of the most endangered cultures in the world. But we also meet the Costa Ricans, who are believed to be the happiest people in the world! Students finish this lesson discussing what their life would be like without the things they take for granted.

Vocabulary: geographical features

- learn vocabulary related to geographical features

1a | p. 63

Teacher: ask students to do some accurate lexical work. First, they should try to guess the meaning of words which are similar in their language. Then they consult a monolingual dictionary where they identify the parts of speech (these are all nouns) and choose the correct meaning on the basis of the definition and of the examples. Finally, if necessary, they consult a bilingual dictionary and write out the translation into their own language.

1b | p. 63

Students: oral pairwork.

2 | p. 63

Teacher: Read the article in detail to find the correct information.

Answers

Ayoreo-Totobiegosode: Paraguay; wild honey, vegetables, wild pigs

Gana and Gwi: Kalahari Desert; bush; antelopes, fruit, nuts, roots; mining companies

3 | p. 62

Teacher: do the exercise orally with the whole class. If necessary, provide a translation of the four nouns into the students' own language.

Answers

- hunter-gatherers
- loggers
- cattle rangers
- settlers

4 | p. 63

Students: analyse the article to identify the elements the tribes have in common, to make predictions on their survival and to make comparisons with their own culture.

Possible answers

- Both tribes maintain an ancient way of life and are threatened by modern civilisation's aggressive invasion of their habitat.
- Perhaps the tribes won't survive the threats from the outside world. However, they might be helped by the intervention of The Elders, a group of global leaders brought together by Nelson Mandela in 2007 with the purpose of promoting peace, justice, human rights and positive change in society.
- Students' own answers.

Reading and listening CLIL

Environmental studies: analyse information on indigenous communities and cultures at risk of extinction

- understand the main points in short newspaper articles about current and familiar topics **B1**; guess the meaning of single unknown words from the context **B1**; understand the main points of radio news bulletins and simpler recorded material on topics of personal interest **B1**



5a | p. 63

Teacher: focus on the Factfile which has two alternatives for each piece of information. Tell the students they are going to hear a radio interview with a reporter who specialises in economics. She describes the characteristics of the people of Costa Rica. Students are required to circle the correct information in the Factfile.

TRANSCRIPT 🗣️ SB 44

STEVE It's just coming up to a twenty past seven... and here's an interesting report. The New Economics Foundation has published its Happy Planet Index. This study of 140 nations all around the world looked at how much of the world's resources people consumed, how long they expected to live, and how happy they were. And the results are surprising. I'm joined by our economics editor, Louise Newton.

Louise, I imagine wealthy western economies came out on top in the Happy Planet Index.

LOUISE I'm afraid not, Steve. In fact, Germany was number 49, and the US came in at a very low 108.

STEVE Really? That's astonishing. So which nation came out as the happiest?

LOUISE That was Costa Rica, the small Central American country between the Atlantic Ocean and the Pacific Ocean.

STEVE Ah! Costa Rica. They have a lot of wildlife there, don't they?

- LOUISE** Yes, that's right. It has a population of 4.5 million. It's a tropical country with a rainy and a dry season. Its only natural resources are its national parks, rainforests and fish.
- STEVE** So it's hardly a wealthy industrial economy?
- LOUISE** Not at all. It doesn't have any oil or gas resources and its two main industries are agriculture and tourism. Especially ecotourism. Costa Rica has 5% of the world's biodiversity – it has an incredible variety of different species of animals, birds, fish. Amazing for such a small country.
- STEVE** So why are the people so happy? Do they live to be a hundred?
- LOUISE** Well usually, people in more developed economies live longer than they do in less developed ones. In Japan, for example, on average people live until they're 82. But it's not so different in Costa Rica – their life expectancy is 79. And, according to the New Economics Foundation, the Costa Ricans are the world's happiest people because they invest in education and health. They also have a strong social networks of friends, families and neighbours which adds to wellbeing. Many people in big cities in the UK, or in the USA for example, can be quite lonely. People in Costa Rica are very satisfied with their lives. And they do very little damage to the planet – their ecological footprint is quite small. They look after their country. 99% of electricity comes from renewable sources – the sun for example.
- STEVE** And there's plenty of that there, of course. Well, thanks, Louise, you've given us a lot to think about there. And now it's time for sport with Gary...

Answers

Location Central America

Population 4.5 million

Climate tropical

Resources national parks, rainforests, fish

Economy agriculture, tourism, ecotourism

Life expectancy 79

Ecological footprint quite small

5b | p. 63

Teacher: do the activity with the whole class, discussing the pros and cons of life in Costa Rica, especially considering the present conditions of the planet.

Pronunciation: /l/ /əl/

- practise identifying two different sounds of the letter 'l'



6a | p. 63

Students: listen and repeat all together.

TRANSCRIPT SB 45
See Student's Book p. 63.



6b | p. 63

Students: listen and repeat all together.

TRANSCRIPT SB 46
See Student's Book p. 63.

Speaking and writing

- give or seek personal views and opinions in an informal discussion **B1**; write simple connected texts on a range of topics within my field of interest and express personal views and opinions **B1**

7 | p. 63

Students: work in groups to discuss the scenarios. They should give reasons for their reactions.

Teacher: finish the lesson by developing a class discussion on the choices students made and their reasons.

Word expander | p. 63

Teacher: ask students to read the *Word expander*. Point out that the verb *mind* is normally used in a negative sentence or a question and is often preceded by *would*. *Do you mind? Would you mind? I wouldn't mind...*

Cyber Homework Unit 6

Test: Unit 6 Test

File

1 | p. 64

Teacher: ask students to match each of the functions they have learned in Units 5 and 6 with an example and the grammar.

Answers

- 2 Talking about the future [for fixed plans and arrangements]
Amelia is leaving on Wednesday.
Present continuous
- 3 Talking about the future [for personal plans and arrangements]
We're going to drive through Brazil.
Be going to
- 4 Talking about things that are true under certain conditions
If the baby cries, it's hungry.
Zero conditional
- 5 Using the conditional to give instructions
If my phone rings, don't answer it.
Conditional + imperative
- 6 Talking about possible future events
If I pass my driving test, I'll buy a car.
First conditional

Grammar review

2a | p. 65

Students: read the article and complete the gaps with the correct word.

Teacher: check comprehension of *immortality, avatar robot, android, hologram, genetically engineer, longevity*.

Answers

- | | | |
|-------------|------|--------------|
| 1 p | 8 j | 15 n / k / s |
| 2 g | 9 d | 16 e |
| 3 o | 10 q | 17 f |
| 4 n / k / s | 11 r | 18 c |
| 5 l | 12 a | 19 t |
| 6 m | 13 h | 20 b |
| 7 n / k / s | 14 i | |

2b | p. 65

Students: list as many examples of each of the grammar points from the *File* on p.64.

Possible answers

- 1 Talking about the future [predictions and future facts]:
First scientists will develop avatar robots.
- 2 Talking about the future [for fixed plans and arrangements]: (no example in text)
- 3 Talking about the future [for personal plans and arrangements]: *I am going to make sure we can all live forever.*

- 4 Talking about things that are true under certain conditions: *If you can't feel the sun on your skin...*
- 5 Using the conditional to give instructions: (no example in text)
- 6 Talking about possible future events:
If this is successful, by 2045 they will upload...

3a | p. 65

Students: individual written work.

Answers

- 1 He plans to develop digital immortality.
- 2 The 2045 Initiative aims to create a process whereby a digital version of a human mind is stored a robot's artificial brain.
- 3 a) The writer doesn't believe that creating a digital version of a human brain really means that the human is preserved: it becomes a different thing when it is not connected to a real living body; b) If you live longer you will have to work longer, repetition of experiences will become boring, and the brain will not be able to store all the memories; c) only the super-rich will be able to buy immortality, so the gap between rich and poor will be increased.

3b | p. 65

Students: oral pairwork.

Answers

Students' own answers.

Imperative conditional focus

4 | p. 65

Teacher: *You are going to read an extract from a magazine about traditional cures for insomnia (= problems sleeping) and hiccups. Guess which problem each cure is believed to resolve.*

Students: individual written work.

Answers

Students' own answers.

5a | p. 65

Students: in pairs, share the guesses they made in exercise 4, and agree or disagree.



5b | p. 65

Teacher: tell the students they are going to hear a recording about traditional cures for hiccups and insomnia, so they will be able to check whether their guesses were accurate.

Students: listen to the audio and check the predictions they made in exercise 4.

TRANSCRIPT SB 47

- ABIGAIL** On *All in the Mind* this week, we're looking at cures for two very common problems: how to get to sleep when you're suffering from insomnia and what to do stop an attack of hiccups. Do you suffer from either of them, Nick?
- NICK** I do, Abigail. Both of them. But especially insomnia.
- ABIGAIL** Poor you. Now on this programme we usually focus on science and current research. But today, we thought we'd start off by looking at some popular cures from around the world. So Nick, what have you come up with?
- NICK** Well, first of all, I've discovered that insomnia and hiccups are global problems. So, I'm not alone! OK, cures for insomnia. In Europe they believe if you want to sleep better, put lavender under your pillow. In North and South America, drink passion flower tea before bed, while in Africa they say you should drink warm milk. But I think my favourite pieces of advice come from China and Guatemala. In China, the advice for parents is: if your child can't sleep, tie a poem to a lamppost. And in Guatemala, tell a small doll your worries and put it under your pillow.
- ABIGAIL** Have you tried any of those?
- NICK** No, but I'm going to start!
- ABIGAIL** And what about cures for hiccups?
- NICK** Well, if you get hiccups, think about a person who is missing you. At least, that's what you do in Russia. In the Philippines, they say put wet things on your head. Or how about this fabulous idea from Ireland? You just picture in your mind a green cow in a blue field. I think that would make me laugh. In Norway, put a knife in a glass of water. Then there's an English idea that has never worked for me. You let a person frighten you. But next time I get hiccups, I know what I'm going to do. I'm going to think about that green cow in a very blue field ...

Answers

1 H	5 H	9 S
2 S	6 H	10 H
3 H	7 S	
4 S	8 S	

5c | p. 65

Students: class discussion about other cures for insomnia and hiccups, effective or phoney.

Fast finishers

Teacher: ask students to go online and find out about two more traditional cures.

Having a debate

6a | p. 65

Teacher: explain to students that they are going to have a class debate. As a class they need to choose one of the topics on page 65. You may decide to have a vote to choose the topic. Ask the class to pick a side aiming for two roughly equal groups. You can explain that it doesn't matter if they end up in a group with people who don't share their point of view; it is good practice to have to think about arguments which conflict with your natural leaning.

In preparation for presenting their arguments, each side should split into smaller groups to brainstorm ideas. Run the debate as outlined in the Student's Book, with two speakers for each side and a chairperson to run the proceedings.

Students: oral groupwork.

6b | p. 65

Students: class discussion about the effect of the debate on students' initial point of view.

7 | p. 65

Teacher: encourage students to give feedback on their debate in exercise 6a and suggest ways in which they can overcome their problem areas.

Fast finishers

Teacher: ask students to revise all the new words they have learned in Units 5 & 6.

Units 5&6

Language check

1 | p. 66

Answers

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

2 | p. 66

Answers

1 pollution 3 destruction 5 endangered
2 dumping 4 gases

3 | p. 66

Answers

1 valley 3 desert 5 delta
2 waterfall 4 island

4 | p. 66

Answers

2 I'll tidy it 4 I'll get you 6 I'll buy
3 I won't 5 I'll watch

5 | p. 66

Answers

1 speak 3 put 5 leave
2 calling 4 in

6 | p. 66

Possible answer

Before sending your email, check spelling, grammar and punctuation.

Avoid sending large attachments. They fill up the recipient's server and system. Save your photos in user-friendly files.

Avoid getting angry and attacking someone personally in an email.

Don't send messages to everyone in your address book, unless it is strictly necessary.

→ Skills Book

Teachers: see p. 192 for teacher's notes, answer keys and transcripts.

 **Test: Units 5&6 Progress test**

Units 7&8

Student's Book pp. 67–86

Opener	p. 67
Unit 7	pp. 68–75
Unit 8	pp. 76–83
Key grammar	pp. 84–85
Language check	p. 86

Workbook pp. 41–52

Unit 7	pp. 41–45
Unit 8	pp. 46–51
CEFR descriptors	p. 52

Skills Book

Reading skills 7&8	p. 8
Listening skills 7&8	p. 15
Viewing skills 7&8	p. 22
Speaking skills 7&8	p. 29
Writing skills 7&8	p. 36
Word skills 7&8	p. 43

Testbuilder

Unit 7 Test
Unit 8 Test
Units 7&8 Progress test

Extra practice

Units 7&8: dictation, vocabulary, grammar, pronunciation

Objectives

Grammar

reported speech: reporting statements, questions and verbs
indefinite pronouns

each / every / each other
to be / get used to ...ing

Functions and Communication

reporting what people say
talking generally
talking about habits
making requests and excuses
reporting what someone asked
reporting purpose
talking about pet hates
investigating a story

Vocabulary and Word expander

abilities
household chores
verb + object + infinitive
crimes and criminals
expressing feelings
describing people
like + to
Nouns ending in *-ship*

Pronunciation

/g/ /k/
/ð/ /θ/

Skills for life

Vocabulary fields (SB p. 75)
Improving your writing skills (SB p. 83)

Interculture

Young people and parents (SB p. 73)
Student lives (SB pp. 150–151)

Units 7&8 CEFR competences

Listening

B1 generally follow the main points of extended discussion around me (pp. 73, 80)

B1 understand the main points of radio news bulletins and simpler recorded material on topics of personal interest (pp. 70, 75, 83)

Reading

B1 understand the main points in short newspaper articles about current and familiar topics (pp. 70, 74, 82, 84)

B1 guess the meaning of single unknown words from the context (pp. 70, 75, 84)

B1 understand the plot of a clearly structured story and recognise what the most important episodes and events are and what is significant about them (pp. 69, 77)

Spoken interaction

B1 start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest (pp. 67, 75, 81)

B1 express and respond to feelings such as surprise, happiness, sadness, interest and indifference (pp. 68, 73, 81)

B1 give or seek personal views and opinions in an informal discussion (pp. 67, 73, 83)

Spoken production

B1 give detailed accounts of experiences, describing feelings and reactions (p. 75)

Language quality

B1 keep a conversation going comprehensibly, but have to pause to plan and correct what I am saying (p. 81)

B1 express myself reasonably accurately in familiar, predictable situations (p. 73)

Writing

B1 write simple connected texts on a range of topics within my field of interest and express personal views and opinions (pp. 67, 83)

B1 write personal letters to friends or acquaintances asking for or giving them news and narrating events (p. 75)

AUTHOR chat

Everyone likes talking about personality and their own negative and positive qualities! Personality questionnaires are an entertaining way for you and your students to explore this language area, consolidate the words they know and learn new ones. We ask students to do the personality quiz but to take a critical approach to the method by asking them if the results match how they view their personality. The page concludes with an oral pairwork comparison of two students' personalities, followed by each student's individual written description of their personality.

- start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest **B1**; give or seek personal views and opinions in an informal discussion **B1**; write simple connected texts on a range of topics within my field of interest and express personal views and opinions **B1**

1a, 1b | p. 67

Teacher: ask students if they believe that you can tell a person's personality type from looking at them. Students should then match the photos with the four personality types and answer the question.

2a, 2b | p. 67

Teacher: ask students if they regularly take part in personality quizzes online or in magazines. Do they think such quizzes are an accurate measure of personality or simply good fun?

Students: do the personality quiz, asking for clarification of any words they don't understand. Write a list of adjectives describing personality.

3 | p. 67

Students: oral pairwork.

4 | p. 67

Students: individual written work, to be done in class or as homework.

Unit 7 Objectives

Grammar

Reported speech (1): reporting statements

Indefinite pronouns

each / every / each other

get used to / be used to doing

Functions

Reporting what people say

Talking generally

Talking about habits

Making requests and excuses

Vocabulary

Household chores

Crimes and criminals

Skills

Reading: four short reports of crimes

Listening: a radio report about crimes and young criminals in the UK

Speaking: discussing personal experiences and common crimes in your country

Writing: a letter describing being the victim of a crime

Skills for life

Vocabulary fields

Pronunciation

/g/ /k/

Presentation pp. 68–70

AUTHOR chat

Jodie and Ben enjoyed the club, but Ben's dancing left a lot to be desired. So when Nathan suggests that he and Jodie go dancing on their own, she accepts. Later in her email to her friend Poppy, she's not so sure she should have said yes. Reported speech is a challenging area for your students to cover, and we try to make the basics as approachable as possible. Jodie reports her conversation with Nathan exactly in the email so you and your students can clearly see the transfer into reported speech. However, do tell your students the commonest way for young people to report orally is usually: 'I was like...' 'She was like...'

Students move on to read about cultural differences and listen to Lizzy, an English student on a study trip to Italy talking about the cultural differences she encountered.

Warm up

- discuss one's own abilities and look at the photo in preparation to reading an episode; give or seek personal views and opinions in an informal discussion **B1**

1a | p. 68

Students: individual written work. Before writing the sentences, students read the *Word expander* to familiarise themselves with the structures and the vocabulary needed.

Word expander | p. 68

Teacher: write the three structures to be used with the three types of vocabulary on the board: adjective + noun referring to people; adjective + *-ing* form of the verb referring to the activity; *can* + base form of the verb of activity, for example:

I'm a good dancer.

I'm good at dancing.

I can dance well.

1b | p. 68

Students: oral groupwork which encourages awareness of one's own abilities through comparison with others'.

2 | p. 68

Teacher: Before reading and listening to the sixth episode of *On the road*, answer the questions and discuss.

Students: class discussion.

Answers

- 1 They are in Texas.
- 2 They look relaxed and happy.

Comprehension

- understand the plot of a clearly structured story and recognise what the most important episodes and events are and what is significant about them **B1**



3 | p. 68

Teacher: Read the questions first so that you know what you have to watch out for. Now read and listen to the story. After listening and reading, check understanding of key words and phrases, especially those listed in *Real talk*.

TRANSCRIPT SB 48

See Student's Book p. 69.

Answers

- 1 Yes, she did.
- 2 No, he isn't.
- 3 He films his friends with his camcorder.
- 4 He likes 70s disco music.
- 5 She said that her favourite 70s band was the *Pet Shop Boys*, but they are an 80s band.
- 6 He wants to go to a dance club with Jodie.

Real talk | p. 69

Teacher: focus on the words and phrases in *Real talk* and help students to translate them into their own language:
kind of
silly me!
make a fool of yourself
Whoops!

 **Real talk Unit 7**

1
Students: read and complete the dialogue, choosing the correct phrases.

- Answers**
- 1 kind of
 - 2 a fool of myself
 - 3 Whoops
 - 4 silly me

2
Students: listen to the recording. Practise reading the dialogue and acting it out.

TRANSCRIPT 

MEG Sally, do you remember that guy we met at the beach last year? The one who goes to Cranford High?

SALLY Yes. The one you ¹*kind of* fancied?

MEG Exactly! Well. I saw him yesterday and I think I made ²*a fool of myself*.

SALLY How?

MEG First, I dropped all my books. Then I called him the wrong name. Then I went bright red...

SALLY ³*Whoops!* Not so cool.

MEG Yeah, ⁴*silly me*. He probably thinks I'm a complete fool.

Reporting what people say

- learn to use reported speech after *said* in order to report someone's words

4a | p. 68

Students: read and translate the examples in the section *Reported speech (1): reporting statements*. Then they complete the table.
Teacher: help students master this point of grammar by introducing the rules on p. 71. Focus especially on the table with tenses transformation which will help students to do exercises 5 and 6 on p. 68.

Answers

- 1 wanted
- 2 present
- 3 have

4b | p. 68

Students: identify examples of direct and reported speech in the story.

Answers

Direct speech: all sentences in the dialogue.
 Reported speech: almost all sentences in the email.

5 | p. 68

Students: individual written work.

Answers

- 2 He said, 'I'm 19.'
- 3 They said, 'We're hungry.'
- 4 I said, 'I want to stay up longer.'
- 5 We said, 'We'll see a film.'
- 6 You said, 'I've been to New York.'

6 | p. 68

Students: individual written work.

Answers

- 2 He said that he had already finished his homework.
- 3 I said that she had eaten a sandwich and a yoghurt for lunch.
- 4 They said that they wanted to play tennis at the weekend.
- 5 He said that I had to buy a ticket before I got on the bus.
- 6 They said that they were walking to Ethan's house.

 **Fast finishers**

Teacher: ask students to write two more sentences reporting what Nathan and Jodie talked about.

Talking generally CLIL

Citizenship: raise awareness of people's different ways of behaving in different countries and assess the importance of this awareness for communication purposes

- guess the meaning of single unknown words from the context **B1**; give or seek personal views and opinions in an informal discussion **B1**

7 | p. 70

Students: reading activity, followed by written work.

Possible answers

Italians chat at an average distance of 80cm.
 The French touch much more than Americans.
 The Chinese don't use their hands while talking, they don't bite their nails or put their hands to their mouths.
 Japanese people blow their nose with a tissue and throw it away at once.
 In India people don't give gifts or pass things to people with their left hand, and do not point with their index finger.

French people keep their hands on the table during meals.
 In Muslim countries people don't show the soles of their feet.
 In Brazil it is very rude to hold the thumb and index finger in a circle, whilst in the USA this gesture means 'OK'.

8 | p. 70

Students: oral groupwork.

Teacher: write on the board other cultural differences students may mention.

9 | p. 70

Students: read the rules in the *Indefinite pronouns* section and underline examples in the article.

Teacher: refer students to p. 71 for a full explanation of the indefinite pronouns.

Answers

Everywhere in the world there are different ways of behaving.
 And everything we say and do when we meet someone expresses our cultural background. So if you want to get on with someone from another culture it helps to understand something about these differences...
 ...English young people talk to each other at an average distance of 130cm...
 ...And French young people touch each other much more than Americans.
 ...No one bites their nails or puts their hands to their mouths.
 ...No one uses a handkerchief in public. Anyone blowing their nose uses a tissue and throws it away at once.
 ...Pointing somewhere with your index finger is considered rude.
 ...Everyone keeps their hands on the table during meals.
 ...Avoid showing the soles of your feet to anyone.
 ...If someone holds their thumb and index finger in a circle it is very rude.

Talking about habits

- understand the main points of radio news bulletins and simpler recorded material on topics of personal interest **B1**



10 | p. 70

Students: read the rules in the section *get used to / be used to doing* and listen to the radio programme in order to find examples of these constructions.

TRANSCRIPT AND ANSWERS SB 49

Presenter Hi and welcome to *Campus stories* – the weekly programme about you and your lives. So, we are interviewing students who have just come back from their exchange trip. Today we've got Lizzy here in the studio. Hi, Lizzy.

Lizzy Hi!

Presenter Welcome back to Stanfield College. Tell us about your trip.

Lizzy Well, I went to Padova in the north of Italy for three months. It was the autumn semester.

Presenter Did you enjoy it?

Lizzy I loved it. It was so brilliant. I've made great friends and I loved Italy. I was staying in a family. They were great.

Presenter Was it easy to fit in?

Lizzy Well... I found some things a bit different. For example, I normally have cereal for breakfast. But in Italy lots of people have pastries or biscuits and coffee. Actually, I got used to having my breakfast in a bar. A cappuccino and a pastry. I miss it now.

Presenter Was there anything else that you noticed?

Lizzy Well, I'm used to wearing sweatshirts and trainers. But Italians take more care of what they look like – even the students. I bought some new clothes, I tried, but I never got used to worrying about my clothes! And eating... um eating times... the time of the evening meal. *(laughs)*
 It's difficult now I'm back home because I've got used to eating late. I prefer it. And I got used to eating pasta! I love it.

Presenter Is there anything you really miss about Italy, Lizzy?

Lizzy Apart from all my Italian friends? Yeah... I miss the coffee. I've got used to drinking espresso coffee. And it's not the same back here in the USA. It's too watery here.

Presenter Was there anything you never got used to?

Lizzy Well, I never got used to the crowded buses! And I never got used to the way people cross roads. It seems so dangerous!

Presenter Would you recommend your experience?

Lizzy One hundred per cent. Living in a foreign culture is an incredible experience. You grow up. You understand another culture. You learn another way of living. Another point of view. *(laughs)*

Presenter Thanks Lizzy for telling us about your trip. Glad you enjoyed it.

11 | p. 70 towards B1 Preliminary Listening

Part 3

Students: listen to the radio programme again and complete the sentences with the listed words.

Answers

- breakfast
- trainers, clothes
- late, pasta
- coffee
- buses
- roads

Get the grammar p. 71

Workbook Unit 7

Grammar reference, Grammar exercises

Reported speech (1): reporting statements

1 | p. 71

Students: read the rules, translate the examples and complete the table.

Answers

- 1 was
- 2 would

2 | p. 71

Answers

- 1 Amber said that Claire was fixing the computer.
- 2 Jonathan said that his brother had lent him his skateboard.
- 3 Seb said that it had been the best concert ever.
- 4 Rachel said that Erin had taken her last chocolate.
- 5 Jessica said that they could help me with my work.
- 6 Lothar said that he would phone Henri after supper.

Indefinite pronouns

3 | p. 71

Students: read and translate the examples. Then they focus on the table and complete the rules.

Answers

- 1 any
- 2 some

4 | p. 71

Answers

- 1 anything
- 2 somewhere
- 3 anything
- 4 all
- 5 anywhere
- 6 nothing

each, every, each other

5 | p. 71

Students: complete the rules and translate the examples.

Answers

- singular

6 | p. 71

Answers

- 1 every
- 2 Each
- 3 each / every
- 4 each / every

 → WB Unit 7

Teacher: assign the exercises in the Workbook Unit 7 as homework. Draw the students' attention to the grammar exercises available in e-book+.

Real communication

pp. 72–73

Family life

AUTHOR chat

Family life is about negotiation and discussion, and young people find that they are often in disagreement with their parents as they start to stretch their wings and become more independent. Conflicts often revolve around how much everyone helps in the home and parental attitudes to freedom.

In this lesson, Chris and Sharon get out of household chores and confront their parents about typical teen issues, after which students role play parent–teenager arguments. Students then go on to compare family relationships with those in their own countries.

 **File**

Teacher: focus on the structures introduced in the *File* on p. 72 to express the functions of requesting and agreeing, asking for and giving an explanation, making excuses, reacting with exclamations.

Vocabulary: household chores

- learn vocabulary related to household chores

 1 | p. 72

Students: matching to be done individually or in pairs.

Teacher: play the recording for students to check answers and to repeat.

TRANSCRIPT AND ANSWERS SB 50

- a water the plants
- b sweep the floor
- c vacuum the house
- d take the rubbish out
- e clean the car
- f lay the table
- g tidy your room
- h clear the table
- i do the washing-up
- j make the bed
- k load the dishwasher
- l do the ironing
- m empty the washing machine
- n clean the windows
- o hang the washing out

Making requests and excuses

- generally follow the main points of extended discussion around me **B1**; express myself reasonably accurately in familiar, predictable situations **B1**



2a | p. 73

Teacher: as a pre-listening activity ask students to read the table. Point out that the verbs are past participles, so presumably the present perfect will be used in the recording.

TRANSCRIPT SB 51

- MUM** Chris, can you explain why you haven't tidied your room yet?
- CHRIS** No, Mum. The thing is, I was too busy doing my homework to do it.
- MUM** Well, what about the vacuuming in the living room? It's your turn.
- CHRIS** Yeah, yeah. I did it yesterday. Don't you remember?
- MUM** Did you? Anyway I told you to take the rubbish out, too. How many times do I have to tell you!
- CHRIS** I can't at the moment. I'm writing this email. Can't it wait?
- MUM** No, it can't. You're hopeless. Will you take the rubbish out now!
- CHRIS** Oh, all right. If you insist.
- DAD** Sharon!
- SHARON** Yeah!
- DAD** Will you come down here! It's the fourth time I've asked you!
- SHARON** Coming!... What is it?
- DAD** I want you to do the washing-up this minute.
- SHARON** Oh, Dad! Why is it that you never ask Chris to do it! I'm getting ready to go out. I don't have time.

DAD I don't want any arguments. Just do it. And while we're on the subject, have you emptied the washing machine? Last time I looked all your clothes were still in it.

SHARON Yes, I have actually. Why don't you go and look? Look, I'm in a hurry, Dad.

DAD Hang on. Do you want your pocket money this week before you go out?

SHARON Yes, I do. But... Dad... I'll ruin my clothes. I'll do it later.

DAD If you don't do the washing-up before you go you won't get any pocket money, and that's final!

SHARON Dad, that's not fair.

Answers

	Chris	Sharon
tidied your room	X	
done the washing-up		X
vacuumed the living room	✓	
emptied the washing machine		✓
taken the rubbish out	X	

2b | p. 73

Teacher: Read the excuses. Then listen again and find out who said what.

Students: listen and identify.

TRANSCRIPT SB 51

See transcript in exercise 2a.

Answers

1 Sharon 2 Chris 3 Chris 4 Sharon

2c | p. 73

Teacher: Read the sentences first. Can you guess the missing word? Now listen to the same conversations again and complete the sentences.

Students: listen and identify.

TRANSCRIPT SB 52

See transcript in exercise 2a.

Answers

1 explain 4 come
2 times 5 want
3 take 6 don't

Word expander | p. 73

Teacher: focus on the structure 'verb + object + infinitive (to + base form)'. Elicit one sentence for each verb, e.g. *He helped me to revise Maths.*

Mum expects you to clear the table.

They are teaching us to ski.

He got his little brother to tidy the room.

Sheila invited me to talk at the conference.

Jane wants us to take her on holiday.

Then focus on the structure 'make / let + object + base form' and ask students to read and translate the examples.

3 | p. 73

Students: in pairs, students have an imaginary discussion between a parent and a teenager regarding household chores.

4 | p. 73 towards B1 Preliminary Speaking Part 1, Trinity ISE I Interview (Conversation phase)

Students: use the phrases in the boxes to discuss the obligations they have in their house (*they make me + base form*) and the permissions their parents give them (*they let me + base form*).

Teacher: point out the example which has another case of a verb followed by object + infinitive: *they trust me to take responsibility for it*.

5a | p. 73

Students: read the sentences and guess which permissions Chris and Sharon will get from their parents.



5b | p. 73

Teacher: explain to students that they will hear four conversations: Chris talking to his mum, then to his dad, Sharon talking to her mum, then to her dad. Play the recording twice to allow students to do the task and then to check answers.

TRANSCRIPT SB 52

1

- CHRIS** Mum...
- MUM** Yes, Chris?
- CHRIS** I'd really like to go to Spain this summer.
- MUM** Well, we're thinking of going abroad, we could go to Spain.
- CHRIS** Er, what I mean is, Mum, I want to go with my mates.
- MUM** With your friends?
- CHRIS** Yeah, Damian's got a camper van and we want to drive down to Spain through France...
- MUM** Why is it you always want to do things with your friends and not with your family?
- CHRIS** It isn't that, Mum, it's just that this'll be my only chance to go away with my mates before university...
- MUM** Mmm. I'll have to speak to your father.
- CHRIS** Yeah...
- MUM** But I'm sure it'll be OK.
- CHRIS** Thanks, Mum.

2

- CHRIS** Dad...
- DAD** Yes, Chris?
- CHRIS** I'd like to dye my hair.

- DAD** Really? Why's that?
- CHRIS** Well, I'm going to a gig tomorrow and I'd like to look a bit different.

DAD I suppose that'll be OK. What colour do you want to dye it?

CHRIS Red.

DAD Red? Absolutely not.

CHRIS But you said that it was OK.

DAD What I'm saying is, you can dye your hair brown, or black, but you can't dye it red.

CHRIS How come? You dyed your hair red when you were at school.

DAD No, I didn't.

CHRIS Yes, you did! I've seen the photos. You wanted to look like David Bowie.

DAD Look, Chris, we're seeing your grandparents on Saturday and you're not going to their house with red hair!

CHRIS That is so unfair!

3

SHARON Hey, Mum.

MUM Yes, Sharon?

SHARON I've just found this amazing book on the internet. It's all about ecology and the environment and stuff and it's exactly what I need for my school project.

MUM How much is it?

SHARON It's only £20.

MUM So why don't you buy it?

SHARON Brilliant. I just want you to lend me your credit card...

MUM My credit card?

SHARON Yeah, so I can buy it over the internet.

MUM You can't use my card.

SHARON But you said I could buy it now.

MUM That isn't what I said. I said that you could buy it from a shop.

SHARON I don't understand this. It's so easy this way! Can you explain why I can't buy it online but it's OK to buy it in a shop?

MUM Because I don't want to give my credit card number over the internet. I don't think it's safe. So if you want to buy the book in town, I'll give you the money. It's up to you.

SHARON I don't want the stupid book anyway.

4

SHARON Hey, Dad.

DAD Hi, Sharon.

SHARON Dad, you know how you like Atomic Kitten, and Madonna, and Britney...

- DAD** Why, do you want me to buy you a CD?
- SHARON** Not exactly.
- DAD** Then what is it?
- SHARON** Well, they all look really cute, don't they?
- DAD** Er... yes.
- SHARON** And they wear great clothes and stuff...
- DAD** What's all this about?
- SHARON** Well, I want to have a lip stud.
- DAD** Why is it that you kids always want to change the way you look?
- SHARON** It's not that, Dad.
- DAD** You look perfectly nice the way you are.
- SHARON** It's just a lip stud, Dad. It's not like I want to dye my hair red or anything. And it's only small. You can hardly see it. Come on, Dad. Let me have a lip stud. Please?
- DAD** OK.
- SHARON** Really?
- DAD** Really.
- SHARON** Oh, thanks, Dad! You're a star!

Answers

- ? drive to Spain with his mates in a camper van.
- X dye his hair red.
- X buy a book from the internet.
- ✓ have stud put in her lip.

Extra

Reported speech. Dictate the questions below. Then let the students listen to Chris's two conversations with his parents again, telling them to take notes. After listening the students write out full answers in reported speech. Each answer must begin with *Chris said, She said, He said, Dad said* or *He wanted to know*.

- Where does Chris want to go on holiday?
- Who does he want to go with?
- How do they want to travel?
- Does his mother give him permission?
- Why does Chris want to dye his hair?
- What did his dad want to know?
- What did his dad want to look like when he was young?
- Why did his dad forbid him to dye his hair red?

Possible answers

- He said that he wanted to go to Spain.
- He said he wanted to go with his friends.
- He said they wanted to drive down to Spain through France.
- She said she would have to speak to his father.
- He said that he was going to a gig and wanted to look a bit different.
- He wanted to know what colour Chris wanted to dye his hair.
- Chris said that his dad wanted to look like David Bowie.
- Dad said they were seeing the grandparents on Saturday and Chris wasn't going to their house with red hair.

6 Get into culture | p. 73

Teacher: ask students to read the article out loud and to discuss answers to the two questions.

Students: read and discuss all together.

Answers

Students' own answers.

Random Fact | p. 73

Teacher: ask students to read the *Random Fact* at the bottom of p. 73. Elicit a comparison with family life in their own country.

Real communication Unit 7

1

Students: read and complete the dialogue, choosing the correct words.

Answers

- | | |
|--------|---------|
| 1 like | 5 Will |
| 2 fair | 6 fault |
| 3 why | 7 later |
| 4 true | 8 Sure |

2

Students: listen to the recording. Practise reading the dialogue and acting it out.

TRANSCRIPT

- MUM** So, it's a holiday tomorrow, Lina. I'd ¹like you to do some housework, OK?
- LINA** Oh, Mum! It's not ²fair! I get one day off and you tell me to work!
- MUM** Lina, ³why is it that everything is too much for you?
- LINA** That just isn't ⁴true. I do lots of things around the house.
- MUM** Well, I'm only asking you to help a bit tomorrow. ⁵Will you do it?
- LINA** All right. But I want to finish by eleven.
- MUM** Why?
- LINA** Rob's asked me to go shopping with him.
- MUM** It's not my ⁶fault if you plan things and don't tell me about them, is it?
- LINA** No, Mum. But if I haven't finished before eleven, I'll do the rest of the cleaning ⁷later. OK?
- MUM** ⁸Sure. Don't come home too late though.

Real skills pp. 74–75

Crime victims

AUTHOR chat

This lesson aims to give a real life snapshot of a major problem in today's society. Many people at some point in their lives are victims of burglary, mugging or pickpocketing. In this lesson students read an article giving six different people's experiences of everyday crimes, and listen to information about youth criminal behaviour. They then go on to discuss crime in their own countries and write an account of an imagined event.


Vocabulary: crimes and criminals

- learn vocabulary related to crimes and criminals

 **1a | p. 75**

Teacher: focus on the vocabulary list and ask students to match the words to the definitions, without translating them.

Students: matching task followed by listening to check answers.

TRANSCRIPT AND ANSWERS  SB 53

- 1 j pickpocketing is stealing things from people in public places
- 2 e fraud is stealing money by a trick or by lying
- 3 f joyriding is stealing a car and driving it at high speeds
- 4 h shoplifting is stealing from a shop
- 5 i mugging is attacking a person and stealing their money or valuables
- 6 b theft is stealing from a person or a place
- 7 d murder is the deliberate and illegal killing of a person
- 8 c burglary is stealing from a house or other building
- 9 a vandalism is deliberate damaging of public property
- 10 g blackmail is taking money from someone by threatening to reveal a secret

1b | p. 75

Students: vocabulary development. Students form nouns indicating 'agents', people doing actions.

Teacher: explain what a suffix is (letters added at the end of a word to make a new word), and remind students that *-er* is the most common suffix for people doing actions.

Answers

3 joyrider	7 murderer
4 shoplifter	8 burglar
5 mugger	9 vandal
6 thief	10 blackmailer

1c | p. 75

Teacher: start a class discussion about crime among young people.

Skills for life: Vocabulary fields

Teacher: Read the strategy in Skills for life and use it to identify the lexical area suggested by the questions before you listen to the recording. Remind students that it is important to use this strategy when they listen to a text without seeing it.

Reading CLIL

Citizenship: raise awareness of youth criminality and of the importance of correct intervention

- understand the plot of a clearly structured story and recognise what the most important episodes and events are and what is significant about them **B1**

2 | p. 75 towards B1 Preliminary Reading Part 2

Teacher: Use the skimming technique to find out what crime each story is about.

Students: quickly skim the six passages to pick out the crimes.

Answers

Ezra – mugging
 Taylor – pickpocketing
 Cecilia – burglary
 Peter and Liz – fraud
 Parker – joyriding

3 | p. 75

Teacher: Read the questions so that you know what you have to watch out for.

Students: read the article in detail and answer the questions.

Answers

- 1 He said that if Ezra didn't give them his mobile, they'd hurt him.
- 2 He apologised and asked her if she was all right.
- 3 Because her flat was a complete mess and there was stuff all over the carpet.
- 4 They blocked them, grabbed them and pushed them on the ground, took their wallet and purse and gave the girl a nasty cut on her arm.
- 5 He said that he was from the city council and that they had to pay £200 to have their windows repaired.
- 6 They said that kids were stealing a lot of cars in the area.

 **Fast finishers**

Teacher: ask students to choose one of the people in the article. Write a short paragraph about what happened in the 3rd person.

Random Fact | p. 75

Teacher: ask students to read the *Random Fact* at the bottom of p. 75 and to make a list of the emergency numbers used in their own country.

Listening

- understand the main points of radio news bulletins and simpler recorded material on topics of personal interest **B1**



4a | p. 75

Teacher: ask students to read *Skills for life* and check they understand the meaning of *crime, offenders, shoplifting, theft, victims*. They should then read the questions in exercise 4a, and make guesses before listening to the news bulletin. Ask them what they think a ‘hot product’ means (=an item most likely to be targeted by a thief)

Students: class discussion or individual written notes, followed by listening to the radio news bulletin to check the answers.

TRANSCRIPT SB 54

The latest UK crime figures contain some good news and some bad news on youth crime. In some ways, this is ‘Generation Sensible’ – statistics show that young people concentrate more on their studies than they used to and spend more time online. The result is that they are committing fewer crimes and there has been a decrease in the number of young offenders.

