

OVERVIEW

10.1 TOP CITIES

- READING** | read about the best cities for young people
VOCABULARY | describing a city
LISTENING | listen to conversations about different cities
GRAMMAR | uses of *like*
PRONUNCIATION | sentence stress
SPEAKING | discuss qualities of different places
WRITING | use formal expressions to write an email

10.2 CRIME AND PUNISHMENT

- READING** | read an article about crime and punishment
VOCABULARY | crime and punishment
GRAMMAR | present/past passive
PRONUNCIATION | weak forms: *was/were*
SPEAKING | discuss alternative punishments to fit the crimes

10.3 THERE'S A PROBLEM

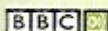
- VOCABULARY** | problems
LISTENING | listen to people complaining
FUNCTION | complaining
LEARN TO | sound firm, but polite
PRONUNCIATION | sentence stress
SPEAKING | talk about problems in a school

10.4 MARY'S MEALS  DVD

- DVD** | watch an extract from a BBC documentary about an internet sensation
speakout | an issue
writeback | a web comment

10.5 LOOKBACK

Communicative revision activities

 INTERVIEWS

How do you feel about city life?

This video extends and consolidates Ss' vocabulary of describing a city and extends discussion on the advantages and disadvantages of city life. Use the video at the end of Lesson 10.1 or at the start or end of the unit.

TOP CITIES

Introduction

Ss revise and practise different uses of *like* as a verb and preposition. They learn vocabulary to describe a city and practise writing a formal email.

SUPPLEMENTARY MATERIALS

Resource bank p184

Language bank p146–147

Ex 1A: a world map and photos of well-known cities not on the list on p165, e.g. Madrid, Berlin, Cape Town, Buenos Aires, São Paulo, Moscow, Bangkok

Ex 3A: a world map

Warm up

Lead in to the topic of the lesson. Ask: *What do you like about your town/city? Is it a nice place to live in? Why/Why not?* If necessary, write prompts for Ss on the board, e.g. *friendly, safe, clean, attractive, good facilities/nightlife/places to eat and shop, transport, interesting events*. Elicit some examples, then give Ss 4–5 mins to discuss the questions in pairs/groups. In **multilingual classes**, put Ss from different countries in different pairs/groups. In feedback, discuss Ss' answers and find out what Ss like/don't like about their town/city.

SPEAKING

Culture notes

Dubai is a state on the Arabian Gulf, one of the seven United Arab Emirates and the most populated/expensive.

Prague is the capital of the Czech Republic and an important industrial centre. It is known for its Old Town Square, which has colourful baroque buildings and Gothic churches.

Melbourne is the second largest city in Australia and the capital of the state of Victoria in the south-east of the country. It is an important business, industrial and cultural centre.

1A If you've brought photos of well-known cities, use them as prompts for the discussion. If not, elicit some examples of the best cities to live in. Give Ss 3–4 mins to discuss their choices in pairs, using the prompts from the Warm up. In feedback, discuss Ss' answers and write their suggestions on the board.

B Ss read the text and then check the list of cities on the board against the list on p165. In feedback, ask: *How many are the same/different? Do you agree with those on the list?* Elicit/Discuss Ss' answers.

VOCABULARY DESCRIBING A CITY

2A Read/Check unfamiliar words in the sentences, then give Ss 2–3 mins to answer the question alone or in pairs. Elicit and discuss reasons for their answers.

Answers: 1+ 2- 3- 4+ 5+ 6- 7- 8+ 9+ 10+
11- 12-

B Play the recording. Ss listen to the sentences, mark the stressed words, then compare answers in pairs before class feedback.

Answers:

- 3 There's a lot of traffic.
- 4 It has beautiful buildings.
- 5 The people are friendly and polite.
- 6 There's a lot of crime.
- 7 It's very polluted.
- 8 There are nice parks and green spaces.
- 9 It has good shopping and nightlife.
- 10 There are lots of things to see and do.
- 11 It's expensive to live there.
- 12 It's very crowded.

C Play the recording again for Ss to listen and repeat, paying attention to sentence stress. Drill the sentences chorally and individually.

D There are six positive sentences. Give Ss 3–4 mins to decide on the three most important ones in pairs, giving reasons for their choices. Ss then compare their ideas with another pair and should try to come to an agreement on the three most important things for a city. In feedback, discuss Ss' answers. They should agree on/vote for the top three factors.

LISTENING

3A First, elicit what Ss know about the cities in the photos. If possible, elicit their locations on a world map. Check the rubric and play the recording. Ss should make notes of the positive/negative things mentioned, and compare answers in pairs. In feedback, elicit as much detail as possible about the three cities.

Answers:

Speaker 1: Melbourne – great city, friendly and fun; lots of things to see and do; very arty; lots of cafés and street art, music; good nightlife; good public transport; good atmosphere; great location; fantastic beaches

Speaker 2: Dubai – one of the world's fastest growing cities; lots of people, very crowded; great shopping; good nightlife; lots of bars and clubs; not a lot of crime; streets are very safe; traffic is terrible; everybody drives a car; petrol is cheap; lots of cheap taxis, so you don't have to drive

Speaker 3: Prague – one of the best cities in the world; so beautiful, like the city of your dreams; beautiful buildings and squares; old streets wonderful to walk along; full of culture, music, restaurants and bars; very cold in winter – a lot of snow; sunny in the summer, so you can sit outside in the cafés or walk up to the castle; very special city; people are very friendly

B Ss read the questions first. **Stronger Ss** might be able to write some of the answers before they listen. Play the recording again. Ss write their answers and compare them in pairs. In feedback, play the recording. Tell Ss to say *Stop!* at each answer (in bold in the audio script below).

Answers: 2 Prague 3 Dubai 4 Melbourne 5 Dubai 6 Prague

4 Give Ss 3–4 mins to read and underline the phrases. Tell them the words are not always exactly the same. Elicit/Check the phrases in feedback (underlined in the audio script below). Then ask: *Which of the three cities would you like to live in?* Ss discuss the question in pairs, groups or as a class.

Suggested answers: See the underlined phrases in the audio script below.

Unit 10 Recording 2

Conversation 1

I = Interviewer D = Daniela

- I: Daniela, so you live in Melbourne, right?
 D: Yeah, that's right.
 I: Well, Melbourne has been voted one of the best cities to live in for young people. So what do you think? Do you like living in Melbourne?
 D: I love it! Melbourne is a really great city. It's very friendly and fun. Umm ... there're lots of things to see and do.
 I: OK, so you can go out a lot?
 D: Yeah, it's very arty, there are lots of cafés and street art, music ... and the nightlife is really good. People like to enjoy themselves in Melbourne.
 I: That's great. And what about getting around? What's the public transport like?
 D: Public transport is really good, actually. It's quite cheap and it's efficient. You can go everywhere by tram and sometimes it's even free.
 I: So, what do you like best about living in Melbourne?
 D: I think it's probably the atmosphere. Also, it's a great location. It's really close to some fantastic beaches, so there's surfing. It's got everything, really. It's a great city.

Conversation 2

I = Interviewer R = Rick

- I: Rick, you've lived in Dubai for ... what, four years, right?
 R: Yeah, four years.
 I: So what's it like, living in Dubai?
 R: Well, I read that Dubai is one of the world's fastest growing cities, so there are a lot of people and it's very crowded. It's a great city for shopping and going out. And it has really good nightlife, with lots of bars and clubs.
 I: Is it a safe city?
 R: Yes, there isn't a lot of crime. The streets are very safe. But one of the biggest problems is the traffic. Everyone drives a car here – petrol is still cheap, so the traffic's terrible. One good thing is the taxis though. There are lots of them and they're cheap, so you don't have to drive.

Conversation 3

I = Interviewer M = Matt

- I: What about Prague? What's Prague like, Matt?
 M: I've always loved Prague. I think it's definitely one of the best cities in the world.
 I: What do you like best about living in Prague?
 M: I think it has to be the city itself. It's so beautiful. It's like the city of your dreams, with beautiful buildings and squares. The old streets are wonderful to walk along. It is full of culture, music, bars, restaurants ...
 I: What about the weather? What's the weather like in Prague?
 M: Yeah, OK, when I arrived in Prague, it was minus seven degrees. So, obviously, it gets very cold in the winter, and there is a lot of snow. But, in the summer, the sun shines and you can sit outside in the cafés or walk up to the castle. It's a very special city and the people are so friendly.

GRAMMAR USES OF LIKE

Watch out!

Ss often translate from their L1 and say, e.g. *How is your city?* or confuse the forms in English, e.g. *How is it like your city?* Highlight/Check the two forms clearly and correct errors at all stages of the lesson.

5A Ss match the questions with the answers and compare answers in pairs before feedback.

Answers: 1 b) 2 c) 3 a) 4 e) 5 d)

B Write questions 1 and 3 on the board. Elicit Ss' answers and underline *be like* and *do you like* in the sentences. Ask: *Which questions ask for a description/an opinion?* (questions 1, 2 and 4)

Answers: 1 3, 5 2 1, 2, 4

▶ LANGUAGEBANK 10.1 p146–147

Ss can refer to the tables/notes when they do the exercises. In Ex B, check *peaceful*.

Answers:

- A** 1 What's your new job like?
2 Do you like my new dress?
3 What is tapas like?
4 What's the weather like there?
5 Do you like living in the country?
- B** 1 d) 2 b) 3 c) 4 e) 5 a)
- C** 1 I like listen *listening* to music.
2 How *What* is the flat like?
3 Did you like *it*?
4 What's *he* like *he*?
5 What's *like* the weather *like*?
6 Are *Do* you like speaking English?

6A Do the first question as an example and check the rule. Ss then do the exercise alone and compare answers in pairs. Do not check answers at this stage – Ss will check them in the next exercise.

B Ss listen and check their answers. Recheck the rules in feedback. Play the recording again for Ss to listen and repeat the questions.

Answers: 1 it like 2 you like 3 What's, like 4 do you like

C Elicit example questions for question 1. Ss then write their own. Monitor and help Ss with accuracy, prompting them to self-correct.

D Look at the example conversation and do one more example for question 1 with a strong student. Monitor while Ss take turns to ask and answer their questions. Again, prompt Ss to correct their mistakes. In feedback, nominate Ss to ask and answer their questions in open pairs across the class. Encourage them to correct each other's errors. Do remedial work if necessary.

SPEAKING

7A Elicit/Discuss some cities Ss know well, including those Ss talked about in the Warm up. Give Ss 4–5 mins to write their notes. Help them with language if they need it.

B In *multilingual classes*, put Ss from the same country in the same groups. Monitor discreetly while Ss describe their chosen cities, making notes of examples of good language and problems. They should discuss/agree on *one* city which should be in the top ten places to live in the world. In feedback, nominate Ss from each group to tell the class about the city they've chosen to be in the top ten, giving reasons. The class then vote for one of them. Write examples of Ss' errors and good language on the board. Ss discuss and correct the errors in pairs.

WRITING USING FORMAL EXPRESSIONS

8A Give Ss 2–3 mins to read the email and answer the questions. Check answers in feedback.

Answers: She's writing to ask for more information about the Bed and Breakfast. She wants to know:
1) if it is possible to travel easily into the town centre by public transport and how much it costs.
2) if it's safe to walk home in the evening.
3) if she can get a discount if she stays for the whole month.

B Give Ss 1 min to reread the email quickly and answer the question. Discuss the answer in feedback.

Answers: The language is formal. You can notice expressions like *Dear Sir/Madam, Yours faithfully, etc.*

C Check the rubric and example. Ss underline the formal expressions in the email and complete the table. Get them to check answers in pairs before feedback.

Answers: I am writing to ask for ... ; I would like to ... ; I would like to know if ... ; ... if it is possible to ... ; I look forward to hearing from you. ; Yours faithfully

D Give Ss 3–4 mins to prepare notes for their emails. Ss then write their email alone. While Ss write the first draft, monitor and provide support. When they have finished, encourage them to show their work to a partner before they write a final draft.

Homework ideas

- **Ex 8D:** Ss write a final draft of their email (and put it on the class blog or send it to you).
- **Language bank** 10.1 Ex A–C, p147
- **Workbook** Ex 1–9, p59–60

CRIME AND PUNISHMENT

Introduction

Ss learn and practise the use of the present and past passive forms in the context of crime and punishment.

SUPPLEMENTARY MATERIALS

Resource bank p183 and p185

Language bank p146–147

Photo bank p159 (Ss may need dictionaries.)

Ex 2C: dictionaries

Warm up

Lead in to the topic and language of the lesson. Write examples of 'modern' crimes on the board, e.g. illegal downloading of music/films/books from the internet, DVD piracy. Ask: *What do you think of this crime? Is it serious? Do you think material on the internet should be free for everybody? Should people who commit this crime be punished? How? Should they go to prison or get a fine?* Give Ss 3–4 mins to discuss the questions in pairs/groups, then discuss as a class.

SPEAKING

1A Ss read the words in the box. Don't check meaning until they've tried to match them with the photos. In feedback, elicit/teach the words Ss know/don't know and drill the pronunciation. Ss copy the words into their vocabulary notebooks and underline the main stress (see answer key below).

Answers: A murder B speeding C drink driving D graffiti

Optional extra activity

Ss rank the crimes in the box in order of seriousness. They first decide on the order alone, making notes of their reasons. They compare their answers in pairs and must persuade each other to agree on the same order. They then work with another pair and do the same thing. Monitor and help Ss with language they need. In feedback, elicit each group's order and write it on the board. Ss should then discuss/come to an agreement on the same order as a class.

B Check the rubric and elicit some examples. Ss discuss in groups for 3–4 mins and report back to the class. In *multilingual classes*, put Ss of different nationalities in the same pairs/groups.

READING

2A Check the rubric and the title of the text. Give Ss 4–5 mins to read the introduction and answer the questions in pairs. In feedback, nominate Ss to answer. Check *fine/prison sentence*.

Answers:

- 1 He stole books from a bookshop.
- 2 He was sent to read stories and books to hospital patients.
- 3 Giving punishments that fit the crime, e.g. not prison sentences.

B Check the example and elicit other alternative sentences for this crime. Ss then discuss for 4–5 mins and note down their ideas. Elicit/Check all answers in feedback. Ss should make notes and vote for the best alternative sentences for each crime.

C Give Ss 4–5 mins to read and check the ideas mentioned there. They should use dictionaries to check essential vocabulary. In feedback, nominate Ss to talk about the ideas from Ex 2B that were mentioned. Check new words if necessary.

D Check the rubric and elicit an example for each opinion, e.g. *I think it's a great idea because it helps criminals to learn from their crimes.* Give Ss 3–4 mins to discuss. Monitor and support Ss with language they need if necessary. In feedback, nominate Ss from each pair to take turns to tell the class about an advantage/disadvantage. The class then discuss/vote on whether alternative sentencing is a good idea or not.

Optional extra activity

In groups, Ss discuss alternative sentencing for more serious crimes, e.g. *murder, bank robbery, kidnapping.*

VOCABULARY CRIME AND PUNISHMENT

3A Check the example. Give Ss 3 mins to write and compare their answers in pairs. In feedback, check/drill the words.

Answers: 2 prison sentence 3 writing graffiti
4 community service 5 theft 6 shoplifter 7 fraud
8 shoplifting 9 fine

B Give Ss 2 mins to complete the table and check their answers in pairs before class feedback.

Answers:

criminal: shoplifter

crime: writing graffiti, theft, fraud, shoplifting

punishment: prison sentence, community service, fine

speakout TIP

Read the Speakout tip with Ss. Elicit other examples from the lesson so far, e.g. *punish/punishment, crime/criminal.*

PHOTOBANK p159

- 1 Ss can use their dictionaries if they have difficulty matching the words. In feedback, elicit/check and drill the answers.
- 2 Give Ss 3–4 mins to write sentences. Check them in feedback.

