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## 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

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# 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 21<sup>st</sup> 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 21<sup>st</sup> 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**

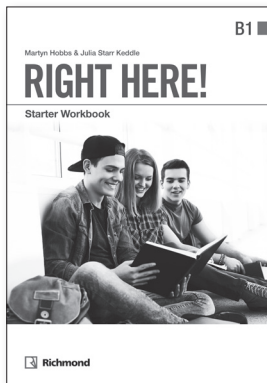
To conclude, the course focuses on your students and their progress, but it also gives you, the teacher, support in preparing and conducting your lessons with the guidance and extra help in the Teacher's Book, the Testbuilder and the other extra resources online. We hope you will find the material a 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,

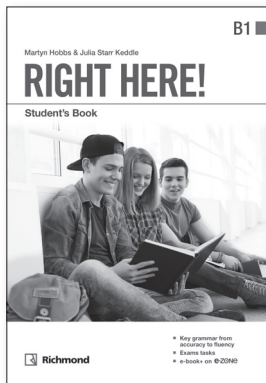
Julia Starr Keddle      Martyn Hobbs

# 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).



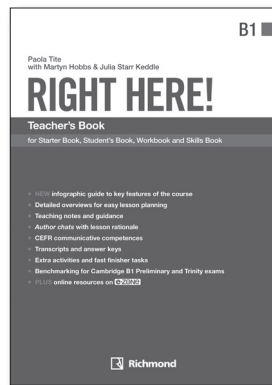
Starter Book



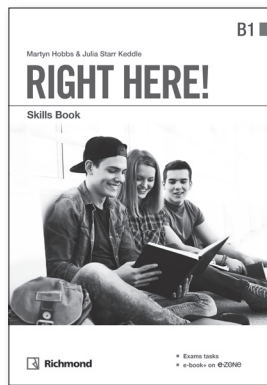
Student's Book



Workbook



Teacher's Book



Skills Book

## STARTER OVERVIEW

### GETTING UP TO SPEED

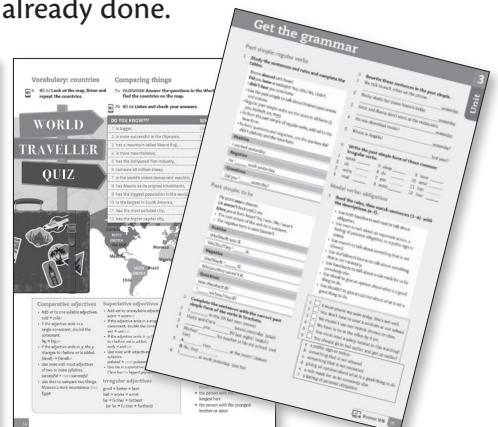
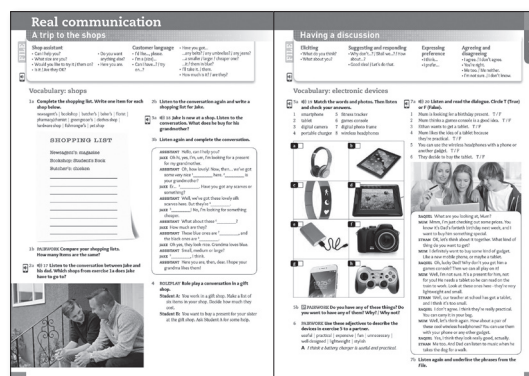
Starting a new book involves reviewing new language: students may need a quick overview of the basics before they begin. Therefore, A2 and B1 levels include optional Starter Books. You can cover the whole book or select sections for classwork, or alternatively give exercises to individual students for 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.