Last year, there were around 74,800 arrests of young people under the age of 18 for notifiable offences. This continues the long term downward trend, with the number of arrests falling by 79% in the past ten years. About 80% of these were boys and 20% were girls.

But the bad news is young people are also often the victims of crime and they also commit crimes against each other. The most common crime involving young people is being threatened or physically bullied. Last year, 24,000 children called the telephone counselling service Childline about bullying and cyberbullying. And 12 per cent of children aged 10 to 15 have been the victim of a crime. Of these crimes, 34% were hot product theft, including phones. And now for some lighter news ...

Answers

- 1 A description of young people who concentrate more on their studies and spending time online than on committing crime.
- 2 74,800.
- 3 80 per cent. / 20 per cent.
- 4 34 per cent.

4b | p. 75

Teacher: invite students to use the strategy they have just learnt: they should read the questions to familiarise themselves with the vocabulary.

Students: listen to the recording again and answer the questions.

TRANSCRIPT SB 54

See transcript in exercise 4a.

Answers

- 1 The number of arrests of young people under the age of 18.
- 2 12 per cent.
- 3 Being threatened or physically bullied.
- 4 24,000.

Extra

Dictation for comprehension. Dictate the following summary of the radio programme that the students have just listened to. Dictate each full sentence twice, at normal speed. Explain that this is a dictation to get used to listening and to check comprehension, so it is important to write complete sentences even if there are some spelling errors. Write the numbers 79, 10, 24,000 and 12 on the board and explain that these are the figures mentioned in the dictation.

Dictation text:

There is some good news and bad news in the latest statistics on youth crime.

Young people are committing fewer crimes because they are spending more time on their studies or online.

There has been a fall of 79 per cent in the number of arrests of young people in the last ten years.

Boys are much more likely to commit crimes than girls.

The bad news is that young people are often the victim of crime and they are also committing crimes against each other.

The main crime amongst young people is threatening behaviour or physical bullying.

24,000 children called a telephone counselling service about bullying or cyberbullying last year.

12 per cent of children have been the victim of a crime.

Pronunciation: /g/ /k/

- practise identifying two consonant sounds



5a | p. 75

Students: listen and repeat all together.

Teacher: check understanding of the listed words.

TRANSCRIPT SB 55

See Student's Book p. 75.



5b | p. 75

Students: check the meaning of the words and say them out loud.

Teacher: play the recording so that students can identify which word is being used. Then play it again to practise repetition.

TRANSCRIPT AND ANSWERS SB 56

- 1 The criminal bought a first **class** plane ticket.
- 2 Oh no, I've lost my **gold** watch!
- 3 She took the money and put it in her **bag**.
- 4 The police inspector looked for a **clue**.

Speaking

- give detailed accounts of experiences, describing feelings and reactions **B1**

6 | p. 75

Students: oral groupwork.

Teacher: continue the discussion which you started in exercise 1c about crime among young people, with specific reference to the students' own country.

Writing

- write personal letters to friends or acquaintances asking for or giving them news and narrating events **B1**

7 | p. 75 towards **B1 Preliminary Writing Part 3,**

Trinity ISE I Portfolio

Students: individual written work.

Teacher: help students to make notes on a real or imagined crime story (e.g. an event in the news). Then assign the composition to be done in class or as homework.

 **Cyber Homework Unit 7**

 **Test: Unit 7 Test**

Unit 8

Family and friends

Unit 8 Objectives

Grammar

Reported speech (2): reported questions
Reporting verbs

Functions

Reporting what someone asked
Reporting purpose
Talking about pet hates

Vocabulary

Expressing feelings
Describing people

Skills

Listening: three people describing their best friend's physical appearance and character
Reading: a survey about friendship
Speaking: discussing best friends, activities with friends, the most important qualities in a friendship
Writing: an essay describing a best friend

Skills for life

Improving your writing skills

Pronunciation

/ð/ /θ/

Presentation pp. 76–78

AUTHOR chat

Continuing work on reported speech, students learn how to report questions. After Jodie tells Ben that she is worried about her friendship with Emma, she then writes an email to Poppy reporting the conversation. The lesson concludes with a focus on the most common reporting verbs with a look at some simple text messages.

While your students are mastering reported speech they are also reviewing and revising all the basic tenses that they have studied so far – it's a useful exercise. It helps them to shift easily from tense to tense but also develop a sense of the underlying framework of English. Don't expect miracles – reported speech takes time to acquire. But luckily in spoken English it is usually possible to communicate effectively using direct speech when in doubt.

Warm up

- recall some events from the *On the road* story

1 | p. 76

Students: oral pairwork. Students should try to answer first, then they can check the story on p. 69.

Answers

- Jodie and Ben
- 70s disco music
- Jodie

Comprehension

- understand the plot of a clearly structured story and recognise what the most important episodes and events are and what is significant about them **B1**

2 | p. 76

Teacher: *In this episode Jodie has a confidential talk with her brother. What do you think she talks about? Read and listen to their conversation.*

TRANSCRIPT SB 57
See Student's Book p. 77.

Answers

- F (He thinks she looks a bit depressed.)
- T
- T
- F (She's sad because Emma likes Nathan a lot.)
- F (He only jokes about it.)
- T

Real talk | p. 77

Teacher: focus on the words and phrases in *Real talk* and help students to translate them into their own language:
A penny for your thoughts.
Hold it right there!
Get out of here!
Ha ha!
(have a) heart-to-heart

Real talk Unit 8

1

Students: read and complete the dialogue, choosing four out of the five listed phrases.

Answers

- A penny for your thoughts
- heart-to-heart
- Hold it right there
- Ha ha

2

Students: listen to the recording. Practise reading the dialogue and acting it out.

TRANSCRIPT 🗣️

LOUISE Hi, Dan. What's up? ¹A penny for your thoughts.

DANIEL I'm not really in the mood for a ²heart-to-heart.

LOUISE Oh, come on. What's the matter? Is it Kristen?

DANIEL ³Hold it right there! I don't want to talk about her.

LOUISE OK, OK. Let's talk about the weather.

DANIEL ⁴Ha ha!

LOUISE I'm not joking. I think it's going to rain.

**3 | p. 76**

Teacher: Read the questions first, then listen and read what Jodie wrote to Poppy.

TRANSCRIPT 🗣️ SB 58

See Student's Book p. 76.

Answers

- 1 She isn't sure that it was a good idea.
- 2 Because she looked a bit depressed.
- 3 She told him she liked Nathan.
- 4 Students' own answers.

Reporting what someone asked

- learn how to express a question in reported speech

4 | p. 76

Students: read and translate the examples in the section *Reported speech (2): reported questions*.

Teacher: point out the main elements in transforming a direct question into an indirect one (moving the subject in front of the verb, changing the tenses).

5 | p. 76

Students: individual written work.

Answers

- 2 Finlay asked me if I would meet him the next day.
- 3 Rosa asked Alon if he had finished his work.
- 4 My brother asked me if he could borrow my bicycle.
- 5 We asked them if they had just called us.
- 6 She asked Keren if her brother had enjoyed the firework party.

6 | p. 76

Students: individual written work.

Answers

- 2 ...what he thought about global warming.
- 3 ...what he had in his bag.
- 4 ...where I would go on Friday night.
- 5 ...why I was laughing at her.
- 6 ...when I was going to my piano lesson.

**7 | p. 76**

Teacher: You are going to listen to six questions someone asked you at a party. Make notes, then change the questions to reported speech.

Students: individual written work.

TRANSCRIPT 🗣️ SB 59

- 1 So, where do you live?
- 2 Did you come here by car?
- 3 Are you enjoying the party?
- 4 What are you doing tomorrow?
- 5 How old is your sister?
- 6 Have you finished your drink?

Answers

- 2 He asked me if I had come there by car.
- 3 He asked me if I was enjoying the party.
- 4 He asked me what I was doing the next day.
- 5 He asked me how old my sister was.
- 6 He asked me if I had finished my drink.

Reporting purpose

- reporting the general gist, the aim or the intention

8 | p. 78

Teacher: You're going to read six text messages and how they are reported. Note that the reporting verb used in each case expresses the attitude of the speaker and their purpose.

Answers

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

9 | p. 78

Students: individual written work.

Answers

- 1 u = you
- 2 4 = for
- 3 ur = your
- 4 @ = at
- 5 Pls = Please
- 6 Thx = Thanks

10 | p. 78

Students: complete the table in the section *Reporting verbs*, after reading the sentences in exercise 8 again.

Answers

- 1 suggest
- 2 ask
- 3 threaten
- 4 apologise
- 5 accuse
- 6 deny

Unit 8

11 | p. 78

Teacher: Read the sentences and express your personal opinion.

Students: oral discussion in pairs.

Fast finishers

Teacher: ask students to choose two situations in exercise 11. Write what the people say in direct speech.

Get the grammar p. 79

Workbook Unit 8

Grammar reference, Grammar exercises

Reported speech (2): reported questions

1 | p. 79

Students: translate the examples and complete the rules.

Answers

- whether
- before

2 | p. 79

Answers

- 2 Bea asked Matt if his brother cycled to school.
- 3 Ryan asked Philip if he could borrow that book.
- 4 Freya asked Juliet if she was reading that magazine.
- 5 Sienna asked Kevin if he had seen the new Chris Pratt film.
- 6 Matteo asked Ali if she would give him a ring the next day.
- 7 Jing asked Mark if he could speak more slowly.
- 8 Maya asked Jake if his mother was a teacher.

3 | p. 79

Answers

- 2 Luz to Ben: 'Have you spent all your money?'
- 3 Felix to Renaldo: 'Are you going to watch the match on TV?'
- 4 Sam to me: 'Can you remember Murray's sister's name?'
- 5 Mimi to her mum: 'Can I go to Raul's party?'
- 6 Natalie to us: 'Are you working next weekend?'
- 7 Albie to his friend: 'Have you got a gym membership?'
- 8 Shira to Evan: 'Do you go to school by train?'

4 | p. 79

Students: translate the examples and complete the rule.

Answers

- before

5 | p. 79

Answers

- 1 Hans asked his brother what he wanted for breakfast.
- 2 Emma asked her dad where Guy lived.
- 3 Simon wanted to know why his sister was playing his guitar.
- 4 Coral asked her mum how she could study if the radio was so loud.
- 5 Wyatt wanted to know how long I would be away.
- 6 Chase asked Viktor who he was meeting the following Saturday.
- 7 Martha asked Jess how many people were in her class.
- 8 Polly wanted to know when my birthday was.

Reporting verbs

6 | p. 79

Students: translate the examples and read the rule.

7 | p. 79

Answers

- 2 I ordered the dog to come to me.
- 3 Mum told me to tidy my room.
- 4 She told him not to make so much noise.
- 5 The policeman warned us to watch out for pickpockets.
- 6 She asked the man to get her a sandwich.
- 7 The doctor advised her not to eat so much junk food.
- 8 Mum reminded me to phone my grandmother that evening.

→ WB Unit 8

Teacher: assign the exercises in the Workbook Unit 8 as homework. Draw the students' attention to the grammar exercises available in e-book+.

Real communication

pp. 80–81

Getting to know people

AUTHOR chat

In language learning there is a tendency to equate conversation with a dialogue – a question followed by an answer, and so on. But in reality speakers constantly engage with each other, give feedback, interact and express their feelings, using chunks of language and discourse routines. Language learners need these chunks as much as they need grammar and lexis. We need to keep the conversation going, disagree or elicit agreement, show we are listening and that we understand. In this lesson students learn ‘noises’ for expressing feelings in English. They then listen to two people talking about their likes and dislikes, and have a go at role playing two-minute conversations themselves!



File

Teacher: focus on the structures introduced in the *File* on p. 80 to express the functions of keeping the conversation going, expressing understanding, agreement or disagreement, getting a listener agreement, being vague.

Vocabulary: expressing feelings

- listen to some sounds and understand what feelings or emotions they express



1a | p. 80

Students: listen to the recording of the sounds while reading the list of words which express feelings.

Teacher: ask students to translate the words and elicit what sounds they use in their own language to express these feelings.

TRANSCRIPT SB 60

1 (relief)	Phew!
2 (surprise)	Oh!
3 (disapproval)	Tut tut.
4 (delicious)	Mmm!
5 (be quiet)	Sshh!
6 (disgust)	Yuk!
7 (sympathy)	Aahh.
8 (pain)	Ouch!

1b | p. 80

Students: individually or in pairs, match the emoticons with the feelings they convey.

Answers

Row 1: be quiet; delicious; disapproval

Row 2: disgust; pain; surprise

Row 3: relief; sympathy

Talking about pet hates

- generally follow the main points of extended discussion around me **B1**; start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest **B1**; keep a conversation going comprehensibly, but have to pause to plan and correct what I am saying **B1**

2a | p. 80

Teacher: explain the meaning of *pet hates* (things for which we have a strong dislike). Then do the activity with the whole class. *Read the words out loud and say what attitude they express.*

Answers

- negative
- negative
- negative
- negative
- neutral
- negative
- positive
- neutral
- negative

2b | p. 80

Teacher: ask students to use each expression from exercise 2a and make a statement which is true for them.

Students: oral pairwork.



3a | p. 80 towards B1 Preliminary Listening

Part 3

Teacher: Listen to Mel and Robert talking about what they like and what they hate. Copy the table in your exercise books and make notes.

Students: listen and complete the table.

TRANSCRIPT SB 61

MEL	So, tell me, what music don't you like?
ROBERT	Well, I can't stand rap.
MEL	What?
ROBERT	It's so boring and repetitive.
MEL	Rubbish! Rap's brilliant.
ROBERT	Yeah, well... I love heavy metal. That's the best music there is.
MEL	No way! I loathe heavy metal. It's just an awful noise.
ROBERT	OK, which actor don't you like?
MEL	Oh, I can never remember their names. There's this American actor...

ROBERT Uh huh.

MEL Yeah, he was in *Taxi Driver*...

ROBERT Do you mean Robert De Niro?

MEL That's him! I can't stand him. He's always the same in every film. What about you?

ROBERT Well, I really don't like Keanu Reeves – I mean, he's good looking, but he's a useless actor. Do you agree?

MEL I guess so... but I quite fancy him!

ROBERT So what about sport?

MEL Well... I don't like football.

ROBERT I see, but you're a girl.

MEL That's got nothing to do with it. I mean, I love rugby.

ROBERT Right! So do I. The sport I loathe is tennis. I've tried to play it a few times... but I just can't hit the ball.

MEL Well, I think it's easy. And TV?

ROBERT I hate soap operas.

MEL Too right!

ROBERT I sort of watch TV for fun, really.

MEL Sure...

ROBERT ...You know? The comedy programmes.

MEL Yeah, I like them, too. What food and drink don't you like?

ROBERT That's easy. I don't like fish. Maybe it's the smell, or the bones... do you know what I mean?

MEL Yeah, but I like it. I can't stand cheese, and especially blue cheese...

ROBERT Mmm...

MEL Yeah, I hate... gorgonzola. It makes me feel sick. It's funny, because I like milk and stuff.

ROBERT Do you find any habits irritating?

MEL Yeah. I hate people leaving the top off the toothpaste. It drives me crazy! Do you agree?

ROBERT Absolutely! But for me, the worst is... leaving the computer on at home. It always makes that noise... and there's the light from the screen... I can't stand it. It feels like I'm still in the office.

MEL True. Gosh, I'm hungry. Do you fancy going for a meal?

ROBERT Brilliant. But no cheese for you...

MEL And no fish for you!

Answers

	Robert		Mel	
	<i>hates</i>	<i>likes</i>	<i>hates</i>	<i>likes</i>
music	rap	heavy metal	heavy metal	rap
actors	Keanu Reeves	Robert De Niro	Keanu Reeves	
sport	tennis	rugby	football	rugby
TV programmes	soap operas	comedy programmes	soap operas	comedy programmes
food and drink	fish		blue cheese	fish, milk
irritating habits	leaving the computer on at home		people leaving the top off the toothpaste	

3b | p. 80

Teacher: play the recording again.

Students: tick the expressions they hear from exercise 2a to describe their preferences.

TRANSCRIPT SB 61

See transcript in exercise 3a.

Answers

- 2 I love
- 3 I can't stand
- 4 I really don't like
- 5 I don't like
- 6 I love
- 7 I loathe
- 8 I hate
- 9 I like
- 10 I don't like
- 11 I can't stand
- 12 I hate
- 13 I hate
- 14 The worst is

3c | p. 80

Teacher: ask students to start a discussion along the same lines as the dialogue between Robert and Mel, using the expressions in exercise 3b.

Students: oral groupwork.

Fast finishers

Teacher: ask students to write as much as they can remember about the conversation between Robert and Mel. Then listen again and check.

4a | p. 81

Teacher: Look back at the expressions in the File and then go through the questions with your partner, using the phrases to keep the conversation going and exchange opinions.

4b | p. 81

Students: class discussion, each person reporting back on the opinions and experiences of his / her partner.

5 | p. 81

Teacher: in class or for homework, set this activity as an individual writing task.

Students: write full answers to the questions in exercise 4a.

 Real communication Unit 8

1

Students: read and complete the dialogue, choosing the correct option, a, b or c.

Answers

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

2

Students: listen to the recording. Practise reading the dialogue and acting it out.

TRANSCRIPT 

CINDY You come from Los Angeles, don't you? What's it like there?

DEBBIE It's OK. But it's ¹sort of too big. You need a car to go everywhere.

CINDY I ²see. But you get to see famous film stars sometimes, I bet!

DEBBIE Yeah, but it's difficult to talk to them, if you know what ³I mean.

CINDY ⁴Sure. But the restaurants and bars are great there, aren't they?

DEBBIE Oh, ⁵absolutely! You can eat anything, any time. My favourite is Vietnamese cooking.

CINDY ⁶Really? I've never tried that.

DEBBIE But the real problem with Los Angeles is that it's so expensive. That's why we came back here to live. We just couldn't afford it.

CINDY What a ⁷shame! But maybe you'll go back there in the future. To work or something?

DEBBIE ⁸Right. I'll go back next summer and work in a bar or café. Do you want to come?

CINDY No ⁹way! My parents won't let me.

Real skills pp. 82–83

Friendship

AUTHOR chat

Friendship is important for everyone but as the years unfold, and young people become more independent from their parents, the close emotional relationships tend to be with their peers. They seek understanding, support and guidance more from friends than from family. This lesson allows students to explore the theme of friendship through an interactive questionnaire while reviewing the language of describing physical appearance and personality.

Reading and speaking

- understand the main points in short newspaper articles about current and familiar topics **B1**; guess the meaning of single unknown words from the context **B1**; give or seek personal views and opinions in an informal discussion **B1**

1a | p. 83

Teacher: *Work in pairs. Read the quiz about friendship. Make sure you understand all the vocabulary, especially the quotes.*

Students: read and discuss in pairs.

1b | p. 83

Students: group discussion.

Vocabulary: describing people

- learn / revise vocabulary to describe appearance



2a | p. 83

Students: write the words in the correct category.

Teacher: play the recording to check answers.

TRANSCRIPT AND ANSWERS SB 62

build: heavy, slim, fat

hair: dyed, red, thick

face: round, oval

eyes: hazel, blue

2b | p. 83

Students: vocabulary development. Students add more words under each heading.

Teacher: check that items are appropriate to the group, check spelling and pronunciation.

Unit 8

Extra

Memorising vocabulary. Write the words from exercise 1 relating to the qualities of a friend on the board, putting them in alphabetical order to help to memorise them.

caring
cheerful
easy to talk to
fun to be with
funny
good-looking
honest
intelligent
keep a secret
loyal
pleased about my successes
similar interests
the same age
the same sex
understanding

Let the students look at them for ten to fifteen seconds, then rub them out. In pairs or in groups, the students have a competition to see who manages to write the highest number of them down.

Listening

- understand the main points of radio news bulletins and simpler recorded material on topics of personal interest **B1**



3 | p. 83

Teacher: You're going to hear three young people talking about their best friend. Write the correct words in the gaps.

Students: listen and complete the three forms.

TRANSCRIPT SB 63

NARRATOR 1

ERIN Who's your best friend, Debra?

DEBRA Oh, that's would be Charlotte. I don't see her much any more because her family moved to Scotland last year. We like to send each other emails once or twice a month, though, so we know what's going on in each other's lives.

ERIN What's she like then?

DEBRA Erm, well she's very bright! Very academic, you know, and hard-working.

ERIN Just like me. Ha ha! And what does she look like?

DEBRA She's got long, thick red hair, bright blue eyes and a very pale complexion.

ERIN She sounds very striking!

DEBRA Yes, and she's slim and tall, too.

NARRATOR 2

SAM How would you describe Ted?

TIM Ted, well, he's, um, he's got short blond hair, hazel eyes. He's not very tall, quite heavy – not fat, though, just a heavy build. He's very strong – does a lot of martial arts and likes to keep fit.

SAM And what about his personality?

TIM Oh well, he's very generous, impulsive. Honest, too. He can't lie about anything. But he's got a very short temper.

SAM Uh oh!

TIM Yup, when he gets angry, he really gets angry!

NARRATOR 3

LUCY Who's the girl in that photo, Gill?

GILL That's Rebecca! She was my best friend at college. She doesn't look like that now, though.

LUCY No?

GILL Nope. She's got very, very short hair, dyed pink and she's got a stud in her eyebrow.

LUCY Wow!

GILL Yup, she looks quite scary, which is funny because she's actually very sweet and shy.

Answers

CHARLOTTE

hair colour: **red**

eye colour: **blue**

build: slim and **tall**

personality: academic and **hard-working**

TED

hair colour: **blond**

eye colour: **hazel**

build: stocky but not **fat**

personality: generous, impulsive and **honest**, but with a short **temper**

REBECCA

hair colour: **pink**

personality: sweet and **shy**

Word expander | p. 83

Teacher: write the structure *like + to + base form* on the board and add some examples.

Explain that the suffix *-ship* is generally used to form abstract nouns. Ask students to read the listed nouns and elicit a few more, e.g. *citizenship, partnership, membership*. You can also add that in some words *-ship* is not a suffix but the word *ship* (boat), which generates compounds such as *spaceship, warship*.

Other abstract nouns suffixes are *-ness* (*happiness*), *-ity* (*possibility*), *-tion* (*intention*), *-ment* (*assessment*).

4 | p. 83

Students: oral pairwork.

Pronunciation: /ð/ /θ/

- practise identifying two consonant sounds



5a | p. 83

Teacher: make students aware of the difference between the first sound (*the*) which is 'voiced' and the second sound (*think*) which is 'voiceless'.

Students: listen and repeat all together.

TRANSCRIPT  SB 64
See Student's Book p. 83.



5b | p. 83

Students: read, listen and repeat all together.

TRANSCRIPT  SB 65
See Student's Book p. 83.

Writing

- write simple connected texts on a range of topics within my field of interest and express personal views and opinions **B1**

6 | p. 83 towards **B1 Preliminary Writing Part 3**,
Trinity ISE I Portfolio

Students: individual written work, to be done in class or as homework.

Skills for life: Improving your writing skills

Teacher: ask students to read the advice on preparing a piece of writing. Point out that these strategies are useful for any type of composition students have to write in English or in other school subjects.

 **Cyber Homework Unit 8**

 **Test: Unit 8 Test**

Units 7&8

Key grammar

File

1 | p. 84

Teacher: ask students to match each of the functions they have learned in Units 7 and 8 with an example and the grammar.

Answers

- Talking about habits
I'm used to this noise.
get used to / be used to doing something
- Reporting what someone asked
Ben asked if I wanted a coffee.
Reported questions
- Reporting speaker's purpose
He reminded me to bring my racquet.
Reporting verbs
- Reporting exact words
My mum said, 'Turn off your phone.'
Direct speech
- Referring to people, things or places
Someone left the door open.
Indefinite pronouns

Grammar review

2a | p. 85

Students: read the article and complete the gaps either with an indefinite pronoun (*some, any, every, no*) or an appropriate word.

Teacher: check comprehension of *bargain, no deal, observant, suspicious, plump, confess, distraction, scam*.

Answers

- | | | |
|-------|---------------|----------|
| 1 any | 8 some | 15 no |
| 2 had | 9 some | 16 every |
| 3 if | 10 that | 17 why |
| 4 to | 11 some | 18 was |
| 5 to | 12 him | 19 that |
| 6 no | 13 any / some | 20 not |
| 7 for | 14 had | 21 to |

2b | p. 85

Students: list all the reporting verbs used in the story.

Teacher: check comprehension of *bargain, no deal, observant, suspicious, plump, confess, distraction, scam*.

Answers

said, asked, offered, refused, suggested, told, shouted, thanked, confessed, wanted to know, explained, advised

3 | p. 85

Students: oral pairwork.

Answers

Students' own answers.

Fast finishers

Teacher: ask students to go online and find another crime news story to read.

Indefinite pronouns focus

4 | p. 85

Teachers: *You are going to write short stories together in pairs, with each of you writing one or two sentences and then swapping your pieces of paper with each other. Use a word from each of the boxes in each sentence.*

Students: written pairwork.

Answers

Students' own answers.

Investigating a story

5 | p. 85

Teachers: tell the students they are going to read a news report and pick out the relevant information to complete a Report form.

Students: individual written work.

Answers

Where: Macann & Wells, city centre
When: between 9pm and 11pm yesterday evening
Who: two people
What: theft of jewellery worth one million euros

6a, 6b, 6c | p. 85

Teachers: explain to students that they are going to role play the interviews between the police detectives and the suspects arrested in connection with the break-in reported in exercise 5. Run the game as outlined in the Student's Book, with students taking the roles of the suspects and the police officers.

Students: oral groupwork.

7 | p. 85

Teachers: encourage students to give feedback on their interviews in exercise 6c and suggest ways in which they can overcome their problem areas.

Fast finishers

Teacher: ask students to revise all the new words they have learned in Units 7 & 8.

Units 7&8

Language check

1 | p. 86

Answers

- 1 She said that she couldn't find her car keys.
- 2 He said that they had already seen that film at the cinema.
- 3 She said that she had visited her aunt the week before.
- 4 He asked if Sarah was working on her science project.
- 5 She asked why Yolanda had had to go out the night before.

2 | p. 86

Answers

- 1 b 2 a 3 c 4 a 5 d

3 | p. 86

Answers

- 1 do
- 2 clear
- 3 make
- 4 vacuum
- 5 hang

4 | p. 86

Answers

- 1 vandalism
- 2 shoplifting
- 3 murder
- 4 joyriding
- 5 burglary

5 | p. 86

Answers

- 1 want
- 2 asked
- 3 explain
- 4 thing
- 5 later
- 6 times
- 7 fair
- 8 make
- 9 let
- 10 like

6 | p. 86

Answers

Students' own answers.

→ Skills Book

Teachers: see p. 192 for teacher's notes, answer keys and transcripts.

 **Test: Units 7&8 Progress test**

Units 9&10

Student's Book pp. 87–106

Opener	p. 87
Unit 9	pp. 88–95
Unit 10	pp. 96–103
Key grammar	pp. 104–105
Language check	p. 106

Workbook pp. 53–64

Unit 9	pp. 53–57
Unit 10	pp. 58–63
CEFR descriptors	p. 64

Skills Book

Reading skills 9&10	p. 9
Listening skills 9&10	p. 16
Viewing skills 9&10	p. 23
Speaking skills 9&10	p. 30
Writing skills 9&10	p. 37
Word skills 9&10	p. 44
Extensive reading 7–9	pp. 50–51
CLIL Business	pp. 60–61

Testbuilder

Unit 9 Test
Unit 10 Test
Units 9&10 Progress test

Extra practice

Units 9&10: dictation, vocabulary, grammar, pronunciation

Objectives

Grammar

second conditional
wish + past simple
wish + *would*
defining relative clauses
third conditional
wish / *should have* / *ought to have*
adverbials

Functions and Communication

talking about imagined situations
having a job interview
talking about regrets
dealing with difficult situations
discussing soft skills

Vocabulary and Word expander

careers
word building
multi-word verbs

Pronunciation

/ɑː/ /æ/
/s/ /ʃ/

Skills for life

Using a dictionary (SB p. 95)
Improve your memory (SB p. 102)

Interculture

Part-time jobs (SB p. 93)
Saying sorry (SB p. 101)
Australia (SB pp. 152–153)

Units 9&10 CEFR competences

Listening

B1 generally follow the main points of extended discussion around me (pp. 93, 101)
B1 understand the main points of radio news bulletins and simpler recorded material on topics of personal interest (pp. 93, 95, 103)

Reading

B1 understand the main points in short newspaper articles about current and familiar topics (pp. 94, 95, 100, 102)
B1 read interviews in newspapers and magazines in which someone talks about experiences and regrets (pp. 97, 98)
B1 skim short texts, for example job adverts, and find relevant facts and information (p. 92)

Spoken interaction

B1 maintain a conversation or discussion on familiar topics (p. 93)
B1 give or seek personal views and opinions in an informal discussion with friends (pp. 94, 101, 103)

Spoken production

B1 describe dreams, hopes and regrets (p. 96)
B1 explain and give reasons for my plans, intentions and actions (p. 95)
B1 paraphrase short written passages in a simple fashion, using the original text wording and ordering (p. 103)

Language quality

B1 keep a conversation going comprehensibly, but have to pause to plan and correct what I am saying (p. 92)
B1 express myself reasonably accurately in familiar, predictable situations (p. 101)

Writing

B1 write simple connected texts on familiar topics and express personal views and opinions (p. 103)
B1 write simple texts about experiences or events, for example about an evening with the family (p. 95), about a disastrous day (p. 98)

Units 9&10 opener

AUTHOR chat

We can all develop and improve our thinking skills and in this opener students learn about how to think creatively. A series of fun activities is aimed at activating students' creative thinking and imaginations. There are no right answers, just creative answers! Be warned, you will need to check the answer to the activity in the article in the notes below. Try to help your students understand that the modern expression which means to think creatively – thinking outside the box – is also a clue to the dots puzzle!

- in preparation for the theme of these units, read an article, solve a problem using logic and do exercises on how to liberate our creativity

1 | p. 87

Students: read the article and creative thinking tips.

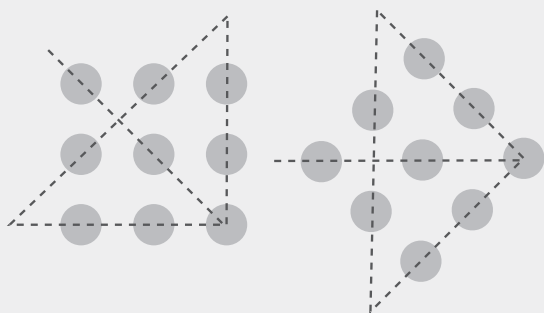
2a | p. 87

Students: do the four tasks in groups and make notes in order to report back to the class.

Teacher: check students' understanding of the task. Specify that the pencil cannot be lifted from the page during the task. Call some students to the board to draw their solutions.

Answers

Various solutions are possible, depending on the starting point. For example:



2b | p. 87

Students: each group chooses a spokesperson for each activity who will report the ideas of the group to the class.

Teacher: write the ideas on the board so that the class can vote for the best one.

Unit 9

Work

Unit 9 Objectives

Grammar

Second conditional
wish + past simple
wish + *would*
 Defining relative clauses

Functions

Talking about imagined situations
 Going for a job

Vocabulary

Careers

Skills

Reading: an article about market research
 Listening: an interview with a young market researcher
 Speaking: discussing what makes someone buy something
 Writing: a diary entry

Skills for life

Using a dictionary (2)

Pronunciation

/ɑː/ /æ/

Presentation pp. 88–90

AUTHOR chat

Jodie meets an old friend and he invites her to the summer camp where he is working. What will she do? In this lesson students study the second conditional and move on to think about the things, culture, places, qualities, people and achievements that make them what they are, and at the same time painlessly practise defining relative clauses.

Warm up

- predict the content of an episode by looking at the photos

1 | p. 88

Teacher: *You're going to listen and read Episode 8 of On the road. Do you remember who Jodie was talking to in the last episode? (She was talking to her brother.) What did she say about Nathan? (That she liked him a lot.) What are Nathan and Jodie doing now? (They're spending some time on their own and chatting.) Look at the photos and decide what's happening in each one.*

Answers

a 3 b 1 c 2

Comprehension

- gather essential information by listening to and reading an episode

2 | p. 88

Teacher: *Read the sentences first so that you know what you have to watch out for. Then read and listen to the story. After reading and listening, check understanding of key words and phrases, especially those listed in *Real talk*.*

Students: listening and reading, followed by oral work done in pairs or written work done individually.

TRANSCRIPT SB 66

See Student's Book p. 89.

Answers

- F (Nathan wishes the journey wouldn't end.)
- T
- F (Alex is working on a summer camp.)
- T
- F (Nathan suggests Jodie could get a bus to San Diego.)
- F (Jodie decides to stay with Nathan and the other friends.)

Real talk | p. 89

Teacher: focus on the words and phrases in *Real talk* and help students to translate them into their own language:

I'm gobsmacked!

mind blowing

No worries.

Real talk Unit 9

1

Students: read and complete the dialogue, choosing the correct phrases.

Answers

- mind-blowing
- I'm gobsmacked
- No worries

2

Students: listen to the recording. Practise reading the dialogue and acting it out.

TRANSCRIPT

KATE Look Jez! Who's that guy over there buying a newspaper?

JEZ It looks like George Clooney. That's 'mind-blowing!

KATE ²*I'm gobsmacked.* What do you think he's doing in Brighton?

JEZ No idea. Why don't you ask him?

KATE I can't! I'm scared. Will you come with me?

JEZ Of course. I'll ask if we can take his photo.
KATE Thanks, Jez.
JEZ ³No worries.

Talking about imagined situations

- learn how to express imagined situations and wishes that cannot come true; learn how to use defining relative clauses

3 | p. 88

Students: read and translate the examples of the second conditional, then complete the rule.
Teacher: refer students to the grammar explanation on p. 91 and ask them to identify other second conditionals in the dialogues (*If you stayed here for a few days, I could show you the camp and stuff. And if we hired a car, we could drive out into the hills. If you took a bus to San Diego, we would pick you up there. If I were you, I'd think it over. If I didn't see more of Alex, it would be a pity*).

Answers
 1 the past simple
 2 *would / could*

Students: read the rule and translate the examples of the structure *wish* + past simple.
Teacher: refer students to the grammar explanation and the numerous examples of this structure on p. 91.

4 | p. 88

Students: individual written work.

Answers
 1 lost
 2 were (or was)
 3 didn't have
 4 didn't understand
 5 'd spend

5 | p. 88

Students: individual written work.

Possible answers
 2 If I were you, I'd wear your blue suit. You look very smart in it.
 3 If I were you, I'd join the drama club. There is a fabulous teacher.
 4 If I were you, I'd discuss it with your parents first.

6 | p. 88

Students: oral pairwork. Students read the list of hypothetical situations and invent answers with *would / wouldn't* (second conditional).

Answers
 Students' own answers.


 **Fast finishers**

Teacher: ask students to write their answers to the questions in exercise 6.

Extra
A guessing game. One student goes out of the classroom and the others think of a difficult situation, e.g. getting to the airport when your flight has already left, running out of money while you are staying in a hotel, being caught in a torrential storm out in the open country, missing the last bus home after a concert, etc. The student is called back into the room and asks his / her classmates one by one *What would you do if this happened to you?* His / her classmates each give a different answer until the student guesses the situation. The student who gave the last answer takes his / her place and the game continues.

 **7a | p. 90**

Teacher: You're going to hear a conversation between Louise and Trudie. They're looking at a meme or quiz on somebody's blog on their laptop. Make a note of Louise's answers.

TRANSCRIPT  SB 67

TRUDIE Hey, Louise, let's do this personality questionnaire. I'll ask the questions!

LOUISE OK, that looks fun!

TRUDIE First of all, name something that you always carry with you.

LOUISE My mobile phone. I'm never without my phone!

TRUDIE Next, an object which you've had since you were a child. Hah! I know. It's your teddy!

LOUISE Yes, you're right. My teddy!

TRUDIE Now, name a book or a story that made you think.

LOUISE Ooh, I know! *The Catcher in the Rye* by J. D. Salinger.

TRUDIE *The Catcher in the Rye*... good choice. And how about a film that made you laugh?

LOUISE Oh, um, what was the film called? You know, the one with, um, the dog and thingie from 'Friends'.

TRUDIE *Marley and Me*?

LOUISE Yeah, *Marley and Me*! That was really funny.

TRUDIE Next, the music that you listen to when you're sad.

LOUISE Erm, I think probably *Radiohead*.

TRUDIE *Radiohead*. Right, now we're looking at places. I want to know: a place where you want to go on holiday, the room where you feel most relaxed, and a place where you love to sit and think.

- LOUISE** Holiday – that’s Greece. The room where I feel most relaxed – my bedroom! And... what was the last one?
- TRUDIE** A place where you love to sit and think.
- LOUISE** Oh, by the lake in the park. It’s always so quiet and peaceful.
- TRUDIE** OK, now name the animal which you would most like to be.
- LOUISE** Um a bird, I think, because I’d love to be able to fly.
- TRUDIE** Name the personal quality that you most value.
- LOUISE** Honesty, probably. Yup, honesty.
- TRUDIE** Now name one thing that you would change in yourself.
- LOUISE** Well, I guess I can be quite impatient. So I’d like to change that.
- TRUDIE** Excellent idea! Now people. I want to know: a person you admire and the person who has influenced you most.
- LOUISE** A person who I admire – that’s got to be Barack Obama. And the person who has influenced me most? My grandad!
- TRUDIE** Your grandad. Sweet! Now the last section, achievements. Can you name something that you’ve achieved recently.
- LOUISE** My advanced swimming certificate! I’m now a qualified swim coach!
- TRUDIE** Well done! And the very last question. Something that you would like to do.
- LOUISE** Oh, yes, I want to go scuba diving at the Great Barrier Reef in Australia. I’d love to do that!
- TRUDIE** Perfect. OK, now you ask me...

Answers

my mobile phone, my teddy, *The Catcher in the Rye*, *Marley and Me*, Radiohead, Greece, my bedroom, the lake in the park, a bird, honesty, Barack Obama, my grandad, my advanced swimming certificate, go scuba diving at the Great Barrier Reef in Australia

CULTURAL INFORMATION

The Catcher in the Rye see Cultural information on p. 57 of this Teacher’s Book.

7b | p. 90

Teacher: Look at the questionnaire and change each statement into a question that you can ask your partner.

Possible answers

- 2 Which object have you had since you were a child?
- 3 Which book or story made you think?
- 4 Which film made you laugh?
- 5 Which music do you listen to when you’re sad?

- 6 Where would you like to go on holiday?
- 7 In which room do you feel most relaxed?
- 8 Where do you love to sit and think?
- 9 Which animal would you most like to be?
- 10 Which personal quality do you value most?
- 11 What single thing would you like to change in yourself?
- 12 Who do you most admire?
- 13 Who has influenced you most?
- 14 What have you achieved recently?
- 15 What would you like to do?

8 | p. 90

Teacher: You’re learning to use defining relative sentences. They are sentences which define a person or a thing.

Students: read and translate the examples, then compete the rule. If necessary, they consult the grammar explanation on p. 91.

Answers

things, people

Fast finishers

Teacher: ask students to write out complete answers to the questionnaire, using relative clauses.

9 | p. 90

Students: individual written work.

Answers

1 which 2 who 3 that 4 who 5 that

10 | p. 90

Students: oral pairwork.

Possible answers

- 2 What do you think of people who talk all the time?
- 3 Do you like people who wear unusual clothes?
- 4 Do you know anybody who can fly a plane?

Extra

Definitions. Write a list of nouns on the board and ask the students to define them using relative pronouns. The task can be done orally or as a written competition, dividing the class into teams and giving a list to each team. For example: (from *On the road* Episode 2 p. 29) *a camcorder, a waitress, a mobile*; (from p. 38) *a ledge, the owners, a helicopter, a flash, a plane crash, passengers*; (from *My favourite painting* p. 40) *an island, the foreground, a parasol, a lead, a sculpture*.

Get the grammar p. 91

Workbook Unit 9

Grammar reference, Grammar exercises

Second conditional

1 | p. 91

Students: translate the examples and complete the rules.

