CAMBRIDGE

Official Cambridge Exam Preparation

PREPARE

TEACHER'S BOOK

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B2

LEVEL 6

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Second Edition

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Key to symbols:
Reading and Use of English *B2 First for Schools* exam task Video

LISTENING	SPEAKING	WRITING	VIDEO
		An essay (1) Writing Part 1	
A talk about a live music experience Listening Part 3	Talking about your taste in music Speaking Part 1		Live music
			A Celtic music festival
		An informal email Writing Part 2	
A news broadcast about extreme weather events	Discussing options		Extreme weather
		A review Writing Part 2	
A podcast about a TV show Listening Part 4	Describing photographs (1) Speaking Part 2		Weird food
			Gaming isn't all bad
		A story (1) Writing Part 2	
A radio report about working holidays Listening Part 2	Discussing holidays Speaking Part 3 and Part 4		Dream holidays
		An article Writing Part 2	Money
A talk about technology Listening Part 2	Asking for and giving permission		
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11 THE DIGITAL AGE page 64	Technological advances Adjective suffixes	Want it? Need it? Print it!	Present perfect continuous
12 MY CIRCLE OF FRIENDS page 68	Personality adjectives Adjective and noun suffixes	Friends: What's the ideal number? Reading and Use of English Part 5	Zero and first conditionals
Life Skills ICT literacy: Using social media responsibly page 72			
Review 3 Units 9–12 page 74			Reading and Use of English Part 2 and Part 3
13 SPORTS STARS page 76	Reporting nouns Reporting verbs	Four young sports stars Reading and Use of English Part 7	Reported statements
14 ACCIDENT AND EMERGENCY page 80	Accidents and emergencies *have*, *make* and *give* + noun Reading and Use of English Part 4	It's an emergency! … Or is it?	Reported questions and requests
Culture Volunteering for emergency services page 84			
15 TELLING THE TRUTH page 86	Facial expressions *-self*, *-selves* for emphasis	The truth about lying Reading and Use of English Part 6	*have something done* *get someone to do something*
16 WHO CARES? page 90	Climate change Alternatives to *if*	Fact or fiction? Reading and Use of English Part 1	Second conditional: *would*, *could* and *might* *if only* and *wish*
Life Skills Social responsibility: Reducing your carbon footprint page 94			
Review 4 Units 13–16 page 96			Reading and Use of English Part 1 and Part 4
17 ART IS FUN! page 98	Adjectives describing art Verbs often used in the passive	Does art have to be serious? Reading and Use of English Part 2	Modals of deduction: present
18 CHALLENGING FATE page 102	Personal qualities: nouns Phrasal verbs with *get*	Tales of courage Reading and Use of English Part 7	Third conditional *wish* + past perfect
Culture Modern and contemporary art page 106			
19 AGAINST THE LAW page 108	Crime and criminals Negative prefixes	The decision	Modals of deduction: past
20 PLACES TO HANG OUT page 112	Places Compound adjectives ending in *-ing*	A place of your own	*-ing* forms Participle clauses
Life Skills Emotional skills: Building self-confidence page 116			
Review 5 Units 17–20 page 118			Reading and Use of English Part 1 and Part 3
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Grammar reference and practice page 138			
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Key to symbols:

Reading and Use of English *B2 First for Schools* exam task Video

LISTENING	SPEAKING	WRITING	VIDEO
		A persuasive email Writing Part 2	Digital age
Five opinions about an article Listening Part 3	Describing photographs (2) Speaking Part 2		
		An informal letter Writing Part 2	Sport
Eight short conversations about accidents Listening Part 1	Being polite		
			Volunteer work
		A story (2) Writing Part 2	
An interview about a year in an eco-house Listening Part 4	Arguing for and against something		Climate change
		An essay (2) Writing Part 1	Art
Eight short conversations Listening Part 1	Discussing ideas Speaking Part 3 and Part 4		
			The Musée d'Orsay
		A news article	
Three people talk about the places in the photos	Talking about yourself Speaking Part 1		Favourite hangouts

1 NEW YEAR, NEW CHALLENGE

ABOUT YOU

What are your aims and ambitions at school this year? Which subjects do you like the most?

VOCABULARY Education: phrasal verbs

1 Do the quiz below. Compare your answers in pairs.

2 » Turn to page 120 and check your results. Who feels the most optimistic about the new school year? Why?

3 Match the phrasal verbs in the quiz to the meanings.

EP
0 say the words of a text aloud *read out*
1 remain while others leave
2 do an activity with others
3 distribute something to people
4 do something to see if you like it
5 give written work to a teacher
6 decide to do something later
7 finish classes at the end of term
8 make progress
9 write something so you don't forget it
10 be accepted into a group or team
11 try to get or achieve something
12 understand something

01 **4** Listen to two people talking about the quiz. Answer the questions.

1 Whose first day back was the most difficult? Why?
2 Who is the most enthusiastic about doing the quiz?
3 What did Sophie learn from the quiz?
4 Who feels the most optimistic about the new school year?

01 **5** Listen again. What are Niall's and Sophie's answers to the quiz?

1 Niall – a Sophie – b

6 Complete the questions with the correct form of the phrasal verbs from the quiz. Then ask and answer the questions.

1 What happens if you _____ homework late at your school?
2 Do you ever have to _____ your work aloud in front of the whole class?
3 Are you generally good at _____ solutions to problems by yourself?
4 Do you ever have to _____ after class? Why?
5 Is there a party or celebration at school when you _____ for the holidays?
6 Do you like _____ group activities or do you prefer doing things independently?
7 Have you _____ to any teams this year?
8 Do you like _____ new experiences or do you tend to stick with what you know?

READING

1 Read the first paragraph of the article on page 11. What is a *mindset*?

2 Read the whole article and tick (✓) the areas of life that your mindset can affect.

a ☐ success at work
b ☐ health
c ☐ friendships
d ☐ education
e ☐ attitude to sports

BACK-2-SCHOOL

Are you the type of person who's into every challenge and new opportunity? Or do you take a more independent, chilled-out approach to life?

DO OUR QUIZ AND FIND OUT!

1 It's the start of the school year. You …
a can't wait until you **break up** for the next holidays.
b feel optimistic – you think you'll **get on** well this year.

2 Your teacher **reads out** some information about an exam. You …
a **note down** all the details in case you forget them.
b don't do anything. You'll **figure** it **out** at the end of term.

3 You see a poster asking people to join the school swimming team. You …
a don't bother trying. You know you won't **get in**.
b decide to **go for** it. It's a cool opportunity.

4 You are asked to fill in a form with some personal information. You …
a agree and promise you'll **hand** it **in** soon.
b **stay behind** and complete it before you go home.

5 Your teacher **gives out** information about clubs and societies at school. You …
a don't listen. You never **join in** after-school activities.
b are pleased. You can't wait to **try out** something new.

6 You have a lot of homework this week. You …
a start right away – you never **put** things **off**.
b relax – there's plenty of time later in the week!

1 NEW YEAR, NEW CHALLENGE

Unit Overview

TOPIC	Education and learning
VOCABULARY	Education: phrasal verbs
READING	This page will change your life
GRAMMAR	Question forms; Subject and object questions
VOCABULARY	Education: *-ion* nouns
WRITING	An essay (1)
EXAM TASKS	Reading and Use of English Part 3; Writing Part 1

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 138; TB page 244
WORKBOOK: pages 4–7
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 1; Vocabulary worksheet Unit 1
TEST GENERATOR: Diagnostic test; Unit test 1

WARMER

Students work in pairs. They write five words related to school or education. Pairs then join together and define their words for the other pair to guess. Elicit some of the words that students thought of.

ABOUT YOU

Look at the two questions with the class and give your own answers, for example: 1 'I'm going to give more surprise tests so that you always learn well, not just when you know there is a test coming up.' 2 'My favourite subject at school was history because I like learning about the past and we had a really good teacher.' Encourage students to give similar answers with reasons for them.

VOCABULARY Education: phrasal verbs

1 Read the introduction to the quiz aloud and ask students which type of person they think they are and why. When students have finished, elicit any similarities and differences they found when comparing answers.

Answers
Students' own answers

2 Allow students to compare in small groups and elicit who is the most optimistic in each group and why.

Answers
Students' own answers

3 Tell students to read the sentence in 1a in the quiz and elicit what the phrasal verb in blue means (finish classes at the end of the term) before students look at the meanings in Exercise 3. Then elicit the correct meanings.

Answers
1 stay behind
2 join in
3 give out
4 try out
5 hand in
6 put off
7 break up
8 get on
9 note down
10 get in
11 go for
12 figure out

01 4 Look at the questions with the students. Elicit that Sophie is a girl's name. After students have listened, allow them to discuss the answers in pairs before you elicit the answers. Ask the students who is more like Sophie and who is more like Niall.

Answers
1 Niall's, because he had double maths.
2 Sophie
3 That Niall is going to try to copy her homework again this year
4 Sophie

01 5 Give the students 30 seconds to discuss any answers they remember in pairs before they listen again.

Answers
2 Niall b, Sophie a
3 Niall b, Sophie b
4 Niall a, Sophie a
5 Niall a, Sophie b
6 Niall b, Sophie a

» AUDIOSCRIPT TB PAGE 261

6 Look at the first question with the class. Elicit that the correct phrasal verb is *hand in* and elicit a different way of asking the question without using a phrasal verb, for example *What happens if you give your teacher homework late at your school?* When students have discussed the answers in pairs, invite ideas from different pairs.

Answers
1 hand in
2 read out
3 figuring out
4 stay behind
5 break up
6 joining in
7 got in
8 trying out

READING

1 Elicit what a *mindset* is and ask how it relates to the Back-2-School quiz (the quiz answers showed if you have a positive attitude or not).

Answers
Your mindset determines whether you think you're born with certain abilities, or whether you believe you can learn to be good at things.

CONTINUED ON PAGE 18

2 Look at the five areas of life and elicit guesses about which ones the students think that mindset can affect. When students have read the complete text, allow them to compare answers in pairs. Elicit the answers and the relevant extracts from the text (a *professional achievement, prosperous life*; c *personal relationships*; d *a huge influence on learning, get the most out of your education*; e *If I train, I might get in next time*).

Answers

a, c, d, e

02 The Reading text is recorded for students to listen, read and check their answers.

BACKGROUND INFORMATION

Carol Dweck started her research into the importance of growth mindset more than 30 years ago. She published a book (*Mindset: the New Psychology of Success*) in 2006, which is popular amongst educators and business leaders. In 2017, she was awarded $3.8 million to continue her research.

3 Before students answer the questions, re-elicit the differences between *fixed mindset* people (think they either have an ability or not and that it isn't worth trying to improve things they aren't good at) and *growth mindset* people (think they can do anything if they try hard enough). Elicit what kind of mindset Sophie (*growth*) and Niall (*fixed*) have.

Answers

1 Fixed 2 Growth 3 Growth 4 Fixed 5 Growth

4 Elicit the answers to the matching activity before students write the sentences. Tell the class to look at the first highlighted phrase (*be aware of*). Students work in pairs and have one minute to try to think of a sentence. Elicit ideas and model an answer if necessary, for example 'I am always aware of people who are cheating during an exam!' Put students into small groups of three or four to write sentences for the other highlighted phrases. Point out that they can change the phrases grammatically, if necessary, as in your example (*be – am*). Monitor and help where necessary and elicit ideas from the class.

FAST FINISHERS

Ask students to look at the text and try to find another word or phrase that they think some people won't be familiar with. They should look up the meaning if they aren't sure themselves. They then write an example sentence for this word or phrase and share these with the class when everyone has finished the exercise.

MIXED ABILITY

For weaker students, rather than asking them to write example sentences for the phrases, which they might find difficult, you could give them the example sentences suggested below, with the phrases missing, and ask them to complete them. For example *Our teachers _____ an interesting _____ to correcting homework*. You could then elicit these, along with other students' sentences.

Answers

1 take the … approach
2 be aware of
3 skills development
4 professional achievement
5 do … for their own sake

Possible sentences

1 Our teachers take an interesting approach to correcting homework.
2 I am always aware of people who are cheating during an exam!
3 We don't just play sports in PE. The teachers also work hard on our skills development.
4 I'd like to work for a company that encourages and helps with the professional development of their employees.
5 I'm just learning Japanese for my own sake. No one forces me to do it.

5 Set a time limit of two minutes for students to think about the questions alone and then put them in pairs to discuss their ideas. Elicit answers to question 1 and, as a whole class, discuss reasons why students think they have that mindset.

Answers

Students' own answers

TALKING POINTS

Ask the students to look at the first question and have a quick class vote. Then put the students into small groups. The groups should try to think of advantages to having a fixed mindset, for example *These people don't waste time on things they will never be good at*. Set a time limit of two minutes and then elicit ideas. Students stay in the same groups to discuss the second question. Each student should answer *Yes* or *No*, and also give reasons for their answer. Ask each group to share the most interesting ideas with the class.

Follow up by asking how we can help students who have a fixed mindset change to having a growth mindset. Give them two minutes to discuss ideas and invite them to share these with the class.

Tell them of an idea that Carol Dweck described in a TED talk. She said that, when students fail an exam, they often feel that they aren't good enough. The next time there is a test, instead of trying harder, they decide to cheat. A school in Chicago decided to help by changing the grading system for tests. Instead of getting a fail, they got a grade 'Not yet'. According to Carol, this helps because it gives the students the idea that they are heading towards their goal and that they will get there in the end. Ask the students what they think of this idea and why.

COOLER

Tell the class that you have some important information for them and walk round the room miming the action of handing out a paper to each student. When you have finished, elicit what you were miming (*giving out information*). Put students into small groups and ask each group to choose a phrasal verb to mime. Groups show their mimes in turn and the other students guess the phrasal verb.

THIS PAGE WILL CHANGE YOUR LIFE

Growth mindset – *transform your mind forever*

02

Are you wondering how to get on better at school? Have you ever felt that you're good at some things but not at others? Then perhaps it's time to start thinking differently about school, and even yourself. Carol Dweck, a Professor of Psychology from Stanford University, says people may not be aware of their own 'mindset', but mindsets have a huge influence on learning, skills development, personal relationships and professional achievement. Your mindset determines your attitude to your abilities. For example, you might consider yourself to be good (or bad) at sport or maths or languages. Or you might feel that you can be good at anything if you try hard enough.

What mindset do you have? To find out, consider these situations:

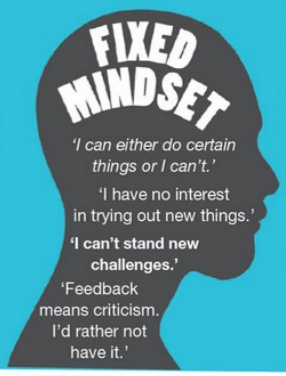
1 You read a short message in English, but it's hard to understand. What would you think?
- a It's no use! I'm just not very good at languages.
- b I haven't studied English for long, but one day I'll be able to read this.

2 You try to join a school sports team, but you fail to get in. What do you say to yourself?
- a It's because I'm not good at sport.
- b I'm not good enough yet, but if I train, I might get in next time.

These situations illustrate the difference between fixed and growth mindsets. People with a fixed mindset tend to answer a) to both questions. People with a growth mindset tend to answer b).

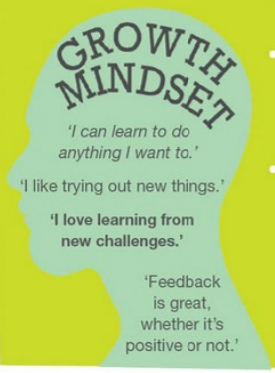
FIXED MINDSET PEOPLE ...

- think they are born with the ability to be good at some things and not at others.
- believe that success comes from talent rather than effort.
- don't feel that they can change what they're like as a person.
- dislike failure and focus on what they are 'good' at – they avoid difficult challenges and things they're not 'good' at.
- like doing well at tasks that will get a reward or please their school or parents, for example getting top marks in an exam.



GROWTH MINDSET PEOPLE ...

- think they are born with the ability to be good at anything if they try hard enough.
- believe that success comes from effort rather than talent.
- like adapting to new situations and challenges.
- don't mind failure and they learn from it – they'd never think 'I'm no good at this' or 'There's no use even trying.'
- do things for their own sake – for example, they might join a team because they find it personally rewarding, not because they want praise.



Did you know that when we learn something new, or when we have to concentrate to figure out an answer to a problem, our body creates new nerve connections within the brain? People with a growth mindset are always trying out new things and developing their skills and abilities, and so their brains are always growing.

Do you want to get the most out of your education? Do you want a content and prosperous life? There's no question that adopting a 'growth mindset' is the best decision you could ever make about your future. If you don't already take the growth mindset approach (and most people don't!), the question you should be asking yourself is not 'Should I change the way I see myself?' ... the big question is 'How quickly can I change?'

3 **Read the article again and answer the questions. Write *Fixed* for people with a fixed mindset or *Growth* for people with a growth mindset.**

1 Who thinks we're born with certain characteristics?
2 Who thinks achievement is a result of working hard?
3 Who thinks we can learn from our mistakes?
4 Who feels it's important to get high scores?
5 Whose brain keeps on growing?

4 **Match the highlighted words and phrases in the article to the meanings. Then write one sentence for each phrase.**

1 do things in a certain way
2 know that something exists
3 getting better at doing things
4 doing well in your career
5 do things simply because you like doing them

5 **Discuss the questions.**

1 What mindset do you have? (Answer the two questions in the article.)
2 Read the five character descriptors for your mindset. Do you agree?

TALKING POINTS

Are there any advantages to having a fixed mindset?

Do you think that this page will change your life?

GRAMMAR Question forms

1 **Read the examples. Then complete the rules with the words in the box.**

1 Are you wondering how to get on better at school?
2 Have you ever felt that you're good at …?
3 What mindset do you have?
4 Did you know that when we learn something …?
5 Should I change the way I see myself?
6 How quickly can I change?

are	before	*does*	*have*

To form questions:
a in simple tenses, we add _____, *do* or *did* before the subject.
b in perfect tenses, we put *has*, _____ or *had* before the subject.
c in continuous tenses, we put *am*, *is*, _____, *was* or *were* before the subject.
d with modal verbs, we put the modal verb _____ the subject.

2 **Complete the questions with *you* and the correct form of the verbs in bold in the answers.**

0 *Have you studied* English for a long time?
Yes, I've **studied** it for eight years.
1 How _____ this term?
I'm **getting on** quite well, thanks.
2 _____ any interesting clubs at your school?
Yes, you can **join** all sorts of clubs.
3 _____ any homework this week?
Yes, I've **handed in** an essay for history.
4 _____ your homework before or after dinner?
I **do** my homework before dinner.
5 What _____ about in your last English lesson?
We **were talking** about growth mindset.

3 **Correct the mistake in each question.**

1 There is a new drama teacher?
2 Did they passed their end-of-year exams?
3 Have you consider my offer yet?
4 What I should study next?
5 How much the extra classes do cost?

Subject and object questions

4 **Read the examples. Then complete the rules with *statement* or *question*.**

Subject question
1 Who helps you? My teacher helps me.

Object question
2 Who do you help? We help younger children.

a Object questions ask about the object. They use the same word order as a _____.
b Subject questions ask about the subject. They use the same word order as a _____.

» GRAMMAR REFERENCE AND PRACTICE PAGE 138

5 **Complete the questions with the words given.**

1 do you know / knows you
a 'Who _____ in this class?' 'I only know you.'
b 'Who _____ in this class?' 'Only you know me.'
2 did Carl call / called Carl
a 'Who _____?' 'He called a few classmates.'
b 'Who _____?' 'A classmate called him.'
3 damaged their car / did their car damage
a 'What _____?' 'It damaged a wall.'
b 'What _____?' 'A tree that fell on it.'

6 **Write two questions about each sentence: one with *what* and one with *who*.**

0 Suzanne Collins wrote *The Hunger Games* books.
What did Suzanne Collins write?
Who wrote The Hunger Games *books?*
1 Gary Ross directed *Ocean's Eight*.
2 Elon Musk started SpaceX and Tesla.
3 Brazil has won the FIFA World Cup five times.
4 Cristiano Ronaldo has been voted the world's best male football player five times.

VOCABULARY Education: *-ion* nouns

1 **Read the examples. Then form nouns with *-ion* from the verbs.**

educate: Do you want to get the most out of your education?
decide: Adopting a 'growth mindset' is the best decision you could ever make.

1 act	3 prepare	5 permit
2 invent	4 discuss	6 register

2 **Complete the text with the singular or plural noun form of the verbs given in capitals.**

Getting the best out of yourself

There's a new book out about self- [0]*motivation* and how to get the best out of yourself. The [1]_____ has some interesting facts about the human brain, and the [2]_____ between learning and brain development. There's also a glossary where you can read [3]_____ of key terms such as 'self-efficacy' and 'growth mindset'. The glossary's useful because you really need to know these [4]_____ as you read the book. I've read the whole book now and I've tried a [5]_____ of the techniques it mentions. It's definitely helped me with my [6]_____ and my ability to focus on reaching certain goals I've set for myself. There are a few case studies of specific issues that people have had, with [7]_____ of how they overcame those issues. It ends with [8]_____ for simple exercises you can try out to see what works for you.

MOTIVATE
INTRODUCE
CONNECT
DEFINE
EXPRESS
SELECT
CONCENTRATE
EXPLAIN
RECOMMEND

3 » **Work in pairs. Turn to page 120.**

GRAMMAR Question forms

WARMER

Write the word *English* on the board. Elicit a question for which the answer would be *English* (for example *What subject are we studying at the moment? What nationality is Daniel Radcliffe?*). Students work in pairs to think of an answer to a different question. Nominate pairs to share their answer and ask other groups to think of a suitable question.

1 When the students have completed the rules, elicit that, for all questions, the auxiliary verb (the verb that is used to form the tense) or the modal verb come before the subject. All questions in English follow the same pattern. If there is a question word, for example *What*, there must be a verb between it and the subject. Note any errors of question formation during the lesson and have a correction slot at the end.

Answers

a *does* b *have* c *are* d before

2 Look at the example with the class and elicit the tense (present perfect) and the word order in the question: *Have* (the auxiliary verb needed to form perfect tenses) + *you* (the subject) + *studied* (the main verb). When students have finished, tell them to check the word order of their answers in the same way.

Answers

1 are you getting on
2 Can you join
3 Have you handed in
4 Do you do
5 were you talking

3 Look at the first question with the class and ask them what the problem is (it is a question but the word order is the same as a positive sentence). Elicit the correct word order and then ask the students to do the other questions alone. Elicit the answers and what the problem with each sentence is.

Answers

1 **Is there** a new drama teacher?
2 Did they **pass** their end-of-year exams?
3 Have you **considered** my offer yet?
4 What **should I** study next?
5 How much **do** the extra classes cost?

Subject and object questions

4 Look at the example with the class and elicit other verbs that could be used in place of *help*, for example *Who often texts you? Who do you often text?* When students have completed the rules, they can ask and answer their questions in pairs.

Answers

a question b statement

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 244

5 Allow students to work in pairs. Monitor and help where necessary. Elicit the answers and what the question words refer to in each case, for example 1a *the people you know* (i.e. the object of the sentence); 1b *the people who know me* (i.e. the subject of the sentence).

Answers

1 a do you know
b knows you
2 a did Carl call
b called Carl
3 a did their car damage
b damaged their car

6 Look at the example with the students. Elicit answers to the two questions: *She wrote* The Hunger Games *books.*; *Suzanne Collins wrote* The Hunger Games *books.* Allow students to work in pairs to write the questions. Monitor and help where necessary.

Answers

1 What did Gary Ross direct? / Who directed *Ocean's Eight*?
2 What did Elon Musk start? / Who started SpaceX and Tesla?
3 What has Brazil won five times? / Who has won the FIFA World Cup five times?
4 What has Cristiano Ronaldo been voted (as) five times? / Who has been voted the world's best male football player five times?

» GRAMMAR WORKSHEET UNIT 1

VOCABULARY Education: *-ion* nouns

1 Elicit the spellings and write the words on the board. Remind students that being able to change one part of speech into another is a very useful skill, and that it is a good idea to make a note of both the noun and verb form of new words when recording new vocabulary.

Answers

1 action 2 invention 3 preparation 4 discussion 5 permission 6 registration

2 **B2 First for Schools Reading and Use of English Part 3**

In this part, students read a text with eight gaps (plus an example). At the end of lines with gaps in them, there is a stem word in capitals. Students have to form an appropriate word from the stem to fill each gap. This tests the students' knowledge of prefixes, suffixes and other changes, and also tests the students' understanding of the text.

Remind students that, as well as thinking of the correct noun form, they have to decide whether the word is plural or not. Allow students to compare answers in pairs and then elicit the words and spellings. In the exam, there would be a mixture of word types tested: nouns, plural nouns, adjectives and adverbs, and at least one negative prefix.

Answers

1 introduction 2 connection(s) 3 definitions 4 expressions 5 selection 6 concentration 7 explanations 8 recommendations

3 Put students into pairs. Tell one student in each pair to ask questions 1, 3 and 5 and the other 2, 4 and 6. Students now look at page 120. Elicit the nouns needed. Elicit or tell students that we say: *make a suggestion*; *hand in / write / send an application*; *give a description*; *My biggest/greatest inspiration is …*; *I use … as a motivation*; *My usual reaction is to …* When students have asked and answered the questions, nominate students to tell the class their answer to one of the questions.

Possible answers

1 I have loads of **suggestions**. What about …?
2 No, I still haven't filled in my **application**!
3 OK, I'll start with a physical **description**. She's …
4 Kristen Stewart is a real **inspiration** for me because …
5 I get my **motivation** from …
6 My **reaction** is usually …

» VOCABULARY WORKSHEET UNIT 1

WRITING An essay (1)

1 Set a time limit of one minute for students to read the essay. Elicit the answer and any reasons the students remember about why English is important, for example *to get a good job*.

Answers

She/He agrees with the essay title.

2 Elicit the answers and ask why paragraphs are important in the students' writing (they clearly separate different points and make it easier to read).

FAST FINISHERS

Tell fast finishers to imagine they are the essay writer. They should complete the notes so that they include all the information in the essay. Give a maximum word count so that students make very brief notes (15 words including the headings given). When everyone has finished, elicit students' ideas. For example:

1 finding a job – communicate with business partners

2 information, e.g. menus, signs, communication

3 entertainment – songs, films

Answers

Paragraph 1 d
Paragraph 2 e
Paragraph 3 a
Paragraph 4 c
Paragraph 5 b

3 Put the students into small groups. Ask them to try to think of something they use English for when they discuss question 2, for example reading instructions for computer games. Elicit ideas from different groups.

Answers

1 Because it's needed to get many jobs and communicate with business partners around the world; it's used as a second language in many countries to help visitors who don't speak the language of the country; it's the language of many popular songs, shows and films.
2, 3 Students' own answers

4 As an alternative, tell students to read through the *Prepare to write* box without looking at the essay. Put them into small groups. Tell the students to look at the essay and listen to your instructions. The first group to find each answer wins a point. For example 'Find a capital S at the beginning of a sentence' (*Similarly*). 'Find a nationality that isn't English' (*American*, *British*). 'Find a language' (*English*). 'Find a present perfect question' (*have you noticed …*). 'Find an exclamation' (*I particularly dislike watching films with subtitles!*). 'Find a list of three things you may find written in English' (*menus, visitor information and street signs*). 'Find a contraction that isn't a negative verb form' (*you'll*, *it's*).

Look at the sentences below the *Prepare to write* box. Look at the first two words with the class and elicit the mistakes (*I* should be a capital letter; *don't* should have an apostrophe). Monitor and help where necessary.

MIXED ABILITY

Allow weaker students to work in pairs. Rather than write a full paragraph, they can write individual sentences. You could also tell them how many mistakes each sentence contains so they can check that they have found them all (1 seven, 2 three, 3 four, 4 six, 5 three).

Answers

I don't see why everyone should learn English just because that's what they speak in the United States. American culture and technology are the most popular at the moment, but will it always be that way? It would be better if we all learned Chinese because there are more speakers of Chinese than any other language. It doesn't make sense for a Chinese and a German businessperson to speak English when they meet. Wouldn't it make more sense if they just spoke one of their own languages?

5 Put students into pairs to discuss their ideas. Tell them to write down key words that could be useful for each paragraph, for example *studies – revision*, *memory*; *sport – training*, *exercise*.

Answers

Students' own answers

6 **B2 First for Schools Writing Part 1**

In this part, the students have to write an essay. They are given a task in the form of a question or statement, which they give their opinions about. The task includes two prompts. Students have to address both of these and introduce a third idea of their own. The essay must be clear and easy to follow with effective organisation. The students are also expected to use a range of structures and appropriate vocabulary.

As this is exam practice, tell students to write the essay title in their notebooks and then close their Student's Books. When they have finished, elicit opening and closing paragraphs from different students.

Model answer

Everyone has different abilities and it is true that some people are better than others at different things, but that doesn't mean that those who were born with less ability can't improve and become successful.
At school, the students who do well aren't always the same students as those who were top of the class when they were younger. Students can improve their grades by studying hard and revising.
The same is true in sports. Natural talent alone isn't enough to succeed. In fact, those with the most natural talent are often the ones who don't succeed. This is because, at a young age, they didn't have to try hard and, when they get older, they don't have the motivation to improve.
A third area where ability is less important than effort is in the world of entertainment. The most successful singers don't always have the best voices but they work hard and do everything they can to become popular.
Natural ability is very useful if we want to be successful, but I think someone who works hard has more chance of success than a talented but lazy person.

COOLER

Tell students to imagine that they are now ten years older and have become successful in some way. Their partner is going to interview them about their success, but they are going to write the questions for their partner to ask. Give an example for yourself: 'When did you win the "Teacher of the Year" award? What did you do to win it?' Set a time limit of three minutes for students to write their questions. They then swap questions and interview each other. Nominate pairs to ask and answer their questions in front of the class and correct question forms where necessary.

WRITING An essay (1)

1 **Read the sample essay. Then read the essay task. Does the writer agree or disagree with the essay title?**

In your English class you have been talking about the importance of learning English. Now your English teacher has asked you to write an essay.
Write your essay using **all** the notes and giving reasons for your point of view.

'Everyone should learn English.'
Do you agree?

Notes
Write about:
1 finding a job
2 travelling
3 _____ (your own idea)

'Everyone should learn English.' Do you agree?

1 English is the international language for business, travel and culture, and so it makes sense that everyone should learn it.

2 In order to get many jobs, candidates need to be able to speak English. Even if your company doesn't have clients in English-speaking countries, you'll still need English to communicate with business partners from everywhere else in the world.

3 Similarly, when you go abroad, have you noticed that restaurant menus, visitor information and street signs are often in English as well as the national language? Even if you don't speak the language of that country and they don't speak yours, you can always use English to get what you need.

4 Finally, I think that English is important if you're a film or music fan. Many of my favourite songs, shows and films are American or British, so speaking English really helps me to appreciate and enjoy them. I particularly dislike watching films with subtitles! And when I hear a cool song, it's satisfying to be able to work out the lyrics on my own.

5 These three examples illustrate why everyone needs English to get on in different areas of life.

2 **Read the essay again. Then match each paragraph to its function.**

a Write up your ideas for the second note (*travelling*).
b Summarise your ideas in a conclusion.
c Write up your ideas for the third note (*your own idea*).
d Directly address the essay question.
e Write up your ideas for the first note (*finding a job*).

3 **Discuss the questions.**

1 According to the essay, why is English important?
2 What would you write for the third note?
3 What might you write as your conclusion for this essay?

4 **Read the *Prepare to write* box. What examples can you find in the essay? Then rewrite the sentences below as a single paragraph with the correct punctuation.**

PREPARE TO WRITE Punctuation

We use capital letters:
- at the beginning of all sentences.
- for the personal pronoun *I*.
- for days and months.
- for the names of people, places, nationalities and languages.

We use:
- full stops at the end of most sentences.
- exclamation marks at the end of sentences to show surprise or anger.
- question marks at the end of questions.
- commas to separate items in a list, and before or after certain words to separate clauses.
- apostrophes to show possession and contractions.

i dont see why everyone should learn english just because thats what they speak in the united states

american culture and technology are the most popular at the moment but will it always be that way

it would be better if we all learned chinese because there are more speakers of chinese than any other language

it doesnt make sense for a chinese and a german businessperson to speak english when they meet

wouldnt it make more sense if they just spoke one of their own languages

5 **Read the essay task below. Then discuss the questions.**

1 What could you write for the first note?
2 What could you write for the second note?
3 What could you add for the third note?
4 What would your conclusion be?

In your English class you have been talking about being successful in life. Now your English teacher has asked you to write an essay.
Write your essay using **all** the notes and giving reasons for your point of view.

'Being successful in life depends more on a person's ability than on how hard a person tries.'
Do you agree?

Notes
Write about:
1 studies
2 sport
3 _____ (your own idea)

6 **Write your essay.**

- Write your essay using five paragraphs, like the sample essay.
- Pay attention to punctuation.
- Write 140–190 words.

2 LIVE MUSIC

ABOUT YOU

01 **Watch the video. Then answer the questions.**

Which singers or bands have you seen live in concert?

Who would you most like to see in concert?

VOCABULARY Music phrases

03 **1** **Listen and identify the eight types of music you hear. Use the words in the box.**

classical	folk	hip-hop	jazz
opera	pop	reggae	rock

2 **Put the parts of sentences in order to make the first paragraph of two concert reviews. The first line of each review is given.**

LIVE MUSIC REVIEW: Phoebe White

a last month, was unexpected. Her choice of **concert venue** last
b no surprise, but her **debut album**, which came out
c Blue Lines' popularity as **background music** on TV shows
d and her **musical talent** was at its best in the cosy atmosphere.
e night matched her new, quieter sound perfectly, though,
f apparently hated. Her decision to **go solo** last year was
g was something that former **lead singer**, Phoebe White,

1 c Blue Lines' popularity as background music on TV shows …

LIVE MUSIC REVIEW: The Scene

a the band and was in **the charts** for months. Since then,
b might just have heard! *Lucky* was a **massive hit** for
c their home town to just a thousand **devoted fans**, who
d The Scene **released a track** in the summer which you
e they've been **touring the world**, playing to crowds of
f were definitely in the mood for dancing.
g over 50,000. Last night, they **gave a performance** in

1 d The Scene released a track in the summer which you …

04 **3** **Listen and check.**

4 **Match the phrases in each review to the meanings.**

EP Review 1

1 the main vocalist in a band
2 a natural ability related to music
3 leave a band to follow a music career by yourself
4 songs that are playing quietly while you are doing something else
5 a place where musicians play live
6 a singer or group's first collection of songs

Review 2

7 a very popular and successful song
8 an official weekly list of the most popular songs
9 people who like a singer or band very much
10 giving live concerts internationally
11 made a song available for people to buy
12 acted or played music in public

5 **Discuss the questions.**

1 Who is the lead singer of your favourite band?
2 Do you put on some background music when you study?
3 Are there any good concert venues where you live?
4 What is number one in the charts in your country at the moment?

READING

1 **Read the first paragraph of the article, ignoring the gap. What are *riders*?**

2 **Which artist in the photos do you think made these requests in their riders? Read the article quickly and check.**

1 white rooms, white flowers, white furniture
2 crisps, sweets, fruit
3 recycling facilities and locally grown food
4 eight local postcards and stamps

3 **Six sentences have been removed from the article. Choose from the sentences A–G the one which fits each gap (1–6). There is one extra sentence which you do not need to use.**

A What's more, five dishes every day must be named after his songs.
B This is usually where a backstage rider begins.
C There will be no exceptions to this rule, the rider states.
D Some of these concern technical issues, such as sound equipment or lighting that is needed.
E In this case, the venue was trying to save money.
F Although leather and meat are banned from backstage, his rider requests 240 clean towels at each concert!
G However, perhaps the most famous remains one made by American rock band Van Halen.

4 **Imagine you are in a band. Write your own rider.**

2 LIVE MUSIC

Unit Overview

TOPIC	Live music performances
VOCABULARY	Music phrases
READING	Crisps, sweets and white kittens?
GRAMMAR	Present tense review
VOCABULARY	Verb + infinitive/*-ing* with a change in meaning
LISTENING	A talk about a live music experience
SPEAKING	Talking about your taste in music
EXAM TASKS	Reading and Use of English Part 6; Listening Part 3; Speaking Part 1

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 139; TB page 244
WORKBOOK: pages 8–11
VIDEO AND VIDEO WORKSHEET: Live music
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 2; Vocabulary worksheet Unit 2
TEST GENERATOR: Unit test 2

WARMER

Students work in small groups. They look at the types of music in the box in Exercise 1 and try to think of a singer, musician, band, song or composition for each one. Set a time limit of two minutes. Each group then reads out one or two of their ideas and other students have to say what type of music it is.

ABOUT YOU

01 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then, read the questions in the *About you* box. Elicit possible follow-up questions; for example, if students have been to a concert, their partner could ask: *When did you go? Where was the concert? What songs did … play?* For the second question, students could ask why they would like to see the singer or band and perhaps also ask about singers or bands they wouldn't want to see.

VOCABULARY Music phrases

1 Play the recording once and ask the students to write the types of music in the order in which they hear them. When they have finished, play the recording again and elicit the types of music as they are playing. When each piece of music finishes, stop the recording and have a class vote on whether the students like it or not, to see which piece of music is the most popular.

03 **Answers**

The answers are recorded for students to listen, check and then repeat.
1 reggae 2 opera 3 rock 4 classical 5 hip-hop 6 jazz 7 folk 8 pop

2 Tell students to look at the first line of the first review and elicit what word probably comes next (*is*/*was*). Do the same with the first line of the second text (*might have heard / probably know / have probably heard / must be aware of*, etc.). Allow students to work in pairs or small groups. Monitor and help where necessary. Don't elicit the answers until students have listened to check their own ideas.

FAST FINISHERS

Tell fast finishers to think of a concert they have seen or a music video they have watched and to write a short review of it. After you have elicited the answers to the exercise, nominate students to read out their reviews.

04 **3** When students have listened to check their answers, nominate students to read out one line at a time to check that they have put the reviews in the correct order.

Answers

Phoebe White: 1 c 2 g 3 f 4 b 5 a 6 e 7 d
The Scene: 1 d 2 b 3 a 4 e 5 g 6 c 7 f

» AUDIOSCRIPT TB PAGE 261

4 Before students look at Exercise 4, ask them to look at the highlighted phrases in the texts in pairs or small groups and see how many of the phrases they understand. They can then do the matching alone or still in their groups.

Answers

1 lead singer
2 musical talent
3 go solo
4 background music
5 concert venue
6 debut album
7 massive hit
8 the charts
9 devoted fans
10 touring the world
11 released a track
12 gave a performance

5 Set a time limit for students to discuss the questions and ask them to give more details if possible, for example they could describe the lead singer of their favourite band or say what kind of music they listen to and why. Elicit ideas from different groups.

Answers

Students' own answers

READING

1 Tell students to close their books so that they don't look at the text or Exercise 2. Write the word *rider* on the board and ask 'What do you think this word means when referring to concerts?' Students discuss their ideas in small groups. Elicit ideas and then ask students to open their books and find the answer.

Possible answer

Riders are part of the contract between musicians and concert venues. They list the things a band or singer requires from the concert venue.

CONTINUED ON PAGE 26

BACKGROUND INFORMATION

The Beatle referred to in paragraph four is Sir Paul McCartney. He was the bass player with the band and is still performing today. He became a vegetarian in 1975 and now follows a vegan diet for health reasons. He also has an organic farm, which runs without the use of pesticides, in an effort to help the natural environment.

2 Ask the students to look at the people in the photos and say whether they know anything about them (nationality, songs, etc.). Have a class vote on who they think the riders match to, and then set a two-minute time limit for students to find the information.

Answers

1 Jennifer Lopez
2 Rihanna
3 Adam Levine from Maroon 5
4 Coldplay

3 B2 First for Schools Reading and Use of English Part 6

In this part, students read a text which has six sentences removed. They are given these sentences in a jumbled order, as well as one extra sentence, and the students have to place the sentences in the correct places. This tests understanding of the development of ideas in the text as a whole, as well as how references in the missing sentences link to the ideas in the preceding and proceeding sentences in the text.

Tell students that the sentences that have been removed all have clues in them to link them to the text. These may be pronouns (*he*, *she*, etc.), linkers (*that's why*, *in addition*, etc.) or just the meaning of the sentences and the text. The references usually refer to information before the gap but, sometimes, students need to read after the gap as well. When they have chosen the sentence, they should check that they can identify what each of the clues refers to. If they can't, the sentence is probably in the wrong place.

MIXED ABILITY

For weaker students, monitor and ask questions to give them more ideas of how to find the correct answers. For example:

1 'What is the sentence before the gap about? What does it talk about after the gap? So what will the gap tell us about?' (Requests that aren't about what the stars get backstage.)

2 'What information comes before the gap? What information comes afterwards?' (This is the gap with the fewest clues so ask students to leave this until the end when there is only a choice of two sentences.)

3 'Who is referred to before the gap? What does the sentence after the gap tell us? What do we expect to read?' (Something about food (to link to the chef). Something difficult for concert organisers to do.)

4 'Who is being referred to? What is the topic of the sentences before that? Why should the former Beatle go to see them?' (Maybe to see how he could be more environmentally friendly?)

5 'Who is referred to before the gap? What does the sentence before the gap say she does? What is another way of saying *insist*? Can you find a word in one of the extra sentences that links to this?' (*rule*)

6 'How does the text change before and after the gap? Who could *they* refer to?' (A band.)

Answers

1D 2B 3A 4F 5C 6G
Extra sentence is E.

05 The Reading text is recorded for students to listen, read and check their answers.

4 Put students into groups of four. You could leave them free to use their own imaginations or give them different roles. For example: 'You are a very difficult rock band.' 'You care passionately about the environment.' 'You need to be perfectly relaxed before and after a show.' Set a time limit of three or four minutes and then ask each group to read out their riders to the class.