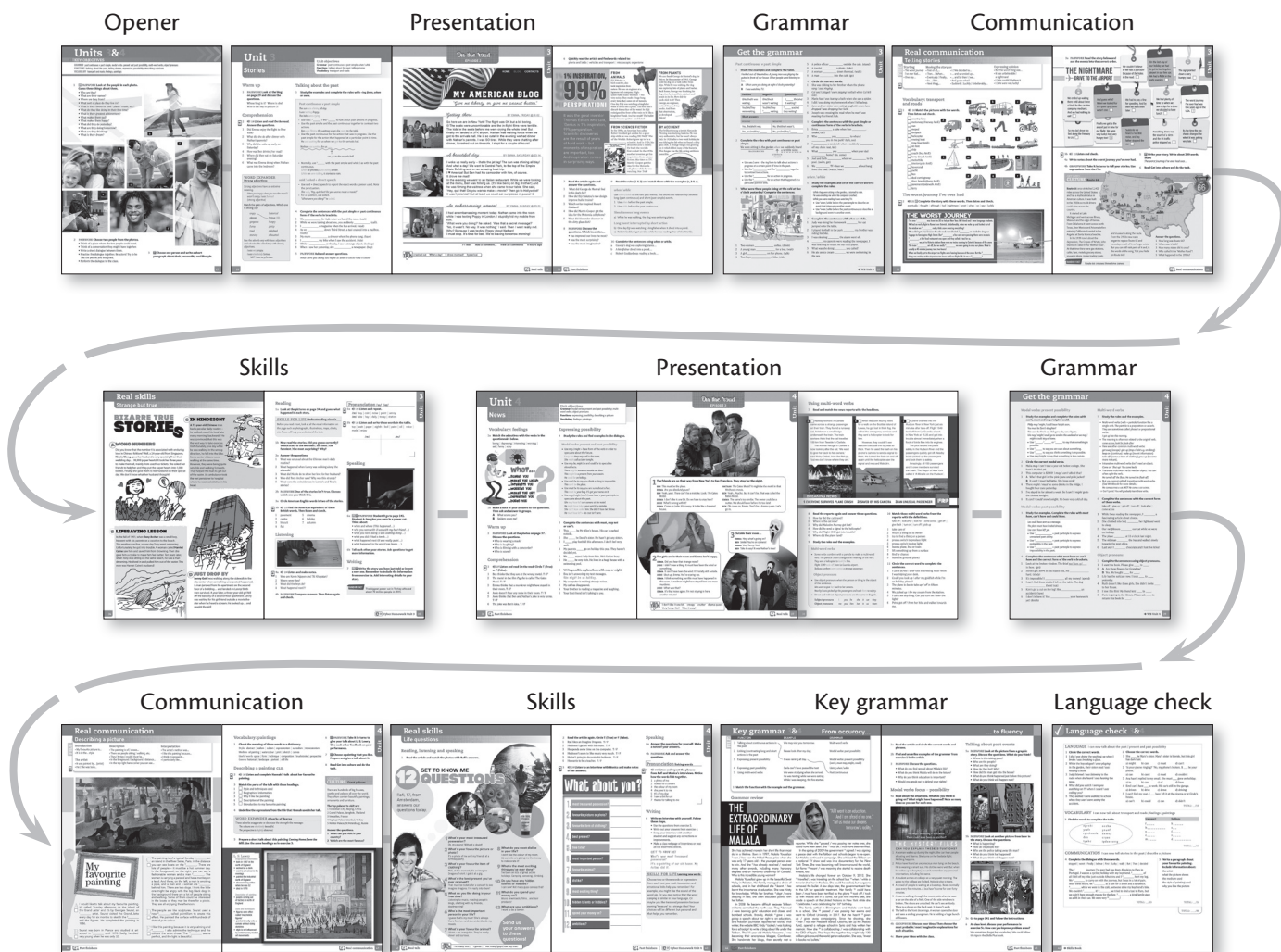
But these fast-track lessons review language in interesting, well-paced classroom activities.