Answers

- 1 past simple
- 2 'd
- 3 advice

2 | p. 91

Answers

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

3 | p. 91

Answers

- 2 'd buy
- 3 'd drive
- 4 drove
- 5 broke
- 6 lost
- 7 wasn't able to

wish + past simple / wish + would

4 | p. 91

Students: translate the examples and read the rules for the two structures.

5 | p. 91

Answers

- 1 lived
- 2 would give
- 3 wouldn't phone
- 4 had
- 5 was
- 6 would leave

6 | p. 91

Answers

Students' own answers.

Defining relative clauses

7 | p. 91

Students: translate the examples and complete the rules.

Answers

- 1 that
- 2 which
- 3 where

8 | p. 91

Answers

- 1 whose
- 2 where
- 3 who
- 4 which
- 5 who
- 6 who

9 | p. 91

Answers

- 2 There was a famous author in the bookshop who signed lots of his books.
- 3 That's the café where I first met Eddie.
- 4 This is the new phone (that) I mentioned to you.
- 5 Tara and Jade are the friends who appeared on a TV show last night.

→ WB Unit 9

Teacher: assign the exercises in the Workbook Unit 9 as homework. Draw the students' attention to the grammar exercises available in e-book+.

Real communication

pp. 92–93

Going for a job

AUTHOR chat

We return to the theme of jobs, building on the lexis of jobs, and develop students' interview skills. We look at two job adverts and think about the skills that would be needed for each one, read some tips for doing an interview, listen to three candidates being interviewed for a job and then go on to role play an interview using the questions and interactional gambits in the *File*. There is also information about part-time jobs in North America which students can use as a discussion point.

File

Teacher: focus on the structures introduced in the *File* on p. 92 which are to express the functions of having a job interview, showing you understand the questions and reacting positively.

Vocabulary: careers

- identify specific areas of work and the qualities necessary for a job; skim short texts, for example job adverts, and find relevant facts and information **B1**; keep a conversation going comprehensibly, but have to pause to plan and correct what I am saying **B1**

 1a | p. 92

Teacher: Read the jobs. In which area do these people work?

Students: matching task, followed by listening to check answers.

TRANSCRIPT AND ANSWERS  SB 68

- 1 e a book designer works in publishing
- 2 d a camera operator works in the film industry
- 3 i a market researcher works in sales and marketing
- 4 j an IT consultant works in information technology
- 5 a a physiotherapist works in health care
- 6 b a lawyer works in the legal profession
- 7 f a tour guide works in tourism
- 8 g a university lecturer works in education
- 9 c a telephone engineer works in telecommunications
- 10 h an accountant works in finance

1b | p. 92

Students: oral pairwork.

Teacher: ask students to choose a professional area from exercise 1a. Supply monolingual or bilingual dictionaries. Allocate at least 7–8 minutes to the exercise.

2 | p. 92

Students: oral pairwork.

Teacher: call a pair to report which qualities they have chosen for each job and to discuss them with the class.

Possible answers

A secretary has to be efficient, organised, polite and reliable. He or she has to have initiative, good computer skills, an eye for detail, and has to be able to listen well and write clearly.

A hospitality assistant has to be able to speak clearly, to understand and speak a foreign language. He or she has to have an outgoing personality, be friendly, adaptable and smart.

Word expander | p. 92

Teacher: ask students to read the *Word expander* and focus on how you form new words adding a prefix or a suffix to a base word.

Possible answers

efficient: efficiency, efficiently, inefficient, inefficiency, inefficiently

friend: friendly, friendliness, friendship, friendless, unfriendly, befriend

organised: disorganised, organise, organiser, organisation, organisational

adapt: adapted, adaptable, adaptability, adaptation, adaptor

Job interviews

- understand the main points of simple recorded material on topics of personal interest **B1**; maintain a conversation or discussion on familiar topics **B1**; generally follow the main points of extended discussion around me **B1**

3 | p. 93 towards B1 Preliminary Reading Part 5

Teacher: ask students to complete the advice for a job interview with the listed words. If necessary, they can translate them into their own language.

Answers

- | | |
|------------|--------------|
| 1 smoke | 4 chew |
| 2 reliable | 5 shake |
| 3 remember | 6 interested |

 4a | p. 93

Teacher: explain that the table shows the names of three applicants for the job of hospitality assistant advertised on p. 92. Ask students to read the advert again and to look at the information required in the table. Play the recording of the three job interviews.

TRANSCRIPT  SB 69

- 1
- HELEN** Please come in.
- NEIL** Good morning.
- HELEN** Good morning, Neil. Do sit down.
- NEIL** Thank you.
- HELEN** So, have you ever done this sort of job before?
- NEIL** Yes, I have. I've been a hospitality assistant at three or four trade fairs.
- HELEN** Excellent. And do you speak a foreign language?
- NEIL** No, I don't.
- HELEN** So tell me about yourself. What achievement are you most proud of?
- NEIL** I got the best results in the exams of all the students at my school.
- HELEN** Gosh. And what is your greatest strength?
- NEIL** Well, I'm very efficient, and I always do well in everything.
- HELEN** And what about weaknesses?
- NEIL** Weaknesses? I don't think I have a weakness.
- HELEN** Right. Have you got any questions?
- NEIL** Er... no, I haven't.
- HELEN** OK, Neil. Thank you for coming.
- NEIL** Thank you. Goodbye.
- 2
- HELEN** Please come in. Good morning, Angie.
- ANGIE** Hello. Nice to meet you.
- HELEN** Do sit down.
- ANGIE** Thank you.
- HELEN** Have you ever done this sort of job before?
- ANGIE** No, I haven't, but it looks very interesting.
- HELEN** So, what skills and qualities do you have for this job?

ANGIE Well, I speak French and a little Italian, I'm very interested in fashion, and I enjoy working with people. I like helping them and answering their questions – when I know the answers!

HELEN So tell me about yourself. What is your greatest achievement?

ANGIE Um, I've climbed a mountain – and that felt like an achievement!

HELEN I'm sure it was. What is one of your strengths?

ANGIE Well, I have an outgoing personality, and that helps a lot.

HELEN And one of your weaknesses?

ANGIE That's a difficult question. Maybe I can be too friendly at times, but I always try to be polite.

HELEN Well, that's all, I think. Thank you for coming.

ANGIE Thank you very much. I'm really very interested in the position.

3

HELEN Please come in. Good morning, Simon.

SIMON Oh, hello. I'm very sorry I'm late. The traffic was terrible.

HELEN That's not a problem. Do sit down.

SIMON Thank you.

HELEN Have you ever done this sort of job before, Simon?

SIMON No, I haven't. But it looks very interesting.

HELEN What skills and qualities do you have for this job?

SIMON Well, I'm well-organised, and reliable, and I've got very good computer skills.

HELEN Do you speak another language?

SIMON Well, I studied Latin at school.

HELEN What is your greatest achievement?

SIMON Er... passing my driving test.

HELEN Really?

SIMON Yes. I was a very nervous driver, and I took lots of driving tests, but I passed in the end!

HELEN Excellent! What is one of your strengths?

SIMON Erm, I think that I speak very clearly. People understand me.

HELEN And one of your weaknesses?

SIMON Ah, well, I can be late sometimes.

HELEN Well, that's all, I think. Thank you for coming.

SIMON Thank you. I look forward to hearing from you.

Possible answers

Neil

Languages: none
 Experience: yes
 Skills and qualities: has worked in trade fairs before
 Greatest achievement: best exam results in school
 A strength: is efficient
 A weakness: none

Angie

Languages: French and a little Italian
 Experience: none
 Skills and qualities: interested in fashion, enjoys working with people
 Greatest achievement: climbed a mountain
 A strength: outgoing personality
 A weakness: too friendly

Simon

Languages: Latin
 Experience: none
 Skills and qualities: well-organised, reliable, computer skills
 Greatest achievement: passing driving test
 A strength: speaks clearly
 A weakness: is late sometimes

4b | p. 93

Students: oral pairwork. Students express their opinions on the three candidates.



4c | p. 93

Students: listen and identify the successful candidate. Students make notes in view of the role play in exercise 6.

TRANSCRIPT SB 70

HELEN Well, I've chosen the new hospitality assistant now. Neil didn't seem very interested in the job and he didn't speak another language. And I didn't feel that he would get on very well with people.

Unfortunately Simon was late and that was a very bad start. He's a very nice man, but... well, computer skills aren't very important for a hospitality assistant, and Latin isn't very useful, either.

So I've chosen Angie. She hasn't done this kind of job before, but she has a nice, open personality. She's good with people, and she speaks two other languages. She was very interested in the job, too.

Answers

The interviewer chose Angie because of her nice personality and because she can speak two foreign languages.

Unit 9

5 Get into culture | p. 93

Students: reading all together, followed by a class discussion. The students can discuss, for example, holiday jobs, voluntary work, or summer jobs in amusement parks.

6a, 6b | p. 93 towards B1 Preliminary Speaking Part 2

Students: oral work to be done in groups of three, using the questions in the *File* on p. 92.

Teacher: explain the role of student C. During the interview, he / she must take notes on student B's skills and behaviour. Once the interview is finished, he / she should discuss the candidate's performance and suitability with student A. Allow at least five minutes for the interview and three minutes for the discussion.

6c | p. 93

Teacher: ask the students to change roles (student C becomes the candidate). If there is time, they can then change again (student A becomes the candidate).

Extra

More interview practice. In groups of three, each student chooses one of the jobs listed on p. 92 or another profession that they prefer. Then they carry out a job interview with the other two, in the same way as in exercise 6a.

Real communication Unit 9

1

Students: read and complete the dialogue, choosing the correct phrases.

Answers

- | | |
|------------------------|-------------------|
| 1 sit down | 6 computer skills |
| 2 sort of job | 7 any questions |
| 3 skills and qualities | 8 nice to meet |
| 4 greatest strength | |
| 5 your weaknesses | |

2

Students: Listen to the recording. Practise reading the dialogue and acting it out.

TRANSCRIPT

- CAMP LEADER** Please come in, Jo. Do ¹*sit down*. Now, I see that you've done this ²*sort of job* before. Tell me about your previous experience.
- JO** Well, last year I worked in South Carolina. I helped coach volleyball and football.
- CAMP LEADER** So what ³*skills and qualities* do you have that would make you good for this job?
- JO** Well, I love kids! I'm quite patient, and I think I know what they like and what they find boring.

- CAMP LEADER** Good. Now, what's your ⁴*greatest strength*?
- JO** Hmm. I think I can stay calm in difficult situations, which is good when you have to deal with children's problems.
- CAMP LEADER** Now, can you tell me about one of ⁵*your weaknesses*?
- JO** Oh, I suppose maybe I'm not strict enough sometimes. But it is the children's summer holiday, and I feel a bit sorry for them.
- CAMP LEADER** Yes, but we have to make sure they behave properly. And how are your ⁶*computer skills*? There are some office tasks that you need to do. Reports, that kind of thing.
- JO** Oh, yes, that's fine.
- CAMP LEADER** Well that's all, I think. Have you got ⁷*any questions*?
- JO** No, I don't think so.
- CAMP LEADER** Well, it was ⁸*nice to meet* you. Thank you for coming.

Real skills pp. 94–95

Market research

AUTHOR chat

Students read an article about the extremes of market research – including going through people's rubbish or staying in their homes for months filming them! They listen to Karen, a student who works part time for a soft drinks company promoting their products while she is at university; they discuss what makes them buy a product; and conclude by being ethnographers in their own families, i.e. writing a diary of their use of technology.

Reading CLIL

Business studies: understand the techniques of market research in order to collect data on consumers' behaviour

- understand the main points in short newspaper articles about current and familiar topics **B1**

1 | p. 94

Students: oral pairwork.

Teacher: encourage the discussion with questions such as *Do you use these brands yourself? Do you see them advertised on TV or on magazines? Do you often change brand? Why?*

2 | p. 94

Teacher: Read the questions so that you know what you have to watch out for.

Students: read the article and answer the questions.

Answers

- 1 To find out what people consume.
- 2 Because the things they throw away show what they really consume.
- 3 Because people may tell the truth in private conversations, but not in formal focus groups.
- 4 The researchers can get an immediate reaction to questions.
- 5 Researchers can find out about people's lifestyle and at home, people can relax and tend to forget about the camera.
- 6 People might not always tell the truth and this may lead to wrong conclusions being drawn.
- 7 & 8 Students' own answers.

3 | p. 94

Teacher: ask students to read *Skills for life: Using a dictionary (2)* and to look up words 1–4 first in a monolingual dictionary to check definitions, then in a bilingual dictionary to check the translation into their language.

Students: exercise of vocabulary expansion to be done in pairs.

Answers

- 1 data mining: a process used by companies to find information about people's interests and habits from their computer use, in order to try and sell them things.
- 2 a focus group: a form of research in which a group of people are asked about their attitude towards a product, concept, advertisement, idea, or packaging. This provides information about the potential market for the product.
- 3 CCTV footage: CCTV means closed-circuit television. It consists of TV cameras placed in specific points to do video surveillance or to record people's movements. Footage is the unedited material recorded by the cameras.
- 4 footage: film of a subject or event

Skills for life: Using a dictionary

Teacher: Read the strategy in *Skills for life* and use it when you look up a word in a monolingual dictionary. Ask students to read and analyse the entry for *ethnography* and its derivatives *ethnographer* and *ethnographic*. If possible, bring a variety of monolingual dictionaries to the class and compare their treatment of the same entry.

 **Fast finishers**

Teacher: ask students to read the article again and learn the meanings and spellings of any words they don't know.

Listening

- understand the main points of simple recorded material on topics of personal interest **B1**



4a | p. 95 towards B1 Preliminary Listening Part 2

Students: listen and identify the correct answer.

TRANSCRIPT  SB 71

- JANE** And now let's take a look at another type of marketing. I have Karen Swallow with me in the studio. Hello, Karen.
- KAREN** Hi.
- JANE** Now when you were at university, you became a 'brand ambassador'.
- KAREN** That's right.
- JANE** Can you tell us something about it?
- KAREN** Yes, of course. Well, three years ago, I was at Cambridge University, and like most students, I needed some extra money. And it was quite funny, really, because a drinks company got in touch with me, and they asked me to do some marketing for them. They wanted me to promote a drink called Fizzade.
- JANE** That's a soft drink.
- KAREN** Yeah.
- JANE** So as a brand ambassador, what did you have to do?
- KAREN** Well, I gave cans of Fizzade to other students – you know, like gifts. I organised little parties, and Fizzade was one of the drinks available, and I gave information to the company about students.
- JANE** What kind of information?
- KAREN** Oh, about students' favourite drinks, the kind of food they like, that kind of thing.
- JANE** And did you earn much money?
- KAREN** Well, it was about £200 per term, so it was very useful actually.
- JANE** And did you represent any other products when you were at university?
- KAREN** No, I didn't. A tobacco company wanted me to promote their cigarettes, but I said no. I think cigarettes are bad, so I didn't want their money.
- JANE** Thank you very much, Karen. OK, now over to Roger with the latest consumer news.

Answers

- 1 c 2 c 3 b 4 a, c, d 5 a

Unit 9

4b | p. 95

Students: listen to the interview again and answer the question.

Answer

Karen gave the company information about students' favourite drinks and the kind of food they like.

Pronunciation: /ɑː/ /æ/

- practise identifying two vowel sounds



5a | p. 95

Students: listen and repeat all together.

Teacher: check understanding of the words.

TRANSCRIPT SB 72

See Student's Book p. 95.



5b | p. 95

Students: read the words out loud to check the vowel sound and to write it in the correct group.

Teacher: play the recording to check answers, then play it to practise repetition.

TRANSCRIPT AND ANSWERS SB 73

/ɑː/	/æ/
photograph	sad
March	can
glass	passenger
can't	perhaps
art	jacket
clerk	family

Speaking

- explain and give reasons for my plans, intentions and actions **B1**

6 | p. 95

Students: oral work to be done in pairs or all together.

Writing

- write simple texts about experiences or events, for example about an evening with the family **B1**

7 | p. 95 towards Trinity ISE I Portfolio

Students: individual written work.

Teacher: point out that the diary describes events retrospectively and therefore the past simple is used.

 **Cyber Homework Unit 9**

 **Test: Unit 9 Test**

Unit 10 Objectives

Grammar

Third conditional
wish / should have / ought to have
 Adverbials

Functions

Talking about regrets
 Dealing with difficult situations

Vocabulary

Multi-word verbs

Skills

Listening: understanding a memory test and a mathematical test
 Reading: an article about the human brain
 Speaking: discussing the solution to a puzzle
 Writing: writing a text from memory

Skills for life

Improve your memory

Pronunciation

/s/ /ʃ/

Presentation pp. 96–98

AUTHOR chat

Your students are probably thinking about what they are going to do after school and a lot of them will be going on to further education. Here they get some practice in navigating around a university website and read what students wish they had known before they left home and started their studies: budgeting, joining clubs, packing warm clothes, taking care of their belongings. Students then move on to talk about their own regrets, and read the story of Majid's disastrous exam.

Warm up

- describe dreams, hopes and regrets **B1**

1 | p. 96

Teacher: Before reading what four university students say, discuss your opinions about going to university.

Students: oral pairwork.

Answers

Students' own answers.

Comprehension

- read interviews in newspapers and magazines in which someone talks about experiences and regrets **B1**

2 | p. 96

Teacher: Read the introduction and the title first. Then read the questions so that you know what you have to watch out for. After reading and listening check understanding of the words listed in *Real talk* and of the following expressions: *get into debt, getting about, off the coast, unlocked*.

Students: listen and read, then answer the questions.

TRANSCRIPT SB 74

See Student's Book p. 97.

Answers

- | | |
|-----------|----------|
| 1 Michael | 4 Olivia |
| 2 Olivia | 5 Juan |
| 3 Juan | 6 Kayla |

Real talk | p. 97

Teacher: focus on the words and phrases in *Real talk* and help students to translate them into their own language:

skint
struggling
nicked

Real talk Unit 10

1

Students: read and complete the dialogue, choosing four out of the five listed phrases.

Answers

- nicked
- skint
- struggling
- masses

2

Students: listen to the recordings. Practise reading the dialogue and acting it out.

TRANSCRIPT

TAMSIN Hey. How's your first term at uni been?

LEILA A disaster! The first week someone 'nicked my bike from outside the flat.

TAMSIN Oh no! I guess you'll have to buy another one.

LEILA I can't! I'm absolutely 'skint. I haven't got a penny!

TAMSIN Yeah, I'm 'struggling a bit too. It's expensive being a student. I had to buy 'masses of text books.

LEILA Yeah. The clubs are expensive too...

Unit 10

3 | p. 96

Students: individual written work.

Teacher: invite students to use the positive or negative form of the imperative, or *You should / shouldn't* + base form.

Talking about regrets

- learn how to use the third conditional

4 | p. 96

Teacher: explain how to form the third conditional and ask students to do the matching task which offers six examples of this structure.

Answers

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

5 | p. 96

Students: translate the example of third conditional, and complete the rule. Then they read the rule and the example of the structure with *wish*.

Teacher: refer students to p. 99 for further exploration of these grammar points.

Answers

- 1 past perfect
- 2 past participle

Vocabulary: multi-word verbs

- describe dreams, hopes and regrets **B1**; read interviews in newspapers and magazines in which someone talks about experiences and regrets **B1**; write simple texts about experiences or events, for example about a disastrous day **B1**



6 | p. 96

Teacher: as students may remember from the *Word expander* in *Right Here! A2* p. 74, some verbs, often called phrasal verbs, have a fixed collocation with a preposition or an adverb and in such cases they take on a special meaning.

Students: do the matching task, then they list these verbs with their translation in a special section of their vocabulary notebooks.

TRANSCRIPT AND ANSWERS SB 75

- 1 'call round' means visit
- 2 'get about' means go from place to place
- 3 'get into debt' means owe money
- 4 'find out' means discover
- 5 'look after' means take care of
- 6 'look for' means search for

7 | p. 96

Students: oral or written exercise to be done in groups.

Teacher: make sure students complete the sentences with the structure *would have / wouldn't have* + past participle.

8 | p. 98

Students: read and translate the examples and the rule for the formation and use of *Modal verbs: situations in the past*.

Teacher: point out that this is the same structure as the one used in the main clause of the *third conditional* (p. 96, p. 99) but using the modals *should, could, ought to* instead of *would*.

9 | p. 98

Students: reading followed by a True / False exercise.

Teacher: check understanding of the text, especially of the words in *Real talk*.

Answers

1 X 2 ✓ 3 ✓ 4 X 5 ✓ 6 X 7 ✓ 8 X 9 ✓

Real talk | p. 98

Teacher: focus on the words and phrases in *Real talk* and help students to translate them into their own language:

masses

last minute

my head hit the pillow

See *Real talk* section on p. 147 for transcripts and notes for e-book+ *Real talk* Unit 10.

10 | p. 98

Students: individual written work or oral pairwork.

11 | p. 98

Students: individual written work.

Answers

- 1 He should have closed the door when he went out.
- 2 He should have remembered to take an umbrella.
- 3 He should have looked left and right before crossing the road.
- 4 He shouldn't have put his feet on the table.
- 5 He shouldn't have eaten so many sweets.
- 6 He should have installed an anti-virus program on his computer.

Get the grammar p. 99

Workbook Unit 10

Grammar reference, Grammar exercises

Third conditional

1 | p. 99

Students: translate the examples and complete the rules.

Answers

- 1 past perfect
- 2 *would have*

2 | p. 99

Answers

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

3 | p. 99

Answers

- 1 would have bought
- 2 had taken
- 3 would have been
- 4 hadn't inherited
- 5 hadn't decided
- 6 had discussed

wish / should have / ought to have

4 | p. 99

Students: translate the examples and the rules.

5 | p. 99

Answers

- 1 should
- 2 ought to
- 3 had
- 4 have
- 5 spent
- 6 have

6 | p. 99

Answers

- 2 I shouldn't have / I wish I hadn't run down the stairs so fast.
- 3 She shouldn't have shouted at her friend.
- 4 He should have / ought to have come home earlier.
- 5 I should have / I wish I had sent the application on time.
- 6 He should have / ought to have been more careful with my mp3 player.

Adverbials

7 | p. 99

Students: read the rules and decide which category the adverbs in the four sentences belong to.**Answers**

- 1 I worked **hard**
- 2 I **finally** decided to start revising
- 3 I **often** studied

 **WB Unit 10****Teacher:** assign the exercises in the Workbook Unit 10 as homework. Draw the students' attention to the grammar exercises available in e-book+.**Real communication**

pp. 100–101

I'm so sorry**AUTHOR chat**

In these *Real communication* lessons we hope that your students have discovered new ways of putting familiar words together. These micro-functions help build your students' communicative abilities, recycling the language they have already learnt. Here the focus is on the language of apologising, saying thank you, responding to negative comments, forgiving and refusing.

Bullying is a hot topic nowadays and probably your school has a policy against it. This material allows students to read about different types of bullying and then work together in English to prepare an anti-bullying campaign. They conclude with a role play about difficult situations, and read about the English love of the word *Sorry!*

 **File**

Teacher: focus on the structures introduced in the *File* on p. 100 to express the functions of explaining the reason for a problem, apologising, responding to a negative comment, forgiving, saying thank you and refusing.

- understand the main points in short newspaper articles about current and familiar topics **B1**; express myself reasonably accurately in familiar, predictable situations **B1**; give or seek personal views and opinions in an informal discussion with friends **B1**

1 | p. 100

Students: reading to be done in pairs or all together.**Teacher:** check understanding of words such as *abuse, to upset, pick on, chubby, to target, to trust, respond, confidence*.**Answers**

- 1 It is the action of hurting people to get power and feel important.
- 2 They pick on people who are different and use verbal insults or physical abuse.
- 3 They become frightened and depressed.
- 4 You can ignore bullies, or tell them to go away, or, most importantly, you can tell an adult you trust. It is important to be confident.

Unit 10

2 | p. 100

Students: read the text again and do the True / False exercise.

Answers

- 1 F (Six out of ten adults experienced bullying in their childhood.)
2 T 3 T 4 F (She talked to her teacher.) 5 T 6 T

Word expander | p. 101

Students: do the matching task in the *Word expander*.

Teacher: point out that these verbs come from the article on p. 100. Ask students to copy them into their vocabulary notebooks, in the special section for multi-word verbs.

Answers

- | | |
|---------------|-------------|
| 1 make fun of | 4 deal with |
| 2 walk into | 5 knock off |
| 3 pick on | 6 walk away |

3 | p. 101

Students: discuss if there are episodes of bullying in their school and, if so, make a list. From the list of suggestions they choose the ones which are most appropriate to the reality of their school. Finally they produce a programme for their anti-bullying campaign and decide with the teacher what can be actually done.

Fast finishers

Teacher: ask students to read the article again and underline examples of the multi-word verbs in the *Word expander* box.

Dealing with difficult situations

- generally follow the main points of extended discussion around me **B1**



4a | p. 101

Students: read the dialogues to focus on the situations and, if possible, guess the words for filling the gaps.

Teacher: play the recording at least twice.

TRANSCRIPT AND ANSWERS SB 76

1

- Joe** Look what you've done ¹to my bike! I can't believe it!
- Ben** What's the problem?
- Joe** My bike! It's covered in dirt, the ²front light is broken and the tyre's flat.
- Ben** Oh, yes, I'm really sorry about that. I'm afraid ³that I fell off it yesterday when I was cycling to my cousin's house. Look, ⁴I'll clean it now and I'll get my dad to fix the light and the tyre.
- Joe** OK, then. ⁵Thanks.

2

- Gemma** This is my sister's website. It's pretty cool, isn't it?
- Rose** Er, well, no, ⁶I think it looks awful, actually.
- Gemma** What! I can't believe you said that. How rude!
- Rose** Well, sorry, but ⁷you did ask.
- Gemma** She's only twelve, you know. I think ⁸she's done really well.
- Rose** Oh, I see! I'm awfully sorry, I ⁹didn't realise she was so young. It is good for a twelve-year-old. I apologise.
- Gemma** OK, ¹⁰no worries.

4b | p. 101

Students: underline the expressions from the *File* in the dialogues, as shown in the transcript in exercise 4a.



5a | p. 101

Teacher: ask students to look at the pictures and imagine what the situations could be. Play the recording at least twice.

Students: listen and match.

TRANSCRIPT SB 77

1

- ANDY** I do apologise.
- DANIEL** Oh, don't worry. It's not your fault. We'll get out.
- ANDY** Well, it is my fault, really. I stole the money from the bank. And I used your car. And I wore your clothes.
- DANIEL** You what?
- ANDY** I couldn't tell you before. The trouble is I didn't have any money. And my dog needed an operation.
- DANIEL** What, we're here in prison because of your dog! I don't believe it.

2

- MAN** Good evening.
- WOMAN** Uh, hello.
- MAN** Do you by any chance have a, have a red, um, red car?
- WOMAN** Yeah.
- MAN** Well, I'm sorry to have to say this uh, but I've hit it with my car.
- WOMAN** You've done what?
- MAN** Well, it's dark and um... I, um, I didn't see it. I'm really sorry about this.
- WOMAN** Hold on a minute. What kind of car was it?
- MAN** An Alfa Romeo.
- WOMAN** Well, don't worry about it. It's not a problem.
- MAN** Really?
- WOMAN** It isn't my car. I've got a BMW.

3

- MAN** What's going on? Oh, no! I don't believe it. Where's all my work? It's gone!
- WOMAN** What is it?
- MAN** It's my computer – all my work's gone, and the trouble is I have to give it to my boss in ten minutes. It's a week's work!
- WOMAN** Let me have a look. Well, I'm afraid that your G62 operating system's virus-detecting, context-sensitive edge motion utility is turned off. But if you go into this menu and right click on this button and reinstall the B drive, that should do it.
- MAN** How do I do that?
- WOMAN** Just do this... and this... and select this... and there you are.
- MAN** My work, my report, it's back. I don't know how to thank you!
- WOMAN** That's all right.
- MAN** You've been so kind.

4

- GIRL** You know the tickets for the er... U2 concert.
- BOY** You haven't lost them, have you?
- GIRL** No, no. They're here.
- BOY** I'm really looking forward to that.
- GIRL** Yes... but I'm afraid that I got the day wrong.
- BOY** What? But it's tomorrow – it's in my diary.
- GIRL** Yes, um... that's what I thought too, but...
- BOY** But what?
- GIRL** I'm sorry to have to say this but er, ...it was yesterday. We've missed the concert!
- BOY** You're joking!

5

- MAN 1** Oh no! Just what I needed!
- MAN 2** Can I help you?
- MAN 1** Oh, dear. I'm awfully sorry, but the bottle just slipped out of my hand.
- MAN 2** It's not your fault. I'll get a brush and clean it up.
- MAN 1** That's very kind of you.

6

- TRAMP** Hello, young lady.
- WOMAN** Hello.
- TRAMP** It's very cold tonight, isn't it?
- WOMAN** Yes, yes, I suppose it is.
- TRAMP** I bet you feel cold in that little jacket.
- WOMAN** Um, yes, um yes, I do, ...just a bit.

TRAMP 'Ere. Why don't you have my old coat, while you're waiting for your bus?

WOMAN Um. It's very nice of you but I'm all right really.

TRAMP Don't be silly. 'Ere, put it on.

WOMAN No, thank you. I'd rather not.

Answers

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

5b | p. 101

Teacher: play the recording again while students tick the phrases in the *File* on p. 100 (underlined in the transcript in exercise 5a).

Extra

Revision of the second conditional. Each student thinks about what he / she would do in the situations in the pictures on p. 101. The activity can be done in writing or as a game. Five or six students say what they would do in situation a: the class votes for the best solution. Then other students give their suggestions for situation b, and so on. For example:

If my dog needed an operation, I would / wouldn't...

If I were in prison and were innocent, I would / wouldn't...

If my friend lost the tickets for a concert,...

If I lost the ticket for a concert,...

6 | p. 101

Students: improvise dialogues based on the situations presented on p. 142.

7 Get into culture | p. 101

Teacher: ask students to read the text. Ask them if they have heard the word *sorry* used in similar situations. Elicit the translation of the expressions into their own language.

Real communication Unit 10

1

Students: read and complete the dialogue, choosing the correct option, a, b or c.

Answers

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

2

Students: listen to the recording. Practise reading the dialogue and acting it out.

TRANSCRIPT

VANESSA Um, Mrs Wilkins? I'm sorry to *'have to say* this, but I think I've broken something.

MRS WILKINS Oh really? What is it?

VANESSA Well, I was cleaning the bookshelves and I'm ²afraid that I knocked this photo onto the floor. The ³trouble is, the glass is completely smashed. I do ⁴apologise.

MRS WILKINS Oh dear. It really is broken! But never ⁵mind. It doesn't really ⁶matter. I can get another one quite easily.

VANESSA Of course, I'll pay for it.

MRS WILKINS Well, that's very ⁷kind of you, but I'd rather you didn't. It wasn't your ⁸fault. It was an accident, after all.

Real skills pp. 102–103

Brain facts

AUTHOR chat

We humans take everything we do for granted – the ability to move, see, hear, feel and above all to think! But it's all thanks to our wonderful brains. Students learn all sorts of amazing facts about the brain, including Einstein's brain and even the extraordinary changes taking place in their own brains. They then move on to use their brains in a series of puzzles and tests aimed at activating different intelligences.

Reading CLIL

Science: gather information about brain functions, brain lateralisation and mnemonics

- understand the main points in short newspaper articles about current and familiar topics **B1**

1a | p. 102

Students: oral pairwork. Students try to guess the answers before reading the text.

1b | p. 102

Teacher: Read the headings first, then read the paragraphs with the scanning technique (i.e. only look for the information required).

Students: read and check if their guesses were correct.

Answers

- 1 About 1.4 kg
- 2 20–30%
- 3 The right side
- 4 60 billion

2 | p. 102

Teacher: Read the questions first then read the article in detail. After reading, check understanding of *raw*, *overall*, *consciousness*, *telephone exchange*, *wakefulness*.

Students: reading followed by individual written work or oral pairwork.

Answers

- 1 The reptilian brain, the mammalian brain and the human brain.
- 2 The reptilian brain is instinctive and controls movements, wakefulness and decisions about safety. The mammalian brain is non-verbal, non-linear and non-logical: it is in charge of emotions and long-term memories. The human brain is logical, linear, abstract and creative.
- 3 The right side is the centre of creativity, intuition, imagination and movement. The left side controls rational thought, language and the consciousness of self.
- 4 The corpus callosum. It carries millions of messages between the two sides of the brain.
- 5 The two unusual things: 1) the part that controls mathematical reasoning and the mental manipulation of images was 15% bigger than normal; 2) there was a greater integration in his brain between the left and the right side.
The one normal thing: the overall size of his brain was average.
- 6 Twenty-five.
- 7 They become overcrowded with synapses, which link neurons.

Word expander | p. 102

Students: exercise of vocabulary expansion to be done individually or in pairs.

Answers

Adjective	Noun	Verb
imaginative	imagination	imagine
connected	connection	connect
thoughtful	thought	think
decisive	decision	decide

Skills for life: Improving your memory

Teacher: Read the three strategies listed in Skills for life and use the one which is most suitable to your brain. They will help you memorise a fairly large amount of information.

Remind students that these strategies are useful in all cases of memorisation, and can be applied to other school subjects or in the work field.

Listening and speaking

- understand the main points of simple recorded material on topics of personal interest **B1**; give or seek personal views and opinions in an informal discussion with friends **B1**

3a | p. 103

Students: read the short tale and discuss the solution to the puzzle in groups.

**3b | p. 103**

Teacher: play the recording of the sentence which is the solution to the puzzle.

TRANSCRIPT SB 78

The wise man told the brothers to exchange their horses.

**4 | p. 103**

Teacher: ask students to read the strategies to help memorisation once more. Tell them they are now going to listen to a recording in which there are ten words to be memorised. They will hear the words twice. Play the recording.

Students: listen and memorise. Then write the ten words.

TRANSCRIPT AND ANSWERS SB 79

OK, let's do a memory test. I'm going to say ten words. I want you to listen to the words and try to remember them. Don't write anything yet! OK? So just close your eyes, relax and listen: **cat, house, brain, dog, hat, book, sun, school, music, moon.** OK? Now I'll say those words again, just one more time. Are you ready? Cat, house, brain, dog, hat, book, sun, school, music, moon. OK, now write down the words.

**5 | p. 103**

Students: listen and memorise. Students should do only mental arithmetic. They shouldn't write anything down except the final result.

Teacher: repeat the exercise a few times, telling students to choose a different number each time. They will be surprised to find out that the answer is always the same number.

TRANSCRIPT SB 80

Right, let's do a mathematical problem. First of all, think of a number between one and twenty. OK? Now multiply that number by two. Have you done that? OK, add eight to that number... Good. Now divide your new number by two. ...OK, and now for the difficult part. Subtract the number you first thought of from this number. Have you done that? Write down your answer.

I'll repeat the instructions once again. Think of a number between one and twenty. Multiply that number by two. Add eight. Divide your new number by two. Subtract the first number you thought of. Now write your answer.

Answer

The answer is always four, whichever number students started from.

Pronunciation: /s/ /ʃ/

- practise the pronunciation of two consonants sounds

**6 | p. 103**

Teacher: point out how the second sound is written: either 'sh' as in *shoe* or 'ti' as in *rational*.

Students: read, listen and repeat all together.

TRANSCRIPT SB 81

See Student's Book p. 103.

Writing

- write simple connected texts on familiar topics and express personal views and opinions **B1**; paraphrase short written passages in a simple fashion, using the original text wording and ordering **B1**

7 | p. 103

Teacher: the exercise could first be done orally, then as written work.

Random Fact | p. 103

Teacher: ask students to read the information in the *Random Fact* on p. 103. Explain that the brain uses a large amount of energy (calculated at 12 watts per day) almost exclusively for self-maintenance. Contrary to common belief, it doesn't use much energy to think.

Cyber Homework Unit 10 **Test: Unit 10 Test**

File

1 | p. 104

Teacher: ask students to match each of the functions they have learned in Units 9 and 10 with an example and the grammar.

Answers

- Talking about imagined situations
If you drove, we'd get there earlier.
Second conditional
- Talking about regrets
I wish I'd spoken to her.
wish + past perfect
- Talking about regrets
He could have tried harder.
should have / could have / ought to have + past participle
- Talking about impossible alternative situations with modals
We would have won if it hadn't rained.
Third conditional

Grammar review

2a | p. 105

Students: read the article and complete each gaps either with a word from the list or a relative pronoun.

Teacher: check comprehension of *interpersonal*, *typos*, *address*.

Answers

- | | | |
|----------|--------------|-----------|
| 1 that | 8 ought | 15 be |
| 2 who | 9 had | 16 which |
| 3 should | 10 impressed | 17 you |
| 4 had | 11 who | 18 have |
| 5 would | 12 who | 19 spoken |
| 6 done | 13 If | 20 better |
| 7 have | 14 would | |

2b | p. 105

Students: find examples of the grammar from the *File* in the story.

Answers

- Talking about imagined situations: *If I send you my CV, would you give me some advice?*
- Talking about regrets [wish + past perfect]: *I wish I had more work experience.*
- Defining who or what you mean: *I'm an easy-going guy who usually gets on with people.*
- Talking about regrets [should have / could have / ought to have + past participle]: *I guess I should have been better prepared.*
- Talking about impossible alternative situations with modals: *If you had checked your CV, you might have done better!*

3 | p. 105

Teacher: make sure that students understand what 'soft skills' means.

Students: oral pairwork.

Answers

Soft skills mentioned: communication, performance in a team, time management, ability to work under pressure, self-motivation, flexibility, organisation
Other skills: Students' own answers.

4 | p. 105

Students: oral pairwork.

Fast finishers

Teacher: ask students to write a short paragraph about why soft skills are important.

Modal verbs focus – regrets

 5a | p. 105

Teacher: You are going to listen to some people talking about their regrets. Put the list of regrets in the correct order in which you hear them.

Students: individual written work.

TRANSCRIPT AND ANSWERS SB 82

- ANGELA (PRESENTER)** Life is complicated and we don't always make the right choices. That's because we don't have enough experience of life. As you get older, you begin to think and act differently. So we asked six people in their 20s: What do you wish you had known then that you know now? First up: Sam.
- SAM** I guess one thing that I've learned is that time is limited. I mean I'm nearly 30. In 10 years' time, I'll be 40. That's terrifying. I wish I hadn't wasted time when I was at college. I got distracted a lot, I didn't concentrate... life just went by and I didn't get the qualifications that I could have. So yeah... time is finite. It goes too quickly. Don't waste it.
- ANGELA** This is Amy.
- AMY** This past year I've started doing acting. Not Hollywood or anything! It's just amateur theatre in a local drama club. And I've discovered it's such a laugh. I wish I'd done acting when I was at school. There were so many opportunities, but I just felt self-conscious. Scared, really. If I had been more confident, maybe I would have become an actor. I should have just done it! Really, there was nothing to worry about.

Units 9&10

Key grammar

ANGELA Next up, Rick.
RICK I wish I hadn't lost contact with my friends from my old school. When my family moved cities when I was 15, I didn't look back, I made new friends. Don't get me wrong, they are good mates. But there's nothing like people who have known you since you were a child. And... as you get older, I think it gets harder to make friends. My first friends, they knew me when I was growing up. If I had kept in touch, I would have more old friends now.

ANGELA And this is Trish. Trish – what are your thoughts?
TRISH OK, so at school I had to get up early every day at 6 am. It was hard but I got used to it. I thought it wouldn't be a problem at college. Big mistake. I went to bed late and couldn't get up in the morning. I shouldn't have chosen those 8 am classes! I only managed about three lessons in my first semester and none after that! I should have known that life would be different at college.

ANGELA Now it's Jason.
JASON Well, I've learned a couple of things. First up, people aren't mind readers. After a couple of years in my first job, I wanted a pay rise. I should have said something to my boss... and I didn't. It seemed too pushy. Too arrogant. I became unhappy and I lost concentration. So my boss asked me what my problem was. She said I should have asked her. And I got the pay rise.