Answers

Students' own answers

TALKING POINTS

Put students into pairs to discuss the questions. You may need to explain the meaning of *unreasonable* (not fair). Find out how often students go to concerts and whether the price of tickets puts them off.

COOLER

Tell students that they are going to plan a concert with three different performers. They should decide in small groups who would perform and what the venue would be. Each group presents their ideas to the class, giving reasons for their choices, and the students vote on the best idea apart from their own.

GRAMMAR Present tense review

1 **Read the examples and name the tenses. Then match the examples to the rules.**

1 Live performances are hard work.
2 Bands often tour for months.
3 Since she started touring, Adele has insisted that people with free tickets must make a donation to charity.
4 She's obviously eating more healthily nowadays.
5 Let's hope a certain former member of The Beatles is seeing them live soon.
6 Rihanna seems to love snacks.

We use the present simple:
a for habits and routines.
b with verbs that describe states (*like*, *want*, *need*, *seem*, etc.).
c for permanent situations or facts.

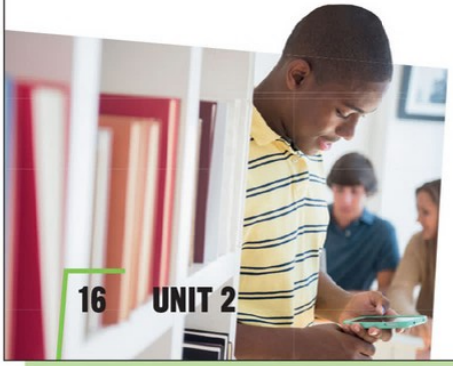
We use the present continuous:
d for things that are happening right now or about now.
e for arrangements in the future.

We use the present perfect:
f with *for/since* for something that started in the past and continues in the present.

» GRAMMAR REFERENCE AND PRACTICE PAGE 139

2 **Complete the conversation with the present simple, present continuous or present perfect form of the verbs in brackets. Use contractions if possible.**

Eva: What [0]*are you doing* (you, do) on that phone? You [1]_____ (be) on it for ages.
Sam: I [2]_____ (try) to buy some tickets to a concert.
Eva: Who [3]_____ (play)?
Sam: Daft Punk.
Eva: Wow! They [4]_____ (not play) live very often.
Sam: Exactly. It [5]_____ (seem) like everyone [6]_____ (try) to buy a ticket. The website [7]_____ (be) really slow. [8]_____ (you, want) me to get you a ticket, too?
Eva: Yes, please. I [9]_____ (listen) to Daft Punk a lot! What about calling the ticket office?
Sam: Lauren [10]_____ (wait) in a queue on the phone now. She [11]_____ (be) on the phone since ten! Wait … this message is from her. Oh, she's got two tickets … but now they're sold out.
Eva: Oh.
Sam: Sorry, Eva. Sometimes people [12]_____ (sell) their tickets online. You might find one there.



3 **Correct the mistake with the verb form in each sentence.**

1 I'm really pleased you come to the concert tomorrow.
2 He is needing money very badly.
3 We have the same English teacher for three years.
4 I'm liking this song.
5 Remember that we meet at the shopping centre later.
6 I know her since 2010.

4 **Work in pairs. Tell your partner …**

1 an interesting fact about you.
2 what you think everyone in your family is doing right now.
3 something you do every week.
4 something interesting you are doing this weekend.
5 how long you've been a fan of your favourite band.
6 something you need at the moment.

VOCABULARY Verb + infinitive/*-ing* with a change in meaning

1 **Read the examples. Then discuss the different meanings of the verbs in each pair.**

1 **A** Remember to feed her 150-person team on time.
B One promoter remembers receiving a demand for 20 white kittens.
2 **A** The lead singer stopped to drink some water.
B Coldplay clearly never stop thinking about their friends and family.
3 **A** I tried listening to his early stuff, but it's much heavier music.
B Fans can learn about trying to reduce their carbon footprint.

2 **Complete the sentences with the correct form of the verbs in the box. Use each verb twice.**

forget	remember	stop	try

1 Here's your phone. _____ not to lose it again!
2 I _____ going to my first live concert when I was 14.
3 I saw Jamie at the gig, but I didn't _____ to talk. I was in a hurry to find my seat!
4 _____ listening to their second album. It's much better than the first.
5 Don't _____ to bring your camera. I want to take lots of photos.
6 _____ to print the tickets or we can't get in.
7 You should _____ cycling with headphones on! It's really dangerous.
8 I'll never _____ meeting the band backstage. It was incredible!

3 » **Work in pairs. Turn to page 120.**

GRAMMAR Present tense review

WARMER

Put students into two groups. Tell them they are going to build up sentences one word at a time. If they think the other group has made a grammatical error, they can stop the sentence and ask the group to finish the sentence. Give an example to the class: *I – am – sitting – in – the – classroom. I – have – be – STOP.* Write the words on the board as students say them. Before each sentence, tell the students which tense to use: present simple, present continuous or present perfect.

1 Monitor and help while students match the sentences to the rules. Elicit the answers and, if you did the Warmer, elicit which rules their sentences are examples of.

Answers

1 Present simple, c
2 Present simple, a
3 Present perfect, f
4 Present continuous, d
5 Present continuous, e
6 Present simple, b

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 244

2 Look at the example with the class and elicit the tense (*present continuous*) and why it is used (*it's something happening now*). Give them a few minutes to complete the conversation individually. Allow them to compare answers with a partner before checking as a class.

FAST FINISHERS

Ask fast finishers to make up a new dialogue but still starting with Eva in the same way as in Exercise 2: *What are you doing on that phone? You've been on it for ages.* When you have elicited the answers to the exercise, nominate pairs to act out their dialogues for the class.

Answers

1 've been
2 'm trying
3 's playing
4 don't play
5 seems
6 's trying
7 's / 's being
8 Do you want
9 listen
10 's waiting
11 's been
12 sell

3 Look at the first sentence with the class and elicit the tense used (*present simple*) and why it is wrong (*the sentence is about a future arrangement*). Do the same for the other sentences when checking the answers.

MIXED ABILITY

Allow weaker students to work in pairs. Monitor and help where necessary, eliciting which tense is needed in each case and why.

Answers

1 I'm really pleased **you're coming** to the concert tomorrow.
2 He **needs** money very badly.
3 We**'ve had** the same English teacher for three years.
4 I **like** this song.
5 Remember that we**'re meeting** at the shopping centre later.
6 I**'ve known** her since 2010.

4 When the students have told each other their information, nominate volunteers to tell the class the most interesting thing they found out about their partner. Then encourage other students to ask follow-up questions, in any tense, to find out more things.

Answers

Students' own answers

» GRAMMAR WORKSHEET UNIT 2

VOCABULARY Verb + infinitive/*-ing* with a change in meaning

1 Write on the board: *We started working. We started to work.* Ask what the difference is (*none*). Tell students they are now going to read some sentences where the meaning does change. Put students into pairs or small groups to discuss their ideas and elicit answers.

Answers

1 A *remember* + infinitive: remember something you have to do. The example is an instruction to not forget to feed Lady Gaga's team at the correct time.
B *remember* + *-ing*: remember an activity or event from the past. In the example, the promoter remembers a past event when someone requested 20 white kittens.
2 A *stop* + infinitive: If you stop to do something, you interrupt an activity in order to do something else. In the example, the lead singer stopped singing in order to have a drink.
B *stop* + *-ing*: to not continue doing something that you were doing. The example means Coldplay are always thinking about their friends and family.
3 A *try* + *-ing*: to do something to discover if you like it. In the example, the speaker listened to the music, but did not like it.
B *try* + infinitive: to attempt to do something. In the example, the fans learn about how they can reduce their impact on the environment.

2 When students have finished the exercise, elicit that *(don't) forget* + infinitive has the same meaning as *remember to…* . *Don't forget to bring your camera. = Remember to bring your camera. I'll never forget* + *-ing* has the same meaning as *I'll always remember* + *-ing. I'll never forget meeting the band backstage. I'll always remember meeting the band backstage.*

Answers

1 Try 2 remember 3 stop 4 Try 5 forget 6 Remember 7 stop 8 forget

3 Students turn to page 120. Set a time limit of about two minutes for them to work alone and think of what they can talk about. When they have finished telling each other their ideas, nominate students to tell the class the most interesting thing they found out about their partner.

Answers

Students' own answers

» VOCABULARY WORKSHEET UNIT 2

LISTENING

06 **1** Play the recording before the students look at the three sentences. When they have listened, they discuss what they remember in pairs and then, together, choose the statement they think is correct.

Answers
Statement C

06 **2** Allow students to compare the sentences they have underlined and their ideas about the two wrong answers. Then elicit ideas.

Answers
I'm in a band with some friends and it really made me think that we need to do more original stuff. I've already started writing some songs and I'm quite pleased with a few so far.
A Alex mentions the crowd knowing all the words and that it must be amazing for the performers to hear them sung. But she doesn't say anything about learning them herself.
B She didn't hear many songs she knew, but Alex wasn't annoyed by this. She expected it (I've hardly listened to any of the band's albums, so I'm not surprised I only recognised a few of the songs).

The audioscript is provided in Exercise 2 in the Student's Book.

07 **3** **B2 First for Schools Listening Part 3**

In this part, students listen to five short texts, each with a different speaker. The topics are all related in some way, for example they may all be on the same topic or relating to similar experiences. There are eight options to match to the five speakers. Three of the options are not needed. This part tests listening for things such as general gist, attitude and opinions. For this particular exercise, there are only four speakers and six options to match, as the task has been split between this and the previous exercise. You may want to explain to the students that, in the exam, there are five speakers and three distracters to choose from so it is slightly more difficult to choose the correct options.

Before students listen, ask them to look through the six statements and try to think of what each person may say, for example: *proud – pleased with myself*; *nervous – worried*. Elicit ideas from the class. Play the recording twice and elicit the answers and reasons for them.

Answers
Speaker 2: F
Speaker 3: E
Speaker 4: A
Speaker 5: C
Distractors: B, D

» AUDIOSCRIPT TB PAGE 261

SPEAKING Talking about your taste in music

08 **1** Give students a minute to read through the questions before they listen. As an extra activity, you could put the students into small groups and ask them to choose one question to answer. Students give their answer in turn and the other people in their group have to guess which question they were answering.

Answers
1 d 2 b 3 e 4 c

» AUDIOSCRIPT TB PAGES 261–262

2 Allow the students to discuss their ideas in pairs and then elicit answers and reasons for them.

Possible answer
No. The first answer is a good length but moves away from the question to talk about parents' rules. The others are very short.

08 **3** It may be best to stop the recording after each answer and elicit the problem, so that the students remember better what they have just heard.

Answers
1 c 2 a 3 d (and also a) 4 b

» AUDIOSCRIPT TB PAGES 261–262

09 **4** Elicit which phrases the students expect to hear and what the speaker might say about the type of music they listen to, for example *background music – I have jazz on in the background when I'm getting ready to go out.* Elicit the three phrases used and the types of music mentioned (*a broad range, what's in the charts, classical*).

Answers
devoted fan
the charts
background music

» AUDIOSCRIPT TB PAGE 262

5 Tell students just to note down key words they can use. They shouldn't try to write a complete script. Set a time limit of two minutes and elicit any interesting vocabulary students noted down.

Answers
Students' own answers

6 **B2 First for Schools Speaking Part 1**

In this part, the interviewer asks the students questions about their own lives and topics such as school, leisure time and future plans. Although the questions are asked to individual students, and the students don't talk to each other during this activity, they are expected to listen to each other's answers. The aim of this part is to allow the students to settle and relax before the more specific tasks in the other parts.

Explain to the students that, in the exam, the examiner will ask about a range of topics, not just one. Here all the questions are on the topic of music because that is the topic of the unit. In the exam, they may have questions about their family, holidays, school, future plans and other topics about their lives. When the students have asked and answered the questions, ask if any students were very impressed by one of their partner's answers. If so, ask that student to give their answer in front of the class.

Answers
Students' own answers

COOLER

Put students into groups of three. One plays the role of examiner and the other two are students. The examiner looks at the topics in Exercise 4 on page 16 of the Student's Book and asks each of the two students about one of them. They answer the question and try to keep talking for 30 seconds. A different student then plays the role of the examiner, choosing two different questions. The third student then asks the final two questions.

LISTENING

06 **1** **Listen to a girl, Alex, talking about a live music experience. Which statement describes what she says about her experience?**

A I wish I'd known more of the lyrics to the songs.
B I was disappointed not to hear many songs I knew.
C It inspired me to write my own music.

06 **2** **Read and listen again to Alex's experience. Was your answer correct in Exercise 1? Underline two sentences that explain your answer. Why are the other two statements incorrect?**

> Some friends wanted to go to the concert and the venue's close to my house. I've hardly listened to any of the band's albums, so I'm not surprised I only recognised a few of the songs. But it was absolutely amazing to watch the crowd. Thousands of devoted fans sang every song and they knew every word! It must be an incredible feeling to hear all those people singing your lyrics. I'm in a band with some friends and it really made me think that we need to do more original stuff. I've already started writing some songs and I'm quite pleased with a few so far. Writing original music is harder than you think, though!

07 **3** **Listen to four more people talking about a live music experience. Choose from the list A–F what each person says about their experience. There are two extra letters which you do not need to use.**

A I felt proud of the performance.
B I was nervous because it was my first concert.
C It was special because the venue wasn't very big.
D It encouraged me to learn a musical instrument.
E I was impressed by the musical talent.
F It was annoying to miss part of the concert.

SPEAKING Talking about your taste in music

08 **1** **You will hear a student answering four questions. Match his answers to four of the questions.**

a Do you ever go to concerts?
b How important is music to you?
c What sort of music do you listen to?
d Where do you like listening to music?
e Do you play a musical instrument?
f Do you ever listen to the radio?

2 **Do you think they were good answers to the questions? Why? / Why not?**

08 **3** **Read the *Prepare to speak* box. Then listen again to each of the student's answers. What is the problem with each answer?**

PREPARE TO SPEAK

Common mistakes in exam interviews

When you answer questions in an exam interview, you should avoid …

a very brief answers – try to speak for at least 30 seconds for each question.
b listing things – instead, try to give a few examples and justify your answers.
c talking about unrelated things – don't include irrelevant information.
d leaving your answers unfinished – finish sentences properly.

09 **4** **You are going to hear another student answer the question: *What sort of music do you listen to?* Choose three music phrases you might hear. Then listen and check.**

background music	concert venue
devoted fan	release an album
the charts	tour the world

5 **Make notes about the questions in Exercise 1 for you.**

Think about:
- avoiding making the common mistakes in the *Prepare to speak* box.
- which vocabulary related to music you can include.

6 **Ask and answer the questions in Exercise 1. Did your partner make any of the common mistakes in their answers?**

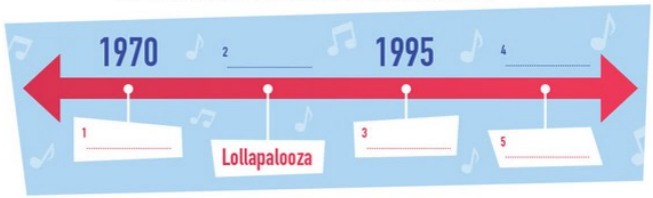
CULTURE

MUSIC FESTIVALS

1 **Ask and answer the questions.**

1 Do you prefer listening to music at home or seeing it live at concerts?
2 Have you ever been to a music festival? Where and when?
3 Are there any music festivals where you live? Are there any you'd like to go to?

2 **Read the article quickly and complete the timeline for when the four festivals first started.**



3 **Read the article again. Are the sentences true (T), false (F) or not mentioned (NM)?**

1 Editions of Lollapalooza have been held in four European capital cities.
2 The Pyramid stage at Glastonbury Festival is the largest in the UK.
3 Splendour in the Grass takes place in late summer.
4 Visitors to the festival in Byron Bay will only find food from the local area.
5 Before Rock in Rio, there had never been anything similar in South America.
6 1.5 million people attended Rock in Rio on each day of its first edition.

4 **Match the highlighted words in the article to their meanings.**

1 the area where actors or entertainers perform
2 people attending a festival
3 the place where a public event or meeting happens
4 very famous or popular
5 group of people performing at an event

10 **5** **Listen to a talk about how to organise a music festival. Number the topics in the order you hear them.**

a groups that will perform at the festival ☐
b the main idea for the festival ☐
c how green the festival will be ☐
d money needed to organise the festival ☐
e services for tickets holders ☐
f deciding on the venue for the festival ☐
g a good time to have the festival ☐

10 **6** **Listen again. Complete the sentences with information from the talk.**

1 Rachel's vision is that Summerfest festival should be _____.
2 Summerfest takes place in mid-July because of the _____.
3 The _____ for Summerfest was London's Battersea Park.
4 *LondonScene* magazine and LON Radio are two of Summerfest's _____.
5 The final point Rachel suggests thinking about is a festival's _____.

7 **Complete the sentences with the words in the box.**

facilities funding headliners
sponsors venue vision

USEFUL LANGUAGE

Organising an event

1 Let's choose a _____ that will be easy for most people to get to.
2 If we get more _____, we can book some really well-known bands.
3 The _____ is key – I think our aim should be to have the best new music.
4 There are lots of potential _____ who want to be linked to our festival.
5 We need _____ who different types of festivalgoers will enjoy.
6 The _____ we provide will be important for a positive overall experience.

TALKING POINTS

Which of the festivals would you prefer to go to? Why?
Do you think that five days for a music festival like Glastonbury is too long? Why? / Why not?

10 **6** Students work in pairs to try to remember any of the missing information before they listen again. Elicit the answers and ask students what else they know about Summerfest, for example: *It has music, comedy, theatre and fun and games. It will take place in Battersea Park, the headliners are Prime Anvil and The Octobers.*

Answers

1 lively and welcoming
2 (British) weather/summer
3 site/location/venue
4 sponsors
5 environmental impact

» **AUDIOSCRIPT TB PAGE 262**

7 Students work in pairs. When they have finished, elicit what sort of facilities there could be at a festival (food, toilets, medical help, etc.), what the funding is needed for (to pay the bands and other workers, etc.), what bands who are not the headliners are called (*support acts*), why companies agree to sponsor events (publicity) and what other things could be the *vision* of a festival (for example to publicise a charity, to bring a community together, etc.).

FAST FINISHERS

Tell fast finishers to look through the texts and identify words formed from other words, for example *historic* (from *history*). When you have elicited the answers to the exercise, invite fast finishers to say their base words, for example *history*, and ask the other students to find the related word in the text. Other possible words include *memorable* (from *memory*) and *beachside* (from *beach*).

Answers

1 venue 2 funding 3 vision 4 sponsors 5 headliners 6 facilities

TALKING POINTS

Put the students into groups of four. Each student reads about a different festival and notes down reasons why it would be good to go to it. Set a time limit of two minutes. Students then take turns to say why their festival is the best. They then discuss their real opinions about which one they would like to go to. Elicit ideas and then ask the second question to the class. Ask what a perfect length for a festival is.

PROJECT ***Create your own music festival***

Go through the instructions with the class. Elicit possible ideas for each question but tell students that, even if they suggest an idea, they can change their minds when they work together to plan their project. Students work in groups of three or four. Monitor and ask the students about their ideas as they are planning them. The actual poster could be created in class or at home. Tell the groups that each student should participate in the presentation – so for example, in a group of four, each student would answer two of the questions apart from one who would only answer one. This student should answer the final question which might require a longer answer than some of the others.

When they have completed their posters and presented their ideas, display the posters so everyone can look at each other's ideas.

PROJECT EXTENSION

Tell students to imagine that their festival is going to take place in a month's time and there are still some tickets to sell. They have been invited to appear on a radio show to answer questions about their festival. They must be ready for any questions they are asked and also have to make the festival sound as interesting as possible. Allow the students to discuss what they could say about their festival.

Now tell another group of students that they are interviewers on a local radio station. They have to think of some questions to ask people about their festivals. These shouldn't be difficult questions as the local radio is sponsoring the festival and wants it to be a success. Students stay in their groups and think of as many questions as they can.

Invite one group to come to the front of the class. Invite a different group to ask the first group questions about their festival. Do the same for all the groups and then have a class vote on which festival sounds the most interesting to go to.

02 **CULTURE VIDEO:** A Celtic music festival

When students have completed the lesson, they can watch the video and complete the worksheet.

COOLER

Write the word *festival* in the middle of the board. Draw a line from the word and, at the end of it write *people*. Elicit one word for people at a festival (*festivalgoers*) and write this under the word *people*. Draw another line in a different direction and write *places*. Elicit a word for a place (for example *venue*) and write this on the board. Add other headings, for example *performers*, *adjectives*. Students now copy the diagram into their notebooks, leaving plenty of space to add more words under each heading. Students work in small groups to think of more words they can add. Elicit ideas and ask students to find more words to add to their diagrams for homework.

ON THE WORLD STAGE:

FOUR OF THE BEST MUSIC FESTIVALS

For many people around the world, holiday time is when they go to their favourite music festivals. And more often than not, music isn't the only thing on offer. Festivalgoers will find lots of ways to enjoy themselves and make their experience a memorable one! 11

LOLLAPALOOZA

This world-famous festival takes place at the historic Grant Park in the city of Chicago, Illinois. It hosts a diverse line-up of music and artists, from alternative rock to electronic, dance performances and comedy shows. Started in 1991, Lollapalooza lasts two or three days, during which time more than 160,000 people go wild listening to their favourite bands. In 2010, the festival celebrated its first edition outside the United States, in Santiago, Chile. Since then, there have been versions of the event in different South American countries, as well as in European capitals like Paris and Berlin.

The word *Lollapalooza* itself comes from an old American English phrase which means 'something outstanding or unusual'.

GLASTONBURY FESTIVAL

Glastonbury Festival is considered to be a major event in British culture. The five-day event combines contemporary music, dance, circus, comedy and theatre. It's held on a farm in the English county of Somerset. The festival has seen some of the world's biggest stars from rock, dance and pop music performing there since it began in 1970, many on its iconic Pyramid stage. In its first summer, tickets cost just £1 and that included milk from the farm! Around 1,500 people went to the festival that year, compared to the 135,000 tickets sold in recent years.

SPLENDOUR IN THE GRASS

This Australian event, which has been going since 2001, is much smaller than many festivals in other parts of the world. It takes place in late July or early August, which is actually Australia's winter. It attracts 30,000 people to Byron Bay, a popular beachside town in New South Wales. This music and arts festival also offers a Comedy Club and a Science tent, both with music, of course! There's also International Street Eats and the Global Village, both for hungry festivalgoers looking for some food from beyond Australia's shores.

ROCK IN RIO

Rock in Rio began in 1995 in Rio de Janeiro, Brazil, and was the first event of its kind in a South American country. The venue was the City of Rock, a huge stadium that was built especially for the festival and could hold 250,000 people! At the time, its 80-metre wide stage was the biggest in the world. This was a festival on a massive scale, and in total nearly 1.5 million music-lovers attended the festival over ten days and nights of performances. Rock in Rio festivals have also been held in Las Vegas, Madrid and Lisbon. Around 350,000 people visited the festival in the Portuguese capital's Bela Vista Park. Not bad for a city with a population of 500,000!

PROJECT

Create your own music festival

Use the topics in Exercise 5 and the *Useful language* to help you. Answer the questions.

1. What will be the vision for your festival?
2. Where and when will you hold the event?
3. How will you get the money you need to run the festival?
4. Which bands would you like to play?
5. What will you call your festival?
6. What will there be in addition to live music?
7. What might the environmental impact of your festival be, and how could you reduce it?

Make a poster to promote the event. Present your poster to the class and tell them about your festival. Would they like to go?

02 NOW WATCH THE CULTURE VIDEO

3 FAMILY MATTERS

ABOUT YOU

Which members of your family do you get on best with? Why?

Do you think family is more important than friends?

VOCABULARY Verbs of communication

12 **1** **Listen to four conversations. Then match them to the pictures.**

12 **2** **Listen again. Then match two quotes to each conversation.**

a 'Not me. I promise. They don't even fit me.'
b 'Why did you delete all the apps on my tablet?'
c 'If you don't reply to my texts, I'll take it away.'
d 'But I did answer it, Dad.'
e 'Well, don't leave it all until Sunday night.'
f 'Give me the tablet, Jack!'
g 'Sorry, you were out and I needed something to wear to a party.'
h 'Why not do it now?'

3 **Match the sentences to the quotes in Exercise 2.**

EP
1 Amy **confessed to** borrowing her sister's red top.
2 Lily's dad **threatened to** take her phone away.
3 Alice's mum **suggested that** she should do some of her homework now.
4 Jack **accused** his brother **of** deleting his apps.
5 Lily **claimed that** she had answered her dad's text message.
6 Alice's mum **warned** her **not to** leave all her homework until Sunday night.
7 Jack's mum **ordered** him **to** give her the tablet.
8 Amy **denied** borrowing her sister's jeans.

4 **Match the verbs in Exercise 3 to the meanings.**

EP
a give someone an instruction that they must do
b express an idea or plan for someone to consider
c tell someone that you will cause problems for them if they do not do what you want
d make someone aware of a possible danger or problem, especially one in the future
e admit you have done something bad
f say that someone has done something bad
g say that something is true or is a fact, although you cannot prove it and other people might not believe it
h say that something is not true

5 **Discuss the questions in groups. Use the verbs in Exercise 3.**

1 Has anyone ever wrongly accused you of doing something? What was it?
2 Have you ever denied doing something to avoid getting into trouble? What was it?
3 When was the last time your parents ordered you to do something?
4 What kind of things do your parents warn you not to do?
5 When you need a helpful suggestion, who do you ask?

READING

1 **Read the first part of the article, ignoring the gaps. Choose the best answer to complete the statement.**

The article is positive news for
A all children with brothers or sisters.
B just children who have older brothers or sisters.
C all children without brothers and sisters.

2 **Complete the first part of the article with the words in the box. There are two extra words that you do not need.**

are	at	despite	each	few
more	of	or	out	to

3 **Read the second part of the article. Complete the sentences with names. Then choose the correct words.**

1 _____ has got at least *two* / *three* older sisters.
2 _____ has got one *older* / *younger* brother.
3 _____ has got two younger *brothers* / *sisters*.
4 _____ almost hurt herself because of her *brother* / *sister*.
5 _____ *is more popular* / *gets better marks* because of his *brothers* / *sisters*.
6 _____ got better at *maths* / *English* because of her eldest *sister* / *brother*.

3 FAMILY MATTERS

Unit Overview

TOPIC	Family and relationships
VOCABULARY	Verbs of communication
READING	Brothers and sisters
GRAMMAR	Past tense review
VOCABULARY	Phrasal verbs: relationships
WRITING	An informal email
EXAM TASKS	Reading and Use of English Part 2; Reading and Use of English Part 4; Writing Part 2

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 140; TB page 244
WORKBOOK: pages 12–15
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 3; Vocabulary worksheet Unit 3
TEST GENERATOR: Unit test 3

WARMER

Students work in pairs. They think of five members of their extended family and write their names, ages and where they live. Give an example to start, such as 'Dominic, 38, London'. The students guess what relationship Dominic has with you, for example *cousin*, *brother*, *brother-in-law,* etc. Students then work in pairs to try to guess who their partner's family members are. Elicit any interesting members of the family that students mentioned.

ABOUT YOU

Elicit the meaning of *get on with someone*. Set a time limit and elicit answers to the two questions, with explanations. Invite students to talk about members of their family they don't get on with (or who don't get on with each other) but only if students want to share this information.

VOCABULARY Verbs of communication

12 **1** Before students listen, put them into pairs and ask each pair to look at one of the photos and discuss what is happening and what they think the people may be saying. Then elicit ideas. If time allows, students could write and act out short dialogues. After the students have listened, ask how close their ideas were to the actual conversations.

Answers
1 C 2 A 3 D 4 B

12 **2** Encourage students to read through the quotes before they listen and to discuss in pairs which conversation each comes from. Elicit ideas and, when students have listened, elicit the meaning of some of the key vocabulary, for example: *they don't … fit me*; *delete … apps*.

Answers
Conversation 1 e, h
Conversation 2 b, f
Conversation 3 c, d
Conversation 4 a, g

» AUDIOSCRIPT TB PAGES 262–263

3 Allow the class to discuss their ideas in pairs. Ask students to cover Exercise 4 and elicit the answers. Encourage them to say what they think the verbs mean. After the students have done the matching, look at the sentence grammar for the different verbs (*confess to doing*, *threaten to do*, etc.) and invite students to say when they have done the things in Exercise 3 themselves, for example *I confessed to using my mobile phone when my parents thought I was asleep.* Encourage self-correction by repeating any wrong verb forms used in a questioning voice with emphasis on the error: 'You confessed to **use**?'

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

4 Allow the students to do this in pairs. Elicit the answers and ask how similar the meanings in the book are to their ideas in the previous exercise. When they have finished, you could ask them to cover Exercise 3 and test each other in their pairs to see if they can remember the verbs for each meaning.

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

5 Look at the first question with the class. Ask students what verb they need and why (*deny* – when someone accuses you of something and you didn't do it, you say that you didn't do it). Elicit any other verbs that they could use, for example: *claim* – the person who accused them of doing something claimed that they did it; *warn* – the person warned them not to do it again. Monitor and help where necessary and invite each group to tell the class one of the interesting stories they heard.

Answers
Students' own answers

READING

1 Before the students read the article, ask them to look at the two photos and discuss how these may relate to the topic of brothers and sisters. Invite those students who have brothers and sisters to say which photo is closer to their relationship with their sibling(s) and why. Students should read all the text until the Comments section, and discuss the correct answer in pairs. Elicit answers and reasons for them.

FAST FINISHERS

Students should work alone or in pairs with another fast finisher to discuss any interesting or surprising information they read. They then cover the text and try to summarise it in two or three sentences. When you have elicited the answers to the exercise, ask fast finishers for their summaries.

Answer
Statement A (Even those who don't have good relationships with their siblings develop useful skills.)

CONTINUED ON PAGE 38

BACKGROUND INFORMATION

Family sizes are falling all over the world. Fifty years ago, the fertility rate was about five children per woman. It is now about 2.5. The country with the highest fertility rate in the world in 2019 was Niger, with a rate of over seven children per woman. The lowest was Taiwan with a rate of 1.2. In Britain, the fertility rate is 1.9 children per woman, a similar number to most European countries. It is estimated that a rate of 2.1 is necessary to keep the population from falling.

In the latest statistics, there were about 19 million families in Britain. Of these, 14 million have children. There are about 3.6 million families with one child, 6.3 million with two children and 4 million families with three or more children.

2 B2 First for Schools Reading and Use of English Part 2

In this part, there is a text with eight gaps, plus one gap as an example. It will be a standalone text, not the first part of a longer text, as in this particular exercise. In addition, it will be an open cloze task where students don't have any words to choose from, as the missing words are single structural items such as articles, pronouns, verb tenses, phrasal verbs or words which are part of fixed phrases. If more than one answer is possible, the mark scheme will allow either answer, for example *which*/*that* as relative pronouns. Students must spell the words correctly in order to get a mark.

Ask students to work alone and then check their answers in pairs. Elicit the answers and look at why each word has been used: *from time to time* – phrase meaning *not often, occasionally*; *very few* – phrase meaning *a very small number*; *fall out with* – phrasal verb meaning *to have an argument with*; *with each other* – both are quarrelling with the other one; *are* – correct form of verb *be*; *become more aware of* – notice and understand; *even more* – emphasising the difference; *compared to* – judged against something else (*with* would also be possible here but it isn't in the choice of words); *or* – linking two alternatives.

MIXED ABILITY

Tell the students that, in the exam, there are no words given to choose from. Stronger students may prefer to cover the word box and treat this as a normal open cloze task. When they have finished, they can uncover the box and check that all the words they have used are there.

Answers

1 few 2 out 3 each 4 are 5 of 6 more 7 to 8 or
Extra words: at, despite

13 The Reading text is recorded for students to listen, read and check their answers.

3 To help the students, put them into pairs. Ask a third of the pairs to read Adam's text, a third to read Sara's and a third to read Lucy's. Ask them to find out any information they can about the number of brothers or sisters each has and see whose person fits answer number 1. Elicit what they found out and that we know Lucy has at least two sisters because she says: *My sisters and I*. Students then do the rest of the exercise, finding evidence in the text for the answers.

Answers

1 Lucy, two
2 Sara, older (I was 11, he was 13)
3 Adam, brothers (my youngest brother; my other brother)
4 Sara, brother (He'd taken the brakes off my bike!; Fortunately, I just managed to stop without injuring myself)
5 Adam, is more popular, brothers (which means I tend to make a lot of friends)
6 Lucy, maths, sister (I learned two things: how to count and never to depend on my eldest sister's honesty!)

TALKING POINTS

Have a class survey to see how many students are *only children* and how many have at least two other siblings. Try to make groups that include at least one only child and one from a large family, if numbers allow. Set a time limit for the discussion and elicit ideas from different groups. When finished, invite one or two only children and one or two students from large families to tell the class what they like and dislike about their family size. Have another class survey, this time of the ideal number of siblings.

COOLER

Put students into pairs. Each pair chooses a verb (or two verbs) from Vocabulary Exercise 3 on page 20 and writes a short dialogue between two siblings which illustrates the verb. Elicit or tell the students that the dialogue doesn't have to include the verb itself, for example if they choose *threaten*, one of their characters would threaten the other but not say the word *threaten*. Invite pairs to act out their dialogues and other students guess which verb it illustrates.

BROTHERS AND SISTERS

13

We see them every morning. We eat with them every evening. We sometimes even share our bedrooms with them. They're our very best friends and, [0] *from* time to time, our worst enemies.

Very [1]_____ people would claim that they never fall [2]_____ with their brothers or sisters. However, according to research, this sometimes difficult relationship can actually be good for you.

When brothers and sisters quarrel with [3]_____ other, they practise social skills that [4]_____ key in adult life. They learn to understand their own feelings and they become more aware [5]_____ other people's feelings. The youngest child benefits even [6]_____. They develop better language skills for their age, compared [7]_____ other children without older brothers or sisters. Lastly, brothers and sisters are naturally competitive in everything they do. This competition often encourages them to try harder, whether they're doing sport [8]_____ schoolwork.

What are your experiences with your brothers and sisters? What do you think you've learned from them?

COMMENTS (3)

ADAM

I remember being quite mean to my youngest brother. We picked on him all the time because we were so much older than him. For instance, he used to get terrified while watching horror films. One day, while we were watching one, my other brother and I quietly left the room. Soon the film got slightly scary, and he suddenly realised he was all on his own. We'd both gone. He started screaming like a baby!

As the eldest child of three, I think I'm good at identifying with children younger than me. It's also made me more patient with younger kids at school – which means I tend to make a lot of friends.

SARA

My brother takes after my dad in that he has always been good at fixing things. One day (I was 11, he was 13), my parents were really impressed when he fixed the brakes on his bike himself. The next day, I was riding my bike down a steep hill near our house. Once I reached the bottom, I found out how he'd done it. He'd taken the brakes off my bike! Fortunately, I just managed to stop without injuring myself, but I learned something from that day – I always check my bike before I use it!

LUCY

When I was four, my sisters and I had very little money. I can't imagine I really understood what it was. But sometimes we used to get a few coins from relatives, like our grandparents. My eldest sister was 11 and she used to talk me into swapping my old, dirty coins for her new, shiny ones. What I didn't realise, of course, was that the coins she was giving me were worth less than the ones that I was giving her! I learned two things: how to count and never to depend on my eldest sister's honesty!

TALKING POINTS

What are the advantages of coming from a large family?
What are the advantages of being an only child?

GRAMMAR Past tense review

1 **Match the examples to the rules.**

1 He fixed the brakes on his bike himself.
2 The next day, I was riding my bike down a steep hill near our house.
3 Once I reached the bottom, I found out how he'd done it.
4 He used to get terrified while watching horror films.
5 One day, while we were watching one, my other brother and I quietly left the room.
6 When I was four, my sisters and I had very little money.

We use the past simple:
a for completed actions in the past.
b for states in the past.

We use the past continuous:
c for longer events in the past.
d to talk about events that were in progress when another shorter action happened.

We use *used to*:
e to talk about past habits.

We use the past perfect:
f for events that happened before another event in the past.

» GRAMMAR REFERENCE AND PRACTICE PAGE 140

2 **Choose the correct verb forms.**

Both Andy Murray and his brother Jamie [1] *were / had been* good at tennis from a very young age, but when they [2] *were playing / used to play* against each other, Jamie [3] *was always winning / always won*. Then, one day, at a tournament for under-12s, Andy finally [4] *beat / used to beat* his brother. He was really pleased. He'd played against his brother hundreds of times before, but he [5] *didn't win / hadn't won* a match against him. While they [6] *were travelling / used to travel* home from the match that day, Andy [7] *started / had started* teasing Jamie about the game. Soon they [8] *fought / were fighting*. Twenty years later, Andy still has a scar on his finger from that fight!

3 **Complete the story with the correct form of the verbs in brackets.**

One day, my sister Daisy and I [1]_____ (play) in the living room when suddenly my dad started shouting my sister's name. He was furious because my sister [2]_____ (write) on the walls in our bedroom. My sister [3]_____ (deny) doing it and [4]_____ (blame) me. [5]_____ (I, do) it? Of course I hadn't. I was only two and I [6]_____ (not know) how to write!

4 **Correct the mistake with the verb form in each sentence.**

1 Last week, I was needing some new clothes.
2 I used to work at a festival last summer.
3 The phone rang while I had dinner.
4 When we were kids, we use to go away together.
5 He choose the film that we saw.
6 We went to my house and we were watching TV.

VOCABULARY Phrasal verbs: relationships

1 **Read the examples from the article on page 21. Then match the verbs to the meanings.**

1 We picked on him all the time because we were so much older than him.
2 As the eldest child of three, I think I'm good at identifying with children younger than me.
3 Very few people would claim that they never fall out with their brothers or sisters.
4 My brother takes after my dad in that he has always been good at fixing things.
5 She used to talk me into swapping my old, dirty coins for her new, shiny ones.
6 I learned two things: how to count and never to depend on my eldest sister's honesty!

a feel that you can understand someone or be able to share their feelings
b persuade someone to do something
c be similar to an older member of your family
d argue with someone and stop being friendly with them
e trust someone or something to help you
f choose a person and criticise or treat them unfairly

2 **Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.**

1 My brother isn't like either of my parents. TAKE
My brother _____ either of my parents.
2 Lucy isn't talking to her brother because he lost her phone. FALLEN
Lucy has _____ her brother because he lost her phone.
3 It was hard for me to understand how the main character felt. IDENTIFYING
I had difficulty _____ the main character.
4 Did you persuade your parents to let you stay over? TALK
Did you _____ you stay over?
5 The other girls treated Maria unfairly because she was clever. PICKED
Maria _____ by the other girls because she was clever.
6 Michael can be trusted in a crisis. DEPEND
_____ Michael in a crisis.

3 **» Work in pairs. Turn to page 120.**

GRAMMAR Past tense review

WARMER

Write on the board: *Tell the group about…* Ask the students to finish the instruction so that it is about something in the past, for example: *Tell the group about last weekend. Tell the group about your summer holidays last year. Tell the group about your first day at school*, etc. Students work in groups of four and write four ideas. They swap ideas with a second group. Each student then chooses one of the four tasks and tells their group about it. Monitor and invite students with interesting stories to share them with the class.

1 Before students look at the exercise, elicit any tenses they know for talking about the past and ask them for example sentences. Elicit the answers and elicit a second example for each rule, either from the students' imaginations or from the text on page 21.

Answers

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

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 244

2 Look at the first answer options with the class. Elicit why it is very rare to start a text with the past perfect. (*The past perfect is used to say one thing happened before another in the past but, when the events are written in the order they happened, we don't need to use the past perfect*). Elicit the answers and reasons for them.

Answers

1 were
2 used to play
3 always won
4 beat
5 hadn't won
6 were travelling
7 started
8 were fighting

3 Check the students understand *furious* by eliciting situations when someone they knew was furious, for example *My friend was furious when someone ran into her and knocked her down in the park and didn't stop to say sorry.* Ask them to complete the exercise individually. Monitor and help as necessary, before checking answers, encouraging stronger students to explain why their chosen answer is correct. Ask which verb from Vocabulary Exercise 3 on page 20 has the most similar meaning to *blamed* (*accused*) and give the students a written record of the sentence grammar (*blame someone for doing something*).

Answers

1 were playing
2 had written
3 denied
4 blamed
5 Had I done
6 didn't know

4 Look at the first sentence with the class and ask what is wrong and why. Elicit that this is a state in the past and so should be in the past simple. Monitor and help students where necessary. Elicit the answers and which rules in Exercise 1 they match.

Answers

1 Last week, I **needed** some new clothes.
2 I **worked** at a festival last summer.
3 The phone rang while I **was having** dinner.
4 When we were kids, we **used** to go away together.
5 He **chose** the film that we saw.
6 We went to my house and we **watched** TV.

» GRAMMAR WORKSHEET UNIT 3

VOCABULARY Phrasal verbs: relationships

1 Write on the board: *g____ o____ w____ / f____ o____ w____*

Tell the students that these are the first letters of two phrasal verbs that they have studied in this unit. The first means to have a good relationship with someone and the second means to argue with each other. Elicit that the verbs are *get on with* and *fall out with*. Tell students that, if they aren't sure of the answers, they can find the phrasal verbs in the article on page 21, where there is more information which may help them, for example 1 *I remember being quite mean…* Allow students to compare answers in pairs before you elicit them.

Answers

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

2 **B2 First for Schools Reading and Use of English Part 4**

In this part, there are six questions plus an example. In each question, there is a sentence, a key word and a second sentence in which only the beginning and ending are given. Students have to complete the second sentence using two to five words, including the key word. They cannot change the form of the key word in any way. The task tests both grammatical and lexical items. There are two marks for each part, so the students can gain a mark even if a part of their answer is incorrect.

Tell the students that, in the exam, this task will also focus on grammar, linkers such as *because* and *so*, and other vocabulary items, not just phrasal verbs and other fixed phrases. Do the first sentence as an example before setting the exercise as individual work. Tell students that it is important to make sure they use the word given and not to change its form. Allow them to compare answers with a partner before checking as a class.