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

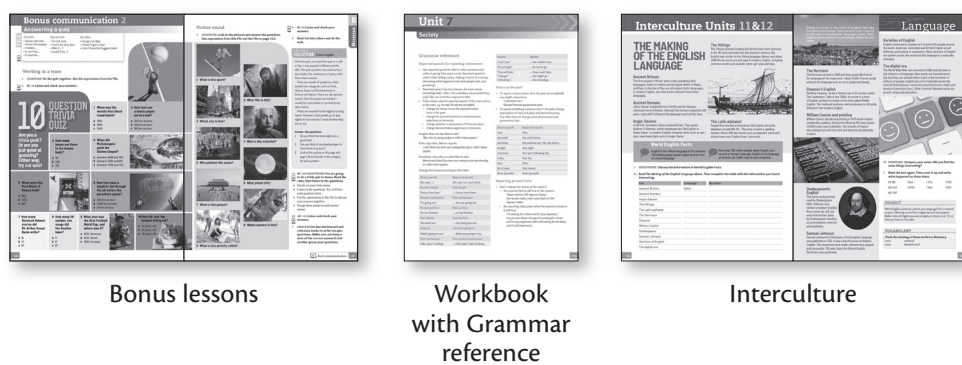




# STUDENT'S BOOK AND WORKBOOK: FLOW OF THE LESSONS

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



## Optional lessons and other materials

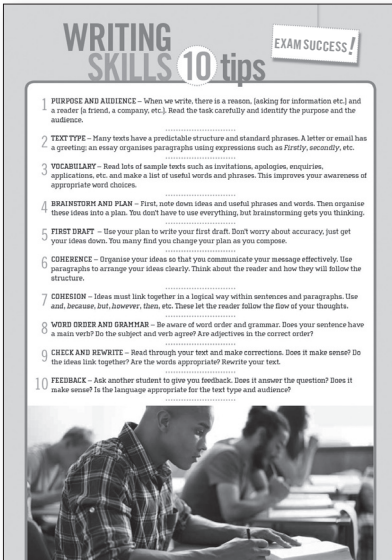




**DIGITAL**  
 PLUS lots of online material and Cyber Homework



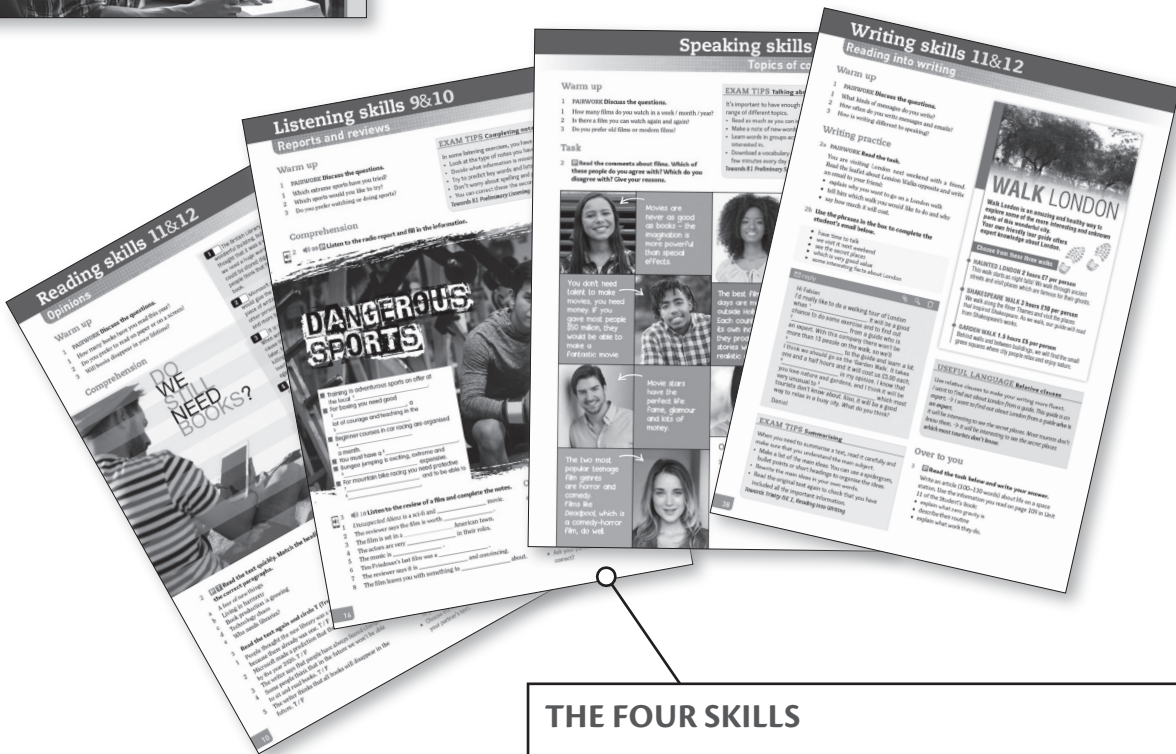
# SKILLS BOOK: THE FOUR SKILLS

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 21<sup>st</sup> 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, Granddad 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.

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## 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 \_\_\_\_\_ 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:

ASKE as little as I possibly can | as best I can

NAME as much as I possibly can

NAME 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. Talking about the future

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   bullied   shower   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...  
better  
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: (a) / (b) / (c) / (d) / (e) / (f) / (g) / (h) / (i) / (j) / (k) / (l) / (m) / (n) / (o) / (p) / (q) / (r) / (s) / (t) / (u) / (v) / (w) / (x) / (y) / (z) / and / or / but / because / so / then / when / while / as / if / unless / even though / although / in spite of / despite / on the other hand / however / nevertheless / nonetheless / notwithstanding / in contrast / in comparison / in contrast to / in comparison with / in contrast to / in comparison with / in contrast to / in comparison with

Over to you

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

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## 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

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

#### Vocabulary

- 2 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

##### 3 Try and answer these questions. Then read the text and check your answers.

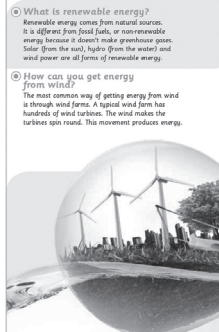
- 1 What will increase by 2030 in the UK?  
 A The amount of energy used.  
 B The amount of windy weather.  
 C The amount of energy produced by wind power.
- 2 How is renewable energy different from non-renewable energy?  
 A It doesn't make greenhouse gases.  
 B It is much cheaper than non-renewable energy.  
 C It comes from fossil fuels.
- 3 How many wind farms are there in the UK?  
 A Between 30 and 50  
 B Between 100 and 150  
 C More than 1000
- 4 Who is the largest provider of wind power in Europe?  
 A The UK B Spain C Germany
- 5 What is the biggest advantage of wind power?  
 A It is cheap and beautiful.  
 B It is clean and efficient.  
 C It is quiet and harmless for wildlife.