Answers:

1 People: 1 B, D, E, F, G 2 A, E, (C) 3 B 4 A
Verbs: 5 D 6 F 7 G 8 E 9 C

- 2 (Suggested answers) Criminals break in and shoot people. Police officers arrest criminals, help victims and investigate crimes.

GRAMMAR PRESENT/PAST PASSIVE

Watch out!

Ss usually find the passive form easy to understand, but may make mistakes with the form, e.g. *He didn't was arrested.* *The thief was never caught.* They may also use the passive when the active would be more appropriate, e.g. *The money was stolen by me.* vs *I stole the money.* It's important to check the form/use of the passive carefully and provide appropriate practice in natural contexts.

4A Ss complete the tables alone and then compare answers in pairs. In feedback, elicit and write the passive sentences on the board. Underline the form: *be + past participle*. Refer Ss to the irregular verbs table on p127 and remind them to review the past participle forms as often as possible.

Answers:

present passive: A man *is caught* stealing books from a bookshop.

past passive: The man *was sent* to read stories.

B Check the rubric and read the sentences in Ex 4A again. Elicit the answer to the question and complete the rule.

Answers:

The *active* sentences say *who* does the actions.

Rules: to be

C Give Ss 3–4 mins to find and underline other examples of the passive in the article and compare answers in pairs. In feedback, elicit the examples and check form/meaning. E.g. ask: *Are they in the present or past passive? Do we know who caught the man/boys/shoplifter? (no) Is it important? (no)* Then ask: *What do we say if we want to say who did the action?* Elicit/Teach and write on the board: *The shoplifter was caught by the manager/police. She was sent by the judge to speak to shop owners.*

Answers:

Two boys **were caught** writing graffiti ...

... the boys **were told** to do community service.

A shoplifter **was caught** shoplifting ...

She **was sent** to speak to shop owners.

... he **was told** to spend several weeks painting local schools ...

5A Ask Ss to listen and pay attention to how *was* and *were* are pronounced in the sentences. Elicit the answer in feedback.

Answers: *Was* and *were* are pronounced as weak forms in the passive.

B Play the recording again for Ss to repeat the sentences. Then chorally and individually drill the sentences.

▷ **LANGUAGEBANK 10.2** p146–147

Ss can refer to the tables/notes when they do the exercises.

Weaker Ss should do Ex A and B in class. In Ex B, check *snails*.

Answers:

A 1 is served 2 was given 3 aren't caught 4 was written
5 are shown 6 are arrested 7 wasn't told 8 were sent

B 1 Snails are eaten by the French.

2 *Crime and Punishment* was written by Dostoyevsky.

3 I was asked some questions by a journalist.

4 All of our programmes are produced by Alejandro Ledesma.

5 Most of the roles in that film were played by Alec Guinness.

6 The best chocolate is made by Swiss companies.

5A Check the example. Ss write the sentences alone and then compare answers in pairs. In feedback, nominate Ss to write the answers on the board, using contracted verb forms.

Answers:

2 My real name is James, but I'm called Jim by my friends.

3 On my tenth birthday, I was taken to Disneyland.

4 These days, people in my company are paid a bonus every December.

5 When I was younger, I was helped by many teachers.

6 On our first day, all the new students are shown around the school.

7 Even now, I'm told that I look like my mother.

8 When we were young, all the children in my family were expected to become doctors.

B Check the example and elicit similar examples which are true for your Ss, e.g. *When I was a child, I was taught to be polite.* Give Ss 4–5 mins to write personalised sentences and then compare them in pairs. Monitor and help Ss with language they need and prompt them to self-correct. Ss then compare their sentences with a different partner and find out what they have in common. In feedback, they should tell the class about their similarities/differences, e.g. *I'm told I look like my mother, but Hiroshi is told he looks like his uncle.*

SPEAKING

7A Give Ss 1–2 mins to read the texts, and ask: *What crimes did the people commit?* Check answers (1 writing graffiti 2 sailing illegally 3 playing loud music late at night 4 stealing eggs). Refer Ss back to the alternative sentencing in the article in Ex 2. Elicit how the sentencing in the cases there fitted the crimes. Give Ss 2–3 mins to think of alternative punishments for the crimes here. Monitor closely to provide help with ideas and vocabulary where needed.

B Ss compare and discuss their ideas in groups. They should prepare a presentation to the class and decide who is going to talk about which crime. Groups then take it in turns to present their ideas, while the class make notes of the ones they like. At the same time, make notes on Ss' use of the target language for feedback/remedial work later. When Ss have finished their presentations, the class discusses/votes for the best idea for each crime.

C Ss turn to p161 and read about the alternative sentences given for the crimes. Have a brief class discussion on whether they agree with the sentences.

Optional extra activity

In groups, Ss role-play the 'trial' for one of the crimes. Each student chooses his/her role: the judge, the lawyers for the prosecution/defence and the criminal(s); there could also be witnesses for the prosecution/defence. Ss choose the crime they want to role-play and then prepare/rehearse their roles. Provide support where needed. Ss then act out their role-plays to the class.

Homework ideas

- **Ex 7:** Ss write an article about the arrest and sentencing of the criminals in one of the crimes.
- **Language bank** 10.2 Ex A–B, p147
- **Workbook** Ex 1–7, p61–62

THERE'S A PROBLEM

Introduction

Ss learn and practise ways of complaining about problems and how to sound firm, but polite. They also practise how to complain politely in an email.

SUPPLEMENTARY MATERIALS

Resource bank p186

Language bank p146–147

Ex 1A: dictionaries

Ex 7: audio/video recording facilities

Warm up

Lead in and prepare Ss for the lesson. Write/Dictate these questions: *When did you last make a complaint about something? What was the problem? Who did you complain to? What did you say? How did the other person respond? Were you happy with the result of the complaint? Why/Why not?* Elicit answers to the first two questions, e.g. *Two months ago. My neighbours were having very noisy parties every weekend.* Ss work in pairs/groups. They take turns to ask and answer the questions and make notes of their partners' answers. In feedback, Ss report back to the class.

VOCABULARY PROBLEMS

1A Ss first look at the photos. Elicit a brief description of each one. Ss then read the phrases and check the words in bold. They could use dictionaries to check unfamiliar words. In feedback, check answers and the meaning of the words in bold.

Answers:

Definitions

- 1 delay: a period of time when you have to wait for something to happen
- 2 litter: waste paper, cans, etc. that people leave on the ground
- 3 service: the help that people who work in a restaurant, etc. give you
- 4 faulty: not working properly
- 5 loudly: not quietly, noisily
- 6 crashing: stop working suddenly (for computers)
- 7 stuck in a traffic jam: not able to move in a long line of cars, etc. on a road
- 8 spam: unwanted emails

Photos

A5 B6 C1 D2 E7

B Check the rubric and example. Ss then work in pairs and choose three things from Ex 1A that most annoy them. Check answers in feedback and find out which single thing most annoys the class.

FUNCTION COMPLAINING

2A Check the rubric. Tell Ss to focus only on the two questions and not get distracted by the other information. They listen, note down their answers and then compare them in pairs. In feedback, check answers (in bold in the audio script below) and play the relevant parts of the recording again if Ss have problems.

Answers:

- 1 **Conversation 1:** in a hotel
Conversation 2: in a restaurant
Conversation 3: at a train station
- 2 **Conversation 1:** air conditioning doesn't work
Conversation 2: slow service and an extra charge on the bill
Conversation 3: train delays

B Ss read the questions first. They then listen, make notes of their answers and compare them in pairs. Monitor to check if they need to listen again to add more details to their notes. In feedback, check answers (underlined in the audio script below). Ask: *Why is the problem of the snow so surprising?* Teach *kidding* (a colloquial word for joking).

Answers: 1 look into it right away and send someone up
2 polite 3 (about) twenty minutes 4 another hour
5 it's a very busy time of year 6 for over an hour
7 because the cause of the delay is the wrong type of snow

3A Check the example. Ss do the exercise and then compare answers in pairs. Check answers after Ex 3C.

Answers: 1 problem 2 work 3 look 4 sorry 5 nothing
6 over

B Give Ss 3–4 mins to complete the exercise and compare answers in pairs. Check answers after Ex 3C.

Answers: 2 C 3 R 4 R 5 R 6 C

C Ss now check their answers to Ex 3A and 3B in the audio script. Elicit and check answers in feedback.

Unit 10 Recording 5

Conversation 1

G = Guest R = Receptionist

G: Oh hello. Could you help me? **There's a problem with the air conditioning.**

R: Oh yes?

G: I've just tried to switch it on, but it doesn't work.

R: Is it completely dead?

G: Completely. Absolutely nothing.

R: OK, we'll look into it right away. I'll send someone up. It'll be about five minutes, OK?

G: Thanks.

R: You're welcome. And sorry about that.

Conversation 2

D = Diner W = Waitress M = Manager

D: I'm afraid I have a complaint. Could I speak to the manager, please?

W: Yes, of course.

M: Good evening, sir. I understand there's a problem.

D: Yes. I'm afraid I have a complaint.

M: Oh?

D: Well, we got here at eight. And then **we waited about twenty minutes for a table.**

M: Right.

D: This is for a table we'd booked for eight, OK? Then **we waited another hour for our meal.**

M: Right.

D: One hour. Then when the bill arrived, they put this **extra charge** on it.

M: An extra charge? That's probably the service charge.

D: Well, could you check this for me, please?

M: Yes, that's service.

D: Well, to be honest, I don't want to pay this.

M: Of course not. Well, sir, I am really sorry about that. **It's a very busy time of year.**

Conversation 3

W = Woman M = Man

W: Excuse me. Do you work here?

M: Yes.

W: Do you know when the next train will be arriving? I mean, I've been here for over an hour.

M: I'm sorry, but there's nothing we can do at the moment. **Everything is delayed.**

- W: And you don't know when the next train is coming?
 M: No.
 W: Or why there's a delay?
 M: Snow.
 W: What?
 M: Snow on the track. It was the wrong type of snow.
 W: What do you mean 'the wrong type of snow'? You're kidding, right?

▶ LANGUAGEBANK 10.3 p146–147

Ss can refer to the information in the tables to help them with this exercise.

Answers:

Conversation 1

A: Excuse me, I'm afraid I have a complaint.

B: What's the problem?

A: The shower doesn't work.

B: We'll look into it right away.

Conversation 2

A: Excuse me. Could you help me?

B: Yes.

A: There's a problem with the internet connection.

B: I'm sorry but there's nothing we can do at the moment.

Conversation 3

A: Excuse me. Could I speak to the manager?

B: Yes.

A: I've been here for over an hour.

B: I'm really sorry about that.

- 4 Ss read the sentences first. Check *appointment, flight delay, faulty engine*. In feedback, elicit and drill the complaints/responses.

Answers: 1 d) 2 a) 3 b) 4 c)

LEARN TO SOUND FIRM, BUT POLITE

5A Give Ss 1–2 mins to discuss their answers in pairs. Check them in feedback.

Answers: We use the expressions to introduce a complaint.

speakout TIP

Read the Speakout tip with Ss and briefly discuss the questions in open class.

5 Ss listen to the sentences, underline the stressed syllables and compare their answers in pairs. Play the recording as many times as necessary for Ss to be sure. For feedback, write the sentences on the board and elicit/underline the stressed words (see answer key below). When Ss listen again to repeat, show them how the voice rises on the stressed words in polite intonation by using your hands/arms, as if you were conducting an orchestra. Again, play the recording several times until Ss are confident. Then do individual repetition and correction as needed.

Answers:

1 Could you help me?

2 I'm afraid I have a complaint.

3 Excuse me, could I speak to the manager?

6 Check the word box and do an example. Ss work alone and then compare answers in pairs. In feedback, elicit/drill the answers. Ss can then practise reading the conversations in pairs to help prepare them for Ex 7. Monitor and help Ss with their pronunciation while they practise.

Answers:

1 A: Excuse me. Could I speak to the manager?

A: There's a problem with the TV in my room. It doesn't work.

2 A: Excuse me. I ordered room service over an hour ago. Can you look into it, please?

3 A: Could you help me? I'm afraid I have a complaint.

7 Set up the role-play carefully. First, divide the class into As and Bs. Student As look at p165 and Student Bs at p166. They check the instructions and ask for clarification if necessary. They then work in pairs to prepare for the role-play. Monitor closely and support Ss where needed. Then put Ss into A/B pairs for the role-play. Monitor and make notes of how well they use the target language for feedback later. Invite pairs to act out their role-plays to the class. Ss must listen and decide which pair was the most firm, but polite. If possible, record Ss' role-plays.

SPEAKING

8A Check the rubric and sentences with Ss. Then give them 2 mins to work alone and decide which they find most annoying.

8B Prepare Ss for this role-play in the same way as in Ex 7 above. They should refer to the language in the previous exercises for help. Provide support while they do this, especially with polite intonation. During the activity, monitor discreetly, making notes of both good language and errors for feedback.

Homework ideas

- Ex 8B: Ss write an email complaining about something that happened to them.
- Language bank 10.3 Ex A, p147
- Workbook Ex 1–4, p63

MARY'S MEALS

Introduction

Ss watch an extract from the BBC documentary *Mary's Meals*, about a school girl who used a blog to raise money to help feed school children in Malawi. They then learn and practise how to talk about an issue they feel strongly about and write a web comment about it.

SUPPLEMENTARY MATERIALS

Warm up: various photos of (students having/being served) school meals

Ex 2B: dictionaries

Warm up

Introduce the topic of food and revise some food vocabulary. Show Ss the photos and distribute them to pairs/groups of Ss. Elicit *school meals* and give pairs/groups 1–2 mins to list the food they can see in each photo. Elicit answers in feedback and write them on the board. Ask Ss which of the meals they think looks more appetising/healthier. Elicit answers from a few Ss, then move on to Ex 1.

DVD PREVIEW

1 Look at the questions and give Ss 2–3 mins to discuss them in their pairs. Elicit a few answers from different pairs, then refer Ss to the photos at the bottom of p104–105. Elicit a brief description of each, then ask: *Do you think they get free school meals? Why/Why not?*

2A Check the rubric and questions and give Ss 3–4 mins to read the programme information and find the answers. Elicit answers in feedback.

Answers:

- 1 She started the blog because she wasn't happy with her school meals.
- 2 She heard that in some parts of the world, some children went to school hungry. She decided to use the blog to raise money for hungry children.

B Ss complete the exercise alone, then compare answers in pairs. Encourage them to use dictionaries to check any unfamiliar words. Check answers in feedback.

Answers: 1 raise money 2 charity 3 banned
4 an internet sensation 5 score

DVD VIEW

3A Check the rubric. Ask: *What is Mary's Meals?* (a project/charity Martha used to raise money) Ss watch the DVD to find out what Mary's Meals did with the money Martha raised. In feedback, elicit and discuss the answer (in bold in the DVD script below).

Answers: They used the money to build a new kitchen in a school in Malawi, to feed nearly 2,000 children every day.

B Ss read the words and numbers in the box. Check *grow vegetables* and *raise sheep* and give Ss 3–4 mins to do the exercise alone before they compare answers in pairs. Do not confirm answers yet – Ss will check them in Ex 3C.

C Ss watch the DVD again to check their answers (underlined in the DVD script below). Remind Ss to focus on the words and numbers in the box and not get distracted by unknown language or other details in the clip. If Ss haven't been able to check/correct all their answers, play the DVD, or the relevant parts of it, a third time. Alternatively, play the DVD again in feedback, pausing at each answer for Ss to check.