Answers

1 does not / doesn't take after
2 fallen out with
3 (in) identifying with
4 talk your parents into letting
5 was picked on
6 You/One can depend on

3 Put students into pairs. You could allow the students to talk together about each question on page 120 or tell one student in each pair to ask questions 1, 3 and 5 and the other 2, 4 and 6. Set a time limit of three minutes and then elicit any interesting information the students found out from their partner.

Answers

Students' own answers

» VOCABULARY WORKSHEET UNIT 3

WRITING An informal email

1 Look at the questions with the class. Elicit that the students will probably use the past simple for the first question but that they could also use *used to* for the second. Set a time limit of two minutes and invite students to share any interesting stories they told.

Answers

Students' own answers

2 Before the students look at Jen's email, ask them to read just Cate's email and elicit some suggestions of their own. Elicit Jen's suggestions and ask students which they agree with and whether there are any they disagree with, and why.

Answers

playing computer games
cooking
indoor climbing
making a film

3 Allow the students to work in pairs. Elicit the answers and then ask students to use alternative phrases from the *Prepare to write* box in place of the underlined sentences, for example *Hi Cate*. Make sure the sentence grammar is correct, for example *How about trying some computer games?*

Answers

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

4 Students may think this question refers just to the word *the*. Tell them that you want to know what kind of word *the weather* is (*a noun with a definite article*). Elicit other possible reasons why Cate might have to stay in, using a different noun, for example *because of illness, because of the time*.

Answers

a noun

5 Remind students of the exam exercise in Vocabulary, page 22, where they had to use two to five words to complete a second sentence with the same meaning as the original. These sentences are similar except they have to think of the whole sentence, not just a few words.

MIXED ABILITY

Allow weaker students to work in pairs. Monitor and give them the first word(s) of the new sentences, i.e. 1 *I couldn't*, 2 *I was*, 3 *We decided*, 4 *The match*, 5 *We went*. Elicit the new sentences and the nouns that follow *because of* (*traffic*, *transport problems*).

Answers

1 I couldn't get into the house because I'd lost my keys.
2 I was an hour late because of the terrible traffic. / Because of the terrible traffic, I was an hour late.
3 Since it was getting late, we decided to stay in. / We decided to stay in since it was getting late.
4 The match was cancelled because of transport problems. / Because of transport problems, the match was cancelled.
5 We went climbing, as Jen suggested (that) we gave it a go. / As Jen suggested that we went climbing, we gave it a go.

6 Go through the instructions and questions as a class. To help students, you could brainstorm possible ideas on the board, for example: 1 *Activities – playing board games, watching a family film*; 2 *How they help – We talk more while playing, we all choose films and explain why we like them.* Students can then use some of these ideas when making notes for their own email.

Answers

Students' own answers

7 **B2 First for Schools Writing Part 2**

In this part, students have a choice of three tasks. These tasks can include any of the following writing types: an article, a letter/email, an essay, a review, a story. Students must be aware of the kind of writing required for the task they choose and demonstrate the appropriate use of different functions such as explaining, reporting, giving information, suggesting, recommending and persuading.

Set a time limit of 15 minutes for students to write the email. Monitor and provide support as necessary.

FAST FINISHERS

Tell fast finishers to swap emails with another fast finisher. They check each other's work for grammar and spelling and choose the activity idea they like best from their partner's email. When everyone has writing finished their emails, elicit some of the ideas that students read about and why they like them.

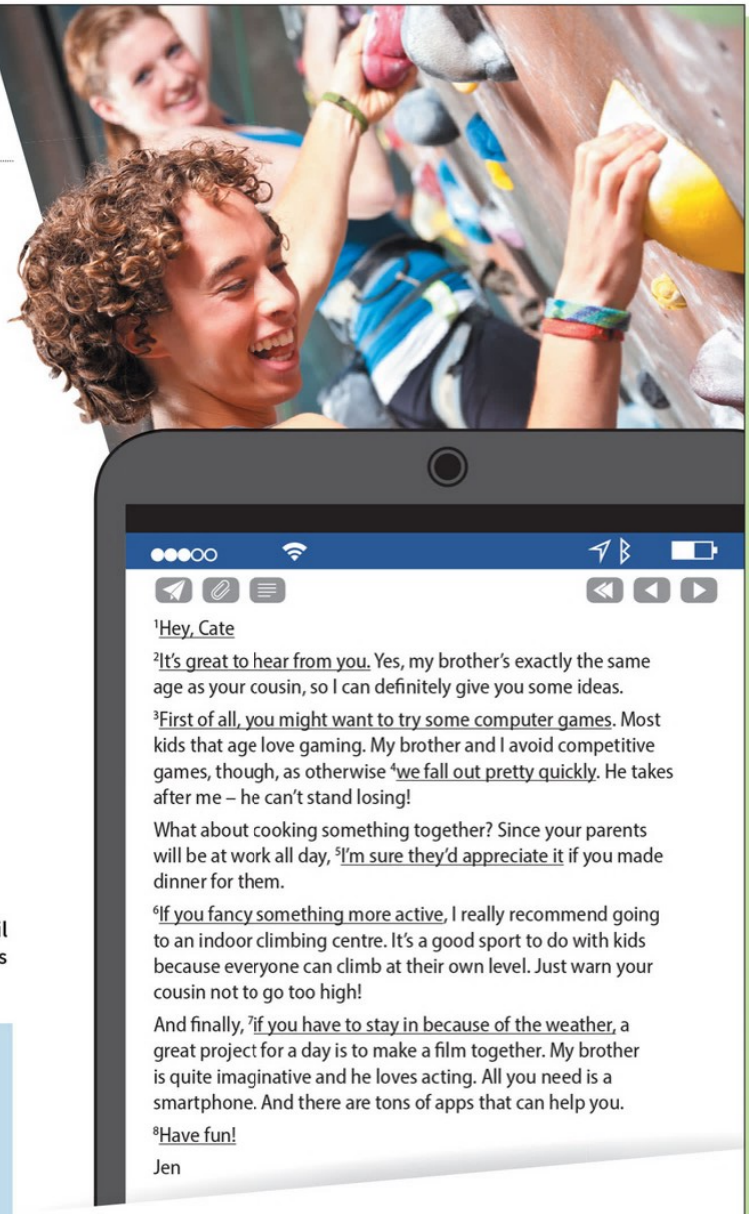
Model answer

Hi Seb,
How's it going? It's good to hear from you. My family and I do a few activities together that I enjoy. I hope you like some of these ideas.
First of all, we always watch a film together on Friday evenings. When we were younger, we used to watch new films but, now we are older, we often watch Mum and Dad's classic DVDs. Some of them are great and we always spend time discussing them afterwards.
Another thing we do together is go on walks. We don't do this much at this time of year because of the cold weather but in the summer we often go out for the day. It's good because we can all relax and forget school and work.
Finally, I sometimes cook with my parents. Mum and Dad cook different types of food so I pick things up from both of them. We talk about healthy eating and food from different countries. Sometimes, we start planning holidays together because we're cooking food from an interesting country.
How about trying some of these activities? Good luck with the project and keep in touch.

COOLER

Tell students to think of a question to ask about another student's past, for example *What music did you use to like when you were younger? What was the first foreign country you visited?* When students are ready, they stand up and ask other people their question, noting down the answers that they are given. When they have finished, nominate students to tell the class some of the most interesting answers they were given.

WRITING An informal email



1 **Discuss the questions.**

1 Have you ever looked after a younger relative? What did you do together?
2 What activities did you enjoy when you were about 12?

2 **Read the task below. Then read Jen's email opposite. What are her suggestions?**

You have received this email from your English-speaking friend Cate.

> Hi!
>
> My 12-year-old cousin is staying with us during the holidays and I have to look after him for a few days while my parents are at work. You have a brother about that age, don't you? Have you got any suggestions? I'm sure the weather will be bad, so I'm looking for ideas for things to do indoors – at home or somewhere else.
>
> Write soon,
>
> Cate

Write your **email.**

3 **Read the *Prepare to write* box. Then read Jen's email again. Match the tips (a–f) to the underlined phrases or sentences. Some tips match two sentences.**

PREPARE TO WRITE

Informal emails and letters

a Use an informal opening expression:
Dear X, Hi X, I hope you're well., How's it going?
b Use contracted forms.
c Use informal language and phrasal verbs.
d Use expressions for making suggestions:
What/How about … ?,
You might (not) want to … , Why not … ?
e Use phrases such as *because (of), since, as* to give reasons.
f Use an informal closing expression:
Have fun!, Take care, Keep in touch

4 **Look at phrase 7 in Jen's email. What type of word do we use after *because of*?**

5 **Rewrite the sentences to give reasons. Use the words in brackets. Make any other changes necessary.**

1 I'd lost my keys, so I couldn't get into the house. (because)
2 The traffic was terrible. I was an hour late. (because of)
3 It was getting late. So we decided to stay in. (since)
4 Transport problems meant the match was cancelled. (because of)
5 Jen suggested that we went climbing, so we gave it a go. (as)

> [1]Hey, Cate
>
> [2]It's great to hear from you. Yes, my brother's exactly the same age as your cousin, so I can definitely give you some ideas.
>
> [3]First of all, you might want to try some computer games. Most kids that age love gaming. My brother and I avoid competitive games, though, as otherwise [4]we fall out pretty quickly. He takes after me – he can't stand losing!
>
> What about cooking something together? Since your parents will be at work all day, [5]I'm sure they'd appreciate it if you made dinner for them.
>
> [6]If you fancy something more active, I really recommend going to an indoor climbing centre. It's a good sport to do with kids because everyone can climb at their own level. Just warn your cousin not to go too high!
>
> And finally, [7]if you have to stay in because of the weather, a great project for a day is to make a film together. My brother is quite imaginative and he loves acting. All you need is a smartphone. And there are tons of apps that can help you.
>
> [8]Have fun!
>
> Jen

6 **Read the task and make notes.**

You have received this email from your English-speaking friend Seb.

> Hi!
>
> I need some help with a school project. I have to write about activities that families from different countries enjoy doing together and why they do them. Can you tell me about any activities that you and your family enjoy doing together? How do you think they help to improve your relationship with your family?
>
> Hope you can help!
>
> Seb

7 **Write your email to Seb.**

- Use the tips in the *Prepare to write* box.
- Write 140–190 words.
- Check your grammar and spelling.

4 FORCES OF NATURE

ABOUT YOU

03 **Watch the video. Then answer the questions.**

What examples of extreme weather have you seen on the news recently?

What kinds of extreme weather have you experienced?

Have you seen any of the extreme weather shown in the photos in your country? If so, where and when?

VOCABULARY Natural disasters: verbs

14 **1** **Read the sentences and match them to three of the photos. Then listen and check.**

EP

1 During this event, the ground **shakes**, sometimes so violently that buildings **collapse** and roads **crack**.
2 When it **erupts**, lava **runs** from the top down its side, and clouds of dust and toxic gas **float** into the air.
3 It's a huge wave that is big enough to **knock over** trees and **smash** buildings, before the water flows back out to sea and **drags** everything with it.

15 **2** **Discuss what has happened in photo D. Use some of the verbs from Exercise 1. Then listen and check.**

3 **Use verbs from Exercise 1 to describe some of the natural disasters in the box. Do not say which it is. Can your partner guess?**

floods	heavy snow	rainstorms
tornados	wildfires	

READING

1 **Read the article quickly, ignoring the gaps. Choose the best answer.**

The purpose of the article is to
A explain the science behind objects that enter the atmosphere.
B inform readers about the danger of asteroids crashing into Earth.
C ask readers to join in the search for dangerous asteroids.

2 **Look at the gaps in paragraph 1 and at the options at the bottom of page 25. Decide which answer (A, B, C or D) best fits each gap.**

3 **Read the article again. Then discuss the questions.**

1 Why do you think Jaime Nomen was looking at telescope images?
2 Whose telescopes do you think started following Asteroid 2012 DA14?
3 What are the pros and cons of destroying an asteroid rather than pushing it away?
4 How dangerous are asteroids to the average person? Why?

4 **Find information in the article about four different asteroids. Then compare them.**

Talk about
1 their size.
2 when they hit the Earth or passed close by.
3 where they hit or nearly hit the Earth.
4 their effects.

5 **Find an adjective in each paragraph that means *extremely big*.**

4 FORCES OF NATURE

Unit Overview

TOPIC	Natural disasters
VOCABULARY	Natural disasters: verbs
READING	Asteroid attack
GRAMMAR	Making comparisons
VOCABULARY	*too … to*, *so … that*, *such … that*
LISTENING	A news broadcast about extreme weather events
SPEAKING	Discussing options
EXAM TASKS	Reading and Use of English Part 1

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 141; TB page 244
WORKBOOK: pages 16–19
VIDEO AND VIDEO WORKSHEET: Extreme weather
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 4; Vocabulary worksheet Unit 4
TEST GENERATOR: Unit test 4

WARMER

Before the students open their books, elicit activities you can do at different times of the year that depend in some way on the weather, for example *swimming*, *skiing*, *sailing*. Students then work in small groups to choose one country to go to for each activity, for example *skiing – France*. Elicit ideas and reasons for them.

ABOUT YOU

03 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then, read the questions in the *About you* box. Ask the first question to the class as a whole and then put the students into groups of three or four. Students discuss extreme weather they have experienced. Set a time limit of two minutes and then ask each group to tell the class one story they discussed.

VOCABULARY Natural disasters: verbs

14 **1** Look at the photos with the class and ask what they can see. Write key words on the board, for example A *waves*, B *volcano*. After the students have done the matching, play the recording a second time for them to write down more key words. Elicit these and add them to the vocabulary they thought of before they listened, for example: 1 *earthquake, Richter scale, earthquake zone*; 2 *liquid rock, particles*; 3 *tsunami, landslide.* Drill the words. Show the word stress on the vocabulary on the board and use phonemic symbols to show the pronunciation of letters in any difficult word, for example /ˈrɪktə skeɪl/ (Richter scale), /tsuːˈnɑːmi/ (tsunami), /ˈɜːθkweɪk/ (earthquake).

Answers
1 C (earthquake) 2 B (volcano) 3 A (tsunami)

AUDIOSCRIPT TB PAGE 263

15 **2** Put students into groups of three or four and set a time limit of two minutes. Elicit ideas from each group before they listen to the recording. When they have listened, elicit what the problem was and any other key words they heard (*landslide*, *steep slopes*, *mud*, *soil*, *branches*). Elicit how each word relates to the recording.

Possible answers
Big piles of mud have run down the slopes.
Rocks have fallen down.
Trees have been knocked over.

AUDIOSCRIPT TB PAGE 263

3 To make this more communicative, ask students to work together and create a description of one problem within a dialogue similar to that in Exercise 2, but which doesn't say what the natural disaster actually is. For example, in Exercise 2 they could say that mud has come down the slope and knocked over trees and buried houses but not say that it was a landslide. Monitor and help where necessary. Students then join together with another pair and act out their dialogues and guess the other pair's disaster.

Answers
Students' own answers

READING

BACKGROUND INFORMATION

Although Jaime Nomen is a dentist and oral surgeon, it is no surprise that he knew what the object he saw was. He is an amateur astronomer and has discovered more than 60 asteroids altogether. The asteroid 56561 has been named after him and is now known as Jaimenomen. He is a professor at the University of Barcelona and a member of the GEA (Grup d'Estudis Astronòmics) in Barcelona.

The Hollywood disaster movies that the text mentions in line 1 are probably *Armageddon* and *Deep Impact*, which both came out in 1998. They were both about giant asteroids which are about to hit Earth and the attempts that are made to break them up into smaller pieces before they destroy the planet.

1 Elicit what students know about asteroid attacks. Then give them just one minute to quickly read through the text to practise skimming for the main idea. Check answers. Ask students to identify any parts of the text that helped them identify the answer, i.e. the information about the damage caused by different asteroids

Answers
B

CONTINUED ON PAGE 46

2 B2 First for Schools Reading and Use of English Part 1

In this part, there is a text with eight gaps plus one gap as an example. For each gap, there is a choice of four words or phrases. The students have to choose the correct option for each gap. This part can test collocations and set phrases or can test the understanding of the text at sentence level or beyond.

Tell the students that, in the exam, this task will be in a separate text, not the start of a longer text. Ask the students to look at the example answer. Ask what the *plot* for a movie is (*the story, what happens*). Set a time limit of ten minutes for the students to do the activity, which is similar to the time allowed in the exam (75 minutes for seven activities). Allow students to compare answers and then elicit the correct answers. Elicit why different answers are wrong (for example: 2A to *blink* is to naturally close your eyes for a brief moment – it doesn't take an object; 6A *cover* would mean that the asteroid landed on the whole surface of the Earth without leaving any gaps, 6C and D sound as if the asteroid is on holiday, travelling around the world; 7C we use *erupted* about volcanoes, not asteroids, 7D *smashed* needs an object, e.g. *to smash a building*; 8C to *run over* means to drive over them in a car or other vehicle).

FAST FINISHERS

Tell fast finishers to imagine they are interviewing Jaime about his discovery and to think of questions they could ask him, for example *How did you know what the dot of light was?* When you have elicited the answers to the exercise, elicit these questions to Jaime and ask the class to think of how he might have answered them.

Answers

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

16 The Reading text is recorded for students to listen, read and check their answers.

3 Tell students to work in groups of four. Each student should find the answer to one question and then discuss the questions as a group. Check answers and ask each group to justify them.

Possible answers

1 He is probably an amateur astronomer.
2 Telescopes belonging to government agencies and other astronomers
3 Destroying an asteroid with an explosion is instant, but there is a risk of lots of smaller rocks hitting Earth. Pushing it away is a very slow process, and there is a danger of it hitting the Earth before it can be moved far enough away.
4 They are not dangerous, as they are extremely unlikely to affect the average person.

4 Encourage the students to write a table in their notebooks with four columns for the four different questions, and four rows for the four different asteroids. Allow students to work in pairs to discuss what to write. Elicit the information by drawing the table on the board and inviting students to complete one section each.

MIXED ABILITY

Weaker students can work in groups of four and find out about one asteroid each. The groups then discuss and compare them. You could help them by identifying where in the text each person should read (1: from gap 5 to just before gap 7; 2: the last four lines of paragraph 1 and first two lines of paragraph 3; 3: paragraph 2; 4: paragraph 3).

Answers

Size	When	Where	Effects
10 km across	65 million years ago	Yucatán Peninsula, Mexico	killed much of the plant and animal life on Earth, including the dinosaurs
50–100 m across	1908	Tunguska, Russia	destroyed 80 million trees, knocked over people 60 km away
17 m across	2013	Chelyabinsk, Russia	cracked glass and damaged buildings
30 m across	2013	27,700 km from Earth	none

5 When the students have found the words, point out that *the vast majority* in paragraph 6 is a set phrase, and none of the other words could replace the word *vast* in this case. *Major* has a slightly different meaning to the other words, too. In this case it means the disaster has serious or worrying results. We wouldn't use it to talk about size alone.

Answers

Paragraph 1: enormous
Paragraph 2: massive
Paragraph 3: huge
Paragraph 4: giant
Paragraph 5: major
Paragraph 6: vast

TALKING POINTS

Monitor as students discuss the questions in small groups. Invite groups to share their ideas with the class. You could also ask them to talk about any disaster movies or TV programmes they have seen and to discuss how realistic they thought these were.

COOLER

Put students into small groups. They think of extreme weather, natural disasters or space, and use the six words from Exercise 5 with appropriate nouns, for example *a huge explosion*, *a massive earthquake*. Remind them to use *major* not just for size but for something serious, for example *a problem*. Set a time limit and then put students into pairs with students from different groups working together. They compare ideas and peer teach any unknown vocabulary. Elicit ideas from different students.

ASTEROID ATTACK

16

1 **IT COULD EASILY BE THE** [0] *plot* **FOR A HOLLYWOOD DISASTER MOVIE:** in February 2012, a young dentist called Jaime Nomen was sailing [1]_____ the Mediterranean coast of Spain, checking images on his laptop from a telescope 600 kilometres away. Suddenly, he [2]_____ a dot of light racing through space. Nomen knew [3]_____ what it was. He warned the International Astronomical Union, which [4]_____ information about asteroids, and telescopes around the world immediately started following the new asteroid's orbit. They [5]_____ a spectacular discovery: on 15th February 2013, 'Asteroid 2012 DA14' would [6]_____ the Earth just 27,700 kilometres above our heads. In space terms, that is close – very close. Asteroid 2012 DA14 was 30 metres across, which is enormous, but not quite as large as the asteroid that [7]_____ in 1908 over the remote Tunguska region of Siberia, Russia. The Tunguska event destroyed 80 million trees across 2,000 square kilometres and even people over 60 kilometres away were [8]_____ over.

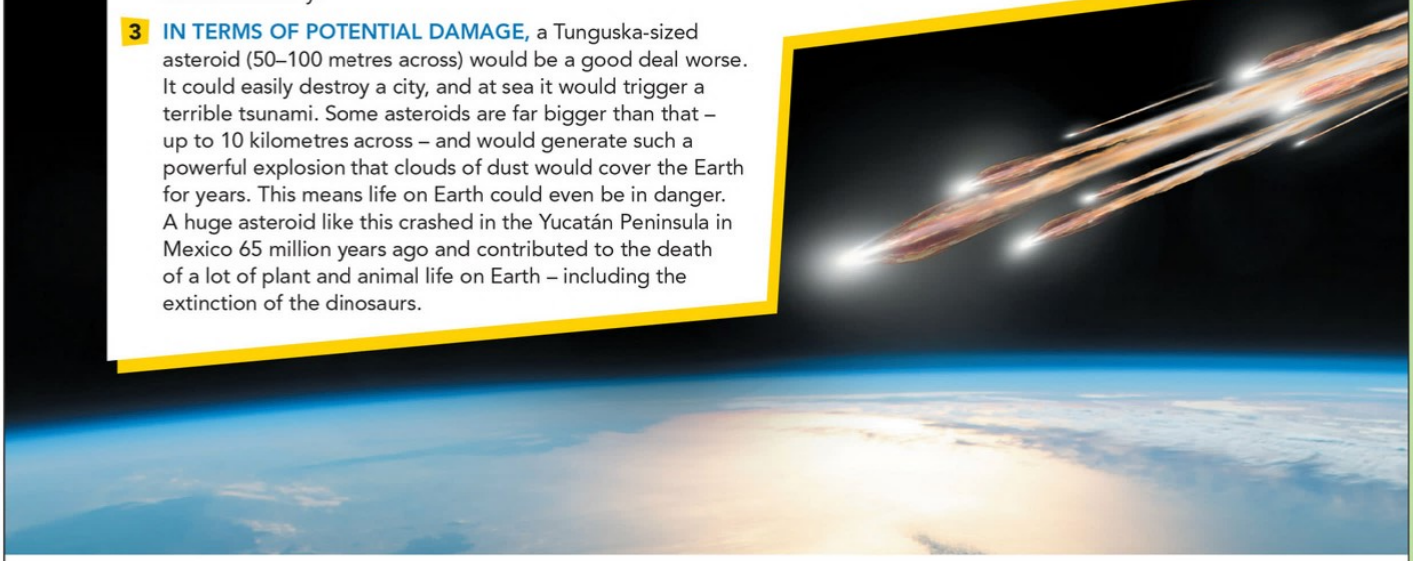
2 **STRANGELY ENOUGH,** on the same day in February 2013 that Asteroid 2012 DA14 passed the Earth, a slightly smaller asteroid suddenly appeared over the Chelyabinsk region of Russia. It was travelling at 70,000 km/h and was apparently almost as bright as the Sun. It was around 17 metres across, easily the largest object to enter the Earth's atmosphere since 1908. It exploded before it hit the Earth, and a massive shock wave cracked glass and ruined buildings hundreds of kilometres away.

3 **IN TERMS OF POTENTIAL DAMAGE,** a Tunguska-sized asteroid (50–100 metres across) would be a good deal worse. It could easily destroy a city, and at sea it would trigger a terrible tsunami. Some asteroids are far bigger than that – up to 10 kilometres across – and would generate such a powerful explosion that clouds of dust would cover the Earth for years. This means life on Earth could even be in danger. A huge asteroid like this crashed in the Yucatán Peninsula in Mexico 65 million years ago and contributed to the death of a lot of plant and animal life on Earth – including the extinction of the dinosaurs.

4 **SO HOW CAN WE PREDICT FUTURE ASTEROID CRASHES** and, more importantly, can we prevent them? Asteroid scientists believe they have identified 90% of the giant space rocks with the potential to hit the Earth, but the smaller the asteroids are, the harder it is to spot them. However, smaller asteroids are likely to cause less destruction if they hit the Earth.

5 **TO PREVENT A MAJOR DISASTER LIKE YUCATÁN,** it would be far too risky to blow up an asteroid with a bomb. This would break it into millions of pieces, but thousands of smaller rocks would still hit the Earth. In the long term, the best way to avoid a serious incident is to use a spacecraft to push an asteroid in a different direction, over a period of five to ten years. But the pushing technique is so slow that an asteroid might hit the Earth before its orbit has moved far enough away. Scientists need more time to find faster ways of protecting Earth from asteroids, which is why, in the short term, it is so vital that we keep an eye on every single asteroid heading for the Earth.

6 **IF THIS ALL SOUNDS RATHER TERRIFYING, RELAX.** There are no confirmed reports of human death being caused by rocks from space. The vast majority of the Earth's surface is unpopulated, so the chances of something landing on your head are pretty small.



0	**A** concept	**B** plot	**C** review	**D** report
1	**A** along	**B** amongst	**C** beneath	**D** throughout
2	**A** blinked	**B** displayed	**C** searched	**D** spotted
3	**A** absolutely	**B** actually	**C** completely	**D** exactly
4	**A** browses	**B** broadcasts	**C** collects	**D** observes
5	**A** did	**B** got	**C** had	**D** made
6	**A** cover	**B** pass	**C** travel	**D** tour
7	**A** burned	**B** exploded	**C** erupted	**D** smashed
8	**A** fallen	**B** knocked	**C** run	**D** taken

TALKING POINTS

Do you think we should be worried about asteroids crashing into Earth? Why? / Why not?

What warning systems have you heard of for other natural disasters?

GRAMMAR Making comparisons

1 **Read the examples. Then complete the rules with the words in the box.**

1 The asteroid was **not quite as large as** the one that exploded in 1908.
2 A **slightly smaller** asteroid suddenly appeared.
3 It was apparently **almost as bright as** the Sun.
4 It was **easily the largest** object to enter the Earth's atmosphere since 1908.
5 In terms of potential damage, this asteroid would be **a good deal worse**.
6 Some asteroids are **far bigger than** that.
7 **The smaller** asteroids are, **the harder** it is to spot them.

almost	easily	far	good	quite	~~slightly~~

We can use these patterns to make comparisons:
a *slightly* bigger (than) • a bit bigger (than) • a little bigger (than)
b _____ as big as • nearly as big as
c a _____ deal bigger than • much bigger than • _____ bigger than • a lot bigger than
d _____ the biggest • by far the biggest
e not _____ as big as
f the bigger, the better

» GRAMMAR REFERENCE AND PRACTICE PAGE 141

2 **Look at the rules again.**

Which patterns are used to describe a
1 small difference? **2** big difference?

3 **Choose the correct words.**

1 Asia is *easily* / *far* the largest continent.
2 Australia is slightly *than smaller* / *smaller than* Europe.
3 Antarctica is *far* / *far more* colder than anywhere else.
4 K2 is 8,611 metres high, but Mount Everest is a *slightly* / *little* higher.
5 The *more hot* / *hotter* the climate, the more you have to drink.

4 **Complete the text with the phrases in the box.**

a lot less harmful	almost as active as	by far the strongest
bigger than	powerful than	the smaller

Last night's earthquake in Hawaii, measuring 6.9 on the Richter scale, is [1] _____ earthquake recorded in the North Pacific in recent years. It was [2] _____ the last earthquake in the area ten years ago. Forecasters have predicted that a second earthquake is likely to follow, certainly no more [3] _____ the first and possibly [4] _____. Of course, a major landslide into the sea could cause a tsunami, but the weaker the earthquake, [5] _____ the risk of a landslide. Hawaii is no stranger to the forces of nature, being home to one of the most active volcanoes on Earth, Kilauea. Kilauea is [6] _____ Stromboli in Italy, which has erupted continuously for almost 2,000 years.

5 **Write sentences with the adjectives in brackets to compare these things. Then check your answers on page 120.**

1 the River Amazon / the River Thames (long)
2 the Red Sea / the Pacific Ocean (small)
3 Tokyo / São Paulo / New York (big)
4 the Sahara Desert / the Atacama Desert / the Dry Valleys in Antarctica (dry)

VOCABULARY *too … to, so … that, such … that*

1 EP **Complete the examples with the phrases in the box. Check your answers in the article on page 25.**

far too risky **to**	**so** vital **that**
such a powerful explosion **that**	
so slow **that**	

1 Some asteroids would generate _____ clouds of dust would cover the Earth for years.
2 To prevent a major disaster like Yucatán, it would be _____ blow up an asteroid with a bomb.
3 The pushing technique is _____ an asteroid might hit Earth before its orbit had moved far enough away.
4 That is why in the short term, it is _____ we keep an eye on every single asteroid heading for Earth.

2 **Complete the sentences using *too … to*, *so … that* or *such … that* and the words in brackets.**

0 There are far *too many people to* (people) fit on the bus.
1 The last exam was _____ (hard) I could only answer half of it.
2 I'm going to get the bus. It'd cost far _____ (money) go home by taxi.
3 This is _____ (a boring book) I stopped reading it halfway through.
4 This soup is boiling. It's far _____ (hot) eat.
5 There are _____ (films) choose from. I can't decide which to watch.
6 My teammates always need _____ (help) I might as well be in a one-person team.

3 » **Work in pairs. Student A, turn to page 121. Student B, turn to page 127.**

GRAMMAR Making comparisons

WARMER

Put students into small groups. Tell the groups to think of three people, place or things, for example three countries, three football teams, three school subjects, etc. Ask one group to read out their three things. Each of the other groups has to compare two or all three of the things using a comparative or a superlative. Groups can't use the same adjective more than once. For example: *The USA, Brazil, France. The USA is the biggest. Brazil is the hottest. France is smaller than the USA. I think France is more beautiful than the USA.*

1 When students have finished, write *The harder you work, …* on the board and elicit ways in which students could finish the sentence using the same form as in sentence 7 (for example … *the better you do in your exams.*) You could follow this by asking students to think of their own sentences in pairs or small groups.

Answers

b almost c good, far d easily e quite

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 244

2 Elicit the answers. Now draw three similarly sized circles on the board. Elicit comparisons between them using the phrases from sentences 1 to 3. Now draw three very differently sized circles and elicit comparisons using the phrases from sentences 4 to 7.

Answers

1 a, b, e
2 c, d, f

3 Ask students to close their books and ask the following questions: 'Which continent is the largest? Which is bigger, Australia or Europe? Which place on Earth is the coldest? What is the second tallest mountain?' Students then open their books and compare their answers to the sentences in the book. They then work in pairs to choose the correct words. Check answers.

Answers

1 easily 2 smaller than 3 far 4 little 5 hotter

4 Tell students to complete the text individually and then compare their ideas with a partner. Check answers.

FAST FINISHERS

Ask fast finishers to write their own sentences using the same phrases. These can be about any topics, for example bands, TV programmes or sports teams. When you have elicited the answers to the exercise, invite students to share some of their sentences with the class.

Answers

1 by far the strongest
2 bigger than
3 powerful than
4 a lot less harmful
5 the smaller
6 almost as active as

5 Tell the students to do this exercise alone. Before they start, ask what kind of adjective they will use to compare two things (*comparative*) and what kind of adjective when there are three or more (*we can use the superlative to say that A is the biggest/best of the three but we can also use the comparative to say that A is bigger/better than B and C*). When students have checked their answers, elicit any alternative words or phrases they used, for example: 1 *The Amazon is a great deal longer …*

MIXED ABILITY

Allow weaker students to work together. They can write sentences with just the comparative or superlative form and not worry about the modifying phrases if they prefer.

Answers

1 The River Amazon is longer than the River Thames. / The River Thames is not as long as the River Amazon.
2 The Red Sea is smaller than the Pacific Ocean. / The Pacific Ocean is not as small as the Red Sea.
3 Tokyo is bigger than São Paulo and New York. / São Paolo and New York are not as big as Tokyo.
4 The Dry Valleys in Antarctica are drier than the Sahara Desert and the Atacama Desert. / The Sahara Desert and the Atacama Desert are not as dry as the Dry Valleys in Antartica. / The Dry Valleys in Antarctica is the driest place on Earth.

» GRAMMAR WORKSHEET UNIT 4

VOCABULARY *too … to, so … that, such … that*

1 Write the words *too*, *so* and *such* on the board. Mime the following sentences: *It's too heavy*; *It's so tasty*; *This is such a boring book.* Ask students to use *too*, *so* and *such* to say what you are miming. Sometimes more than one answer is possible but, if someone says *It's too tasty*, elicit why this sounds strange (*too* indicates a problem or negative feeling but *tasty* is positive). Elicit the answers and the fact that we follow *so* with an adjective on its own, but *such* has to be followed by an adjective and noun.

Answers

1 such a powerful explosion that
2 far too risky to
3 so slow that
4 so vital that

2 Allow the students to work in pairs. Elicit the answers and the reason why 2 uses *too much* (money *is an uncountable noun*) and 5 uses *too many* (films *is a plural countable noun*).

Answers

1 so hard that
2 too much money to
3 such a boring book that
4 too hot to
5 too many films to
6 so much help that

3 Tell the students to first look at the completed sentences on their page. This will help them to complete the other sentences. Monitor and help where necessary. When they compare sentences, point out that even if they used different ideas in their sentences, they may still be correct. Elicit any different ideas that students had.

Answers

Students' own answers

» VOCABULARY WORKSHEET UNIT 4

LISTENING

1 Invite students to describe the two photos and describe what they can see in them. Put the students into small groups to see if anyone knows anything about sinkholes or whether they can guess. Set a time limit of one minute and then elicit ideas from the class. Don't tell the students the correct answer yet.

Answers
Students' own answers

17 2 When the students have listened, ask them to go back to their groups and discuss what they learned about sinkholes and any other facts or information they can remember. Elicit the answer and one other thing they heard in the text.

Answers
A *sinkhole* is when the ground collapses into a hole or a cave that has formed below the surface. They are caused by water washing away the soft soil under the ground.

17 3 Before students listen again, ask them to look through the eight statements and try to remember whether the information is true or false. When they have listened twice, elicit the answers and the correct information. You could follow this up by telling the students that, in 2018, a sinkhole appeared in the White House garden in Washington DC. Fortunately for the President, Washington doesn't have caves under the ground so it is unlikely to grow much bigger.

Answers
1 False (It measured over 20 feet across.)
2 False (Some parked cars nearly fell into the sinkhole.)
3 True
4 False (They can be caused by drains and water pipes bursting.)
5 True
6 False (The warning signs are when walls crack or when doors and windows are hard to open and close.)
7 False (No one was injured, but hundreds of local residents had to move to safety.)
8 False (They fixed it in eight days.)

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SPEAKING Discussing options

1 Ask the class as a whole what the objects are and write the words on the board (*waterproof clothing, blankets, drinking water (bottled water), first-aid kit, a can opener, a gas cooker, a (pen) knife, torch and batteries, face masks, cans of food*). Then put the students into pairs or small groups to answer the question. Elicit ideas from the students. You could follow up by asking students about any other equipment that could be useful in an emergency, for example *an energy bar, a portable charger for a mobile phone*.

Answers
Students' own answers

18 2 Elicit the answer and why 1 is wrong (*the speakers mention each item but don't describe them all*). Elicit which three things they chose in the end (*drinking water, a torch and canned food*). Ask the students if they think this was a good choice.

Answer
2 and 3

18 3 When you have elicited the phrases used, elicit that *bear in mind* is used to politely disagree by reminding or warning someone of a problem. In the recording, Ellie is asking Luke to bear in mind that there might not be any electricity, i.e. to remember or think about the fact that there might not be any electricity. The phrase *We're bound to need*, which they don't use in the recording, is similar in meaning to *We will definitely need* and is very common in informal speech in the UK.

Answers
Bear in mind that …
What if there's no … ?
If you think about it, …
It seems pretty obvious that …
Surely … is by far the most essential one.
I'd have thought that …

» AUDIOSCRIPT TB PAGE 264

4 As there are three tasks, you could put students into groups of three. One person for each question plays the role of an examiner. The other two discuss the situation for three minutes and try to agree on the most useful items to take with them, giving reasons for their ideas. Encourage them to ask each other for their opinions and to disagree politely. While they are listening, the student playing the examiner notes down any useful phrases that the students use. Elicit ideas from each group and some of the phrases noted.

Answers
Students' own answers

COOLER
Put students into groups of four or five. Each group thinks of a famous person. Invite each group in turn to come to the front of the class and say what job the famous person has, for example *singer*. Each of the other groups guess who it is and, if they are wrong, the group has to compare their person with the wrong guess using comparatives with the modifiers from the Grammar section, for example *Is it Beyoncé? No, our person is far older than Beyoncé. Is it Madonna? Yes!* If all the other groups guess wrongly, the group at the front of the class say who their famous person is.

LISTENING

1 Look at the pictures of sinkholes. What is a sinkhole, and why do you think they appear?

New York, USA

Fukuoka City, Japan

17 **2** Listen to a news broadcast and check.

17 **3** Are the sentences true or false? Correct the false ones. Then listen again and check.

1 The New York sinkhole was nearly 20 feet across.
2 Cars were damaged when the sinkhole opened up.
3 Sinkholes are far more common in Florida than in New York.
4 Sinkholes are always caused by natural events.
5 Most sinkholes occur outside urban areas.
6 When windows crack, it is a warning that a sinkhole is about to appear.
7 The Fukuoka sinkhole hurt around 100 people.
8 They fixed the enormous Fukuoka sinkhole in five days.

SPEAKING Discussing options

1 Look at the items in an emergency survival kit. When might you need these things?

18 **2** Listen to two people talking about the survival kit. Which two of the three things do they do?

1 Describe each item in the picture.
2 Talk about why you might need these things after a disaster.
3 Decide which three are the most important.

18 **3** Read the *Prepare to speak* box. Then listen again. Which expressions do you hear?

PREPARE TO SPEAK Discussing options

Bear in mind that …
Don't forget that …
What if there's no … ?
If you think about it, …
It seems pretty obvious that …
Surely … is by far the most essential one.
I'd have thought that …
We're bound to need … because …

4 Discuss what you would and would not need in the situations, and what you would do to survive.

- Bear in mind that you're together rather than alone.
- Include the items in the emergency survival kit and more items of your own choice.
- Use phrases from the *Prepare to speak* box.

1 You're driving off-road in the Simpson Desert, Australia. It's 45°C and the nearest town is 500 km away. Suddenly, your car breaks down.
2 You go diving off a boat in the Andaman Sea, 20 km off the coast of Thailand. Unfortunately, you lose sight of the other divers in your group and when you get back to the surface, the dive boat has gone.
3 You're skiing off-piste in the Austrian Alps. Unexpectedly, a heavy snow storm starts. Soon you can't see further than about 5 metres and all around you, big piles of snow are getting deeper.

LIFE SKILLS PHYSICAL WELL-BEING

PERSONAL SAFETY

1 **Ask and answer the questions.**

1 Can you remember any recent natural disasters? Which ones and where?
2 What should you do in case of a fire at home?
3 How can we plan for the possibility of a fire at home and prevent one from happening?

2 **Read the text quickly. Are any of your ideas from questions 2 and 3 in Exercise 1 mentioned?**

3 **Read the text again. Then answer the questions.**

1 How often should you check that a smoke alarm is working correctly?
2 What shouldn't you do with a microwave? Why?
3 Should you always disconnect an electrical device which is burning? Why? / Why not?
4 What should you do if you have visitors staying with you?
5 What should you do when you first discover a fire?

4 **Match the highlighted words in the text to the meanings.**

1 something which is not covered / not protected
2 the grey or black gas that is produced when something burns
3 make it difficult to pay attention
4 place to connect a plug to an electricity supply
5 stop a fire

LIFE SKILLS

Personal safety

Knowing how to keep yourself safe in a dangerous situation can mean the difference between life and death. This involves careful planning to ensure your personal safety in the event of a problem, as well as knowing how to react and recover from an event. These skills can be applied in any emergency situation, not just when natural disasters strike.

FIRE SAFETY AT HOME:

what you need to know!

19

Even a small fire in the home can have serious consequences. Luckily, a little knowledge about what to do in the event of a fire can help to keep you safe. It's important to know how to minimise the risk of fire and how to get out of your home quickly and safely. Here are some simple tips to follow.

1 Your family can install smoke alarms at different levels in your house. If there's a fire, these will give you a few minutes' warning. The batteries in alarms should be checked regularly, at least once a month.

2 Many fires at home start in the kitchen. Try not to distract anyone who is cooking and be extra careful when you cook with oil, because it can catch fire easily. It's a good idea to have a fire blanket in the kitchen to help extinguish fires. And don't put anything with metal parts in the microwave, because it can start a fire.

3 Always put candles in a stable candle-holder and on a heat-resistant surface. And don't place them near curtains or furniture. You should never leave burning candles unattended in a room – a naked flame can easily start a fire.

LIFE SKILLS

Learning Objectives

- The students learn about planning for emergencies and how to keep themselves safe.
- In the project stage, they create an emergency or disaster response plan for their school and present it to the class.

Vocabulary

distract extinguish naked (flame) smoke socket

WARMER

Write the words *Stay safe* on the board. Ask the students where they may need advice about how to stay safe, for example on a journey or while doing sports or other activities. Students work in pairs to think of a situation and then write three pieces of advice to give to other people using imperatives. Give an example: 'Don't smile in the first two weeks. Always be prepared for difficult questions. Don't forget to give them homework.' (advice to a new teacher). When students are ready, they read out their advice to the class and other students guess the situation.