##### 4 Read the text again and answer the questions.

- 1 How many wind farms in the UK are offshore?  
 2 What are the biggest producers of wind power in Europe?  
 3 How can wind farms also be agricultural farms?  
 4 Which animals are possibly endangered by wind farms?  
 5 What are the possible problems if you want to build a wind turbine for your house?



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

- 5 PAIRWORK A power company wants to build a wind farm near your town. Have a discussion.  
 A You work for the power company. Talk to Student B about the advantages of wind power.  
 B 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

- 6 (B) 20 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.  
 (Write B101)  
 • The Whitelee Wind Farm covers an area of 100 square kilometres.  
 • It has 100 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

- 7 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

**M**y 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 were old and his hair was white. His wife, Mary, seemed older than him. 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.



Are you all right? I asked. He didn't reply. What have you been doing? Writing a poem, he replied. Can I see it? And now he seemed to recognise me. He showed me a page covered in his rapid, racing handwriting. I couldn't read a word, so he translated it for me. It was beautiful. But there was so much about him that I couldn't understand. His eyes concealed thoughts I could never penetrate.

Lovelace grew impatient. I hadn't told him enough. He wanted to see papers, letters, facts. So he decided to make a visit to the villa himself – and I had to help him.

On a still moonlit night after one o'clock, we descended through the gates to the villa. I unlocked a door and Lovelace followed close behind me like a shadow. We stepped onto the terrace – and Shelley was there, looking out to sea, deep in thought. I crept silently away. Lovelace didn't move. Then Shelley turned and screamed like a man waking up from a terrible nightmare. Lovelace ran over to me and we made our escape, Shelley's cries carrying on the air.

I learned the next day that Shelley thought he had seen his double on the terrace, and in the Zoroastrian faith, 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 of destroying 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.

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

- 2 Read the story. What do you learn about:  
 1 Angelo?  
 2 Lovelace?  
 3 Edward Williams?  
 4 Jane Williams?  
 5 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.  
 1 Why is the story called 'The Double'?  
 2 What does Lovelace want to discover?  
 3 How does Angelo feel about Shelley at the end of the story?  
 4 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 | burnt to body                           |
| 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:

- Mary Williams
- Jane Williams
- Lovelace

## 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  
**VOCAULARY:** 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  
**VOCAULARY:** 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.
- 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.

Comprehension

# 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**

1 Look at the photos on page 89. Match these descriptions with the photos.

a  Jodie and Nathan are talking. Nathan looks happy.  
 b  Jodie is talking to a boy. Jodie and the boy look very surprised.  
 c  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.

### On the road

EPISODE 8

**Unit** 9

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+.



# 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.

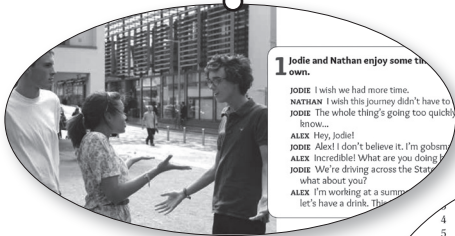
### Third conditional

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

- Form the third conditional with:  
*If + subject + 'past perfect/present perfect + subject + would have + 'base 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 is impossible in the past.



**1** Jodie and Nathan enjoy some time on their own.  
JODIE I wish I had more time.  
NATHAN I wish this journey didn't have to be so long.  
JODIE The whole thing's going too quickly for me.  
ALEX Hey, Jodie!  
JODIE Alex! I don't believe it. I'm gobsmacked.  
ALEX Incredible! What are you doing?  
JODIE We're driving across the States.  
ALEX What about you?  
ALEX I'm working at a summer job.  
JODIE Let's have a drink. This is the best place to get a drink.

**Talking about regrets**

4 Read the interviews again. Then match the sentence halves.

1	If I had known how great skateboarding was...	a	... I would have had more money.
2	If I had started looking earlier...	b	... it wouldn't have been stolen.
3	If I had found a part-time job...	c	... I would have found a flat by now.
4	If I had asked questions...	d	... I would have made more friends.
5	If I hadn't left my bike unlocked...	e	... I would have had more money.
6	If I hadn't left my bike unlocked...	f	... I wouldn't have problems with my studies.

**If you could...**

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.

**1** Spend a day with a celebrity, who would it be?  
**2** Live anywhere in the world, where would it be?  
**3** Travel back in time, when would you go?  
**4** Change your life, how would you do it?