Answers:

grow vegetables/raise sheep: Martha's family grow their own vegetables and raise sheep.

school dinners: Martha thought of school dinners for her blog because she wasn't happy with her own and always came home hungry, so she wanted to do something about them.

£100,000: Martha raised more than £100,000 for the charity Mary's Meals.

100,000 people: This is the number of people that saw Martha's school meal photos in the first week.

2,000 children: This is the number of children that are fed every day by the charity Mary's Meals.

kitchen: The charity used the money to build a new school kitchen in Malawi.

Hollywood: Martha and her family received offers from Hollywood after her story went worldwide (but she chose to visit the children in Malawi).

4 Look at the rubric and questions. Check *achievement* and let Ss discuss in pairs. Then elicit answers from different Ss and discuss briefly in open class.

DVD 10 Mary's Meals

P1 = Presenter 1 P2 = Presenter 2 L = Laura Vicker M = Martha Ma = Man

- P1:** A nine-year-old girl has travelled to Malawi to see how money she raised by blogging about her school dinners is being spent.
- P2:** Yes, Martha Payne from Argyll in Scotland became an internet sensation. You'll remember the local council banned her from posting photographs of her school meals on her blog.
- P1:** So, Martha went on to raise more than a hundred thousand pounds for a charity which helps provide meals for children in Malawi. Laura Vicker travelled there with her.
- L:** Food is important to nine-year-old Martha Payne. It's family time. It's also a chance to create. All of the family bake, grow their own vegetables and raise sheep. But when Martha went to school, her lunches didn't always impress. So much so, she started her own blog, called *NeverSeconds*.
- M:** We thought of school dinners because I always came home hungry and we've always wanted to do something about them, but we've never actually been bothered to.
- L:** Word spread over social media and in just over week, a hundred thousand people had viewed Martha's photos of her food. And Martha started to wonder if the blog could help others.
- M:** Someone made a comment on the blog saying, 'Why are you complaining? At least you're having school meals.' So then we thought about the people who didn't have school meals and decided to raise money.
- L:** **And this is what that money went towards: a school kitchen in Malawi run by the charity Mary's Meals. It will feed nearly two thousand children every day.**
- Ma:** This little building here was the temporary kitchen. And for five months, we used ... that ... the community used that. **And now we've managed to ... through Martha's efforts, we've managed to raise enough money to build this kitchen.**
- L:** It has given this community a reason to celebrate. And Martha is the centre of attention. At first, she was a little overwhelmed by such a welcome, such a thank you. But she managed to put the finishing touches to a kitchen she helped create.
- M:** It was quite nerve-racking because everyone was singing, and staring at me.
- L:** Were you a bit overwhelmed?
- M:** Yeah.
- L:** Are you a bit more relaxed now? How do you feel now?

M: Happy.

L: Martha and her family had offers from Hollywood, TV companies and publishers after her story went worldwide. Instead, this is where they wanted to come, to see the effect that a simple blog, written by a nine-year-old could have on the lives of others. Laura Vicker, *BBC News*, in Malawi.

P1: Amazing story, isn't it?

P2: What an achievement for nine-year-old Martha Payne. Well done!

speakout an issue

5A Ss read the word box. Check the meaning/pronunciation of *issue* and any other words Ss have doubts about. Ss then listen and tick their answers. Check them in feedback.

Answers: 1 imported food 2 activities for teenagers

B Ss read the summaries, then listen again and complete them. Give them 1 min to check their answers in pairs. Play the recording again if Ss don't agree on the answers or they haven't completed all the gaps. Ss will check their answers in Ex C.

Answers: 1 food 2 grow 3 teenagers 4 sports centres

C Ss read the key phrases first. Check *get fed up with*. Then give them 3–4 mins to read audio script 10.7 and do the exercise. In feedback, check answers to Ex 5B. Then check the key phrases (in bold in the audio script below) and ask more detailed comprehension questions, e.g. *Where do the apples in supermarkets come from? Why are teenagers 'just on the streets, causing problems'?*

Answers: Ss should tick all the phrases.

Unit 10 Recording 7

- 1 One thing that really annoys me** is the fact that we import so much food from overseas, rather than growing our own food here in this country. So you go to the supermarket and you can buy strawberries in the middle of winter, and I suppose that's OK. But then you try to buy an apple, and the apples are from New Zealand, and you think, 'Well, that's just crazy.' I mean, **I don't understand why we need to fly apples** all over the world when we could just grow them here in this country. It really makes me angry. It would be so much better for the environment if people bought food locally. So, I'd like to start a campaign to encourage people to buy and eat local food. Perhaps I could start a website or publish articles in newspapers to try to get people to stop buying food that comes from all over the world.
- 2 I get really fed up with the fact that** there's nothing for teenagers to do in this town. **I just think it's really difficult** because people complain that teenagers are just on the streets, causing problems. But actually, there isn't really anywhere else for them to go. There are no sports facilities or clubs where they can spend time together and have some fun. **And another thing is** we get a lot of crime because there're too many bored teenagers around. I'd like to raise money to build sports centres and youth clubs where teenagers can go to enjoy themselves or do sports or learn something. **I think there should** be more things for teenagers to do, and they should be better and cheaper.

5A Ss discuss their chosen issues and make notes of their answers to the questions. Monitor and provide support or language Ss need if necessary.

B While Ss work in groups, monitor and note down examples of key phrases Ss use well or not. In feedback, first find out about the issues Ss talked about and then if they agreed with other people's ideas or not. Give feedback on Ss' use of key phrases.

writeback a web comment

7A Give Ss 3–4 mins to read the comment and answer the questions. Then elicit the answers and teach/check unfamiliar words, e.g. *clear it away, collect/drop litter*.

Answers:

- 1 rubbish/litter left on the streets and beaches
- 2 She feels angry and thinks that people should be fined if they litter the streets/beaches.

B With *weaker classes*, first elicit a few examples for the prompts. Ss can use an issue from Ex 6A or B. Provide support where needed.

Homework ideas

- **Ex 4:** Ss write their answer to question 2.
- **Ex 7B:** Ss write about another issue they feel strongly about, using the prompts.

LOOKBACK

Introduction

If you have a **stronger class**, it's a good idea to ask Ss to write their own versions of some of the discrete-item test types, e.g. gap fills for vocabulary/grammar, jumbled words for vocabulary, word ordering in sentences, questions/answers to match, sentences with a mistake to correct. See the optional extra activity after Ex 2A as an example of what Ss can do. Use Ex A/B test types in the Lookback sections for more ideas. Ss can write one or two short tests in pairs/groups and then give them to another pair/group to answer. Ss usually find this kind of activity quite rewarding as it is not only competitive but also shows them how much language they know.

SUPPLEMENTARY MATERIALS

Ex 1B: photos of famous cities/buildings in your Ss' country/countries (or other countries)

Ex 5B and 6: audio/video recording facilities

DESCRIBING A CITY

1A Ss can do this exercise as a race between pairs/teams. The first to finish with all the correct answers wins.

Answers: 1 traffic 2 buildings 3 polite 4 transport 5 crime
6 streets 7 nightlife 8 expensive

B In **monolingual classes**, Ss could describe the place but not mention its name. The other person must guess where it is. Alternatively, display photos of famous cities/buildings as prompts. Ss take turns to describe a place and their partner has to guess which it is.

USES OF LIKE

2A Give Ss 2–3 mins to rewrite the sentences and compare answers in pairs. Check answers in feedback.

Answers:

- 1 What's do the weather like today?
- 2 What food do you to like most?
- 3 What's your capital city it like?
- 4 What do you like about where do you live?
- 5 What's about the food in your country like?
- 6 What like are the people like where you live?

Optional extra activity

Ss work in pairs and write 4–5 more sentences with an extra word, using the different forms/uses of *like*. They exchange sentences with another pair and correct each other's sentences.

B In **multilingual classes**, put Ss of different nationalities together. While Ss ask and answer the questions, monitor and note down problems they have with the use of *like*. Give feedback and do remedial work on this or use the information for assessment.

Optional extra activity

Ss write two or three more questions each, with *like* as a verb/preposition – they can choose any topic they like. They then ask and answer their questions in pairs or groups.

CRIME AND PUNISHMENT

3 Give Ss 3–4 mins for the exercise and to compare answers in pairs. As a follow up, Ss write new sentences with the words, e.g. *She was given a five-year prison sentence for theft.* Alternatively, Ss write their sentences but leave a gap for the word. They give their sentences to another student/pair to complete.

Answers: 1 prison sentence 2 community service 3 shoplifter
4 theft 5 fraud 6 fine 7 thief 8 writing graffiti

PRESENT/PAST PASSIVE

4A Ss do the exercise without any help. Check answers after Ex 4B.

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

B Ss discuss their answers and decide if they are true/false. In feedback, check answers and elicit what Ss know about *penicillin* and the other names/places in the exercise.

Answers: All are true except 3 (The answer is Alexander Fleming. Ian Fleming wrote the James Bond books.) and 5 (Hawaiian, not Australian, sportsmen).

COMPLAINING

5A Do an example first. Ss then do the exercise alone and compare answers in pairs before feedback. Monitor and assess how well Ss can use the language. Do remedial work in feedback if necessary.

Answers: 1 afraid 2 into it 3 have 4 doesn't

B Monitor and assess Ss' pronunciation while they practise. Encourage them to memorise the conversation and rehearse it. Help them with their pronunciation. Invite pairs to act out the conversations to the class. If you have recording facilities available, record Ss and use the recordings for feedback or assessment.

6 Check the situations carefully. With **weaker classes**, put Ss in A/A and B/B pairs first, to prepare their roles. Monitor closely and prompt/help them if necessary (depending on your aim: fluency practice or assessment). While Ss do the role-plays, record them if possible, for feedback or assessment. Otherwise, invite one or more pairs to act out one of the role-plays to the class. Give feedback as required.

BBC interviews and worksheet

How do you feel about city life?

This video extends and consolidates Ss' vocabulary of describing a city and extends discussion on the advantages and disadvantages of city life.

OVERVIEW

11.1 KEEPING IN TOUCH

VOCABULARY | communication

LISTENING | listen to people talking about how they keep in touch

GRAMMAR | present perfect

PRONUNCIATION | sentence stress

SPEAKING | talk about things you've done/would like to do

WRITING | improve your use of pronouns

11.2 MAKE A DIFFERENCE

VOCABULARY | feelings

READING | read an article about social media

GRAMMAR | real conditionals + *when*

PRONUNCIATION | weak forms: *will*

SPEAKING | talk about future consequences

11.3 I TOTALLY DISAGREE

VOCABULARY | internet terms

READING | read about wasting time

LISTENING | listen to a discussion about the internet

FUNCTION | giving opinions

LEARN TO | disagree politely

PRONUNCIATION | polite intonation

11.4 IS TV BAD FOR KIDS?  



DVD | watch an extract from a BBC documentary about giving up television

speakout | technology

writeback | a web comment

11.5 LOOKBACK

Communicative revision activities

  INTERVIEWS

How do you feel about technology?

This video extends discussion on technology and consolidates Ss' vocabulary of communication and the key phrases from Lesson 11.4. Use the video at the end of Lesson 11.4 or at the start or end of the unit.

KEEPING IN TOUCH

Introduction

Ss revise/practise the present perfect with *just*, *already* and *yet* in the context of communication. They also learn how to use pronouns for back-referencing to avoid repetition in their writing.

SUPPLEMENTARY MATERIALS

Resource bank p188

Language bank p148–149

Ex 8C, optional extra activity: simple texts containing a variety of pronouns (See notes below)

Warm up

Lead in to the topic with a game of *Chinese whispers*. Organise Ss into large groups of at least six: they need to be able to whisper to each other *without* being overheard. Then check the lesson heading, *Keeping in touch*. Give one student in each group a sentence on a piece of paper, e.g. *The large black dog bought a new mobile phone*. The student whispers the message to the person on his/her right, who then whispers it to the next person, and so on. They mustn't say the message more than once. The last person in the group writes the message they heard on the board. It will probably not be exactly the same as people often don't catch the exact words they hear, which can be very amusing. Discuss this in feedback.

VOCABULARY COMMUNICATION

1 Check the rubric and language in the quiz. Do an example to check instructions. In pairs, Ss then take turns to ask and answer the questions and complete the quiz. They then work with another pair to compare answers and exchange information. Ss should find out how often they use the different ways of communicating. In feedback, elicit answers from each group and find out which of the activities the class does most/least often.

LISTENING

2A Check the rubric. Ss then listen, write their answers and compare them in pairs. Elicit/Check answers in feedback.

Answers: **Speaker 1:** text messages **Speaker 2:** Skype
Speaker 3: a blog **Speaker 4:** social networking sites

B Ss listen again and note down the benefits and negative points the speakers mention (in bold in the audio script below). Get Ss to compare answers in pairs before feedback. With *stronger classes*, ask further comprehension questions, e.g. *Who does the girl text? Who sets up the computer for the man?*

Answers:

Benefits

Speaker 1: quick and cheap; texts are quiet

Speaker 2: can see his grandchildren; it's free

Speaker 3: a great way to tell people about your travel experiences; you can put up photos of the people you meet and the places you visit; as soon as you write the blog, people all over the world can read it

Speaker 4: found friends she hadn't seen for years and it was great to get in touch again

Negative points

Speaker 1: gets annoyed when you're talking to someone and they're texting someone else

Speaker 2: internet sometimes crashes during the phone call or he can't see the picture properly

Speaker 3: can't do it if they can't find an internet café

Speaker 4: keeps checking it when she should be working

C Check the statements, then give Ss 3–4 mins to discuss them in groups. In feedback, elicit ideas and discuss briefly in open class.

Unit 11 Recording 1

- I use my phone for everything. I text most of the time because **it's quick and cheap**, so I text my friends and my boyfriend. I like texts because **they're quiet** – nobody knows what you're saying. My mum used to call me all the time to check that I'm OK, but now she can text me, which is much better. **I get really annoyed when you're talking to someone though, and they're texting someone else.** I think that's really rude.
- I use the internet a lot. I use Skype to keep in touch with my family because my daughter lives in France, so I don't see her very often and the phone is expensive. With the internet, **I can see my grandchildren** – it's wonderful. My son sets up the computer for me. I haven't learnt how to do that yet. **And sometimes it crashes during the phone call, which is annoying, or I can't see the picture properly.** But usually it's fine. Generally, I think technology is wonderful. When I was younger, we only dreamed of having video phone calls, but now it's possible and **it's free.**
- We use a blog. **It's a great way to tell people about your travel experiences.** We've been to so many places already and it's nice to tell people about them. **And you can put photos there of the people you meet and the places you visit. The best thing is that as soon as you write the blog, people all over the world can read it. The only problem we have is when we can't find an internet café.**
- I've just started to use networking sites like Facebook. **I found some friends I haven't seen for years and it was great to get in touch again. The only problem is that I keep checking it when I should be working.**

GRAMMAR PRESENT PERFECT

Watch out!

Ss are familiar with the present perfect, but may have problems with the meaning of the adverbs *just*, *yet* and *already* and their position in a sentence, e.g. *I've just done it three days ago. Has he yet come?* Check the meaning carefully and monitor/correct word order consistently.

3A Ss can do the exercise alone and then compare answers in pairs. In feedback, elicit the answers, but move on to Ex 3B to check the meaning of the words in bold.