ANGELA And finally, Maria.
MARIA I used to worry a lot. My problems seemed so big, like they were the end of the world. I'd worry so much I couldn't sleep. Now I know that staying awake all night doesn't change anything! So I do meditation. If I hadn't worried so much I'd have got a good night's sleep. And what you're worried about now won't matter in five years' time. You won't even remember it.

Answers

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

5b | p. 105

Teacher: tell the students they are going to listen again to the people talking about their regrets, but first they should complete the gaps in the sentences with the words given, before checking their work while listening.

Students: individual written work.

Answers

1 wish	6 shouldn't
2 done	7 known
3 have	8 should
4 lost	9 worried
5 would	10 had

6 | p. 105

Teacher: remind students that if you regret something you have done or haven't done, it generally means that you have learnt a lesson from it. Students should reread the completed sentences from exercise 5b and make notes about what life lessons the speakers have learned.

Students: written work, either individually or in pairs.

Answers

Sam has learned that he should make the most of opportunities and not waste time.
Amy has learned that she should do things to overcome her lack of confidence.
Rick has learned that it is worthwhile keeping in touch with people.
Trish has learned that she should plan her time better.
Jason has learned that he should communicate more effectively.
Maria has learned that she should worry less in order to sleep better.

Discussing soft skills

7 | p. 105

Teacher: explain to students that they are going to have a discussion in pairs about soft skills. They should quickly look at the questionnaire in exercise 8 and choose four soft skills to discuss. Follow the plan outlined in the Student's Book.

Students: oral pairwork.

8 | p. 105

Teacher: decide whether you would like your students to remain in their pairs to prepare a talk together, or to prepare individually (either in class or at home). Explain that they need to choose one of the soft skills from the questionnaire, and prepare a talk about why that soft skill is important. They should mention some contexts (either in their school work or in the workplace) in which that soft skill is crucial, and use the prompts to think about when they used the skill and how successful they were. Allow time for each student to present their talk to the class.

Students: written and oral work, individually or in pairs.

9 | p. 105

Teacher: encourage students to give feedback on their discussion and talk in exercises 7 and 8 and suggest ways in which they can overcome their problem areas.

Fast finishers

Teacher: ask students to revise all the new words they have learned in Units 9 & 10.

Units 9&10

Language check

1 | p. 106

Answers

- | | |
|--------------|------------------|
| 1 would buy | 4 hadn't scared |
| 2 could see | 5 would have got |
| 3 were / was | |

2 | p. 106

Answers

- 1 c 2 d 3 a 4 c 5 c

3 | p. 106

Answers

- | | |
|--------------|--------------|
| 1 engineer | 4 consultant |
| 2 lecturer | 5 accountant |
| 3 researcher | |

4 | p. 106

Answers

- | | |
|--------|---------|
| 1 of | 4 with |
| 2 into | 5 after |
| 3 on | |

5 | p. 106

Answers

- | | |
|------------------|-----------------|
| 1 you said that | 6 really sorry |
| 2 I'm afraid | 7 problem is |
| 3 very upsetting | 8 just not fair |
| 4 I apologise | 9 rather not |
| 5 never mind | 10 I'm awfully |

6 | p. 106

Oral pairwork.

→ Skills Book

Teachers: see p. 192 for teacher's notes, answer keys and transcripts.

 **Test: Units 9&10 Test**

Units 11&12

Student's Book pp. 107–126

Opener	p. 107
Unit 11	pp. 108–115
Unit 12	pp. 116–123
Key grammar	pp. 124–125
Language check	p. 126

Workbook pp. 65–76

Unit 11	pp. 65–69
Unit 12	pp. 70–75
CEFR descriptors	p. 76

Skills Book

Reading skills 11&12	p. 10
Listening skills 11&12	p. 17
Viewing skills 11&12	p. 24
Speaking skills 11&12	p. 31
Writing skills 11&12	p. 38
Word skills 11&12	p. 45
Extensive reading 10–12	pp. 52–53
CLIL Literature	pp. 62–63

Testbuilder

Unit 11 Test
Unit 12 Test
Units 11&12 Progress test

Extra practice

Units 11&12: dictation, vocabulary, grammar, pronunciation

Objectives

Grammar

present passive
non-defining relative clauses
past simple passive
present perfect passive
past continuous passive
future passive
have something done
reflexive pronouns

Functions and Communication

talking about processes
describing past facts
organising other people to do things
talking about films

Vocabulary and Word expander

linking words
camping
space
films
adjectives: antonyms

Pronunciation

/ʃ/ /tʃ/

Skills for life

Listening (SB p. 123)

Interculture

The Duke of Edinburgh's Award (SB p. 113)
Film awards (SB p. 121)
Language (SB pp. 154–155)

Units 11&12 CEFR competences

Listening

- B1** follow clearly articulated speech in everyday conversation (pp. 113, 122)
- B1** listen to short narratives on topics of personal interest (pp. 115, 121)
- B1** understand simple technical information or statistics (pp. 108, 115)

Reading

- B1** understand the main points in short newspaper articles about current and familiar topics (pp. 109, 110, 113, 117)
- B1** skim short texts and find relevant facts and information (pp. 114, 115, 123)
- B1** read reviews dealing with the content and criticism of a film and summarise the main points (p. 120)

Spoken interaction

- B1** start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest (pp. 112, 121)
- B1** give or seek personal views and opinions in an informal discussion with friends (pp. 113, 122)
- B1** read reviews dealing with the content and criticism of a film and summarise the main points (p. 120)

Spoken production

- B1** relate the plot of a film and describe my reactions (p. 121)
- B1** briefly give reasons and explanations for opinions and plans (p. 113)

Language quality

- B1** express myself reasonably accurately in familiar, predictable situations (pp. 113, 121)

Writing

- B1** write a short text about a problem and suggest a solution (p. 115)
- B1** write a short review of a film (p. 122)

Units 11&12 opener

AUTHOR chat

At this point, although your students have studied a lot of English, they probably find putting it all together to say things is still quite a challenge. In fact, sometimes it is students' increasing knowledge of the language system which can actually act as a barrier because it can cause anxiety when they are asked to perform.

So it is important to do activities which take the focus away from grammatical accuracy and to encourage your students to play with language and just have fun. So we invite students to take up the challenge of English with a range of tried-and-tested fluency activities which we guarantee will have them stretching their linguistic muscles, being creative and having fun all at once!

- in preparation for the topic of these units, play some games to increase fluency in a foreign language

1a | p. 107

Students: read and match.

Teacher: check students' comprehension of the vocabulary to describe the photos.

Answers

- a diving into water head first
- b jumping out of an aeroplane
- c doing a perfect move on your bike
- d skiing brilliantly down a snowy slope
- e jumping over a high bar

1b | p. 107

Students: oral pairwork.

Teacher: encourage students to think of other images that might conjure up the feeling of fluency. It might not be a sporting image for some. Playing a musical instrument, for example, is a communicative activity where practice is a necessary element to achieving success.

1c | p. 107

Students: play the first three games in groups.

Teacher: monitor the activities to make sure that everybody, including the least outgoing students, participates and speaks fluently. Start the fourth game by saying a strange sentence which will stimulate imagination and suggest a funny story.

Extra

Brainstorming. Ask the students to think of all the situations in which they might be able to speak, hear, read and write English. To spark their imagination, say the start of a sentence and let different students in turn complete it. For example:

English is used (in most of the songs I like, online, for air travel and aircraft communication, space travel, satellite communication).

English is spoken (in the country where I go on holiday, in most countries in the world, on the BBC World Service).

English is written (in the instructions for my computer, on airport signs, in car manuals, on food packages).

Unit 11

Exploration

Unit 11 Objectives

Grammar

Present passive
Passive modals
Non-defining relative clauses

Functions

Talking about processes
Problem solving

Vocabulary

Camping
Space

Skills

Reading: an article about rubbish in space
Listening: three people talking about orbital debris
Speaking: discussing orbital debris
Writing: a paragraph explaining the possible solutions to the problem of orbital debris

Presentation pp. 108–110

AUTHOR chat

The lesson begins with a quiz where students pool their knowledge to match the planets with the descriptions – teamwork gets better results!

Not many people have the chance to travel into space but here we look at the life of astronauts and find out about the challenges that they have to overcome to realise their dreams. Some of the information about life in space is very surprising and students are asked to discuss their response to the text. The language focus is the present passive, and students can find lots of examples in the text. The next page moves from the extremes of technological travel to a look at some incredible journeys in the natural world.

Warm up

- checking students' knowledge of the solar system

1 | p. 108

Students: oral groupwork.

Answers

a 6 b 8 c 7 d 5 e 1 f 9 g 4 h 2 i 3

Comprehension CLIL

Science: living conditions on a space station

- gather essential information from listening to and reading an article about life in space

2 | p. 108

Teacher: Read the sentences first, then read and listen to the description of the life of the astronauts.

TRANSCRIPT SB 83

See Student's Book p. 109.

Answers

- 1 F (The chair is called 5DF and it is used in a special training aircraft.)
- 2 T
- 3 F (They wake up with an alarm every morning. There are many dawns every day in space.)
- 4 F (They eat freeze dried food adding water to it.)
- 5 F (They are very busy but they also have free time.)
- 6 T

3 | p. 108

Students: oral pairwork.

Talking about processes

- learn how to use the present simple passive to talk about processes or regulations; understand the main points in short newspaper articles about current and familiar topics
B1; learn how to use non-defining relative clauses **B1**

4 | p. 108

Students: translate the examples and study the rules for the formation and use of the present simple passive and present continuous passive.

Teacher: refer students to p. 111 for further treatment of the passive.

5 | p. 108

Students: individual written work.

Answers

- 1 is cleaned
- 2 are stolen
- 3 is marked
- 4 aren't written

6a | p. 110

Teacher: Look at the three maps. Can you guess which animals travel over these areas? Scan the article to find out.

Answers

a 2 b 3 c 1

6b | p. 110

Students: read the article in detail to answer the questions.

Answers

- 1 the humpback whale
- 2 the bar-headed goose
- 3 the Monarch butterfly

- 4 the bar-headed goose
- 5 the humpback whale
- 6 the Monarch butterfly

Word expander | p. 110

Students: scan the article for the linking words listed in the *Word expander*.

Teacher: check understanding by asking students to find an equivalent of the words in their own language.

7 | p. 110

Students: translate the examples of *non-defining relative clauses* and study the rule. Then they underline further examples in the article.

Teacher: point out that non-defining relative clauses are included between two commas.

Answers

In spring time the bar-headed goose, which lives in Central Asia, flies from...

The humpbacks, which travel over 10,000 kilometres on their journey from Alaska to Hawaii, swim...

In fact, the journey, which takes about 3 months, is longer...

Get the grammar p. 111

Workbook Unit 11

Grammar reference, Grammar exercises

Present passive

1 | p. 111

Students: translate the examples and learn how to form the present simple passive and present continuous passive and how to use them.

2 | p. 111

Answers

- 2 A lot of new policies are made by the government every year.
- 3 Coffee and cocoa beans are grown by farmers in this region.
- 4 Lola is driven to school by Dave every morning.
- 5 All her clothes are made by Leah herself.
- 6 *Right Here!* is used by thousands of students.

3 | p. 111

Answers

- 1 Dinner is being cooked by Gianni.
- 2 Our homework is being marked by the teacher.
- 3 Lots of new stores are being built by IKEA.
- 4 A new documentary is being made by the BBC.
- 5 Photos of the Tower of London are being taken by tourists.
- 6 Another Harry Potter book isn't being written by JK Rowling.

Passive modals

4 | p. 111

Students: translate the example and read how to form and to use passive modals.

5 | p. 111

Answers

- 2 This application form has to be completed.
- 3 The train shouldn't be boarded without a ticket.
- 4 The car can't be moved until tomorrow.
- 5 This letter has to be posted before midnight.
- 6 The wall in this room should be repaired.

Non-defining relative clauses

6 | p. 111

Students: translate the examples and complete the rules.

Answers

- 1 who
- 2 which

7 | p. 111

Answers

- 2 Lise, who spends a lot of time reading about planes, wants to be a pilot.
- 3 Matt Damon, whose films I like a lot, is an American actor.
- 4 My sister, who loves playing tennis, had a baby last month.
- 5 London, which is my favourite city, is very expensive.
- 6 This television, which I bought last month, doesn't work.

→ WB Unit 11

Teacher: assign the exercises in the Workbook Unit 11 as homework. Draw the students' attention to the grammar exercises available in e-book+.

Real communication

pp. 112–113

Problem solving

AUTHOR chat

One of the themes of this unit is teamwork, and here students deal with a practical planning problem in groups. They are going camping but they can only take a few things. Through negotiation they have to make group decisions about what to take – seeking agreement, expressing doubt, rejecting and accepting suggestions. The lesson concludes with an article about the Duke of Edinburgh's Award.



File

Teacher: focus on the structures introduced in the *File* on p. 112 to express the functions of giving suggestions to solve a problem and accepting or rejecting them, expressing doubt, seeking agreement.

Vocabulary: camping

- learn vocabulary for camping equipment; start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest **B1**

1 | p. 112 towards B1 Preliminary Speaking

Parts 1 & 4

Students: oral pairwork.



2 | p. 112

Students: matching activity.

Teacher: play the recording to check answers. If necessary, ask students to translate the words into their own language.

TRANSCRIPT AND ANSWERS SB 84

- tent
- sleeping bag
- pillow
- cooking stove
- cooking equipment
- canteen: (plate, bowl, knife, fork and spoon)
- First Aid kit
- wind-up radio
- wash bag and towel
- mobile phone
- Swiss army knife
- torch
- clothes line
- can opener
- compass
- insect repellent
- plastic bags
- playing cards

- sunscreen
- map
- toilet paper
- matches

Going camping

- follow clearly articulated speech directed at me in everyday conversation **B1**; briefly give reasons and explanations for opinions and plans **B1**; understand the main points in short newspaper articles about current and familiar topics **B1**



3 | p. 113

Teacher: play the recording for students to complete the dialogue. Play it again to check answers.

TRANSCRIPT AND ANSWERS SB 85

Boy 1 So what about the map? ¹**Should** we take that?

Girl 1 Well, I'm not ²**sure**. I think the Swiss army knife is more useful.

Boy 2 No, I don't ³**agree**. We need a First Aid kit. Someone may get hurt.

Girl 2 I'm not so ⁴**sure** about that. I think the map is more ⁵**important**. We don't want to get lost.

Boy 1 That's two of ⁶**us** who want the map. It's definitely more important than a First Aid kit. If someone gets hurt, we ⁷**could** get help using a map!

Boy 2 OK, I see your ⁸**point**. But I still think the First Aid kit is worth ⁹**taking**.

Girl 1 Right. Well, ¹⁰**shall** we put the map next on our list? And then let's ¹¹**discuss** the knife and the First Aid kit.

Girl 2 All ¹²**right**. Let's do that then.

4 | p. 113

Teacher: Read the information on modal verbs and comparatives and find examples in the conversation you have just completed. Then follow the advice when you discuss your camping trip in exercise 5.

5 | p. 113 towards B1 Preliminary Speaking

Part 2

Teacher: monitor the group activity very carefully. Here students learn the language used to negotiate and reach an agreement (CEFR, B2 level). Encourage students to use expressions they heard in the conversation in exercise 3.

6 Get into culture | p. 113

Students: read in pairs or all together.

Teacher: check understanding of expressions like *become involved in* and *volunteering*.

Answers

- For example: volunteering, practical skills, sports.
- People must be between 14 and 24.
- 4 million.
- Three – Bronze, Silver and Gold.
- & 6 Students' own answers.

CULTURAL INFORMATION

The Duke of Edinburgh Award

Key principles: the award is non-competitive, available to all regardless of ability, voluntary, flexible, balanced, progressive, achievement-focused, a marathon not a sprint, personal development, and enjoyable.

Activities that can count towards the award are:

Service – helping the community, for example with a charity; Skills – a hobby, skill, or interest, for example showing progress with a musical instrument; Physical recreation – sports, dance, or fitness; Expeditions – can be by bicycle, horseback, water, but most commonly on foot.

Expeditions on foot can be taken almost anywhere in the countryside, especially in the national parks like the Lake District, Dartmoor, the Peak District, Pembrokeshire and Snowdonia; or abroad in places like the South of France or Kenya. The Expedition must be planned, prepared in advance and have an aim, such as a nature project.

Participants aiming for the Gold Award must also take part in a **Residential project:** five days and four nights away from home with unfamiliar people to achieve some form of purposeful enterprise.

For further information visit www.dofe.org

Real communication Unit 11

1

Students: read and complete the dialogue, choosing the correct words.

Answers

1 should 3 Shall 5 why 7 right
2 great 4 sure 6 idea 8 do

2

Students: listen to the recording. Practise reading the dialogue and acting it out.

TRANSCRIPT

LEN The heating isn't working at all. What shall we do?

CATHY I think we ¹should take the cover off and have a look inside.

LISA Well, I don't think that's a ²great idea. We don't know anything about it.

CATHY We've got to do something. I'm freezing!

LEN Yeah, me too!

CATHY ³Shall we call the electricity company, then?

LISA No, I'm not so ⁴sure about that. It'll be very expensive.

LEN OK, ⁵why don't we call Mike? He knows everything about that sort of thing. Maybe he can help.

LISA That's a good ⁶idea.

CATHY All ⁷right then.

LEN Let's ⁸do that then!

Real skills pp. 114–115

Space junk

AUTHOR chat

Our exploration of space has taught us, and continues to teach us, a huge amount about our universe, and manned and unmanned spacecraft have sent back amazing pictures and changed the way we look at our surroundings. However, this exploration has come at a cost. These pages explore the problem of the rubbish orbiting Earth, mostly caused by pieces of rockets and satellites. Students listen to a news report about what is being done to tackle the problem and then reformulate what they have heard in their own words.

Warm up

- stimulate the students' interest for the topic of space junk

1 | p. 114

Students: discuss in pairs.

Possible answers

Perhaps they are debris in space around the Earth, or the effect of the pollution of the atmosphere, or particles of ice travelling around the Earth.

2 | p. 114

Students: read and check their answer to exercise 1.

Answer

Paragraph 1 tells us that they are pieces of rubbish. (In paragraph 2 we will learn that they come from comets and from our travels into space.)

Vocabulary: space

- check knowledge of vocabulary related to space travelling

3 | p. 114

Students: matching task to be done individually or in pairs.

Answers

1 c 2 e 3 a 4 d 5 b

Reading

- understand the main points in short newspaper articles about current and familiar topics, e.g. space junk **B1**

4 | p. 114

Students: scan the text of the article to find the numbers.

Answers

- 1983
- About 20 times the speed of sound
- Over 17,000
- More than 5 million kilos
- 1965

5 | p. 114

Students: read the article in detail and do the comprehension task.

Answers

- F (Some of it comes from comets.)
- T
- F (They burn up in the atmosphere when they return to Earth.)
- T
- F (They use computers to calculate the pattern of rubbish.)

Speaking

- maintain a conversation or discussion on familiar topics **B1**

6 | p. 114

Teacher: ask students to re-read the article and memorise the main data.

Students: ask and answer questions to check how much information they have memorised.

Listening

- understand the main points of a radio bulletin on a familiar topic **B1**



7 | p. 115

Students: listen and identify the information required to complete the chart.

TRANSCRIPT SB 86

FIONA This is the 'News at Six', and I'm Fiona McKeith. Today, in Dallas, Texas, experts gathered from around the world for the Orbital Debris Conference. They were meeting to discuss the problem of orbital debris and its possible solutions. John Kernel is at the conference now – John, what solutions did the experts come up with?

JOHN Hello, Fiona. Well, the scientists today discussed two possible solutions. The first suggestion is a laser broom. This is a very powerful laser based on earth. The laser sends a beam up into space and this beam destroys the debris. However, most people think that a laser broom will be too dangerous. They don't like the idea of sending a powerful beam into space.

The second suggestion is a remote-controlled machine. The machine is sent up into space and it then collects the pieces of debris and stores them. The problem with this idea is mainly cost. It will cost billions of dollars to make and then launch this machine. And we will need a lot of machines to collect all the debris in space.

FIONA So, John, it sounds as if we need to keep searching for another possible solution.

JOHN That's right, Fiona.

Answers

Laser Broom

What does it do: sends a beam into space and destroys the debris

Location: based on earth

Disadvantage: may be too dangerous

Remote-controlled Device

What does it do: collects pieces of debris and stores them

Location: sent into space

Disadvantage: it will cost billions of dollars

Writing

- write a short text about a problem and suggest a solution **B1**

8 | p. 115

Students: individual written work.

Possible answer

Scientists have suggested two possible solutions to the problem of orbital debris. The first is to build a laser broom that destroys the debris by sending a beam up into space. But most people think this is too dangerous. The second suggestion is to send a remote-controlled machine into space to collect and store the debris. But this is much too expensive. (62 words)

Fast finishers

Teacher: ask students to write a short factfile about space junk.

Cyber Homework Unit 11

Test: Unit 11 Test

Unit 12 Objectives

Grammar

Past simple passive
 Present perfect passive
 Past continuous passive
 Future passive
have something done
 Reflexive pronouns

Functions

Describing past facts
 Organising other people to do things

Vocabulary

Films

Skills

Reading: understanding film reviews and plots
 Listening: six extracts from different genres of films
 Speaking: talking about your favourite film
 Writing: a film review

Skills for life

Listening to tone of voice, sound effects, background music and clues to understanding

Pronunciation

/ʃ/ /tʃ/

Presentation pp. 116–118

AUTHOR chat

Continuing the theme of challenge we take a look at extreme sports, all of which require a lot of courage and adrenaline! The focus here is on the past and present perfect passive, but we hope that your students will find it approachable and easy to assimilate within this exciting context.

The friends are still on the road but Emma has toothache. What is she going to do? The theme of passives continues with the concept of organising other people to do things – *have something done*, reflexive pronouns and *get* passives, which are very common in spoken English.

Warm up

- in preparation for the reading of an article on extreme sports, discuss your interest in sport

1 | p. 116

Teacher: *You're going to read an article on four extreme sports. Before reading, discuss your interest in sport.*

Students: oral pairwork.

Comprehension

- understand the main points in short newspaper articles about current and familiar topics **B1**

2a | p. 116

Teacher: *Look at the photos and scan the article to find the names of these sports.*

Answers

1 c 2 b 3 a 4 d

2b | p. 116

Students: read the article in detail and answer the questions.

Answers

1 via ferrata & paragliding
 2 paddle surfing
 3 via ferrata & paragliding
 4 mountainboarding
 5 paragliding
 6 via ferrata



3 | p. 116

Teacher: *You're going to hear two interviews with young British people who do extreme sports. Read the questions in the table and make notes while you listen.*

TRANSCRIPT SB 87

INTERVIEWER Well, I'm here on the South Downs in East Sussex, with Sophie. Hi Sophie!

SOPHIE Hello.

INTERVIEWER Sophie, you're a keen paraglider. How long have you been doing this sport?

SOPHIE I started when I was seventeen. I had to get permission from my parents because I was under eighteen.

INTERVIEWER And how often do you go paragliding?

SOPHIE Well, if I can, I go paragliding every weekend. Of course, it depends on the weather, but most weekends I come up here to the hills with my gear and try to fly.

INTERVIEWER You mention your gear – that's your helmet, your harness and your canopy of course.

SOPHIE Mm hmm.

INTERVIEWER What about clothing? What kind of clothes do you wear when you go paragliding?

SOPHIE Because of the wind, you can get very cold when you paraglide. So it's important to wear lots of layers – I usually wear two long-sleeved tops and also a jacket, tracksuit bottoms and walking boots.

- INTERVIEWER** What skills are important to be a good paraglider?
- SOPHIE** I would say, you have to be fit, you have to be brave and you have to have good coordination.
- INTERVIEWER** Well, enjoy your flight and good luck!
- INTERVIEWER** Hi, Tim. Can I ask you a few questions?
- TIM** Sure, go ahead.
- INTERVIEWER** What sport do you do?
- TIM** Mountainboarding. It's cool!
- INTERVIEWER** When did you start?
- TIM** I started when I was twelve years old! My brother got a board and I borrowed it – pretty soon I was better than him!
- INTERVIEWER** How often do you go mountainboarding?
- TIM** Well, I pretty much practise every day. There's a great skateboard park near here, and I take my mountain board there and practise for a couple of hours every day.
- INTERVIEWER** Wow. That's a lot. Why do you do it, Tim?
- TIM** I just love the excitement. There's nothing else like it. I think it's the adrenaline.
- INTERVIEWER** What kind of skills do you need to be a good mountain boarder?
- TIM** Well, the main thing is that you need a good sense of balance. And you need to have strong leg muscles.
- INTERVIEWER** Now, you've got your board and your helmet – do you need any other special clothes for mountain boarding?
- TIM** Oh yes, it's important to wear knee pads and elbow pads. And you should wear trousers, not shorts, to protect your legs if you fall off.
- INTERVIEWER** OK, that's all. Thanks for talking to me, Tim.
- TIM** No problem.

Answers

	Tim	Sophie
What sport are you doing?	mountainboarding	paragliding
When did you start?	twelve yrs old	seventeen yrs old
How often do you do your sport?	every day	every weekend
What skills do you need?	a good sense of balance	be fit, be brave, have good coordination
What clothes do you wear?	knee pads and elbow pads, trousers not shorts	two long-sleeved tops and a jacket, tracksuit bottoms and walking boots

Describing past facts

- learn how to form and how to use the past simple passive and the present perfect passive

4 | p. 116

Students: translate the examples of the past simple passive and the present perfect passive.

Teacher: refer students to p. 119 for the structure of these verb forms.

5 | p. 116

Students: individual written work.

Answers

- The Via Ferrata tunnels were developed in Italy in the First World War.
- Tunnels were dug through the mountains by Austrian and Italian troops.
- Explosives and weapons were carried through the tunnels.
- In Victorian times, a basic Via Ferrata was built by miners at Honister Slate Mine in the UK.
- The Via Ferrata was used to move slate from the mines.
- A new Via Ferrata Zip Wire was opened by Honister Slate Mine in 2008.

6 | p. 116

Students: individual written work.

Teacher: focus on the two active sentences with a double object (sentence 1: *Alex + a new board*; sentence 3: *me + how to paddle surf*). Explain that, when transforming an active sentence into a passive one, usually in English the person becomes the subject of the passive verb: *Alex has been given a new board*. However, it is also possible to say: *A new board has been given to Alex*.

Answers

- Alex has been given a new board.
- Since 1896, many sports have been added to the Olympics.
- I have been shown how to paddle surf by my brother.
- A new trampoline has been bought by our school.
- Our team has been trained by Mrs Allen for ten years.
- What a match! Five goals have been scored by Pip.

Organising other people to do things

- gather essential information from listening to and reading an episode



7 | p. 118

Teacher: You're going to listen and read Episode 9 of On the road. *The friends are still in Texas, they are hanging out in a café. Read the sentences of the exercise first so that you know what you have to watch out for. Then read and listen to the story. After reading and listening check understanding of key words and phrases, especially those listed in Real talk.*

Unit 12

Students: listening and reading, followed by oral work done in pairs or written work done individually.

TRANSCRIPT  SB 88
See Student's Book p. 118.

Answers

- 1 F (Emma has toothache.)
- 2 F (Jodie doesn't like dentists since she broke her tooth in a baseball game.)
- 3 T
- 4 F (Ben thinks it's really nice.)
- 5 F (She can't afford to do both.)
- 6 T

Real talk | p. 118

Teacher: focus on the words and phrases in *Real talk* and help students to translate them into their own language:

Same here

cost a bomb

treat yourself

Fair enough

Let me treat you!

Real talk Unit 12

1

Students: read and complete the dialogue, choosing four out of the five listed phrases.

Answers

- 1 Same here.
- 2 costs a bomb
- 3 let me treat you
- 4 Fair enough

2

Students: listen to the recording. Practise reading the dialogue and acting it out.

TRANSCRIPT

PAUL Are you hungry? I'd really like to go out for a nice meal tonight.

RANI ¹*Same here*. What a good idea.

PAUL Let's go to Paolucci's.

RANI It ²*costs a bomb*, doesn't it?

PAUL Yeah, it is quite expensive, but ³*let me treat you*.

RANI That would be lovely. I'll pay next time.

PAUL ⁴*Fair enough*. It's a deal.

8 | p. 118

Students: read the rules and translate the examples. Then they underline other examples in the dialogues.

Answers

have something done: I have to have it checked; Why don't you have your hair done? I can't afford to have my hair cut.

Reflexive pronouns: They can't look after themselves.

get passives: My tooth got broken in a basketball game; I got sent some money by my dad.

9 | p. 118

Students: individual written work.

Answers

- | | |
|--------------|----------------|
| 1 got lost | 4 got told off |
| 2 get paid | 5 get invited |
| 3 got locked | 6 got sent |

Get the grammar p. 119

Workbook Unit 12

Grammar reference, Grammar exercises

Past simple passive

1 | p. 119

Students: translate the examples and complete the rules.

Answers

- 1 were
- 2 not
- 3 past participle

2 | p. 119

Teacher: focus on the passive structure of sentences 2 and 5 where the person not the thing is the subject of the passive verb.

Answers

- | | |
|---------------|----------------|
| 1 was sent | 4 Was, written |
| 2 wasn't told | 5 was taught |
| 3 was opened | 6 was, made |

3 | p. 119

Answers

- 1 In 2009, Barack Obama was elected by the Americans as their President.
- 2 The first car with an air bag was built by General Motors in 1973.
- 3 The World Wide Web was developed by Tim Berners Lee.
- 4 The bikini was invented by two Frenchmen in 1946.
- 5 The first paper was made by the ancient Egyptians.

Past continuous passive

4 | p. 119

Students: translate the example and complete the rule.

Answers

- was

5 | p. 119

Answers

- 2 was being driven
- 3 was being fixed
- 4 was being followed

Future passive

6 | p. 119

Students: translate the examples and complete the rule.

Answers

- will

7 | p. 119

Answers

- 1 You will be contacted tomorrow.
- 2 Our car will be repaired next week by the mechanic.
- 3 Who will the music for their next film be composed by?
- 4 The house won't be finished for another two months.
- 5 Our lives will be improved by technology in the future.
- 6 The cake will be made by us tomorrow.

have something done

8 | p. 119

Teacher: write the structures on the board:

have + something + past participle (+ by someone)

don't have + something + past participle (+ by someone)

do + subject + have + something + past participle (+ by someone)?

Answers

- 1–4 Translation into the students' own language.

Reflexive pronouns

9 | p. 119

Students: complete the table.

Teacher: ask students to read the examples of reflexive pronouns in the dialogue on p. 118.

Answers

- 1 yourself
- 2 himself
- 3 herself
- 4 yourselves
- 5 themselves

 → WB Unit 12

Teacher: assign the exercises in the Workbook Unit 12 as homework. Draw the students' attention to the grammar exercises available in e-book+.

Real communication

pp. 120–121

Films

AUTHOR chat

Films are an important part of our lives. We go out to the cinema or watch films on TV or on computers. We talk about our favourite films and exchange stories about our favourite scenes. We watch award ceremonies such as the BAFTAs and the Oscars and read film reviews or listen to friends' opinions. In this lesson we gently introduce students to the language of film reviews and provide them with some basic expressions to talk about films. After reading about the film *Romeo + Juliet*, students listen to conversations about films and discuss recent films together.

File

Teacher: focus on the structures introduced in the *File* on p. 120 to express the functions of describing a film, agreeing or disagreeing.

Film reviews GLIL

Cinema studies: how to write film reviews

- read reviews dealing with the content and criticism of a film and summarise the main points **B1**

1 | p. 120

Teacher: focus on the photo from the film *Romeo + Juliet* directed by Baz Luhrmann. Encourage students to discuss their knowledge of the Romeo and Juliet story.

Students: oral pairwork.

2 | p. 120

Students: scan the text and decide on the content of each paragraph.

Answers

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

3 | p. 121

Teacher: Read the text in detail. What type of text is it? (A film review.) How do we know? (Because the writer expresses opinions on all aspects of the film and recommends it to the reader.) What language is used to

Unit 12

express opinions? (Adjectives, often preceded by qualifiers like 'very', 'highly'.)

At the end, check understanding of these expressions: *star-crossed young lovers, is set, shoot-out, fast-paced, action-packed, editing, speeded-up, camera shot, soundtrack, well cast, vengeful*. Before students do the written exercise, explain that the film plot is usually told in the present simple, as they can see in the second paragraph of exercise 2.
Students: individual written work or oral pairwork.

Answers

Right Here! film review

Name of film: Romeo + Juliet

Year of release: 1996

Director: Baz Luhrmann

Based on the play: Romeo and Juliet by William Shakespeare

Stars: Leonardo DiCaprio and Claire Danes

Story (15-word summary): Romeo and Juliet belong to rival American families. They marry in secret and die tragically.

Opinion of:

costumes: modern

sets: stylish and colourful

soundtrack: exciting

acting: very natural, convincing, beautiful moments

filming and editing: sometimes confusing, too clever, full of tricks

whole film: very visual, fast-paced, action-packed, sometimes confusing, very exciting

Vocabulary: films

- learn vocabulary related to film-making



Students: identify the words in the review, then listen to check answers.

TRANSCRIPT AND ANSWERS SB 89

- 1 The story is the plot.
- 2 The clothes are the costumes.
- 3 The built environment is the set.
- 4 The music is the soundtrack.
- 5 The words the actors say is the dialogue.

Word expander | p. 121

Students: look for adjectives of opinion in the review on p. 120, and write the opposites of the adjectives listed in the *Word expander*.

Answers

- 1 modern
- 2 exciting
- 3 convincing
- 4 beautiful
- 5 memorable
- 6 natural

Talking about films

- generally follow the main points of extended discussion around me, provided speech is clearly articulated **B1**; give or seek personal views and opinions in an informal discussion with friends **B1**; relate the plot of a film and describe my reactions **B1**



Students: listen and note the opinions of the young people on two films by Steven Spielberg: *Minority Report* and *AI*.

TRANSCRIPT SB 90

TINA Hey, look, *Minority Report* is on again at the Phoenix. Have you seen it?

GREG Yeah, **I love it!** It's a great film. **It's directed by** Steven Spielberg and **I love** everything he does.

TINA You're joking! **It's a terrible film!** It's sentimental and boring.

GREG **Come off it. I love** the whole futuristic idea of those sleeping people, the pre-cogs, seeing murders in advance. And the special effects are brilliant. And I don't think it's sentimental at all.

TINA Yeah. The special effects are good but when he gets together with his wife again at the end of the film, I thought that was really over the top!

GREG OK OK, but what about **the bit when** he kidnaps the pre-cog and she tries to help him? That's really exciting.

TINA Yeah, she acts that really well, I agree. But I thought the plot was unconvincing anyway.

GREG **I totally disagree. It's** a brilliant plot. I think it could happen one day. And my favourite scene is when the pre-cogs are in the water and they see the future.

TINA **I hated that bit** actually. It was boring. Spielberg kept repeating it again and again.

GREG OK... but you have to like *AI*, the Spielberg **film set in** the future when the world is occupied by real humans and robots, too, and you can't tell the difference!

TINA I did like that film actually. Great special effects and a brilliant picture of the future world although it was still a bit sentimental.

GREG **I love that film!** I've seen it three times. It gets better every time I see it.

TINA I know. **I love the bit when** the robot boy makes friends with another robot and is taken into the robot underworld.

GREG And **the best scene is** the robot contest in the stadium. It's totally cool!

TINA Well, for me the best bit is at the end of the film. It's really moving. **I love that film.**

Answers**Minority Report**

Tina's opinion: terrible, sentimental, boring, good special effects, good acting, unconvincing plot

Greg's opinion: great, brilliant special effects, brilliant plot, exciting

AI

Tina's opinion: great special effects, brilliant, a bit sentimental, really moving

Greg's opinion: great, totally cool

5b | p. 121

Teacher: play the recording again for students to identify the expressions from the *File* used in the conversation. Check answers orally.

TRANSCRIPT  SB 90

See transcript in exercise 5a.

Answers

See the words in bold in the transcript of exercise 5a.

6a | p. 121

Students: individual written work.

Teacher: if possible, allow students to search online (the site www.imdb.com offers accurate information on films). They should complete the table in great detail in order to do the oral pairwork in the following exercise.

Answers

Students' own answers.

6b | p. 121 towards Trinity ISE I Interview (Conversation phase)

Students: discuss in pairs, on the basis of the research done in exercise 6a.

7 Get into culture | p. 121

Students: reading all together followed by class discussion.

Teacher: check understanding of words like *award*, *trophy*, *mask*. Elicit the name of the actress and the event in the photo (*Dev Patel in 2017 with the BAFTA trophy for his performance in Lion*).

Answers

Students' own answers.

Extra

Making a film. In groups, the students imagine that they are making a film, listing the various jobs (*producer, director, script writer, actors, composer for the soundtrack, people in charge of costumes, sets, lighting*) and dividing up the tasks. Each of them says what experience he / she has and what skills they can make available to the group, e.g. *I've been playing the piano for five years, so I can compose the soundtrack. I've been taking art lessons since I was ten, so I can design the costumes and the sets, etc.* A 'secretary' takes notes of the discussion and at the end submits the ideas to the group for approval. If it is impossible to find someone who is able to do a task that is essential for the production of the film, the group can ask to 'borrow' someone from another group.

 **Real communication Unit 12****1**

Students: read and complete the dialogue, choosing the correct option, a, b or c.

Answers

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

2

Students: listen to the recording. Practise reading the dialogue and acting it out.

TRANSCRIPT 

SEAN Well, what did you think of that?

KATIE I ¹really liked it!

SEAN What! Come ²off it! It was awful!

KATIE Well, I know it wasn't brilliant, but I liked the ³bit when they were in the hot air balloon. And what ⁴about when Clive Daws met the princess? Cool!

SEAN Right. I know how much you like the new film ⁵star, Clive Daws! It doesn't change the fact that it's a ⁶terrible film, does it?

KATIE Hey, it wasn't that bad! The ⁷best moment was when they had the car chase at the end. Pure action cinema.

SEAN Well, I ⁸totally disagree. I hated it.

Real skills pp. 122–123

The cinema

AUTHOR chat

Continuing the theme of film we look at film genres and read about some famous films. Students talk about their favourite types of film, listen to film extracts and write lists of their own top five films. The language of film reviews in *Real communication* will be useful in this lesson as well.

Reading CLIL

- read reviews dealing with the content and criticism of a film and summarise the main points **B1**

1a | p. 122

Teacher: before the activity, and if students are interested, you could teach them the origin of the expression *silver screen*, which they might come across in relation to the film industry. It comes from the type of projection screen used for the first films (a synthetic surface containing silver which made the screen highly reflective).

Students: read the article with the scanning technique to assign the correct genre to each film.

Answers

1	historical	6	fantasy
2	science fiction	7	action
3	romantic	8	cartoon
4	horror	9	musical
5	thriller	10	comedy

1b | p. 122

Students: oral pairwork. Students read the names of the genres again and express their opinions.

2 | p. 122

Students: read the article again in detail.

Answers

1	<i>Moulin Rouge</i>
2	<i>Psycho</i>
3	<i>Some like it hot</i>
4	<i>Casablanca</i>
5	<i>Frankenstein</i>
6	<i>Speed</i>
7	<i>Lord of the Rings trilogy</i>
8	<i>Ben Hur</i>
9	<i>Star Wars</i>
10	<i>The Jungle Book</i>

3 | p. 122

Students: discussion to be done all together or in pairs.

Skills for life: Listening

Teacher: Read the strategy in Skills for life and use it to help you understand a recording. Tell the students that this strategy will help them identify the types of film in the following exercise.

Listening

- catch the main points of a recording on familiar topics **B1**



4a | p. 122

Teacher: ask students to read the *Skills for life* again. Tell students that, as suggested in the *Skills for life*, the tone of voice, the background noises and other sound effects they will hear in the recording will help them identify the film genres.

Students: listen and decide the genre of each film.

TRANSCRIPT SB 91

(Sound effects are in italics)

1

(a cat meows)

CAT I'm over here!

(A dog barks. The dog is chasing the cat: the dog is yapping and the cat is meowing. Then the screech of brakes.)