LIFE SKILLS

Personal safety

Tell students to read the information and ask them to think about a skill that could be just as helpful in, for example, a fire as in an earthquake. Elicit ideas, for example *In both cases, it is important not to panic*.

1 Discuss the first question with the whole class. If there has been a natural disaster somewhere recently, try to have some information ready about where it was and what kind of disaster it was. Put students into groups of three or four to discuss the other two questions. Set a time limit of two minutes and then invite students to share their ideas with the class.

Answers

Students' own answers

2 Set a time limit of two minutes for students to read alone and then allow them to discuss what they read in the same groups as for Exercise 1. Elicit any new ideas that they didn't discuss in their groups.

Answers

Ideas mentioned are:

2 Use a fire blanket to extinguish fires, don't try to put out electrical fires with water, don't use a lift in a fire, tell an adult, leave home immediately, call the emergency services, don't go back into the building

3 Smoke alarms, check batteries regularly, don't distract people who are cooking, be careful when cooking with oil, don't put anything metal in a microwave, plan an escape route, put candles in a stable holder on a heat-resistant surface, never leave candles unattended, only have one device connected to a socket, leave keys where they are easy to find

3 When students have finished reading the text, ask them to cover it and discuss the answers with a partner to see if they can remember them. Elicit the answers and ask students what they think is the most useful advice in the text.

MIXED ABILITY

Weaker students can work in groups of three and read two sections of the text each. They answer the questions that relate to their parts of the text and then share their answers with the rest of their group.

FAST FINISHERS

Ask fast finishers to think about their own homes and what they could tell their parents that they should, or shouldn't do, based on what they have read; for example, *We haven't got a fire blanket. We should get one.* When everyone has finished the exercise, elicit the answers and ask fast finishers to say what their family should or shouldn't do.

Answers

1 At least once a month
2 Don't put anything with metal parts inside, because it can start a fire.
3 No – because it might not be safe to do so.
4 Make sure you tell them what to do if there is a fire.
5 Try to find an adult to help you. If it's a small fire, try to put it out yourself with a fire blanket or fire extinguisher. If it's a big fire, leave the building and call the emergency services.

19 The Reading text is recorded for students to listen, read and check their answers.

4 When students have finished the matching, elicit where else they may see smoke (for example *coming from a chimney*), how often people distract them when they are trying to learn, a phrasal verb meaning to extinguish a fire (*put out*), how many sockets they need in their bedroom and what for, and what else has a naked flame apart from a candle (for example *a gas cooker*, *a match*).

Answers

1 naked 2 smoke 3 distract 4 socket 5 extinguish

BACKGROUND INFORMATION

When students have finished the reading exercises, you could ask them to think of information that the text didn't include. Ask 'What do you think is the main cause of fire deaths in the home?' (The answer is smoking, and often falling asleep with a cigarette in bed or on the sofa.) Students work in pairs to think of other ideas. Elicit ideas and then tell them that other things to think about are:

- Unplug electrical appliances before going to bed. You shouldn't leave phones charging at night as chargers can often cause fires. Nor is it a good idea to leave dishwashers or washing machines running while you are asleep.
- To prevent the likelihood of fire, make sure that any electrical appliances have a European, or other, safety mark on them.
- Hair straighteners can be dangerous as they get very hot.
- Portable heaters can be very dangerous, especially if they are left on too close to blankets or other materials.
- As well as a smoke alarm, it is a good idea to have a carbon monoxide alarm as poisonous fumes from burning materials can be deadly.
- Before going to bed, close all doors in the house so that, if there is a fire, it won't spread so quickly.

20 **5** Before students listen, look at the exercise with the students and elicit ideas about what the answer to the second question may be, for example *Write it down in the form of a poster so everyone can see it.*

Answers

1 (Creating an) emergency response plan, or ERP
2 It needs to be tested/practised.

20 **6** Students read the sentences and discuss in pairs any answers they think they remember. Encourage them to note down key words and phrases as they listen so that they can give reasons for their answers.

Answers

1 F (for any potential emergency scenario)
2 T (Well, the first thing you need to ask yourself is: how can we predict or prevent this emergency?)
3 NM
4 T (This should include evacuation, helping people to escape danger)
5 F (This often involves rebuilding infrastructure like roads, hospitals and helping communities – a process which usually takes several years.)

» AUDIOSCRIPT TB PAGE 264

7 Look at the words with the students but ask them to cover the *Useful language* box. Elicit any words that students know already and ask them to give a definition or an example sentence. Students then look at the *Useful language* box to complete the sentences. Elicit the meanings. Ask follow-up questions to make sure students understand the words: 'What is critical for someone who wants to pass their exams? Imagine a scenario in which you might break the law? What do we need to reduce in our lives?'

Answers

1 critical 2 scenario 3 reduce 4 respond 5 procedure 6 recover

PROJECT *An emergency response plan*

Look at the instructions with the class. Elicit a possible event that could happen at school and write it in the middle of the board, for example *Fire in science lab*. Create a mind map with lines leading outwards from the event. Label these *predicting/preventing*, *protecting / reducing impact*, *responding to emergency* and *recovering*. Elicit one or two ideas for each and write these on the mind map. Put the students into groups of three. Encourage groups to make their own mind maps for the events they think about. They should all write these down so that they all have the same information for their project.

Monitor and help with ideas where necessary. When they have finished, the groups should discuss who will prepare what, and when. When students have all presented their projects, discuss what they enjoyed and didn't enjoy about doing a project together.

PROJECT EXTENSION

When all the students have presented their projects, write their different topics on the board. If more than one group chose the same topic, try to elicit more so that there are enough different topics for every group to have their own.

Give each group one of the topics, preferably one that they didn't present themselves. They now work together to make an information poster for the classroom giving advice – what people should do to prevent the problem and what they should do if the problem occurs – in a clear, easy-to-read form on a poster. When these are ready, they can be displayed on the walls for the students to look at, and as useful information for any other classes who use the same room.

COOLER

Look at the first paragraph of the text on fire safety with the class. Elicit any useful topic vocabulary that it contains which is not highlighted in yellow, for example *install smoke alarms*, *warning*. Students do the same for the other paragraphs. Elicit the words and write them on the board, for example: 2 *start a fire*, *catch fire*, *fire blanket*; 3 *heat-resistant*, *burning*; 4 *connected to a socket*, *overheating*, *disconnect the device*; 5 *accessible*; 6 *put out a fire*, *emergency services*, *at risk*. Students work in groups to think of the best way to record this vocabulary. Set a time limit of two minutes and then invite groups to share their ideas with the class. Students can add vocabulary to their lists for homework.

20 **5** **Listen to a radio interview with a safety expert. Then answer the questions.**

1 What is the interview about?
2 What is the last thing that needs to be done with a plan?

20 **6** **Listen again. Are the sentences true (T), false (F) or not mentioned (NM)?**

1 We should only plan for emergencies which we know have happened before.
2 The first step in creating a plan involves the prediction and prevention of emergencies.
3 It's also important to protect wildlife when a natural disaster strikes.
4 Having a planned escape route is part of responding to an emergency.
5 Recovery from an emergency is normally quite fast.

4 It's better to have only one device connected to each wall socket. Too many devices in the same socket can cause overheating. If a fire starts with an electrical device, never try to extinguish it with water! Disconnect the device, but only if you can do so safely.

5 Plan a fire escape route with your family and make sure that you tell any visitors who are staying for the night what the route is. Always remember to leave door and window keys in an accessible place for everyone. If your building has one, never use a lift to escape.

6 If you discover a fire, you should always try to find an adult to help you. If you're alone and it's only a small fire, try to put it out yourself using a fire blanket or extinguisher. But if it's a big fire, it's a job for the professionals! So leave your home immediately and call the emergency services. Make sure you know the number you need to call. And never go back into a building that's on fire. It can put your safety and the safety of others at risk.

7 **Complete the sentences with the words in the box.**

critical	procedure	recover
reduce	respond	scenario

USEFUL LANGUAGE

Describing a plan

1 Any actions which are taken in the first few minutes are _____.
2 We should make plans for any potential emergency _____ where there is a threat or risk to personal safety.
3 The key here is to identify things which will _____ injuries, deaths or damage to property.
4 The next important area to consider is: how can we _____ to the emergency situation?
5 There needs to be a clear _____ for contacting and coordinating with emergency services.
6 There's one final area to include, and that's how to _____ from the emergency.

PROJECT

An emergency response plan

Work in groups to create an emergency or disaster response plan for your school. Use these steps to help you.

1 Brainstorm possible natural disasters or emergency events which could happen at your school and decide on one together.
2 Create an emergency response plan (ERP). Give group members different parts of the plan to work on and then coordinate your ideas:
   - predicting or preventing an emergency or event
   - protecting people and reducing the impact
   - procedures for responding to the emergency
   - recovering from the event.

   Use the phrases from *Useful language* when you discuss your ideas.
3 Decide on a format to present your work: poster, presentation, physical demonstration, video, etc.

Present your ERP to the class.

REVIEW 1 UNITS 1–4

VOCABULARY

1 **Complete the sentences with the correct phrasal verbs. Use a word from A and a word from B.**

A

break figure get x2
go hand note put

B

down for in x2 off on out up

1 Do you know when we _____ for the summer holidays?
2 Please _____ the details in case you need them later.
3 We had to _____ three essays yesterday.
4 I hope you _____ OK this term; you have a very full timetable!
5 I can't _____ how to change my password.
6 Sam has _____ meeting us again. I'm beginning to think he doesn't want to see us!
7 I was nervous when Georgia asked me to make a speech at our graduation party, but later I decided to _____ it.
8 I've trained for the hockey team for ages, so I hope I _____!

2 **Complete the text with suitable music nouns. The first letter of each word is given to help you.**

The band Bad Buildings have just released the third [1] t_____ from their debut [2] a_____, *A Pocket of Slow Blinks*, and now they're on a [3] w_____ tour. The band are giving a special [4] p_____ in Prague for 100 devoted [5] f_____ who won tickets in a competition. The gig is at the famous Klub 007, 'probably the best small concert [6] v_____ in Western Europe,' says Steven Hay, the band's lead [7] s_____.

3 **Complete the second sentence so that it has a similar meaning to the first. Use two words from the box in each sentence.**

accused be confessed denied losing not
of ordered suggested that to wait

1 'Why don't you study a bit harder?' said the teacher.
The teacher _____ _____ we should study a bit harder.
2 'Don't be late!' my dad said.
My dad warned us _____ to _____ late.
3 'Stay there a moment!' said the police officer.
The police officer _____ us to _____.
4 'I didn't lose your glasses. It wasn't me!' said Tommy.
Tommy _____ _____ the glasses.
5 'You've broken my phone,' Ted said to his sister.
Ted _____ his sister _____ breaking his phone.
6 'I'm sorry, I took £5 from the drawer,' Isla said.
Isla _____ _____ taking £5 from the drawer.

4 **Complete the texts using two of the three natural disaster verbs in brackets.**

The earthquake started at around 10 pm local time. The ground [1] _____ violently and a wall next to me [2] _____. (knocked over / shook / collapsed)

The River Thames has burst its banks. River water is flooding into the busy town centre, [3] _____ trees and vehicles with it. Cars are [4] _____ down the main street. (cracking / dragging / floating)

Whenever the volcano [5] _____, lava [6] _____ down the northern side of the volcano into the sea, but the urban areas to the south tend not to be affected. (runs / erupts / smashes)

GRAMMAR

1 **Choose the correct option, a or b.**

1 Who helped you with the homework?
a No one, I did it all myself.
b I didn't help anyone.

2 Wait a moment, …
a my phone rings.
b my phone is ringing.

3 When I was younger, …
a I used to ride a bike all the time.
b I was riding a bike all the time.

4 Since the start of this year, …
a I've been to the cinema about 15 times.
b I went to the cinema about 15 times.

5 Look at these phones.
a Which are you preferring?
b Which do you prefer?

6 Once I got to college, I realised …
a I'd forgotten my tablet.
b I forgot my tablet.

7 I've arranged to meet Danielle. We …
a meet next Thursday at 6 pm.
b 're meeting next Thursday at 6 pm.

8 What did Anna's car damage?
a It damaged a bus stop.
b A bus drove into it.

9 Kevin dropped his laptop while …
a he had run for the bus.
b he was running for the bus.

10 When we lived in New York, …
a I was speaking English all the time.
b I spoke English all the time.

REVIEW 1 UNITS 1–4

Overview

VOCABULARY	Education: phrasal verbs; Music phrases; Verbs of communication; Natural disasters: verbs
GRAMMAR	Question forms; Subject and object questions; Present tense review; Past tense review; Making comparisons
EXAM TASKS	Reading and Use of English Part 2; Reading and Use of English Part 1

Resources

PHOTOCOPIABLE WORKSHEETS: Grammar worksheets Units 1–4; Vocabulary worksheets Units 1–4; Review Game Units 1–4; Literature worksheet; Speaking worksheet; Writing worksheet

WARMER

Put students into pairs. Each pair looks at one of the first four units in the book and chooses one word they think other students may not remember. They write a definition for that word or copy the definition in the Student's Book. Students then get into groups of four. In each group, one student has looked at each unit, 1–4. They take it in turns to test the other students to see who can remember their word. The groups then test the rest of the class with one of their words.

VOCABULARY

1 Students work alone. Tell them to do as much of the exercise as they can without looking back at the earlier units in the Student's Book. If they don't know any of the answers, they should make a note of what they think the phrasal verb might mean, for example 1 *finish the end of the school year*. They can then ask their partner if they know the answer. Elicit the answers and alternative ways of saying each sentence without using phrasal verbs.

MIXED ABILITY

Allow weaker students to look back through the units to find any phrasal verbs whose meaning they aren't sure of.

Answers

1 break up
2 note down
3 hand in
4 get on
5 figure out
6 put off
7 go for
8 get in

2 Before students look at the exercise, ask them to share any words about music they can think of. Elicit ideas and write the words on the board. Some of the words may be useful when students do the exercise. Students now read the text quickly to find the name of the band (*Bad Buildings*) and where they are going to play a concert (*Prague*). Students then work alone and compare answers in pairs. Elicit the answers and what they mean, for example a *track* from a *debut album* is one song from their first collection of songs.

FAST FINISHERS

Ask fast finishers to find other useful vocabulary in the text and to look up any words they don't know. When everyone has finished the exercise, elicit the words and their meanings, for example *released – put on sale*, *devoted – very loyal*, *lead (singer) – the main (singer) in a group.*

Answers

1 track 2 album 3 world 4 performance 5 fans 6 venue 7 singer

3 Look at the first sentence with the class and elicit the answer (*suggested that*). Students can work alone or in pairs to complete the exercise. Elicit the answers and what some of the verbs mean, for example *accuse – say that someone did something wrong*, *confess – admit that it was you that did something wrong*, *deny – say that it wasn't you who did something wrong*.

Answers

1 suggested that
2 not, be
3 ordered, wait
4 denied losing
5 accused, of
6 confessed to

4 Students do the exercise alone and then compare answers in pairs. Elicit the answers and what they mean and why the other word is wrong, for example: 1 the wall didn't *knock* anything *over*, it was *knocked over* by the earthquake; 2 *cracking* means *breaking*; 3 you have to *smash* something – you can't use the verb without an object. Ask students what other words in the texts mean, for example *violently – very strongly*, *burst its banks – water has gone over the sides of the river*, *urban – built up, towns and cities.*

Answers

1 shook 2 collapsed 3 dragging 4 floating 5 erupts 6 runs

GRAMMAR

1 Look at the first question with the class. Elicit the correct answer and ask students what this question is testing (*subject and object questions*). Elicit that for b to be correct, the question would have to be *Who did you help with the homework?* Students do the rest of the exercise alone or in pairs. Quicker students should also think about what structures are being tested. Elicit these with the answers.

Answers

1 a 2 b 3 a 4 a 5 b 6 a 7 b 8 a 9 b 10 b

2 Look at the response in the first question. Elicit that the tense is the present perfect and so the question will also be in the present perfect. Students work alone. Monitor and help where necessary, especially with question 6 which students may find tricky (it is a passive answer but requires an active question). Elicit the answers and the tenses used.

Answers
1 Have you (ever) visited
2 did you say
3 did you know
4 are you doing
5 did Simon email / emailed the school
6 gave you

3 Before students look at the exercise, elicit different ways of comparing two or more things. Try to elicit comparatives, superlatives and (*not*) *as … as*, and examples of each. Students then do the exercise alone and check in pairs. Elicit the answers and ask students to think of similar phrases to the answers for 7 and 8. For example, in English there is a common saying *the more* (people at a party or meeting) *the merrier*.

Answers
1 not quite
2 as
3 good deal
4 than
5 almost as
6 easily
7 the
8 the better

4 Tell students to look at the options in the first sentence but not to look at the response given. Elicit that both are possible correct answers. Elicit ways of answering each option, for example: *Who called you? Tom called me. Who did you call? I called Tom.* When students have completed the exercise, elicit the correct forms and why they are correct. (2 *this month* is unfinished; 3 this isn't two past events, it is a past habit and a present one; 4 we use *more* + long adjective without the *-er* ending.)

Answers
1 did you call
2 've been
3 used to do
4 bigger

5 You could do this as a game. Tell students to close their books and split the class into two groups. Invite one student from each group to come to the board. Tell them that you are going to read out a sentence which is incorrect. They have to write it correctly. The first group to write the sentence correctly wins a point. You can read the sentence more than once to help them remember. The groups can help their writer but cannot get up and write for them. If they shout out, the other team's writer may hear what they say and write it first – so if a writer needs help, he or she should come to the group so they can whisper the correct sentence quietly. When one group has the correct answer, two different students come to the board and you read sentence 2.

Answers
1 How much **does it cost** exactly?
2 My cousin **visits** me sometimes.
3 He**'s/has** studied there since September.
4 The second restaurant was far better **than** the first.

6 B2 First for Schools Reading and Use of English Part 2

Remind students what they have to do in this part of the exam and if necessary, read out the B2 First for Schools information on TB page 38. Encourage students to check their answers carefully if they finish quickly. Allow students to compare answers in pairs and elicit the answers.

Answers
1 either 2 on 3 get 4 try 5 as 6 to 7 that/which 8 like

7 B2 First for Schools Reading and Use of English Part 1

Remind students what they have to do in this part of the exam and, if necessary, read out the B2 First for Schools information on TB page 46. Students won't be able to work out the answer by the type of word because the options will all be the same type, for example past verb forms, plural nouns, etc. Students again work alone and then compare answers in pairs. If they have different answers, they should try to justify why they think they are correct. Elicit the answers and the meanings of any difficult words.

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

COOLER

Tell students to choose a word from the Review section that they had forgotten or which they think is the most difficult to remember. They make an example sentence using their word. Students then mingle and tell each other the word they chose and their example sentence. Other students can write this down if they think it is useful. When students have finished, elicit some of the words and sentences they chose.

2 Complete the questions using the correct form of the verbs in brackets.

1 '_____ (visit) London?'
'Yes, I have. I've visited London twice.'
2 'What _____ (say)?'
'I didn't say anything.'
3 'Who _____ (know) at the party?'
'I didn't know anyone.'
4 'What _____ (do)?'
'I'm not doing anything.'
5 'Who _____ (email)?'
'Simon emailed the school.'
6 'Who _____ (give) this number?'
'I was given this number by a friend.'

3 Complete the conversation with the words and phrases in the box.

almost as	as	easily	good deal
not quite	than	the	the better

Sam: Although my laptop's brand new, it's [1]_____ as fast [2]_____ yours. It's still a [3]_____ faster [4]_____ the last one I had, though.
Amy: Yours is the 8GB model, so it's [5]_____ quick as mine, isn't it?
Sam: No, yours is [6]_____ the fastest.
Amy: Well, [7]_____ faster [8]_____, I always say!

4 Choose the correct words.

1 'Who *called you / did you call* at lunchtime?'
'I called Marc. Why?'
2 I *go / 've been* to three birthday parties this month.
3 I don't play football as much as I *had done / used to do*.
4 I think my town will be *bigger / more bigger* in 20 years' time.

5 Correct the mistake in each sentence.

1 How much it costs exactly?
2 My cousin is visiting me sometimes.
3 He studied there since September.
4 The second restaurant was far better as the first.

6 Read the text and think of the word which best fits each gap. Use only one word in each gap.

SCHOOLING VS UNSCHOOLING

It's 8.45 am on a school day, and whilst millions of schoolchildren are sitting [0] *down* in class, Natasha and Toby Lewis are in their kitchen making models of kangaroos. Natasha (14) and Toby (9) don't go to school, but they aren't 'home-schooled' [1]_____. Natasha and Toby are 'unschooled'. It all started two years ago, when they were being picked [2]_____ at school. The siblings were never going to [3]_____ on there, so their parents decided to [4]_____ out unschooling. Unschooled children have complete freedom to decide what they want to do. As long [5]_____ parents can prove the children are learning, this is allowed. It was Toby's suggestion [6]_____ make kangaroos – his inspiration came from a recent zoo visit, and his kangaroo is a painted pottery model. Natasha's a fan of animatronics, and inside her cardboard kangaroo there's a tiny motor [7]_____ allows it to move [8]_____ a robot.

7 Read the text and decide which answer (A, B, C or D) best fits each gap.

Ahead in music

Following a sports accident, a teenager has [0] *discovered* a hidden musical talent and can now play 13 different instruments.

Lianne Woodson, 19, was once a keen lacrosse player, but she had little [1]_____ in music. However, after a particularly bad sports [2]_____, she ended up in hospital having [3]_____ the back of her head on the ground.

Lianne was really upset when doctors [4]_____ her to stay off the sports field. But soon after, she discovered her new musical abilities. [5]_____ having no musical training, Lianne suddenly found she could play a [6]_____ of instruments, including the guitar and the piano.

Doctors believe the accident [7]_____ a previously unused part of Lianne's brain – one which controls musical skill. Lianne can't play lacrosse for her school any more, but she's [8]_____ use of her new skills by playing in the school band.

0	A detected	(B) discovered	C located	D revealed
1	A affection	B enthusiasm	C interest	D passion
2	A injury	B pain	C scar	D wound
3	A beaten	B broken	C collapsed	D smashed
4	A demanded	B requested	C suggested	D ordered
5	A Although	B Despite	C Even	D Just
6	A figure	B number	C sum	D total
7	A attracted	B inspired	C motivated	D stimulated
8	A taking	B making	C having	D keeping

5 VIRTUAL ACTION

ABOUT YOU

Which video games do you enjoy playing? Why?
What devices do you prefer to play games on? (PC, games console, phone, tablet, etc.) Why?

VOCABULARY Video gaming: verbs

1 **Look at photos A–D. What types of game are they?**

2 (21) **Listen to Michelle and Zach talking about video games. Then answer the questions.**

1 Which game from Exercise 1 do they not mention?
2 Which game does Zach initially think is boring?
3 Which game is Zach playing the most at the moment?
4 Which is Michelle's favourite game at the moment?

3 (22) (EP) **Complete the paragraphs with the verbs in the boxes. Then listen and check.**

constructing exchanging gathering interacting

You can do stuff like [1]_____ whole towns if you want to. I love that whole process of [2]_____ everything I need, buying it or just [3]_____ stuff with villagers. And because there are about ten of us playing, I'm [4]_____ with friends the whole time.

balance dive roll slide

You can [5]_____ down a roof, jump off it and [6]_____ along the ground in seconds. If someone is shooting, you can react in lots of different ways, like you can build a wall really quickly and [7]_____ behind it. You can even do tricks, like you can jump on top of a moving rocket and [8]_____ on it as it flies along.

brake chase overtake reverse steer

I can [9]_____ round obstacles that appear without ever crashing. I can [10]_____ most of the cars I come across. I can even [11]_____ to get away from people. If another car starts to [12]_____ me and it's catching up, I [13]_____ to slow down, and then turn the steering wheel really quickly, and the car spins around and then I'm reversing. You just have to be careful that you don't roll it over.

4 **Imagine you are playing a game. Read the problems. What would you do in each case? Answer using the verbs in Exercise 3.**

1 You're driving very fast and suddenly you realise you're about to crash into a wall.
2 You're hungry and you don't have any food, but you have some gold coins.
3 You need to get past a massive wall. You can see a tiny window high up. You're standing next to a tree with a long branch that passes a few metres from the window.
4 It's cold and you need somewhere to cook your dinner and then sleep. There are a lot of pieces of wood around you in the forest.
5 You're chasing a car, but a slow truck has appeared in front of you.

5 **Describe what happens in your favourite games. Use the verbs in Exercise 3.**

READING

1 **Look at the title of the article. Then discuss the questions.**

1 In what ways might video games be good for you?
2 How might playing video games make you smarter?

2 **Read the article quickly and check your ideas.**

3 **Read the article again. Are the sentences true or false, according to the article?**

1 Playing games can help your brain to work faster.
2 Playing fitness games can help you learn how to make decisions.
3 Games can teach you that sometimes things are too difficult to achieve.
4 Playing role-playing games can help you become a successful leader.
5 Playing games can make you more unfit.
6 There is no evidence that violent games can have a bad effect on you.

4 **Discuss your own opinions about the sentences in Exercise 3.**

5 VIRTUAL ACTION

ABOUT YOU

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What devices do you prefer to play games on? (PC, games console, phone, tablet, etc.) Why?

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5 VIRTUAL ACTION

Unit Overview

TOPIC	Video gaming
VOCABULARY	Video gaming: verbs
READING	Video games – Have fun and get smarter?
GRAMMAR	Relative clauses
VOCABULARY	Nouns: *-ness* and *-ment*
WRITING	A review
EXAM TASKS	Writing Part 2

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 142; TB page 244
WORKBOOK: pages 20–23
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 5; Vocabulary worksheet Unit 5
TEST GENERATOR: Unit test 5

WARMER

Before the students open their books, tell them you are thinking of a video game (for example *FIFA 19*). Tell students they can ask *Yes*/*No* questions to try to guess what the game is, for example, *Is it a war game? Can you play with two people?* Elicit questions and guesses. When the students have guessed, or given up, they then do the same in small groups.

ABOUT YOU

Put students into pairs or small groups to discuss the questions. Alternatively, you could get students to survey as many people as possible in the class in five minutes. Afterwards, nominate two or three individuals to summarise their findings to the class.

VOCABULARY Video gaming: verbs

1 Put students into pairs to describe what they can see in the pictures. If students don't know or understand the meanings of the types of games, explain or elicit that a *sandbox game* is one in which the players are free to create what they want and move where they want, although some still have tasks that players need to unlock. A *simulation game* combines the game's graphics and audio with the player's environment. For example, a game may use the player's phone camera or GPS as well as the game's own graphics. *Survival games* are a subgenre of action video games set in a hostile, intense, open-world environment, where players are required to collect resources and survive as long as possible.

Possible answers

A driving game / racing game
B sandbox game
C simulation game
D survival game

21 **2** Encourage students to read the questions before they listen. After they have listened, elicit the answers and what words the speakers used that helped them answer the questions. (2 *…it isn't exactly exciting, is it?* 3 *I still am obsessed. I'm just totally addicted.* 4 *My new number one game is…*)

Answers

1 *Overcooked*
2 *Minecraft*
3 *Fortnite*
4 *Onrush*

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22 **3** Allow the students to discuss their ideas in pairs. When they have finished, elicit the meanings of all the verbs in the boxes. Check the meanings by asking students to name other games in which they can do each action.

Answers

1 constructing 2 gathering 3 exchanging 4 interacting 5 slide 6 roll 7 dive 8 balance 9 steer 10 overtake 11 reverse 12 chase 13 brake

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4 Look at number 1 with the class and elicit what they could do (for example *crash and start again*). If they don't include one of the words from Exercise 3, elicit alternatives that do use this vocabulary (for example *brake*, *steer*). Put the students into small groups to discuss the other situations. Monitor and help where necessary. Elicit ideas from different groups.

Possible answers

1 **Brake** and **steer** away from the wall.
2 **Exchange** the coins for food. **Gather** fruit from trees.
3 Climb the tree, walk along the branch (**balance**, don't fall!) and **dive** through the window.
4 **Gather** the wood to make a fire. Then use wood to **construct** a hut/shelter.
5 **Overtake** the truck!

5 Put students into pairs to describe the games. Tell them to use as many of the words from Exercise 3 as possible, and to count how many they used. Find out which pair used the most words and ask them to describe that game to the class.

Answers

Students' own answers

READING

1 Before students look at the questions, ask the class to think of a video game they play that they think is good for them in some way. It may teach them a skill or give them information about the world. Give an example, such as a map game where players have to click on a map to say where different countries and towns are – this would help with geography. Students work in pairs. Set a time limit of one minute and then elicit ideas from the class. Students now look at the questions in small groups and use the ideas they shared earlier to answer the questions. Elicit ideas from different groups.

Answers

Students' own answers

CONTINUED ON PAGE 62

BACKGROUND INFORMATION

Minecraft is sometimes mentioned as an example of a game that can foster positive values. Some reasons given for this:

- It can allow confident exploration and means that children are free to make mistakes but still succeed. This can help them to overcome fear of failure, which is related to the idea of having a growth mindset explored in Unit 1.
- It is said to foster a child's creativity and can allow them to concentrate on things that interest them.
- It can help with problem-solving as the players have tasks such as building a shelter before night falls. This can help in other areas of life.
- There are multi-player adventures where more than one person can play together so this can allow children and parents to play together.
- It may help with resource management. Students learn how to calculate the cost and benefits of different tools and see which are worth getting first.

2 Give students just one minute to encourage them to scan the article quickly to find the answers. Elicit the answers and, if they are different to the ideas the students had before, ask what games would help them with these skills.

Possible answers

1 You can improve your fitness, for example balancing, by playing fitness games at home. They teach you about success and failure and can help you develop confidence and social skills.
2 They help you to improve your concentration, stimulate your brain and speed up your reaction time, and they teach you decision-making skills.

3 Set a time limit of ten minutes for students to read the article and find the answers. Tell them to underline the information that helped them to find the answers. Elicit the answers and the information they underlined.

FAST FINISHERS

Students make a list of all the advantages and disadvantages of playing video games mentioned in the text. If they have time, they can then write a short dialogue between a child and a parent, in which the parent tells the child that they play too many video games and the child says why they are good for them. When everyone has finished reading, invite fast finishers to act out their dialogues in front of the class.

Answers

1 True (can stimulate your brain and improve the speed at which you react)
2 False (A lot of games also teach decision-making skills. For example, when you have to choose the best way to escape …)
3 False (you can succeed if you keep on trying)
4 True (You can become a leader … you can develop social skills that might help you in the real world)
5 True (it can stop you from getting enough exercise)
6 False (there isn't much evidence to support this)

23 The Reading text is recorded for students to listen, read and check their answers.

4 Divide the class into six groups to discuss their opinions. Set a time limit of about six minutes and ask the students to give reasons for their opinions, not just say whether they agree or disagree. Each group then tells the class their opinions about one of the sentences. If the other groups disagree, they can say why.

Answers

Students' own answers

5 Elicit the words. Then ask students for more examples of opposites formed by changing the suffix (e.g. *careless – careful*), adding a negative prefix (e.g. *friendly – unfriendly*) or using a completely different word (e.g. *true – false*).

MIXED ABILITY

Weaker students can work in groups of three. Each student looks at one group of three words and finds the corresponding words in the text. They then share their ideas together.

Answers

1 harmful, unhealthy, negative
2 incredibly, physically, psychologically
3 concentration, entertainment, violence

TALKING POINTS

Put students into small groups to discuss the questions. You could also ask them to consider whether they agree with giving games official age ratings, as some countries do, for example not allowing people under the age of 15 to buy or play certain games. Share ideas as a class.

COOLER

Talk to students about YouTubers who comment on games while they are playing them. Ask if the students like these kinds of videos and who their favourite commentator is. Students then work in pairs and imagine they are playing a video game and commenting on it. They have to think of what they might say but they can't mention the name of the game. Set a time limit of three minutes for students to think of ideas, and then invite students to present their commentary to the class to see if the other students can guess their game.

23

VIDEO GAMES

Have fun and get smarter?

We all know about the pleasure and satisfaction that you can get from playing video games. There's the sense of achievement when you finally reach the last level of a game after months of trying, or the feeling of pride when you beat your best friend for the first time. But some experts now say that, as well as offering fantastic entertainment, video games might also be good for you. Too good to be true? Read on and find out!

It seems that when you play video games, you might be acquiring some very important skills. For a start, games are great for your concentration. Being able to focus on a task for an extended period of time is definitely a skill you can use at school or later, in a job. Because you have to think incredibly quickly, video games can also stimulate your brain and improve the speed at which you react. Fitness games, which are still very popular, allow you to practise sports techniques like balancing or hitting balls from the comfort of your living room. A lot of games also teach decision-making skills. For example, when you have to choose the best way to escape from a trap in a game, you're learning how to solve problems and use your judgment quickly, and under pressure – skills that will be very useful later in life. Gaming teaches you about success and failure, too. The fact that a lot of games are difficult, and you have to work hard to reach the top level, teaches you determination. In life and in games, you can succeed if you keep on trying.

Some psychologists believe that role-playing games are particularly valuable. In the virtual environment, young people can take on roles that are often not available to them in real life. This can help develop character; for example, someone whose natural character is quiet and shy might find that, in a role-play situation, they find the confidence to be outgoing and brave. You can become a leader who has to inspire and encourage a team, or lead them against players who are attacking your group. By dealing with these situations, you can develop social skills that might help you in the real world when you're older.

Gaming does have its downsides, of course. Playing for a while is great, but people who play for hours on end can have problems. Physically, it can stop you from getting enough exercise, which is unhealthy. Psychologically, there is evidence that players can become addicted to their games and begin to prefer their 'virtual' lives, where they are always in control. It is sometimes claimed that very violent games can have a negative effect on players and lead to violence in real life. Although there isn't much evidence to support it, this is an argument that will go on and on.

Overall, the message is that playing video games is not harmful, unless you spend too much time on them. And while you're constructing your city, gathering valuable items, defeating your enemies or making your fortune in a game, you're also developing useful skills that will stay with you for the rest of your life.

5 **Find the words in the article.**

1 the opposites of *harmless*, *healthy*, *positive*
2 the adverbs related to the adjectives *incredible*, *physical*, *psychological*
3 the noun forms of *concentrate*, *entertaining*, *violent*

TALKING POINTS

What are some other advantages of video games?
Is there a connection between violence in video games and violence in real life?
How easy is it to become addicted to video games?

GRAMMAR Relative clauses

1 **Read the examples. Then complete the rules with the words in the box.**

Defining relative clauses

1 People **who play for hours on end** can have problems.
2 This is an argument **that will go on and on.**
3 Someone **whose natural character is quiet and shy** might find that in a role-play situation …

Non-defining relative clauses

4 Fitness games**, which are still very popular,** allow you to practise sports techniques.
5 Players can begin to prefer their 'virtual' lives**, where they are always in control.**

that	where	which	who	whose

a A defining relative clause explains who, what or where we are talking about.
We use:
[1]_____ or *that* for people
which or [2]_____ for things
[3]_____ for places
[4]_____ for possession.

b A non-defining relative clause gives extra information about a noun. The main clause makes sense with or without the relative clause. We use a comma before and after the clause. We can't replace *who* or [5]_____ with *that*.

» GRAMMAR REFERENCE AND PRACTICE PAGE 142

2 **Match the sentence halves. Add *who*, *which*, *whose* or *where*.**

0 f – I've got to the level where you get another life.

~~0 I've got to the level~~
1 I don't like people
2 What's the website
3 I'll give you a password
4 I like computer games
5 He's the guy
6 Can you return the game

a you mustn't forget.
b I lent you?
c brother broke my Wii.
d cheat at video games.
e you usually buy games?
f ~~you get another life.~~
g are really exciting.

3 **Write definitions for the words in the box. Use the sentence beginnings below to make defining relative clauses.**

~~blog~~	chatroom	email	gamer
the internet	keyboard	mouse	
password	programmer	screen	
social media site	webcam		

This is a person who / a thing which / a place where …

blog: This is a short article which someone writes about their opinions or experiences and posts online.

4 **Work in pairs. Read your definitions from Exercise 3. Can your partner guess the words?**

5 **Rewrite the pairs of sentences with a non-defining relative clause at the place marked *.**

0 *Pong* * was my uncle's favourite game. It was first sold in 1972.
Pong, which was first sold in 1972, was my uncle's favourite game.
1 Simon * sits next to me in class. He is brilliant at driving games.
2 Cupertino * is in California. Apple Computers is based there.
3 My brother * is brilliant at *Rocket League*. He is only seven.
4 *Minecraft* * still has millions of players. It's quite an old game.

6 **Choose the correct options.**

1 I was playing against my mates, *that* / *who* are much better than me.
2 This game's about a character *has* / *who has* to get back to Earth.
3 We visited a web page *which* / *where* they give game hints.
4 Is Ali the guy *which* / *whose* Instagram was hacked?
5 This is an area *that* / *where* you can use public wi-fi.

VOCABULARY Nouns: *-ness* and *-ment*

1 **Read the examples. Which ending can we add to adjectives to make nouns? Which can we add to verbs to make nouns?**

1 It's important to keep **fit.** **Fitness** games allow you to practise sports techniques like balancing or hitting balls.
2 People will **argue** about this a lot. The **arguments** will go on and on, I think.

2 **Make nouns from the adjectives and verbs in the boxes. Then use them to complete the sentences.**

dark	friendly	tired	weak

1 Asking for help isn't a sign of _____.
2 The lights went out and we were left in total _____.
3 _____ meant we made a few mistakes in the test.
4 What I love about this school is the _____ of all the students.

arrange	embarrass	encourage	treat

5 Who made all the _____ for the party?
6 My dog received very prompt _____ at the vet's.
7 My parents and teachers gave me a lot of _____ to apply to university.
8 I can't get over the _____ of my dad singing at my party. It was dreadful!

3 **» Work in pairs. Student A, turn to page 121. Student B, turn to page 127.**

GRAMMAR Relative clauses

WARMER

Write two sentences on the board:

The students, who worked very hard, went on a school trip.

The students who worked very hard went on a school trip.

Put the students into small groups to discuss the difference between the two sentences. (*In the first sentence, all the students worked very hard and all went on the school trip. In the second, only those students who worked hard went on the school trip.*)

1 Allow students to work in pairs. Elicit the answers and, if you did the Warmer, ask which sentence could be written with *that* in place of *who* (*the second*). You could point out that, in a sentence about a place which includes a preposition, we use *which* or *that*, not *where*. For example: *This is the café* ***where*** *we had a cup of tea* but *This is the café* ***which*** *we had a cup of tea* ***at***.

Answers

1 who 2 that 3 where 4 whose 5 which

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 244

2 Look at the example with the class and elicit why *where* is the correct pronoun (*a level is a place*). Monitor as students do the matching exercise individually. Nominate stronger students to share their answers and check that the class agrees with them.

Answers

1 d, who
2 e, where
3 a, which
4 g, which
5 c, whose
6 b, which

3 Look at the example with the class. Elicit any other sentences they could write, for example *This is a text written and shared on the internet by a person who is interested in the subject.* Allow weaker students to work in pairs to think of their definitions but make sure both partners write the definitions. Monitor and help where necessary. Don't elicit ideas yet.

Possible answers

chatroom: This is a place where people meet virtually to chat.
email: This is a thing / a type of letter that people send to each other via a computer.
gamer: This is a person who plays video games.
the internet: This is a thing which connects computers and allows people to communicate with each other.
keyboard: This is a thing which is used for typing.
mouse: This is a thing which moves a cursor around the screen.
password: This is a thing / a secret word which stops people accessing something private.
programmer: This is a person who writes computer software.
screen: This is the thing which you look at on a computer.
social media site: This is a place where people connect with friends.
webcam: This is a thing which is used to transmit images or live video of yourself.

4 When students have done this in pairs, nominate students to read out one of their sentences and ask the rest of the class to guess the word.

Answers

Students' own answers

5 Look at the example with the students. Point out that we could make a second sentence with a non-defining relative clause: Pong, *which was my uncle's favourite game, was first sold in 1972.* Monitor and help where necessary.

FAST FINISHERS

Ask fast finishers to write alternative sentences as in the example above. When you elicit the correct answers, elicit these as well.

Answers

1 Simon, who is brilliant at driving games, sits next to me in class.
2 Cupertino, where Apple Computers is based, is in California.
3 My brother, who is only seven, is brilliant at *Rocket League*.
4 *Minecraft*, which is quite an old game, still has millions of players.

6 Ask students to work alone. When they have finished, they compare answers in pairs and if they disagree they should refer to the rules box in Exercise 1 to see who is correct. Elicit the answers and the reasons why they are correct.

Answers

1 who 2 who has 3 where 4 whose 5 where

» GRAMMAR WORKSHEET UNIT 5

VOCABULARY Nouns: *-ness* and *-ment*

1 Elicit what an adjective, noun and verb are and some examples of each. Look at the exercise with the whole class and elicit the answers

Answers

We add *-ness* to adjectives and *-ment* to verbs.

2 Before students look at the exercise, elicit any other words they know which end in *-ness* or *-ment*. Allow students to work in pairs and elicit the answers.

Answers

1 weakness 2 darkness 3 Tiredness 4 friendliness
5 arrangements 6 treatment 7 encouragement
8 embarrassment

3 You could allow students to write the words and sentences in pairs or small groups, making sure that everyone writes the sentences down. They then join together with someone from a different pair or group who looked at the other set of words.

Answers

Student A: agreement, carelessness, commitment, disagreement, eagerness, judgment, laziness, management, sickness, unhappiness
Students' own answers
Student B: assessment, attachment, illness, involvement, kindness, movement, politeness, sadness, statement, willingness
Students' own answers

» VOCABULARY WORKSHEET UNIT 5

WRITING A review

1 Ask the students if they ever read reviews online. Discuss what the reviews are for and why they are useful. Tell students to imagine they want to read a review of a computer game. Ask which of the four points in Exercise 1 they think would be useful and why. Students then read the task to find the answer.