Answers: 1 c) 2 a) 3 b)

B Ss complete the rules alone and then compare answers in pairs. With **weaker Ss**, read and elicit the answers as a class. In feedback, check the meaning of each adverb using the sentences in Ex 3A, e.g. for sentence 1, ask: *Can you do it yourself?* (no) *Did you expect to learn it before now?* (yes) *Is the sentence positive or negative?* (negative) Then elicit/check the position of each adverb in the sentences (see Language bank 11.1 on p148). If possible, elicit personalised examples for each adverb, e.g. *We haven't had lunch yet. I've already got 500 friends on Facebook.*

Answers: 1 yet 2 just 3 already

▶ LANGUAGEBANK 11.1 p148–149

Stronger classes can study the tables and notes at home when they do the exercises. Otherwise, read/check the notes with Ss. **Weaker Ss** should do Ex A and B in class. In Ex A, check *lift* and *confirmation*.

Answers:

- A** 1 already 2 yet 3 just 4 already 5 yet 6 already
7 just 8 already/just
- B** 1 Yes, I've *just* finished it just.
2 No, Imelda hasn't called yet *yet*.
3 We've (*already*) been already there (*already*).
4 Well, just she's *just* run five miles.
5 I'd love to come out, but I haven't finished yet *my work yet*.
6 Yes, but already I've (*already*) seen it three times (*already*)!

4A Check the example. Ss then do the exercise alone and compare answers in pairs. Monitor and prompt them to self-correct. Recheck the meaning of the adverbs and their position in the sentences in feedback.

Answers:

- I haven't done any sport yet this week.
- My best friend has just had a baby.
- I've (*already*) had a holiday this year (*already*).
- I haven't finished my studies yet.
- I've (*already*) seen the new James Bond film (*already*).
- I've just moved house.
- I've (*already*) paid for my next English course (*already*).

B Check the example and elicit Ss' answers for question 2 in Ex 4A. Monitor and support them while they write. Encourage Ss to read/check each other's sentences for accuracy as it's important for them to use correct sentences in Ex 4C.

C Ss work with another partner to compare their answers. In feedback, nominate Ss to tell the class one thing about their partners, e.g. *Maria's already been to the gym three times this week.*

5 First, elicit information about the cartoon, e.g. *She's working on the computer.* Ss then write six sentences alone and compare answers in pairs. Check answers in feedback.

Answers:

- She's already called her mother.
- She's already checked her email.
- She hasn't written the/her blog post yet.
- She hasn't uploaded the/her photos yet.
- She's already texted Jim.
- She hasn't updated her webpage yet.

6A Play the recording and pause after each sentence to allow time for Ss to write down the sentences. Get Ss to compare answers in pairs before feedback.

Answers:

- I've been there already.
- I haven't met her yet.
- We've just seen a film.
- They've already gone.
- We haven't finished yet.
- He's just spoken to her.

B Play the recording again and ask Ss to listen and repeat. Drill the sentences chorally and individually. In feedback, ask Ss to underline the word stress in the sentences (see answer key above).

SPEAKING

7A First, check the phrases in the box and elicit examples for question 1, e.g. *I've already created my own webpage*. Give Ss 4–5 mins to take turns answering the questions. Encourage them to show interest in their partner's answers and extend the conversation. Monitor closely and note how well they use the adverbs. In feedback, elicit Ss' answers and prompt them to self-correct.

B Elicit examples of things Ss need/want to do this week. Then give them 2–3 mins to write their lists.

C Check the example conversation. Monitor discreetly while Ss work in pairs, making notes of examples of good language and problems. In feedback, write examples of Ss' errors and good language on the board. Ss discuss and correct the errors in pairs.

speakout TIP

Read the Speakout tip with Ss and elicit other things they could do to improve their English. They then write five things they want to do in their notebooks. Tell them you will check how many things they've done in a month's time. Make a note of this in your diary!

WRITING PRONOUNS

8A Elicit an example answer. Ss then work alone and compare answers in pairs before feedback.

Answers:

It's big – Izmir Most of **them** – my new friends

they're new – my new friends

Our course – my new friends and my (course)

looking forward to **it** – the course haven't met **him** – Ahmed

he sounds nice – Ahmed near **there** – the city centre

B Elicit the answer and emphasise how important the use of pronouns is in writing.

Answer: to avoid repetition of words

C Ss read the travel blog first. Elicit/Check where Bucharest is (the capital of Romania, which borders on Hungary in Central Europe). Then give Ss 3 mins to rewrite the blog and compare answers in pairs before feedback.

Answers: Alecia and I have finally arrived in Bucharest, and Alecia and I we love Bucharest it. We thought we should update you on Alecia's and my our tour. Last month we were in Hungary. We had a really good time in Hungary there. We met a man called George, who was very friendly. George He took us to some wonderful lakes and castles, and we really enjoyed the lakes and castles them. The other news is that we have decided to stay in Bucharest here for at least two years. We think living in Bucharest it will be a wonderful experience for Alecia and I us.

Optional extra activity

Ss work alone. Give them a simple text from a newspaper/magazine or tell them to look at a text they've seen before in a previous unit/the Communication bank. Give them 3–4 mins to find/underline the pronouns and draw a line to the word(s) they refer to. Ss then compare answers in pairs. Tell them to practise noticing the use of pronouns in all the texts they read.

Homework ideas

- **Ex 8C:** Ss write a travel blog about a place they've visited recently. They then underline all pronouns in the text which avoid repetition.
- **Language bank** 11.1 Ex A–B, p149
- **Workbook** Ex 1–8, p64–65

MAKE A DIFFERENCE

Introduction

Ss revise and practise real conditionals + *if/when* in the context of social media.

SUPPLEMENTARY MATERIALS

Resource bank p187 and p189

Language bank p148–149

Warm up: photos of and information about Facebook, the film *The Social Network* and Facebook's founder, Mark Zuckerberg (See Culture notes below for more information.)

Culture notes

Facebook is one of the world's most successful online social networking sites and is headquartered in Menlo Park, California. Its website was launched on 4 February 2004, by Mark Zuckerberg with his college roommates and fellow Harvard University students Eduardo Saverin, Andrew McCollum, Dustin Moskovitz and Chris Hughes.

The film *The Social Network* (2010) follows the story of Facebook and some of the personal and legal complications that occurred in recent years.

Warm up

Introduce the topic of the lesson. If you've brought photos of information about Facebook, the film *The Social Network* and Mark Zuckerberg, use them as prompts here. If not, write *Facebook*, *Mark Zuckerberg* and *The Social Network* on the board and ask: *What do you know about them? What type of website is Facebook? Do you know the man? Have you seen the film? What happens in it?* (NB: The aim is for Ss to describe, not evaluate, social media as they do this in Ex 1 below. Avoid asking, e.g. *What do you think of social media/Facebook?*) Ss discuss the questions in pairs or groups first, then in open class.

VOCABULARY FEELINGS

1A Give Ss 2–3 mins to answer the questions in pairs. Discuss their answers in feedback. Teach/Provide adjectives/phrases to describe their opinions of social media e.g. *a waste of time*, *entertaining*, *useful*.

B Ss read and check the opinions. Teach/Check *sharing information* and *learning tool*. Elicit Ss' reactions to the first opinion. Then give them 2 mins to think about the other opinions and discuss their answers in pairs. In feedback, elicit Ss' reasons for their answers and find out which opinion is the closest to their own.

C Check the rubric and the example. Tell Ss to find the word *bored* in the opinions and look at the words before and after it. This will illustrate how the context helps them to work out the meaning of the word. Then give Ss 3–4 mins to match the definitions with the other words. In feedback, check answers and drill the pronunciation of each word.

Answers: 2 confused 3 lonely 4 excited 5 uncomfortable
6 amazed 7 worried 8 nervous

D Check the rubric and example. Give students time to think about their answers before they work in pairs. Monitor while they work to check how well they are using the vocabulary. In feedback, asks Ss to tell the class about their partner's answers, e.g. *The last time Paula was worried was before her maths test!*

READING

2A First, look at the photos. Ask: *What can you see in the photos? What is the woman doing? What are the symbols?* Elicit some answers, then check the rubric and questions. Give Ss 3–4 mins to read the introduction to the article and discuss their answers in pairs. They should cover the rest of the text while they do this. In feedback, elicit Ss' answers and write their predictions for question 2 on the board. Don't confirm them yet. Ss will check answers in Ex 2B.

B Give Ss 3–4 mins to read the article and check their predictions on the board. In feedback, refer to the predictions on the board and elicit/discuss which of them were correct.

C Check the questions. Give Ss 4–5 mins to do the exercise in pairs. In feedback, elicit and discuss Ss' answers, and teach/check unfamiliar/useful words, e.g. *online communities*, *toy ovens*, *campaign*, *bullying*.

Answers:

- 1 They can use social media to quickly organise demonstrations and protests against government decisions. They can also use media to show the world what is happening.
- 2 She wanted to get the company to sell toy ovens designed not just for girls, but for boys too. In less than a month, the company changed the packaging of the ovens.
- 3 A Canadian man wanted to raise some money to give the bus driver a holiday, but he raised so much money that Karen Klein decided to start a foundation to help others.

D Give Ss 3–4 minutes to discuss the questions in pairs. Elicit their opinions in feedback and ask other Ss if they agree or not.

GRAMMAR REAL CONDITIONALS + WHEN

Watch out!

Unlike many other languages, English doesn't use subjunctive forms in conditional sentences. In real (first) conditional sentences referring to the future, Ss often make the mistake of using *will* in the *if/when* clause, e.g. *If/When I will see you, I'll tell you*. It is important to highlight the use of a present tense in *if/when* clauses, and provide sufficient practice and feedback.

3A Ss should first read the sentences. Give them 3–4 mins to do the exercise alone and then compare answers in pairs. While they are working, write sentences a)–d) on the board. Refer to these in feedback: elicit Ss' answers and underline the verb forms in the sentences. Check the concept of *if/when* sentences. Point to sentence a) and ask: *Will you use social media? (maybe) Will you find people who will help you? (yes, if you use social media)* Then point to sentence c) and ask: *Will people see what's happening? (yes) Will they be shocked? (yes)* If appropriate, ask Ss how they would say these sentences in their own language(s) and elicit any similarities/differences.

Answers:

- 1 the future
- 2 The present simple is used after the *if/when* clause, and *will/won't* is used in the main clause.

B Check the meaning of *consequence*, *likely* and *certain* before Ss do the exercise. Elicit answers in feedback and refer back to the concept questions in Ex 3A.

- Answers:** 1 future 2 likely 3 certain
4 can be at the beginning or the end of the sentence

▶ LANGUAGEBANK 11.2 p148–149

Read/Check the notes with Ss if necessary. Highlight the use of modal verbs in main clauses. **Weaker Ss** should do Ex A and B in class. In Ex A, check *pay rise* and *get time off work*. In Ex B, check *behave badly*.

Answers:

- A** 1 'll leave, finish 2 miss, 'll take 3 see, 'll ask
4 won't have, leaves 5 ask, won't give 6 'll cook, do
7 is, 'll go 8 'll go, gets
- B** 1 If you ~~will~~ be *are* in the office tomorrow, we'll talk about it then.
4 We'll ask the doctor when we ~~will~~ get to the hospital.
5 If Theo behaves badly in class, the teacher *will* speak to his parents.
6 They'll move into the house as soon as Mark ~~will finish~~ finishes building it.

4A First, give Ss 1–2 mins to read the sentences quickly. Check *petition, elections, protesting, product* and *reviews*. Ss then complete the sentences and compare their answers in pairs. Do not confirm answers yet – Ss will check them in Ex 4B.

B Ss listen and check their answers, making corrections if necessary. In feedback, check answers and then focus on the pronunciation of *will*. Play the first sentence again and elicit/drill the pronunciation of the contracted form *I'll*.

Answers: 1 give, 'll send 2 sign, 'll have to 3 see, won't be
4 gets, will, leave 5 aren't, will start 6 see, 'll be 7 is, won't write
8 change, will, buy

C Ss listen and repeat the sentences chorally and then individually. Prompt them to correct their pronunciation. To follow up, Ss could take turns to say one sentence each around the class.

Unit 11 Recording 4

- 'll – I'll send you the photo – If you give me your details, I'll send you the photo.
- 'll – the company'll have to respond – If people sign the petition, the company'll have to respond.
- won't – they won't be surprised – When your friends see the video, they won't be surprised.
- will – will you leave your job? – If the situation gets worse, will you leave your job?
- 'll – people'll start protesting – If there aren't elections soon, people'll start protesting.
- 'll – I'll be in the Canaries – When you see this picture, I'll be in the Canaries!
- won't – people won't write bad reviews – If the product is really good, then people won't write bad reviews.
- will – will you buy one? – If they change the design, will you buy one?

Optional extra activity

Do a chain drill around the class. Start off with, e.g. *If I win the lottery, I'll take a trip around the world*. Choose a student to continue with *If I take a trip around the world, I'll ...* Continue the activity until Ss can't think of any more sentences.

5A Do an example and give Ss 3–4 mins to write their sentences. Monitor and prompt them to make any necessary corrections.

B Ss compare and discuss their answers in pairs. Elicit some interesting/unusual answers in feedback.

SPEAKING

6A Check the rubric/questions and put Ss in groups. While Ss prepare their plan, provide help to those who need it. **Weaker Ss** could work together.

B Groups now present their ideas to the class, who listen, make notes and tell the group about the possible consequences of their campaign (using real conditionals + *if/when*). Make notes on the use of the target language and do any remedial work needed afterwards. In feedback, conduct a class vote on which group had the best campaign.

Homework ideas

- **Ex 6:** Ss write 80–100 words about their or another group's social media campaign.
- **Language bank 11.2 Ex A–B,** p149
- **Workbook Ex 1–8,** p66–67

I TOTALLY DISAGREE

Introduction

Ss learn and practise ways of giving opinions and disagreeing politely, in the context of using the internet.

SUPPLEMENTARY MATERIALS

Resource bank p190

Language bank p148–149

Warm up: copies of the survey sheet (See notes below)

Ex 1: bilingual dictionaries

Ex 8C: video/audio recording facilities

Warm up

Lead in to the lesson with a *Find someone who ...* activity asking what Ss use their computers for. Prepare a survey sheet using 8–10 items from this list: *chat with friends, buy things, play games, surf the internet, read/write emails, listen to the radio, watch films/TV, check spelling, write documents, check information in a dictionary/encyclopaedia, do research for work/studies, write programs, organise your finances, find entertainment, earn money.* Use this sample for your survey sheet:

Activity	Name	How often?
watch films/TV	Maria	rarely
check spelling	Frank	sometimes

Make a copy of the worksheet for each student in your class. In class, hand them out and ask, e.g. *Do you use the computer to watch TV?* If the answer is *yes*, ask: *How often do you do it?* Elicit *sometimes, always, not very often*, etc. Ss then walk round the class (or work in groups) and ask/answer the questions. In larger classes, they should try not to write information about the same person more than twice. In feedback, elicit information about each activity, e.g. *Maria rarely uses the computer to watch TV.* (NB: If you don't have a survey prepared, Ss can work in groups and find out the five most common things their partners use the computer for.)

VOCABULARY INTERNET TERMS

1 Check the words in the box, or Ss could check words they're not sure of in bilingual dictionaries. Give them 3–4 mins to ask and answer the questions in pairs or groups. Discuss their answers in feedback and find out which things Ss use most/least.

READING

2A Look at the photo with Ss and ask: *What's the boy doing? Why?* Elicit answers and then encourage them to speculate on the questions in the rubric. Give them 2 mins to read the article to find out. Discuss their answers in feedback and teach/check *distracted, get off the internet, get on with life*.

B Check the questions. Give Ss 3–4 mins to read the text again and underline/note down their answers before comparing them in pairs. In feedback, nominate Ss to answer, quoting the relevant information from the text.