DOG Now I've got you.

CAT No, you haven't!

DOG Yes, I have!

(a loud bark and the sound of the dog leaping through the air)

DOG Oops!

(and a loud crash)

CAT Bye, bye!

2

(a knock at the door)

JACK Come in.

(the door opens and closes)

ALICE Are you Jack Diamond?

JACK That's right.

ALICE And you're a private detective?

JACK That's what it says on the door, sweetheart.

ALICE I need your help.

JACK Well, why don't you sit down here and tell me all about it? But first, why don't you tell me who you are?

ALICE My name's Alice Fay. I'm the daughter of the city mayor. And someone has murdered my husband.

JACK Why don't you go to the police?

ALICE I can't. They think I did it.

JACK Hmm. Would you like a drink?

3

*(a car screeches to a stop)***JAKE** Get in the car, Harry.**HARRY** What's going on, Jake?**JAKE** Get in and I'll tell ya!*(the car screams off)***JAKE** We're being followed.**HARRY** I can't see anyone behind us.**JAKE** Look up, Harry. Look up.**HARRY** Oh no. It's a helicopter!**JAKE** Hang on to your hat, Harry. I'm gonna turn the car round.*(the car screams round)***HARRY** I think we lost it.**JAKE** I don't think so, Harry.*(a helicopter swoops overhead)*

4

*(A door creaks open. We hear the click of a light switch.)***FAY** Oh, no. The lights aren't working.*(slow footsteps. A bump – and she falls.)***FAY** Oh!... What was that?*(silence, then nervy quiet off-key strings then she starts screaming – accompanied by slashing strings!)*

5

*(an exciting WHOOSH! sound)***LAYLA** Where have you brought me, Zak?**ZAK** To the Planet Trog.**LAYLA** You will never succeed in your evil plans. My crew will find me.**ZAK** I don't think so. I've created an energy shield around this planet which will make it invisible to all your space craft's detectors. I'm afraid, Layla, you are going to be here for some time. Androids!*(electronic bleepings and burblings)***ZAK** Take her away.**LAYLA** Leave me alone! Leave me alone!

6

*(a string quartet is playing)***LORD B** Good evening, Lady Hamilton.**LADY H** Good evening, Lord Byron.**LORD B** Do you find the party entertaining?**LADY H** I'm afraid not. I know very few people here.**LORD B** I know everybody, and that is even worse. My horse and carriage is outside. Would you care for a drive?**LADY H** I would be delighted, Milord.*(a horse neighs)***LORD B** After you, Lady Hamilton.**LADY H** Thank you, milord.*(the carriage door closes...)***LORD B** Drive on!*(horses hooves and wheels rattling off down the road)***Answers**

2 thriller

3 action

4 horror

5 science fiction

6 historical

4b | p. 122**Students:** listen to the recording again and make notes on the words, the background noises and other sound effect that helped them to decide about the film genres.**TRANSCRIPT**  SB 91

See transcript in exercise 4a.

Answers

See the words in italics in the transcript in exercise 4a.

Pronunciation: /ʃ/ /tʃ/

- practise the pronunciation of two consonant sounds

**5a | p. 122****Students:** read, listen and repeat all together.**Teacher:** point out that the sound /ʃ/ is usually represented by the letters 'sh' and the sound /tʃ/ by the letters 'ch' or 'tch'. Check understanding of all the words.**TRANSCRIPT**  SB 92

See Student's Book p. 122.

**5b | p. 122****Students:** read, listen and repeat all together.**Teacher:** explain that these are three tongue twisters and they are quite difficult to pronounce. Make sure students understand the sentences, even if their meaning is absurd.**TRANSCRIPT**  SB 93

See Student's Book p. 122.

Unit 12

Speaking

- give or seek personal views and opinions in an informal discussion with friends **B1**

6 | p. 122

Students: oral pairwork.

Teacher: after the pairwork, you could write a list of the favourite films on the board and involve the whole class in a discussion.

Writing

- write a short review of a film **B1**

7 | p. 122 towards Trinity ISE I Portfolio

Students: individual written work.

Teacher: make sure everyone makes notes following the given outline. You can assign the written composition as homework. Advise students to follow the model of the review p. 120 (about 340 words), but to write only 150–200 words.

Answers

Students' own answers.



Fast finishers

Teacher: ask students to go online and find a new top ten films list. How many of them have they seen?



Cyber Homework Unit 12



Test: Unit 12 Test

Units 11&12

Key grammar

File

1 | p. 124

Teacher: ask students to match each of the functions they have learned in Units 11 and 12 with an example and the grammar.

Answers

- Talking about present facts and processes
The water is recycled.
Present passive
- Talking about past facts and processes
The record was set in 2016.
Past passive
- Talking about future facts and processes
The program will be updated at midnight.
Future passive
- Adding extra information
Chicago, which lies on Lake Michigan, is in Illinois.
Non-defining relative clause
- Referring to the same person or thing
I designed it myself.
Reflexive pronouns

Grammar review

2a | p. 125

Students: read the article and complete each gap with the correct form of the verb in brackets, or with a relative or reflexive pronoun.

Teacher: check comprehension of *endurance, transform, diagnose, refused to be beaten by, conquer, tagline*.

Answers

- has been swum
- doesn't stop
- who
- was transformed
- lost
- has been shaped
- has won
- are pushed
- has also skied
- was diagnosed
- refused
- where
- himself
- became
- completed
- which
- was set up
- are helped
- themselves
- have not been defeated / were not defeated

2b | p. 125

Students: find examples of the grammar from the *File* in the story.

Possible answers

- Talking about present facts and processes: *Hand cycling is when the bike pedals are pushed with the hands.*
- Talking about past facts and processes: *As a baby he was diagnosed with an eye disease...*
- Talking about future facts and processes: (no example in text)
- Adding extra information: *Karen Darke, who was born in Yorkshire, UK, was ...*
- Organising other people to do things: (no example in text)
- Referring to the same person or thing: *He was accompanied because he couldn't climb by himself.*

3 | p. 125

Students: oral pairwork.

4 | p. 125

Students: oral pairwork.

Fast finishers

Teacher: ask students to write a paragraph about Karen or Eric's life.

28 Reasons to speak

5 | p. 125

Teacher: *You are going to play a game in which you have to talk for a minute on a particular topic.* Follow the plan outlined in the Student's Book.

Students: oral groupwork.

6 | p. 125

Teacher: ask students to give feedback on their talks in exercise 5 and encourage them by helping them realise how many more topics they can speak about compared to the beginning of the year.

Fast finishers

Teacher: ask students to revise all the new words they have learned in Units 11&12.

Units 11&12

Language check

1 | p. 126

Answers

- 1 are manufactured
- 2 is served
- 3 should be watered
- 4 was fixed
- 5 was being fixed

2 | p. 126

Answers

- 1 d 2 a 3 d 4 b 5 d

3 | p. 126

Answers

- 1 c 2 e 3 a 4 b 5 d

4 | p. 126

Answers

- 1 Venus
- 2 Jupiter
- 3 Mars
- 4 Pluto
- 5 Neptune

5 | p. 126

Answers

- 1 Why don't we
- 2 a good idea
- 3 Should
- 4 really think so
- 5 I'm not so sure
- 6 your point
- 7 we should
- 8 I don't think that's
- 9 Let's do that
- 10 everyone agree


6 | p. 126

Answers

- 1 b 2 a 3 c 4 c 5 c

→ Skills Book

Teachers: see p. 192 for teacher's notes, answer keys and transcripts.

 **Test: Units 11&12 Progress test**

Bonus lessons

Student's Book pp. 127–146

Opener	p. 127
Bonus A	pp. 128–131
Bonus B	pp. 132–135
Bonus communication 1	pp. 136–137
Bonus communication 2	pp. 138–139
Bonus language check	p. 140

Workbook pp. 77–86

Bonus A	pp. 77–80
Bonus B	pp. 81–85
CEFR descriptors	p. 86

Testbuilder

Bonus A Test
Bonus B Test
Bonus A&B Progress test

Extra practice

Bonus A&B: dictation, vocabulary, grammar, pronunciation

Objectives

Grammar

present perfect continuous v present perfect simple
used to / didn't use to / would
past perfect
past perfect and past simple
tenses review

Functions and Communication

talking about the recent past
talking about past habits
talking about the past
talking about books

Vocabulary and Word expander

book genres
book reviews

Interculture

World Book Day (SB p. 137)
The pub quiz (SB p. 139)

Bonus lessons A&B CEFR competences

Listening

B1 generally follow the main points of extended discussion around me, provided speech is clearly articulated (p. 134)

B1 catch the main points of a recording on familiar topics (pp. 134, 138)

B2 use a variety of strategies to achieve comprehension, including listening for main points and using contextual clues (p. 139)

Reading

B1 skim short texts and find relevant facts and information, for example who has done what and where (p. 136)

B2 read and understand literary texts in which the writers express specific attitudes and points of view (pp. 133, 134)

B2 read reviews dealing with the content and criticism of cultural topics (books) and summarise the main points (p. 137)

Spoken interaction

B1 start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest (pp. 127, 130)

B1 give or seek personal views and opinions in an informal discussion with friends (pp. 127, 128, 130)

Spoken production

B1 relate the plot of a book or film and describe my reactions (p. 137)

Language quality

B2 produce stretches of language with a fairly even tempo (p. 139)

Writing

B1 write simple texts about experiences or events, for example about life a hundred years ago (p. 130)

B2 write a short review of a book (p. 137)

AUTHOR chat

Although the aim of this course is to take students to a comfortable B1 level, we feel that students are ready to begin work on talking about books and music even if they haven't quite arrived at a B2 level. Continuing our work with students' fluency, we ask them to do a mingling task where they go round the class talking to as many people as possible. The questions require students to shift easily between topics, tenses and lexical areas. You can listen in and undertake diagnostic work if students are struggling with any of the language.

- in preparation for the topic of these units, discuss preferences, habits and activities students did or would like to do
- do a class survey on the students' activities and preferences
- do activities of revision and expansion

1 | p. 127

Teacher: *You are going to do a class survey. First, look at the pictures. What can you see? (people at a pop festival, the Eiffel Tower, a young person using a drone)*

Students: copy the text on a sheet of paper and use a clipboard so they can do a survey going around the class.

Teacher: monitor the activity, making sure everybody exchanges short dialogues in English as in the example.

Bonus A Objectives

Grammar

Present perfect continuous v present perfect simple
used to / didn't use to / would

Past perfect

Past perfect and past simple

Functions

Talking about the recent past

Talking about past habits

Talking about the past

Vocabulary

Music

Book genres

Book reviews

Presentation pp. 128–130

AUTHOR chat

The friends finally reach San Francisco and it's time to take stock and reveal some secrets! We review the present perfect and introduce the present perfect continuous and help students to see the difference in their use. The theme of these units is culture, and students read a text about different generations and their relationship with music using *used to* and *would* to talk about past habits.

Warm up

- check knowledge of the characters in the story

1 | p. 128

Teacher: *You're going to read and listen to the last episode of On the road. What do you remember about the four friends? Answer the questions, then find the episode that gave the information.*

Students: oral work to be done all together.

Answers

- Nathan (Episode 3 p. 37)
- Emma (Episode 5 p. 58)
- Ben (Episode 6 p. 69)
- Jodie (Episode 9 p. 118)

Comprehension

- gather essential information for listening to and reading an episode of the story

2 | p. 128

Teacher: *Read the questions first so that you know what you have to watch out for. Then read and listen to the story. After reading and listening, check understanding of key words and phrases, especially those listed in *Real talk*.*

Students: listening and reading, followed by oral work done in pairs or written work done individually.

TRANSCRIPT SB 94

See Student's Book p. 129.

Answers

- 1 Jodie has been sitting and dreaming about the journey they have had.
- 2 Emma has been talking to Ben.
- 3 Ben wants to make a film with Emma.
- 4 Nathan feels sad.
- 5 He's planning to come over to the UK.
- 6 No, he doesn't. He doesn't want to drive anywhere.

Real talk | p. 129

Teacher: focus on the words and phrases in *Real talk* and help students to translate them into their own language:

actually

Spill the beans.

How come?

In your dreams!

Real talk Bonus A

1

Students: read and complete the dialogue, choosing the correct phrases.

Answers

- | | |
|-------------------|------------------|
| 1 spill the beans | 3 How come |
| 2 actually | 4 In your dreams |

2

Students: listen to the recordings. Practise reading the dialogue and acting it out.

TRANSCRIPT

MARY What are you up to, Pete?

PETE What do you mean?

MARY Come on, ¹*spill the beans*. We haven't seen you much lately.

PETE I've been very busy, ²*actually*.

MARY ³*How come?*

PETE Well, James and I have been planning a bike trip for this summer.

MARY Wow. Can I come too?

PETE ⁴*In your dreams!*

Talking about the recent past

- practise talking about actions which began in the past and continue in the present

3 | p. 128

Teacher: *You're learning to use the Present perfect continuous.* Remind students of the meaning of *How long* in this context.

Students: read the rules and translate the examples. Then they underline other examples of the present perfect continuous in the dialogues.

Answers

I've been looking for you
 have you been sitting
 have you been doing
 have you been hanging out
 I've been talking to Ben
 he's been talking to me
 have you been saying
 have you guys been planning

4 | p. 128

Students: individual written work.

Answers

1 has been working
 2 has been snowing
 3 have been reading
 4 have been eating
 5 have been singing
 6 has been planning

5 | p. 128

Students: oral pairwork. Each student suggests various possibilities.

Possible answers

2 Has he been working in the garden? Has he been repairing the car? Has he been painting the house?
 3 Has she been working too hard? Has she been cleaning the house? Has she been walking for a long time?
 4 Has he been running? Has he been lifting heavy boxes? Has he been exercising in the gym / playing football / playing tennis?
 5 Has she been walking under the rain? Has she been swimming? Has she been having a shower?

6 | p. 128

Students: oral pairwork.

Talking about past habits CLIL

Technology: technological development in the recording and listening of music

- skim short texts and find relevant facts and information, for example who has done what and where **B1**; start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest **B1**; write simple texts about experiences or events, for example about life a hundred years ago **B1**

7 | p. 130

Students: identify the objects in the photos and revise / learn the vocabulary to describe them.

Answers

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

8 | p. 130

Students: reading in detail followed by comprehension exercise.

Answers

1 Margaret
 2 Nicola
 3 Colin
 4 Rob
 5 Nicola
 6 Rob

9 | p. 130

Students: oral pairwork.

Fast finishers

Teacher: ask students to write a paragraph about the music someone in their family likes.

10 | p. 130

Students: read the rules about the meaning and usage of *used to / didn't use to / would* and translate the examples. If appropriate, they refer to the explanations on p. 131.

11a | p. 130

Students: individual written work.

Possible answers

Women didn't use to have the vote.
 People used to wash clothes by hand.
 People didn't use to work with computers.
 People didn't use to buy food in supermarkets.

11b | p. 130

Students: oral pairwork.

Get the grammar p. 131

Workbook Unit 13

Grammar reference, Grammar exercises

Present perfect continuous

1 | p. 131

Students: read and translate the table. Then students complete the structure of the present perfect continuous.

Answers

- 1 have
- 2 been

Present perfect continuous v present perfect simple

2 | p. 131

Students: compare the use of the present perfect continuous and the present perfect simple and translate the examples.

3 | p. 131

Answers

- 1 have been listening
- 2 has been waiting
- 3 have been working
- 4 have been playing
- 5 has been raining
- 6 have been thinking

4 | p. 131

Answers

- 2 How long have you been teaching at this school?
- 3 How many days have you been taking the medicine?
- 4 How long have you been playing the saxophone?
- 5 Who have you been texting all morning?
- 6 How many years have your parents been living in this house?

5 | p. 131

Answers

- 1 has swum
- 2 have sat
- 3 have mended
- 4 has used
- 5 have eaten
- 6 has made

used to / didn't use to / would

6 | p. 131

Students: translate the examples and complete the rules.

Answers

- ✓ things that were true, but aren't true any more.
- ✓ habits in the past
- ✓ *didn't + use to*
- ✓ *did + subject + use to*

→ WB Bonus A

Teacher: assign the exercises in the Workbook Bonus A as homework. Draw the students' attention to the grammar exercises available in e-book+.

Test: Bonus A Test

Bonus B

Life and times

Bonus B Objectives

Grammar

Past perfect
Past perfect and past simple
Tenses review

Functions

Talking about the past

Vocabulary

Book genres
Book reviews

Presentation pp. 132–134

AUTHOR chat

This is the last unit in the course and we take the opportunity to review language and complete the 'set' of past tenses with the past perfect. An ideal opportunity to introduce this tense is in a biography and we look at Arthur Conan Doyle, the inventor of the world-famous Sherlock Holmes. Conan Doyle was an interesting man whose many interests included a taste for extreme activities and fast cars and early aeroplanes.

Warm up

- in preparation for the reading, discuss your interest in detective fiction and films

1 | p. 132

Teacher: point to the title, the photos and the introduction of the article. Ask the questions and gather all the answers on the board to gather statistics on the class preferences.

Students: oral work to be done all together.

Comprehension CLIL

Literature: the inventor of the detective story

- read and understand literary texts in which the writers express specific attitudes and points of view **B2**

CULTURAL INFORMATION

The topic of Arthur Conan Doyle's first story was the disappearance of the *Marie Celeste*, a ship taking a cargo of alcohol from New York to Genoa (Italy), which was found abandoned off the coast of Portugal in 1872, with nobody on board. The mystery of the disappearance of the crew has never been solved.

2 | p. 132

Teacher: Read the questions first, then read and listen to the short biography of Arthur Conan Doyle. Check understanding of *graduate, whaling boat, medical practice, kill off, be horrified, be knighted, break out, body building*.

Students: listening and reading activity, followed by a comprehension exercise.

TRANSCRIPT SB 95
See Student's Book p. 133.

Answers

- Because his father had died when he was young.
- He had studied at Edinburgh University.
- A story about the *Marie Celeste* and his first Sherlock Holmes story.
- In 1894.
- Because he had received hundreds of letters of protest from his readers.
- He liked driving fast cars and flying in the early aeroplanes; he campaigned for life-saving equipment and armour in the navy; he proposed a Channel tunnel linking England and France.

Talking about the past

- practise using the past perfect to talk about events that happened before other events in the past

3 | p. 132

Students: translate the examples and complete the rules on the use of the past perfect.

Teacher: refer students to the Workbook Bonus B *Grammar reference* for the table of the past perfect.

Answers

- past simple
- past perfect
- had*

4 | p. 132

Students: individual written work.

Answers

- | | |
|----------------|-----------------|
| 1 had eaten | 4 had picked up |
| 2 had, gone | 5 had, seen |
| 3 had arranged | 6 had left |

5 | p. 132

Students: individual written work.

Answers

- | | |
|--------------|--------------|
| 1 opened | 4 hadn't met |
| 2 had slept | 5 had let |
| 3 understood | 6 gave |

6 | p. 132

Students: individual written work.

Answers

- 2 I had never eaten them before.
- 3 I had never watched a baseball game before.
- 4 She had never arranged a birthday party before.
- 5 I had never swum in the sea before.
- 6 I had never bought a pink raincoat before.

7a | p. 134

Teacher: allow time for students to read the story quietly. Then check their comprehension of *padlock*, *precisely*, *charming*, *manuscript*.

Students: individual written work.

Answers

- 1 Because he had arranged to meet someone whose bag he had mistakenly taken that morning.
- 2 Students' own answers.
- 3 He was polite and apologetic, and had written a postcard to thank Danny.

7b | p. 134

Students: individual written work.

Answers

- Danny got up late
- Danny had breakfast
- Danny took the wrong bag
- Danny found a label
- Danny messaged Sebastian
- Danny waited in the café
- Sebastian apologised
- Danny read a postcard



8a | p. 134

Students: listening and reading activity, followed by a written exercise.

TRANSCRIPT SB 96

On his way home that evening, Danny read a news item on his phone. In the early hours of the morning, a thief or thieves had stolen a small statue by Picasso from a private home. He couldn't believe his eyes when he saw the photo of the stolen statue. He had seen it on a postcard only five or six hours earlier! Then he remembered the weight of Sebastian's bag. It had been heavy, far too heavy for a manuscript. It had felt like there was a brick inside. Or a piece of marble. He looked at the postcard again and read Sebastian's message. Had Danny returned the stolen Picasso to the charming thief?

Answers

- A thief / thieves stole a Picasso statue
- Danny got up late
- Danny had breakfast

- Danny took the wrong bag
- Danny found a label
- Danny messaged Sebastian
- Danny waited in the café
- Sebastian apologised
- Danny read a postcard
- Danny read a news item on his phone.
- Danny recognised the statue in the picture from the postcard
- Danny realised he had helped the thief

8b | p. 134

Students: oral pairwork.

Get the grammar p. 135

Workbook Bonus B

Grammar reference, Grammar exercises

Past simple and past perfect

1 | p. 135

Students: individual written work.

Answers

- | | | | | | |
|---|---------|---|-------------|----|--------|
| 1 | already | 5 | for | 9 | recent |
| 2 | not yet | 6 | By the time | 10 | always |
| 3 | since | 7 | never | | |
| 4 | just | 8 | before | | |

2 | p. 135

Students: individual written work

Answers

Students' own answers.

3 | p. 135

Students: individual written work.

Answers

- 1 woke
- 2 had stayed
- 3 hadn't realised
- 4 hadn't
- 5 jumped
- 6 arrived
- 7 had
- 8 was
- 9 said
- 10 had overslept

WB Bonus B

Teacher: assign the exercises in the Workbook Bonus B as homework. Draw the students' attention to the grammar exercises available in e-book+.

Test: Bonus B Test

Bonus communication 1

pp. 136–137

Talking about books

AUTHOR chat

Although we know that young people are reading fewer novels, nowadays bookshops are full of amazing stories written specifically for teenagers and young adults, aimed at inspiring the most reluctant reader. Don't forget as well that there are many simplified English readers that provide support to learners and allow them to have a 'real' extended reading experience because the language and vocabulary is suitable for their level. Being able to talk about books and review them is an important skill and this lesson transfers a lot of the language already taught to talk about films to reviewing books. Students read about six famous novels and write their own book reviews – which don't have to be about novels they have read in English, of course!



File

Teacher: focus on the structures introduced in the *File* on p. 136 to express the functions of describing a book, expressing opinions on a book.

Vocabulary: book genres

- learn vocabulary for book genres

1 | p. 136

Students: oral groupwork.

Teacher: check understanding by eliciting a translation of the words for book genres.



Fast finishers

Teacher: ask students to write a list of their five favourite books and their genre.

Reading fiction CLIL

Literature: fiction in the English-speaking world

- read and understand literary texts in which the writers express specific attitudes and points of view **B2**

2 | p. 136

Teacher: allocate five to six minutes for the pairwork, then start a class discussion asking students which British or American novels they have read in translation or in the original, which they have heard about, or of which they have seen a screen version.

3a | p. 136

Students: read the presentation of the books and match them to the book covers.

Answers

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

3b | p. 136

Students: read the information and identify the novels.

Teacher: at the end of the exercise, ask students what they know about these books and if they have read them. If necessary, give further information.

Answers

- 1 *The Great Gatsby, Little Women*
- 2 *Robinson Crusoe*
- 3 *Ulysses*
- 4 *Alice's Adventures in Wonderland*
- 5 *Oliver Twist*
- 6 *The Great Gatsby*

Vocabulary: book reviews

- relate the plot of a book or film and describe my reactions
 - B1;** produce stretches of language with a fairly even tempo
 - B2;** write a short review of a book **B2**



4a, 4b | p. 136

Students: vocabulary exercise.

Teacher: check understanding by asking students to translate the words. Play the recording to check answers.

TRANSCRIPT AND ANSWERS SB 97

1 novels:
chapter
descriptions
language

2 films:
style
photography
costumes
soundtrack
stars
sets

3 both films and novels:
plot
narrator
protagonist
dialogue
point of view
story
character
opening
ending
setting

5 | p. 136

Teacher: give an example of how to fill in the book review form. Bring a well-known novel to the class. Show the name of the author and the date of publication, give information on when and where the story takes place, on the characters, on the narrator and summarise the plot in a few words. Then give your opinion about the points listed in the form.

Answers

Students' own answers.

6 | p. 137 towards Trinity ISE I Interview (Topic phase)

Students: oral pairwork.

Teacher: refer students to the *File* on p. 136 for the expressions to use.

7 | p. 137 towards Trinity ISE I Portfolio

Students: written work to be done in class or as homework. Students use the form they have completed in exercise 5 and write a composition (150–200 words).

Teacher: refer students to the *Amazon* website to see how they present and review a book.

 **Bonus communication 1**

1

Students: read and complete the dialogue, choosing the correct option, a, b or c.

Answers

1 b 2 c 3 c 4 a 5 c 6 b 7 a

2

Students: listen to the recording. Practise reading the dialogue and acting it out.

TRANSCRIPT 

EMMA Well, what did you read this week, Simon?

SIMON Oh, I read a historical novel. Normally they're pretty bad, but I found I liked this one. It was a really good ¹read.

EMMA What! You mean *The Ancient Promise*? Beth said it was awful!

SIMON Well. I know it wasn't brilliant, but I found I ²couldn't put it down. It was very exciting.

EMMA Where is the novel ³set?

SIMON Oh, it's ⁴narrated by the main character, a blacksmith from York. Of course he falls in love with a duchess, and they marry in the end. I know it doesn't seem very original. But I found it held my ⁵attention right to the end. The reason it works so well is that the ⁶main characters are very well described. You can really get to know them. It was all a bit ⁷too romantic though, and nothing more than a fantasy really.

8 Get into culture | p. 137

Students: reading to be done all together or in pairs.

Teacher: check understanding of *book token* and start a class discussion about World Book Day.

Bonus communication 2
pp. 138–139

Answering a quiz

AUTHOR **chat**

The challenge continues, this time with a quiz – a relaxing interlude for your students and an opportunity to interact using some expressions which help them interact naturally. The range of questions and topics is designed so that students with different interests and skills can contribute their knowledge. Why not set up a competition in class with these quizzes instead of doing it in pairs?

 **File**

Teacher: focus on the structures introduced in the *File* on p. 138 to express certainty, uncertainty or lack of knowledge when answering a quiz.

Working in a team

- understand simple technical information or statistics **B1**; start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest **B1**; express myself reasonably accurately in familiar, predictable situations **B1**

1 | p. 138

Teacher: before the pairwork, ask students to quickly scan the questions and check they understand them.

 2 | p. 138

Teacher: after the pairwork, play the recording for students to check their answers.

TRANSCRIPT AND ANSWERS  SB 98

1

(When was the world's first blood transfusion?)
The answer is a, 1905.

2

(How fast can a tennis player serve a ball?)
The answer is a, 250 kilometres an hour.

3

(How many bones are there in the human body?)
The answer is b, 208.

Bonus lessons

4

(When did Michelangelo paint the Sistine Chapel?)
The answer is b, between 1508 and 1512.

5

(When were the first Winter X Games held?)
The answer is c, 1997.

6

(How fast does a skydiver fall through the air before the parachute opens?)
The answer is a, 200 kilometres an hour.

7

(How many Sherlock Holmes stories did Sir Arthur Conan Doyle write?)
The answer is c, 60. He wrote four novels and 56 short stories.

8

(How many UK number one songs did the Beatles have?)
The answer is a, 17.

9

(What year was the first Football World Cup, and where was it?)
The answer is c, 1930, Uruguay.

10

(How old was the longest-living cat?)
The answer is c, 38 years old.

Picture round

- understand simple technical information or statistics **B1**;
express myself reasonably accurately in familiar,
predictable situations **B1**

CULTURAL INFORMATION

The *Lord of the Rings* trilogy – see Student's Book p. 123.
New York – see Student's Book p. 22.
Albert Einstein – see Student's Book p. 103.
Georges Seurat – see Student's Book p. 40.
Saturn – see Student's Book p. 108.
The Forbidden City – see Teacher's Book p. 89.
Costa Rica – see Student's Book p. 63.
Plogging – see Student's Book p. 55.

3 | p. 139

Students: oral pairwork.



4 | p. 139

Teacher: after the pairwork, play the recording for students to check their answers.

TRANSCRIPT AND ANSWERS SB 99

1

A What is this sport?
B It's snowboarding.

2

A What film is this?
B It's *Lord of the Rings*.

3

A Which city is this?
B It's New York.

4

B Who is this scientist?
A It's Albert Einstein.

5

A Who painted this scene?
B Georges Seurat painted it.

6

A What planet is this?
B It's Saturn.

7

B What is this palace?
A It's the Forbidden City in Beijing.

8

B Which country is this?
A It's Costa Rica.

9

B What is this activity called?
A It's called plogging.

5 Get into culture | p. 139

Students: read the text in pairs or all together.

Teacher: check understanding of words such as *quiz leader*, *rounds of questions*, *trivia*, *sport and entertainment*, *picture rounds*, *highest scoring*.

Answers

1 & 2 Students' own answers.

3 Possible answers:

page 138: all questions: Science (Astronomy)

page 139: question 1: Sport; question 2: Film /

Entertainment; question 3: Geography / Places;

question 4: Science / Famous people; question 5: Art;

question 6: Science; question 7: History / Architecture;

question 8: Geography / Places; question 9: Sport / Trivia



6a | p. 139

Teacher: Read the rules of the game. Then listen to the questions. You will hear each question twice.

Students: listen to the questions and discuss the answers in groups. Each group should have a secretary who will note down the answer agreed by the members, to be checked against the second recording.

TRANSCRIPT  SB 100

- 1 Who was the first man on the moon?
- 2 What is the biggest ocean in the world?
- 3 Where are the world's highest mountains?
- 4 What is the most photographed bridge in the world?
- 5 What is the tallest land animal in the world?
- 6 What toy was named after US President Theodore Roosevelt?
- 7 Who was the printing press invented by?
- 8 Which is the hottest planet in the solar system?
- 9 What is the letter that represents Potassium on the periodic table?
- 10 What large ship sank in 1912 on her maiden voyage?
- 11 What mammal has wings and flies?
- 12 Who was the first movie monster to become a star?
- 13 What do Americans celebrate on July 4th?
- 14 What is the smallest state in the world?
- 15 Which is taller, the Statue of Liberty or the London Eye?
- 16 Who wrote the Harry Potter books?



6b | p. 139

Students: listen and check if their answers were correct.

TRANSCRIPT AND ANSWERS  SB 101

- 1 The first man on the moon was Neil Armstrong.
- 2 The biggest ocean in the world is the Pacific.
- 3 The world's highest mountains are the Himalayas.
- 4 The most photographed bridge in the world is Tower Bridge, London.
- 5 The tallest land animal in the world is the giraffe.
- 6 The teddy bear was named after US President Theodore Roosevelt.
- 7 The printing press was invented by Johannes Gutenberg.
- 8 The hottest planet in the solar system is Venus.
- 9 The letter that represents Potassium on the periodic table is K.
- 10 The *Titanic* sank in 1912 on her maiden voyage.
- 11 The bat is a mammal that has wings and flies.
- 12 The first movie monster to become a star was King Kong.
- 13 Americans celebrate Independence Day on July 4th.
- 14 The smallest state in the world is Vatican City.
- 15 The London Eye is 135 metres high and the Statue of Liberty is 93 metres high so the London Eye is taller than the Statue of Liberty.
- 16 J.K. Rowling wrote the *Harry Potter* books.

7 | p. 139

Teacher: make encyclopedias available for your students and if possible give them access to the internet. You can limit the exercise by assigning specific categories for the questions and answers.

Students: group research, followed by interaction between groups.

 **Bonus communication 2**

1

Students: read and complete the dialogue, choosing the correct options to complete the dialogue.

Answers

1 answer 2 one 3 sure 4 reckon 5 clue 6 foggiest 7 can't

2

Students: listen to the recording. Practise reading the dialogue and acting it out.

TRANSCRIPT 

PRESENTER Hello, and welcome to 'Just a Million'! So who have we got on the show tonight?

KIA My name's Kia, and I'm from London.

LEO And I'm Leo, from Manchester.

PRESENTER Well, let's start. Shout if you know the ¹answer, OK?

BOTH Yes!

PRESENTER Right. What's the capital of Norway?

KIA I know this ²one! It's Oslo!

PRESENTER Yes! Absolutely right! Now, continuing with geography, what's the capital of Finland?

KIA I'm not ³sure. Is it Helsinki?

PRESENTER Correct again, Kia. Come on Leo, what are you waiting for? I ⁴reckon you're too shy! Now, what's the capital of Mongolia?

KIA Oh, I haven't got a ⁵clue. Could it be Timbuktu?

PRESENTER No, I'm afraid it isn't. Leo?

LEO I don't have the ⁶foggiest idea! It can't be Kathmandu, can it?

PRESENTER No, no! Go on, have another try!

LEO Well, I ⁷can't be sure, but is it Ulan Bator?

PRESENTER Yes! It certainly is!

Bonus lessons

Language check

1 | p. 140

Answers

- 1 hadn't seen
- 2 had broken
- 3 jumped
- 4 returned
- 5 had been

2 | p. 140

Answers

- 1 d 2 c 3 d 4 a 5 d

3 | p. 140

Answers

- 1 dialogue
- 2 plot
- 3 sets
- 4 costumes
- 5 soundtrack

4 | p. 140

Answers

- 1 crime
- 2 autobiography
- 3 horror
- 4 science
- 5 travel

5 | p. 140

Answers

- 1 written
- 2 set
- 3 narrated
- 4 writing
- 5 description
- 6 well-written
- 7 put
- 8 ending
- 9 disappointing
- 10 recommend

6 | p. 140

Answers

Students' own answers.

→ Skills Book

Teachers: see p. 192 for teacher's notes, answer keys and transcripts.

 **Test:** Bonus A&B Progress test

Interculture Units 1&2 THE USA

1 | p. 144

Students: in pairs, answer the questions, writing all that they know about the United States.

Answers

- 1 Fifty.
- 2 Hawaii and Alaska.
- 3 The Democratic Party and the Republican Party.
- 4 Industries which produce aluminium, iron, steel, cars, aeroplanes, electronics, and service industries.
- 5 About 325 million.
- 6 The Atlantic Ocean and the Pacific Ocean.

2 | p. 144

Students: read the text in detail to check if their answers to exercise 1 are correct.

Teacher: ask someone to read the text out loud, checking that they understand vocabulary like *mangrove forests*, *hurricanes*, *earthquakes* and the words listed in the *Vocabulary* box.

3 | p. 144

Students: written work done individually or in pairs.

Answers

1 F 2 T 3 T 4 F 5 F 6 F 7 T 8 T

4 | p. 144

Students: written work done individually or in pairs.

Answers

Alaska, California, Florida, Indiana, Kentucky, Michigan, Mississippi, Nevada, New York (State), Oklahoma, Texas, Virginia, Wyoming

Project | p. 144

Teacher: help students to choose a topic for their project, e.g. the government, the movie industry, technology, frontier life, ethnic minorities, etc.

Students: in class or at home, prepare a project on a topic they have chosen, writing a short passage and illustrating it with photos and, if suitable, graphics and datafiles.

Interculture Units 3&4 ABOUT THE USA

1 | p. 147

Students: oral pairwork.

Teacher: bring the information together on the board and, if possible, have a class discussion.

2 | p. 147

Students: reading and identifying.

Teacher: check that students understand vocabulary like *parade*, *memorial service*, *wreath*, *Labor union*, *groundhog* and the words listed in the *Vocabulary* box.

Answers

- 1 Martin Luther King Day, Columbus Day
- 2 Independence Day, Columbus Day, Thanksgiving
- 3 Independence Day, Halloween, Christmas
- 4 Christmas

3 | p. 147

Students: written work done individually or in pairs.

Answers

- 1 Groundhog Day
- 2 Halloween
- 3 Thanksgiving
- 4 Independence Day
- 5 President's Day
- 6 Martin Luther King Day
- 7 Labor Day
- 8 Memorial Day

4 | p. 147

Students: written work done individually or in pairs.

Answers

- 1 a memorial service
- 2 a picnic
- 3 a parade
- 4 fireworks
- 5 a party
- 6 a feast

5 | p. 147

Students: oral pairwork.

Project | p. 147

Teacher: help students to do their research online.

Students: in class or at home, students prepare a project on a holiday of their choice, writing a short passage and illustrating it with photos and, if suitable, graphics and datafiles.

Interculture Units 5&6

CULTURAL DIVERSITY IN THE USA

1a | p. 148

Teacher: explain that the term *Native Americans* is used here to refer to the indigenous populations of North America. However, the term includes also the populations who lived in Central and South America before the arrival of the Europeans.

Students: in pairs, say all that they know about the topic. They might have gathered information from films and classic novels, often suffering from negative stereotyping, or from exploring websites, which offer up-to-date information on the present social and cultural state of Native Americans.

1b | p. 148

Students: read the text using the scanning technique to check their ideas.

2 | p. 148

Students: read the text in detail, then answer the questions.

Teacher: at the end read the text aloud, checking comprehension of words like *reservations, myths, stereotypes, traders, linguistic stocks, supplies, headdress, carved, break the codes* and the words listed in the *Vocabulary* box.

Answers

- 1 About ten million.
- 2 2.9 million.
- 3 Over five hundred.
- 4 Because they are all culturally and geographically different.
- 5 Because they needed to buy food and supplies from them and because many cowboys were Native Americans.
- 6 Most tribes didn't use bows and arrows, but hunted with other weapons.
- 7 They passed on coded battlefield messages using their language, Athapaskan.

3a | p. 148

Students: reading and oral discussion.

Possible answer

Stereotyping implies that all individuals or groups of people behave in the same way. It prevents a true relationship with other people.

3b | p. 148

Students: oral pairwork.

Project | p. 148

Teacher: help students to choose one of the three topics suggested for their project.

Students: in class or at home, students prepare a project on a topic of their choice, writing a short passage and illustrating it with photos and, if they like, graphics and datafiles.

Interculture Units 7&8

STUDENT LIVES

1 | p. 150

Teacher: get the students to complete the text orally and ask them to copy it out for homework.

Answers

- 1 abroad
- 2 dimension
- 3 choose
- 4 semester
- 5 experience
- 6 personal

2 | p. 150

Students: discussion in pairs.

Teacher: collect all the reasons given by students on the board.

Possible answers

- We can learn or improve a foreign language.
- We can get into contact with young people with a different upbringing.
- We can become acquainted with new ways of life.
- We can explore the cultural aspects of another country.
- We can learn to cope on our own, without the emotional support of our family.
- We can develop an ability to communicate and to contribute to today's global civilisation.

CULTURAL INFORMATION

Erasmus (*European Community Action Scheme for the Mobility of University Students*) is the European Commission's educational programme for Higher Education students, teachers and institutions. It was introduced in 1987 with the aim of increasing student mobility within the European Community. In 1995 Erasmus became incorporated into the new Socrates programme which covers education from school to university to life-long learning.

Socrates-Erasmus can involve student mobility, teacher mobility and curriculum development. In 1999, the ministers of education of 29 countries met in Bologna to discuss the future development of higher education in Europe. They issued the Bologna Declaration, which expressed the goal of developing a European Higher Education Area by 2010. This development is known as the Bologna Process, and focuses on:

- adopting a system of easily readable and comparable degrees
- adopting a system with two main cycles (undergraduate / graduate)
- establishing a system of credits (such as ECTS – European Credit Transfer System)
- promoting mobility by overcoming obstacles
- promoting European co-operation in quality assurance
- promoting European dimensions in higher education (Information from: <http://www.erasmusplus.org.uk>)

3a | p. 150

Students: read and identify the information.

Answers

Otto: shared problems, gained friends all over Europe, improved language skills.
 Sarah: became more independent.
 Anna: improved her Italian, learned tolerance and open-mindedness.
 Duc: travelled, met cool people, gained work experience.
 Daniel: got into the Spanish way of life, spoke another language.

3b | p. 150

Students: re-read the paragraphs to identify the problems.

Answers

Otto: it was tiring speaking English all the time every day.
 Sarah: had to find her own accommodation and organise her own study programme.
 Anna: found it hard to find accommodation and understand the system.
 Duc: missed home and couldn't understand the accent at first.
 Daniel: no problems mentioned!