Answers
1, 2 and 4

2 Set a time limit of three minutes for students to read the text. Elicit the answers and ask what the students found out about the game, for example *multi-player*; *need to mend your spaceship*; *good graphics*; *some bugs*; *fun*.

Answers
It covers points 1, 2 and 4.
It's a mixed review: it is both positive and negative about the game, but mainly positive.

3 Look at the *Prepare to write* box with the class. Elicit why paragraphs are important (*to separate ideas and make the review easier to read*), what an *informal style* means (*as if you are writing to a friend*), why extreme adjectives are important (*to make the writing more interesting*) and why you should end with a recommendation (*because readers want to know if they should buy it or not*).

Answers
1 b 2 d 3 a 4 c

4 Elicit the answers and point out that, when we use extreme adjectives, we don't use them with *very*. We can make them stronger with *really* or just use them on their own. Elicit any more extreme adjectives the students know for *very good* or *very bad* (for example *fantastic*, *brilliant*, *awful*, *terrible*, etc.).

Answers
1 ridiculous 2 ancient 3 packed 4 disgusting 5 superb

5 Set a time limit of two minutes for students to read the text and then ask them to discuss what they learned in pairs. Elicit the answer and ask if students have ever played this kind of city-building game and, if so, what they thought of it.

Answer
Mainly negative

6 Tell students to write the meanings using *very* + adjective as in Exercise 4, if they can. Elicit the answers and what the words refer to (*freezing* – the weather in the game; *exhausted* – the people in the city if there is an illness; *fascinating* – how the city changes, *endless* – the game because it is so slow; *dreadful* – the graphics).

Answers
freezing: very cold
exhausted: very tired
fascinating: very interesting
endless: without end
dreadful: very bad

7 Set a time limit of two minutes for students to note their ideas. Encourage them to think of some extreme adjectives that would be useful and will make their reviews more interesting.

MIXED ABILITY
Allow weaker students to work together. They can discuss their ideas, note down some useful extreme adjectives and think of a good opening and closing sentence.

Answers
Students' own answers

8 **B2 First for Schools Writing Part 2**

Briefly review what students need to do in this part of the exam and if necessary read out the B2 First for Schools information on TB page 42.

Set a time limit of about ten minutes to reflect the time allowed in the actual exam. When students have finished writing, display the reviews around the room and allow students to read as many as possible in a set time limit. They then choose one game from the reviews which they would like to play. Elicit which games are the most popular.

Model answer
TRAVELLING THROUGH TIME
Going Back is a great game about time travel and hunting for lost civilisations, which you can play on your own or with others. It has fantastic graphics and a very impressive soundtrack as well. Not only that, but you'll learn a load of fascinating historical facts while having fun at the same time!
The game has seven levels altogether, but you'll probably move very quickly through the first four, as they aren't that challenging. That's when the game starts to get really interesting and you're sure to be amazed by its many tricks and surprises. There are extra features too, including a history fact file and an alternative set of characters, all based on famous people from the past.
It's not perfect – there can be problems occasionally returning to a saved game – but *Going Back* is good value for money and highly recommended for anyone who is keen on history and looking for some action!

COOLER
Students need four small pieces of paper each. They write a noun on two of them and an extreme adjective on the other two. They then get into groups of four and place their words face down in two piles; eight adjectives in one and eight nouns in the other. They then take it in turns to pick one card from each pile to see if they make sense together or not. Invite groups to share adjective–noun combinations with the class to see which are the funniest, for example *a delicious planet*, *an exhausted lesson*.

WRITING A review

1 **Read the exam task. What should you include in your review?**

1 a description of the game
2 the good and bad points about the game
3 where you bought the game
4 your opinion, and whether or not you recommend the game

You see this notice on a school website.

> **Reviews wanted**
>
> We are looking for reviews of computer games. Write a review of a computer game you have played. What happens in the game? What do you like or dislike about it? Would you recommend it to other people of your age?
>
> We will publish the best reviews on our website.

Write your **review**.

2 **Read the review of *DeepSpace*. Does it include all the points from Exercise 1? Is the review positive, negative or mixed?**

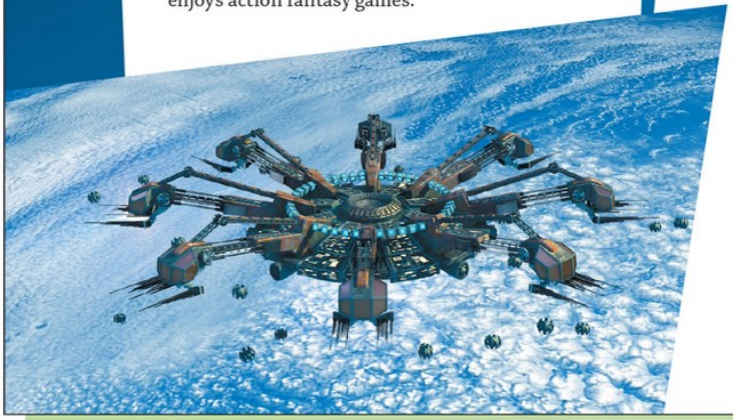
DeepSpace

a *DeepSpace* is a multi-player game that you can play with other gamers online. Your spaceship has crash-landed on an ancient planet called Awaba, which is full of disgusting creatures called Magnatrons. The aim of the game is to find the parts you need to mend your spaceship so you can escape. At the same time, of course, you have to make sure the Magnatrons don't get you!

b As you go through the levels, you can get new skills to help you, but you can also lose points if the Magnatrons catch you. The game is packed with surprises, so it's never boring. The graphics are superb, too, especially once you get inside the Magnatrons' city.

c There are a few ridiculous things which are a bit annoying, for example you lose points when you can't complete a challenge the first time you try. And there are a few bugs, which can slow you down.

d Overall, *DeepSpace* is a fun game with some fantastic features. I'd recommend it to anyone who enjoys action fantasy games.



3 **Read the *Prepare to write* box. Match paragraphs a–d in the review of *DeepSpace* to the four functions below.**

PREPARE TO WRITE | A review

In a review:

- organise your ideas into paragraphs.
- write in an informal style.
- use extreme adjectives, e.g. *disgusting*, *superb*, to show how positive or negative you feel.
- end the review with a recommendation.

1 positive points about the game
2 conclusion and recommendation
3 introduction
4 negative points about the game

4 **Read the review of *DeepSpace* again. Match the extreme adjectives to the meanings.**

1 very silly
2 very old
3 very full
4 really horrible
5 very good

5 **Read a review of *Megalopolis*. Is the review positive or negative about the game?**

MEGALOPOLIS 2025

In this game, you have to construct a city and help it develop. It's a game for solo gamers playing offline.

The aim of the game is to keep your city running smoothly, but lots of things can go wrong. You might find the weather is **freezing** for two weeks and you can't move any goods in or out of the city, so you run out of food. Or you might get a strange illness in the city, which makes everyone so **exhausted** that they can't work.

There are some good ideas in the game, which make it challenging. Planning and constructing your city is fun, and I guess in some ways it's **fascinating** to see how your city changes over time.

There are a few problems, though. The biggest is that there isn't enough action. The game is too slow! Sometimes nothing seems to happen for ages, so the game can feel **endless**. Some of the graphics are **dreadful**, too. The characters look old-fashioned and not realistic at all.

The game has some interesting ideas, but I wouldn't recommend it. There are much better city-building games out there!

6 **Look at the extreme adjectives in bold in the *Megalopolis* review. What do they mean?**

7 **Read the task in Exercise 1 again. Then plan your review.**

- Choose a game that you know, or invent one.
- Make notes about
  - what happens in the game
  - why you like the game
  - what you don't like about the game.

8 **Write your review.**

- Use the tips in the *Prepare to write* box.
- Write 140–190 words.
- Check your grammar and spelling.

6 LIVE TO EAT!

ABOUT YOU

04 **Watch the video. Then answer the questions.**

What types of restaurant do you typically go to?

Are you adventurous with food or do you always eat the same things?

Do you eat to live or live to eat? Why?

VOCABULARY Food and drink: phrasal verbs

1 **Match the question halves.**

You and food

1 How often do you **eat out**	a a ready meal or leftovers?
2 Do you tend to **live on**	b do you like to drink it hot?
3 Do you wait for coffee to **cool down** or	c any food from your diet for any reason?
4 Have you had to **cut out**	d with your friends?
5 Do you ever **fill up on**	e all your vegetables as a child?
6 Were you made to **eat up**	f just one type of food, like pasta?
7 When your parents are out, do you cook properly or just **heat up**	g do you ever risk eating it?
8 If you think something might have **gone off**,	h snacks between meals?

2 EP **Match the phrasal verbs in Exercise 1 to the meanings.**

a eat in a restaurant
b eat all the food you have been given
c make food hot so it can be eaten
d stop being good to eat because it is too old
e become less hot
f only eat a particular type of food
g become full and unable to eat more
h stop eating or drinking something completely, often for health reasons

3 **Ask and answer the questions in Exercise 1.**

24 **4** **Listen to two people talking about food. Do you think they eat to live or live to eat? Which person do you think you are most similar to? Why? Use some of the phrasal verbs in Exercise 1 in your answer.**

READING

1 **Look at the photo opposite and answer the questions. Then read the article quickly to check.**

1 Do you recognise this person?
2 What do you think he is doing?
3 What does it mean if a video *goes viral*?
4 Can you remember any videos that have gone viral over the past few years?

2 **You are going to read an article about someone who reviews restaurants. For questions 1–6, choose the answer which you think fits best according to the text.**

1 What do we learn about fried-chicken restaurants in London in the first paragraph?
A They are particularly popular because of their low cost.
B They have just become more popular than burger restaurants.
C Many of them are starting to change the way they cook.
D One in a thousand Londoners visits them frequently.

2 Elijah was inspired to start making the videos because he
A saw an opportunity to do something that nobody else was doing.
B wanted to help his friends find the cheapest places to eat.
C was encouraged to do so by a friend.
D thought he could do better than the presenter on a TV show he saw.

3 What particularly impressed the writer about the first video?
A the serious tone of Elijah's review
B how well it had been filmed
C the range of things Elijah talked about
D the consideration for people on a tight budget

6 LIVE TO EAT!

Unit Overview

TOPIC	Food, cookery and restaurants
VOCABULARY	Food and drink: phrasal verbs
READING	The chicken connoisseur
GRAMMAR	Present perfect and past simple
VOCABULARY	Forming adverbs with *-ly*
LISTENING	A podcast about a TV show
SPEAKING	Describing photographs (1)
EXAM TASKS	Reading and Use of English Part 5; Listening Part 4; Speaking Part 2

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 143; TB page 244
WORKBOOK: pages 24–27
VIDEO AND VIDEO WORKSHEET: Weird food
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 6; Vocabulary worksheet Unit 6
TEST GENERATOR: Unit test 6

WARMER

Put students into groups of four. Tell them to write the letters A–Z down one side of a sheet of paper. Tell students they have three minutes to think of an item of food for as many of the letters as possible, for example *apple*, *bread*, *chocolate*. After three minutes, find out how many items students have thought of, and get the group with the most to read theirs out. Ask other groups whether any of them have items for any letters this group didn't have.

ABOUT YOU

04 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Look at the third question with the class and elicit what it means (if you *eat to live*, it means you just treat food as something necessary; if you *live to eat* it means you treat food as a special part of your life and want to enjoy it as much as possible). Then put the students into groups of three or four to discuss the questions. Elicit any interesting information the students shared.

VOCABULARY Food and drink: phrasal verbs

1 Match the first question halves as an example with the class and then tell students to complete the exercise individually. Monitor and help as necessary. Allow them to compare their answers with a partner before checking as a class.

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

2 Elicit the phrasal verb to match the first meaning (*eat out*). Students then work alone to complete the exercise and check in pairs. Elicit the answers. Check by asking follow-up questions to confirm understanding, for example 'Where can you eat out?' (*a restaurant*, *a café*) 'How do you know something has gone off?' (*the smell*, *its colour*)

FAST FINISHERS

Tell the fast finishers to think of more alternative questions using the same phrasal verbs, similar to those suggested above. When everyone has finished and you have elicited the answers, invite the fast finishers to ask their questions to the class.

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

3 Look at the first question with the class. Invite one student to answer it and encourage them to try to keep talking for 20 seconds. Invite two or three others to do the same. Then tell the students to work in pairs and try to do the same thing, giving extended answers with more details. Elicit answers to different questions from different pairs.

Answers
Students' own answers

24 **4** Before students listen to the recording, elicit what someone who eats to live might say (*it doesn't matter what they eat*, *they aren't interested in trying different food*) and what someone who lives to eat might say (*they like trying different things*). When they have listened, ask students to discuss the questions in pairs and then elicit their ideas.

Answers
Speaker 1 is live to eat.
Speaker 2 is eat to live.
Students' own answers

» AUDIOSCRIPT TB PAGE 265

READING

1 Tell the students to look at the photo for ten seconds and then close their books. They then get into small groups to discuss the questions, keeping their books closed. Invite the class to share their ideas. Then set a time limit of two minutes for students to read the text quickly and ask the class what they found out about the boy in the photo.

Answers
1–2 Students' own answers
3 If a video *goes viral*, it becomes very popular very quickly by being shared many times on social media.
4 Students' own answers

CONTINUED ON PAGE 70

BACKGROUND INFORMATION

Elijah Quashie's most popular video on YouTube is still the sixth episode of *The Pengest Munch*. It was a review of a chicken shop in Tottenham, the area of London where Elijah lives, and, by the beginning of 2019, it had 5.5 million views. Elijah himself had over 675,000 subscribers to his channel. His book contained reviews of 50 fried chicken shops that he asked his fans to nominate. He has also released an app called *Chicken2me*, which is a map of fried chicken shops, so that his fans can enjoy his favourite food too.

2 B2 First for Schools Reading and Use of English Part 5

In this part, students have a text with six multiple-choice questions, each with four options. These test the students' detailed understanding of the text including such things as the expression of opinion, attitude, purpose, main idea and details. Students may also be asked to deduce the meaning of a word or phrase from context and to demonstrate understanding of references such as pronouns. The questions are given in the same order as the information in the text and the final question may require students to interpret an aspect of the text as a whole.

Tell the students that they should note down any information in the text which helps them to answer the questions. Note that a multiple-choice question is similar to four true/false questions, only one of which is true. Elicit the answers and the reasons why they are correct. If someone gives an incorrect answer, ask the class to find a reason why it is untrue. For example: 1B – *It doesn't say they have just become more popular, it says that they are cheaper*; 1C – *It says that some are cooking in healthier ways, but it doesn't say many are*; 1D – *There is one shop for every 1,000 people but not all of those people visit them.*

MIXED ABILITY

Weaker students can work in pairs to discuss their answers. Tell the students that each question is answered in a different paragraph so, once they have found the answer to the first question, they can move on to paragraph 2 to find the answer to question 2. Monitor and help them where necessary.

Answers

1 A (*The popularity of these shops is explained by the fact that millions of people love fried chicken and, of course, its price.*)
2 A (*Elijah rarely ate food like this and started wondering why there weren't reviews of restaurants that he and his friends went to.*)
3 B (*But what struck me about this six-minute video was the quality of its production.*)
4 C (*Dressed smartly, he was relaxed, confident and funny. And the reviews' success has mainly come from those qualities.*)
5 D (*Soon the story was all over the news, and requests for TV interviews started to come in from all over the world.* A is wrong because he says '*It's kind of what I wanted…*' B and C aren't mentioned.)
6 B (*However, Elijah's enthusiasm and hard work made sure it didn't; He also sensibly did …; It's a simple but brilliant idea.* This is about the overall attitude. From what she says, *impressed* best sums up her views of what he is doing.)

25 The Reading text is recorded for students to listen, read and check their answers.

TALKING POINTS

Allow the students to discuss the questions in small groups and then elicit their ideas. You could follow up by asking students to imagine they are presenting a video of a local restaurant or fast-food takeaway in their town. Set a time limit of five minutes. The students work together to make a short script and practise giving the presentation. They should all play some part in the video, rather than letting one student do all the talking. For example, one student could talk about why they chose the place, one person could talk about what they are going to order and one could give their opinion of the food. When they are ready, invite each group to show their presentations to the class. Have a class vote about which presentation students thought was best, apart from their own.

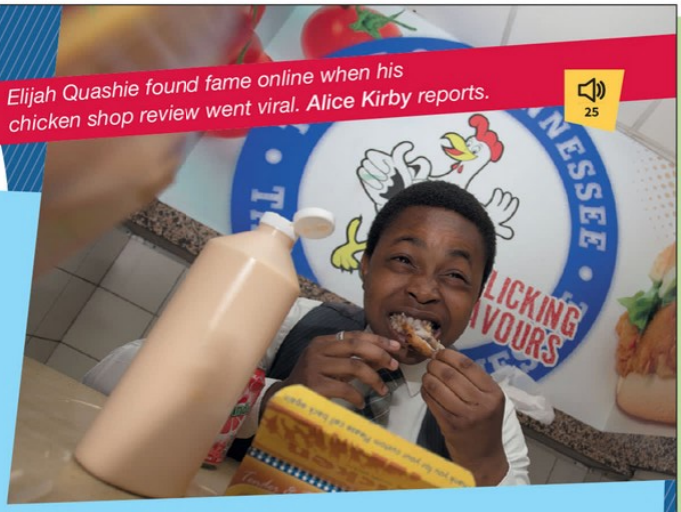
COOLER

Look at the questions in Vocabulary Exercise 1 on page 36 with the class. Ask them to work in pairs and think of more questions they could ask about other students' eating habits. Their questions don't have to include the same phrasal verbs. Set a time limit of two minutes and tell both students in each pair to write the questions down. Students then change partners and ask and answer the questions. Finally, they go back to their original pairs and tell each other what they found out. Elicit any interesting answers the students were given.

The Chicken Connoisseur

Elijah Quashie found fame online when his chicken shop review went viral. ***Alice Kirby*** *reports.*

25



Elijah Quashie has always been a big fan of fried chicken and has eaten out at fried chicken restaurants for many years. In London, Elijah's home town, there are 8,000 fried chicken shops – that's one for every thousand people. The popularity of these shops is explained by the fact that millions of people love fried chicken and, of course, its price. While nowadays some fried chicken shops use better-quality ingredients, cooked in healthier ways, the majority of them are cheaper than any other fast-food shops, including the burger chains.

Looking back, Elijah says he got the idea while watching a competitive cooking show online. A critic was reviewing a contestant's dish, which looked like the kind of food you'd get at a top restaurant. Elijah rarely ate food like this and started wondering why there weren't reviews of restaurants that he and his friends went to. People like him were far more interested in finding the best places for cheap fried chicken, he thought. After chatting with a friend and video producer, who agreed to help him, Elijah decided to review these restaurants himself and post the videos on YouTube. He called his channel 'The Chicken Connoisseur'.

For the first review, Elijah reviewed a chicken shop in East London. The Chicken Connoisseur gave a detailed account of his opinion of the chicken, from its appearance to how spicy it was, along with his assessment of the chips and even the sauces. Special emphasis was given to value for money. But what struck me about this six-minute video was the quality of its production. Elijah and his friend weren't messing about. With lively music and cool special effects, the review looked like a professionally made show.

Then there was Elijah himself. With his boyish looks, many people significantly underestimated his age. Indeed, the idea of a teenager producing these videos probably helped with the story's initial appeal. Elijah was actually in his early twenties. But he was a *born* presenter. Dressed smartly, he was relaxed, confident and funny. And the reviews' success has mainly come from those qualities. Other elements helped, of course. Elijah introduced many viewers to slang they had never heard before. Words like *peng* (meaning 'good') and *gassed* (meaning 'very excited'). And the *crep check* (*crep* means 'shoes'), part of the show where Elijah gets to show off one of his pairs of rare trainers, is definitely *peng*.

When Elijah posted the sixth episode of *The Pengest Munch*, some 15 months later, the videos typically had around 700 views each and there were merely 150 subscribers to the channel. Then, out of nowhere, the sixth review went viral, spreading quickly across social networks. Hundreds of new people were subscribing to his YouTube channel every minute. Soon the story was all over the news, and requests for TV interviews started to come in from all over the world. In one of them, Elijah admitted that since everything had taken off, he had been extremely busy. 'It's kind of what I wanted, *just not necessarily at this scale*,' he said. *line 55*

Six months later, interest might have faded in 'The Chicken Connoisseur'. However, Elijah's enthusiasm and hard work made sure it didn't. In that time, he presented nine more video reviews, including one in New York. He also sensibly did some, no doubt well-paid, advertising work for a mobile-phone maker and launched an app for finding the best chicken shops. Since then, he's written a book of his reviews and, if that wasn't enough, he's just made his own show for UK television. On *The Peng Life*, Elijah finds the essential things to do in London, beyond fast food, and then samples them at the lowest and the highest prices. It's a simple but brilliant idea. I suspect that, with local hosts alongside Elijah himself, it will be a recipe for success all over the world.

4 What does the writer suggest has contributed most to the popularity of Elijah's reviews?
- **A** the idea of reviewing clothing as well as food
- **B** Elijah's accent and pronunciation
- **C** the talent Elijah has for presenting the reviews
- **D** the fact that he looks younger than he actually is

5 Elijah says 'just not necessarily at this scale' in line 55 to show that he
- **A** hadn't wanted to become internationally famous through the videos.
- **B** was nervous about appearing on international television.
- **C** felt under pressure to make more reviews very quickly.
- **D** was surprised by the level of reaction to his videos.

6 What attitude does the writer express in the final paragraph?
- **A** She's pleased that Elijah is not only reviewing fast-food restaurants now.
- **B** She's impressed how Elijah is making the most of his success.
- **C** She's concerned that Elijah is in danger of doing too many things at once.
- **D** She's convinced Elijah will become internationally well-known soon.

TALKING POINTS

How do you decide where to eat out with your friends? Do you read reviews?

If you were a restaurant critic, what types of restaurant would you like to review?

GRAMMAR Present perfect and past simple

1 **Complete the examples with the correct form of the verbs in brackets. Then check in the article on page 37.**

1 He _____ (eat out) at fried chicken restaurants for many years.
2 He _____ just _____ (make) his own show for UK television.
3 He _____ (write) a book of his reviews.
4 When Elijah _____ (post) the sixth episode of *The Pengest Munch*, some 15 months later, …
5 Elijah Quashie _____ always _____ (be) a big fan of chicken.

2 **Match the examples in Exercise 1 to the rules.**

We use the present perfect:
a for something that happens in a period of time which is not finished.
b for past events at an unknown or irrelevant time.
c with time markers *still*, *just*, *yet*, *already*.
d for events repeated over a period of time until the present.

We use the past simple:
e to talk about completed actions that happened in a time which is now finished.

» GRAMMAR REFERENCE AND PRACTICE PAGE 143

3 **Read the first part of the article. Then choose the correct verb forms.**

Alessandra Peters [1] *wasn't / hasn't been* a 'foodie' her whole life. Her interest developed out of necessity when she [2] *found out / 's found out* that she was allergic to 72 different types of food. It meant her diet had to change dramatically, and straight away Alessandra [3] *cut out / has cut out* all junk food and even ice cream. However, she [4] *quickly became / has quickly become* bored of living on the same few 'safe' meals all the time. So, over the next few months, she [5] *taught / 's taught* herself to cook tasty and nutritious food.

Since then, Alessandra [6] *launched / 's launched* her own blog, sharing her recipes for healthier eating. When she first started the blog, she [7] *only expected / has only expected* her friends and family to read it. But over the past few years, she [8] *received / 's received* 'thank you' emails from teenagers like her all over the world.

4 **Complete the second part of the article with the past simple or present perfect form of the verbs in brackets.**

When Alessandra was 17, she [1] _____ (get) an email from a publishing company who [2] _____ (be) interested in publishing a book of her recipes. She thought it was her brother messing about at first, but as soon as the editor [3] _____ (phone), she knew it was real. So while revising for her end-of-school exams, she [4] _____ (write) her first book. She's deeply proud of it, but she feels it's the blog that [5] _____ (have) the greatest impact on her. 'Since starting a blog, my life [6] _____ (change) so much for the better,' she says. 'I [7] _____ (have) the amazing opportunity to connect with an incredible number of people all over the world.'

Alessandra [8] _____ (just, start) university, studying biology and chemistry.

5 **Correct the mistake with the verb form in each sentence.**

1 Last year, I've decided to cut out meat from my diet.
2 I went to that restaurant three times – I love it.
3 We didn't eat out for ages. Let's eat out tonight.
4 A few weeks ago, I've launched my own food blog.
5 Did you ever taste milk that has gone off?
6 On my last birthday, I've had a party.

VOCABULARY Forming adverbs with *-ly*

1 **Complete the table with the adverb forms of the adjectives. Check your answers in the articles about Elijah and Alessandra.**

Adjective	Adverb
deep	[0] *deeply*
mere	[1]
typical	[2]
necessary	[3]
sensible	[4]
dramatic	[5]

2 **Complete the sentences with the adverb forms of the adjectives in brackets.**

1 Sorry. I _____ (accidental) left the milk out and it's gone off.
2 We never eat out in the centre. _____ (basic), it's too expensive.
3 The restaurant was _____ (incredible) crowded.
4 My sister would _____ (happy) live on crisps if my parents let her.
5 I feel _____ (physical) sick when I eat fried food.
6 I've cut out dairy products _____ (complete).
7 My mum gets _____ (extreme) annoyed if we fill up on snacks and don't eat dinner.
8 The meal wasn't _____ (terrible) difficult to cook. I just heated it up in the microwave!

3 » **Work in pairs. Turn to page 121.**

GRAMMAR Present perfect and past simple

WARMER

Tell the students to work alone. With books closed, give them instructions and ask them to write an answer for each question. They don't need to write a full sentence. Give an example: 'Name a place you went to last year.' 'Spain.'

Say: 'Name something you have done many times in your life. Name something you have just done. Name something you have written. Name something you have always been a fan of.' Students then work in pairs. They tell each other one of their answers and the other person has to guess which question it answered, for example *Football – it's something you've always been a fan of.* When students have done this, elicit the information in sentence form, for example *Paul has just eaten a sandwich.*

1 When students have completed the exercise, elicit which sentence is different from the rest (*4 is past simple, the others are all present perfect*).

Answers

1 's/has eaten out
2 's/has, made
3 's/has written
4 posted
5 has, been

2 Elicit the answers. For stronger classes, elicit that rules a and b are linked in that the unknown time period is any time in Elijah's life. His life is unfinished which is why we use the present perfect. However, we would say 'Shakespeare wrote several plays'. Even though the time is unknown or irrelevant, Shakespeare is dead so the time period of his life is finished, and therefore we use the past simple.

Answers

1 d 2 c 3 b 4 e 5 a

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 244

3 Look at the first sentence with the class. Ask if Alessandra Peters is still alive (*we assume that she is*). Elicit the correct verb form and which rule it corresponds to (*a: an unfinished time* – her whole life). Students then do the rest of the exercise alone or in pairs.

Answers

1 hasn't been
2 found out
3 cut out
4 quickly became
5 taught
6 's launched
7 only expected
8 's received

4 Again elicit the correct verb form for the first space and why it is correct. (*The past simple should be used because the text is talking about a completed action – getting an email – at a finished time* – When Alessandra was 17.)

MIXED ABILITY

Allow weaker students to work together. To help them further, you could tell them that the first four spaces all refer to a finished time and the last four all refer to an unfinished or unknown time, or to events repeated over a period of time until the present.

Answers

1 got
2 were/was
3 phoned
4 wrote
5 's/has had
6 's/has changed
7 've/have had
8 's/has just started

5 Tell students to do this exercise alone and then allow them to compare answers in pairs. Elicit the answers and discuss any differences of opinion.

FAST FINISHERS

Tell fast finishers to decide why the sentences in the book are wrong. When you elicit the answers, elicit why the original sentence is wrong, for example 1 *Last year is a completed, known time so we need to use the past simple.*

Answers

1 Last year, I **decided** to cut out meat from my diet.
2 I**'ve been** to that restaurant three times – I love it.
3 We **haven't eaten out** for ages. Let's eat out tonight.
4 A few weeks ago, I **launched** my own food blog.
5 **Have** you ever **tasted** milk that has gone off?
6 On my last birthday, I **had** a party.

» GRAMMAR WORKSHEET UNIT 6

VOCABULARY Forming adverbs with *-ly*

1 When the students have finished, elicit the answers and any spelling rules for adverbs that students know or can work out. (We add *-ly* to most adjectives to form adverbs. If they end in *-y*, we change this to *i* and add *-ly*. If they end in *-le*, the *e* is dropped and we add just *-y*. If they end in *-ic*, we add *-ally*.) Write these rules on the board if you think students will need them for the next exercise.

Answers

1 merely 2 typically 3 necessarily 4 sensibly 5 dramatically

2 Look at the first sentence with the students and ask what ending they need (*-ly*). Students then do the rest of the exercise alone. Monitor and help where necessary and then elicit the endings for each word.

Answers

1 accidentally 2 Basically 3 incredibly 4 happily 5 physically
6 completely 7 extremely 8 terribly

3 Students turn to page 121. Tell them to write the adverb form of each adjective before they start, if they think they will need them. Students could talk about only three topics each if there isn't much time. When they have finished, elicit the most interesting information students found out about their partner.

Answers

Students' own answers

» VOCABULARY WORKSHEET UNIT 6

LISTENING

1 Put the students into small groups. They discuss what the words mean and use their imaginations to answer the questions. Elicit the meanings of the words and ideas from each group. (*Amateur* is someone who isn't a professional so they do something for fun, not money; a *chef* is a person who cooks meals as a profession; a *contestant* is someone who takes part in a competition and to *knock someone out* of a competition means to beat them so that they are no longer in the competition.) Ask students to give you an example sentence using each word to check comprehension.

Answers
Students' own answers

26 2 Play the recording and ask students to check their predictions to questions 1 and 2. Check answers. Remind students that it is often a useful strategy to make predictions when reading comprehension questions, as this focuses their attention on what the missing information may be.

Answers
1 It's a competition for amateur chefs.
2 The contestants learn a new skill and use it to cook something. At the end of the show, one of the contestants is knocked out.

» AUDIOSCRIPT TB PAGE 265

27 3 B2 First for Schools Listening Part 4

In this part, the students listen to an interview or conversation between two speakers. There are seven multiple-choice questions, each with three options. The questions follow the order of the text. This task tests the students' ability to listen for opinion, attitude, gist, main idea and specific information.

Before students listen, ask them to look through the questions but not the choices. Give them one minute for this. Tell them that they will listen to the recording twice. The first time they should try to listen out for the answer without looking at the choices. Then, before they listen again, they can see which choice is most similar to their answer and listen again to check. Elicit the answers and information the students heard that helped them to answer them.

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

» AUDIOSCRIPT TB PAGES 265–266

SPEAKING Describing photographs (1)

1 Encourage students to make very limited notes, for example *indoors–outdoors*, rather than writing full sentences. Set a time limit of two minutes. Don't elicit any ideas yet.

Answers
Students' own answers

28 2 When students have listened, allow them to discuss what they heard in pairs. Elicit the things Ana said and ask if students had any different ideas that she didn't mention.

Answer
Similarities: groups of people; differences: friends / professional chefs, on a beach / in a restaurant kitchen, laughing and look relaxed, having fun / concentrating hard, at work

» AUDIOSCRIPT TB PAGE 266

29 3 Look at the questions with the class and elicit what they would expect to hear in answer to each question. When they have listened, elicit the answer and what Ana said in her answer. (Picture 1: *you have to make sure the food is cooked properly, sand in the food*; Picture 2: *pressure, get timings right, stressful.*)

Answer
Question 1

» AUDIOSCRIPT TB PAGE 266

30 4 Elicit the answers. Ask the students to work in pairs and look at the questions in Exercise 1, page 36. They ask and answer the questions again, this time using the phrases in the *Prepare to speak* box.

Answers
Let me see/think …
That's an interesting question.
What I mean is that …
To put it another way, …
Basically, …

» AUDIOSCRIPT TB PAGE 266

31 5 Elicit the answer and explain that it is very important for the student who is not talking about the photos to listen carefully to what their exam partner says, to be prepared for when the examiner asks them their question.

Answers
It's much shorter, because in this part of the exam, candidates speak for only about 30 seconds, compared to one minute.

» AUDIOSCRIPT TB PAGE 266

6 B2 First for Schools Speaking Part 2

In this part, each student in turn is shown two photos and asked to compare them and comment further, based on a question that the interviewer asks. They have one minute to do this and they speak alone. When the first student has finished, the examiner asks their exam partner a different question either about the photos or the topic of the photos. The student has 30 seconds to answer. The two students should not speak while their partner is talking.

Students look at the two photos on page 122. One answers as Student A and the other as Student B. They then swap roles. When both students have answered both parts, ask them to think of a new task for Student A and B. Both students write their questions. Monitor and make sure the questions are suitable. Now put the students into groups of three with different partners. Each student takes turns to be the examiner and asks their new questions to the other two students.

Answers
Students' own answers

COOLER
Students work in pairs. Write three sentences about yourself on the board using the present perfect or past simple (two of one and one of the other). Two of the sentences should be true and one false, but not obviously false. Elicit questions about the three sentences and give true answers for the true statements and imaginary answers to the false statement. The students have to guess which is false. They then do the same thing in pairs.

LISTENING

1 **These words appear in a podcast about a TV show. Answer the questions.**

amateur chef
contestant knock out

1 What do you think the TV show is about?
2 What do you think happens on the show each week?
3 Have you seen any similar shows?
4 Would you like to participate in a show like this?

26 **2** **Listen to the first part of the podcast and check.**

27 **3** **Listen to the rest of the podcast. For questions 1–7, choose the best answer (A, B or C).**

1 How is the TV programme *Teenage Get Cooking!* different from the adult cookery programme?
A Inexperienced cooks are encouraged to apply.
B The tasks are more appealing to the age group.
C It isn't as challenging because the contestants are younger.

2 What surprises Carrie about the contestants on *Teenage Get Cooking!*?
A They are nervous about taking part.
B They are often quite creative.
C They usually have good kitchen skills.

3 Last year's winner of *Teenage Get Cooking!* is
A learning to cook professionally.
B preparing food at a relative's food business.
C working full-time in a restaurant.

4 One thing Carrie mentions as enjoyable about presenting the show is that she
A sees the contestants' ability improve.
B is able to try a wide range of food.
C doesn't have to cook when she gets home.

5 While the show is being recorded, the contestants
A mustn't talk to their friends.
B still have to do schoolwork.
C mainly live at home.

6 In their video application, Carrie suggests that potential applicants should
A get an experienced person to make the video.
B prepare a simple dish.
C express their personality.

7 According to Carrie, in July fans of the TV show can
A find out who wins the competition.
B watch the new series being made.
C apply to be a contestant.

SPEAKING Describing photographs (1)

1 **You are going to compare two photos. They show people preparing food in different situations. Make notes on the questions in pairs.**

1 What is similar and different about the two photos?
2 How do you think the people feel in each photo?
3 Have you ever experienced either of these situations? Do/Would you enjoy them?

28 **2** **Listen to Ana comparing the photos. Which similarities and differences in your notes in Exercise 1 does she mention?**

29 **3** **Listen to Ana answering a question about the photos. Which question does she answer?**

1 What do you think people might find difficult about preparing food in these situations?
2 What do you think people might enjoy about preparing food in these situations?

30 **4** **Read the *Prepare to speak* box. Then listen to Ana's complete answer. Which phrases does Ana use?**

PREPARE TO SPEAK Keeping talking

Gaining time to think
Let me see/think …
That's an interesting question.
It's difficult to say, really.

Saying something in a different way
By that I mean …
What I mean is that …
To put it another way, …
Basically, …

31 **5** **Listen to Felipe answering another question. What do you notice about his answer, compared to Ana's?**

6 **Work in pairs. Turn to page 122 and do the task. Use phrases from the *Prepare to speak* box to keep talking.**

CULTURE

GAMING CULTURE

1 **Ask and answer the questions.**

1 Are you a gamer or do you know any?
2 What do you think about people who spend most of their free time on gaming?
3 What do you think the life of a professional gamer is like?

2 **Work in pairs. Make a list of things you associate with gaming culture. Then read the text quickly. Are any of your ideas mentioned?**

3 **Find these numbers in the text. What do they refer to?**

a 2004 **b** 2015 **c** 100,000,000

4 **Complete the sentences with one or two words from the text.**

1 Initially, gaming wasn't considered to be a form of _____.
2 In _____, a respected organisation started giving prizes to the best video games.
3 Gamers often call a player who hasn't played a game very much a _____.
4 _____ has had a big impact on gaming culture in recent years.
5 Unfortunately, _____ are often bullied in online multiplayer games by other players.

5 **Match the highlighted words in the text to their meanings.**

1 involving real people or animals
2 put on different clothes and pretend to be someone different
3 having a particular value, especially in money
4 causing a lot of harm and unhappiness
5 appeared or became known
6 places containing coin-operated game machines

TALKING POINTS

Why do you think gaming has become so popular?
Do you think teenagers spend too much of their time gaming? Why? / Why not?
How do you think the gaming industry could fight 'toxic' behaviour in gaming?

32 **6** **Listen to the show *Gaming World*. What does Laura say about the negative attitudes she has noticed towards female gamers? Choose the best summary.**

A She gets very annoyed with negative attitudes in gaming and doesn't know how to deal with them.
B She actively challenges negative attitudes, although this is difficult to do at times.
C She tries to respond to negative attitudes in gaming, but feels that nothing changes.

32 **7** **Listen again. Then choose the correct options.**

1 When she was younger, Laura's parents wanted her to play with *a controller* / *a computer* / *their choice of toys*.
2 *A half* / *A third* / *15%* of US gamers are adult females.
3 A typical gamer in the United States is *30* / *33* / *35* years old.
4 The number of female pro gamers is *steadily* / *slowly* / *quickly* going up.

8 **Complete the sentences with the words in the box.**

challenge hard irritated
over respect respond

USEFUL LANGUAGE

Talking about negative attitudes

1 It's hard not to get _____ when people say that.
2 I take a deep breath and _____ positively.
3 We have to work _____ to change negative attitudes.
4 Dealing with negative attitudes can be a real _____.
5 The good thing is that attitudes change _____ time.
6 It's about maintaining a healthy level of _____.

CULTURE

Learning Objectives

- The students learn about the history of video games and the rise of gaming culture.
- In the project stage, they create a survey on people's attitudes to gamer culture and gamers and present the results to the class.

Vocabulary

arcades dress up emerged live-action toxic worth

Resources

CULTURE VIDEO AND CULTURE VIDEO WORKSHEET: Gaming isn't all bad

WARMER

Ask students to put their hands up if they sometimes play computer games. Then ask the class if they would consider themselves a *gamer*. Students work in groups of three or four to discuss what they feel are the differences between someone who plays computer games and someone who is a gamer. Set a time limit of two minutes and then invite students to share their ideas. Try to elicit a definition of a gamer from the class and write it on the board.

1 Students work in small groups to discuss the questions. If you did the Warmer, they will have already discussed exactly what a gamer is. If you didn't do the Warmer, elicit a definition of a gamer from the class before they answer the questions. Set a time limit of two minutes and then elicit answers and ideas from the class.

Answers

Students' own answers

2 Elicit one or two gaming words from the class and write them on the board. Set a time limit of one minute for students to work in pairs and then elicit words and write them on the board. That way, all the students will be looking at the same points in the text. Set a time limit of two minutes for students to read the text and then invite students to share what they found out.

Answers

Students' own answers

3 Give students 20 seconds to find the numbers in the text. If some haven't found them in that time, elicit from other students where the numbers are. Students then read the text around the numbers and note down the answers. Encourage them to use their own words rather than copying chunks of text.

FAST FINISHERS

Ask fast finishers to find more numbers or dates in the text and note down what each refers to. When everyone has finished the exercise, elicit the answers and then invite fast finishers to tell the class the other numbers they found. They can say what they refer to or ask the rest of the class to race to find out.

Answers

2004: This is the year that the first British Academy Games Awards was held.
2015: This is the year that the World Video Game Hall of Fame was opened in New York to celebrate the video games that 'have made an impact on the world'.
100,000,000: This is the amount in dollars that *Fortnite* provided in tournament prizes for its first year of competitive play.

4 Tell students to read the sentences before they start reading the text. Allow them to read through the whole text carefully. The sentences in the text won't be the same as in the exercise but the missing words should be exactly the same as those in the text. Elicit the answers and ask the students what other interesting information they found out while reading the text.

MIXED ABILITY

Allow weaker students to work in pairs or small groups. Monitor and help where necessary. You could even help by telling them where the answers can be found (1 *paragraph 1,* 2 *paragraph 3,* 3 *paragraph 5,* 4 *paragraph 7,* 5 *paragraph 8*).

Answers

1 popular culture
2 2004
3 *noob*
4 YouTube
5 female gamers

33 The Reading text is recorded for students to listen, read and check their answers.

5 Ask students to look at the highlighted words in pairs to see if they know what any of them mean before they do the matching. Elicit the answers. Ask follow-up questions to check their understanding of the words, for example 'Are there any arcades in your town? What can you do in them? When do you dress up? How much do you think Bill Gates is worth?' (about $100 billion in 2019) 'Can you give an example of a toxic chemical or toxic fume?' (for example car exhaust fumes).

Answers

1 live-action 2 dress up 3 worth 4 toxic 5 emerged 6 arcades

CONTINUED ON PAGE 78

BACKGROUND INFORMATION

The public votes for the games they believe should be in the World Video Game Hall of Fame. There are four criteria: the games should be iconic, long-lasting, popular worldwide and must have influenced gaming or popular culture. In the first year, the six games chosen were *Doom*, *Pac-Man*, *Pong*, *Super Mario Bros.*, *Tetris* and *World of Warcraft*.

The first really popular arcade game was *Pong* which came out in 1972. Two players hit a ball to each other by moving their 'bats' up and down the screen. The next huge success was *Space Invaders* in 1978. This was a Japanese game and the first fixed shooter where the player has to destroy aliens by shooting them. When inflation is taken into account, *Space Invaders* is believed to be the most successful video game ever, and it is definitely one of the most influential.