Answers:

- It's difficult for people to concentrate on Friday afternoons, so they waste time on the internet.
- the internet and social media
- up to eight days a month
- The internet can be bad for relationships because it can cause arguments if one partner spends too much time using their computer or mobile device.

3 Put Ss into A/B pairs for the discussion. Monitor discreetly and notice how well Ss use the language of giving opinions, agreeing and disagreeing, as they will learn/practise this in Ex 4–8. They should be able to use a wider range of more appropriate language by then. In feedback, invite pairs to give their reasons for their opinions to the class. Discuss the points Ss made and find out which opinion Ss hold most strongly.

FUNCTION GIVING OPINIONS

4 Check the rubric and statements. Ss then listen, complete the exercise alone and compare answers in pairs. Play the recording again if there is strong disagreement. Otherwise, elicit/check answers.

Answers: 1 T 2 T 3 F 4 T

5A Ss read the statements. Check the meaning and pronunciation of *an addict, be addicted to, addictive*. Ss tick their answers and compare them in pairs. Do not confirm answers yet – Ss will check them in Ex 4B.

B Play the recording again. Tell Ss to say *Stop!* at each answer they ticked (in bold in the audio script below).

Answers: 1, 4, 5, 6

Unit 11 Recording 5

M1 = Man 1 M2 = Man 2 W = Woman

M1: I use the internet all day at work and I still get my work done.

M2: Yeah, me too.

M1: *I'm sorry, but I really don't see* what the problem is.

W: I think the problem is that lots of workers spend all day surfing the internet and wasting their time instead of doing their work.

M1: Hmm.

W: **And students at university are failing their degrees because they spend all their time checking Facebook and watching videos that friends send them.**

M2: Yes, that's true, but ... um ... I don't think, you know, I don't think that the problem is the internet. You know, I think the problem is with the websites like Facebook.

M1: Yeah, definitely, like YouTube.

M2: Some companies and universities stop you from using certain websites. And in my opinion, that's OK.

W: **But it's so easy to waste time.** I don't think you should use the internet when you're trying to work, unless you need it for your work, for research or something.

M1: I'm not sure about that. **Going on the internet sometimes gives you a break. It's like having a cup of coffee or talking to someone in the office.** People should use the internet as much as they like.

W: I don't think so ...

M2: Yes, that's right. I think it's good. I run a small business and my staff use the internet as much as they want to. I don't check what they are doing. They do all their work and they are happy. I don't think it's a waste of time at all. It's the same as going to a bookshop ...

W: No, but ...

M2: ... or looking through a pile of magazines.

W: I'm afraid I totally disagree. **The problem is that people are addicts. People aren't addicted to reading books, but the internet is different. People spend too much time in front of their computer or their phone.** They choose the internet over sports and going out. They forget how to live in the real world, and I think it's a real problem.

6A Check the headings and elicit possible answers. Check the meaning of *totally*. Ss then listen to phrases from audio script 11.5, complete the phrases in the table and compare answers in pairs. In feedback, write the headings on the board, elicit the answers and write (or invite Ss to write) them in the correct column.

Answers:

agreeing: *That's right, That's true*

disagreeing: *I totally disagree, I'm not sure about that*

giving an opinion: *I think, I don't think*

Unit 11 Recording 6

Yes, that's right. I think it's good.

Yes, that's true.

I'm afraid I totally disagree.

I'm not sure about that.

I think it's good.

I don't think it's a waste of time at all.

B Ss find the phrases from Ex 6B and one additional phrase for each column in audio script 11.5 (underlined in the audio script above). They work alone first, then compare answers in pairs before feedback.

Answers:

agreeing: *Definitely*

disagreeing: *I don't think so./I'm sorry but I (really) don't see ...*

giving an opinion: *In my opinion, ...*

▶ LANGUAGEBANK 11.3 p148-149

Ss can refer to the tables/notes to help them with the exercises. In Ex B, check *hunt animals*.

Answers:

A 1 I'm sorry, but I don't think there is enough money for that.

2 I don't think we should spend too much time discussing this.

3 I have to say I think that's/you're right.

4 I'm afraid I totally disagree.

5 Make them pay fines? I'm not sure about that.

6 In my opinion, we should start from the beginning.

B 1 I think **2** not sure about **3** I'm afraid **4** totally disagree

5 my opinion **6** Definitely

7A Ss read the conversations first. Check unfamiliar words and do an example. Give Ss 2-3 mins to correct and compare their answers in pairs before you check them.

Answers: **1** I think so too. **2** That's true.

3 I'm not sure by about that. **4** So definitely.

5 I am totally disagree. **6** I don't think so.

B Elicit/Discuss Ss' opinions of the first statement. Prompt them to use phrases they learnt in Ex 6, e.g. *In my opinion, everybody should learn at least two other languages. Yes, I totally agree./ No, I don't think so.* Before they work in pairs, give them time to make notes of their own opinions, and reasons for them.

LEARN TO DISAGREE POLITELY

8A Do question 1 as an example. You may wish to read the Speakout tip with Ss now. Then elicit the introductory phrase used in question 1A: *I'm sorry, but ...* Ss then finish the exercise alone and compare answers in pairs. Do not check answers yet – Ss will check them in Ex 8B.

B Play question 1A/B as examples. Ask: *Which sounds more polite? Why?* (A sounds more polite. First of all, because the speaker uses a softening introductory phrase. More importantly, her voice is softer/gentler and the pitch of her voice on the stressed syllables is lower. The person in B speaks more loudly/aggressively and his voice on the stressed syllables is higher/louder.) Play the rest of the recording. Ss listen, note down their answers and compare them in pairs. Play the recording again. Stop after each pair of sentences and elicit/check answers.

Answers: 1 A 2 B 3 A 4 A 5 B

C Ss listen again and repeat both the polite and the impolite responses. Encourage them to copy the intonation and extend/soften their voice range accordingly (see the stressed words in the audio script below). Play the recording as many times as necessary until Ss are confident. Ss then practise in pairs. Monitor and help Ss with their pronunciation. If you have recording facilities, Ss can record the phrases and compare their pronunciation with the recording. This will help them to become more aware of their pronunciation.

Unit 11 Recording 7

1 A: I'm sorry, but I really don't see what the problem is.

B: I really don't see what the problem is.

2 A: I disagree.

B: I'm not sure about that.

3 A: I don't think it's a waste of time at all.

B: It's not a waste of time.

4 A: That's true, but I don't think the problem is the internet.

B: The problem is not using the internet.

5 A: I totally disagree.

B: I'm afraid I totally disagree.

speakout TIP

Read the Speakout tip with Ss before Ex 8B or at the end of Ex 8.

SPEAKING

9A Check the rubric and statements with Ss. Elicit sample answers to the first one. Then give Ss 4-5 mins to work alone and make notes of their opinions. They should include examples of language for giving opinions from Ex 6. Monitor and support *weaker* Ss.

B Demonstrate what Ss have to do. Elicit an opinion and prompt other Ss to agree/disagree using phrases from Ex 6 and 8. Ss then work in groups and compare their ideas in the same way. Monitor discreetly, making notes of how well Ss use the language they've practised in the lesson. Note down examples for feedback. In feedback, elicit opposing opinions for each statement.

Homework ideas

- **Ex 9:** Ss write their opinion for each statement.
- **Language bank** 11.3 Ex A-B, p149
- **Workbook** Ex 1-4, p68

IS TV BAD FOR KIDS?

Introduction

Ss watch an extract from the BBC documentary series *Panorama*, which explores the effect TV has on families and children. Ss then learn and practise how to talk about technology and write a comment about it on a website.

Warm up

Lead in to the lesson. Read the title of the lesson and write two prompts on the board: *TV is good for kids because ... / TV is bad for kids because ...*. Elicit a sample answer for each one, e.g. *TV is good for kids because there are lots of educational programmes and documentaries*. Ss then work in pairs and complete each sentence with at least three reasons. In feedback, elicit/discuss their answers. Then ask: *Do you think TV is bad for kids? Yes or no?* Ss vote for their answer with a show of hands.

DVD PREVIEW

1 Check the rubric and word box. Give Ss 2–3 mins to discuss the questions in pairs. In feedback, invite them to tell the class about their partner. Find out which things Ss think save or waste time.

2A Ss read the text. Check *concentrating, meaningful conversations*. They then discuss their answers in pairs and decide what they'll write. Elicit some answers for each gap. Ss then check them on p166. In feedback, ask: *Which answers surprised you? Why?*

Answers: 1 4 2 60 3 3.5, 12 4 1 5 3.5, 1,600

B Check the rubric and elicit some answers before Ss discuss in pairs/groups. They should make a note of what they have/don't have in common and report back to the class in feedback.

3 Give Ss 1 min to read the programme information and answer the questions. In feedback, elicit Ss' predictions and note them on the board. Ss will check them in Ex 4. Also teach new vocabulary, e.g. *do an experiment, survive*.

DVD VIEW

4 Ss watch the DVD and focus on checking their predictions on the board with how the children/parents reacted to the experiment. After watching, give them 1 min to compare answers in pairs. Then elicit/discuss how the children and parents reacted to the experiment and compare this with Ss' predictions. Which were correct/incorrect?

Alternative approach

Ss could watch the DVD without the sound first. Tell them to pay careful attention to the faces/expressions of the parents and children, the activities they do, etc. This should give them information about their answers from Ex 3. Elicit/Check their answers as above and play the DVD again with sound.

Answers:

- The children watched less TV but seemed to enjoy playing games and spending more time with their parents.
- The parents found the experiment very positive. There was a lot more laughter in the house. They laughed a lot and were more of a family.

5 Ss read the sentences. Check *microwaves*. They then watch the DVD again, write their answers and compare them in pairs. **Stronger classes** could write their answers before they watch the DVD. In feedback, play the DVD and tell Ss to say *Stop!* when they hear/see the answers (in bold in the DVD script below).

Answers:

- T
- F (They went to a primary school in Manchester)
- F (They took the TVs, computers and computer games.)
- T
- T
- F (They watched less TV)

DVD 11 Panorama

N = Narrator J = Jeremy Vine Ja = James MrB = Mr Broom
MrsB = Mrs Broom MrsR = Mrs Roper B = Boy

- N:** Television. Are our children watching too much? And what is the effect of TV on family life? Is it time to switch off for good?
- J:** **It makes our kids fat**, teaches them to be violent and rots their brains. If, as some argue, TV, computer games are guilty of all of that, then surely they should be banned or at least severely rationed. But hang on, if the kids were unglued from the screen, could we, the parents, cope?
- N:** Eighty-four percent of children over five have a television in their bedroom. At the age of eight, the average child watches thirty-two whole days of television. What would life be like without the TV?
- J:** **This is Park Road Primary School, on the outskirts of Manchester.** A very friendly place, as we are about to see. This is Year 3 in here. Hi there!
- Kids:** Hello.
- J:** Seven and eight years old. James, what are you studying?
- Ja:** Numeracy.
- J:** Numeracy. Well, they have agreed to take part in our experiment to see what happens when televisions and computers are removed from their lives. And just over here on the wall, we've got cameras to record the impact of what goes on.
- N:** The experiment looks at children's progress in school. However, **Jeremy and his team also go into their homes and remove the screens, the telly, the PC, the games, everything but the microwave.** In exchange, **they get one new piece of electrical equipment: a camera, to film what happens. Without the TV, it's clear the parents will have to work a lot harder.** They and the children will move their bodies, they'll play board games, they'll mime, they'll get into shape, they'll rediscover old games, they'll even draw pictures and paint. Anything and everything but the screen. Life for these families has to change. But is it a change for the better or the worse? After ten days of the experiment, Jeremy talks to the parents. What changes were there at home?
- J:** You know, we were looking for results in the classroom, and we found them in the home, and that was the big thing for us. Does that ... ? Mr Broom ... Is your ... ?
- MrB:** Um ... I think we definitely found it very positive.
- MrsB:** Well, it was ... it's just there was a lot more laughter in the house. We were having a good laugh, um ... and we kind of, you know, we were more of a family.
- J:** Anyone else got, got rules here, as a result of this? The Ropers, you got any rules now?
- MrsR:** What's our rule?
- B:** **Erm, there's not really any TV in the morning apart from the news ...**
- MrsR:** Yeah.
- B:** ... on a school day
- J:** OK.
- MrsR:** Yes, on a school days. Yes.
- MrB:** I think most people have done that, haven't they? We definitely don't have any TV ...
- MrsB:** We started doing that beforehand. We all have ...

6 Give Ss 3–4 mins to answer the questions. In feedback, elicit/discuss Ss' answers. Find out how many Ss think the experiment was a good idea, and why/why not.

speakout technology

7A Check the rubric and teach *gadget*. Ss listen and write their answers, then compare them in pairs. Play the recording again if Ss don't agree/have all the answers. Nominate Ss to answer in feedback.

Answers:

Speaker 1: essential: smart phone, microwave, laptop; not essential: television, DVD player, digital camera, tablet

Speaker 2: essential: smart phone, TV, DVD player, laptop; not essential: tablet, digital camera, microwave

B First, read and check the key phrases with Ss. They then listen, tick the answers and compare them in pairs. In feedback, play the recording again, pausing at each key phrase (in bold in the audio script below). Elicit/Drill the complete sentences in feedback.

Answers: Ss should tick all the phrases except *it's good/important because ...* and *it's very useful*.

Unit 11 Recording 8

- OK – smart phone? **That's essential. I love it. I use it all the time**, for everything. I talk to people, chat, text, take photos. **I couldn't live without** my phone. Microwave? That's essential. I don't have lots of time for cooking, so I use the microwave a lot. Television? Not essential. I don't watch much television. DVD player, no ... not essential. Digital camera? Not essential. I use my phone. So, what else? Er ... laptop? **That's essential**, really. I use my laptop for work, so yes, *I need that*. Tablet? *Hmm, I guess it's not essential*.
- Which are essential? All of them! Goodness! Right. Smart phone? Essential. **I don't go anywhere without** my phone. **I need it in case** there's an emergency and I have to call someone. Or if there's a problem with one of the children. Yes, I definitely need my phone. TV? **That's essential**, really. **I couldn't live without** my television and DVD player. Um, laptop? Well, I need a computer, really, so yes, that's essential. Tablet. Well, no, that's not essential. Digital camera? **I suppose I don't need** that. Someone else can take the photos! What else? Microwave? No. **I can live without** that.

C Elicit some examples using the key phrases. Then give Ss 4–5 mins to make notes. Monitor and provide support with language where needed.

D While Ss compare answers in groups, monitor and make notes of language problems, especially with the key phrases. In feedback, find out which gadgets are the most popular. Then do a correction slot: write problem sentences on the board. Ss correct them in pairs.

writeback a web comment

8A Check the questions. Give Ss 3 mins to answer them and compare their answers in pairs. In feedback, elicit Ss' answers and teach/check new words in the text, e.g. *interact*, *humans*.

Answers: Shantanu thinks technology is bad because it makes people lonely. Jake thinks technology is good because it allows us to find out what is happening in the world.

B Elicit sample answers using the framework provided. Give Ss 3–4 mins to write their own comment and read it to other Ss. Ss discuss the similarities/differences in their opinions.

Homework ideas

Ex 8B: Ss write a different comment for the website/class blog responding to the statement: *TV is very bad for children/people*.

LOOKBACK

Introduction

The main aim of the Lookback exercises is to give Ss fluency practice of the language they've learnt in the lesson. Fluency practice is usually provided in Ex B of each section, and provides the opportunity for you to assess your Ss' speaking skills. When doing this, you need to consider four things: accuracy of grammar, range of vocabulary used, fluency and pronunciation. For a balanced assessment, give Ss marks out of five for each area, making a total of 20 marks.