4 | p. 150

Students: re-read the paragraphs and answer the questions.

Answers

- 1 Sarah and Anna
- 2 Duc
- 3 Daniel
- 4 Otto
- 5 Sarah and Duc
- 6 Otto, Anna and Daniel
- 7 Daniel
- 8 Anna and Duc

Project | p. 151

Teacher: help the students to do online research.

Students: in class, the groups discuss an exchange they would like to make, look for information on the web and make notes. Then at home they each write a report and illustrate it with photos and graphics.

Interculture 9&10 AUSTRALIA

CULTURAL INFORMATION

Australia is divided into six states and two territories: Australian Capital Territory with the capital Canberra which is the seat of government, Northern Territory (capital city: Darwin), New South Wales (capital city: Sydney), Queensland (capital city: Brisbane), South Australia (capital city: Adelaide), Tasmania (capital city: Hobart), Victoria (capital city: Melbourne), Western Australia (capital city: Perth).

Australia's lowest point: Lake Eyre 15 m below sea level

Australia's highest point: Mount Kosciuszko 2,229 m.

Main rivers: the Murray-Darling. The three main river systems that make up the Murray-Darling Basin include the Darling River and its tributaries; the Murray river and its tributaries; the Murrumbidgee River, the Lachlan River and Billabong Creek and their tributaries. The greatest continuous length of river in the Basin extends 3,750 kilometres from the source of the Condamine (100 km from Brisbane, in Queensland) to the mouth of the Murray (100 km from Adelaide in South Australia).

Australian rules football (also known as Aussie rules or Footy) is a game played between two teams of 18 players on an oval field. The ball is oval, the goal is represented by four tall posts and the rules are different from soccer or traditional football games.

1a | p. 152

Students: written work to be done in pairs.

Possible answers

- What's the population of Australia?
- What's the climate like?
- Who are the original inhabitants of Australia?
- When was Australia discovered by the British?
- When did the British start sending people to Australia?
- How many states are included in Australia's federal system?

1b | p. 152

Students: read the text, using the scanning technique to find the information.

Teacher: if possible, let students have access to internet sites like:

www.australia.gov.au/

www.about-australia.com/

2 | p. 152

Students: read the text in detail and identify the information.

Answers

- 1 Native Australians or Aborigines.
- 2 People from south-east Asia, China, the Indian sub-continent and Europe.
- 3 The British started to send criminals to the east coast of Australia.
- 4 The percentage of Aborigines (only 2.5% of the population).
- 5 The percentage of Australians living in cities or towns (70%).
- 6 Kangaroo, wombat, duckbilled platypus, koala
- 7 115 million sheep
- 8 Uluru or Ayers Rock

3 | p. 152

Teacher: get several students to read the text. Check that they understand *overseas*, *range*, *bush* (an area of land covered with bushes and trees which covers a large part of the Australian continent), *roadside fireplaces* (spots in the bush where a fire can be safely lit, originally inside tree stumps), *jacaranda* (a tree originally from South America, with large purple-blue flowers), *flame tree* (a tree of the rainforest with bright red flowers), *footie* (Australian football), *headline*, *drought*, the *Davis Cup* (the most important tournament in men's tennis).

Students: written work to be done in class or as homework.

Possible answer

While adapting others' cultures, Australians have also developed their own habits, like Christmas barbecues, bush picnics, roadside fireplaces and surf carnivals. (201 words)

4 | p. 152

Students: vocabulary activity.

Answers

- | | | | | |
|-----|-----|-----|-----|------|
| 1 h | 3 f | 5 a | 7 j | 9 b |
| 2 i | 4 g | 6 d | 8 e | 10 c |

Project p. 153

Teacher: help students to do research online.

Students: look for information on the web and make notes. Then at home they write a webpage and illustrate it with photos and graphics.

Interculture 11&12 LANGUAGE

1 | p. 154

Students: reading and discussion in groups.

CULTURAL INFORMATION

English is the primary language in the United Kingdom, the USA, Ireland, and Commonwealth countries such as Australia, New Zealand, the Bahamas, Barbados, Bermuda, Dominica, Gibraltar, Grenada, Guyana, Jamaica, Antigua and Barbuda, St Lucia, Saint Kitts and Nevis, Saint Vincent and the Grenadines, Trinidad and Tobago, the U.S. Virgin Islands.

English is also one of the primary languages in Canada (with French), India (with Hindi and 21 other languages), Hong Kong, Belize, Singapore, the Philippines, Israel (along with Hebrew and Arabic), South Africa (along with ten other languages, including Zulu and Afrikaans), Uganda, Rwanda.

English is an official language (but not the first language) in Cameroon, Fiji, the Federated States of Micronesia, Ghana, Gambia, Kiribati, Lesotho, Liberia, Kenya, Namibia, Nigeria, Malta, the Marshall Islands, Pakistan, Papua New Guinea, the Solomon Islands, Samoa, Sierra Leone, Swaziland, Tanzania, Zambia and Zimbabwe.

English is the most widely learned and used foreign language in the world. It is the language most often studied as a foreign language in Europe, Japan, South Korea and in the Republic of China (Taiwan).

For further information see the website:

http://en.wikipedia.org/wiki/English_language

and these reference books:

D. Crystal, *The Cambridge Encyclopedia of the English Language* (3rd ed), Cambridge University Press, 2018

T. McArthur (ed). *The Oxford Companion to the English Language* (2nd ed), Oxford University Press, 2018

2a | p. 154

Students: read the text in detail to choose the most interesting information.

Answers

Ancient Romans	Latin
Anglo-Saxons	German dialects / Old English
The Vikings	Norse
The Latin alphabet	Old English
The Normans	Old French
Chaucer	Middle English

William Caxton	recognisably modern English
Shakespeare	very similar to Modern English
Samuel Johnson	Modern English
Varieties of English	American, Australian, British English
The digital era	new words, blended words

2b | p. 155

Students: oral pairwork.

3 | p. 155

Students: re-read the text in detail. Then do the written work from memory.

Answers

55 BC: Julius Caesar invaded Britain
 AD 449: Germanic tribes invaded Britain
 AD 787: Danish invasions started
 1066: The Norman invasion
 1390s: Chaucer's *The Canterbury Tales*
 1476: William Caxton introduced printing in Britain
 1564: Birth of Shakespeare
 1755: Samuel Johnson's dictionary published
 1989: The World Wide Web was invented

Project | p. 155

Teacher: help students to do the research in magazines and newspapers, or using visual and audio material.

Students: look for information and make notes. Then at home they write a project and illustrate it with photos and graphics.

Reading skills 1&2

Warm up

- talk about narrative accounts of people's lives

1 | p. 5

Students: oral pairwork.

Comprehension

- gather important information from a narrative text

2 | p. 5

Teacher: Allow students a few minutes to read the text briefly and decide what information the dates relate to.

Students: reading and matching activity to be done individually or in pairs.

Answers

In 1976 Merhan Karimi Nasseri (or Sir Alfred Merhan) was expelled from his native country.

In 1988 he went to Charles de Gaulle Airport in Paris.

In 1999 France gave him a temporary residence permit.

In 2004 Steven Spielberg made his story famous in the film *The Terminal*.

In 2006 he left the airport to go to hospital.

3 | p. 5 towards B1 Preliminary Reading Part 5

Teacher: ask students to read the strategies and advice in the *Exam tips* box, explaining that we often can use context to work out what words are missing from a text. Explain that students are going to read the text in more detail and choose one of the four options for each gap.

Answers

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

Over to you

4 | p. 5

Students: written pairwork.

Reading skills 3&4

Warm up

- talk about living in a different country

1 | p. 6

Students: oral pairwork.

Comprehension

- gather information from a narrative text and use context to guess missing words

2 | p. 6

Teacher: Allow students a few moments to read the text for general meaning and decide in what order the events happened.

Students: reading activity to be done individually or in pairs.

Answers

4, 3, 5, 1, 2

3 | p. 6 towards B1 Preliminary Reading

Teacher: ask students to read the advice in the *Exam tips* box and then use it in exercise 3.

Students: matching activity to be done individually or in pairs.

Answers

1 D 2 B 3 A 4 C

4 | p. 6

Students: reading activity to be done individually or in pairs.

Answers

1 B 2 A 3 B

Over to you

5 | p. 6

Students: written pairwork.

Reading skills 5&6

Warm up

- talk about nature, the wilderness and survival training

1 | p. 7

Students: oral pairwork.

Comprehension

- scanning for specific information in a text

2 | p. 7 towards Trinity ISE Reading Task 1
Long Reading

Teacher: read the *Exam tips* box and explain how the scanning technique works for finding specific information.

Students: reading activity to be done individually or in pairs.

Answers

1 I 2 C 3 C 4 I 5 I 6 C 7 C 8 C 9 I 10 I

Over to you

3 | p. 7

Students: written pairwork.

Reading skills 7&8

Warm up

- talk about friends and the qualities of a good friend

1 | p. 8

Students: oral pairwork.

Comprehension

- match information about people with names from the text

2 | p. 8

Students: reading activity to be done individually or in pairs.

Answers

1 Patrick 2 Elise 3 Krish 4 Harriet

3 | p. 8 towards Trinity ISE I, Reading Task 1,
Selecting true statements, B1 Preliminary Part 3

Teacher: read the *Exam tips* box and explain the strategies for finding specific information. Remind students to read the true / false statements first so that they know what they are looking for.

Students: reading activity to be done individually or in pairs.

Answers

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

Over to you

4 | p. 8

Students: written groupwork.

Reading skills 9&10

Warm up

- talk about students' plans for finding employment

1 | p. 9

Students: oral pairwork.

Comprehension

- match people with jobs based on their qualities and interests

2 | p. 9 towards B1 Preliminary Reading Part 2

Teacher: in preparation for exercises 2 and 3, read the *Exam tips* box and explain how to tackle matching activities by finding relevant information in a text.

Students: reading activity to be done individually or in pairs.

Answers

Miles: job 5 Artur: job 1 Flora: job 2

3 | p. 9

Students: reading activity to be done individually or in pairs.

Answers

2 Indigo Fashion
3 Forest Park
4 Pet Friends
5 Curtis Dot Com and Pet Friends
6 Forest Park
7 Pet Friends

Over to you

4 | p. 9

Students: written groupwork.

Reading skills 11&12

Warm up

- talk about books and reading habits

1 | p. 10

Students: oral pairwork.

Comprehension

- scan a text for general structure and match titles with paragraphs

2 | p. 10 towards Trinity ISE I Reading Task 1,
Title matching

Teacher: in preparation for exercise 2, read the *Exam tips* box and go through the suggested process for matching titles with paragraphs.

Students: reading activity to be done individually or in pairs.

Answers

1 e 2 c 3 a 4 d 5 b

3 | p. 10

Students: reading activity to be done individually or in pairs.

Answers

1 F 2 F 3 T 4 T 5 F

Over to you

4 | p. 10

Students: written pairwork.

Listening skills 1&2

Warm up

- talk about the type of questions used in job interviews

1 | p. 12

Students: oral pairwork.

Comprehension

- listening for specific information in a dialogue



2 | p. 12 towards B1 Preliminary Part 4

Students: listening activity to be done individually.

Teacher: ask students to read the strategies and advice in the *Exam tips* box and go through the suggested process for listening for specific information. Allow students to read the information for 20 seconds. Then play the recording of the conversation twice.

TRANSCRIPT Skills Book 02

INTERVIEWER So, Mr Jones, what's your first name?

MICHAEL Um, Michael.

INTERVIEWER And you live here in Birmingham?

MICHAEL Yes, that's right. In Lewis Street.

INTERVIEWER Now, what makes you want to work with us? Is it our good reputation?

MICHAEL Yes, certainly. And the pay, of course. The job you are offering is very well-paid.

INTERVIEWER Hmm. Yes, indeed. We get the best because we pay for the best. And what skills can you offer us?

MICHAEL Well, I think I've got leadership skills. I mean, I've been group leader on quite a few backpacking tours and orienteering weekends. And I've done a lifesaving course. Oh, and I'm an excellent swimmer.

INTERVIEWER Well, that's certainly useful, Mr Jones. What other sports are you good at?

MICHAEL Most sports, really: football, tennis, basketball, karate. And archery and skating.

INTERVIEWER You're certainly very sporty! But what about arts and crafts? Anything you can offer in that department?

MICHAEL Oh yes! I love painting and I have won quite a lot of prizes for my work. And I like making things out of ceramics. I am doing ceramics classes at the moment which I love.

INTERVIEWER Well, thank you very much, Mr Jones. I am sure we will want to talk to you again. You seem to be just the man for the job!

MICHAEL Thank you! Goodbye!

Answers

- | | |
|--------------|--------------|
| 1 Birmingham | 6 basketball |
| 2 the pay | 7 archery |
| 3 leadership | 8 skating |
| 4 lifesaving | 9 prizes |
| 5 swimmer | 10 ceramics |



3 | p. 12

Teacher: allow students to read the statements for 20 seconds. Then play the recording of the conversation twice.

TRANSCRIPT Skills Book 03

MUM Pete? ... Pete?!

PETE What is it, Mum?

MUM Have you done your homework?

PETE Yes! Well, most of it, anyway. I'll do the rest tomorrow morning.

MUM I'm sure you will!

PETE Look, it's OK, Mum. I've already done the important things.

MUM Have you done your Maths yet? You know I'm seeing Mr Brown next week. I hope he'll be pleased with you.

PETE Don't worry, Mum. He'll be fine.

MUM It's not him I'm worried about! Now, have you tidied your room?

PETE Well, not yet, but I'll do it soon.

MUM And have you repaired your bike yet? You know I asked you last week.

PETE I've done it already. Only took twenty minutes. Just a problem with the chain.

MUM Good. At least you've done something this weekend. But what about the car?

PETE What about it?

MUM Have you cleaned it?

PETE I will have done it before tea, I promise.

MUM Oh, Pete, you are so difficult. Why do you say yes to things and then leave them to the last minute? It's so difficult living with you!

PETE Sorry, Mum. [pause] Oh, by the way, have you got my shirt ready for this evening? I want to look my best. Sandra's going to be there!

MUM Ugh! Pete! I forgot all about it! It's in the bathroom now, soaking. It'll never be ready in time!

Peter, I am sorry. I'll find you something else to wear.

PETE It's OK, Mum. I quite understand. In this family we tend to leave things to the last minute and then we forget about them, don't we?

MUM Oh, Pete! Between you and me I don't know who's worse!

Answers

1 T 2 F 3 T 4 T 5 T 6 T 7 F

Over to you

4 | p. 12

Students: written pairwork.

Listening skills 3&4

Warm up

- talk about the news and the language used in news stories

1 | p. 13

Students: oral pairwork.

Comprehension

- get specific information from a news report



2 | p. 13

Students: true / false activity to be done individually or in pairs.

TRANSCRIPT Skills Book 04

NEWSREADER The Minister for Justice made a very interesting speech today. For the first time, he admitted that there was a serious problem with crime in our capital. He gave a press conference after the new statistics for crime were published.

The figures don't make good reading. The minister said that theft was up by 50% and burglary up by 30%. People didn't feel safe in their houses, he said. Vandalism had increased by 20% in the past year. The minister was especially concerned about street crime. Reports suggest that pickpocketing has gone up, and muggings are now very common. The minister said he would do everything in his power to reduce these crimes in the coming year. But the minister claimed there were some bright spots. He said that fraud was down by 25%, and cases of blackmail were now very rare indeed. Perhaps the most encouraging thing of all was the information he gave about joyriding. After the government campaign last year, it has stopped almost completely. The minister declared that the sudden change was thanks to the new heavy fines and other punishments which the government had recently introduced. Let's hope the minister has similar success with theft

and burglary in the next year or two.

The minister seemed concerned about the statistics, and about his job. If people don't feel he is doing enough to make them safe, they will punish him in the election.

Answers

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



3 | p. 13 towards B1 Preliminary Part 3

Students: listening activity.

Teacher: read the *Exam tips* box and remind students that when they are listening to fill in gaps in a text, it is useful to read what information they are listening out for in advance, and to predict what sort of words they are likely to hear. Allow students to look at the report to be completed for 20 seconds. Then play the recording of the interview twice.

TRANSCRIPT Skills Book 05

POLICEMAN Now, Mr Lister, could you tell me exactly what happened?

MR LISTER Yes, of course, officer. I was driving my Ford saloon along Western Avenue. I wasn't doing more than twenty-five, I can assure you, when I saw a vehicle coming towards me.

POLICEMAN What time was that, exactly?

MR LISTER Oh, it was ten to ten precisely. I remember because I was going to an appointment at ten o'clock in the town centre, and I'm never late.

POLICEMAN And what was the weather like?

MR LISTER Oh it was cold and a bit foggy. Anyway, the motorbike, it was a big motorbike, was coming towards me. It seemed to lose control. Then I saw it turn and it crashed. The impact was terrible. I stopped my car and called the police on my mobile. Of course, when the police came it was complete confusion.

POLICEMAN Yes, all right, we know what happened after that, thank you.

MR LISTER Do you need anything else?

POLICEMAN No, thank you. You have been most helpful.

Answers

- 1 Mr Lister
- 2 Ford saloon
- 3 ten to ten
- 4 cold and a bit foggy
- 5 a motorbike
- 6 the driver of the Ford saloon called the police on his mobile
- 7 complete confusion

Over to you

4 | p. 13

Students: written and oral pairwork

Listening skills 5&6

Warm up

- talk about household chores and likes and dislikes

1 | p. 14

Students: oral pairwork.

Comprehension

- listen for the general gist of a conversation



2 | p. 14 towards B1 Preliminary Listening Part 2

Teacher: ask students to read the strategies and advice in the *Exam tips* box and then use them in exercise 2. Allow students a few moments to read and answer the statements and options, and then play the recording twice.

TRANSCRIPT 🎧 Skills Book 06

INTERVIEWER So, Maddy and Jenny, you've been living together for almost six months now. How's it going? Do you like it?

MADDY/JENNY Great! We love it!

INTERVIEWER But tell me honestly, who does all the chores?

JENNY Well, we share them, don't we Maddy?

MADDY Yes, I do a lot of the general cleaning. I vacuum the house, tidy the bedrooms and do the washing-up. Jenny does the cooking and lays the table for dinner.

INTERVIEWER But who empties the washing machine?

JENNY Oh Maddy does, and she does the ironing, too.

MADDY Yeah, ironing's the worst! Jenny never does it!

JENNY And Maddy makes the beds.

INTERVIEWER Hey! That doesn't seem fair! Maddy does most of the work.

MADDY Not really. Jenny sweeps the floors every day and she takes the rubbish out. And it's Jenny's job to water the plants.

JENNY Yeah, I think we both do about the same really. I normally do the shopping as well. Maddy can't be trusted to buy anything: she spends far too much! So it's my job to get the fruit and vegetables every day.

INTERVIEWER So, you're very well organised. How long did it take you to sort things out so efficiently?

MADDY/JENNY Oh no time at all.

MADDY We knew what we liked doing, and what we didn't like doing, and we planned who would do what before we moved into the flat.

MADDY Yes, that's the secret. We didn't leave things to become a problem, and then try to solve it. We had it all organised from the beginning.

INTERVIEWER Good! So how long do you think you'll share a flat?

JENNY Well, we'll probably move into our own places when we finish university.

MADDY Yeah.

Answers

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

Over to you

3 | p. 14

Students: oral groupwork.

Listening skills 7&8

Warm up

- talk about the advantages and disadvantages of small or big families

1 | p. 15

Students: oral pairwork.

Comprehension

- listen for speakers' emotions and attitude



2 | p. 15

Teacher: explain that this activity is intended to encourage students to understand the emotions and attitude of five speakers from their tone of voice.

TRANSCRIPT 🎧 Skills Book 07

SPEAKER 1 (*angry – what a waste of time, you'd rather be doing something else*)

We're going to visit my uncle in Scotland next weekend.

SPEAKER 2 (*bored, suppressed yawn, it's boring even talking about it*)

We're going to visit my uncle in Scotland next weekend.

SPEAKER 3 (*sad, on the verge of tears, perhaps you're going up for your aunt's funeral*)

We're going to visit my uncle in Scotland next weekend.

SPEAKER 4 (*puzzled: you have an uncle? he lives in Scotland? or are you looking at someone else's travel plans?*)

We're going to visit my uncle in Scotland next weekend.

SPEAKER 5 (*enthusiastic: you've been looking forward to this trip for months!*)

We're going to visit my uncle in Scotland next weekend.

Answers

Speaker 1 angry

Speaker 2 bored

Speaker 3 sad

Speaker 4 puzzled

Speaker 5 enthusiastic



3 | p. 15 towards B1 Preliminary Listening

Part 4

Teacher: explain that this activity doesn't only require understanding of the global and detailed meaning of the text, but also of the opinions and attitude of the speakers. Ask students to read the strategies and advice in the *Exam tips* box and then use them in exercise 3. Ask students to read the sentences first and to focus on the information they supply. Then play the recording twice for students to check if the sentences are correct or incorrect.

TRANSCRIPT Skills Book 08

MIKE Hi Hannah! Who's that girl over there? She must be your sister!

HANNAH Yes, that's Marie. I've got three sisters and four brothers!

MIKE Wow! That's a big family. It must be great living in a big family. Always someone to talk to, someone to help you with your schoolwork, someone to play with.

HANNAH Humph. Well, it's never quite like that, Mike. Nice idea! We all seem to argue the whole time. And our house is so, well, so noisy! And... oh, it's messy! Sometimes it's impossible to get my homework done because there's just no space to sit down and think.

MIKE Hmm. But, erm, there must be some good points though?

HANNAH Well... let me think... I suppose we probably learn to be more independent than children in small families. I mean, Mum and Dad just don't have time to do everything for us, so we take it in turns to help with cooking the dinner

and doing the dishes and washing clothes and stuff. I'm very good at looking after my baby brother.

MIKE Eeewww! Babies. Too much hard work.

HANNAH No, I actually like to help out with my baby brother. He's sweet. And he doesn't argue with me!

MIKE Yeah, well, I haven't got any brothers or sisters, so I just argue with my mum and dad instead!

HANNAH Um, you know, I can tell you one good thing about having two older brothers.

MIKE What's that?... Erm, they can give you lifts to places?

HANNAH No, neither of my older brothers has a car. But they do have some very good-looking friends!

MIKE Hah! How about your sisters then? Do you get on with them?

HANNAH I get on really well with Sarah. She's just a year older than me. We share a room and she lets me borrow her clothes sometimes and try on her make-up. But Ruth and Marie – the twins – well, that's a different matter.

MIKE Uh oh! Oh well, I guess that every family has its good points and its bad points.

HANNAH Yup, you're probably right.

Answers

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

4 | p. 15

Students: listening activity to be done individually.

Answers

1 she likes having older brothers because they have good-looking friends; her parents don't have time to do everything for all their children; she likes looking after her baby brother because he doesn't argue with her; she gets on well with her sister Sarah.

2 he argues with his parents; he doesn't like babies as they are hard work.

Over to you

5 | p. 15

Students: oral and written pairwork.

Listening skills 9&10

Warm up

- talk about watching and taking part in sports

1 | p. 16

Students: oral pairwork.

Comprehension

- listen for specific information to fill in gaps



2 | p. 15 towards B1 Preliminary Listening Part 3

Teacher: ask students to read the strategies and advice in the *Exam tips* box and then use them in exercise 2. Allow students a few moments to understand what information is requested. Play the recording twice.

Students: listen and do the gap-fill exercise.

TRANSCRIPT Skills Book 09

PRESENTER Are you bored of playing a tired game of football on a Saturday afternoon? Wouldn't you like a bit more excitement? Well, why don't you try one of the more adventurous sports on offer at the local sports centre? They offer introductory courses and full safety instructions and equipment at very low prices in all sorts of wild sports. Let me tell you about one or two.

First there's boxing: you need good gloves, a lot of courage and some teaching in the basics, but then you can learn a really challenging and demanding sport that's sure to get you fit!

Then there's car racing. Beginner driver courses are organised once a month and last for a weekend. After this you're ready to go out on the track and dream of being the next Schumacher. It can be dangerous, and, of course, you need a driving licence before you even start dreaming.

Another excellent idea is bungee jumping. The ultimate thrill: really exciting and extreme, and not very expensive. For fifty pounds you get training, use of the correct equipment and a jump off the highest bridge in the area. Not for those scared of heights, naturally!

Lastly, why not try mountain bike racing? We all know how to ride a bike, but this is a whole new experience! Going down rough hillsides at speeds of fifty miles an hour. Fantastic! But be sure to have protective clothing, and to be able to repair your bike. Remember, you will fall off!

Well, I hope that makes you want to go out and try something new. You can always watch the football on TV when you get home again!

Answers

- | | |
|-----------------|--------------------|
| 1 sports centre | 5 driving licence |
| 2 gloves | 6 not very |
| 3 basics | 7 clothing |
| 4 once | 8 repair your bike |



3 | p. 16

Teacher: allow students to look at the notes for 20 seconds so that they know what to listen out for. Then play the recording twice.

TRANSCRIPT Skills Book 10

PRESENTER Hi, I'm here to tell you about a film I've just been to see in the Mega Cinema in the town centre. It's called *Unsuspected Aliens* and, I'm sure you can guess, it's a sci-fi and horror movie.

I must say I wasn't expecting very much when I went to the Mega Cinema yesterday evening. I've seen enough horror films to last a lifetime, and they never were my favourite, and this one really did not sound very interesting or original. But, I have to say, I was pleasantly surprised. It's no masterpiece, but overall I can say it's a film worth seeing. The film starts in a typical town in middle America. You can imagine how we gradually become aware of the presence of aliens in the town, in every street and in every part of town life. The story isn't up to much (it's rather slow-paced), but the dialogue is excellent, the actors are well-cast and very natural, and the effect is very convincing. By the end you almost believe we are under secret attack from something from far away. There are one or two memorable scenes which build up to an unforgettable climax. The great thing about this film is that it doesn't need special effects to make it exciting. It has a great soundtrack and the music adds to the tension. It's well directed by Tim Friedman, who has learnt a lot since his last effort, *Star Glory*, which was such a disaster. All in all, I can recommend the film. It's one of the few sci-fi horror films which is just a little different and convincing, and it leaves you with something to think about. I won't tell you the ending, but keep your eyes on the main female character. She saves her best moment for the end of the film!

Answers

- | | |
|-----------------------|-----------------|
| 1 horror | 5 great / tense |
| 2 seeing | 6 disaster |
| 3 middle / mid- | 7 different |
| 4 well-cast / natural | 8 think |

Over to you

4 | p. 16

Students: oral and written pairwork.

Listening skills 11&12

Warm up

- talk about exercise

1 | p. 17

Students: oral pairwork.

Comprehension

- listen for specific information to choose correct options in a multiple choice activity



2 | p. 17 towards B1 Preliminary Listening

Part 2

Teacher: ask students to read the strategies and advice in the *Exam tips* box and then use them in exercise 2. Allow students a few moments to look at the information they need to listen out for. Play the radio interview twice.

TRANSCRIPT Skills Book 11

PRESENTER OK, it's coming up to half past ten, and it's time to look at health. We all know exercise is important, but how can we find the time to do it? Incorporating regular activity into your busy lifestyle can be difficult. So this week our health advisor Joan Archer is going to give us some advice on keeping fit.

JOAN Hello, Caroline.

PRESENTER So Joan, why should we exercise?

JOAN Well, moderate daily exercise may reduce your risk of many diseases including heart disease, and also reduces stress levels. The question is not should you exercise, but what kind of exercise is appropriate for you.

PRESENTER And how do I get started?

JOAN Well first of all, if you have any serious health concerns (such as diabetes), you should see your doctor for an exercise tolerance test to help you establish safe limits for your exercise programme.

PRESENTER OK. The important question... how much exercise do I have to do a week?

JOAN Even exercising only three times per week (if you can't do it daily) can have mental and physical benefits. You should plan an exercise routine that lasts 20 to 30 minutes. The key is that the exercise is moderate. You don't need to push yourself too much.

PRESENTER So how do I get going?

JOAN It's very important to warm up to help avoid injury. Include stretching before and after exercising. Remember to start slowly and listen to your body's pain messages. If it hurts badly, then you are probably pushing

yourself too hard. Remember that while exercises such as weight lifting build up strength in the muscles, they do little for the fitness of the heart.

PRESENTER I've got a terrible memory, Joan! I never remember to do my exercises!

JOAN Well, decide on a goal and make an exercise plan designed to meet this goal. Once you make a plan, remember to keep a written record. This keeps you motivated. Exercise at the same time every day so it becomes a regular part of your lifestyle. For example, you might walk every Tuesday, Thursday, Friday and Saturday from 12.30 to 1.30 p.m.

PRESENTER I'm sorry, but I get so bored doing exercise...

JOAN Well, Caroline, why not find a friend to exercise with? It will be much more fun. Or join an exercise group or a health club. Above all, use variety to keep your interest up. Walk one day, swim the next, then go for a bike ride at the weekend. And don't let bad weather stop you! Have an alternative to your usual outdoor activity. But don't forget, exercise can be fun – even though it may not seem fun at first!

Answers

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

Over to you

3 | p. 17

Students: oral and written pairwork.

Viewing skills 1&2



Teacher: play the Pre-Intermediate Intros video to students to introduce them to the characters they will hear from in this section.

What countries have you visited?

1 | p. 19

Students: oral pairwork.

Answers

Florida: the USA
Baja: Mexico
Barcelona: Spain
Verona: Italy
Bali: Indonesia
Paris: France
Valencia: Spain

**2a | p. 19 [00:02]**

Students: watch the video and tick whenever a country is named.

Answers

France: ✓✓✓✓✓
 the USA: ✓✓✓✓✓
 Spain: ✓✓✓✓✓✓
 Switzerland: ✓✓
 Turkey: ✓✓
 Italy: ✓✓✓✓✓
 Mexico: ✓✓
 Germany: ✓✓✓✓✓

2b | p. 19

Teacher: ask students if they noticed the ways some of the speakers changed the tense they were using when they gave details about specific experiences. Look at the *Fluency clips* box where some examples of giving details are listed. Allow the students to read the list of places before watching the clip again and filling in the names.

Answers

Portugal: Kharis
 Canada: Kharis
 Cyprus: Jamie
 Japan: Andrea
 South America: Ben
 Aruba: Kharis
 Iceland: Ben
 North Africa: Andrea
 Indonesia: Lauryn, Josh
 Curaçao: Kharis

What's the best holiday you've ever been on**3a | p. 19 [02:02]**

Students: watch the video and match the people with the countries of their favourite holidays.

Answers

Italy: Sebastian	Mexico: Josh
Sweden: Valentina	Aruba: Kharis
Indonesia: Lauryn	Thailand: Luke
Turkey: Jamie	Spain: Cindy

3b | p. 19

Students: watch the video again and write the name of the person who did each of the activities.

Answers

1 Luke	4 Valentina	7 Cindy
2 Cindy	5 Kharis	
3 Sebastian	6 Cindy	

3c | p.19

Teacher: ask students to try and remember in which context the speakers used the adjectives listed.

Students: oral pairwork or individual written work.

Answers

gorgeous beaches (Lauryn)
 phenomenal holiday / Bali (Lauryn)
 brilliant food (Luke)
 friendly people (Lauryn)
 beautiful country (Jamie)
 amazing Stockholm / holiday / weather (Valentina)

3d | p. 19

Teacher: play the video again to allow students to check their answers.

What's the most exciting thing you've ever done?**4a | p. 19 [03:53]**

Students: oral pairwork.

Answers

Lauryn performed at a dance show.
 Emily went camping in a national park.
 Andrea taught theatre to children.
 Ben was chased by a bull.
 Josh jumped out of a plane.

4b | p. 19

Teacher: play the video again to allow students to fill in the gaps. Point out the use of *really* as explained in the *Fluency clips* box.

Answers

Luke: five
 Emily: carried
 Jamie: without
 Cindy: sing
 Josh: 20,000
 Andrea: New York
 Ben: angry

Over to you**5 | p. 19**

Students: oral groupwork.

Viewing skills 3&4

What's the worst journey you've ever had?



1a | p. 20 [00:02]

Students: watch the video and do the matching exercise.

Answers

- | | |
|-----------------------|----------------|
| 1 Luke, Kharis | 6 Ben |
| 2 Ben | 7 Cindy |
| 3 Lauryn | 8 Simone, Josh |
| 4 Jamie, Simone, Josh | 9 Luke |
| 5 Simone | 10 Kharis |

1b | p. 20

Teacher: play the video again so that students can fill in the journey times.

Answers

- 7 hours
- 6 hours
- 5 hours
- 6 hours
- 3 and a half days

1c | p. 20

Teacher: before playing the video a final time, point out the use of *and* in the *Fluency clips* box and ask students to notice how many times the speakers use *and*, and for what purpose.

Students: individual gap fill activity.

Answers

- Ben: devices
Simone: road, tractor
Josh: camping, uncomfortable
Kharis: miserable, cold

1d | p. 20

Students: oral pairwork.

What's the best present you've ever received?



2a | p. 20 [02:38]

Teacher: give students time to look at the table to familiarise themselves with what information they need to listen out for. Point out the *Fluency clips* box and ask them to notice the expressions the speakers use which convey their degree of certainty.

Answers

- | | |
|------------------|-------------|
| 1 notebook | 8 iPhone |
| 2 camera | 9 family |
| 3 two | 10 holiday |
| 4 photography | 11 birthday |
| 5 bike | 12 ring |
| 6 primary school | 13 wears |
| 7 Wii | 14 suit |

2b | p. 20

Students: oral pairwork.

What are you most proud of?



3 | p. 20 [04:24]

Teacher: before playing the video (perhaps a second time), point out the prevalent use of *get* in English, as outlined in the *Fluency clips* box. They will then notice how the speakers use it.

Students: individual true / false activity.

Answers

- 1 T 2 F 3 F 4 T 5 F 6 T 7 T 8 F

Over to you

4 | p. 20

Students: oral groupwork.

Viewing skills 5&6

What do you do to help the environment?



1a | p. 21 [00:02]

Students: watch the video and listen for the environmentally friendly actions.

Answers

All actions are mentioned by the speakers.

1b | p. 21

Teacher: ask students if they noticed the phrases the speakers used for describing the effort they make when doing something. Some of these are listed in the *Fluency clips* box. After filling in the gaps, ask them to listen out for these while they are checking their answers.

Answers

Sebastian: volunteer, called, help, doing up
Jane: carry, shopping, put

How will life be different in 50 years' time?

 2a | p. 21 [02:28]

Teacher: allow the students to read the list of questions to find out what information is requested. Play the video twice. Point out the *Fluency clips* box before the second viewing so that students are alerted to the way the speakers express opinions about the future.

Students: individual listening activity.

Answers

- 1 Jamie
- 2 Andrea
- 3 Luke
- 4 Josh
- 5 Immy, Emily
- 6 Jamie, Emily
- 7 Josh
- 8 Andrea
- 9 Immy

2b | p. 21

Students: oral groupwork.

What would life be like without the internet?

3a | p. 21

Students: individual writing activity.

 3b | p. 21 [03:48]

Students: individual listening activity.

Answers

Sebastian: N
Kharis: B
Andrea: N
Cindy: P
Josh: P
Jane: B
Ben: N
Simone: B

3c | p. 21

Teacher: point out the words and phrases in the *Fluency clips* box used by the speakers for comparing two situations. Then play the video again for students to hear these expressions as well as matching the speakers to the ideas in exercise 3a.

Answers

isolated: Sebastian
bullied: Cindy
slower: Josh
exchange of information: Sebastian
good: Kharis, Jane
free: Simone
more time to think: Josh
harder: Andrea
connections with people: Kharis, Andrea
access to information: Kharis, Jane, Simone
effect on psychology: Simone
worldwide communication: Ben
brainwashed: Cindy
access to free education: Simone

Over to you

4 | p. 21

Students: oral groupwork.

Viewing skills 7&8

What chores do you do in the home?

1a | p. 22

Students: matching exercise in pairs or individually.

Answers

- 1 hoovering / vacuuming
- 2 mopping the floors
- 3 washing the dishes / doing the washing up
- 4 cleaning surface
- 5 dusting

 1b | p. 22 [00:02]

Teacher: point out the ways English speakers talk about their responsibilities, as outlined in the *Fluency clips* box. After listening to the video and noting down the times that each speaker mentions a chore, play the video again so that students can listen to the intonation of these phrases.

Answers

washing up / washing the dishes: ✓✓✓✓✓
tidying: ✓
mopping: ✓✓✓
hoovering / vacuuming: ✓✓✓
dusting: ✓
cleaning the bathroom: ✓✓✓
cooking: ✓✓
making beds: ✓

What's your most annoying habit?

 2a | p. 22 [01:50]

Student: individual matching activity.

Answers

- 1 Sebastian
- 2 Andrea
- 3 Valentina
- 4 Luke
- 5 Josh
- 6 Emily
- 7 Ben
- 8 Simone

2b | p. 22

Teacher: before playing the video a second time, ask students to see if they can fill in the gaps based on their memory of the speakers' words. Point out the *Fluency tips* box as well to alert students to how the speakers verbalise the choice they've made in their answers.

Answers

Sebastian: tend, minute
Ben: gets
Simone: try

What's the best advice you've ever had?

 3a | p. 22 [03:14]

Students: individual listening activity.

Answers

Simone: breathing
Katia: going, life
Luke: sure
Emily: good
Josh: Take
Valentina: don't
Ben: do, marathon
Immy: love

3b | p. 22

Students: oral pairwork.

Over to you

4 | p. 22

Students: oral groupwork.

Viewing skills 9&10

What jobs have you done in your life?

 1a | p. 23 [00:02]

Students: individual listening work and matching activity.

Teacher: after playing the video the first time, point out the tense that's used by the speakers for jobs they've done in their lifetimes, as pointed out in the *Fluency clips* box. Play the video a second time for students to notice this.

Answers

Sebastian: waiter
Emily: nanny, acting
Ben: postman, librarian
Luke: serving
Valentina: receptionist
Josh: painter, carpenter
Simone: receptionist
Kharis: assistant, cashier

1b | p. 23

Students: oral pairwork.

Teacher: you may like to give some example sentences to get the students talking, e.g. *My job as a receptionist helped me to become a good communicator. A receptionist has to learn to be very efficient as well as good with people.*

If you could do any job in the world, what would it be?

 2a | p. 23 [02:22]

Teacher: play the video to allow students to match the speakers with their ideal jobs.

Answers

Josh: 8
Emily: 5
Sebastian: 9
Katia: 3 or 7
Luke: 2
Valentina: 1
Andrea: 4
Ben: 6

2b | p. 23

Teacher: before playing the video a second time, ask students to see if they can make any notes based on their memory of the speakers' words. Then play the video again so that students can check their answers.

Answers

Josh: space
 Emily: scenes, stage
 Sebastian: events
 Luke: travel
 Valentina: can't
 Andrea: test, space

If you could spend a day with a celebrity, who would it be?

3a | p. 23

Students: matching activity individually or in pairs.

Answers

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



3b | p. 23 [03:44]

Students: individual listening work and matching activity.

Answers

Ben: 2
 Emily: 8
 Kharis: 5
 Luke: 6
 Katia: 7
 Sebastian: 1
 Immy: 3
 Andrea: 4

3c | p. 23

Teacher: before playing the video a second time, ask students to see if they can remember which speakers gave these reasons in their answers. Then play the video again so that students can check.

Answers

1 Sebastian	5 Ben
2 Kharis	6 Luke
3 Andrea	7 Emily
4 Katia	8 Immy

Over to you

4 | p. 23

Students: oral groupwork.

Viewing skills 11&12

Would you like to be an astronaut?



1a | p. 24 [00:02]

Students: individual listening activity.

Answers

Simone: X	Emily: X	Luke: ✓
Josh: ✓	Andrea: ✓	Ben: X
Sebastian: X	Kharis: X	

1b | p. 24

Teacher: see if students can remember who referred to the phrases listed. Then play the video again to check. After the exercise, you might want to play it a final time, having pointed out the *Fluency clips* box on adverbs.