Fortnite is a multiplayer shooting game in which 100 players start by parachuting onto an island. The aim is to be the last person still alive. Games don't last very long and some people have found the game addictive. The game is free to play but you can make in-game purchases to help your character win. The game earned over $1 million from these sales in its first 72 hours.

TALKING POINTS

Put the students into groups of four. Set a time limit of three minutes for students to discuss the questions. Elicit ideas from different groups.

32 **6** Before students look at the three choices, ask them what problems a female gamer may experience. Ask the class if there are any other activities they do where either girls or boys are less common. Students then look at the choices before they listen. Elicit the answer and reasons why it is the best summary. (*I take a deep breath and respond positively. I tell them that roughly equal numbers of men and women play games. But some people still don't want to listen.*)

Answer

Summary B

32 **7** Students read through the sentences and discuss anything they remember in pairs. When they have listened, elicit the answers and what the speaker said about each one. (1 *They bought her girls' toys, not boys' toys*; 2 *33%*; 3 *the average gamer in the US is 35 years old*; 4 *rapidly increasing*.)

Answers

1 their choice of toys
2 A third
3 35
4 quickly

» AUDIOSCRIPT TB PAGES 266–267

8 Look at the words in the box with the students and elicit what kind of words they are (note that *challenge* and *respect* can be both verbs and nouns). Elicit any meanings that the students know so that weaker students have some ideas before they start doing the matching. Elicit the answers and ask students what makes them irritated and what they consider to be a difficult but interesting challenge.

Answers

1 irritated 2 respond 3 hard 4 challenge 5 over 6 respect

PROJECT *Gaming habits*

Look at the instructions with the students. Elicit one or two possible questions they could ask in their questionnaire or survey. Discuss whether it is better to have *Yes*/*No* answers, open questions or multiple choice (with three or four options to choose from). Students can choose the format they prefer but should consider the ease of showing the results on a presentation.

Put the students into groups of four. There could be some groups of three if the total number of students isn't divisible by four. Before students start work, ask who would prefer to do a slide presentation and who would prefer to make a poster of the results. Set a time limit for students to ask their questions and get together to share results and create the presentation.

When they have all given their presentations, ask each group what information they found most interesting or surprising from other groups' presentations.

PROJECT EXTENSION

When the students have all presented their surveys, tell them they are going to work as a class to create a similar survey on the topic of Unit 6, food. Put the students into groups of three or four to think of some interesting questions they could ask on the topic. The students then choose one question from each group to have in their survey so that the survey includes different aspects of the topic, for example favourite cuisines, cooking ability, healthy eating habits, etc.

Each group then has to use their imaginations. The students imagine they asked several people the questions and have to discuss what sort of answers they would get and how these would change depending on age or gender. They then tell the class what they think the results of the survey would be to see if all the groups have similar ideas or not.

05 **CULTURE VIDEO:** Gaming isn't all bad

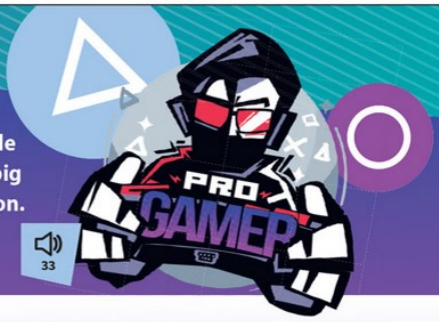
When students have completed the lesson, they can watch the video and complete the worksheet.

COOLER

If you feel it is appropriate for your students, then you could explore the issue of toxic behaviour, especially towards female gamers, raised in the reading text. Put the students into groups, preferably consisting of both males and females. Tell them they are going to discuss toxic behaviour towards girls or women in different areas of their lives. They should discuss whether they think it is a problem, any experiences they have had and what they could do, either as males or as females. Set a time limit of five minutes and elicit ideas from different groups if they want to share their ideas. Don't put pressure on students to share any personal things that might have come up in their group discussions unless they are willing to.

LET'S PLAY!

Are you a gamer? Over 2.2 billion people around the world play video games. And with so many people playing, it's no surprise that the gaming industry is big business, with an estimated worth of over $100 billion. But should we also be paying attention to gaming's cultural value? And what exactly is *gaming culture*?



FROM ARCADE TO THE BIG SCREEN

Early video games in the 1970s and 80s were much simpler than today's games and were mainly popular with children and teenagers, who would spend hours playing them in arcades. Adults didn't take this new form of entertainment very seriously and didn't consider it to be a type of popular culture like books, music or cinema. However, over the decades, as games became more sophisticated and available on a wider range of devices and in a wider range of genres, their appeal grew rapidly and they became popular with people of all ages.

In the past, video games were often based on other forms of entertainment. For example, there were video games based on films such as *Star Wars* and James Bond, or sports such as football and Formula 1. However, this later began to change, and video games started to influence other forms of entertainment and popular culture. Books, cartoons and live-action films based on the stories and characters from famous video games were produced.

The wider appeal of gaming among the general public, and its influence on books, television and cinema, helped change the perception of video games and led to them being more respected and accepted as a form of entertainment and popular culture in their own right. In 2004, the British Academy of Film and Television Arts, best known for its prestigious annual BAFTA Film Awards, held the first British Academy Games Awards, which recognise creative achievement in games. And in 2015, the World Video Game Hall of Fame was opened in New York to celebrate the video games that 'have made an impact on the world'.

GAMING CULTURE

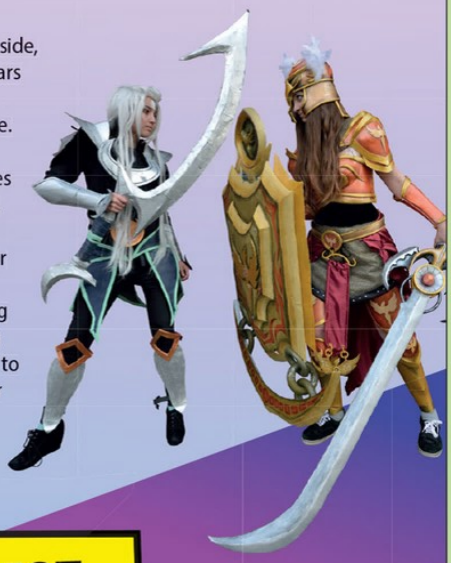
As well as influencing other forms of entertainment, a separate gaming culture has emerged in recent years thanks to social media and online multiplayer games. Electronic sports, or eSports, are an example of this. Players can win massive sums of prize money. The incredibly popular game *Fortnite* provided a total of $100 million in tournament prizes for its first year of competitive play!

Gamers have also developed their own language that they use when playing online. *Noob* is an insult used to describe a new or inexperienced player; the term *pwned*, originally a typing mistake of 'owned', is used to describe a defeat, often when a gamer kills their opponent. And then there are more practical examples like *AFK* (away from keyboard) and *OMW*, a term often used in multiplayer gaming and short for 'on my way'.

Like in many areas of culture nowadays, YouTube also has a massive effect on gaming culture. As well as playing video games, many young people enjoy watching other people play. Gamers such as Fernanfloo, Germán Garmendia and Evan Fong, who upload videos of themselves playing and commenting on video games, have some of the most popular channels on YouTube, with tens of millions of subscribers. And no mention of gaming culture would be complete without *cosplay*, where people dress up to represent their favourite characters from games, comics, films or anime.

TOXIC GAMERS

However, gaming has its dark side, too. Many people in recent years have started to fight against so-called 'toxic' gaming culture. Unfortunately, a number of people in gaming communities use online multiplayer games, internet forums and social media to insult and bully other players, often female gamers. The gaming industry is looking for new ways to make gaming communities safer places and to stop online bullying and other forms of negative behaviour.



PROJECT *Gaming habits*

Work in groups to investigate gaming habits and attitudes towards gaming. Use these steps to help you.

1. Design a questionnaire or online survey.
2. Find out what people think about gamer culture and different groups of gamers.
3. Ask a range of people about themselves and their friends/families.
4. Ask about gaming preferences, habits, attitudes and toxic behaviour.
5. Display your results on a poster or slide presentation and write a brief summary.

Present your work to the class.

05 NOW WATCH THE CULTURE VIDEO

7 TEEN FICTION

ABOUT YOU

What types of thing do you read?
What was the last book you read?
How do you choose new books to read?

VOCABULARY Fiction: adjectives and nouns

1 EP **Match the phrases from the book reviews to the meanings.**

1 The **predictable plot** meant I guessed the ending halfway through the book.
2 In this novel, the author raises some **complex issues**, which are all relevant to us as teenagers.
3 The **stunning illustrations** are beautifully drawn and give this story life.
4 Despite not having a **major role** in the novel, the **minor characters** are all fascinating.
5 From the **opening chapter** until the last sentence, I could not put this book down.
6 This is an incredibly **moving novel**, which will bring tears to your eyes.

a beautiful drawings
b sad book
c first part of a book
d a story that happens in a way that you expect
e important purpose
f difficult subjects
g not the main people in a story

34 **2** **Listen to four teenagers talking about novels they have read recently.**

Which teenager
A was not impressed by the author's work?
B didn't finish the book?
C says this is their favourite writer at present?
D found the story very emotional?

34 **3** **Complete the sentences with adjectives from Exercise 1. Then listen again and check.**

0 This particular story was incredibly *moving* and I didn't want it to end!
1 The _____ chapter was strong and raised several _____ issues, but by the end I was disappointed.
2 It's a familiar story of two friends growing up, so their families also play _____ roles in the tale. But it wasn't at all _____.
3 The _____ illustration on the cover made me buy this book rather than download it.

4 **Talk about a book you have read.**

Describe
- the plot
- any complex issues it deals with
- the illustrations
- the characters who have a major role in the story.

READING

1 **Read the text about an author of teenage fiction, ignoring the gaps. What role did Malorie Blackman have for two years?**

Malorie Blackman – author of teenage fiction

Malorie Blackman is an author and [0]*passionate* fan of teen fiction. Her books are popular worldwide and [1]_____ of her work are available in over 15 languages. [2]_____ from doing an English degree by one of her teachers, Malorie actually studied computing after leaving school and became a computer [3]_____. After nine years, she decided she wanted to do something more [4]_____.
For her first novel, *Noughts and Crosses*, Malorie took inspiration [5]_____ from her own childhood and teenage years. From 2013 to 2015, Malorie Blackman took over as the Children's Laureate, a [6]_____ position that is awarded in the UK every two years to a writer or illustrator, to celebrate outstanding achievement in their field. As Laureate, she made frequent public [7]_____, giving talks and visiting schools. She also encouraged other writers to produce stories that were not [8]_____ and would appeal to modern teenage readers.

PASSION
TRANSLATE
COURAGE
PROGRAM
CREATE
DIRECT
PROFESSION
APPEAR
CHILD

2 **Look at the example in Exercise 1. How is the word formed?**

3 **Complete the text using the beginnings and endings to form new words from the words in capitals. You may need to make other spelling changes. There is one ending you won't need.**

-al	-ance	~~-ate~~	-er	dis-
-ed	-ion	-ish	-ly	-ive

7 TEEN FICTION

Unit Overview

TOPIC	Books and authors
VOCABULARY	Fiction: adjectives and nouns
READING	Writing for teenagers
GRAMMAR	Modals of ability and possibility
VOCABULARY	Adjective + preposition
WRITING	A story (1)
EXAM TASKS	Reading and Use of English Part 3; Writing Part 2

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 144; TB page 245
WORKBOOK: pages 28–31
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 7; Vocabulary worksheet Unit 7
TEST GENERATOR: Unit test 7; Term test 1

WARMER

Before the students open their books, ask them to think of a book they really like. Give them an example with a book you have read. Write on the board: *Have you ever read …* (plus the name of the book you like). Ask the class to see if anyone has read it. Tell them they are going to ask the same question about the book they have chosen. Students mingle and ask and answer their questions. They note down how many people have read their book. When they have finished, elicit which books they chose and the number of people who have read them.

ABOUT YOU

Brainstorm different genres of novels on the board (*teen*, *adventure*, *detective*, *graphic*, *historical*, *science fiction*, *fantasy*, etc.) and then put students into small groups to discuss the questions. Hold a class vote to find out the most popular type of fiction.

VOCABULARY Fiction: adjectives and nouns

1 Tell students to cover the meanings. Look at the first sentence together and ask students to say what *predictable plot* might mean just from the context. Elicit ideas and the key words that helped them (*guessed the ending*, *halfway*). Students do the same for the other sentences in pairs and then uncover the meanings to match them. Elicit the answers and examples of each, for example a book (or film) with a predictable plot.

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

34 2 Students read the questions before they listen and guess what words the speakers may use, for example A *disappointed*, *boring*, *predictable*; B *boring*, *lost interest*, etc. Elicit that, in exam questions, the speakers almost always paraphrase the words in the questions rather than using the same words. Elicit the answers and what words used by the speaker helped them answer the questions.

Answers
A Speaker 2
B Speaker 4
C Speaker 3
D Speaker 1

34 3 Tell students to look through the sentences in pairs to discuss which adjectives to use. Elicit their answers and then ask the class if they know any books which these sentences could describe, for example an *incredibly moving* story.

Answers
1 opening, complex
2 major, predictable
3 stunning

» AUDIOSCRIPT TB PAGE 267

4 Set a time limit for students to think of ideas alone. Then put them into groups of three or four. They take it in turns to describe their book without naming it. When they have finished, the other people in their group try to guess what the book is. Invite each group to choose one of their books to describe to the class.

Answers
Students' own answers

READING

BACKGROUND INFORMATION

Although Malorie Blackman mainly writes for teens and young adults, she has also written novels for younger children, and books and picture books for new readers. In addition, she has written scripts for radio and TV as well as stage plays, including an adaption of her *Noughts and Crosses* book.

1 Ask students about reading timetables. Ask if they read every word and, if not, how they find the information they need. Look at the task and set a strict time limit of 20 seconds for students to find the information. Ask students to put their hands up when they know the answer and, when you elicit the answer, ask the quickest student how they found the information so quickly.

Answer
She was Children's Laureate for two years.

2 Look at the example with the whole class. Ask what kind of word *passion* is (*a noun*) and what kind of word *passionate* is (*an adjective*). Elicit how the students know it should be an adjective (*it describes the noun* fan).

Answer
The suffix *-ate* has been added.

CONTINUED ON PAGE 82

3 B2 First for Schools Reading and Use of English Part 3

Briefly review what students need to do in this part of the exam and, if necessary, read out the B2 First for Schools information on TB page 21.

Explain to students that, in the exam, they won't be given a list of beginnings and endings to help them. Tell students that, when they do an exercise like this, they should read the text around the gaps very carefully to check whether the word is negative or positive, and singular or plural. Elicit the answers and spellings (giving a written record) of the changes necessary to the original word. Ask how the students know that 1 is plural (*there is no article and the verb* to be *has the plural form*, are.) Now ask how they know that 2 is negative – *discouraged* rather than *encouraged* (*she didn't do the English degree in the end*). Point out that, when learning new words, it is useful to write related words as well to make it easier to remember them.

FAST FINISHERS

Students think of other words which take the same prefixes and suffixes, for example *-ate affectionate, -ion confusion, dis- dishonest*. When you have elicited the answers to the exercise, ask the fast finishers to share some of their ideas with the class.

Answers

1 translations 2 Discouraged 3 programmer 4 creative
5 directly 6 professional 7 appearances 8 childish

4 Tell the students to read each paragraph without looking at the choices. For each paragraph, they note what question they think she was asked. They then look at the choices and match them to the paragraphs. If their own ideas don't help them, they should read the problem paragraphs again to see if they can complete the exercise. Elicit the answers by asking one student to read out a question and another to answer it by reading out the correct paragraph.

Answers

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

35 The Reading text is recorded for students to listen, read and check their answers.

5 Elicit that the answers to Exercise 4 may help students to find the paragraphs more quickly. For example, question 2 in Exercise 4 seems to match to statement 2 in Exercise 5. When students have finished, elicit the answers and the words that helped them identify the correct paragraphs: 1 *praise – show good judgment, honest*; 2 *never underestimate teens, 'grown-up' issues*; 3 *supportive, listen to … others*; 4 *it never occurred to me as a child or teenager … But in my mid-20s …*; 5 *You haven't found the right books for you yet*; 6 *Some of the events … were based on real events ….*

MIXED ABILITY

Weaker students can work in groups of three. Each student looks at two of the questions. When they have all found their two paragraphs, they compare ideas and reasons and make sure they haven't chosen the same paragraph as someone else in the group. If they have, they all work together to decide who is right and why.

Answers

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

6 Tell students to work in pairs and discuss the highlighted words to see if they are familiar with any. If not, they read the sentences the words are in and try to work out what they mean from context. They then do the matching. Elicit the answers and ask follow-up questions to check comprehension. For example, 'Where can you be exposed to different political opinions?' (e.g. on social media) 'What do you do just for your own amusement?' (e.g. painting) 'What drives you mad?' (e.g. people being late).

Answers

1 drive me mad
2 through
3 show good judgment
4 be exposed to
5 individual
6 to a certain extent
7 To cut a long story short
8 amusement

TALKING POINTS

Before students discuss the questions, ask them to think of the first book they remember reading and enjoying and why they liked it. Put students into small groups to discuss the questions. When they have finished, they discuss the books they thought about earlier. Elicit their ideas and ask them what they have learned from reading fiction (for example it can increase a person's vocabulary, fictional novels often describe real places or historical facts). Have a class vote on whether the students would rather live without the internet or books.

COOLER

Put students into groups of three or four. Ask each group to think of the first sentence of a short story. Set a time limit of one minute. They write their sentence at the top of a piece of paper. Each group passes their paper clockwise round the room to the next group. They now read the opening sentence and add a second sentence for the same story. Continue the activity until the stories return to the original groups. They now have to try to finish the story with one, final sentence. When the stories are ready, either ask students to read them out or display them around the room for students to read.

WRITING for TEENAGERS – we talk to Malorie Blackman

35

A _____

I believe that we have to get them motivated by showing the many new opportunities they will be able to have through reading. And if a child tells me they don't like reading, I always say, 'You haven't found the right books for you yet!' First of all, children should be encouraged to read what they are interested in – comics, football stories, romances … whatever!

B _____

I think it was mainly down to a love of stories and reading. I spent most Saturdays during my early years at the library, reading fairy stories, myths and legends, contemporary stories, fantasy, science fiction and anything else I could lay my hands on. I also wrote stories and poems for my own amusement, but it never, ever occurred to me as a child or teenager that I could become a published writer. But in my mid-20s, after a few years in computing, I decided that I would try really hard to do that, and eventually I managed to get published.

C _____

Because as an audience they show good judgment and their minds haven't yet been closed down. And I like the way they are honest about what they like and don't like.

D _____

When I first started writing, I attended a basic course in writing for children, and then I attended several more workshops run by the same brilliant individual. It was invaluable and very inspiring – a great, supportive atmosphere where you were able to present your own work and listen to the work of others. Also, it was a great place to try to improve my own critical skills. To cut a long story short, yes it did help!

E _____

There wasn't any one thing. It grew out of a lifetime of experiences. Some of the events in the book were based on real events from my own childhood. And I also wanted to play with the idea that 'history is luck' to a certain extent. You put all that together and you have the beginnings of an idea which led to *Noughts and Crosses*.

F _____

No! We must never underestimate teens. As a teen, that kind of attitude used to drive me mad – a belief that I might not be able to understand certain 'grown-up' issues because I was just a teen. If we want mature, responsible teenagers making good decisions about the difficult issues that they face, then they have to be exposed to these subjects early enough to make a difference. We really need to get past this idea that teens can't think for themselves – they can.

4 **Read the interview with Malorie Blackman. Then match the questions to the paragraphs.**

1 Why did you decide to become a writer?
2 Do you ever worry that young people might struggle with the complex questions your books raise?
3 What inspired you to write your first novel?
4 How can teenagers be encouraged to keep reading?
5 Have you ever belonged to a writer's group – and if so, was it useful?
6 Why do you like writing for children and teens?

5 **Read the interview again.**

In which paragraph does Malorie Blackman
1 praise teenagers for being open to different ideas?
2 argue that teenagers need to experience adult topics through reading?
3 mention that she was helped by other authors?
4 talk about a change in her attitude to being an author?
5 explain her views on why some children aren't keen to read?
6 give some details about the ideas behind one of her books?

6 **Match the highlighted words and phrases in the interview to the meanings.**

1 make me extremely annoyed
2 because of someone or something
3 form sensible opinions
4 have experience of seeing, feeling, reading about, etc.
5 person
6 in some ways
7 to say only the final result of a situation or story
8 enjoyable way of spending your time

TALKING POINTS

How important is it for children to start reading at a young age?
What do you think young people can learn from reading fiction?

GRAMMAR Modals of ability and possibility

1 **Read the examples. Then complete the rules with the verbs.**

1 … reading fantasy, science fiction and anything else I could lay my hands on.
2 Eventually I managed to get published.
3 You were able to present your own work and listen to the work of others.
4 … a belief that I might not be able to understand certain 'grown-up' issues because I was just a teen.
5 … the many new opportunities they will be able to have through reading.

To talk about ability or possibility in the past, we use:
a _____ or *was/*_____ for general ability.
b _____ or *was/were able to* for a specific situation.

For the future, we use:
c _____ to talk about a definite ability or possibility.
d _____ to talk about a less certain ability or possibility.

» GRAMMAR REFERENCE AND PRACTICE PAGE 144

2 **Choose the correct verbs.**

1 I *managed to* / *could* convince her to read the book.
2 People say that Albert Einstein *couldn't* / *can't* read until he was nine.
3 I'm away this weekend, so I *might not be able to* / *won't be able to* come on Saturday.
4 The homework was really difficult, but I *could* / *managed to* finish it.
5 Do you think you *could* / *might* be able to bring my book back tomorrow?
6 I hope I *was able to* / *could* give you the information you required.
7 My sister *managed to* / *could* read by herself from the age of four.
8 I *could* / *will* be able to write a book review for the website.

3 **Complete the text with the verbs in the box.**

could	managed to x2	wasn't able to	will be able to

Beth Reekles started writing her first novel, *The Kissing Booth*, because she simply [1]_____ find anything good to read about real teenage issues. Every time she finished writing a chapter, she posted it on the story-sharing website *Wattpad*. Within 18 months, she had [2]_____ get 19 million views!

Soon a publisher got in touch to offer Beth a contract for three books. Beth couldn't believe it and neither [3]_____ her parents. She was just 17 years old and still at school!

Despite her success, Beth didn't want to become a full-time writer. Over the next few years, she [4]_____ balance writing and studying for a degree in physics – her other major interest – *and* write three more books. Her first novel was also made into a film. Now, she hopes she [5]_____ do two jobs in the future: scientist and writer!

4 **Write sentences about you. Then compare your ideas in pairs.**

Write about something you
1 couldn't do in the past, but can do now.
2 were able to do in the past, but can't do now.
3 can't do now, but might be able to do in the future.
4 won't ever be able to do.
5 managed to do after trying very hard.

I couldn't understand our teacher when I started this class, but I can now.

VOCABULARY Adjective + preposition

1 **Read the example. What other adjectives do you know that are followed by a preposition?**

*Children should be encouraged to read what they are **interested in** – comics, football stories, romances … whatever!*

2 **Check you understand the adjectives. Then match the sentence halves.**

1 Were you **disappointed**
2 As a child, I was **nervous**
3 Is this novel **suitable**
4 I'm **addicted**
5 My cousin's really **keen**
6 I sometimes get **annoyed**
7 Are you **surprised**
8 Gabby's **furious**

a **to** reading manga comics.
b **at** the number of novels I've read?
c **by** stories with happy endings.
d **with** me for losing her book.
e **for** children under 12?
f **on** science fiction.
g **with** your test results?
h **about** being late for school.

36 **3** **Listen to eight people. Then complete the sentences to describe each person using an adjective and a preposition from Exercise 2.**

1 He's _____ mystery stories.
2 She thinks the story is _____ both boys and girls.
3 He gets _____ his brother's questions.
4 He's _____ the result of the match.
5 She's _____ listening to audio books.
6 She's _____ Jack for ignoring what she said.
7 He's _____ making a speech in front of the school.
8 She's _____ the popularity of the books.

4 » **Work in pairs. Turn to page 123.**

GRAMMAR Modals of ability and possibility

WARMER

Write a sentence on the board: *I could read when I was four.*

Elicit when students could read and then rub out the words *read* and *four*. Students work in groups of three or four and take turns to make new sentences (they don't have to be true). They must use a different verb each time. Invite each group to share some of their sentences with the class.

1 Allow students to work in pairs to do the exercise. When they have finished, you could add that, although we usually use *could* only for general ability, we can use *couldn't* for both general and specific ability. For example: *I couldn't read when I was seven*; *yesterday, I couldn't find my keys.* Also, for senses, we can use *could* for a specific situation, for example *I could hear people talking outside*; *I could smell smoke.*

Answers

a could, were able to
b managed to
c will be able to
d might be able to

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 245

2 Look at the first sentence and ask if this is a general ability or a specific situation (*specific situation*). Then elicit the answer. Students work alone and then compare answers in pairs. If they disagree, they should look at the rules to help them decide who is correct.

FAST FINISHERS

Students choose three sentence stems from the exercise, for example *I'm away this weekend, so …*; *The homework was really difficult…* They then finish the sentences with an appropriate phrase showing ability or possibility. When you have elicited the answers to the exercise, invite students to share their sentences with the class.

Answers

1 managed to
2 couldn't
3 won't be able to
4 managed to
5 might
6 was able to
7 could
8 will

3 Ask the students to read the text quickly. Set a time limit of one minute and then elicit anything they found out about Beth Reekles. Students then do the exercise alone. Elicit the answers and, if you looked at the other rules in Exercise 2, note that *couldn't believe it* is an example of *couldn't* being used for a specific situation.

MIXED ABILITY

Allow weaker students to work together to complete the exercise. Monitor and offer help where necessary. Give clues to help students work out which rules apply, for example: 1 *there was nothing good to read*; 5 *in the future.*

Answers

1 wasn't able to
2 managed to
3 could
4 managed to
5 will be able to

4 When students have written and compared the sentences in pairs, collect in their sentences. Find interesting ideas and read them out to the class to see if they can guess which student wrote them.

Answers

Students' own answers

» GRAMMAR WORKSHEET UNIT 7

VOCABULARY Adjective + preposition

1 Look at the example with the students and then tell them to close their books or cover Exercise 2. Put the students into small groups and set a time limit of two minutes for them to think of more adjectives that are followed by prepositions. When the time is up, ask the groups how many ideas they wrote down. Ask the group with the most adjectives what they wrote, and then ask other groups if they have anything different.

Answers

Students' own answers

2 Allow the students to work in pairs. Elicit the answers and what the adjectives mean. Ask some follow-up questions to make sure students understand the vocabulary. For example, 'What age group are the *Twilight* novels suitable for? What are you addicted to? What do you get annoyed by?'

Answers

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

36 3 Play the recording of the first speaker. Elicit what he says and then ask which adjective and preposition from Exercise 2 fit best (*keen on*). The students then listen and do the rest of the exercise alone and compare answers in pairs. Elicit the answers and what the speakers said.

Answers

1 keen on
2 suitable for
3 annoyed by
4 disappointed with
5 addicted to
6 furious with
7 nervous about
8 surprised at

» AUDIOSCRIPT TB PAGE 267

4 Before students look at page 123 of the Student's Book, write *I am very interested …* on the board. Elicit what the next word should be (*in*) and then invite students to finish the sentence so that it is true for them. Students then do the same for the sentences in Exercise 4. When they have compared ideas in pairs, invite students to share some of their interesting sentences with the class.

Answers

1 by 2 of 3 for 4 about 5 at 6 to 7 with

» VOCABULARY WORKSHEET UNIT 7

WRITING A story (1)

1 When students have read the task, ask them to close their eyes and imagine the scene with Billy, the boat and the dangerous animal. After 20 seconds, put the students into small groups and ask them to share their ideas. Invite each group to share some of their ideas with the class.

Answers
Students' own answers

2 Set a time limit for students to read the story and then elicit the answers. Ask the class if the reader knows why Billy was running or who he was escaping from (*no*). Ask them if they like stories like this where they have to use their imagination or if they are annoyed by them. Invite ideas and reasons.

Answers
1 Yes
2 Crocodiles
3 Billy escaped to a house where he was safe.

3 Look at the *Prepare to write* box with the class. Elicit some adjectives and adverbs of manner that the writer has used, for example *nervously, badly, scared*. Elicit more adjectives the writer could have used, for example *the hungry/enormous/deadly crocodiles*. Students then do the matching alone or in pairs.

Answers
Immediately – without waiting
eventually – finally
Once – as soon as
after – following
finally means after a long time or some difficulty

4 Look at the first adverb with the students and elicit that it describes how Billy crawled. Students then do the same for the other adverbs. Elicit the answers and ask the students to find two more adverbs of manner and what they describe (*easily* – how the crocodiles could turn over the boat; *Quickly* – how he looked over his shoulder).

Answers
nervously – how Billy crawled
badly – how Billy landed
desperately – how Billy felt as he was hoping to find the boat
anxiously – how Billy looked around
hurriedly – how Billy tied up the boat

5 Look at the first sentence with the class and elicit which words could go in the space (*nervously*, *anxiously*, *desperately*, *hurriedly*). Students do the same with the other sentences. Elicit the answers and the clues in the sentences which show the correct or best answers.

Possible answers
1 hurriedly/anxiously/desperately/nervously
2 desperately
3 anxiously/hurriedly/desperately
4 badly

6 Put students into small groups to think of simple but clear explanations. Monitor and help the groups and then invite them to present one tense each to the class. Elicit or point out that we don't need the past perfect for the first sentence because the events are mentioned in the order they happened. The past perfect is used when the order of events is unclear.

Answers
1 To describe completed actions
2 To show that something happened and finished before something else in the past
3 To describe an ongoing state in the past

7 Set a time limit of two minutes for students to think of and note down ideas. Encourage them to note down adjectives and adverbs as well as nouns and verbs. Monitor and help where necessary. You could elicit ideas before the students start writing but this isn't absolutely necessary.

Answers
Students' own answers

8 **B2 First for Schools Writing Part 2**

Briefly review what students need to do in this part of the exam and if necessary read out the B2 First for Schools information on TB page 42.

Set a time limit of about ten minutes to reflect the time allowed in the actual exam. When students have finished, put them into groups of three or four. Each student reads out their story to their group. Invite students to summarise one of the stories from their group, saying what it was about but not reading the whole thing. Then invite groups to share some of the adjectives and adverbs of manner they used in their stories.

Model answer
Charlie watched the dark clouds anxiously, wondering when the storm would start. He couldn't believe he hadn't checked the forecast before leaving. It was one of the first things his parents had taught him about sailing.
He was still a long way from the shore and was struggling to keep his tiny sailing boat upright. As the waves got bigger and bigger, he started to worry that his life was actually in danger.
Luckily, he had a couple of safety flares that his father had given him to use in an emergency. He hurriedly lit the first one and within seconds a red light climbed into the dark sky. As Charlie watched, he spotted the first flash of lightning. The storm was finally starting and Charlie suddenly felt very alone.
All of a sudden, he heard something moving in the air above him. It was a helicopter! They had seen his flare and were there to help him. Charlie quickly lit the second flare and soon the helicopter was directly above his tiny boat. The noise was incredible, but Charlie didn't care. He would soon be safe again.

COOLER
Students work in pairs and list the adverbs and adjectives they used in their stories. They then get together with a second pair and take turns to say one of their adjectives or adverbs and see if the other group can guess what it was describing, for example *enormous – clouds? – No, waves on the sea because of the storm.*

WRITING A story (1)

1 **Read the task. How do you think the story might continue from the first sentence?**

You see this announcement in a magazine.

> **Stories wanted!**
> We are looking for exciting stories by teenagers to publish in our magazine. Your story must begin with this sentence:
> *Billy crawled nervously through the hole in the wall and looked down.*
> Your story must include:
> - a boat
> - a dangerous animal.

Write your **story**.

2 **Read the story to see if any of your ideas are mentioned. Then answer the questions.**

1 Does the story include a boat?
2 Which dangerous animal did Billy face?
3 How does the story end?

Billy crawled nervously through the hole in the wall and looked down. It was more than three metres to the ground below, but Billy knew he had no choice. He jumped and landed badly, but managed not to hurt himself. Immediately, he started running towards the river, desperately hoping he would be able to find the boat.

And there it was, behind the trees. He climbed in and turned the key. Three times he tried and failed, but eventually, the engine started and Billy was on his way. Once he was in the open water, the biggest danger he faced was the crocodiles. They would easily be able to turn the boat over if they attacked. Billy looked around anxiously, ready to take action if he needed to. He was feeling scared now, but he couldn't turn back.

After what seemed like hours, but was probably only 20 minutes, Billy reached his destination. He tied up the boat hurriedly and ran towards the safety of the house. Every few seconds, he quickly looked over his shoulder towards the river. No one would dare to follow him here, he thought. He had escaped at last.

3 **Read the *Prepare to write* box. Then match the highlighted words in the story to four of the phrases in the box. What does the remaining phrase mean?**

PREPARE TO WRITE A story

A good story:
- has a beginning, a middle and an end.
- uses time words and phrases that move the action forward.
- uses adjectives and adverbs of manner to add interest or excitement.
- uses a range of tenses, including the past simple, past continuous and past perfect.

all of a sudden as soon as finally
following without waiting

4 **Look at the underlined adverbs of manner in the story. What do they each describe?**

5 **Complete the sentences with adverbs of manner from the story. In some cases, more than one answer is possible.**

1 He _____ climbed up the rock, motivated by the thought of being first to the top.
2 I was _____ trying to remain calm, even though I was feeling furious with my friend.
3 He looked _____ at his watch and felt a little disappointed in himself. Why hadn't he left earlier?
4 I was surprised at getting such a low mark. I didn't expect to do so _____.

6 **Explain why the writer has used these tenses in the story.**

1 Past simple: *He **climbed** in and **turned** the key.*
2 Past perfect: *He **had escaped** at last.*
3 Past continuous: *He **was feeling** scared now.*

7 **Read the task and plan your story.**

COMPETITION: Send us your stories!

We are looking for interesting stories for our student website. The best will be published on our website and win a prize. Your story must begin with this sentence:

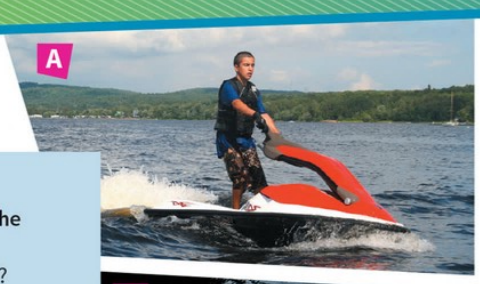
Charlie watched the dark clouds anxiously, wondering when the storm would start.

Your story must include:
- a boat
- a rescue.

8 **Write your story.**

- Use the tips in the *Prepare to write* box.
- Write 140–190 words.
- Check your grammar and spelling.

8 GETTING AWAY



ABOUT YOU

06 **Watch the video. Then answer the questions.**

What is your dream holiday destination?

What do you think young people can learn from travelling to other countries?

VOCABULARY Holiday activities

1 **What holiday activities do the pictures show? Use some of the words in the quiz to help you.**

What's your kind of holiday? QUIZ

1 You're planning a holiday in Thailand. You can't wait to …
- a go trekking in the jungle.
- b try out some authentic Thai food.
- c cool down in the shade by the pool.

2 The most important thing on a summer holiday is to …
- a relax, sunbathe and get a tan.
- b make the most of your time and do as much as possible.
- c socialise with friends and catch up on the latest films.

3 Your ideal holiday accommodation would be …
- a a tent in the middle of nowhere.
- b a luxury hotel where you can chill out.
- c a youth hostel in a major city.

4 On a holiday in the Caribbean, you'd want to …
- a cruise from island to island on a yacht.
- b get involved in a local festival.
- c head straight for the beach and hire a jet ski.

5 You're on a short break to New York City. You …
- a sign up for an organised tour of Manhattan.
- b stay up all night to experience 'the city that never sleeps'.
- c wander around, photograph the sights and take selfies.

2 **Do the quiz. Compare and explain your answers in pairs.**

3 **Turn to page 123 and check your results. Do you agree with them?**

4 **Complete the sentences with some of the words and phrases in the quiz.**

EP

1 I'm going to _____ a motorbike. Do you want to come, or have you _____ for the museum tour?
2 We're going to _____ and climbing in the Pyrenees this year!
3 You'll never _____ if you _____ all night and lie in bed all day! Come outside in the sunshine – you can still _____ by the pool.
4 I have no desire to _____ around the ocean. I'd rather visit a city where I can _____ around interesting areas and _____ the historic buildings.

5 **Discuss the questions.**

1 Are you a fan of taking selfies on holiday?
2 Do you tend to photograph everything you see?
3 What would you like to try out next time you're abroad?
4 Which cities would you most like to visit? Why?
5 What would you like to do in New York?

READING

1 **Look at the article on page 47 and find the three destinations. Can you guess what each person is going to take on their travels?**

2 **Read the article quickly and check.**

3 **Read the article again. Who would give the following advice?**

1 Don't pack thick clothing.
2 Think about security.
3 Pack as little as possible.
4 Remember your medicines.
5 Liquids can spill inside your bag.
6 Don't take white clothes.
7 Back up your paperwork.
8 Pack clothes in a particular way.

4 **Find five adjectives in Javi's section that mean *very important*.**

8 GETTING AWAY

Unit Overview

TOPIC	Holidays and travel
VOCABULARY	Holiday activities
READING	Pack and go!
GRAMMAR	Future (1): plans and intentions
VOCABULARY	Phrasal verbs: travel
LISTENING	A radio report about working holidays
SPEAKING	Discussing holidays
EXAM TASKS	Listening Part 2; Speaking Part 3; Speaking Part 4

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 145; TB page 245
WORKBOOK: pages 32–35
VIDEO AND VIDEO WORKSHEET: Dream holidays
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 8; Vocabulary worksheet Unit 8
TEST GENERATOR: Unit test 8

WARMER

Write on the board a *Have you ever…* question that you can answer *Yes* to, for example *Have you ever ridden on a camel?* Invite one student to ask you the question, and answer *Yes, I have.* Now elicit more questions about the experience using the past simple, for example *When did you ride on a camel?* Answer the questions and then ask students to write their own question. Students then get into groups of four or five and take turns to ask their question to the others. When someone answers *Yes*, all the other group members can ask follow-up questions. Monitor and help where necessary. Invite groups to share some of their interesting experiences with the class.

ABOUT YOU

06 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then put the students into groups of three or four to discuss the questions. Elicit any interesting ideas the students had.

VOCABULARY Holiday activities

1 Before students look at the quiz, look at the photos with the class. Ask them where they think the photos were taken, whether they have done any similar activities and which photo appeals to them most. Students then look at the words in blue, in pairs, and match them to the photos where possible, explaining the meaning to their partner if necessary. Elicit the meanings of the words.

Possible answers

a hiring a jet ski
b taking a selfie
c chilling out
d cruising on a yacht
e going trekking

2 Students do the quiz alone. Set a time limit of two minutes so they don't spend too much time thinking about it. When the students have compared their answers, have a quick class survey of how many people chose each answer.

Answers

Students' own answers

3 Before they turn to page 123 in the Student's Book, ask the students what they think the different answers might say about them, for example 1a *You are a nature lover*; 1b *You love trying new things*, etc. They discuss the other questions in pairs and then look at the back of the book to see if they were correct.

Answers

Students' own answers

4 Allow the students to do the exercise alone. When they have finished, they compare answers in pairs. Elicit the answers and ask students to rephrase the sentences to make sure they understand them, for example *I'm going to pay to use a motorbike. Do you want to come or are you visiting the museum?*

FAST FINISHERS

Ask fast finishers to think of another question they could ask, similar to those in the quiz. They write the question and three possible answers. When you have elicited the answers to Exercise 4, invite these students to ask their questions to the class.

Answers

1 hire, signed up
2 go trekking
3 get a tan, stay up, chill out
4 cruise, wander, photograph

5 Put the students into groups of three or four. Elicit that question 3 could refer to any new experience, for example an activity or a food you haven't eaten before. Set a time limit of five minutes. Monitor and prompt quieter students to join in the discussion. Invite different groups to tell the class some of the things they discussed.

Answers

Students' own answers

READING

1 Tell the students to look at the photos for ten seconds and then close their books. Ask them where they think the three places are. They then open their books again and find out the answers. Now put them in small groups to discuss what each person might take on their travels. Set a time limit of two minutes and elicit ideas from each group.

Answers

Students' own answers

CONTINUED ON PAGE 90

8 GETTING AWAY

Unit Overview

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READING

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Answers

Students' own answers

CONTINUED ON PAGE 90

BACKGROUND INFORMATION

The Pyrenees are a mountain chain on the border between France and Spain. They stretch over 400 km from the Atlantic in the west to the Mediterranean in the east. The highest peak is Aneto at 3404 m.

Costa Rica is in Central America to the north of Panama. As well as beaches, it is famous for its rainforests and volcanoes. It attracts over 2 million visitors a year, the most of any Central American country apart from Mexico.

Kerala is a state in the far southwest of India, on the Indian Ocean. Tourists come for its beaches, wildlife and rivers, where you can stay on a houseboat. The national parks are home to elephants, tigers and other animals. In 2007, the government of Kerala started a new festival to attract tourists – the Festival of Shopping!

2 Set a time limit of three minutes for students to find the vocabulary – or alternatively, put them into groups of three and ask them to read one text each. They then tell each other the items they found and, together, discuss what the things are. Elicit all the words and definitions of each.

Answers

Alex: light backpack, aluminium water bottles, high-energy snacks, first-aid kit, bandages, antiseptic cream, warm clothing, shampoos and creams in a sealed plastic bag
Frances: as few clothes as possible, trainers, lightweight sandals, old phone
Javi: LED head-torch, sunglasses in a hard case, airline-style eye mask, ear plugs, anti-bacterial gel, locks for backpack zips, travel belt

3 Students work alone and then compare answers in pairs. If they disagree, they show each other the extract from the text which they think gives the answer and decide who is correct. Elicit the answers and the words in the text that helped students to find them.