## 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.

**Get the grammar**

Second conditional

1 Study the examples and complete the rule with 'if', 'past simple' and 'would'.

2 Match the sentence halves.

3 Complete the text with the correct form of these verbs.

4 Study the examples and complete the rule.

5 Complete the sentences with the past simple or would + the base form of the verbs in brackets.

6 What would you like to be different? Write six sentences.

7 Study the examples and complete the rules with where, which and that.

8 Circle the correct relative pronouns.

## 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...

FUNCTION	EXAMPLE	GRAMMAR
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
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
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

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... to fluency

**FUNCTION**  
1 Talking about present facts and processes  
2 Talking about past facts and processes  
3 Talking about future facts and processes  
4 Adding extra information  
5 Organising other people to do things  
6 Referring to the same person or thing

**EXAMPLE**  
She had the car repaired.  
Chicago, which lies on Lake Michigan, is a city with a lake.  
The water is recycled.  
The record was set in 2016.  
I designed it myself.  
The program will be updated at midnight.

**GRAMMAR**  
Past passive  
Have something done  
Relative pronouns  
Present passive  
Future passive  
Non-defining relative clauses

**Grammar review**

## OUT OF THE ORDINARY LIVES

Humans love testing their endurance. The North Pole has been reached many times, China's Taklamakan Desert has been cycled the length of the Amazon river, and in 2017 the hand-cyclist from Canada to Mexico on the Pacific Coastal Trail, which is a distance of 3,200km. She is a baby she was diagnosed with an eye disease and lost his sight when he was 11. But the teenage Eric... (defeat) to be beaten by blindness. He took up wrestling and rock climbing. After graduation he moved to Phoenix, Arizona, and he taught, and spent every weekend climbing with his sighted companions. He was accompanied because he couldn't climb by himself. 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 became the first blind man to conquer Mount Everest. And seven years later, he completed 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, which is one of the world's most extreme whitewater rafts. Eric's organization, *Be Fearless*, is a charity that provides training to people from different backgrounds who might face up to challenges and learn to serve others. Above all, they are encouraged to rely on their own abilities. 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.

Karen Darko... 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 that 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...

### 28 REASONS TO SPEAK

28 REASONS TO SPEAK

**START**

How the world will be different in ten years' time	Someone I admire	My greatest achievement	A special skill I have	How my life changed this year	My favourite possession	How my life is different without social media	My biggest regret this year	Where I like to hang out
A place where I like to spend time alone	<b>GO BACK TWO SPACES</b>	The most interesting place in my town	What I was doing this time last year	An ambition	What I would have done if I hadn't had lessons today	The most interesting thing I've ever made	<b>MISS A TURN</b>	What I did last summer
How green I am	<b>GO FORWARD ONE SPACE</b>	Something I have had done to change my look	My attitude towards sport and fitness	A person who has had a big influence on me	<b>MISS A TURN</b>	One thing that would make my life better		
My favourite film	<b>GO FORWARD ONE SPACE</b>	Something that worries or scares me	What might happen in my life next year	My best friend	A song I love	The best advice I've ever had		
<b>GO BACK TWO SPACES</b>		What I would do if I were president for a day	<b>FINISH</b>					

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?

Fast Finishers

## 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, be and could to say that something is possible at the moment. Could be is more certain, may be and might be are less certain. You could be at home. Have you ever phoned your friend?

**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 meet my friend 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 or didn't happen.

John could / may / might have gone to the cinema. He was talking about seeing a film.

We can't have / can't have / must have / might have (but not may have) + past participle when something was possible but did not happen. We often see it when we see angry or shocked faces. You could have phoned me. (But you didn't, and I'm 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 drive there two ways.

**Prepositional verbs**  
These usually do not always keep their original meaning in their combined form, e.g. sit down, sit up, go out, wait for, look out, wait for, etc.

**Phrasal verbs**  
These usually change their original meaning in their combined form, e.g. deal with, put up, pull off, etc.

Some phrasal verbs are separable, i.e. they cannot have a direct object, e.g. break down, mix up, set off, start off.

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:  
I verb + preposition + direct object  
They gave back the money.  
I verb + direct object + preposition  
They gave me the book.  
However, if the direct object is a personal pronoun, it must go between the verb and the preposition.  
(Direct construction)  
They gave it back. (Indirect construction)  
They gave her it.

**Object pronouns**

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

Remember to put object pronouns after the verb.  
I can't see them.  
Can you call the lawyer?  
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 styles**  
abstract  
cubism  
expressionism  
impressionism  
postimpressionism  
realism  
rationalism  
symbolism

**Mediums of painting**  
grace  
sketch  
watercolour  
**Useful words**  
brushstroke  
colour  
composition  
cube  
perspective  
style  
technique  
**Genres**  
historical  
landscape  
portrait  
still life

**Vocabulary**

**Feelings**

1 Circle the correct words to complete the sentences.

1 This programme is funny. It really **excites** / **amuses** me. I laugh a lot.  
2 I was very **surprised** / **excited** when people came to my party.  
3 So you're going on holiday. You must be **calm** / **excited**.  
4 Are you **surprised** / **tired** of Monday?  
5 I'm so **happy** / **angry**. Anne will answer the phone!  
6 It's rained all this week and I'm starting to feel **depressed** / **calm**.