Answers

1 Josh	6 Kharis
2 Emily	7 Luke
3 Ben	8 Sebastian
4 Ben	9 Andrea
5 Simone	10 Kharis

Have you ever done any extreme sports?

2a | p. 24

Students: individual matching activity.

Answers

- snowboarding
- windsurfing
- sky diving
- canoeing
- climbing



2b | p. 24 [02:24]

Students: watch the video and fill in the gaps with the sports listed in exercise 2a.

Answers

Emily: rock climbing; canoeing
 Andrea: mountain climbing; horseback riding
 Sebastian: sky diving
 Luke: skiing
 Simone: windsurfing
 Josh: snowboarding
 Kharis: surfing
 Ben: none

2c | p. 24

Teacher: see if the students can answer any of the questions from their memory of the speakers' responses, before playing the video again to fill in their gaps.

Answers

- 1 At an adventure camp when she was younger.
- 2 It's an extreme sport that he would like to do.
- 3 Yes, he would love to go again.
- 4 She said it was exhilarating and enjoyable.
- 5 He's pretty good and can do tricks.
- 6 Because it's the closest she's got to an extreme sport.
- 7 He is laughing at himself; he is being ironic in suggesting that to look at him, you would imagine that he is keen on extreme sports.

What's the craziest thing you've ever done?

3a | p. 24

Teacher: see if students can fill in the gaps in the speakers' replies simply from the context.



3b | p. 24 [04:02]

Teacher: play the video so that students can check their guesses.

Answers

- Katia: street, people
Sebastian: waterfall, swimmer, rescue
Simone: nest
Luke: bottle
Josh: fruit, hand
Immy: roller coaster, sea, scared

3c | p. 24

Students: oral pairwork.

Over to you

4 | p. 24

Students: oral groupwork.

Speaking skills 1&2

Warm up

- talk about music likes and dislikes

1 | p. 26

Students: oral pairwork.

Task

2 | p. 26 towards B1 Preliminary Speaking, Parts 1 and 4

Teacher: ask students to read the article. Check understanding of *famine*, *raise money*, *campaign*, *volunteer*, *to release*. Remind students that expressing likes and dislikes, opinions and interests are areas that are likely to come up in exam speaking tasks. This activity gives them a chance to practise the language that is useful for these communicative tasks.

Students: oral pairwork.

Over to you

3 | p. 26

Students: oral groupwork.

Speaking skills 3&4

Warm up

- talk about surprising true stories

1 | p. 27

Teacher: after students have read the texts, check understanding of *trance*, *hand over*, *pass out*, *ill-fated*, *maiden voyage*.

Students: oral pairwork.

Task

2a, 2b, 2c | p. 27 towards B1 Preliminary Speaking Part 2

Teacher: point out the *Exam tips* box which deals with extended speaking tasks in speaking exams. Remind students of the expressions that they can learn and use in situations where they need time to think and a few seconds to prepare their answers. Encourage them to use these in their story accounts.

Students: oral groupwork.

Over to you

3 | p. 27

Teacher: introduce the instructions for this fun way of using and absorbing recently learnt vocabulary.

Students: oral groupwork.

Speaking skills 5&6

Warm up

- match photos of environmental disasters with photographs

1 | p. 28

Students: oral pairwork.

Answers

- a tsunami
- b earthquake
- c floods
- d hurricane
- e meteorite

Task

2 | p. 28 towards B1 Preliminary Speaking Part 4

Teacher: before putting the students in pairs for their task discussion, point out the *Exam tips* box which focuses on strategies to use when a specific word does not come to mind. Such strategies will help them not to panic in a speaking situation. As well as synonyms, they can also use antonyms if they cannot remember a word, by saying 'It's the opposite of ...'.

Students: oral pairwork using the bullet points as prompts for the discussion.

3 | p. 28

Teacher: ask students to read the predictions about the future and explain that in the next exercise they are going to discuss which or the predictions are realistic. Check understanding of *microchip*, *scan*, *charge*, *beyond repair*.

Over to you

4 | p. 28

Students: oral groupwork.

Speaking skills 7&8

Warm up

- describe a photograph

1 | p. 29

Students: oral pairwork.

Task

2 | p. 29 towards B1 Preliminary Part 3

Teacher: before students do the task, go through the procedure outlined in the *Exam tips* box for describing a picture. Then set the task.

Students: oral pairwork.

Over to you

3 | p. 29

Students: oral pairwork.

Speaking skills 9&10

Warm up

- discuss what to take when you travel

1 | p. 30

Students: oral pairwork.

Task

2 | p. 30 towards B1 Preliminary Speaking Part 3

Teacher: ask students to read the strategies and advice in the *Exam tips* box on how to make suggestions politely during an oral pairwork activity, and then use them to discuss the situation in the rubric.

Students: oral pairwork.

Over to you

3 | p. 30

Students: oral pairwork.

Speaking skills 11&12

Warm up

- discuss film viewing habits

1 | p. 31

Students: oral pairwork.

Task

2 | p. 31 towards B1 Preliminary Speaking Part 4

Teacher: remind students that all sorts of topics can come up in exam speaking tasks and those who do well will have developed their vocabulary across a wide range of areas to allow them to give their opinion or experience whatever topic they are faced with. The *Exam tips* box outlines a few strategies for building up vocabulary for this purpose.

Students: oral pairwork.

Over to you

3 | p. 31

Students: oral groupwork.

Writing skills 1&2

Warm up

- adjectives and their opposites

1 | p. 33

Students: oral pairwork.

Writing practice

2 | p. 33 towards B1 Preliminary Writing Part 1, ISE I Task 3

Teacher: ask students to read the strategies and advice in the *Exam tips* box about learning adjectives in pairs with their opposites. Students should then read the text and underline all the adjectives. You could extend the activity by asking them to give you opposites for all the underlined adjectives. Also point out the *Useful language* box which shows the order in which adjectives in English are usually placed. Students may like to make up an acronym to remember this order.

Students: written work, either in pairs or individually.

Answers

favourite, beautiful, charming, fascinating, remarkable, famous, extraordinary, interesting, long, wide, crowded, beach, sightseeing, same

3 | p. 33

Students: individual written work.

Over to you

4 | p. 33

Teacher: encourage students to use more than one adjective in their email descriptions of their favourite place.

Students: individual written work.

Writing skills 3&4

Warm up

- discuss what makes a good story

1 | p. 34

Students: oral pairwork.

Writing practice

2 | p. 34

Teacher: ask students to read the *Exam tips* to notice the use of time expressions in the extracts from a story. An understanding of these time expressions should be helpful in putting the story in a sensible order.

Students: individual written work.

Answers

- 1 Jade woke up suddenly in the middle of the night. Something was wrong.
- 2 She could hear a strange crying noise. She crept out of bed and went into her brother's room.
- 3 Tom was asleep. Jade tapped him gently on the shoulder.
- 4 As soon as she touched him, Tom opened his eyes. 'Listen!' said Jade. The crying started again. Tom smiled at Jade. 'Come with me!' he said.
- 5 He walked downstairs and opened the kitchen door. Jade gasped when she saw a tiny puppy on a blanket on the floor.
- 6 'This is Shadow,' said Tom. 'He's your surprise birthday present for tomorrow!'

3 | p. 34

Teacher: make sure students understand the benefits of planning the structure before they start writing a story, and of looking back over their work when they've finished, in order to check accuracy and the variety of vocabulary.

Students: individual written work.

Over to you

4 | p. 34

Teacher: ask students to read the *Useful language* box which explains how to use the time expressions *when*, *while* and *as soon as*. They should then complete the written task.

Students: individual written work.

Writing skills 5&6

Warm up

- discuss the content and language used when expressing your opinion and in magazine articles

1 | p. 35

Students: oral pairwork.

Writing practice

2 | p. 35 towards B1 Preliminary Writing Parts 2 and 3

Teacher: ask students if they have come across mind maps before and explain that they can be used for brainstorming ideas or formulating a structure in preparation for a writing task. They should then use the mind map to fill in the gaps in the text in a logical way.

Students: written work, either in pairs or individually.

Answers

- 1 global warming
- 2 slower and safer
- 3 water or cooking oil as fuel
- 4 shops and schools in local areas
- 5 walk
- 6 bicycles
- 7 fewer people will make plane journeys

Over to you

3 | p. 35

Teacher: ask students to read the *Useful language* box and the *Exam tips* box in preparation for exercise 3. Encourage students to write longer sentences in their articles and use *so ... that* and *such ... that* to show consequences.

Students: individual written work.

Writing skills 7&8

Warm up

- discuss the content and language of emails and messages

1 | p. 36

Students: oral pairwork.

Writing practice

2 | p. 36

Teacher: ask students to read the imaginary task which has been partially completed already. Explain that in this exercise they simply need to correct the mistakes in Estelle's email, but they should notice the tone of the language used in the email as they will need to write an email themselves in exercise 3.

Students: written work, either in pairs or individually.

Answers

I've just win → I've just won; The show were → The show was; I singed → sang; I never performed it → I've never performed it; I didn't felt → I didn't feel; I'm going write → I'm going to write

Over to you

3 | p. 36 towards B1 Preliminary Writing Parts 2 and 3

Teacher: ask students to read the *Exam tips* box in preparation for exercise 3. To emphasise their comments to Simon about his performance in their emails, they should try to use some of the attitude markers, as explained in the *Useful language* box.

Students: individual written work.

Writing skills 9&10

Warm up

- discuss the content and language of instructions and informative text

1 | p. 37

Students: oral pairwork.

Writing practice

2 | p. 37

Teacher: ask students to read the imaginary task which has been partially completed already. Explain that in this exercise they simply need to choose the correct option from the alternatives in the report, but they should notice the style used as they will be writing their own reports in exercise 3.

Students: written work, either in pairs or individually.

Answers

1 open 2 before 3 plenty 4 worn 5 forbidden 6 can

Over to you

3 | p. 37 towards B1 Preliminary Writing Parts 1 and 2, Trinity ISE I Writing Task 4

Teacher: ask students to read the *Exam tips* box in preparation for exercise 3. They should start by writing a plan. Point out the use of the words *however* and *therefore* to link sentences as explained in the *Useful language* box. Ask them to try to include them each at least once in their reports. Remind students to check their work after finishing.

Students: individual written work.

Writing skills 11&12

Warm up

- use information from a leaflet in a piece of writing

1 | p. 38

Students: oral pairwork.

Writing practice

2a, 2b | p. 38

Teacher: explain that in this exercise, students need to fill in the gaps in the email, but they should notice the language and tenses used as they will need to write an email themselves in exercise 3.

Students: written pairwork.

Answers

1 we visit it next weekend 2 some interesting facts about London 3 have time to talk 4 which is very good value 5 see the secret places

Over to you

3 | p. 38 towards Trinity ISE I, Task 3, Reading into Writing

Teacher: ask students to read the *Exam tips* box in preparation for exercise 3. Having reread the text on p. 109 of the Student's Book, they should follow the process described for summarising information. Point out the use of relative clauses to link sentences as explained in the *Useful language* box. Ask them to try to increase their fluency using this method in their articles. Remind students to check their work after finishing.

Word skills 1&2

Warm up

- discuss vocabulary used in air travel

1a | p. 40

Students: oral pairwork.

Answers

picture a: customs
picture b: carry on bag
picture c: boarding pass
picture d: checked-in luggage
picture e: baggage reclaim
picture f: escalator



1b | p. 40

Students: matching activity.

TRANSCRIPT Skills Book 12
See transcript in exercise 1b.

Answers

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

Word practice

2 | p. 40

Teacher: remind students that often it is useful to learn vocabulary in topic-related categories, as this lesson encourages. There are also suggestions in the *Exam tips* box for how to exploit phones or computers for vocabulary acquisition.

Students: written or oral work, either in pairs or individually.

Answers

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

Over to you

3 | p. 40

Students: oral pairwork.

Word skills 3&4

Warm up

- discuss vocabulary related to feelings

1 | p. 41

Students: oral pairwork.

Answers

a anxious
b frustrated
c disappointed
d amazed
e proud
f excited

Word practice

2 | p. 41

Teacher: read the *Exam tips* box with students and discuss how, when learning new vocabulary, you can extend your knowledge further by learning synonyms at the same time.

Students: written or oral work, either in pairs or individually.

Answers

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

3 | p. 41

Students: individual written work.

Answers

1 disappointed
2 excited
3 anxious
4 amazed
5 proud
6 frustrated

Over to you

4 | p. 41

Students: oral and written groupwork.

Word skills 5&6

Warm up

- discuss vocabulary related to the environment

1 | p. 42

Students: oral or written work, in pairs or individually.

Answers

- climate change – problem
- global warming – problem
- conservation project – solution
- renewable energy – solution
- single use plastic – problem
- sustainable development – solution

2a | p. 42

Teacher: explain the concept of collocations, as explained in the *Exam tips* box. Tell students to notice that the multi-word expressions in exercise 1, which they will also need to use in this activity, are commonly used fixed expressions. It is therefore a good idea to note them down and learn them as expressions rather than learning their individual words.

Answers

See transcript in exercise 2b.



2b | p. 42

Students: oral or written work, in pairs or individually.

TRANSCRIPT AND ANSWERS Skills Book 13

- Unfortunately, most **single-use plastic** is not recycled. (picture e)
- The California Academy of Science building is a perfect example of **sustainable development** in action. (picture f)
- Due to **global warming**, we are having much hotter summers than we used to. (picture a)
- Nature provides us with several sources of **renewable energy** such as wave, solar and wind power. (picture d)
- Sasha worked for six months on a **conservation project**, studying dolphins in Croatia. (picture c)
- Most scientists believe that **climate change** is now a reality. (picture b)

Over to you

3 | p. 42

Students: oral and written groupwork.

Word skills 7&8

Warm up

- discuss differences in British English and American English vocabulary for household chores

1 | p. 43

Students: oral pairwork.

Word practice

2 | p. 43

Teacher: read the *Exam tips* box with students and discuss how there are some differences in vocabulary between British English and American English. The exercises on this page explore some of these differences.

Students: written or oral pairwork.

Answers

- run errands / do errands
- do the dishes / wash up
- take out the trash / put out the rubbish
- clean up / tidy up



3a, 3b | p. 43

Students: written work in pairs or individually.

TRANSCRIPT AND ANSWERS Skills Book 14

- A Did you clean up your room yet?
B Have you tidied up your room yet?
- A After dinner I'll do the dishes.
B After dinner I'll do the washing up.
- A Don't forget to take out the trash.
B Don't forget to put the rubbish out.
- A Mom's out running errands.
B Mum's out doing some errands.



4a, 4b | p. 43

Students: oral or written work in pairs or individually.

TRANSCRIPT AND ANSWERS Skills Book 15

- a tap / a faucet
- a cupboard / a closet
- a cooker / a stove
- a dustbin / a trashcan
- a garden / a backyard
- a wardrobe / a closet
- curtains / drapes

Over to you

5 | p. 43

Students: oral pairwork.

Word skills 9&10

Warm up

- discuss vocabulary related to jobs and careers



1a, 1b | p. 44

Students: written work in pairs or individually.

TRANSCRIPT AND ANSWERS 🗣️ Skills Book 16

- 1 farmer
- 2 scientist
- 3 florist
- 4 psychiatrist
- 5 electrician
- 6 gardener
- 7 designer
- 8 politician
- 9 beautician

Word practice

2a, 2b | p. 44

Teacher: read the *Exam tips* box with students and discuss the usefulness of learning vocabulary with its related parts of speech ie noun / verb / adjective / adverb. Once students have underlined the suffixes in the jobs in exercise 1, they can try and find some jobs ending in *-ant*.

Answers

- er / -or: farmer; gardener; designer
- ist: scientist; psychiatrist; florist
- ian: beautician; electrician; politician
- ant: [possible answers] accountant; assistant; attendant; civil servant

Over to you

3 | p. 44

Students: oral groupwork.

Word skills 11&12

Warm up

- discuss vocabulary related to space



1a, 1b | p. 45

Students: written work in pairs or individually.

TRANSCRIPT AND ANSWERS 🗣️ Skills Book 17

- 1 galaxy
- 2 constellation
- 3 orbit
- 4 telescope
- 5 astronomer
- 6 satellite
- 7 launch
- 8 meteor

Word practice



2a, 2b | p. 45

Teacher: read the *Exam tips* box with students and discuss collocations and how to learn them. After doing exercises 2a and 2b, ask them to pick out any words that they had not known before encountering them on this page.

Students: written work.

TRANSCRIPT AND ANSWERS 🗣️ Skills Book 18

Max dreamed of being an astronomer. He loved looking through his telescope at the moon and at the different constellations of stars. There was so much to explore in our galaxy and maybe there were others that had not yet been discovered. He watched when they launched a new satellite into orbit around the Earth and sometimes he could even see a meteor in the night sky.

Over to you

3 | p. 45

Students: oral groupwork.

Extensive reading

CULTURAL INFORMATION

The short stories which appear in *Right Here! B1* were written by Martyn Hobbs. Martyn Hobbs has written numerous short stories and plays. Some of his plays have been performed at the Traverse Theatre, Edinburgh and in Florence, Italy. He was the winner of a British Film Council / Screen South screenplay competition in 2004. He has also written and developed a number of ELT video projects and several ELT course books, with his partner Julia Starr Keddle.

BECKY'S HOLIDAY BLOG

1 | p. 47

Teacher: ask students to look at the illustration and ask them to answer the questions without reading the text.

Students: oral work in preparation for reading the story.

Answers

- 1 A boy and two girls.
- 2 In Saint Mark's Square in Venice.
- 3 They are probably visiting the town.
- 4 The boy and girl next to each other look happy: perhaps they are in love. The other girl looks unhappy: perhaps she is jealous or lonely.

2 | p. 47

Teacher: ask different students to read each paragraph. At the end ask *Who's writing this holiday blog? (A girl called Becky. She must be the one on the right in the picture.) Who is travelling with her? (Two friends, Lizzie and Mark.)* Check that students can find the cities that are mentioned on a map of Europe. In the first travel note the capitals of Norway, Denmark, Estonia, Germany, Austria and Hungary are mentioned. *Which other towns do the friends visit? (Paris, Madrid, Venice.) Where do they go after splitting up? (Lizzie and Mark go to Milan, Rome and Naples, Becky goes to Elba.)*

If necessary, check that students understand new words and expressions like *head south, stranded, stroll, clubbing, upmarket, split up, I can't afford it.*

Students: individual reading followed by a comprehension exercise.

Answers

- 1 In a pizza restaurant
- 2 On the beach on the island of Elba
- 3 In Madrid
- 4 In Venice
- 5 In Paris
- 6 In Paris
- 7 In Elba
- 8 In Venice, after being on the 'traghetto'
- 9 In Paris

3 | p. 47

Students: oral discussion in pairs to understand the general meaning of the story.

Possible answers

- 1 A girl full of interests, happy to explore new places and meet new people, but rather worried about money.
- 2 Because she hasn't got as much money as they have.
- 3 Because Becky feels that Lizzie and Mark always take the same side if there is a disagreement and she wants to do her own things.
- 4 She was robbed.
- 5 Because she has met a nice guy.

4 | p. 47

Students: vocabulary expansion.

Answers

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

5 | p. 47

Students: individual written work. Students practise writing a continuation of the story of their own invention.

Teacher: set the composition as homework.

Answers

Students' own answers.

THE LEGEND OF MULTNOMAH FALLS

CULTURAL INFORMATION

Multnomah Falls are waterfalls in the canyon of the Columbia River in Oregon, United States. The falls drop 189 metres and are the tallest in Oregon.

1 | p. 49

Teacher: ask students to look at the illustration, to read the first three lines and to answer the questions without reading the text.

Students: oral pairwork, in preparation for reading the story.

Possible answers

- 1 A legendary person connected to the waterfall.
- 2 Perhaps she wants to jump into the water.
- 3 Perhaps the waterfall was created to express her feelings, her spirit or her sorrow.

2 | p. 49

Teacher: get a different student to read each paragraph and give information about the area where the falls are.

If necessary, check that students understand words and phrases like: *features, maiden, ring out, echo, turn away, tears, rage, creep out, edge of a cliff, turn into, carved, gather, break out.*

Students: individual reading, followed by an exercise to put the summary in the correct order. Students can copy out the summary in the correct order as homework.

Answers

12, 6, 10, 3, 9, 5, 13, 1, 7, 4, 11, 2, 8

The Head Chief found a husband for his daughter. The young couple met and fell in love. On the day of the wedding a terrible sickness broke out. The Head Chief called a meeting of his chiefs and medicine men. A Medicine Man explained how the illness could be stopped. The Head Chief addressed the daughters of his chiefs. The young chief fell ill. The young maiden offered her life in exchange for the life of the young chief. The young maiden fell to her death. The sickness suddenly disappeared. The Head Chief discovered that his daughter was missing. The tribe found her body in the river. A waterfall began to flow.

3 | p. 49

Students: discuss the meaning of the legend in pairs.

Possible answers

- 1 Because he didn't want young girls to die to placate the Great Spirit. Besides, he didn't know whose daughter should be sacrificed, but feared it should be his own.
- 2 In order to save the life of her lover.
- 3 Perhaps it is a personification of Nature or the name given by the Multnomah tribes to their god.
- 4 They were probably healers who used herbal medicine or witch doctors who performed magic.

4 | p. 49

Students: discussion in groups.

5 | p. 49

Students: individual written work. The students practise writing a dialogue in the elevated style of the Head Chief.

Teacher: set the composition as homework.

Possible answer

HEAD CHIEF I've called upon you for advice. The Great Spirit has sent us a mysterious illness. Why?

CHIEFS We don't know.

HEAD CHIEF Is this illness retribution for the sins of the tribe?

CHIEFS We don't know.

HEAD CHIEF Is this illness meant to test our endurance?

CHIEFS We don't know.

HEAD CHIEF We must try some remedies. What is your advice?

MAN 1 Let's use one or all of our herb potions.

MAN 2 Let's use only animal potions.

MAN 3 Let's anoint all the people with purifying oils.

MAN 4 Let's wash our sins in the great white river.

HEAD CHIEF We must placate the anger of the Great Spirit. What is your advice?

CHIEF 1 Let's move to another land.

CHIEF 2 Let's prepare a great dance and fruit offerings.

CHIEF 3 Let's hunt in the forest and sacrifice wild animals.

CHIEF 4 Let our youngest men challenge the enemies of the Great Spirit to battle.

HEAD CHIEF Will any of these placate the anger of the Great Spirit? Who will answer me?

MEDICINE MAN

I will. Men of Multnomah, hear me. I am a very old man and have lived through many heated summers and through many snows. I have lived long so that I could witness an ancient prophecy coming true.

CHIEFS Hear, hear!

MEDICINE MAN

My father told me that in my old days, just before the end of my life, the Great Spirit would send a sickness upon our people. Many would die, unless a young maiden, the daughter of a chief, would willingly go to the high cliffs above the great white river and throw herself upon the rocks below. If she does this, the sickness will end.

SPACE

1 | p. 51

Teacher: ask students to look at the picture and to answer the questions without reading the text.

Students: oral pairwork, in preparation for reading the story.

Possible answers

1 He's wearing jeans, a jacket, a sweatshirt and a bag.

2 No, he doesn't. Perhaps he is a terrorist or an activist in some sort of political movement.

3 It looks as if he has got a firecracker, a detonator or a spray can in his hand. Perhaps he wants to blow something up or to play a joke on somebody.

2 | p. 51

Teacher: get a different student to read each paragraph. If necessary, check that students understand words and phrases like: *blaze, inch slowly, glow, pollution, holophones, plasma TV screen, blare out, manic, babbling, crammed with, choked with, packed with, nothingness.*

Students: individual reading, followed by written work.

Answers

- 1 Everywhere, on the sides of the buildings, on cars, pavements, the walls of your apartment, and even in the sky.
- 2 Because pollution has produced so many coloured particles in the air.
- 3 As a sign of protest against 'official' behaviour.
- 4 Because she is afraid the police will target him.
- 5 Because it is impossible. You can only turn it down.
- 6 No one
- 7 Because he wanted to cover the walls in pure white not with advertisements.

3 | p. 51

Students: oral discussion in pairs to understand the meaning of the story and the messages it contains.

Possible answers

- 1 Probably in the near future.
- 2 Our society is obsessed with commercial advertising on TV and everywhere in the streets, our cities are polluted by noise and light, our lives are more and more controlled by 'the authorities'.
- 3 No, because I expected Andy to do something against the system in which he lives. / Yes, because I didn't know which form his protest would take.
- 4 Because the central theme is 'man needs space for thinking and being an individual'. Other possible titles: Nightmare, No escape, Against the tide, The importance of dissent, Standing alone, etc.

4 | p. 51

Students: vocabulary expansion.

Answers

- 1 light: glowed, gleaming, blazed
- 2 density: crammed, choked, packed
- 3 movement: inched, shook, stream, leaned
- 4 sound: whispered, chattered, blare out, babbling, lullaby

5 | p. 51

Students: discussion in groups.

THE DOUBLE

CULTURAL INFORMATION

Percy Bysshe Shelley (1792–1922). Useful websites: www.victorianweb.org/previctorian/shelley/shelleyov.html
<http://www.bartleby.com/139/>

1 | p. 53

Students: oral pairwork, in preparation for reading the story.

Teacher: collect the information the students give on the board to check its accuracy and build a profile of the poet Shelley.

2 | p. 53

Teacher: get a different student to read each paragraph. If necessary, check that students understand words and phrases like *summer retreat, unlined, take a dislike, moody, overthrow, racing handwriting, double, be drowned, be washed ashore, sparks*.

Point out how the boy paraphrases the final verse of *Ode to the West Wind* in the last sentence of the story. Shelley calls on the West Wind: *Drive my dead thoughts over the universe / Like withered leaves to quicken a new birth! / And, by the incantation of this verse, / Scatter as from an unextinguished hearth / Ashes and sparks, my words among mankind!*

Answers

- 1 He was the son of a poor fisherman, living in Lerici, was fascinated by the poet Shelley, accepted becoming a spy and finally betrayed his friend.
- 2 He was a government spy and was looking for proof that Shelley wanted to overthrow the old governments of Europe.
- 3 He was a friend of Shelley and died at sea with him.
- 4 She was Edward's wife and Shelley was attracted to her.
- 5 He was a famous poet, described by the narrator as plump, arrogant and moody.

3 | p. 53

Teacher: help the students do research online and to identify which information is historically accurate.

Answers

True characters: Shelley and his wife Mary, Byron, Edward and Jane Williams.
True events: Shelley living in Lerici, being a politically active revolutionary poet, meeting with Byron in Lerici, being attracted to Jane Williams, being drowned with Edward.
All other characters and events are fictitious.

4 | p. 53

Students: oral pairwork.

Teacher: check students' answers orally, accepting all the possible variations.

Possible answers

- 1 Because it tells of Shelley seeing his double as a premonition of his approaching death.
- 2 He wants to discover proof of Shelley's anti-government activities.
- 3 He misses the poet and wishes his poetical words would become reality.
- 4 Students' own answers.

5 | p. 53

Students: vocabulary expansion.

Answers

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

6 | p. 53

Students: class discussion.

Possible answers

He was a revolutionary in politics, he believed in anarchy and free love, and had superstitious beliefs about life and death.

7 | p. 53

Students: individual written work.

Possible answers

Mary Shelley: My husband was attracted to the sea and spent hours in the company of Angelo. I wondered why Angelo followed him everywhere and I thought he might be a spy. Although life seemed very peaceful in the beautiful summer weather and we had some friends visiting us, I was upset by seeing Jane Williams and my husband together. Whatever might have been going on between them came to a swift end: both our husbands drowned tragically.

Jane Williams: It was a wonderful summer, Shelley loved me and dedicated some poems to me. Edward suspected something and was jealous. Then all happiness was taken from me in the tragedy of both their deaths.

Lovelace: I had an assignment to carry out. I had to find evidence of Shelley's 'revolutionary' ideas about politics and free love. I engaged a local fisherman's son to spy on him, but he couldn't bring me any papers or letters to prove any misconduct. So I went to the villa myself: the poet raised the alarm with his screams and I ran away. He went to sea a week later and he died with his friend Williams in his yacht.

CLIL MUSIC: ALL THAT JAZZ!

Warm up

- stimulate the students' interest for the topic by talking about preferences in the field of music, especially of jazz

1 | p. 56

Teacher: *In this lesson we're going to talk about the history of a type of music and its significance. Discuss your favourite type of music.*

Students: oral work to be done all together or in pairs.

2 | p. 56

Teacher: *Look at the photos and answer the questions without reading the text yet.*

Answers

c, d, f, h, i

Reading

- understand the main points in short newspaper articles about current and familiar topics **B1**

3 | p. 56

Students: quickly scan the text to identify the musical style of the three jazz musicians.

Answers

- Ragtime
- Cool jazz
- Chicago style jazz

4 | p. 56

Students: re-read the text in detail to do the comprehension exercise.

Answers

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

Vocabulary

- check knowledge of vocabulary related to the history of jazz

5 | p. 56

Students: matching task to be done individually or in pairs.

Answers

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

Listening

- understand the main points of radio news bulletins on topics of personal interest **B1**

6 | p. 57

Teacher: *Look at the timeline in exercise 7 to understand the gist of the interview. You're going to hear an interview with a biographer of Louis Armstrong.*

Students: listen and identify.

TRANSCRIPT Skills Book 19

PRESENTER That was the wonderful Louis Armstrong, of course, singing *Heebie Jeebies*. Now some people believe that *Heebie Jeebies* is one of the earliest examples of 'scat' singing. Today I'm talking to Professor Harriet Baker, who has recently written a biography of Louis Armstrong. Professor, tell us something about Louis Armstrong's early life.

HARRIET Hello. Well, Louis Armstrong was born in 1901 in New Orleans. He was the grandchild of slaves and his family was very poor. From the age of eleven he made money by singing in the streets of New Orleans. He also bought his first

cornet and taught himself to play it. He joined a band soon after that, and by the time he was fourteen years old, he had a job playing cornet for a dance hall.

PRESENTER And when and how did he first develop the 'scat' style of singing?

HARRIET Right, so in 1922, Louis Armstrong moved to Chicago and then, two years later, he got a job in New York. In 1926 he made his first recording. During the recording session, he dropped his music on the floor and so he started to improvise the tunes and he made up nonsense words. This is what we now call scat, and many other jazz musicians now sing in this way.

PRESENTER Fascinating. Thank you so much, Professor Baker.

Answer

During his first recording session in 1926, he dropped his music on the floor and so he started to improvise the tunes and he made up nonsense words.

7 | p. 57

Students: listen and complete.

Answers

1901 born
1912 sang in the streets of New Orleans
1915 **had a job** playing cornet for a dance hall
1922 moved to Chicago
1924 got a job **in New York**
1926 made his first recording

Speaking

- maintain a conversation or discussion on familiar topics **B1**

8 | p. 57

Students: oral pairwork.

Writing

- write a simple connected text, narrating the life of a person **B1**

9 | p. 57

Students: individual written work.

Possible answer

Louis Armstrong was born in 1901 in New Orleans into a very poor family. He started singing in the streets of New Orleans at the age of eleven to earn some money. He then bought his first cornet and joined a band. By the time he was fourteen years old, he had a job playing the cornet for a dance hall. At the age of twenty-one he moved to Chicago and two years later to New York, where he became famous.

Project p. 57

Teacher: ask students to do research on the musicians so that they can choose one and write a short article.

Students: in class or at home, prepare a project on the jazz musician of their choice. They write a short text and illustrate it with photos and, if appropriate, a timeline.

CLIL ENVIRONMENT: WIND FARMS

Warm up

- stimulate the students' interest for the topic by talking about sources of renewable energy

1 | p. 58

Teacher: *In this lesson we're going to talk about wind farms. First, think about which sources of energy are renewable and which aren't. There is an ongoing discussion about nuclear energy: it is generally considered non-renewable, because it uses uranium, which is a finite resource.*

Answers

renewable: sun, wind, water
non-renewable: coal, gas, oil, nuclear

Vocabulary

- check knowledge of vocabulary related to energy sources

2 | p. 58

Students: matching task to be done individually or in pairs.

Answers

1 d 2 a 3 b 4 e 5 c

Reading

- understand the main points in short newspaper articles about current and familiar topics, e.g. wind farms **B1**

3 | p. 58

Students: check their knowledge of sources of energy by doing the multiple-option exercise before reading the article.

Answers

1 C 2 A 3 C 4 C 5 B

4 | p. 58

Students: read the text in detail to answer the questions.

Answers

- 1 Eight.
- 2 Germany, Spain, Denmark, the UK and Italy.
- 3 The farmers can use the land between the turbines to grow crops.
- 4 Birds and bats.
- 5 The area around the house has to be very windy, the turbine has to be very big to provide enough energy for one house, it is expensive, it makes some noise.

Speaking

- give or seek personal views and opinions in an informal discussion **B1**

5 | p. 59

Teacher: *You have probably heard debates about the wind farms in the media. Which are the arguments for and against wind farms? Take on the roles of a power company and of the local people and have a debate.*

Students: oral pairwork.

Listening

- understand the main points of radio news bulletins on topics of personal interest **B1**



6 | p. 59

Teacher: *Read the advertisement first to understand what information you have to listen for. Teach the expression *be blown away* which has the literal meaning of 'being pushed by the wind' and the figurative meaning of 'being surprised and pleased'.*

Students: listen and complete the text.

TRANSCRIPT AND ANSWERS Skills Book 20

Come and visit Whitelee Wind Farm – just **20** minutes' drive from Glasgow in Scotland. Covering an area of **55** square kilometres, Whitelee is the biggest onshore wind farm in Europe. It has **150** turbines and it can generate enough electricity to power **180,000** homes.

But it's not just a wind farm. There is so much to do and see at Whitelee. Come to our beautiful new visitor centre and find out about the **90** kilometres of walking, cycling and horse-riding trails at Whitelee. Our visitor centre is powered entirely by wind, of course, and it has a café and a **gift shop**. You can also take a **bus** tour around the turbines and admire the amazing technology of wind farms up close. We have a large car park and a **bicycle** park here, and we even have outside showers. You'll be blown away!

Writing

- write a simple connected text on the advantages and disadvantages of wind farms and express personal views and opinions **B1**

7 | p. 59

Students: individual written work.

Answers

Students' own answers.

Project p. 59

Teacher: ask students to do research on the sources of energy used in their own country, especially wind energy.

Students: in class or at home, prepare a project writing a short text and illustrating it with photos, diagrams and statistics.

CLIL BUSINESS: VIRAL MARKETING

Warm up

- stimulate the students' interest for the topic of viral marketing

CULTURAL INFORMATION

Viral marketing is a term created in the 1990s to describe a promotional technique which uses social networks to spread an advert for a product or a service. It is called viral because it spreads in a way similar to a computer virus by self-replication. An example of viral marketing are the emails which give web addresses of funny stories or curious facts: they attract millions of hits within a few days. They are often temporary phenomena, the so-called internet meme, which have thousands of hits in a very short time and then disappear.

1 | p. 60

Students: oral work to be done all together.

Vocabulary

- check knowledge of terminology related to viral marketing

2 | p. 60

Students: matching task to be done individually or in pairs.

Answers

1 c 2 a 3 b 4 d 5 e

Reading and listening

- understand the main points in short newspaper articles about current and familiar topics, e.g. viral marketing **B1**

3 | p. 60

Teacher: ask students to read the article and check understanding of vocabulary, especially of the phenomena and communication systems mentioned in the article. Discuss the questions and the global meaning of the article with the class.

Answers

- 1 The product is only known to the people coming to the shop, or to the friends they talk to.
- 2 Not everybody likes to watch advertisements when they choose to watch a programme.
- 3 Social networking site, video sharing site, online games, mobile phones
- 4 It first appeared on television.
- 5 It became popular when it was uploaded to *YouTube*.
- 6 The product itself



4 | p. 60

Students: listen and identify which product is being discussed.

TRANSCRIPT Skills Book 21

INTERVIEWER James, we've discussed some interesting television and magazine advertisements, but I'd now like to move on to viral marketing. Tell us about your favourite viral marketing campaign.

JAMES

Ah, yes, well I think this must be the campaign for the disaster movie *2012*.

It started with a short advertisement – shown in cinemas. The advertisement showed waves covering the Himalayas. The advertisement didn't mention the movie *2012*, but it directed people to a website. The website didn't look like a website for a movie. It looked like a real website and it made predictions about a huge natural disaster that would happen in 2012.

The website said that the chances of the world ending in 2012 were 94%. Lots of people got really scared and actually thought that the world would end in 2012.

Answer

A film called *2012*.

5 | p. 60

Students: listen to the recording again and answer the questions.

Answers

- 1 An advertisement shown in cinemas and a website.
- 2 People got scared and thought this was a real prediction.
- 3 Because people wrote letters to NASA asking for an explanation and NASA set up a website explaining that this was not a real prediction.
- 4 Yes, because the story spread to all the media and people wanted to find out about the film.

Speaking

- maintain a conversation or discussion on familiar topics **B1**

6 | p. 60

Students: discussion in pairs.

Writing

- write a simple connected text on a viral marketing campaign **B1**

7 | p. 60

Students: individual written work.

Answers

Students' own answers.

Project | p. 60

Students: discuss the project in pairs or groups and make notes. At home, they prepare a short text and illustrate it with photos, diagrams and statistics related to the spreading of the publicity message.

CLIL LITERATURE: WORLD WAR I POETRY

Warm up

- stimulate the students' interest for the topic by checking their knowledge of World War I

1 | p. 62

Students: individual written work.

Teacher: if students have already studied World War I, ask them to summarise its phases and the roles of the various European nations.

Answers

- 1 a
- 2 c
- 3 **Entente powers:** France, USA, Belgium, Serbia, Italy, Russia
Central powers: German Empire, Ottoman Empire, Bulgaria

2 | p. 62

Students: read and check their answers to exercise 1.

Listening

- understand the main points of a radio bulletin on a familiar topic **B1**



3 | p. 62

Students: listen to the recording and answer the question.

TRANSCRIPT Skills Book 22

PRESENTER Hello, and welcome to another edition of 'My Hero'. Today Sally, a student of history at Manchester University, is going to tell us about her hero.

SALLY

Hi. Er, yes, well, my hero is Harry Patch. He died in 2009, at the age of 111. He was the last soldier alive who fought in the trenches in World War 1. He joined the army in 1916 and he fought at the Battle of Passchendaele in Ypres. For many years, Harry Patch refused to talk about

his experiences during World War I. He didn't even talk about his memories of war during 57 years of marriage to his first wife. But then, in 1998, the BBC asked Harry to be part of its documentary programme about the war. Harry realised that most soldiers from World War I were already dead, and he wanted to make sure that people understood the truth about war. He agreed to appear in the programme and after that he spoke publically about his anti-war beliefs on many occasions. Harry always said that no war was worth the loss of a couple of lives let alone thousands. He talked a lot about the friendships that he had made while he was a soldier and he also spoke about the fear and horror of war. He said: 'If any man tells you that he went into the front line and he wasn't scared, he's a liar.' He visited the war graves in Flanders in 2007 and when he looked at the many graves, he said: 'Millions of men came to fight in this war and I find it incredible that I am the only one left.' When he was 106 years old, he met up with a German soldier who also fought in World War I and they gave each other presents.

Harry is my hero because he spoke about his experiences in the war even though it was difficult for him.

I was born more than 70 years after World War I ended, but when I watched Harry on the documentary programmes, I realised that my history lessons were about real people.

Answer

He was famous because he talked about his first-hand experience of World War I in a BBC documentary programme in 1998 and because at his death in 2009 he was the last soldier alive who fought in the trenches in World War I.

4 | p. 62

Students: listen to the recording again and answer the comprehension questions.

Answers

- 1 He was 111.
- 2 In 1916.
- 3 In 1998 in a BBC documentary.
- 4 Because he realised that most soldiers from World War I were already dead, and he wanted to make sure that people understood the truth about war.
- 5 He met up with a German soldier who also fought in World War I and they gave each other presents.

Vocabulary

- check knowledge of vocabulary from the poem *In Flanders Fields*

5 | p. 63

Students: matching task to be done individually or in pairs.