MIXED ABILITY

Weaker students can work in groups of three and look at one text each. Tell each student how many of the pieces of advice their person gives (Alex 2, Frances 4, Javi 2). When they think they have found their pieces of advice, they tell each other and show each other the part of the text which gave them the answer. If one student didn't find all their pieces of advice, the other students can help them.

Answers

1 Frances (I probably won't take jeans either – they're heavy and hot.)
2 Javi (Backpack zips with locks are really useful, and a travel belt for hiding your passport and cash under your shirt is essential.)
3 Frances (The most important advice for any backpacker is PACK LIGHT.)
4 Alex (Leave space for a first-aid kit.)
5 Alex (put shampoos and creams inside a sealed plastic bag and pack it on the outside of your luggage)
6 Frances (I'm not going to take any pale clothes – they always get dirty when you're out sightseeing.)
7 Javi (Scan your ID, tickets and insurance details, and keep details of vital documents in the cloud.)
8 Frances (Before I start packing, I roll my clothes – if you do that, they look better when you unpack them!)

37 The Reading text is recorded for students to listen, read and check their answers.

4 You could do this as a race. When one student or pair has found all the adjectives, stop the activity and elicit the answers. You could then write the sentences from the book on the board with blank spaces. For example: 1 *For me, _____ is key*; 2 *For solo travellers _____ is crucial*; 3 *_____ is critical, especially when you're _____ ing*; 4 *A _____ is essential*; 5 *Keep details of vital _____ in/on _____*. Students then work in small groups to think of more holiday advice and complete the sentences. When they have finished, elicit their ideas.

Answers

key, crucial, critical, essential, vital

TALKING POINTS

Look at the questions with the class. Elicit one or two ideas for both questions and then put students into small groups to think of more ideas, for example: an organised tour is more relaxing as everything is done for you; independent travel is better because you can spend as long as you like in one place and not have to worry about the rest of the group. Invite each group to share some of their ideas and finish with a class survey on whether students would prefer to go backpacking or on an organised tour.

COOLER

Put students in small groups to think of a different place to go backpacking. Set a time limit of three minutes for students to think of activities people could do there and reasons why it is a good place to visit. Then invite each group to present their destination to the class. Each person in the group should give part of the presentation, for example one student could describe the place and where it is, another talk about the activities you can do there and the third to say why it is better than other, similar places. The students then vote on the best idea, apart from their own.

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7 Javi (Scan your ID, tickets and insurance details, and keep details of vital documents in the cloud.)
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key, crucial, critical, essential, vital

TALKING POINTS

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COOLER

Put students in small groups to think of a different place to go backpacking. Set a time limit of three minutes for students to think of activities people could do there and reasons why it is a good place to visit. Then invite each group to present their destination to the class. Each person in the group should give part of the presentation, for example one student could describe the place and where it is, another talk about the activities you can do there and the third to say why it is better than other, similar places. The students then vote on the best idea, apart from their own.

PACK AND GO!

EXPERT BACKPACKERS SHARE THEIR TOP TIPS

'My flight leaves at midday tomorrow and I still haven't packed my bags. Help!'

37

If that sounds familiar, don't worry! Everyone has a last-minute panic before a trip. Here, three experienced backpackers share their tips for packing.

Alex, 19, Warsaw

DESTINATION: the peaks of the Pyrenees

I'm going trekking, so I'm taking a very light backpack that's comfortable for walking. I'd always suggest taking a few aluminium water bottles. They're stronger than plastic ones and you can refill them in streams. If you plan to get around on foot, remember to take high-energy snacks – you don't want to feel hungry in the middle of nowhere! Leave space for a first-aid kit because you'll always need things like bandages and antiseptic cream. It's definitely worth going high up for the views, but pack something warm, as it can get cold. Last but not least, put shampoos and creams inside a sealed plastic bag and pack it on the outside of your luggage.

Frances, 18, Glasgow

DESTINATION: the beaches of Central America

I'm flying to Costa Rica later this week – I can't wait to get away! The most important advice for any backpacker is PACK LIGHT. The last thing you need is luggage that weighs a tonne when you're wandering around a crowded city. My advice is to get everything you're planning to take, then divide it in two and just take half of what you started with. I'm definitely going to take as few clothes as possible – just enough for five days at a time. And I'm not going to take any pale clothes – they always get dirty when you're out sightseeing. Thinking about it, I probably won't take jeans either – they're heavy and hot. Before I start packing, I roll my clothes – if you do that, they look better when you unpack them! I won't pack trainers – I'll wear them, and I'll put my lightweight sandals in my luggage. A phone's useful, but I always take an old one in case it gets damaged or stolen. You can buy a cheap SIM card in each country you visit.

Javi, 20, Valencia

DESTINATION: the sights and cities of southern India

I first went to India the year before last and I can't wait to get back. My flight for Kerala leaves tomorrow! For me, preparation is key. Most people can work out what clothes to pack, but you're going to need more than just something to wear. I'd recommend taking an LED head-torch in case of power cuts and putting sunglasses in a hard case to protect them. I'd keep the free eye mask from your flight so you can sleep on bus journeys. For solo travellers, having someone to chat to is crucial and fellow travellers will be your main source of company, but hostels can be noisy places, so I'll certainly pack some ear plugs for this trip. Hygiene is critical, especially when you're eating. In India, you often eat with your hands, so I'm going to carry an anti-bacterial gel in my pocket. Backpack zips with locks are really useful, and a travel belt for hiding your passport and cash under your shirt is essential. Scan your ID, tickets and insurance details, and keep details of vital documents in the cloud. Then you can relax and enjoy your trip!

TALKING POINTS

Where would you like to go backpacking?
What are the pros and cons of organised tours compared with independent travel?

GRAMMAR Future (1): plans and intentions

1 **Read the examples. Then complete the rules with *will*, *be going to*, *the present continuous* or *the present simple*.**

1 My flight leaves at midday tomorrow.
2 I'm certainly going to take as few clothes as possible.
3 I'm flying to Costa Rica later this week.
4 I'm not going to take any pale clothes.
5 Thinking about it, I probably won't take jeans either.
6 I'll definitely pack some ear plugs.

We can use *be going to*, *will*, the present continuous and the present simple to talk about future plans and intentions. We use:
a _____ to talk about timetabled events.
b _____ to talk about firm arrangements, usually with a time reference.
c _____ to talk about something we are (not) planning to do.
d _____ when we decide (not) to do something while we are speaking or writing.

» GRAMMAR REFERENCE AND PRACTICE PAGE 145

2 **Put the adverbs in brackets in the correct position in the sentences.**

1 Thinking about it, I won't have access to the internet most of the time. (probably)
2 I'm not going to take an expensive camera. (certainly)
3 I'll call you when I get to New York. (definitely)
4 I'm going to visit my cousins in Thailand. (probably)

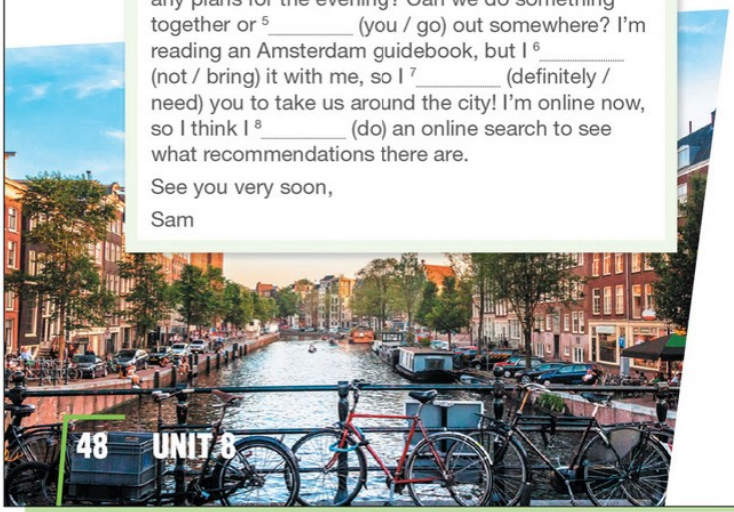
3 **Complete the email with a future form of the verbs in brackets. Discuss your answers. Sometimes there is more than one possible answer.**

Hi, Markus

My dad and I can't wait to see you again! Our flight [1]_____ (leave) at 9.30 am on Friday, so I'm getting very excited! I know you [2]_____ (study) on Friday afternoon, so we [3]_____ (probably / wait) for you in our hotel. I know we [4]_____ (go) for a bike ride during the day on Saturday, but do you have any plans for the evening? Can we do something together or [5]_____ (you / go) out somewhere? I'm reading an Amsterdam guidebook, but I [6]_____ (not / bring) it with me, so I [7]_____ (definitely / need) you to take us around the city! I'm online now, so I think I [8]_____ (do) an online search to see what recommendations there are.

See you very soon,

Sam



4 **Correct the mistake with the future form in each sentence.**

1 This evening we get the train to my cousins' house.
2 You can visit any time, so just let us know when you will come.
3 I've booked my flights, now I try to book some hostels.
4 Oh no, the forecast is for rain this weekend, so I probably don't go out.
5 I like the sound of Mexico, I think I visit there next.
6 My best friend goes on holiday as soon as term ends.

5 **Discuss the questions.**

1 What are you doing this evening?
2 What are you going to do next weekend?
3 What do you think you'll do later today?

VOCABULARY Phrasal verbs: travel

1 **Read the sentences. Then match the phrasal verbs to the meanings.**

1 If you plan to get around on foot, take high-energy snacks.
2 Don't carry heavy luggage when you're looking around a city.
3 I can't wait to get away.
4 I'll definitely need you to take us around the city.
5 Let's stop over in Paris on the way to London.
6 You have to check out before midday.
7 I'm going to stay over at my friend's house.
8 They came to see me off at the station.
9 I'll check in after 4.30 pm.

a arrive and get the key at a hotel
b show someone the best parts of a certain place
c travel or move from place to place
d pay the bill, return your key and leave a hotel
e stay somewhere briefly during a longer journey
f go to where someone is leaving to say goodbye
g go on holiday, often because you need a rest
h spend the night somewhere other than home
i visit a place and look at the things in it

2 **Complete the text with the correct form of the phrasal verbs in Exercise 1.**

I'm really looking forward to our holiday in Morocco. I definitely need to [1]_____ at the moment, as I feel quite tired and stressed. I'm [2]_____ at my cousin's tonight, then my uncle is [3]_____ us _____ at Heathrow Airport tomorrow afternoon. Our flight arrives in Marrakesh at about 7 pm local time, so we'll go straight to our hotel and [4]_____.The next day, someone is going to [5]_____ us _____ the city. The following morning, we're going to [6]_____ of our hotel quite early and travel south. We're going to [7]_____ in Fes for one night, and then go up into the mountains. We're going to [8]_____ in a hire car. On the last day, we're going to Casablanca. I really want to [9]_____ the market before we fly home.

3 » **Work in pairs. Turn to page 123.**

GRAMMAR Future (1): plans and intentions

WARMER

Write the following words on the board: *timetable*, *plan*, *arrangement*, *decision*. Elicit examples of each and then ask students to work in pairs to make sentences, for example *I've arranged to meet my friends on Friday. I planned to go to a concert last month, but I was ill.* Elicit ideas from different pairs.

1 Elicit the answers and ask students to make their own sentences using the same tenses, for example *I have French at 9 am on Mondays*. Monitor and help where necessary.

Answers

a the present simple
b the present continuous
c be going to
d will

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 245

2 Students work alone and then compare answers in pairs. Elicit the answers and the rules. (We say *will* + adverb of certainty but adverb of certainty + *won't*. With *going to*, the adverb goes after the verb *to be*, before the main verb in positive sentences and before *not* in negative sentences.)

FAST FINISHERS

Tell fast finishers to make sentences about themselves using *definitely/certainly/probably* + *will/won't*. Some of the sentences should be true and some false. When everyone has finished the exercise, elicit the sentences and see if other students can guess whether they are true or false.

Answers

1 Thinking about it, I **probably** won't have access to the internet most of the time.
2 I'm **certainly** not going to take an expensive camera.
3 I'll **definitely** call you when I get to New York.
4 I'm **probably** going to visit my cousins in Thailand.

3 Look at the first space with the class and elicit the best answers (*leaves*) and why (*it is a timetabled future*). Students work alone and then compare answers in pairs. If they have different answers, they explain why they chose the form they did. Elicit the answers and the rules each one matches. Where more than one answer is possible, ask students which they think is the most likely, for example 2 is probably a plan.

Answers

1 leaves (timetabled future)
2 are studying (arrangement) / are going to study (plan) / study (general habit)
3 will/'ll probably wait (decided while writing)
4 are going to go (plan) / are going (arrangement)
5 are you going (arrangement) / are you going to go (plan)
6 am/'m not going to bring (plan)
7 will/'ll definitely need (decided while writing)
8 will/'ll do (decided while writing)

4 Elicit why each sentence is wrong and what the students think is the best alternative. Look at sentence 3 and ask why *I'm trying* can't be used here for a future arrangement. (*It says* now, *so the present continuous would show what is happening now. Students should always use a future time expression with the present continuous to avoid confusion with what is happening now.*)

Answers

1 This evening we'**re getting** the train to my cousins' house.
2 You can visit any time, so just let us know when you'**re going to come** / '**re coming**.
3 I've booked my flights, now I'**ll try** / **I'm going to try** to book some hostels.
4 Oh no, the forecast is for rain this weekend, so I probably **won't go** out.
5 I like the sound of Mexico, I think I'**ll visit** there next.
6 My best friend'**s going** / '**s going to go** on holiday as soon as term ends.

5 Put the students into small groups. For the third question, they should use adverbs of certainty or *I think …* When students have finished, elicit any interesting plans, arrangements or ideas that they mentioned.

Answers

Students' own answers

» GRAMMAR WORKSHEET UNIT 8

VOCABULARY Phrasal verbs: travel

1 Look at the first sentence with the class. Ask students to try to say the same thing without using the phrasal verb, for example *If you plan to travel on foot, take high-energy snacks.* Students do the same in pairs with the other sentences and then look at the meanings and match them. Monitor and help where necessary. Elicit the answers and ask how close their own ideas were to the meanings given.

Answers

1c 2i 3g 4b 5e 6d 7h 8f 9a

2 Ask students to read the text without trying to complete it, and to find the three cities that are mentioned (*Marrakesh*, *Fes and Casablanca*). Do the first one together as an example before setting the rest of the exercise as individual work. Elicit the answers and an alternative way of saying each phrasal verb, for example *get away – I definitely need to go on holiday*.

Answers

1 get away
2 staying over
3 seeing, off
4 check in
5 take, around
6 check out
7 stop over
8 get around
9 look around

3 Tell students to take turns reading out the first question half. The other student has to find the correct ending. If they have problems, the first student can help them. Monitor and help where necessary. Elicit all the questions before students ask and answer the questions with their partner. Set a time limit of three minutes for this and then invite students to share one of their answers with the class.

Answers

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

» VOCABULARY WORKSHEET UNIT 8

LISTENING

1 Put students into pairs to look at the photos and discuss the questions. Elicit ideas for each photo from different pairs. Elicit the answers and ask the class what they think a working holiday involves.

Possible answers

left photo: building a path, with fences
middle photo: diving, perhaps in the Mediterranean, with turtles, perhaps doing conservation work
right photo: shearing a sheep, perhaps in New Zealand

2 Set a time limit of two minutes for students to do the exercise. Tell them not to write anything in the spaces yet but to note down what sort of answer it will be. Elicit ideas and note that it is very useful to predict the kind of information to listen out for.

Possible answers

1 an amount of money
2 surf / go surfing / go fishing / go walking / swim / go sailing
3 clear up / tidy / build …
4 the beaches / the rainforests / the temples / the people / the food
5 an adjective, e.g. crazy

38 3 B2 First for Schools Listening Part 2

In this part, students have to complete ten sentences with a word, number or phrase of up to three words. The sentences follow the order of the information in the recording. The information needed will be said in the recording and doesn't need to be changed in any way. Minor spelling mistakes are not penalised as long as it is clear that the students meant to write the correct word. This part tests students' ability to listen for specific information in a single, long text.

In the exam there are ten gaps and no example is given. Tell the students that, if the answer is a number, they don't have to write it in words. Play the recording twice and tell students to use the second listening to check their answers, even if they think they are correct. Allow students to compare answers in pairs and then elicit them.

Answers

1 £100 (a/one hundred pounds)
2 learn to surf
3 plant flowers
4 (going) trekking
5 brave

» AUDIOSCRIPT TB PAGE 267

SPEAKING Discussing holidays

1 Look at the central question with the class and the idea about resting after a term at school. Ask the students if they think this is important and whether they can rest more by staying at home or going on holiday. Elicit ideas and reasons. Students then choose the most important idea for them and compare ideas in pairs. Invite students to share their ideas with the class.

Answers

Students' own answers

39 2 Play the examiner's introduction and pause the recording. Ask what the students have to decide (*the answer to the question in the centre of the diagram*). Play the rest of the recording and elicit the answer.

Answer

They decide that it's better to go away on holiday.

39 3 Ask students to read through the expressions in the *Prepare to speak* box and try to remember any they heard from the first listening. When students have listened to the recording again, they compare in pairs to see if they have the same answers.

MIXED ABILITY

Allow weaker students to work together in groups of three. One student ticks the expressions they hear from the first section (*Selecting ideas*), the second listens out for ways of inviting a response and the third student (the strongest of the three as there are more expressions) listens to ways of responding. They then tell each other which expressions they heard and which were used twice.

Answers

I don't know about you, but I/we …
Don't you?

» AUDIOSCRIPT TB PAGES 267–268

4 B2 First for Schools Speaking Part 3

In this part, the students work together. They are asked a question and have five written prompts to help them in their discussion. They don't have to discuss all five prompts but should continue talking until they are asked to stop. This tests the students' abilities to ask for, state and justify opinions and agree and disagree politely. They don't have to reach an agreement.

Tell the students not to start the activity until you tell them to. They read the instructions. Tell them to start and after two minutes, tell them that they now have one minute to agree. When the students have finished, elicit some of their ideas and their final decision.

Answers

Students' own answers

5 B2 First for Schools Speaking Part 4

In this part, the examiner asks the students questions on the topic of the discussion in Part 3. This tests the students' ability to discuss issues in more depth.

Before students start, ask them to work in pairs and think of a sixth question they could ask related to holidays. They then swap questions with a different pair and discuss the questions. Monitor and note interesting answers and invite those students to share their ideas with the class.

Answers

Students' own answers

COOLER

Students work in pairs. One has been on a working holiday and the other is asking questions about it. Set a time limit of five minutes. The students work together to think of questions and answers then practise their dialogue. Invite pairs to act out their dialogues in front of the class.

LISTENING

1 **Look at the photos. Then read the paragraph about working holidays. Where do you think the people are? What are they doing?**

WORKING ⇄ 'HOLIDAY'?

When you think about going on holiday, you don't usually think about working, but more and more people are choosing to do just that, to combine a holiday with voluntary or paid work in the country they're visiting. Particularly for young people, a working holiday can be a great way to enjoy a trip abroad.

2 **You will hear a report about working holidays. Before you listen, read the sentences and the clues, and predict what the missing information might be.**

0 Working holidays mean people can afford travel, *accommodation* and food in big cities.
(Clue: What do people need or want in a city?)
somewhere to stay

1 As well as getting free meals, Charlie made _____ a week working in a hotel in London.
(Clue: What do working people get every week or month?)

2 On the coast in Cornwall, Charlie did conservation work, and on his days off, he decided to _____.
(Clue: What leisure activities might people enjoy on the coast?)

3 On the Galapagos Islands, Charlie's job was to _____.
(Clue: What work could people do in the Galapagos Islands?)

4 The highlight of Charlie's working holiday in Thailand was _____.
(Clue: What might people enjoy in Thailand?)

5 Charlie mentions that people must be _____ to work for a year in the Australian 'outback'.
(Clue: What kind of word is missing?)

38 **3** **Listen to the report. Then complete the sentences in Exercise 2 with a word or short phrase.**

SPEAKING Discussing holidays

1 **Read the question and the five ideas related to it. Discuss which is the most important to you.**

39 **2** **Listen to two students discussing the task. What is their answer to the question?**

39 **3** **Look at the *Prepare to speak* box. Then listen again. Which two phrases do you hear twice?**

PREPARE TO SPEAK Managing a discussion

Selecting ideas
How about starting with this idea?
Shall we move on to …?
What about this one?

Inviting a response
I don't know about you, but …
Don't you? / How about you?
What do you think?

Responding

Sure, why not?	OK, so you mean …
Yeah, definitely.	I see your point, but …
Exactly/Indeed.	I mean, yes … , but …
Fair enough.	I'm / My family's the same.
I totally agree.	Agreed.

4 **Look at five reasons why young people might be attracted to working holidays. Take one minute to read the task and think about your responses. Then follow the instructions.**

1
- Discuss the question using some (but not necessarily all) of the reasons given.
- Use the language from the *Prepare to speak* box.
- You have two minutes to complete this task.

2
- Decide on an answer to the question.
- You don't need to agree with one other.
- You have one minute to complete this task.

5 **Discuss the questions.**

1. How important is it for teenagers to have experience of working?
2. Is it a good idea for teenagers to earn and save money? Why? / Why not?
3. How can a holiday without your family be good for you?
4. What would be the hardest part of going on a working holiday? Why?
5. Should all young people experience working holidays? Why? / Why not?

LIFE SKILLS COMMUNICATION

ACTIVE LISTENING

LIFE SKILLS

Active listening

We listen for many reasons and it's a fundamental part of communication. How well you listen affects the quality of your relationships with family, friends and colleagues. Becoming a better listener will help you be more productive. You'll also be better at avoiding misunderstandings and improve your ability to influence and persuade others.

1 **Ask and answer the questions.**

1 Are you a good listener? Can you give an example?
2 What is the difference between 'hearing' and 'listening'?
3 Do you ever have conversations where you feel that the other person isn't listening carefully? How do you know?

2 **What do you think people can do to be better listeners? Read the text quickly. Are any of your ideas mentioned?**

3 **Read the text again. Then complete each sentence with one or two words from the article.**

1 When trying to improve your active listening skills, it's important to be _____.
2 When you're listening to someone it's easy to _____ by thinking about how to reply.
3 Active listeners have an _____ and don't assume that they know what someone is going to say.
4 Only give your opinion when you have a _____ about what the speaker is saying.
5 _____ might not be the same for all cultures and contexts.

4 **Match the highlighted words in the text to the meanings.**

1 beliefs that you accept as true without questioning them
2 care and understanding for someone else's suffering
3 intentional and aware
4 incline in one direction
5 something difficult that tests your ability or determination

Do you ever have conversations where you feel the other person isn't listening properly? It's annoying, isn't it? Listening is actually a tough skill to master. It's an active process where the listener makes a conscious effort to listen in order to understand what the speaker is saying. Active listening is where you make an effort to understand the complete message and not just the words being said. So how exactly can you be an active listener? The real question here is, how can I *become* an active listener? It will take time and determination to acquire and develop active listening skills, so be patient with yourself.

On average, the time we spend communicating can be divided as: 9% writing, 16% reading, 30% speaking and 45% listening!

Key active listening techniques

1 **Pay attention!** This sounds very obvious, but it's more difficult than it appears. And it's not just external factors such as your phone which are a challenge here. Try not to get distracted by your own thoughts or by preparing in your mind what you're going to say in reply. The result will probably be that you're not able to pay attention to the other person.

Research shows that after listening to a ten-minute presentation, most people only hear, understand and remember half of what was said!

2 **Clarify** If something is unclear or ambiguous, don't be afraid to ask a question to clarify things. This could be a specific question or an open question to encourage someone to explain their ideas in more detail. But try not to interrupt the other person; wait until they have finished speaking or there is a pause before you ask a question or give your own view.

LIFE SKILLS

Learning Objectives

- The students learn about active listening and how it helps effective communication.
- In the project stage, they create a campaign to promote active listening in their school and present it to the class.

Vocabulary

assumptions challenge conscious lean sympathy

BACKGROUND INFORMATION

One area where active listening is important, but which can be difficult, is for parents listening to their children. Experts all give similar advice including the following:

Accept your child's feelings and try to understand them even if you don't agree with them.

Be objective about your child – in other words, try to react to them as you would someone else's child. Ask questions that show you are interested, not which show your feelings.

Control your emotions – if a child knows their parent will be angry, they may be more likely to lie. If they know we will reject their ideas, they may not share them with us. It is important that honesty doesn't lead to a worse outcome than being dishonest.

WARMER

Put the students into groups of five or six. Tell them that they have to create a sentence of about eight to ten words and write it on a piece of paper. When they are ready, collect the pieces of paper and ask one group to come to the front of the class and stand in a line, one behind the other. Give the student in front another group's sentence to read carefully so they remember it. They then whisper the sentence to the person behind them. They can only whisper once. If the other student isn't sure what was said, they have to guess. They whisper to the next person and this continues until the last student. This student says aloud what they heard and then the first student says what the sentence actually was. Repeat with the other groups to see which one listens the best.

LIFE SKILLS

Active listening

Tell students to read the information. Ask 'What makes people better listeners?' Write the word *concentration* on the board. Allow students to think of their own ideas in groups of three and elicit ideas.

1 Put students into groups of three or four to discuss the questions. Set a time limit of two minutes and elicit ideas from different groups. Ask what students do or say when they think other people aren't really listening to them.

Answers

Students' own answers

2 Students work in the same groups and discuss the question for one minute. When they have read the text, they discuss what they read. Elicit ideas from different groups.

Answers

Ideas mentioned are: pay attention – don't get distracted; ask questions to clarify things; keep an open mind; summarise what the speaker says to check you've understood correctly; respond politely and respectfully; share your own ideas and experiences; maintain eye contact and positive body language

3 Ask students to read the sentences and to discuss in pairs what the missing words could be. Remind students that they should use exact words from the text, even though the sentences aren't written exactly as they appear in the text. Elicit the answers and ask students what they think about the information in the sentences.

MIXED ABILITY

Weaker students can work in groups of three. One reads points 1 to 3, one reads points 4 to 6 and the third reads about non-verbal signs. They then tell their partners any answers they found and any other information which they read.

Answers

1 patient
2 get distracted
3 open mind
4 clear idea
5 Non-verbal signs/communication

40 The Reading text is recorded for students to listen, read and check their answers.

4 Look at the highlighted words with the class and elicit any meanings they think they know. Drill the word *conscious* – /ˈkɒnʃəs/ – as students may not know how to pronounce it. Elicit the answers and elicit the opposite of *conscious* (*unconscious*), the verb from *assumption* (*to assume*) and the adjective and verb from *sympathy* (*sympathetic*, *sympathise*). Encourage students to write the new words in their notebooks.

Answers

1 assumptions 2 sympathy 3 conscious 4 lean 5 challenge

41 **5** Before students listen to the recording, put them into pairs. Ask half the class to discuss what could happen on a good holiday and half the class to discuss what could happen on a bad holiday. Set a time limit of two or three minutes. When they have finished, change the pairs so that a *good holiday* student is now with a *bad holiday* student. They tell each other their ideas. Elicit ideas from different pairs. When the students do the listening, you could keep them in pairs for this exercise. One student answers the first question and the other answers the second. When they have listened, they tell each other what they heard. Elicit the answers.

Answers

1 No, he had a terrible holiday. The travel company made several mistakes with their reservation.
2 He demonstrates lots of the techniques mentioned in the reading text: clarifying, summarising, responding effectively, reflection.

41 **6** Students read the sentences and discuss in pairs any answers they think they remember. When they have listened again, elicit the answers and what Leo actually said about each situation. (1 *When we got to the hotel to check in, they didn't have a reservation for us. We had to wait for three hours for the rooms. So we didn't manage to go on the football stadium tour we'd booked because it was too late!* 2 *Well, the travel company reserved a car that was too small for all of us, so there wasn't space for everyone.* 3 *On the last day, I was still so angry I just wanted to stay in the hotel and chill out at the pool. We booked the hotel especially because it was the only one in the city centre with one. But when I went for a swim, the pool was closed for building works.*)

Answers

1 B 2 C 3 C

» **AUDIOSCRIPT TB PAGE 268**

7 If you think students need to listen again, play the recording but tell them to listen and not try to write anything yet. When the recording has finished, they work in pairs to complete the sentences. You could elicit feedback by playing the recording again and stopping it before each of the sentences. Ask one student each time to respond to what Leo said. Encourage them to say the sentence with the correct intonation to show sympathy and understanding.

FAST FINISHERS

Ask fast finishers to think of alternative words that could be used for some of the active listening sentences, for example 1 *I can understand why you're angry*. When you have elicited the answers to the exercise, invite students to share their ideas with the class. Possible answers: 1 *understand*; 3 *seems*; 4 *understood*; 5 *assume*, *suppose*, *bet*.

Answers

1 see 2 did 3 sounds 4 heard 5 guess 6 wonder

PROJECT ***A campaign to promote active listening***

Look at the instructions with the class. Elicit what methods the school could introduce to improve listening skills, for example active-listening classes or after-school activities, invite speakers to talk about active listening, etc.

Put students into groups of four and ask them to think about how they can share the workload and who will do what during the presentation. Each student must take some part in the presentation and can't leave it all up to stronger or more outgoing students.

When the students have given their presentations, organise a class vote on which campaign students think would be most effective. They can't vote for their own campaign.

PROJECT EXTENSION

When students have all presented their projects, tell them to imagine that the school are so impressed with their campaign that they have decided to ask the students to run a course helping other students to listen more effectively. Students work in groups to make a poster advertising the course, saying what it consists of and why it will be useful. They can also include practical information, for example explaining when and where the course will take place and how interested students should sign up for it.

Display the posters so that students can look at each other's work and have a class vote on which is the best.

COOLER

Put the students into groups of three. The students together think of an imaginary situation that happened to them. It can be positive or negative. All three students make notes while they are planning their stories and then practise telling their story until they can do it without their notes. When students are ready, they join together in pairs with one student from a different group. The two students take turns to tell their stories while their partner tries to listen effectively and show interest. Monitor and watch how well the students do the activity. When they have finished, invite one pair to act out their conversation in front of the class.

3 **Keep an open mind** Active listening means that you are open to new ideas, different possibilities and to other people's opinions. Your own assumptions, beliefs and opinions can affect what you hear. So don't assume that you understand what the other person wants to say.

4 **Summarise** At different points in the conversation, repeat the main points of what someone has said to check that you've understood them correctly.

5 **Respond effectively** Use short phrases like *I see* or *I know* to encourage the speaker to continue. If you don't agree with what they're saying, be polite and whatever you do, don't insult them. Be respectful when you give your own opinions and treat the other person as you would like to be treated.

6 **Share!** When you have a clear idea about what the other person is saying, start to share your own ideas, observations or suggestions. Talking about a similar experience is a great way to show understanding and empathy, which is when we imagine how it feels to be in someone else's situation.

Non-verbal signs

Listening actively isn't just about the words we use – it's more complex than that. When conversations are face to face, they also involve lots of non-verbal communication like facial expressions. Let's look at a few examples. However, you should be aware that these may vary in different cultures and situations. Firstly, eye contact is usually encouraging for the speaker, combined with smiling to show that you are listening or that you agree with someone. Positive posture, the position of your body, will also help. Make sure that you are facing the speaker and, if you're sitting down, maybe lean forward a little bit to show interest. Then there's what we call 'mirroring', where a listener automatically copies facial expressions and body language to show empathy and sympathy. This usually happens on a sub-conscious level, but the listener can make an effort to do this intentionally. Be aware of things like checking your phone or playing with your hair when you're listening to someone.

5 **Listen to Leo talking about his holiday to his friend Freddie. Then answer the questions.** 41

1 Did Leo have a good holiday? Why? / Why not?
2 How does his friend show effective active listening?

6 **Listen again. Then choose the correct options.** 41

1 They couldn't go on the football stadium tour because …
A they had to look for another hotel.
B the hotel wasn't expecting them.
C the hotel hadn't reserved their tickets.

2 The travel company had …
A hired a car which was too expensive.
B reserved two small cars for them.
C booked the wrong size car.

3 Why was Leo still not happy on the final day of the holiday?
A He didn't want to stay in the hotel that day.
B The swimming pool wasn't in the same building.
C He couldn't go for a swim.

7 **Read the sentences from the conversation. Then complete them with one word.**

USEFUL LANGUAGE

Active listening

1 I can _____ why you're angry.
2 Oh no! What _____ you do?
3 It _____ like you had a terrible time.
4 Hang on! Let me check I _____ you right.
5 I _____ that you'll never book another holiday with them again?
6 I _____ if it was all just bad luck.

PROJECT

A campaign to promote active listening

Work in groups to design a campaign to promote active listening in your school.

1 Think about
- the benefits of developing active listening skills for both students and teachers
- active listening techniques which could be applied in your school
- non-verbal signs important for effective active listening at school.

2 Decide how you want to present your campaign: a talk, a video, etc. Include a demonstration of active listening.

Present your work to the class.

REVIEW 2 UNITS 5–8

VOCABULARY

1 **Complete the review with the verbs in the box.**

brake	chase	exchange
gather	interact	steer

TimeThief

In this game, you [1]_____ 'time thieves' around a virtual city set hundreds of years in the future. You can [2]_____ with other 'chasers' and [3]_____ clues with them about the location of the time thieves, but for most of the game you just [4]_____ points and information on your own. You have a car, but be careful – the roads are wet, so it's difficult to [5]_____ and you have to [6]_____ very carefully, otherwise you'll slide everywhere.

2 **Complete the phrasal verbs.**

1 **A:** Shall we eat _____ tonight? We could go to that amazing beef restaurant.
B: The Argentinian one? I'd rather not, I'm trying to cut _____ meat from my diet at the moment.
2 **A:** Eat _____ your salad!
B: Yes, you can't live _____ just chips.
3 **A:** I'm going to heat _____ this curry so we can eat it before it goes _____.
B: Not again, Dad! That'll be the third day in a row.

3 **Complete the sentences with one word from A and one from B.**

A

chill	cool	get	sign
stay	take	try	wander

B

around	down	out x2
selfies	tan	up x2

1 We're going to _____ _____ for a yoga class this holiday.
2 I was on my own, so I decided to _____ a few _____.
3 I'd like to _____ a _____ without burning my skin.
4 It's so hot! Let's jump in the pool and _____ _____.
5 Did you _____ _____ all night? You should get to bed early tonight.
6 You've been working too hard. You should _____ _____ for a day.
7 I hope we have time to _____ _____ the markets tomorrow.
8 I've decided to _____ _____ the local food on holiday.

4 **Match the sentence halves.**

1 The film dealt with some really complex
2 The director discussed the opening
3 I loved the unpredictable
4 It's not a romance, but it's a very moving
5 I got confused between the minor
6 The book won awards for its stunning

a characters because they were all so similar.
b chapter of the novel and how they adapted it for the film.
c novel with some wonderful dialogue.
d issues about childhood and growing up.
e plot and never knowing what would happen next.
f illustrations of the countryside.

GRAMMAR

1 **Match the sentence halves. Which sentence does not need a relative pronoun?**

1 I've been in a few situations that
2 New York and Los Angeles, which
3 My uncle Barny, who
4 Salerno, where
5 The book which
6 I don't know anyone whose

a grandparents play computer games.
b were quite frightening.
c we're reading at school is fascinating.
d we used to live, is a coastal town in Italy.
e is about 60, has never owned a computer.
f seem so exciting, can actually be quite lonely places.

2 **Complete the sentences with the present perfect or past simple form of the verbs in brackets.**

A life on two wheels

Amy Patterson [1]_____ **(visit) more than 150 countries, making her by far one of the world's most-travelled people.** She [2]_____ (leave) her home in Toronto, Canada, in 2015 and she [3]_____ (not return) since. She [4]_____ (ride) out of town on an old Kawasaki motorcycle and she is still riding the same machine today. Since 2015, Amy and her bike [5]_____ (travel) more than 100,000 km. [6]_____ (she / ever / have) any bad experiences? 'Plenty! I [7]_____ (be) ill and lost money – but the worst thing was the time someone [8]_____ (steal) my motorbike. It [9]_____ (happen) last year just outside Sunderland, in the north of England. I [10]_____ (never / feel) so upset. Luckily, the thief [11]_____ (not keep) it, and the police [12]_____ (find) it the following day.'

REVIEW 2 UNITS 5–8

Overview

VOCABULARY	Video gaming: verbs; Food and drink: phrasal verbs; Fiction: adjectives and nouns; Holiday activities; Phrasal verbs: travel
GRAMMAR	Relative clauses; Present perfect and past simple; Modals of ability and possibility; Future (1): plans and intentions
EXAM TASKS	Reading and Use of English Part 3; Reading and Use of English Part 4

Resources

PHOTOCOPIABLE WORKSHEETS: Grammar worksheets Units 5–8; Vocabulary worksheets Units 5–8; Review Game Units 5–8; Literature worksheet; Speaking worksheet; Writing worksheet

WARMER

Put students into pairs. Give each pair a unit from 5–8 to look through. They note down five words to do with the topic of the unit, for example *holidays*. They don't have to be words that were focused on in the unit – students could think of their own ideas too. When they are ready, pairs join together in groups of four. The two pairs should have looked at different units. They have one minute to try to guess all the other pair's words. If they run out of time, the other pair tell them which words they guessed and which they didn't guess. Elicit how many words each pair guessed and some of the words that weren't guessed.

VOCABULARY

1 Elicit the meaning of the six words in the box before students do the exercise. When they have finished, elicit the answers by asking different students to read out one sentence each.

Answers

1 chase 2 interact 3 exchange 4 gather 5 steer 6 brake

2 You could do this as a group activity. Put students into groups of four. Each student writes one word in large letters on a piece of paper: *out*, *up*, *on* or *off*. Ask them to close their books or cover Exercise 2. Tell them that you are going to read out a sentence with a missing word and the student in each group who thinks they have the correct word should hold it up. The first group to hold the correct word up gets a point. Anyone holding up an incorrect word gets minus one point – so if all four people hold up their word, their group gets minus three points (minus two if they were first to hold the right word up as well and won a point). Read the sentences from the exercise. When you have finished, the students can open their books and write the missing words.

Answers

1 out, out
2 up, on
3 up, off

3 Look at the first sentence with the class and elicit the answer (*sign up*) and what it means (*to write your name on a list to do an activity*). Ask what students have to sign up for at school (for example, to be in a school play, to go on a school trip). Students then do the rest of the exercise alone or in pairs. Elicit the answers and what the phrases mean.

Answers

1 sign up
2 take, selfies
3 get, tan
4 cool down
5 stay up
6 chill out
7 wander around
8 try out

4 Tell students to cover the endings and look at the sentence beginnings. In pairs, they discuss any difficult vocabulary and think of how each sentence could end. They then uncover the endings to do the matching. Elicit the answers and the meaning of each sentence.

Answers

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

GRAMMAR

1 Elicit the relative pronouns in each sentence beginning and what each word refers to (that *can refer to people or things*). Elicit the answers and ask students why we can remove *which* from sentence 5. (*It is a defining relative clause and the relative pronoun refers to the object of the sentence. In 1, 2, 3 and 6 the pronouns refer to the subject of the sentence.*)

Answers

1 b 2 f 3 e 4 d 5 c 6 a
Sentence 5 (The book we're reading at school is fascinating.) does not need a relative pronoun.

2 Elicit when we should use the present perfect (*unfinished time period or at any time in our life, also with* already, just, yet, ever *and* never) and the past simple (*finished time period*). Look at the first sentence and ask what the time period is (*in her life*) and the correct tense (*present perfect*). Students then do the exercise alone. Elicit the answers and the time periods for each activity or situation.

Answers

1 has visited
2 left
3 hasn't / has not returned
4 rode
5 have travelled
6 Has she ever had
7 've/have been
8 stole
9 happened
10 've/have never felt
11 didn't/did not keep
12 found

3 Elicit that the verbs in the box all refer to abilities – four of them in the past and two referring to the future. Students work alone and compare answers in pairs. Elicit the answers.

FAST FINISHERS

Ask fast finishers to think of ways of writing sentences 1 and 2 with a form of *be able to*. When everyone has finished the exercise, invite these students to tell the class their sentences (1 *were able to*, 2 *been able to*).

Answers

1 could
2 managed to
3 couldn't
4 might be able to
5 won't be able to
6 wasn't able to

4 Tell students that, often, more than one future form is possible. They should decide whether they think each one is an arrangement, a plan, a timetabled future, a decision made at the time of speaking, a prediction with evidence or a prediction with no real evidence. Elicit the answers and, if anyone has used different forms, ask them to say why.

Answers

1 will definitely cost, won't/will not collect
2 are probably going to visit, 'll/will be
3 doesn't leave
4 'm/am not going to go OR 'm/am not going, 'm/am helping, 'll/will be
5 Are you doing, 'm/am not doing

5 Put students into pairs. One student looks at sentences 1 and 3, the other at 2 and 4. When they are ready, they don't just tell each other the answers but have to act as a teacher and explain the reasons why one choice is correct and the other wrong. Elicit the answers and the reasons for them. (1 *We can't use* which *to refer to people*; 2 last night *is a completed past time so we have to use the past simple*; 3 *we use* could *for general past abilities not specific occasions*; 4 *this is a plan – we could also use the present continuous for an arrangement.*)

Answers

1 who
2 left
3 've managed to
4 are you going to meet

6 Students work alone and write the correct sentences in their notebooks. They compare sentences in pairs. Elicit the correct answers.

MIXED ABILITY

To help weaker students, tell them what kind of mistake there is in each sentence: i.e. 1 spelling, 2 tense, 3 wrong word, 4 tense. Students work in pairs.

Answers

1 Did you like the present **which** they gave you?
2 Hi, how are you? I **haven't seen** you for ages.
3 We're sorry we **won't** be able to go to your party.
4 Jon **is coming** later to lend us his tablet.