COMMUNICATION

1A Ss complete the words alone and check their answers in pairs. In feedback, elicit the words and check the meaning/pronunciation.

Answers: 1 mobile phone 2 web page 3 SMS, text message
4 links 5 blogs 6 chat

B Elicit Ss' answers to question 1. Give them 2–3 mins to ask and answer the other questions in pairs, and make notes. In feedback, nominate Ss to tell the class about their partner.

PRESENT PERFECT

2A Ss first read sentences 1–6. Draw a circle on the board and do an example. Elicit short one-word answers to question 1 and write them randomly in the circle. Ss then draw a circle in their notebooks and write their answers to the questions in it. Remind them to write them *randomly*, not in order.

B First, check the example conversation, and drill it if necessary. Tell Ss they should use the present perfect in their first question, and then ask further questions to show interest and extend the conversation. While Ss work, monitor to check they are doing the exercise correctly. Take notes on their performance for remedial work if required. Invite/Nominate pairs to act out their conversations in feedback and prompt self-/peer correction.

FEELINGS

3A Check the example and the words in the box if necessary. **Weaker Ss** could check them in Ex 1C, p110. Give Ss 3–4 mins to do the exercise. Monitor and prompt them to self-correct.

B Check the rubric and elicit sample answers, e.g. *I feel nervous when I have to do an exam, so I study hard to give me confidence/go to bed early the night before/breathe deeply before the exam starts/take my lucky charm with me.* Give Ss time to prepare their answers, and provide help with language if needed. Ss then work in pairs and take turns to exchange details of what they do in each situation. Monitor and make notes of their performance for feedback and/or assessment. Elicit some examples in feedback and find out who has the best ideas/advice.

REAL CONDITIONALS + WHEN

4A Do an example and check vocabulary, e.g. *ladder*. Give Ss 2–3 mins to do the exercise and compare answers in pairs. In feedback, elicit answers and check the form/use of real conditionals in the sentences.

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

B Read the rubric and check the meaning of *superstitions*. Give Ss 5 mins to answer the questions in pairs. In **multilingual classes**, pair Ss from different countries. They should note down examples of superstitions in their partner's countries. In feedback, nominate Ss to tell the class about their partner's answers. Find out which superstitions are universal/unique.

5A Check the example and elicit another one to demonstrate the activity clearly. Give Ss 1–2 mins to write their sentences. Monitor to ensure they are accurate.

B Check/Drill the example. Ss then take turns to read out their sentences and extend the conversation. In feedback, nominate Ss to act out their conversations to the class. Give feedback on their use of real conditionals as needed.

Optional extra activity

Play the *consequences* game in groups of ten. Write on the board: *If you go on holiday next year, where will you go?* Elicit Ss' answers. Then give Ss one sheet of A4 paper each. They all write their answer to the question at the top of their paper. They then fold the paper over the answer and pass it to the student on their right. Then ask: *Who will you go with?* Ss write their answer, fold the paper over it again and pass it on. Follow the same procedures with the following questions: *Where will you go if you have lots of money? When will you go? How long will you stay? Where will you stay? What will you take with you? What will you do there? What will you bring back? How will you feel when you get home?* Finally, collect the folded papers up and redistribute them to different Ss. In their groups, they unfold the papers and read out the series of answers. These are usually very amusing.

GIVING OPINIONS

6A Do conversation 1 as an example. Ss then write the sentences in order and check their answers in pairs. In feedback, nominate Ss to read parts A/B in open pairs across the class. Prompt Ss to correct themselves/each other when necessary.

Answers:

- 1 I'm afraid I totally disagree.
- 2 I'm not sure about that.
- 3 In my opinion, all drugs should be legal.
- 4 That's right. I think so, too.
- 5 Do you think the next government will be better?
- 6 I don't think so.
- 7 That's true. I agree.
- 8 I totally disagree.

B Check/Drill the example conversation and remind Ss how to use polite intonation. Give them time to prepare their responses. They should also rehearse the polite intonation in each conversation. Monitor and help Ss with their pronunciation where needed. Then in pairs, they take it in turns to give and respond to each opinion. Monitor discreetly, making notes of Ss' performance, especially their pronunciation/intonation. In feedback, elicit/discuss Ss' opinions and do remedial work as required.

BBC interviews and worksheet

How do you feel about technology?

This video extends discussion on technology and consolidates Ss' vocabulary of communication and the key phrases from Lesson 11.4.

OVERVIEW

12.1 CAUGHT ON FILM

VOCABULARY | film

READING | read a magazine article about writing a blockbuster

GRAMMAR | reported speech

PRONUNCIATION | contrastive stress

SPEAKING | talk about your favourite film

12.2 A LUCKY BREAK

READING | read a magazine article about internet fame

SPEAKING | talk about being famous

VOCABULARY | suffixes

PRONUNCIATION | word stress

LISTENING | listen to people talking about fame

GRAMMAR | hypothetical conditionals present/future

WRITING | write about a famous person

12.3 WHAT CAN I DO FOR YOU?

VOCABULARY | collocations

READING | read a text about concierges

LISTENING | listen to people making requests

FUNCTION | requests and offers

PRONUNCIATION | polite intonation: requests

LEARN TO | ask for more time

SPEAKING | make requests and offers

12.4 BILLION DOLLAR MAN  

DVD | watch an extract from a BBC documentary about Lewis Hamilton

speakout | dreams and ambitions

writeback | a web comment

12.5 LOOKBACK

Communicative revision activities

 INTERVIEWS

Would you like to be famous?

This video extends discussion on the advantages and disadvantages of being famous. People also describe which famous people they'd like to meet. Use the video at the end of Lesson 12.2 or at the start or end of the unit.

CAUGHT ON FILM

Introduction

Ss learn/practise reported speech and film vocabulary in the context of film extras and film quotes.

SUPPLEMENTARY MATERIALS

Resource bank p191–192

Language bank p150–151

Warm up: cinema listings of films being shown this week

Warm up

Lead in to the topic of the lesson. Dictate/Write these questions on the board: *What's on at the cinema this week? Which one(s) would you like to see? When? Where? Why?* Put Ss in pairs/groups and give each one a copy of the film listings for this week. Ss ask and answer the questions, using the listings. They should then try to decide on a film they could all go to and make arrangements for a day/time/place. In feedback, elicit/discuss Ss' answers/arrangements. (NB: If you haven't got any listings, elicit what Ss know about current films in their area using the questions above.)

VOCABULARY FILM

Culture notes

Mandela: Long Walk to Freedom (2013) is a British-South African biographical film directed by Justin Chadwick, starring Idris Elba and Naomie Harris. The film is based on the 1995 autobiographical book *Long Walk to Freedom*, by apartheid revolutionary and former South African President Nelson Mandela.

Iron Man 3 (2013) is a superhero film featuring the Marvel Comics character Iron Man. It is the sequel to 2008's *Iron Man* and 2010's *Iron Man 2* and stars Robert Downey Junior and Gwyneth Paltrow.

The Zero Theorem (2013) is a British science fiction film directed by Terry Gilliam and stars Christoph Waltz, Lucas Hedges, Mélanie Thierry and David Thewlis. The story centres on Qohen Leth (Waltz), a computer genius working on a formula to determine whether life holds any meaning.

The Lego Movie (2014) is a computer animated adventure comedy film and features the voices of Chris Pratt, Will Ferrell, Elizabeth Banks, Will Arnett, Nick Offerman, Alison Brie, Charlie Day, Liam Neeson and Morgan Freeman.

1A Look at the film posters with Ss and elicit what they know about each film (see Culture notes above). Elicit what type of films they are if possible. Give Ss 2 mins to match the films with the film types and compare their answers in pairs. In feedback, check the meaning/pronunciation of each type.

Suggested answers: *Iron Man 3*: an action film, a blockbuster; *The Zero Theorem*: a science fiction film, a drama, a thriller; *The Lego Movie*: a comedy, a cartoon

B Check the questions. Ss then ask and answer them in pairs and compare their answers with another pair. In feedback, elicit Ss' opinions of the films on the page and find out what the most popular type of film is in the class.

READING

2A Check *formula* and give Ss 2 mins to discuss the questions. In feedback, elicit and write their answers to question 2 on the board.

B Give Ss 2–3 mins to read the text quickly and find an answer to question 2 from Ex 2A. Tell them not to worry about unfamiliar words at this stage. In feedback, refer to the answers on the board and check which Ss guessed correctly. You may need to check words in the text which are relevant to the answers, e.g. *myths*, *settings*, *opponents*, *structures*.

Answers: Blockbusters have a 'formula': they use myths, amazing settings, strong heroes and opponents, a three-part structure and big set pieces.

3 Ss read the definitions first and ask for clarification of unfamiliar words if necessary. Invite other Ss to explain these words if possible. Give Ss 4–6 mins to do the exercise alone and then compare answers in pairs. In feedback, check answers and elicit the pronunciation/word stress.

Answers: 1 myth 2 setting 3 opponent 4 structure 5 scene 6 studio

Optional extra activity

Ss work in pairs and write 4–6 comprehension questions about the text, e.g. *Why are myths useful for blockbuster films? How many parts does a typical blockbuster have? They exchange questions with another pair and answer them.*

4 Ss discuss the questions in groups. In feedback, nominate Ss from different groups to share their ideas with the class.

GRAMMAR REPORTED SPEECH

Watch out!

The rules of form in reported speech are quite complex, so it's important not to expose Ss to too much information at first. In this lesson, Ss learn only four tense/verb changes: present/past simple, present/past continuous, *will/would*, *can/could*, and two reporting verbs, *say* and *tell*.

To help Ss acquire the rules of form, give them extensive controlled practice and feedback.

5 Check the rubric and questions. Ss answer the questions alone and compare answers in pairs. Meanwhile, write the third and fourth examples of direct/reported speech on the board. In feedback, refer to these sentences as you elicit/check Ss' answers. Check the reporting verbs. Ask: *Which verb has an object: said or told?* Elicit *told* and the objects (*Steve*, *Hermione*), and elicit other examples, e.g. *me*, *you*, *him/her*, *it*, *us*, *them*, [name]. Finally, teach Ss that habits in the present simple don't change in reported speech. Elicit an example of a habit, e.g. *I have cereal for breakfast every day* and ask Ss to change it to reported speech, e.g. *Olga said she has cereal for breakfast everyday*.

Answers:

- The verb tenses change from the present to the past in reported speech.
- say, tell

LANGUAGEBANK 12.1 p150–151

Stronger classes can study the tables and notes at home, and refer to them when they do the exercises. Otherwise, check the tables and notes with Ss, especially the use of *say/tell*. **Weaker Ss** should do Ex A and B in class. In Ex A, check *invisible* and *remind*. In Ex B, check *lecture*.

Answers:

- A**
- She told me (that) her favourite film was about an invisible man.
 - He said (that) he didn't like westerns.
 - She told us (that) they were actors.
 - He said (that) the film wasn't really about fashion.
 - He told me (that) he worked for a film studio.
 - We told her (that) that director was famous.
 - She said (that) she wrote thrillers.
 - He said (that) the scene reminded him of another film.
- B**
- I'm home by 6.00p.m. every day.
 - I don't want to do my homework.
 - We are busy.
 - I don't understand the lecture.
 - I don't like flying.
 - I go back to China every summer.

6A Check the example. Ss then rewrite the paragraph alone and compare answers in pairs. Monitor and prompt them to self-correct. Recheck the tense changes and use of reporting verbs in feedback.

Answers: He said/told me (that) he loved his job, but he didn't like playing criminals. He said/told me (that) he lived in Hollywood, where he worked as a waiter.

B Play the recording and give Ss 1 min to discuss the question in pairs. Elicit answers, then play the recording again for Ss to listen and repeat, copying the stress pattern each time.

Answer: The speaker uses stress to emphasise certain words and thereby changes the meaning.

C Play the recording and ask Ss to read the audio script on page 176 while they listen. Elicit the answer in feedback and drill the different stress patterns, chorally and individually if required. Play the recording again if Ss are still unsure.

Answer: The people or the jobs are stressed according to what the speaker wishes to emphasise each time.

Unit 12 Recording 2

He told me he was an actor, not a dancer!
He told me he was an actor, but he told John he was a doctor!
He told me he was an actor, but his wife said he was a waiter!

7A This exercise checks the use of *said/told* and is also a light-hearted quiz about well-known films, many of which Ss will be familiar with. It would, however, be a good idea to reassure Ss that they are not expected to know all the films, or the answers. Check the meaning of *film quotes* in the title of the quiz and do the first question as an example. If Ss don't know who said the quote, tell them they'll find out later. Give them 2–3 mins to complete the gaps and choose their answers. They can then compare and discuss answers in pairs/groups.

Answers: 1 told 2 said 3 said 4 told 5 said 6 told

Culture notes

Quote 1: Dorothy Gale is a young Kansas girl who falls asleep and finds herself in a fantasy world in the musical *The Wizard of Oz* (1939). She says this line when she 'wakes up' in Oz with Toto, her dog. She adds, 'We must be over the rainbow.'

Quote 2: Gordon Gekko (played by Michael Douglas), a ruthless and greedy corporate raider, says this line in the 1987 film *Wall Street*. Gekko has become a symbol in popular culture for unrestrained greed, often in fields outside corporate finance.

Quote 3: This is a quote from the horror film *Frankenstein* (1931), starring Boris Karloff as the Monster and Colin Clive as Doctor Henry Frankenstein. The most famous line from the film comes from Henry Frankenstein in the creation scene. With the monster's hand slowly rising from the lab table, exhibiting its first signs of life, Henry Frankenstein utters these words.

Quote 4: This is from the film *Apollo 13* (1995). The original phrase pronounced by the astronaut Jack Swigert (Kevin Bacon) and then repeated by Jim Lovell (Tom Hanks), 'Houston, we've had a problem,' was altered to the present tense in the film script. Swigert and then Lovell used the phrase to report a major technical fault in the electrical system of one of the Service Module's oxygen tanks.

Quote 5: This line was famously delivered by Greta Garbo in the American drama film *Grand Hotel* (1932). She speaks these words in the film, first pathetically to her maid and manager, then as a plaintive cry and, finally, as a futile declaration to a stranger. The stranger becomes her lover and she is no longer alone.

Quote 6: This is the last line of the World War II romantic drama *Casablanca* (1942). Police officer Captain Louis Renault and night club owner Rick Blaine (Humphrey Bogart) have just helped Isla Lund (Ingrid Bergman) and her husband escape to Paris and Rick has killed a German officer. Renault suggests they go to join the Free French fighters. Rick replies with this line.

B After Ss have checked their answers on p166, elicit more information about the quotes, using the Culture notes above if necessary. Ask, e.g. *What do you know about this film? Who was in it? When/Where did this quote come in the film?* Also discuss the other films if Ss know/want to talk about them.

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

C Check the example and give Ss 3–4 mins to do the exercise in pairs. In feedback, elicit the answers and check the verb changes made.

Answers:

- 2 He said (that) greed was good.
- 3 He said (that) it was alive.
- 4 He said (that) they had a problem.
- 5 She said (that) she wanted to be alone.
- 6 He said (that) he thought that was the beginning of a beautiful friendship.

SPEAKING

8A First, read/check the phrases with Ss. Give them 3–4 mins to think about and note down their answers before they do Ex 8B. If they find it difficult to think of a film, they can use one from Ex 7. **Weaker Ss** could work together. Monitor and provide support where needed.