2 Write the missing adjectives.

1 Homework tries me. → I sometimes feel **frustrated**.  
2 This book's interested me at all. → I don't find this at all **interesting**.  
3 Grace makes Elin laugh. → Elin finds Grace **amusing**.  
4 Football excites Simon. → Simon thinks football is **exciting**.  
5 All sport depresses Hannah. → Hannah says it's **depressing** to watch sport.  
6 Homer films scare us. → We get **scared** when we watch horror films.  
7 Her excited surprised us. → We were **surprised** by her reaction.  
8 This movie is... This is **amazing**.

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 *Home*. I had her favourite actor in it and she was really **excited**. After seeing it, I had 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** at all. In fact, I was really **scared**. I think you should see it.

4 Circle the correct words to complete the story.

I left my **amazing** **car** at a bus stop 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 **happy**. She seemed **surprised** about something. In fact, she had the air as if she was **scared** as she had been up late the previous night. I actually had a bit of a **panic** as she made me feel uncomfortable. She was very **calm** / **depressed** when she told me that I had got the job, but I was the exact opposite. I went crazy. I was **so** **excited**.

# 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 | trolley | 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 trolley 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 using 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 | lumpy | country | dual | four | jet | wide | 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 Maccos on the way to school, accident \_\_\_\_\_.
- When we heard the news, we knew there was a police car behind us, \_\_\_\_\_.
- I was walking along the \_\_\_\_\_ when I fell over.
- I have never been in a \_\_\_\_\_ before. Have you?
- I want to be a \_\_\_\_\_ so I can learn how to fix cars.

**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

<b>Starting</b>	<b>Moving the story on</b>	<b>Expressing opinion</b>
<ul style="list-style-type: none"> <li>The worst journey I've ever had...</li> <li>One day...</li> </ul>	<ul style="list-style-type: none"> <li>First of all,...</li> <li>Then... / When...</li> <li>Eventually / Finally...</li> <li>So... / But...</li> <li>Next thing,...</li> </ul>	<ul style="list-style-type: none"> <li>I / We decided to...</li> <li>... and we ended up...</li> <li>... and by then I / we...</li> <li>And guess what?</li> <li>Suddenly / Luckily / Unbelievably...</li> </ul>

**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.

**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.

**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 CAFE** 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.





# 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

STANDARD: repeated content, individual presents, each/each/each after, get used to/used to doing  
 FUNCTION: identifying what people do, taking about habits, making requests and offers, reporting a person, talking about past habits  
 VOCABULARY: travelling, sports, crimes and criminals, expressing feelings, describing people

**1A PERSONAL** Look at the people in each photo. Match them with the personality types.  
 A Party animal  
 B Thinker  
 C Communicator  
 D Creative

**1B 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 PERSONAL** Do the personality quiz. Compare your answers to the key.  
 Do you agree? Why/Why not?

**2B Write a list of adjectives that describe personality.**  
 from energetic to shy

**3 PERSONAL** 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 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 friends.  
 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.  
 E You're lively, fun and enjoy being the centre of attention.  
 F You're thoughtful, generous and popular.  
 G You're interested, intelligent and practical.  
 H You're intelligent, creative and think outside the box.

**02** 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.  
 E You're ambitious and a risk taker.  
 F You're cheerful and friendly.  
 G You're sensitive and a private person.  
 H You're artistic and love to express yourself creatively.

**03** A You're brave and a natural leader.  
 B You're thoughtful, generous and popular.  
 C You're interested, intelligent and practical.  
 D You're intelligent, creative and think outside the box.  
 E You're adventurous, impulsive and love freedom.  
 F You want life to be comfortable and secure.  
 G You're imaginative, a dreamer and a romantic.  
 H 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 thoughtful, generous and popular.  
 C You're interested, intelligent and practical.  
 D You're intelligent, creative and think outside the box.

## 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

#### Crime victims

## IT HAPPENED TO ME

**Ravi, 15**  
 I was going to a party with my girlfriend on New Year's Eve when a gang broke the way in back of us. They were going to steal our bags 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 message that her name. 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. He apologized and asked me if I was all right. He was quite nice, and he helped me to get to my car. But then he asked me to buy a magazine and he said I didn't have any money any more.

**Rachel, 17**  
 I was going to a party with my girlfriend on New Year's Eve when a gang broke the way in back of us. They were going to steal our bags 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 message that her name. It was a really bad start to the new year.

**Lucy, 22**  
 I had an old second-hand car with two weeks left to go on my licence. I was driving it one day and I got stuck in traffic. I was listening to the radio and I noticed that it was getting louder and louder. I was driving it one day and I got stuck in traffic. I was listening to the radio and I noticed that it was getting louder and louder.

**Kevin, 19**  
 I was going to a party with my girlfriend on New Year's Eve when a gang broke the way in back of us. They were going to steal our bags 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 message that her name. It was a really bad start to the new year.