Answers

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

Reading

- skim short texts and find relevant facts and information **B1**

6 | p. 63

Students: read the text in detail and answer the questions.

Teacher: make sure students know that *Flanders* is the name of the northern region of Belgium which borders the North Sea and includes the capital Brussels. Check that students understand the acronym WWI (*World War I*).

Answers

- 1 Because poppies grew in the fields between the soldiers' graves.
- 2 To show their respect for the soldiers who died in World War I and in wars since then.



7 | p. 63

Students: listen and read.

Teacher: help them to translate the words in the *Glossary*.

TRANSCRIPT Skills Book 23

See Skills Book p. 62.

8 | p. 63

Teacher: point out that the first two verses mentioned in the rubric are the eight lines starting and ending with the words *In Flanders Fields*.

Students: analyse the meaning of the verses quoted in the exercise.

Answers

- 1 a
- 2 Because of the sound of the guns
- 3 The dead soldiers

Speaking

- paraphrase short written passages orally in a simple fashion, using the original text wording and ordering **B1**

9 | p. 63

Students: read the two summaries of the third verse which starts *Take up our quarrel* and ends with *In Flanders fields* and decide on the best.

Answer

The best summary is 1.

Writing

- write a simple connected text on how people in Italy remember the soldiers who died in wars **B1**

10 | p. 63

Teacher: read the text with the class and check understanding of words like *wounded*, *wreath*, *war memorial*. You can tell students that British people refer to the end of the war with this phrase: *At the 11th hour of the 11th day of the 11th month the guns fell silent*.

Students: individual written work.

Answers

Students' own answers.

Project | p. 63

Students: do research on the poets and choose a poem to analyse.

CULTURAL INFORMATION

Robert Graves, Wilfred Owen and Siegfried Sassoon were friends and all showed strong anti-war feelings in their works.

To read an introduction to World War I poetry and the text of some famous poems visit the website:

<http://www.oucs.ox.ac.uk/ww1lit/education/tutorials>

Robert Graves (1895–1985), English poet and novelist, translator of Latin and Greek texts, professor of Poetry at Oxford. His collection of poems on the war was published in 1916 with the title *Over the Brazier*.

Wilfred Owen (1893–1918), Welsh poet, killed in action in France, wrote realistic poems on the horrors of the trenches and the poison gas. His best known poems, published before his death, are *Anthem for Doomed Youth*, *Dulce et Decorum Est*, *The Parable of the Old Man and the Young*, *Strange Meeting*.

Siegfried Sassoon (1886–1967), English poet and novelist. In spite of his condemnation of the war he fought bravely and was awarded the Military Cross. Famous collections of poetry: *Counter-Attack and Other Poems* (1918, includes *Counter-Attack* and *Suicide in the Trenches*), *War Poems* (1919), *Satirical Poems* (1926), *Collected Poems 1908–1956* (1961).

Rupert Brooke (1887–1915), English poet who presented a romanticised vision of patriotism in his poems. He died of an infected mosquito bite while sailing with the Naval Expeditionary Force in the Mediterranean and is buried on the Greek isle of Skyros. His famous 1914 war sonnets are: *I. Peace*, *II. Safety*, *III. The Dead*, *IV. The Dead*, *V. The Soldier*.

Vera Brittain (1893–1970), English novelist, worked as a nurse in World War I. She is the author of three major memoirs: *Testament of Youth* (1933) where she describes her experience of the war and her pacifist views, *Testament of Friendship* (1940) which is a biography of her close friend Winifred Holtby, *Testament of Experience* (1957) where she continues her own autobiography.

STARTER UNIT 1

Page 3

Vocabulary

- 1 2 Wednesday 3 Saturday 4 February 5 July 6 October
7 December
3 2 can't 3 cold 4 feels 5 broken 6 flu

Grammar

- 4 2 plays 3 go 4 choose 5 feeds 6 do
5 2 The boys are working in the garden.
3 Griff is playing his new game.
4 Mrs Martinez is teaching us this year.
5 My uncle Jack is having guitar lessons.
6 Harriet is staying with us this week.
7 2 Correct
3 Luz can ride a motorbike but she can't drive a car.
4 Correct
5 Sam can play squash very well.
6 I'm not very good at telling jokes!

STARTER UNIT 2

Page 5

Vocabulary

- 1 1 armchair 2 drawers, wardrobe, shelf 3 dishwasher,
sink 4 fridge
2 2 Australia 3 Canada 4 China 5 Mexico 6 Brazil
7 Egypt 8 India 9 Pakistan 10 New Zealand
3 2 hospital 3 school 4 restaurant 5 post office
6 museum
4 b semi-detached house c terraced house d cottage
5 2 on 3 between 4 behind 5 on 6 past

Page 6

Grammar

- 1 2 C 3 U 4 C 5 U 6 C 7 C 8 U 9 U 10 U 11 C 12 U
2 1 A some B much
2 A any B some
3 A some B much
4 A many B many
3 2 Have you got any furniture in your room?
3 Ask your teacher for advice.
4 I'm sorry. That's too much luggage. We can't take
all that.
5 The internet is a good place to find information.
6 I'm sorry but I haven't got any coffee.
7 Are you thirsty? Would you like some water?
8 There are some people outside and they want to talk
to you!
4 1 taller 2 the coldest 3 hotter 4 the hottest
5 the biggest 6 faster 7 the happiest 8 friendlier
9 the most beautiful 10 more interesting
11 the most difficult 12 the best 13 worse
14 the furthest
5 2 the cleverest 3 more interesting 4 friendlier
5 more difficult 6 the worst

STARTER UNIT 3

Page 8

Vocabulary

- 1 2 trunks 3 jeans 4 T-shirt 5 sunglasses 6 sandals
7 trainers 8 scarf 9 hoodie 10 coat
2 2 bus driver 3 vet 4 waiter 5 nurse 6 mechanic
7 teacher 8 secretary 9 journalist 10 police officer
3 2 newsagent's 3 bookshop 4 pet shop 5 greengrocer's
6 clothes shop 7 butcher's 8 florist
4 2 tablet 3 smartphone 4 phone charger 5 wireless
headphones 6 digital camera 7 hand-held games
console 8 digital photo frame

Page 9

Grammar

- 1 2 had 3 gave 4 made 5 saw 6 got 7 bought 8 met
9 learnt 10 stood 11 sent 12 lost 13 wore 14 left
15 spent 16 won
2 1 told 2 visited, didn't go 3 came, watched 4 did you
meet 5 bought, didn't like
3 2 Where did you go on holiday?
3 Did you have a nice time yesterday?
4 What time did you get back?
5 What did you watch on TV last night?
6 Did you remember to buy milk?
5 2 must 3 mustn't 4 have 5 try 6 have
6 2 have 3 should 4 don't have to 5 must 6 should be
7 must 8 mustn't
7 Possible answers:
2 She should study harder.
3 She should go shopping. / She should save up
some money.
4 He should train more. / He should go to the selection
meeting. / He should speak to the coach.
5 He / She should get a part-time job.
6 They should try and stop messing about and start
working harder.
7 She should discuss it with the family.
8 I should get a part-time job. / I should start saving up.

STARTER UNIT 4

Page 11

Vocabulary

- 1 2 rowing boat 3 car 4 coach 5 ferry 6 motorbike
7 on foot 8 plane 9 bus 10 bike
2 2 restaurant 3 museum 4 ice-skating 5 picnic
6 gallery 7 theatre 8 concert
3 2 dairy 3 prawns 4 salmon 5 beef 6 lettuces

Grammar

- 1 2 On Tuesday she's going shopping.
3 On Wednesday she's buying a new mobile phone.
4 On Thursday she's staying at home and doing her
Maths homework.
5 On Friday she's having pizza with Dan and friends.
6 On Saturday she's going to Jake's birthday party.
7 On Sunday she's visiting her grandmother.
2 2 are going to 3 is not going to 4 is going to
5 are going to 6 Are you going to
3 2 I'm going to kill
3 going to do
4 going to sleep
5 both answers possible
6 both answers possible

Page 12

- 5 2 since 3 for 4 since 5 for 6 since
 6 2 ever (but *never* also possible) 3 never 4 ever 5 ever
 6 never
 7 2 Have you been 3 have / 've never used 4 has been
 living 5 Have you phoned 6 haven't bought
 2 e 3 d 4 c 5 b 6 a

UNIT 1

Page 7

Vocabulary

- 1 2 Brazil, Botswana 3 Canada, China 4 Chile 5 India,
 Indonesia 6 Japan 7 Mexico 8 Nepal 9 New Zealand
 10 Russia 11 South Africa 12 Thailand 13 The USA
 14 Vietnam 15 Zambia
 2 2 water-skiing 3 skating 4 fencing 5 fishing 6 riding
 7 rock climbing 8 karate
 3 2 camping 3 photography 4 surfing 5 trampoline
 6 acting

Page 8

Grammar

- 1 2 played 3 hoped 4 travelled 5 hurried 6 did 7 sent
 8 bought 9 went 10 took 11 kept 12 read
 2 2 driven 3 eaten 4 written 5 met 6 broken
 3 2 seen 3 written 4 heard 5 made 6 found
 4 2 've been 3 've found 4 haven't worked 5 've started
 6 haven't done 7 've bought 8 hasn't broken
 5 2 Have you ever had a pet? 3 Have you ever done any
 housework? 4 Has your teacher ever complained about
 you? 5 Have you ever studied all weekend? 6 Have you
 ever been surfing?
 7 2 have you downloaded music from the internet?
 3 have you written anything in a diary?
 4 have you read a good book?
 5 have any of your friends had a party?
 6 have you bought any new clothes?
 8 2 for 3 since 4 since 5 for 6 for
 9 2 gone 3 been 4 been 5 gone 6 been 7 gone 8 gone

Page 9

- 10 2 went 3 's lived 4 went 5 haven't seen 6 have they
 been
 11 2 gone 3 taken 4 didn't 5 go 6 left 7 gone 8 been
 9 been 10 has gone
 12 2 've done 3 have...visited 4 've visited 5 travelled
 6 spent 7 've had 8 've worked 9 've done 10 've driven
 11 've been 12 've performed 13 did...do 14 was
 15 taught 16 had 17 wrote
 13 2 has travelled 3 left 4 started 5 decided 6 has written
 7 learnt 8 met 9 eaten 10 has enjoyed

UNIT 2

Page 11

Vocabulary

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

- 2 2 band 3 stage 4 concert 5 scout 6 demo 7 single
 8 performed 9 festivals 10 album
 3 1 information desk, arrivals, departure
 2 runway, landing
 3 baggage reclaim, security
 4 duty free shops, take off, aircraft

Page 12

- 4 2 check-in 3 suitcase 4 security 5 knife 6 plane
 7 nothing 8 take-off 9 anything 10 drink

Grammar

- 1 2 She's just woken up.
 3 They've just fallen off their bikes.
 4 The shop has just closed.
 2 2 have just finished, haven't had... yet
 3 have just got, haven't worn... yet
 4 has just found, hasn't taken... yet
 5 has just downloaded, hasn't listened... yet
 6 has just finished, has won yet
 3 2 She hasn't watched the new film yet.
 3 He hasn't passed his driving test yet.
 4 You haven't sent the email yet.
 5 They haven't got out of bed yet.
 6 I haven't used my new mobile yet.
 4 2 I haven't started yet
 3 Have they arrived yet?
 4 Has he come back from work yet?
 5 Sara has already gone home.
 6 Carla has already taken her exams.
 7 I have already had my dinner.
 8 Have they seen that film yet?

Page 13

- 6 2 Paula has just gone on holiday.
 3 I have already made five phone calls this morning.
 4 Dad has not yet read the newspaper.
 5 She has already seen you on Facebook.
 6 I have not yet been to the dentist.
 7 The train has just arrived at the station.
 8 She hasn't said anything to me yet. / She hasn't yet
 said anything to me.
 9 I have just had my dinner.
 10 She hasn't yet started her homework. / She hasn't
 started her homework yet.

- 7 2 Maria hasn't started yet. She's still reading the instructions.
3 We haven't painted the house yet. We're still choosing the colour.
4 I haven't bought my new computer yet. I'm still thinking about it.
5 They haven't arrived at school yet. They're still waiting for the bus.
6 They haven't left yet. They're still talking to the teacher.
- 8 2 Tania is still eating.
3 Rosa is still studying.
4 Jem is still reading.
5 Helena is still speaking.
6 Matt and Rianna are still playing.
- 9 2 yours 3 hers 4 ours 5 his 6 theirs

Page 14

- 10 2 Whose, mine 3 Your, mine 4 their 5 ours, Our 6 his, his
11 2 yours 3 mine 4 hers 5 yours 6 mine 7 his 8 whose 9 his 10 mine
12 2 mine 3 your 4 Our 5 yours 6 mine 7 hers 8 his 9 yours 10 Mine

Page 15

Study skills

- 1 1 creativity 2 things 3 motivates 4 difficult 5 time 6 stressed 7 should 8 achievements

UNIT 3

Page 18

Vocabulary

- 1 Across: 3 motorbike 4 ferry 5 yacht 6 pavement
Down: 1 rowing boat 2 freeway 7 moped 8 truck
- 2 2 footpath 3 helicopter 4 coach 5 lorry 6 van 7 hovercraft
- 3 2 hire 3 dual 4 blocked 5 country 6 side 7 bumpy 8 spare
- 4 2 siren 3 footpath 4 helicopter 5 mechanic

Page 19

- 5 2 sign 3 van 4 foot 5 fine 6 taxi 7 crash 8 wheels

Grammar

- 1 2 were having a good time
3 was studying
4 was working in the hospital
5 were fighting
6 was burgling a house
7 was playing a computer game
8 were having dinner
- 3 2 I bought this book when I was living in England.
3 Were you working when I phoned you?
4 What were you doing when your parents came home?
5 Karen was lying on the beach when a helicopter landed.
- 4 2 was driving, listening, heard 3 was not feeling, went 4 were living, was 5 called, was having 6 arrived, was leaving, waited 7 sang, was cooking

Page 20

- 5 2 was riding 3 had 4 were you doing 5 fell 6 was doing
6 2 when 3 when 4 when 5 When 6 when 7 while 8 when

- 7 2 while / as 3 when 4 when 5 when 6 While / As 7 While / As 8 When 9 When 10 while
- 8 2 were playing 3 heard 4 opened 5 saw 6 said 7 offered 8 tried 9 was climbing 10 arrived 11 arrested
- 9 2 decided 3 went 4 arrived 5 were sitting 6 climbed 7 understood 8 didn't have 9 missed 10 walk

Page 21

- 10 2 lit 3 were 4 moving 5 breathed 6 was 7 called 8 died 9 waiting 10 came 11 listening 12 thought
- 13 2 said 3 asked 4 said 5 asked 6 asked 7 asked 8 said

UNIT 4

Page 23

Vocabulary

- 1 2 sad 3 excited 4 scared 5 angry 6 depressed
2 2 interesting 3 funny 4 exciting 5 depressing 6 scared 7 surprised 8 worrying
- 3 2 excited 3 scary 4 scared 5 calm 6 surprised 7 exciting
- 4 2 happy 3 angry 4 tired 5 calm 6 excited

Page 24

- 5 2 abstract 3 still life 4 landscape 5 historical
6 2 cubism 3 still life 4 surrealism 5 landscape 6 impressionism 7 abstract 8 realism
- 7 2 on 3 in 4 of 5 by 7 oil 8 shows 9 influenced 10 technique 11 admire

Page 25

Grammar

- 1 2 can't 3 can't 4 must 5 must 6 can't 7 can't 8 must 9 must 10 must
- 2 2 He can't be feeling well.
3 He must be working too hard.
4 The roads may be busy.
5 It could rain soon.
- 3 2 can't be 3 might win 4 might fall 5 can't be
- 4 2 Students might be allowed to sleep during the day.
3 There might be special hovercrafts instead of school buses.
4 Schools might have solar panels that generate electricity.
5 There might be more computer lessons than now.
6 Students might do exams on a computer.
- 6 2 a 3 b 4 d 5 e 6 c
- 7 2 They can't have got home yet.
3 Someone must have told him my secret.
4 He could have taken the bus to school.
5 They might have lost the map.

Page 26

- 8 2 can't have 3 must have 4 can't have
- 9 2 Dave might have played tennis.
3 The thief must have escaped through the window.
4 Quick! The car's still warm – he can't have gone far.
- 11 2 give 3 get 4 came 5 turn 6 took
- 12 2 with 3 up 4 away 5 back 6 down 7 on 8 off
- 13 2 Did you buy **those flowers for me?**
3 Would you lend **me** your laptop for a day or two?
4 When your sister goes shopping, please ask **her** to buy me some coffee.
5 If you don't like those boys, don't play with **them**.
6 We'd all like a cake, please. Can you give **us** all one?

UNIT 5

Page 31

Vocabulary

- 2 satellites 3 planets 4 hologram 5 laser 6 aliens
- 2 h 3 e 4 a 5 c 6 g 7 f 8 b
- 2 take 3 air 4 habitats 5 turn 6 bin

Grammar

- 2 will be, doctor 3 will be, opera singer 4 will be, photographer 5 will be, businesswoman 6 will have, bookshop

Page 32

- 2 'll 3 won't 4 will 6 will
- 2 will 3 will 4 won't 5 won't 6 won't 7 will 8 won't
- 2 am 3 is 4 isn't 5 is / 's 6 is / 's 7 'm 8 am / 'm
9 Aren't 10 is / 's 11 Are / Aren't
- 2 e 3 a 4 c 5 f 6 b
- 2 I'm going to play tennis with Ella on Thursday.
3 I'm meeting Philippe at 8.00 this evening.
4 I'm going to look around the shops tomorrow.
5 I'm spending the weekend with a friend.
6 We're not going on holiday this year.
- 2 'm studying
3 'm playing
4 is going to cook
5 Are you walking / Are you going to walk
6 are you seeing / are you going to see
7 'm not going
8 are having / are going to have
9 Are you coming / Are you going to come
- 2 A 3 I 4 P 5 A 6 I 7 A 8 P

Page 33

- 2 are going to have
3 am leaving
4 am working
5 won't be
6 is going to fall / is falling
7 won't have
8 are building / are going to build
9 are going to see
10 will be / 's going to be
- 2 will be 3 will have 4 will have 5 will be 6 will be
7 will have 8 will be
- 2 will have left 3 will have married 4 will have had
5 will have started 6 will have become

UNIT 6

Page 35

Vocabulary

- 2 a 3 f 4 e 5 d 6 b
- 2 respect 3 swear 4 insult 5 angry 6 annoy
7 cyberspace
- 2 island 3 ocean 4 volcano 5 waterfall 6 bay 7 forest
8 caves 9 swamp 10 desert
- 2 caves 3 desert 4 forest 5 island 6 Ocean 7 swamp
8 valley 9 volcano 10 waterfall

Page 36

Grammar

- 2 g 3 i 4 a 5 e 6 h 7 j 8 f 9 b 10 d
- 2 have, listens 3 gives, expects 4 arrive, asks 5 work, lets 6 get, gives

3 Possible answers:

- 1 If I forget to do my homework, I get into trouble with my teacher.
- 2 If I want to go out with my friends, I have to ask my parents.
- 3 If I haven't got any money, I do some jobs to earn money.
- 4 If my parents don't let me have something, I save up to buy it myself.
- 5 If I'm invited to a party, I try to buy something new to wear.
- 6 If I have an argument with my friend, I get upset.
- 7 If I receive a present, I am happy.
- 4 2 When the sun comes up, (the) birds sing.
3 If it snows, we wear winter clothes.
4 As soon as I feel thirsty, I get a drink.

Page 37

- 5 2 d 3 e 4 a 5 c
- 6 2 will need 3 will spend 4 will have 5 it will be
- 7 2 She won't come unless you ask her. / Unless you ask her, she won't come.
3 I will buy a sandwich if I am hungry. / If I am hungry, I will buy a sandwich.
4 We will celebrate if we pass our exams. / If we pass our exams, we will celebrate.
5 We will go out tomorrow if the weather is nice. / If the weather is nice, we will go out tomorrow
6 If we leave now, we will get there in time to see the film. / We will get there in time to see the film if we leave now.
7 If I phone you later, will you be in? / Will you be in if I phone you later?
8 If we hurry we will catch the train. / We will catch the train if we hurry.
9 They will miss the train unless they hurry. / Unless they hurry, they will miss the train.
10 Unless Ali works harder, he won't pass the exam. / Ali won't pass the exam unless he works harder.
- 8 2 get 3 will win 4 will pay 5 doesn't feel 6 arrive
7 don't hurry 8 will be 9 will die 10 leave

Page 38

- 9 2 will go 3 will visit 4 will climb 5 are 6 will stay
7 will love
- 10 1 cut, 2 bake, will have 3 will be, arrives 4 get, will go
5 will wash, have finished 6 will phone, arrive
- 11 2 unless 3 If 4 if 5 unless 6 If 7 if 8 unless 9 unless
10 unless
- 12 2 f 3 a 4 b 5 e 6 h 7 d 8 g
- 13 2 unless 3 Unless 4 As soon as / When 5 Unless
6 When 7 when 8 As soon as 9 When / As soon as
10 As soon as / When 11 When / As soon as 12 When

Page 39

Study skills

- 2 1 b 2 f 3 g 4 a 5 h 6 i 7 c 8 d 9 e 10 j

UNIT 7

Page 43

Vocabulary

- 1 2 d 3 a 4 f 5 c 6 e 7 h 8 g
- 2 2 water the plants 3 do the ironing 4 clean the car
5 lay the table 6 tidy your room 7 made the bed
8 vacuum the house 9 sweep the floor
- 3 2 vandalism 3 joyriding 4 mugging 5 pickpocketing
6 shoplifting

- 4 2 vandalism 3 mugging 4 joyriding 5 shoplifting
6 pickpocketing 7 phishing

Page 44

Grammar

- 1 2 'It's easy.'
3 'This dog's mine.'
4 'We enjoy our lessons.'
5 'I'll see you tomorrow.'
6 'I've made a mistake.'
- 2 2 She said that it was her 18th birthday.
3 He said that he had been working for a bank.
4 She said that she was going to complain to the manager.
5 Pete said that he liked sport very much.
6 Sophia said that she had got her T-shirt from Costa Rica.
- 3 2 they were going to spend the winter in Cuba.
3 the dentist would see me tomorrow.
4 he had seen this film before.
5 she would tell me later.
6 she had to call her mother.
- 4 2 Felipe said he didn't like horror films.
3 Louise said that she didn't go shopping every Saturday.
4 Hugo said he hadn't finished all the exercises.
5 Dolores said she wouldn't like to be a doctor.
6 Taylor said he wasn't going to do it again.
- 5 2 The suspect said he was a good person (and) he didn't steal things.
3 The suspect said he had only gone out to go for a walk.
4 The suspect said he hadn't seen anything at all.
5 The suspect said he had been walking past the bank when he had heard the alarm.
6 The suspect said he had nothing to do with the robbery.
7 The suspect told the officer he was telling the truth.
8 The suspect said he had never been in trouble before.
9 The police officer said that he was going to take him to the police station.

Page 45

- 6 2 But you said you didn't have any money!
3 But you said you didn't like it!
4 But you said you were good at history!
5 But you said you didn't like her!
6 But you said you were cold!
7 But you said the bus left in half an hour!
8 But you said Noah was working in a school!
- 7 2 Someone 3 something 4 someone 5 anywhere
6 anything 7 anywhere 8 someone 9 everyone
10 something 11 anything 12 anyone
- 8 2 everywhere 3 anyone 4 something 5 somewhere
6 anything 7 no one 8 nothing
- 9 2 each 3 each 4 each other 5 Each / Every
6 Each / Every 7 each 8 every / each
- 10 2 getting 3 be 4 got 5 wasn't 6 am 7 get 8 isn't

UNIT 8

Page 47

Vocabulary

- 1 2 don't like 3 keen 4 keep 5 sympathy 6 delicious
7 mind 8 enjoy 9 have 10 worry 11 relief

Page 48

- 2 1 c 2 f 3 h 4 g 5 b 6 e 7 a 8 d
3 2 have the same interests 3 same age 4 keep a secret
5 same sex

- 4 2 fat 3 striking 4 good-looking 5 gorgeous 6 age
7 interests 8 generous 9 impulsive

Grammar

- 1 2 where 3 if 4 who 5 why 6 how
- 2 2 He / She asked me if I would help him / her with his / her essay.
3 He / She asked if he / she could call me later.
4 He / She asked me where I was from.
5 He / She asked me if I liked living here / there.
6 He / She asked me what I did for a living.
- 3 2 was working in Turkey 3 had enjoyed the concert the night before 4 could come there tomorrow 5 parents had been to Italy 6 could come to the party too

Page 49

- 4 2 'Do you have a good excuse?'
3 'Where is your homework diary?'
4 'How do you expect to pass your exams without studying?'
5 'Would you be happy without any qualifications?'
6 'What do you have / have you got in your pocket?'
7 'Will you be more polite tomorrow?'
8 'Can you see the head teacher after class?' / 'Please see the head teacher after class.'
- 5 2 The teacher asked me if I was always so slow.
3 He asked her if she could tell him and George the answer.
4 He asked me when I would finish those chores.
5 He asked us what we thought about that painting.
6 She asked him why he wanted to know.
7 We asked them where they went to college.
8 They asked us if we wanted them to show us.
- 6 2 They asked how tall you were.
3 She asked how to use it.
4 He asked where she went to school.
5 You asked where the match was.
6 She asked if we could tell her.
- 7 2 could 3 could 4 had to 5 should 6 must / had to
7 should 8 could
- 8 2 I think it was two years ago.
3 Where do you live?
4 I've moved to a new apartment.
5 Where is it?
6 It's in the south of the city.
7 Do you like it?
8 I love it!

Page 50

- 9 2 reminded 3 advised 4 told 5 advised 6 threatened
7 implied 8 agreed
- 10 2 refused 3 asked 4 apologised 5 denied 6 pointed out
7 reminded 8 added
- 11 2 ordered 3 refused 4 asked 5 explained 6 told
7 apologised 8 replied
- 12 2 He suggested that Beatrice should see a doctor.
3 He offered to carry his grandma's bag.
4 Marco accused Ali of taking the bike.
5 He warned them not to sit on the wall.
6 Adam denied leaving / having left the window open.

UNIT 9

Page 54

Vocabulary

- 1 2 the legal profession 3 telecommunications
4 publishing 5 tourism 6 education 7 finance
- 2 2 university lecturer 3 tour guide
4 physiotherapist 5 lawyer

Page 55

- 3 2 computer skills 3 adaptable 4 smart
5 outgoing personality 6 speak English
7 efficient; organised

Grammar

- 1 2 c 3 e 4 f 5 d 6 a
2 2 If I could fly, it would be great.
3 If you apologised to him, he would be happy.
4 If you walked more, you would be fitter.
5 If he had more money, Adam would buy that new laptop. / If Adam had more money, he would buy that new laptop.
3 2 It would be great if I could fly.
3 He would be happy if you apologised to him.
4 You would be fitter if you walked more.
5 Adam would buy that new laptop if he had more money.
4 2 would be 3 would 4 wanted 5 wouldn't 6 would help
5 Possible answers:
2 I would install a drinks machine in the corner.
3 I would have more computers, one for each student.
4 I would replace all the reference books so they were up to date.
5 I would put a map of the world on the wall.
6 2 had, would go 3 would, live, were 4 went, would, be
5 saw, would, read 6 would travel, didn't have
7 would be, did 8 would make, had

Page 56

- 7 2 If you could live anywhere in the world, where would you go?
3 How would you feel if you saw a ghost?
4 If you could choose any job, what would you do?
5 If you were president, who would you choose as vice president?
6 If you lived in a desert, how would life be different?
7 If you could travel to space, would you go there on holiday?
8 If you could go to any sports competition in the world, which would you choose?
9 2 had 3 were 4 didn't tell 5 were 6 liked 7 were 8 wasn't
10 2 she were / was rich 3 he were / was young
4 he were / was strong 5 she were / was more confident
6 were / was good
11 2 she were here 3 they had enough money 4 I spoke French 5 Stefano weren't / wasn't ill 6 I had less work
7 we were happy 8 the students were more hardworking
9 my brother were / was more generous

Page 57

- 13 2 Mariana is the girl who I love.
3 That's the essay which I wrote.
4 These are the papers which you need.
5 That's the film which I saw yesterday.
6 She's the actress who was in that film.
7 That's the boat which can take us to the island.
8 That the hotel in / at which we will stay tonight.
9 She's my friend who lives by the park. / who has a house by the park. / whose house is by the park.
10 I always use the blue pen which is on the desk.
14 Possible answers:
2 A motorbike is a motor vehicle which has two wheels.
3 An alligator is an animal which lives in the USA and China and which is related to a crocodile.
4 Chris Pratt is the actor who starred in *Guardians of the Galaxy* and *Jurassic World*.
5 The check-in desk is the place at the airport where you give in your luggage and have your ticket checked.

- 6 The North Pole is the place on the Earth that is the furthest north.
7 My grandfather is the person who I respect the most in my family.
8 Fish and rice is the meal that I love the most.
15 2 whose 3 where 4 who 5 which / that 6 who 7 that / which 8 whose 9 that / which 10 who 11 where 12 that, that / which
16 2 Adele 3 school / college 4 burglar 5 ferry 6 doctors / nurses 7 football 8 Prince William / Prince Harry 9 Russia 10 Cristiano Ronaldo 11 library 12 phone

UNIT 10

Page 59

Vocabulary

- 1 2 join 3 course 4 revision 5 get 6 stress 7 suffer
2 2 away 3 with 4 off 5 into 6 of

Page 60

Grammar

- 1 2 e 3 a 4 f 5 b 6 d
2 2 had asked 3 had invited 4 have done 5 had seen
3 2 The football team would have beaten them if they had tried harder.
3 Marcus would have got 20 out of 20 if he hadn't made that mistake.
4 Carla wouldn't have passed that test if I hadn't helped her with her revision.
5 Polly wouldn't have gone to university if her parents hadn't paid.
4 1 would have been 2 would have said, had seen 3 had kept, would have noticed 4 hadn't left, would not have been 5 would have given, had asked
5 2 they wouldn't have gone deeper into the cave 3 they would have been able to escape 4 the divers hadn't arrived 5 the football team might not have escaped from the caves

Page 61

- 6 2 I wish I'd been more careful.
3 I wish I hadn't lost my keys.
4 I wish I hadn't promised to help.
5 I wish I hadn't switched it on.
6 I wish the dog hadn't bitten me.
8 2 h 3 a 4 b 5 e 6 f 7 d 8 g
9 2 Well, you should have worn a jumper.
3 Well, you should have worked harder
4 Well, we should have left earlier.
5 Well, you should have had breakfast.
6 Well, you should have got up earlier.

Page 62

- 10 2 You could have asked someone.
3 You could have reminded me.
4 You could have ordered a pizza.
5 You could have phoned me.
6 You could have written it down.
11 2 He shouldn't have jumped off the wall.
3 You shouldn't have driven so fast.
4 I wish I hadn't borrowed his / her bike.
5 They should have / ought to have bought an alarm.
12 2 B have left 2 A I hadn't moved B have kept
3 A I had studied B had learnt
13 2 carefully 3 well 4 quickly 5 harder 6 loudly
14 2 easily 3 possibly 4 well 5 happily 6 truly 7 quickly
15 2 patiently 3 suddenly 4 loudly 5 calmly 6 angrily 7 quietly 8 carefully

UNIT 11

Page 66

Vocabulary

- 1 2 compass 3 clothes line 4 mobile phone 5 knife
6 torch
2 2 sleeping bags 3 pillows 4 cooking stove 5 canteen
6 can opener 7 towels 8 wash bag 9 insect repellent
10 First Aid Kit 11 toilet paper 12 radio 13 playing
cards

Page 67

- 3 2 tent 3 can opener 4 matches 5 map 6 pillow
4 2 I think we should call the police
3 We really can't do that.
4 Why don't we call mountain rescue?
5 Do you really think so?
6 Yes, I do.
7 Does everyone agree?
8 Let's do that then.

Grammar

- 1 2 The rainforest is destroyed every year.
3 White rhinos are found in Africa.
4 Thousands of computers are made every day.
5 Our world is threatened by pollution.
6 Millions of cars are sold every year.
7 Many drivers are caught by speed cameras.
8 New computer viruses are created all the time.
2 2 is prepared 3 are sent 4 are taught 5 is eaten
6 are borrowed
3 2 is worn 3 are destroyed 4 are born 5 is made
6 are spoken 7 is called
4 2 are packed 3 is taken 4 are given 5 are sorted
6 are sent 7 is forgotten 8 are being opened

Page 68

- 5 2 Children aren't given Maths tests every week.
3 Robots aren't being used in this factory.
4 English isn't spoken by everyone in Japan.
5 Dinner isn't being cooked by Francisco.
6 Gold isn't found in Britain.
6 2 Why is the ground being prepared?
3 How many mobile phones are sold every day?
4 Where are those phones made?
5 How is the chicken being cooked?
6 When is his new movie being released?
7 3 have to be frozen 4 are broken 5 are put 6 must be
transported 7 are cooked
8 2 Your car has to be parked inside the white boxes.
3 The car park can't be paid for in cash.
4 Your parking has to be paid with a credit card.
5 Your bags should not be left in the back of the car.
9 2 My sister's school, which is next to the river, is
very popular.
3 Noah's grandmother, who is 91, still drives a car.
4 The new Bond film, which was filmed in Spain, is
really exciting.
5 Tom, who works in the bank, has just moved next door
to us.
10 2 whose 3 who 4 which 5 who 6 which 7 who
8 whose

Page 69

- 11 2 The tent, which I bought in a sale, has already broken.
3 My new sleeping bag, which I really like, is purple and
green.
4 My husband, whose name is Oliver, doesn't like
travelling.

- 5 The campsite, which we found on the internet, is close
to the beach.
12 2 The hospital in Southampton, where I was born, is
going to be closed next year.
3 Juan's sports car, which can reach speeds of 220 km
per hour, is extremely expensive.
4 Emma and Joe, who got married last year, have
decided to move to Istanbul.
5 Scala nightclub in Manchester, where I met Ava, is an
amazing place.
6 Lindhams restaurant, which is opposite the golf club,
is very famous.
7 Max's brother, who is a famous footballer, is often on
television.
8 My favourite book, which I've read three times, is by
David Mitchell.
13 2 Lucas, whose wife is Korean, works for an American
airline.
3 The museum, which is closed on Mondays, is the
largest in the city.
4 His dog, which follows him everywhere, is getting old.
5 My friend Jem, who went to the same school as me,
has just written a book.
6 Actor Eric Roberts, whose sister is Julia Roberts, was
born in 1956.
14 2 which is a country in central America
3 which my parents were watching last night
4 which has caused a lot of problems recently
5 who lived near the volcano
6 where there was no danger from the volcano

UNIT 12

Page 72

Vocabulary

- 1 1 helmet 2 steer 3 launch; bird's-eye 4 safety
5 adrenaline 6 floating
2 2 on 3 is 4 as 5 by
3 2 director 3 performance 4 dialogue 5 costume 6 set
7 photography 8 shots 9 editing 10 soundtrack

Page 73

- 4 2 historical 3 horror 4 psychological thriller
5 romantic

Grammar

- 1 2 was woken up 3 was introduced 4 was bitten
5 was given 6 was told off
2 2 was devised 3 were put 4 was invented 5 were
written 6 was included 7 were presented
3 2 was 3 have been 4 has been 5 was 6 was 7 were
8 has been 9 was
4 2 Have you been given your money back yet?
3 Have our tests been marked yet?
4 Have the players for tonight's match been chosen?
5 What? Has it been done already?
6 He hasn't been seen for days.
5 2 was I being ignored 3 was being repaired
4 were being punished 5 was still being painted
6 was being interviewed

Page 74

- 6 2 Last week the chairs were being mended. / The chairs
were being mended last week.
3 I was being given my lunch when you rang.
4 The house was being decorated all last month.
5 When I went into the club Ollie was being asked
to leave.

- 7 2 will be published 3 will be chosen 4 will be killed
5 will not be allowed 6 will be given
- 8 2 Paulo will not be invited to one of our parties
ever again.
3 The new road will not be finished until the end of
next year.
4 All of our prices will be frozen for the next year.
5 Your item will be sent as soon as your payment
arrives.
- 9 2 will be picked 3 won't be given 4 I'll be invited
5 We'll be told 6 will be put
- 10 2 is spoken as a native language by 380 million people
3 are being developed by scientists
4 was directed by Steven Spielberg
- 11 2 The model often has his / her photo taken.
3 I sometimes have my clothes made for me.
4 The Queen has all her food cooked for her.
5 Children have their eyes checked twice year.
6 The company has the PCs serviced once a year.
- 12 2 Where can they have their passports renewed?
3 Where can I have this jacket dry-cleaned?
4 Where can I have my shoes mended?
5 Where can she have a tattoo done?
- 13 2 ourselves 3 themselves 4 himself 5 yourself 6 herself

Page 75

Study skills

- 2 2 plot 3 page 4 understanding 5 word list 6 happened
7 word 8 fluently 9 dictionary 10 events

BONUS A

Vocabulary

Page 78

- 1 2 jukebox 3 gramophone 4 CD player 5 Walkman
6 portable radio

Page 79

- 2 2 onto 3 listen 4 from 5 singles

Grammar

- 1 2 He's been eating.
3 The cats have been fighting.
4 They have been playing in the garden.
5 The businessman has been speaking for too long.
6 He has been swimming.
- 2 2 has been listening 3 have only been living 4 has been
studying 5 has been raining 6 has been complaining
7 has been working 8 has been sitting
- 3 2 e 3 d 4 c 5 b 6 a
- 4 2 have known 3 have been waiting 4 I've been 5 have
been working 6 have hurt

Page 80

- 5 2 Did, use to go 3 didn't use to like 4 used to like
5 Did, use to have
- 6 1 Correct
2 ...my little brother used to think that there was a
monster under his bed.
3 Correct.
4 ...drones didn't use to exist!
5 Correct.
6 ...the world used to be a happier place!
- 7 2 I'm getting used to my new teacher
3 I finally got used to working there after a long time
4 Henry isn't really used to eating foreign food.
5 José can't get used to England's cold weather.

- 8 2 got used to 3 is used to 4 got used to 5 get used to
- 9 2 used to be 3 would take 4 would sometimes be
5 used to hide 6 didn't use to have 7 would come up
8 used to play

BONUS B

Page 82

Vocabulary

- 1 2 art and architecture 3 poetry 4 biographies 5 crime
and detective fiction 6 horror and ghost stories
7 fantasy and science fiction 8 travel books

Page 83

- 2 2 setting 3 characters 4 plot 5 chapter 6 ending
7 style 8 opening
- 3 2 descriptions 3 narrator 4 set 5 publication 6 chapter
7 read 8 hold

Grammar

- 1 2 The film had started.
3 He had never written a book before.
4 I'd never heard of him.
5 I'd read the book but I'd never seen the film.
6 Why had he gone to live in Peru?
- 2 2 By 8 o'clock, Mr Sands had read the newspaper.
3 By 9 o'clock, Mr Sands had arrived in the office.
4 By 1 o'clock, Mr Sands had had lunch.
5 By 5 o'clock, Mr Sands had finished work.
6 By 6:30, Mr Sands had played two games of squash.
7 By 8 o'clock, My Sands had cooked dinner.
8 By 11:30, Mr Sands had watched TV and gone to bed.

Page 84

- 3 2 he had realised what a nice day it was 3 someone had
broken a window 4 he was out 5 they had taken
- 4 2 e 3 a 4 f 5 b 6 c
- 5 2 had studied 3 had never heard 4 had tried 5 had
liked 6 went 7 loved 8 had never been
- 6 2 had given us 3 knew 4 had taken 5 had gone 6 had
not read 7 cried 8 ran
- 7 2 Had she bought her house when you met her?
3 Had / Has he done all his homework?
4 Had the teacher finished talking before you left?
5 Had anyone seen the man before he went in the bank?
6 Had / Have you worked on your essay all weekend?
- 8 2 he had lived there before
3 she had lost her wallet
4 he had seen it before
5 she had forgotten his name