B In pairs, Ss take turns to describe their films. Remind them to take notes for Ex 8C. Monitor discreetly while Ss work, and make notes of examples of good language and problems.

C Give Ss 2–3 mins to rewrite their notes and put them in reported speech. They then take turns to talk about their partner's answers in groups. Monitor and make notes on problems Ss have with reported speech. Nominate Ss to tell the class about their partners in feedback. Find out if any particular film was chosen more than once. Write examples of Ss' errors and good language on the board. Ss discuss and correct them in pairs.

Homework ideas

- **Ex 2:** Ss write a description of one of the films or a film they know well.
- **Ex 8B/C:** Ss write what their partner said about his/her favourite film.
- **Language bank** 12.1 Ex A–B, p151
- **Workbook** Ex 1–5, p69–70

A LUCKY BREAK

Introduction

Ss learn and practise hypothetical conditionals, and also study word patterns with suffixes.

SUPPLEMENTARY MATERIALS

Resource bank p193

Language bank p150–151

Ex 3B: dictionaries

Ex 9C: internet facilities, if available

Warm up

Lead in to the topic of the lesson. Ask: *Have you ever been in the local/a national newspaper or on TV? Why? When? How did you feel? Did you like it?* Give Ss 3–4 mins to discuss the questions in pairs/groups. If they haven't been in the newspapers/on TV themselves, they could talk about someone they know who has. In feedback, discuss Ss' answers.

VOCABULARY SUFFIXES

1 Check the rubric and give Ss 3–4 mins to discuss in pairs. In feedback, elicit/discuss Ss' answers and find out what Ss think are the top three positive/negative things about being famous.

Suggested answers:

positive: you're always in newspapers/magazines; companies want you to advertise their products; you have famous friends/(a) lovely home(s); you can buy expensive things; you can talk to politicians to try and change the world

negative: photographers/the paparazzi follow you and take your photograph wherever you go; you and your family have no privacy; being recognised by everyone in the street can be annoying; people constantly judge celebrities

2A Ask the question in the rubric and elicit Ss' answers. Then ask them if they recognise the girl and cat in the photos and if not, encourage them to guess why they might be famous. Give them 2 mins to read the article and check. In feedback, check the answer and teach *grumpy*.

Answer: an ordinary person who becomes famous because of the internet

B Check the questions and give Ss 3–4 mins to discuss them in pairs. In feedback, check and discuss Ss' answers in open class. Also ask if they agree with the Andy Warhol quote in the text (*In the future, everyone will be famous for fifteen minutes.*).

Answers:

- In the past you often needed to be a successful actor, footballer or musician to be famous. Nowadays you can become famous through the internet, not just by using your talent.
- You can become famous by posting a photo, a video or a blog.

3A Check the example with the suffix *-ful*. Ss then copy the table into their notebooks and find the other words in the text. Do not confirm answers yet – Ss will check them in Ex 3C.

Answers: **-ous:** famous **-ion:** invention **-ity:** celebrity **-er/-or/-ian:** footballer, actor, musician

B Ss work alone/in pairs to do the exercise, using dictionaries if available. They will check their answers in Ex 3C.

Answers: **-ful:** helpful, wonderful **-ous:** adventurous, dangerous **-ion:** celebration **-ity:** popularity **-er/-or/-ian:** photographer, politician

C Ss listen and check that their answers are in the correct suffix columns. They then listen again to underline the main stress (underlined in the audio script below). In feedback, play the recording again, pausing after each word for Ss to repeat it. Drill each word chorally and individually if necessary.

Unit 12 Recording 3

successful, helpful, wonderful
famous, adventurous, dangerous
invention, celebration
celebrity, popularity
footballer, photographer, actor, musician, politician

D Give Ss 2–3 mins to think of other words. Elicit/Add them to the correct column on the board.

Suggested answers: **ful:** painful **-ous:** ridiculous **-ion:** education **-ity:** familiarity **-er:** teacher **-or:** instructor **-ian:** electrician

LISTENING

4A Check the rubric and give Ss 3–4 mins to discuss the questions in pairs. In feedback, find out what Ss have in common.

B Check the words in the box. Ss listen and write the answers, then check them in pairs. Play the recording again if students don't agree. Elicit answers in feedback (in bold in the audio script below).

Answers: 2 a politician/president 3 a footballer/sportsperson
4 a singer/dancer 5 a writer 6 an actress
7 a scientist/inventor 8 –

5A Ss first read the sentences and then listen and complete them. While they check their answers in pairs, monitor to see if they have the correct answers. If not, play the recording again and then check answers with the class (underlined in the audio script below).

Answers: 1 time 2 change 3 World 4 sing 5 writer 6 rich
7 lives 8 happy

B Check the example and elicit Ss' opinions. Give them 3–4 mins to decide which speakers they agree with. Elicit and discuss their answers in feedback.

Unit 12 Recording 4

- If I could be famous for anything, it would be art. I love painting and if I had more time, I would love to **paint** seriously. If I could have a painting in a museum, I'd be really happy.
- I'd be a famous **politician**. If I was a politician, I would try to change the world. To stop all these wars and do something to help poor countries. You know, I think it's terrible how most politicians don't seem to worry about things like that.
- If I could do anything, um ... I think I'd be a famous **footballer** or something like that. Imagine if you **scored a goal** for your country in the World Cup, that would be such a good feeling. You would remember something like that forever.
- I'd love to sing. If I could be famous for anything, I think I'd be a **singer**. Or a **dancer**. I'd love to be a famous dancer. I'm terrible at both of those things – I can't sing or dance! I guess that's why we have dreams, isn't it?

- 5 I would love to be a famous **writer** or poet, like Shakespeare. I think it's a wonderful thing to be able to write a book that people all around the world want to read. To be able to speak to people in that way. Yes, I'd like to be remembered as a great writer. But I don't think that'll happen.
- 6 If I could be famous for anything, well, let me see ... oh, for being beautiful! That would be good. **One of those beautiful actresses** who wins at the Oscars. If I was famous, I would be rich, live in a big house and have all those clothes. Oh yes, that would be nice.
- 7 If I could be famous for anything, it would be for **inventing something like a medicine or a cure for cancer**. Not for being an actor, or a musician. If I invented something that made people's lives better, that would be good.
- 8 What would I want to be famous for? Hmm ... I wouldn't like to be famous. If I was famous, I wouldn't be happy. No, I prefer just being me, thank you.

GRAMMAR HYPOTHETICAL CONDITIONALS

Watch out!

Conditional forms in English are relatively easy compared to many other languages as they don't use the subjunctive. It might be useful to point this out to Ss. However, they often confuse hypothetical (second) conditional forms in the main clause/*if* clause and say, e.g. *If I would have more time, I would learn other languages.* (NB: This is common usage in US English.) To help Ss with this problem, provide sufficient practice and feedback.

5A Ss refer to Ex 5A to complete the table, then compare answers in pairs. In feedback, copy the table on the board and elicit Ss' answers.

Answers: 1 had 2 wouldn't 3 was

Read the rules with Ss and elicit/check their answers. Also point out that the order of the *if*/main clause can change. Write an example on the board and show the position of the comma when the *if* clause is used first.

Answers: 1 imaginary 2 unlikely

▶ LANGUAGEBANK 12.2 p150-151

Read/Check the notes with Ss, especially the use of *were* for giving advice. In Ex A, check *trains were running*. In Ex B, check *mess*.

Answers:

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

B 1 would go, were 2 sold, would, buy 3 would help, could

4 had, would call 5 had, would ask 6 lived, would see

7 Would, be, didn't work 8 didn't, make, would be

Do an example. Ss then underline the correct answer and check in pairs. In feedback, check the form and rules of hypothetical conditionals again.

Answers: 1 was 2 worked 3 would feel 4 had 5 didn't
6 didn't have 7 would use

8A Check the example. Give Ss 2-3 mins to write the questions and compare them in pairs. Check/Drill the questions in feedback.

Answers:

2 If you could have dinner with any two living people, who would you choose?

3 If you could do any job, what would you do?

4 If you had more time, what would you do?

5 If you could change one thing about yourself, what would you change?

B Elicit Ss' answers to the first question. While they work in pairs, make notes of problems they have with the target language. In feedback, nominate Ss to tell the class about their partners. Do remedial work if necessary.

WRITING PARAGRAPHS

9A Check the rubric and give Ss 3-4 mins to do the exercise and compare answers in pairs. In feedback, check answers and ask Ss what they learnt about Jack Monroe.

Answers: 1 c) 2 a) 3 d) 4 b)

B Check the meaning of *achievements* and *rise to fame*. Elicit the correct heading for each paragraph.

Answers: 1 Introduction 2 Childhood and education
3 Rise to fame 4 Achievements

speakout TIP

Read and discuss the Speakout tip with Ss before they do Ex 9C.

C If internet facilities are available in your school, Ss could do research for their profile. Otherwise, use the profile of Aung San Suu Kyi on p167. Ss should use the model in Ex 9A and the Speakout tip to help them. Monitor to support Ss and prompt them to correct their writing. Ss can display their final drafts around the classroom or put them on the class blog.

Homework ideas

- Ex 9C: Ss write a final draft of their profile or write another profile.
- Language bank 12.2 Ex A-B, p151
- Workbook Ex 1-9, p71-72

WHAT CAN I DO FOR YOU?

Introduction

Ss learn/practise requests and offers in the context of dealing with a personal concierge. They also learn collocations related to the topic and how to ask for more time.

SUPPLEMENTARY MATERIALS

Resource bank p194

Language bank p150–151

Ex 2B: photos of *The Lion King* musical, the red carpet at the Oscars ceremony, the Rolling Stones, Madonna, Jennifer Lopez, Bill Clinton

Ex 9B: audio/video recording facilities

Warm up

Lead in to the topic of the lesson. Ask/Write these questions on the board: *If you could be a millionaire for one day, where would you go? What would you do? Would you invite other people? Who?* Elicit some initial answers and tell Ss to write down 4–6 things they would do. Encourage them to be imaginative. Ss then work in pairs/groups and take turns to exchange information. In feedback, discuss Ss' answers and find out who had the most original ideas.

VOCABULARY COLLOCATIONS

1A Check the example. Ss work alone and then compare answers in pairs. In feedback, check answers and elicit other examples that collocate with the verbs, e.g. *recommend a good film/book*.

Answers: 2 rent 3 book 4 invite 5 recommend 6 organise

B Ask: *What can you see in each photo?* Elicit details and teach/check useful vocabulary, e.g. *It's a table for two (in a restaurant). A chauffeur's opening the door of a car. A singer's performing at a concert; he's on the stage.* Then elicit collocations from Ex 1A to match each photo.

Answers: A get tickets for a concert

B organise a private tour/rent a car for the day C book a table for two

C Model/Drill the question *How often do you get tickets for a concert?* Do a substitution drill using the collocations from Ex 1A: *How often do you rent a car/book a table/invite someone to dinner?*, etc. Ss then ask and answer the questions in pairs and report back to the class about their partner.

READING

2A Read/Check the rubric and definition. Elicit one or two things Ss think a personal concierge can do. Then give them 2–3 mins to discuss and write a list of others. In feedback, elicit Ss' ideas and write them on the board.

B Give Ss 3 mins to read the text and underline what a personal concierge does. Ss discuss and compare the answers to their ideas on the board. In feedback, use photos of the people/places mentioned as prompts if possible. Elicit the things Ss have underlined and check them with their ideas on the board. Discuss their reactions to the 'amazing' things a personal concierge does. Also check *red carpet at the Oscars, former and client*.

Answers: book a table at the world's top restaurants, get the best seats for a popular musical, find you a private plane, organise a red carpet at the Oscars, get twenty tickets for a Rolling Stones concert, fly your favourite tea from one country to another, find rare birds, organise dinner with an ex-US President

FUNCTION REQUESTS AND OFFERS

3A Check the rubric. Ss listen, note down their answers and compare them in pairs. In feedback, check answers (in bold in the audio script below). Also check *adaptor plug*.

Answers:

- to go to a restaurant, possibly with traditional food
- to go to a local food market; to take a taxi
- to borrow an adaptor plug
- to get two tickets for a show (*Cats*)

B Ss read the sentences first, then listen again and complete them. Check/Drill the answers in feedback (underlined in the audio script below).

Answers: 1 like 2 Could 3 Would 4 possible 5 want 6 able 7 Shall

C Read/Check the rubric and questions with Ss and elicit an example of a request/offer. Give them 3 mins to answer the questions before they compare answers in pairs. In feedback, elicit and check Ss' answers.

Answers: a) requests: 1, 2, 4, 6, offers: 3, 5, 7 b) 1 c) 4, 6 d) 2

Optional extra activity

Stronger classes could read the audio script and underline more examples of requests/offers.

Unit 12 Recording 5

Conversation 1

A: Hello.

B: Hello.

A: How can I help you?

B: **I'd like to go to a local restaurant.** Maybe something with traditional food. Could you recommend somewhere?

A: Yes, of course. Hang on. We have a list on a map.

B: Ah, OK.

A: OK? So here's the hotel. And if you want to walk, you can go to this one here.

B: OK.

A: This is a reasonably priced restaurant which serves mainly ...

Conversation 2

A: Hello.

B: Hello. How are you?

A: Fine, thanks. What can I do for you?

B: I read that there's a local market in the area. Is it a food ... ?

A: The food market. Yes, it's a bit of a walk. Maybe thirty minutes.

B: Oh, that far?

A: Would you like me to call a taxi? It's about a five-minute drive.

B: **That would be wonderful.**

A: OK, just a moment. I'll see if there's one waiting.

B: Thank you very much.

Conversation 3

A: Good morning.

B: Morning. **I forgot my adaptor** for the laptop. It's from the United States. Would it be possible to borrow one from the hotel?

A: An adaptor plug? Of course. Do you want me to send one up to your room?

B: Yes, please.

A: Can you give me a moment? I'll ask at the desk. It's just for a laptop?

B: Yeah, that's right. A US laptop. I just forgot the adaptor.

A: OK, no problem. What's your room number?

B: Fourteen.

A: Room fourteen. OK.

B: Thanks a lot.

Conversation 4

- A: Hello.
 B: Hello.
 A: How can I help you?
 B: I want to see a show this evening. *Cats*.
 A: Oh yes. *Cats*.
 B: **Would you be able to book two tickets for us?**
 A: Hold on. Let me just check where it's playing. OK, here we are. Yes, shall I book the tickets for you? Do you have any preference about the seats?
 B: Any seats. Two together.
 A: Two together, yes. OK, and it starts at 7 o'clock. So you should have plenty of time, and if you'll just wait here while I ...

▶ LANGUAGEBANK 12.3 p150–151

Ss can refer to the tables for help with this exercise. Check *plumber*.

Answers:

Conversation 1

- A: *Could you recommend ... ?*
 B: *Would you like me to show you ... ?*

Conversation 2

- A: *I'd like to eat out tonight.*
 B: *OK. Do you want me to choose the restaurant?*
 B: *OK. And shall I book a table for two?*

Conversation 3

- A: *Would you be able to get me a good plumber?*
 B: *No problem.*
 A: *Would it be possible to do it today?*
 B: *Yes, of course.*

- 4A Do an example with Ss. Monitor while they write the sentences to check how well they have understood the target language. Check answers in feedback.

Answers:

- I'd like to try some local food.*
- Could you recommend a good nightclub?*
- Would you be able to book three tickets?*
- Would it be possible to rent a car?*
- Shall I buy your ticket?*
- Do you want me to book a table?*
- Would you like me to call the manager?*

- B First, check *print out, daily rates and box office* with **weaker classes**. Otherwise, do it in feedback. Give Ss 2 mins to match the responses and check in pairs. Elicit/Ask Ss to justify their answers by giving you key words, e.g. in answer 1b), *local food, restaurants*.