**Michelle, 24**  
 I got home after work at ten tonight. I turned on the lights, and I immediately knew that something was wrong. The door was open and I saw the car. I had my keys and my bag, but I had my mobile and my bag, but I had my mobile and my bag.

**Peter, 75 and Lisa, 68**  
 I had an old second-hand car with two weeks left to go on my licence. I was driving it one day and I got stuck in traffic. I was listening to the radio and I noticed that it was getting louder and louder.

**Rob, 16**  
 I was going to a party with my girlfriend on New Year's Eve when a gang broke the way in back of us. They were going to steal our bags 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 message that her name. It was a really bad start to the new year.

#### Vocabulary: crimes and criminals

- pickpocketing
  - fraud
  - spying
  - abducting
  - smuggling
  - theft
  - murder
  - vandalism
  - blackmail
- 10** What do you call the people who commit these crimes?  
 pickpocket /frauder

#### Listening

- 40** Match the words with the definitions. Then listen and check.
- What is 'Generation Semble'?
  - How many young people were arrested last year?
  - What percentage of youth crime is committed by boys?
  - What percentage of crimes against children were 'hot product' thefts?
- 41** Listen again and answer these questions.
- What has fallen by 20% over the past year?
  - What percentage of children have been victims of crime?
  - What is the most common crime involving young people?
  - How many children called a helpline last year?
- 42** Listen and circle the word you hear.  
 1 clean / glass    2 back / bag  
 3 cold / gold    4 blue / light

#### Pronunciation /g/ /k/

- 43** Listen and repeat.  
 /g/ girl | grab | burglary | mugging | gang  
 /k/ key | come | take | pickpocket | blackmail

#### Speaking

- 6** GROUPWORK: Discuss the questions.
- Have you ever been the victim of a crime? What was it?
  - Is mobile phone theft common in your country?
  - What are the most common crimes in your country?

#### Writing

- 7** Write a letter to a friend describing a real or imagined crime where you were the victim. Include the following information:
- where you were
  - what happened
  - what the people did
  - how you felt
- Use the article to help you.

#### Reading C1L1

- 2** Scan the article on page 74 and match a crime with each story.
- Read the article again and answer the questions.

#### Reading C1L2

- What did the boy see in the car?
- What did the young man say to Taylor?
- Why do you think that Cecilia was so upset?
- What did the gang do to Rachel and the girl friend?
- What did the man say to Peter and Lisa?
- What did the police officers say to Parker?

#### Reading C2

- LEARNER FACT** The European emergency number is 112. But in the USA and 47 other countries the emergency number is 911. In some countries it is 999.

## 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!

## 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 clean / 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.

### ... crimes, and what you do when you

### 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).

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

4b Correct the false sentences.

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

- 1 just done
- 2 done today
- 3 done this week
- 4 not done since last weekend
- 5 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

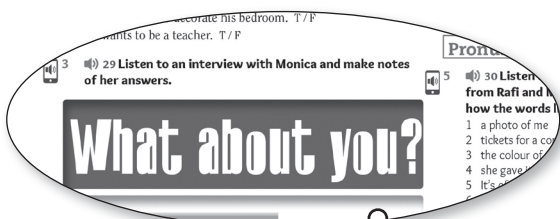
In the safe environment of the classroom, students can reflect on their performance in the task just completed. Maybe their fluency was impaired by grammar doubts or vocabulary problems. Students thus gain autonomy over their learning and can help decide with the teacher on the best revision focus.

**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?

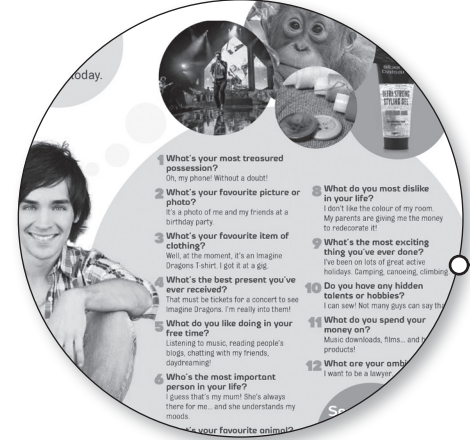
**MONICA** No, cool. I love questions!

**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.

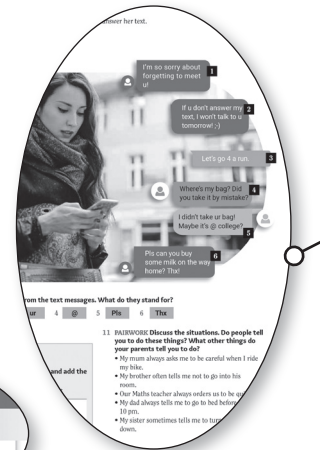


### REAL TALK

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

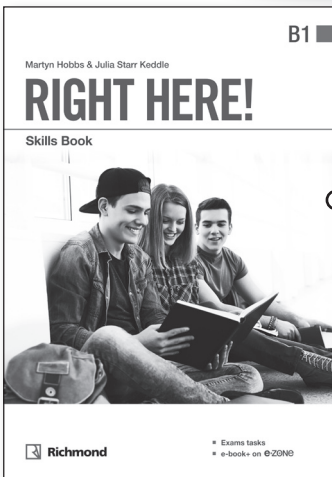
In the 21<sup>st</sup> century further education system and workplace, students need to demonstrate their skills in a foreign language with qualifications in English. Exams are also an excellent way of encouraging students to learn more effectively and to have something to aim for in the lessons. A positive 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 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?