Answers: 1 b) 2 c) 3 d) 4 a) 5 g) 6 e) 7 f)

- 5A Check the example and give Ss 2–3 mins to write their own requests. Monitor and help them with accuracy in preparation for Ex 5B.

- B Check the example and elicit the offer of help in B's response. Tell Ss to make similar offers in their responses. Monitor while Ss work and make notes of good use of the target language and problems. In feedback, invite pairs to act out their conversations to the class. Do a correction slot using your notes.

- C Ss listen, noticing the rising and falling intonation in the requests. Explain that this is how to sound polite when making requests: their voice should start high, then become lower.

- D Ss listen again and repeat. Drill the phrases chorally and individually if required, paying close attention to the polite intonation.

Unit 12 Recording 6

- Could you recommend a restaurant?
 Would you be able to book a table for me?
 Would it be possible to rent a car?
 Could you recommend somewhere to visit?

LEARN TO ASK FOR MORE TIME

- 6A Look at the example. Then give Ss 2 mins to underline three more phrases and compare answers in pairs. Elicit/Check them in feedback.

Answers: *Just a moment. Can you give me a moment? Hold on.*

- B Read the rubric and elicit/check Ss' answers.

Answers: The phrases are informal. *Can you give me a moment?* is the most formal.

- 7 Do an example for conversation 1, using language from Ex 6. Ss work alone and then compare answers in pairs before feedback.

Answers:

- Conversation 1: *Hang on.*
 Conversation 2: *Can you give me a moment?*
 Conversation 3: *Just a moment.*
 Conversation 4: *Hold on.*

SPEAKING

- 8 Divide the class into As and Bs. They read their roles on p165 and p167. Ss first prepare their roles in pairs while you monitor and provide support. They then work in A/B pairs and do the role-plays. Make notes of their performance for feedback.

- 9A Ss write one of their conversations in pairs using the information provided in the rubric. Monitor to check they do this and prompt them if necessary. Also support them while they rehearse their conversations for Ex 9B.

- B If you have recording facilities, use them here to record Ss' role-plays for feedback.

Homework ideas

- Ex 9: Ss write another conversation from p165 and p167.
- Language bank 12.3 Ex A, p151
- Workbook Ex 1–5, p73

BILLION DOLLAR MAN

Introduction

Ss watch an extract from a BBC documentary about Formula 1 driver Lewis Hamilton. They then learn and practise how to talk/write about their dreams and ambitions.

SUPPLEMENTARY MATERIALS

Warm up: photos of people doing extreme sports, e.g. rock climbing, surfing, skydiving, snowboarding, scuba diving, skiing, F1 racing

Ex 1: photos of famous contemporary Formula 1 drivers

Warm up

Lead in and create interest in the lesson. Elicit the names of 6–8 extreme sports, as listed in the Supplementary materials box above, and write them on the board. If you have photos of these sports, use them as prompts. Ask: *Which are the most dangerous/exciting sports? Which have you done? Which would you like to try?* Give Ss 3–4 mins to discuss their answers in pairs/groups. Ss could put the sports in order of most dangerous/exciting.

Elicit/Discuss Ss' answers in feedback and find out which sports Ss would most/least like to try.

DVD PREVIEW

1 Give Ss 3–4 mins to discuss the questions. If possible, use photos of famous F1 drivers from their countries/worldwide as prompts for question 1. In feedback, elicit what Ss know about F1 drivers and check/teach language to describe what type of people they are, e.g. *ambitious, brave/courageous, talented, excellent driving skills, very fit, able to concentrate*. Elicit/Drill the pronunciation of the longer words and write them on the board.

Culture notes

British F1 champion **Lewis Hamilton** was born in 1985. He began driving remote-controlled cars in 1990. His father bought him a go-kart in 1993 and worked very hard to support his son's racing career. In 1998, Lewis joined McLaren's young driver programme. He first drove in Formula 1 in 2007 and won the F1 World Championship in 2008 and 2014. The BBC documentary *Lewis Hamilton: Billion Dollar Man* was first broadcast in November 2008.

2 First ask Ss to look at the photos of Lewis Hamilton. Ask: *What do you know about him?* Elicit Ss' answers. They then read the text to check their ideas and answer the questions in the rubric. In feedback, check Ss' answers to the questions. They will find out more about Hamilton in the DVD.

Suggested answer: The programme is about Lewis Hamilton. You might learn about Lewis Hamilton's childhood/early life and his development as a racing driver.

DVD VIEW

3 Check the questions and the ideas in the box, then play the DVD. Ss note down their answers and then compare them in pairs. Play the relevant sections of the DVD again if necessary. In feedback, nominate Ss to give the answers. Elicit/Discuss Ss' initial impressions of the DVD.

Suggested answers:

who he is now: Hamilton is a world famous F1 driver, model, celebrity and winner, loved by many

F1 facts: F1 is a glamorous sport that takes place in some of the world's richest locations. It involves fame, money and glory.

early days as a racer: Hamilton started racing electric cars as a six-year-old; then he progressed to go-karts. He won four British go-karting championships.

teenage ambitions: As a teenager, he wanted to be F1 champion by the age of twenty.

route to F1: He joined F3, was the best driver, moved up a level (where he stayed for two years) and then joined F1.

4A Ss read the notes first. Check *go-karts* and *'the big guys'* either here or in feedback if you have a **stronger class**. Tell Ss to think about the type of word that could complete each gap e.g. noun, verb. Ss then complete the notes and compare answers in pairs. Do not confirm answers yet – Ss will check them in Ex 4B.

B Ss watch the DVD and check their answers to Ex 4A. Monitor while Ss are watching/checking their answers to see if they need to watch the DVD again. Elicit/Check answers in feedback (in bold in the DVD script below).

Answers: 1 winner 2 cars 3 F1/Formula One 4 four
5 lots of money 6 F3/Formula Three 7 managers 8 two

Optional extra activity

Exploit the context and language of the DVD further. Play it again, pausing at suitable points. Ask questions about what Ss can see/hear, e.g. *What's Lewis doing? Where is he? How long is the Formula 1 season? Where does it take place? What was he like when he was seven/a teenager?*

DVD 12 Lewis Hamilton: Billion Dollar Man

N = Narrator M = Man P = Presenter L = Lewis Hamilton
NR = Newsreader

N: This is Lewis Hamilton, **Formula One driver, model, celebrity, winner**. Journalists love him. Fans love him. Formula One loves him. He's got it all. This is the story of how an ordinary young man went from this ... to this. Formula One is all about speed. In this world, only the fastest survive. The season lasts from March to October, and it takes place in some of the world's richest locations. It's the sport of millionaires and heroes. Speed on the track, money in the bank, fame and glory. And nobody does it better than Lewis Hamilton, the billion dollar man. A hero today. But where did it all start?

M: **Cars like these** are getting ready to compete in the World Championships. Someone who's preparing for those very same championships is Lewis Hamilton, who is **only seven years old**. So **how long have you been racing cars for already, Lewis?**

L: **About a year.**

P: So you must be pretty good at it. Is it easy to do?

L: No.

P: What do you have to do then?

L: This is the brake.

P: That's the brake. Oh, you need the brake.

L: And these are the turns for steering.

P: That's your steering wheel, right and left. OK, now, um, d'you think I'd be able to have a go?

L: Yes.

- P: You sure? They're under starter's orders for the Blue Peter mini Grand Prix. Three, two, one, go.
- L: **The reason I want to be a Formula One driver** is because it's got a lot of speed in it. When I saw the ultra-speed that they were doing it was amazing because you don't actually think about it when you're watching on TV and my kart feels really powerful when I'm in it, but imagine being in a Formula One car. It must be very powerful that.
- NR: **Lewis Hamilton has won four British go-karting championships.** Now he says he wants to be world Formula One champion by the time he's twenty.
- L: My ambition is to get to Formula One. Definitely. **Um, I enjoy the speed. Um, I like to be with all the big guys, and I'd like to be making lots of money.**
- N: **After go-karting, Lewis moved on to Formula Three**, which is two levels below Formula One. Formula Three is fast, dangerous and full of young, ambitious drivers. **The best of the drivers are seen by Formula One managers.** And Lewis, of course, was the best. **After two years of winning everything**, he moved up to the next level and then to Formula One. And the rest is history.

5 Give Ss 3–4 mins to discuss the questions in pairs/groups. In feedback, elicit/discuss them.

speakout dreams and ambitions

6A Check the rubric/questions and *inspire, special skill, achieve a dream*. Ss then listen and tick the answers, and then compare them in pairs. Elicit/Check them in feedback.

Answers: 1, 2, 5

B Ss discuss what Marianna said in more detail. Play the recording again if Ss need more information. In feedback, elicit answers (in bold in the audio script below) and Ss' reasons for them.

Answers:

- 1 She grew up by the sea.
- 2 She wanted to work on a boat.
- 5 Yes. She got a job as a cleaner on a big cruise ship.

Unit 12 Recording 7

I grew up by the sea. My father and my uncle are fishermen, and as a child I used to spend all my time on the beach. Every morning I watched the fishermen come in with their nets full of fish, and these men seemed so free and happy. So, I had this idea that **I wanted to work on a boat.** But the problem was, it was a very male profession. Only men did it and fishermen didn't accept that women could go fishing. They thought we should stay at home and clean the house, do the cooking, have babies. I always asked my father to go on the boat with him and he always said, 'No, stay at home and help your mother.' Anyway, it's a long story, but eventually, I became a cleaner in a hotel. **And then one day I had the chance to work as a cleaner on a ship, one of the big cruise ships.** It's a great job and I've done it for the past six years. It's a dream come true because I spend a lot of time at sea. My next dream is to have a houseboat and actually live on the water. We'll see. I can make it happen!

C First, check the rubric and key phrases. Elicit sample answers to the questions in Ex 6A. Give Ss 4–5 mins to write their notes. Monitor closely to provide support where needed.

D Ss work in pairs and take turns to talk about their dreams and ambitions. They should make notes of similarities in their answers. Monitor and make notes on Ss' performance for feedback later. In feedback, Ss report back to the class about their group. Find out which ambitions the class shares now.

writeback a web comment

7 Give Ss 2–3 mins to read the text and answer the questions. Check Ss' answers and check *sociology*.

Answers:

- 1 He wanted to be a teacher.
- 2 He wants to go back to college, do some management courses and open his own school.

8 Ss write a web comment in answer to the three questions, using their notes from Ex 6. Provide support if needed.

Homework ideas

- **Ex 6D:** Ss write about their own or a partner's dreams and ambitions for a website or class blog.
- **Ex 8:** Ss write a final draft of their web comment.

LOOKBACK

Introduction

With **stronger classes**, you could exploit the last Lookback section in a slightly different way. Put Ss in pairs/groups and ask: *Which areas of the language here do you feel most/least confident about? Which would you like to do first?* Give Ss 15–20 mins to do the sections they choose. Monitor and provide support as needed, while you also assess Ss' performance. In feedback, check Ss' answers as far as possible or give them a copy of the answer key for them to check their own work. Ask: *Why did you choose these sections? How well did you do them? What did you learn?* Discuss Ss' answers.

FILM

1A Check the words in the box (unless you want this exercise to be a test). Ss then complete the text alone and compare answers in pairs. In feedback, elicit/check Ss' answers.

Answers: 1 horror films 2 setting 3 opponent 4 scene
5 blockbuster 6 studio

B Give Ss 3–4 mins to prepare and make notes. **Weaker Ss** could refer to p118–119 for help. Monitor and take notes for feedback and/or assessment. In feedback, find out how many Ss chose the same film.

REPORTED SPEECH

Culture notes

Quote 1: *Oliver* (1968) is a British musical drama, based on Charles Dickens' novel *Oliver Twist*. Oliver, a nine-year-old orphan, was a resident of a workhouse where the conditions were dreadful. He says this line to his master, asking for more food.

Quote 2: This is the opening line of the American crime drama *The Godfather* (1972). Italian Amerigo Bonasera says this line as he shares his story with Vito Corleone (Marlon Brando), the patriarch of a Mafia crime family in New York, asking for his help and explaining that he has tried to live his life like an American.

Quote 3: This is part of the opening voiceover in *The Piano* (1993), a romantic drama about Ada McGrath (Holly Hunter), a mute piano player, and her daughter. In this voiceover, Ada explains that she primarily communicates through the music she plays on her piano.

Quote 4: This is the catchphrase of police detective Roger Murtaugh (Danny Glover) in the *Lethal Weapon* series of buddy cop action films. Murtaugh, who is considering retirement, repeatedly says this line when he is faced with dangerous situations on the job.

Quote 5: *Blue Velvet* (1986) is an American neo-noir mystery film. Jeffrey Beaumont (Kyle MacLachlan), an innocent young man, says this line as he discovers that a dark underworld exists beneath the surface of his seemingly quiet hometown.

Quote 6: *Grand Hotel* (1932) is an American drama film about a group of very different individuals staying at a luxurious hotel in Berlin. Dr Otterschlag, a World War I veteran and permanent resident of the hotel, says this line, after which a great deal transpires.

2A Do the first question as an example and find out what Ss know about the film *Oliver!* Give them 4–5 mins to write their sentences and compare answers in pairs. Monitor and note down problems they have with reported speech. Nominate Ss to answer and give feedback/do remedial work as needed.

Answers:

- wanted some more
- believed in America
- heard was not her speaking voice, but her mind's voice
- was too old for this
- was a strange world
- came. People went ... nothing ever happened

B Ss discuss the question in pairs, then compare answers with another pair. In feedback, discuss Ss' answers.

SUFFIXES

3A Give Ss 3–4 mins to do the exercise and then compare answers in pairs. In feedback, check the meaning/pronunciation of each word. Drill the questions if necessary.

Answers: 1 dangerous 2 wonderful 3 celebration 4 famous
5 politician, musician 6 successful

B Give Ss time to prepare their answers. They then take turns to ask and answer the questions in Ex 3A. They should note down their partner's answers. In feedback, Ss tell the class about their partner, using their notes. Do remedial work as required.

HYPOTHETICAL CONDITIONALS
PRESENT/FUTURE

4 Ss read the sentences first. If necessary, check *upset*, *scarf*, *ideal partners* and *desert island*. Give Ss 4–5 mins to complete the sentences and compare answers in pairs. Check answers and do remedial work if needed.

Answers: 1 didn't have to, would take 2 would be, lost
3 were able to, would, choose 4 would be, didn't argue
5 wouldn't say, knew 6 lived, would be

5 Do the example with Ss around the class, each one adding a new 'consequence' for as long as possible. Ss then do the exercise in pairs. Monitor and make notes of Ss' problems for feedback. In feedback, invite pairs to act out their longest exchange to the class. Find out who has the longest.

REQUESTS AND OFFERS

6A Ss underline the correct alternative and then compare answers in pairs. In feedback, elicit/drill the answers.

Answers: 1 to see 2 me to buy 3 able to 4 recommend
5 I call you 6 like to visit

B Check the rubric. Give Ss time to choose their three things from the box or use their own ideas. Encourage them to be imaginative.

C Check the example conversation and the meaning of *whereabouts*. Give Ss time to prepare how they want to make their requests and provide support if necessary. Ss should take turns to be the concierge. Monitor and make notes of their performance for feedback and/or assessment. In feedback, invite pairs to act out their conversations to the class. Do remedial work as needed.

Homework ideas

Workbook Review 4, p74–76

BBC interviews and worksheet

Would you like to be famous?

This video extends discussion on the advantages and disadvantages of being famous. People also describe which famous people they'd like to meet.