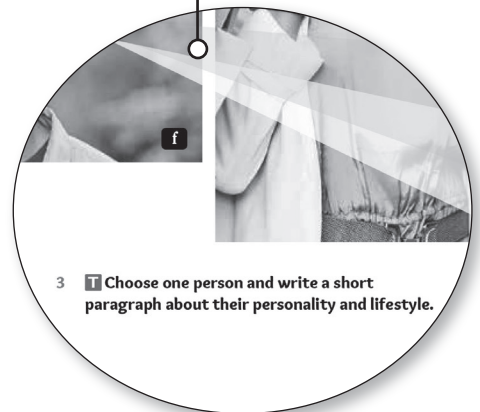
## EMBEDDED EXAM PRACTICE

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

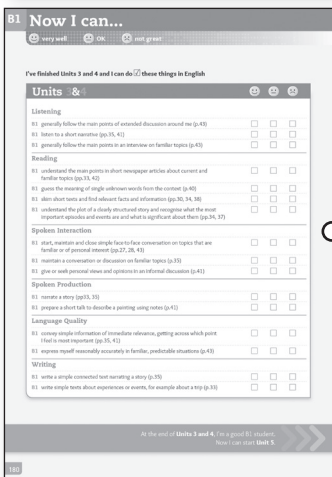
The Skills Book is designed to provide students with all the skills they need for exam success including specific tips and guidance and exercise types which reflect international exams.



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

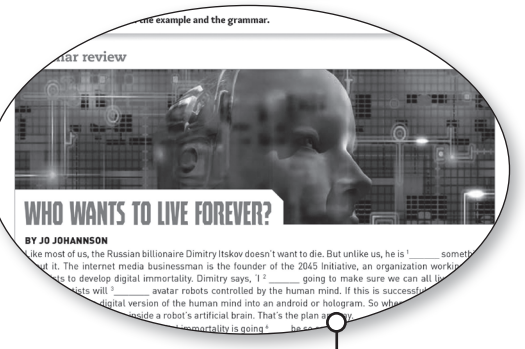
## CEFR

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 goldfish snake giraffe monkey dolphin dragon		camera headphones motorbike fridge lightbulb bicycle 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.

...e 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 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 <sup>1</sup>cannot change our past. *CHARLES R. SWINDOLL*

The past is a foreign <sup>2</sup>country. *L. P. HARTLEY*

Know the past to understand the <sup>3</sup>present. *CARL SAGAN*

Your past is important, but not as important as your <sup>4</sup>future. *TONY CAMPOLO*

The <sup>5</sup>past is our definition. *WENDELL BERRY*

I love my past. I <sup>6</sup>love my present. *COLETTE*

I <sup>7</sup>never look back. I look forward. *STEFFI GRAF*

What is <sup>8</sup>past 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 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 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 <sup>2</sup>*drove me mad!* Then we had to go to her friends' for coffee. I was so tired I <sup>3</sup>*crashed out* on their sofa.

**SOFIA** Goodness. <sup>4</sup>*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 <sup>1</sup>had 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 <sup>2</sup>saw really thick snow covering everything! We couldn't get a taxi because the side roads were blocked. <sup>3</sup>So we decided to drag our luggage to Kensington High Street. But <sup>4</sup>although a few cars were passing, there were no taxis. <sup>5</sup>Luckily, a fast food restaurant was open and they called a taxi for us. <sup>6</sup>When we got to Victoria station, there were no trains running to Gatwick because of the snow. The train <sup>7</sup>eventually set off, but we really <sup>8</sup>thought 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 <sup>9</sup>worst thing was waiting at the airport for ten hours until our flight left. It was a <sup>10</sup>nightmare!

#### 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 <sup>2</sup>first of all everything was OK. But <sup>3</sup>then 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 <sup>4</sup>open his parachute, and he couldn't! It was jammed! He was <sup>5</sup>lucky because he had a reserve parachute. So that was OK. But, the <sup>6</sup>worst thing was, his reserve parachute jammed, and he started falling really fast.

**STACEY** That's <sup>7</sup>unbelievable.

**LUCY** I know! And <sup>8</sup>guess 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

- They are teenage artists. / They are modern artists.
- In an art gallery in San Francisco.
- They put a pair of glasses on the floor.
- 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**



### 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