7 **B2 First for Schools Reading and Use of English Part 3**

Remind students what they have to do in this part of the exam and, if necessary, read out the B2 First for Schools information on TB page 21. Tell students that it is very important to read the text around the gap to see if an adjective is positive or negative or whether a noun should be singular or plural. First, they should read the whole text quickly and understand what it is about (about one minute) and then concentrate on the task itself (about nine minutes). Elicit the answers and the clues that helped them decide (for example, 1 *It must start with a vowel because of the word* an, *it is an adjective describing the secret*).

Answers

1 unbelievable 2 completely 3 constantly 4 popularity
5 considerably 6 application 7 embarrassment 8 childhood(s)

8 **B2 First for Schools Reading and Use of English Part 4**

Remind students what they have to do in this part of the exam and, if necessary, read out the B2 First for Schools information about this part of the exam found on TB page 41. When they have filled a gap, students should read the completed sentence to make sure it sounds correct. Elicit the answers and what language items each one is testing, for example: 1 future abilities; 2 phrasal verbs; 3 word formation; 4 positive to negative future form; 5 past simple to present perfect; 6 phrasal verbs.

Answers

1 won't/will not be able to
2 should / ought to / must cut out
3 any involvement in
4 certainly won't/will not find
5 haven't/have not been abroad for
6 sign up for

COOLER

Remind students of the four exam tasks they have practised in the first two Review sections: open cloze, multiple choice, word formation, sentence transformation. They think about which one they find most difficult and which they find the easiest. They then get into groups of four and discuss their opinions and reasons why. Students can give each other tips on how to make each activity easier. Have a class conversation about each exam task type and why it is easy or difficult.

3 **Complete the sentences with the modal verbs in the box.**

could	couldn't	managed to
might be able to		wasn't able to
won't be able to		

1 Is this the best ending they _____ think of?
2 It's a great story, but I haven't _____ finish the whole book yet.
3 I enjoyed the film. I _____ see anything wrong with the plot.
4 This film's in English. Concentrate and you _____ follow it.
5 I _____ join you, I have to do some homework instead.
6 I'm sorry, I _____ get tickets for the opening night. It had sold out.

4 **Complete the conversations with a future form of the verbs in brackets.**

1 **A:** Oh, no. We've missed the last bus. What shall we do?
B: Well, a taxi _____ (definitely / cost) over £15.
A: My dad _____ (not collect) us because it's too late. Shall we walk?

2 **A:** What's that?
B: A guide book. My parents and I _____ (probably / visit) Paris this summer. At least, I hope so. I _____ (be) seriously disappointed if we don't.

3 **A:** Has the last train left yet?
B: No. It _____ (not leave) until 23:45.

4 **A:** I _____ (not go) to this year's end-of-term party. Are you?
B: Yes, I _____ (help) with the food. You should come. It _____ (be) fun.

5 **A:** _____ (you / do) much this weekend?
B: No. I _____ (not do) anything in particular.

5 **Choose the correct words.**

1 She has a friend *which* / *who* is like a sister.
2 Last night, I *left* / *'ve left* my phone in the cinema.
3 I hope we *could* / *'ve managed to* persuade you to join the team.
4 What time *are you going to meet* / *will you meet* tomorrow?

6 **Correct the mistake in each sentence.**

1 Did you like the present wich they gave you?
2 Hi, how are you? I didn't see you for ages.
3 We're sorry we wouldn't be able to go to your party.
4 Jon comes later to lend us his tablet.

7 **Read the text. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.**

The teacher with a secret

John Corcoran was born in 1937 and grew up in New Mexico in the USA. After [0]*graduating* from high school, Corcoran went to university and, in the 1960s, became a teacher. He taught for 17 years and is the author of a book about literacy. But Corcoran spent his entire teaching career keeping an [1]_____ secret. At the age of 48, he was almost [2]_____ illiterate. All he could read and write was his own name. At primary school, while his classmates started to read, Corcoran couldn't understand the letters. He found the problem hard to explain and he was [3]_____ in trouble for messing about. However, he was charming and fun, and his [4]_____ meant his classmates were easily persuaded to do his homework. At college, it became [5]_____ more difficult to conceal his problem, but thanks to some incredible cheating techniques, he managed to pass his exams. And after college, he decided to teach. A friend filled in his [6]_____ form and he began working as a teacher. Finally, aged 48, Corcoran took adult literacy classes and his lifelong [7]_____ was over. It was an incredible relief: 'Adults who can't read are suspended in their [8]_____, emotionally, psychologically, academically, spiritually. We haven't grown up yet.'

GRADUATE
BELIEVE
COMPLETE
CONSTANT
POPULAR
CONSIDER
APPLY
EMBARRASS
CHILD

8 **Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.**

1 The shop won't give a discount to students without an ID card. **ABLE**
Students _____ get a discount without an ID card.
2 I shouldn't eat so much fatty food. **OUT**
I really _____ some of the fatty food I eat.
3 It's uncertain whether the goalkeeper will be involved in future matches. **ANY**
The goalkeeper may not have _____ future matches.
4 This exam will certainly be fairly difficult. **FIND**
You _____ this exam easy.
5 We last went abroad about five years ago. **FOR**
We _____ about five years.
6 We should join the running club. **SIGN**
Why don't we _____ the running club?

9 SPEND OR SAVE?

ABOUT YOU

07 **Watch the video. Then answer the questions.**

What do you spend most of your money on?

Do you ever waste money on things you don't really need?

Do you need money to be happy?

VOCABULARY Money

42 **1 Read and listen to the statements. Then match them to the photos.**

1 I tried to **take out** some money at the **cashpoint**, but something weird happened. I typed in my **PIN**, which is the same four numbers that I've always used, and an error message came up on the screen. After three attempts, the machine kept my **debit card**. Now I can't get any money or even check my **balance** to see how much I have left!

2 I'm on a tight **budget** of about £20 a week. I get a £15 **allowance** and a few extra pounds for doing jobs around the house. I haven't got any **savings**, so that's all I have to **live on**, and I can only afford to go out once or twice a month! How am I expected to have a social life if I can't go out?

3 I feel like I'm always **short of cash**, and I'm *so* tired of asking my parents to give me money. I bet they're tired of it, too. My dream is to be **financially independent**. I mean, I don't need to be **wealthy**, I just want enough to do the things I want to do.

4 I've just been shopping again. I can't resist a **bargain**! I paid with my credit card, which at least means I've got until the end of the month before I have to **pay** it **off**.

2 Complete the questions with the correct form of words and phrases from Exercise 1. Then discuss the questions.

EP

1 Do you use a _____, or do you pay for everything with cash? Why?
2 Have you ever had problems _____ money at a _____?
3 Do you get an _____ from your parents?
4 How much money do you need to _____ each week?
5 Do you use the same _____ for more than one debit card?
6 Have you found any good _____ in the shops recently? What were they? How much money did you save?
7 What do you do when you are _____ and don't have money to spend? Do you have any _____ you can use?
8 Would you rather be healthy but poor, or unhealthy but _____?

READING

1 Discuss the questions. Then read the article quickly and check.

1 Why is most teens' budget beyond their control?
2 How can working help you to spend less?
3 How can you sell unwanted possessions?
4 How can you get the best price for something you want to buy?
5 How can you work out a budget for buying something special?

2 Read the article again. Then answer the questions.

1 What are the good and bad things about babysitting, according to Jon?
2 How did Milly save money when she sold her possessions?
3 How did Lawrence get money back from a department store?
4 How did Abbie reduce her spending?

9 SPEND OR SAVE?

Unit Overview

TOPIC	Money
VOCABULARY	Money
READING	In the money
GRAMMAR	Future (2): predictions
VOCABULARY	*a/the number of*
WRITING	An article
EXAM TASKS	Writing Part 2

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 146; TB page 245
WORKBOOK: pages 36–39
VIDEO AND VIDEO WORKSHEET: Money
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 9; Vocabulary worksheet Unit 9
TEST GENERATOR: Unit test 9

WARMER

Before the students open their books, put them into pairs and ask them to write ten words on the topic of money. When they have finished, put pairs together. The pairs take it in turns to define one of their words to see if the other pair can guess what it is, for example *This is paper money – a banknote*. Monitor and help with definitions where necessary. Elicit some of the words that students wrote and what they mean.

ABOUT YOU

07 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then put the students into groups of three or four to discuss the questions. Elicit any interesting ideas the students had.

VOCABULARY Money

1 Before the students read and listen to the texts, put them into small groups to discuss what they can see in the photos. Elicit what they think is happening and which photo reminds them of their own life. When students have listened, tell them to cover the texts and elicit a summary of what is happening in each picture. For example: A *This shows a girl working out her finances* (In the picture we can see a piggy bank which young people often save money in.); B *This shows a boy who has just been shopping and bought lots of things*; C *This shows a boy who has lost his debit card in a cash machine*; D *This shows a daughter asking her parents for money*.

42

Answers

The text is recorded for students to listen, read and check their answers.
1 C 2 A 3 D 4 B

2 Look at the first question with the class. Elicit what *cash* is (*coins and notes*) and how else you can pay for things nowadays (*cards, phones*). Elicit the correct answer and ask the class what a debit card is and how it differs from a credit card. (*A debit card takes money out of your bank account immediately. You can use a credit card even if you have no money in the bank. If you don't pay it on time, you start paying interest.*) Monitor and help students where necessary. Tell them that there are two options for question 8. Tell the students not to ask each other the questions yet. Elicit the answers and the meanings of the words. Ask follow-up questions to check the students' understanding of different words, for example 'What's your budget for the week? What bargains have you found recently?' Now put students into small groups to ask and answer the questions. Invite groups to share any interesting answers they gave.

Answers

1 debit card
2 taking out, cashpoint
3 allowance
4 live on
5 PIN
6 bargains
7 short of cash, savings
8 wealthy / financially independent

READING

1 Write the quote from the text: *Money makes the world go round*. If you wish, you can introduce the Background information on page 106. Ask the students what they think the quote means. Elicit ideas from different students and ask them to give reasons for their answers. Put the students into groups of three or four to discuss the questions in Exercise 1 and ask them to share ideas and give reasons. Set a time limit of two minutes for students to read the article quickly and find what it says, and allow them to discuss what they read in their groups. Elicit what the text said and any different ideas the students discussed. You could also elicit or tell them that an *allowance* is sometimes called *pocket money*.

Answers

1 Because they are financially dependent on their parents.
2 You might be more careful with your own earnings than with money that you've been given.
3 Use auction websites.
4 Compare prices, wait for the sales and use special offers and multi-buy discounts.
5 Work out your weekly income and take away the cost of your weekly expenses, and that is how much you can save every week. Put that amount in a pot each week until you have the amount you need.

CONTINUED ON PAGE 106

BACKGROUND INFORMATION

The quote *Money makes the world go round* comes from the musical *Cabaret*. The play was first performed in 1966 and a film version came out in 1972. It's one of several songs about money that were written around that time. In *Money, money, money*, Abba dreamed of being rich. Most songs are about how important money is but, in 1964, The Beatles had a hit single with the lyrics *Money can't buy me love*.

2 Set a time limit of ten minutes and ask students to write their answers in their notebooks. They don't have to write full sentences and should try to use their own words, for example 1 *Good – easy job, children asleep*. Allow students to share their answers in pairs and then elicit what they wrote.

Answers

1 The children rarely wake up, so he is paid to watch TV, but he doesn't make much money.
2 She sold to local buyers.
3 He showed them a cheaper online price and was refunded the difference.
4 She bought packets of two dozen cereal bars at the supermarket, rather than individual ones from a machine at school.

43 The Reading text is recorded for students to listen, read and check their answers.

3 Tell the students to work alone to match as many of the words and meanings as they can. If they aren't sure, they should use the context to help them, for example *earnings – you're more careful with your own earnings than with money you've been given*, i.e. it is money that you get but not as a present or an allowance, it is money you have to work for. When students have finished, allow them to compare answers in pairs and then elicit the answers.

FAST FINISHERS

Ask fast finishers to try to make different sentences using the highlighted words, for example *I put half my earnings into my bank account and spend the other half.* When all the students have finished the exercise, elicit some of these sentences.

MIXED ABILITY

Weaker students can work in groups of three. Each student looks at two of the meanings. When they have all matched their two words, they tell each other what they matched. If no one has found two words for either of their meanings, the students work together to see which meaning the final, unused, word matches.

Answers

1 earnings, income
2 discounts
3 fees
4 expenses
5 earn a living
6 get into debt

4 Explain the meaning of *keep an eye on* (*watch carefully*) to students and the concept of *financial independence* (*not depending on anyone else for money*). Put students into groups of four if possible and set a time limit of about five minutes. Encourage students to give as much information as they can. Nominate students to tell the class what their group said about one of the questions.

Answers

Students' own answers

TALKING POINTS

Put students into small groups. Set a time limit of one minute for them to recall the suggestions made in the text. Elicit these and write them on the board. Students then discuss the questions in small groups. Nominate students to share some of their group's ideas. You could follow up by looking at a famous quote from Charles Dickens in his novel *David Copperfield*:

Annual income twenty pounds, annual expenditure (expenses) nineteen six, result happiness. Annual income twenty pounds, annual expenditure (expenses) twenty pound ought and six, result misery.

Either explain that, in those days, a pound was made up of 20 shillings and each shilling was made up of 12 pence or simplify the quote by saying *annual expenses nineteen pound ninety-five pence / twenty pounds and five pence*. Elicit that the quote means it doesn't matter what you earn, if you spend less than you earn you are happy and if you spend more you are sad, and ask students if they agree or not and why.

COOLER

Ask the students what would happen if there was no money in the world. Elicit that people could trade things, such as food for clothes. They could also trade services. Tell students to think of something they could do, for example teach English. Elicit ideas, for example fix computers, make cakes, etc. Each student writes one thing that they could offer in trade. Half the class now stand up. They go to those still sitting to see if they can find someone with whom they can trade services. Set a time limit of two minutes before asking the students to sit down again. Elicit the services that people who haven't found a partner were offering and then some of the trades that were made.

IN THE MONEY

43

'Money makes the world go round', or so they say, and it's certainly hard to imagine life without it. Most under-20s are financially dependent on parents, but that will change sooner than you think. You're going to spend your entire adult life trying to earn a living, so it's time to think about how money works. We travelled up and down the country asking how you get money and what you do with it.

› **phrase (informal)**
in the money
wealthy, having money
• *Nicholas is really in the money now.*

HOW TO **GET** MONEY

Allowances and gifts

Getting an allowance means that you probably have little control over the amount that you receive. But make the most of your freedom – you'll be working fairly soon!

Paid work

If, before you leave school, you get the opportunity of part-time work, take it. Making money is not only highly satisfying, but you might also find you're more careful with your own earnings than with money you've been given.

I babysit a couple of evenings a week. The kids I babysit never wake up, so I basically get paid to watch TV at people's houses. The pay's not great, but because of the number of times I've babysat this month, I'm going to earn nearly £80! It's a good feeling to earn my own money, and I'm never short of cash.
Jon Fletcher, 17, Manchester

Selling possessions

There are probably a number of things lying around your house that you don't really need. Why not collect together anything you haven't used for at least a year and sell it? You may well be amazed by how much there is. You could be making hundreds of pounds every year selling on auction websites.

My dad helped me sell hundreds of old comics on an online auction website. Remember to take into account the website's fees, as well as the cost of postage and packing. I saved money by finding buyers who lived locally, so they could collect the comics themselves.
Milly Lewis, 16, Newcastle

HOW TO **LOOK AFTER** YOUR MONEY

Getting the best price

If you're looking for something in particular, don't go shopping with a wallet full of cash. Compare prices online first or make a note of what the item costs in various shops before you buy it. Try to wait for the sales and take advantage of special offers and multi-buy discounts.

I bought a tablet from a department store that guarantees it has the best prices. After I bought it, I found the same tablet cheaper online. I love a bargain, so I showed the department store the online deal, and they refunded me the difference. I saved £20!
Lawrence Weston, 16, Plymouth

Small amounts add up

Keep a record of what you spend and look for ways to save. Even small savings are worth it when you add them all up.

I was spending 70p a day on cereal bars from the school vending machine. That's £14 a month! I found that I could buy two dozen bars for under £10 in a supermarket. I decided to buy in bulk from the supermarket and saved £28 in a year, which is quite a lot really.
Abbie Watkins, 17, Peterborough

Saving for special purchases

If you want to buy something expensive, don't get into debt. Save up instead! Work out your weekly income. Then add up your regular expenses, for example bus fares, snacks and so on. Take away your expenses from your income, and the balance is the amount you can save every week. Put that money in a separate pot each week, or open a savings account, and count the weeks until you can afford to buy the item.

3 **Match the highlighted words and phrases in the article to the meanings. (Two words have the same meaning.)**

1 money that you get for working
2 reductions in price
3 money that you pay to do or use something
4 the money that you spend on something
5 to work to get money to pay bills, buy food, etc.
6 to start owing money that you have borrowed

4 **Discuss the questions.**

1 Do you keep an eye on what you spend? How?
2 Have you ever saved money? What for?
3 Have you ever got into debt? Why?
4 At what age do you think it's good to become financially independent?

TALKING POINTS

Do you agree with the suggestions for looking after your money? Why? / Why not?

GRAMMAR Future (2): predictions

1 **Read the examples. Then complete the rules with the words in the box.**

1 Because of the number of times I've babysat this month, I'm going to earn nearly £80!
2 Most under-20s are financially dependent on parents, but that will change sooner than you think.
3 Make the most of your freedom – you'll be working fairly soon.

be	be going to	will

We use:
a _____ to make general predictions about the future.
b _____ to make predictions based on something we can see or already know.
c the future continuous (*will/won't* + _____ + *-ing*) to make predictions about actions and habits in progress in the future.

2 **Choose the correct words.**

1 I've just heard that my parents *are going to increase / will increase* my allowance soon.
2 I *won't live / won't be living* at home when I'm 20. I *'ll be studying / 'll study* at university by then.
3 By the 2030s, no one *is using / will be using* cash.
4 Look, there's a really long queue. We *won't get / aren't going to get* into the gig.
5 We *'ll be stayed / 'll be staying* with my cousins in London, but we *'ll be spending / 'll be spend* most of our time at the festival.

3 **Read the examples. Then complete the rules.**

1 You might also find you're more careful with your own earnings.
2 You may well be amazed by how much there is.
3 You could be making hundreds of pounds every year selling on auction websites.

a We can also use *might*, _____ and *could* instead of *will* to say that something is possible in the future.
b We can use *may/might/could* + _____ to express strong possibility.
c We can't make negative predictions with *could*.

» GRAMMAR REFERENCE AND PRACTICE PAGE 146

4 **Choose the correct verb forms.**

Millions of tablets are sold every year, so they [1] *might not disappear / aren't going to disappear* any time soon. We [2] *may still use / may still be using* them in 20 years' time. Tablets of the future [3] *may not be / could not be* so expensive. They [4] *could well weigh / will well weigh* less than my phone does now. The batteries [5] *will definitely last / may definitely last* longer. Who knows – they [6] *may even replace / will even replace* laptops and desktops altogether one day.

5 **Make future predictions about yourself. Use some of the ideas in the box or your own ideas. Then compare your predictions in pairs.**

earn over £1 million a year	get a credit card
go to a concert this year	live in America
live until I'm 100	open a bank account soon
rain this evening	visit Australia
watch TV later	

I probably won't live until I'm 100.

I might well visit Australia when I'm older.

VOCABULARY *a/the number of*

1 **Look at the phrases in the examples. Which one refers to an actual quantity? What is the meaning of the other one?**

1 There are probably a number of things lying around your house that you don't really need.
2 Because of the number of times I've babysat this month, I'm going to earn nearly £80.

2 **All of the adjectives in the box go with *a number of* and *the number of*. Add them to the table, according to their meaning.**

~~considerable~~ growing increasing limited maximum minimum record reduced unlimited

Small quantity	Rising quantity	Large quantity
		a/the considerable number of

3 **Complete the sentences with adjectives from Exercise 2. In some cases, more than one answer is possible.**

1 Most tickets will be sold in advance, but a _____ number of tickets will be available on the day.
2 Internet banking is becoming more secure, which explains the _____ number of people using it.
3 Cloud services allow you as much storage space as you need, so you can back up an _____ number of files.
4 The _____ number of hours students should spend on homework each week is ten, but ideally you should spend much more than that.
5 This is the best year ever for the band and they've sold a _____ number of albums – double their previous best.
6 The over-50s are becoming more interested in video games and the _____ number of sales to this age group is changing the industry.

4 » **Work in pairs. Turn to page 123.**

GRAMMAR Future (2): predictions

WARMER

Write three predictions about your life on the board. For example: *It's going to be a busy summer*; *I'll be exhausted by the time I retire*; *I'll be marking tests this weekend.* Ask students to write down three predictions about their own life. Students share their ideas in pairs but not with the class.

1 Allow students to work in pairs to do the exercise. When they have finished, they can check their own sentences from the Warmer, if they did it, to see whether they used the correct verb forms. Elicit the answers to the exercise and invite students to share some of their own predictions with the class.

Answers

a will
b be going to
c be

2 Look at the first sentence with the students and ask which is the better verb form to use, and why. Elicit that *going to* is correct because the prediction is based on something the speaker already knows (*I've just heard*). Students do the exercise alone and compare answers in pairs. Elicit the answers and which rule they correspond to (b: 1 and 4; c: 2, 3 and 5).

FAST FINISHERS

Ask fast finishers to look at sentences 2 and 3 and discuss in pairs whether they think 2 is true or not for them, and whether 3 is true or not for their country. When everyone has finished the exercise, ask these students what they said about the two situations.

Answers

1 are going to increase
2 won't be living, 'll be studying
3 will be using
4 aren't going to get
5 'll be staying, 'll be spending

3 Students work together to complete the rules. Elicit the answers and tell the students that they can make negative sentences using *may not* or *might not* but that we very rarely use the contracted forms *mightn't* or *mayn't*. Ask students to think of things that may or may not be true about their lives in the future and elicit ideas, for example *I might move to a Greek island when I retire.*

Answers

1 may
2 well be

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 245

4 Look at the first two choices with the students and ask them what the difference between them is (might not *is a prediction we aren't sure about*, aren't going to *is a prediction based on evidence*). Elicit that there is evidence (millions are sold every year) so *aren't going to* is the correct choice. Students work alone and then compare answers in pairs. Elicit the answers and the reasons for them and then discuss whether they agree with the text or not, and why.

Answers

1 aren't going to disappear
2 may still be using
3 may not be
4 could well weigh
5 will definitely last
6 may even replace

5 Set a time limit of two minutes for students to think of ideas. Monitor and help where necessary. After students have compared in pairs, invite volunteers to share some predictions with the class.

Answers

Students' own answers

» GRAMMAR WORKSHEET UNIT 9

VOCABULARY *a/the number of*

1 Look at the sentences with the class and elicit ideas. Elicit that we could replace *a number of* with *a few*, *several*, *a lot of* – but, as we don't know exactly how many it is, *some* is the safest word to use. Ask the class, 'If he gets £10 for babysitting, what is the number of times he has done it?' (*eight*).

Answers

A number of means *some*. *The number of* refers to an actual quantity.

2 Put the students in pairs to complete the table. Monitor and help where necessary. Elicit the answers and when we might use them, for example *There are a limited number of places on the school trip because the coach has only 45 seats.*

Answers

Small quantity	Rising quantity	Large quantity
limited	growing	maximum
minimum	increasing	record
reduced		unlimited

3 Allow students to work in pairs if they prefer. Monitor and help where necessary. Elicit the answers and what the sentences mean, for example 1 *a limited number* – probably not enough for everyone who wants one.

Answers

1 limited
2 increasing/growing/record
3 unlimited
4 minimum
5 record
6 growing/increasing

4 Before students look at page 123, write *There is a reduced number of …* on the board. Write some words: *dogs*, *buses*, *money*, *shops.* Ask the students which word they can't use to complete the sentence (*money*) and why (*it isn't a countable noun; we say* a reduced amount of + *uncountable nouns*). Set a time limit of two minutes for students to complete the sentences on page 123 and then elicit ideas.

Answers

Students' own answers

» VOCABULARY WORKSHEET UNIT 9

WRITING An article

1 Elicit the meaning of *to raise money* and ways in which people can do this. Then put the students into small groups to discuss the questions. Nominate students to share their group's ideas with the class.

Answers
Students' own answers

2 Set a time limit of 30 seconds for students to read the task. Ask them what two questions must be answered in the article (*how to raise the money*; *what to spend it on*). They then have one minute to find if they have been answered in the article. Elicit where the answers are (*how to raise the money – paragraph 2; what to spend it on – paragraph 3*).

Answers
Yes, it does.

3 Look at the *Prepare to write* box with the class. As you go through the box, ask for an example of each item in the article: *opinion – are in need of updating*; *paragraphs* – there are four paragraphs; *linking phrases* – the words highlighted, which they will look at later; *informal style* – contractions (*we're*, *we'll,* etc.), exclamations (*Yes!*); *address reader – How are we …? Will we …?* Have a class vote for the best title and invite students to give reasons for their choice.

Answers
A Making a dream come true: this captures all of the reasons given in the article for renovating the community centre.
(B and C only apply to part of the article.)

4 When students have done the matching, elicit what the introduction tells us – it is basically repeating the task but using the writer's own words, for example *updating* instead of *improving*, *local* instead of *where you live*.

Answers
1 D 2 A 3 B 4 C

5 Allow students to discuss the answers and their ideas in pairs. When you elicit other contrastive linking words, point out any changes in sentence construction needed. For example: *Even though we've only raised £800 so far, …*; *Despite / In spite of only raising £800 so far, …*; *We've only raised £800 so far. However/Nevertheless, …*

Answers
1 What's more, On top of that
2 Even though
3 Similar idea: additionally, furthermore
Contrasting ideas: despite, nevertheless

6 Students discuss their ideas in pairs. Elicit what they think and ask them if they know of any websites or blogs that often ask questions in the same way.

Answers
How are we raising so much money?
How are we going to spend the money?
Will we raise enough?

Possible answer
It helps to include questions in an article because questions help to get the reader interested – readers are likely to have asked themselves the same questions – and it forms a repeated pattern to start each paragraph.

7 Set a time limit of two minutes for students to think of ideas. Encourage them to note down useful vocabulary from the example article. Monitor and help where necessary. You could elicit ideas before the students start writing but this isn't necessary.

Answers
Students' own answers

8 **B2 First for Schools Writing Part 2**

Briefly review what students need to do in this part of the exam and if necessary read out the B2 First for Schools information on TB page 42.

Set a time limit of about ten minutes to reflect the time allowed in the actual exam. When students have finished, put them into groups of three or four. They tell each other what they decided to do with the money and how to raise it. Then ask each group to choose one idea and present this to the class.

MIXED ABILITY
Allow weaker students to keep their Student's Books open so they can refer to the example article for ideas or vocabulary.

Model answer
Raising money can be fun!
Our town has a number of things for teenagers to do but, in my opinion, there aren't enough outdoor sports facilities. That's why my friends and I have decided to raise £5,000 to create two football pitches and a running track in our local park.
How are we going to raise the money? Well, we're going to organise a number of sports events such as a fun run and a football competition. We'll collect money from people taking part and people watching, and some local businesses have offered to pay us so they can advertise their companies at the events.
What can we use the money for? We need the money to plant new grass and buy equipment such as nets, goals and paint. In addition, we will need to pay someone to do all the work.
Can we do it? I'm sure it's possible. However, we won't know until after our first fun run this Saturday. The weather forecast says it's going to be sunny at the weekend, so I hope we attract a big, and generous, crowd!

COOLER
Elicit some predictions about the future or write some on the board, for example *Everyone will live to 150 by the year 2100.* Ask the class whether they think these things will, won't or might happen. Students then write a prediction of their own. They mingle and tell each other their predictions. The other student then says whether they think it will, won't or might happen. Set a time limit of two minutes and then elicit some predictions and what other people said about them.

WRITING An article

1 Elicit the meaning of *to raise money* and ways in which people can do this. Then put the students into small groups to discuss the questions. Nominate students to share their group's ideas with the class.

Answers
Students' own answers

2 Set a time limit of 30 seconds for students to read the task. Ask them what two questions must be answered in the article (*how to raise the money*; *what to spend it on*). They then have one minute to find if they have been answered in the article. Elicit where the answers are (*how to raise the money – paragraph 2; what to spend it on – paragraph 3*).

Answers
Yes, it does.

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Answers
Students' own answers

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WRITING An article

1 **Discuss the questions.**

1 What kinds of article do you read? Where are they published?
2 Have you, or has anyone you know, ever raised money for a local community project? What was it?

2 **Read the task. Then read the article quickly. Does the article answer the questions in the task?**

You see this notice in an international English-language magazine for teenagers.

> **Articles wanted**
>
> Imagine you want to raise £5,000 to spend on improving facilities for teenagers in the area where you live.
>
> - How would you raise the money?
> - What would you spend the money on, and why?
>
> The best articles will be published in the magazine next month. Send us your article, and we might print it!

Write your **article**.

1 The facilities for teenagers at my local community centre are in need of updating. With a group of friends, I'm raising £5,000 to do it up. What's more, we hope to buy some new equipment.

2 How are we raising so much money? We're using our school's social media page as a shop, offering services to people in the neighbourhood, such as washing cars and tidying up gardens. On top of that, the school's parents' association has promised to match whatever we earn. For example, if we make £3,000, they'll give us an additional £3,000!

3 How are we going to spend the money? Mostly on repainting the rooms and repairing windows. We're also going to do up the kitchen. We'll probably have some money left, and we'll use it to buy a smart TV, install wi-fi and buy a pool table.

4 Will we raise enough? Yes! Even though we've only raised £800 so far, this is our dream and we're going to make it happen! It's hard to believe that one day we'll be watching films and playing pool in the community centre.

PREPARE TO WRITE An article

When you write an article:

- include some opinion or comment as well as facts.
- organise your ideas into paragraphs.
- use linking phrases to connect your ideas.
- use an informal style.
- include questions to address the reader directly.
- think of an interesting title after you've written the article.

3 **Read the *Prepare to write* box. Then choose the best title for the article.**

A Making a dream come true
B Doing up our community centre
C Raising money for a good cause

4 **Match the paragraphs in the article to the topics.**

A Getting the funding
B Changes and purchases
C The end result
D Introduction

5 **Look at the highlighted linking phrases in the article. Then answer the questions.**

1 Which two phrases introduce a similar idea?
2 Which one introduces two contrasting ideas?
3 What other linking words and phrases can you use for these functions?

6 **Find three questions in the article. Why do you think it helps to include questions in an article?**

7 **Read the task in Exercise 2 again. Then plan your own article.**

8 **Write your article.**

- Use the tips in the *Prepare to write* box.
- Write 140–190 words.
- Check your grammar and spelling.

10 GIVE ME A HAND

ABOUT YOU

Do you have to help around the house? What do you have to do?
What is the worst household task you can think of?

VOCABULARY Household tasks

1 **Look at the picture. Oliver has had some friends at his house for the weekend. They have just left. Match the tasks in the box to what Oliver needs to do before his parents get home.**

clear up the mess on the chair **fix** the leak
fold the towels **load** the dishwasher
put away the shopping **sort** the recycling
sweep the floor **wash up** the pans
water the plants **wipe** the surfaces

1 He has to wash up the pans.

2 **Complete the sentences with the correct form of verbs in bold from Exercise 1.**

1 Before I take out the rubbish, I have to _____ the glass and metal items for recycling.
2 My mum wants me to _____ her bike. The brakes aren't working.
3 You've spilled the sugar! Now you'll have to _____ the floor.
4 Can you _____ all the clothes that are on your bed? You need to _____ them first.
5 Be careful when you _____ the plants. Last time, you spilled the water and I had to _____ the table.
6 I have to _____ all the junk in my room before I can go out.

3 **Discuss the questions.**

Which of the tasks in Exercise 1
1 do you do regularly?
2 do you not have to do?
3 do you give others a hand to do?
4 are done by a parent or by someone else?

READING

1 **Read the web post. Then choose the best summary.**

A Teenagers should be paid for doing housework.
B Whether teenagers should do housework and be paid for it.
C Teenagers shouldn't be forced to do housework.
D Allowances should be earned by doing housework.

2 **Read paragraph A and decide which answer (A, B, C or D) best fits each gap.**

0	A choices	B decisions	(C) priorities	D preferences
1	A needed	B obligatory	C urgent	D vital
2	A after	B for	C on	D with
3	A losing	B missing	C misusing	D wasting
4	A expect	B hope	C suppose	D wait
5	A away	B up	C out	D from
6	A does	B has	C is	D makes
7	A already	B always	C still	D yet
8	A companion	B member	C partner	D representative

3 **Answer the questions.**

1 What is the writer's view about whether teenagers should do housework, and whether or not they should be paid for doing it?
2 What kind of task does the writer think should be paid extra?
3 How old do you think Naomi Watkins is?
4 Who is her intended audience?

4 **Match the highlighted words in the article to the meanings.**

1 how useful or important something is
2 boring household tasks
3 in a way that isn't known or stated
4 an adult
5 an amount of money
6 do more than would normally be expected of you

5 **Find all the questions in paragraph B. Then discuss your own answers.**

10 GIVE ME A HAND

Unit Overview

TOPIC	Helping out at home
VOCABULARY	Household tasks
READING	The big debate
GRAMMAR	The passive
VOCABULARY	*be allowed to*, *let* and *make*
LISTENING	A talk about technology
SPEAKING	Asking for and giving permission
EXAM TASKS	Reading and Use of English Part 1; Reading and Use of English Part 4; Listening Part 2

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 147; TB page 245
WORKBOOK: pages 40–43
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 10; Vocabulary worksheet Unit 10
TEST GENERATOR: Unit test 10

WARMER

Before students open their books, ask them to think of one thing they have to do at home that they don't think other students have to do. Give an example: 'I have to mark homework. No one else in the class has to do this.' When students are ready, they get into small groups and see if anyone does something to help out at home that others don't have to do. Elicit any ideas and see if any of the other students have to do these things.

ABOUT YOU

Students work in small groups to discuss the questions. If you did the Warmer, they will have discussed some ideas already. Tell the class what you think is the worst household task and why you don't like it. Set a time limit of three minutes for the students to do the same and elicit ideas from each group.

VOCABULARY Household tasks

1 Tell students to cover the vocabulary box and look at the pictures in pairs. They discuss what jobs need to be done and then uncover the box to do the matching. Elicit the answers and check the vocabulary to make sure students understand everything. Ask follow-up questions to check their understanding. For example: 'What might leak?' (*tap, bath, shower*, etc.) 'What do we use pans for?' (*cooking*) 'When we sweep the floor is it wet or dry?' (*dry*).

Answers

1 He has to wash up the pans.
2 He has to water the plants.
3 He has to load the dishwasher.
4 He has to wipe the surfaces.
5 He has to fix the leak.
6 He has to clear up the mess on the chair.
7 He has to fold the towels.
8 He has to put away the shopping.
9 He has to sweep the floor.
10 He has to sort the recycling.

2 Students do the exercise alone and then check their answers in pairs. Elicit the answers and ask for suggestions of other things you may have to fix (e.g. *a bicycle*), fold (e.g. *sheets*, *towels*) or sort (e.g. *books*).

Answers

1 sort
2 fix
3 sweep
4 put away, fold
5 water, wipe
6 clear up

3 Put the students into small groups and set a time limit of three minutes for them to discuss the questions. Invite students to share their answers with the class. You could also ask the students which activities they are good at and what other tasks they have to do, for example *cooking*, *washing clothes*. As a follow up, ask students to imagine they are parents. Give different groups different aged children (for example, parents of a five-year-old, a ten-year-old, a 15-year-old) and ask what housework they would or wouldn't give their children to do. Again, set a time limit and invite students to share their ideas with the class, giving reasons for their decisions.

Answers

Students' own answers

READING

1 Before students read the text, ask them if they receive an allowance from their parents. Once the students have raised their hands, ask them to keep their hands up if they have to do housework in order to get their allowance. Students now read the text and then discuss the best summary. Elicit ideas and reasons.

Answers

Summary B

CONTINUED ON PAGE 114

BACKGROUND INFORMATION

According to a survey, children in the UK get an average of about £6 pocket money a week, although this changes according to age and area. Around 90% of secondary school children get an allowance and most get it once a week. Experts believe that the age of six is a good time to start getting pocket money to help children understand the value of money.

2 B2 First for Schools Reading and Use of English Part 1

Briefly review what students need to do in this part of the exam and if necessary read out the B2 First for Schools information on TB page 46.

Look at the example with the students. Elicit what a *priority* is (*something that is more important than other things*). This is the correct answer here because it is asking for an opinion about which is the most important. Set a time limit of about ten minutes. Allow students to compare answers and then elicit the correct answers.

FAST FINISHERS

Tell students to list the arguments in paragraph A for and against doing housework, and to decide whether they agree that students should help their parents for free or not. When everyone has finished the exercise, elicit the arguments and the students' opinions.

Answers

1 D (Both C and D mean *very important* but C means it is important to do something quickly.)
2 C (*Look back on* means to think back to something in the past and remember it.)
3 D (*Wasting time* means that we could be doing something more useful with our time.)
4 A (Only *expect* fits the sentence grammar. We *hope*/*suppose* that our parents will come home and do the work. We *wait* for our parents to come home and do the work.)
5 B (*Grow up* means to become older and more mature.)
6 D (If something *makes sense* it means it is logical or sensible.)
7 C (*Still at home* means you haven't left home yet.)
8 B (A *member* of the family means you are one of the family, a part of it.)

44 The Reading text is recorded for students to listen, read and check their answers.

3 Encourage students to cover the text and try to remember what they read before so that they use their own words to answer the questions. They then look at the text, if they need to. When they have finished, they compare answers in pairs.

MIXED ABILITY

Weaker students can keep the text uncovered and refer to it as they answer the questions. Allow them to work in pairs so that, when one has found the relevant part of the text, they can look at what it says together and discuss their answer.

Possible answers

1 Teenagers should do everyday housework and they shouldn't be paid for it.
2 If they spend a lot of time doing non-routine jobs around the house, for example painting and decorating.
3 She's a teenager / in her late teens.
4 Other teenagers

4 Encourage the students to read the sentences in which the highlighted words appear to try to work out the meaning from context. They can discuss ideas in pairs. They then look at the meanings given and do the matching. Elicit the meanings and, as an extra activity, ask the students to try to write different example sentences for the words and phrases, for example *I have to finish this homework somehow or other.* Monitor and help the students and invite volunteers to share their sentences with the class.

Answers

1 value
2 chores
3 somehow or other
4 grown-up
5 sum
6 go the extra mile

5 Set a time limit of one minute for students to find the five questions and elicit these. Give them one more minute to think alone about their ideas and then put them into small groups to discuss their ideas, giving reasons. Invite groups to say whether they agreed or disagreed with each other and ask them for examples.

Answers

Students' own answers

TALKING POINTS

Discuss how machines have changed people's lives in the last 100 years (for example, people had to wash clothes by hand, there were no dishwashers so people had to wash up, etc.). Give students a time period to discuss, such as the next 20 years. Put the students into small groups and set a time limit of three minutes for them to discuss the questions. Monitor and help where necessary. Invite groups to share their ideas with the class.

COOLER

Put students into pairs and tell them to look at the words in the vocabulary box in Exercise 1, page 58. Invite one stronger pair to stand up and one student say to the other, 'You are fixing a leak'. The other student has to mime the activity. Tell students this is what they are going to do. One of them will choose an activity and say: *You are …ing.* Their partner will mime. Tell them to keep going until they have mimed all the activities. Then invite students to mime an activity for other students to guess what it is.

THE BIG DEBATE

44

Chores! Yes, no, maybe?

Housework is a hot topic, with opinions divided about how much teenagers should do, and whether or not doing chores should be rewarded financially. Some of us are always being asked to help around the home and some of us aren't. Some teens are being paid for doing housework, while others have never been paid anything at all. So what should teenagers be expected to do at home, and if we have to do chores, should this be regarded as 'paid work'?

A There's the argument that we have so many essays to hand in, we have little time or energy to complete household tasks. I mean, what should our [0] *priorities* be: passing exams or clearing up the kitchen? Plus, it's [1] _____ that people are allowed to enjoy their childhood. We're supposed to look back [2] _____ this time as the best time of our lives, right? How can we enjoy ourselves if we're [3] _____ our free time wiping tables and folding towels? Having said that, each chore has to be done somehow or other. Is it fair to [4] _____ hard-working parents, who spend all day at work, to come home to cook and clean as well? There's the argument that teenagers are growing [5] _____, learning about the world and learning how to become adults. You'll have to look after yourself when you leave home, so it [6] _____ perfect sense to practise doing chores while you're [7] _____ at home. It's *your* home, after all, not a hotel, so why shouldn't you help out and be a useful [8] _____ of the household?

B There's also the question of being paid to do chores. Should we be given a small amount for every job we complete? And how much should that be? Should a teenager's allowance reflect the number of chores completed? Or should we receive a basic allowance, and then get a small sum on top of that depending on how much housework we've done? Some people are firmly in favour of teenagers being paid to do chores because it teaches people the value of money and it shows that work has benefits. On the other hand, you could argue that household chores are an essential aspect of family life. Does a teenager really need to be paid for doing what any grown-up in a family has to do?

C My opinion is that there should be a separation between a) regular allowances, b) tasks that we're expected to do for free, and c) paid tasks. Our allowance is our spending money. Parents should let us spend it as we please and we should get that regardless of anything else. Then there are standard chores that have to be performed in order for a household to function – daily tasks such as clearing up, unloading the dishwasher, washing up and putting things away. These jobs should be shared by children as soon as they're old enough, and they should do it for the family, not for cash. But I think there is a case for getting paid extra for jobs that are over and above the usual daily tasks. For example, a few months ago I gave my parents a hand repainting the living room. My parents didn't make me do it – I offered. It took us two days, about six hours a day, and it was really tiring! I was given £20 for helping, and that was brilliant for me, as it meant I could finally afford the new console I'd been saving up for!

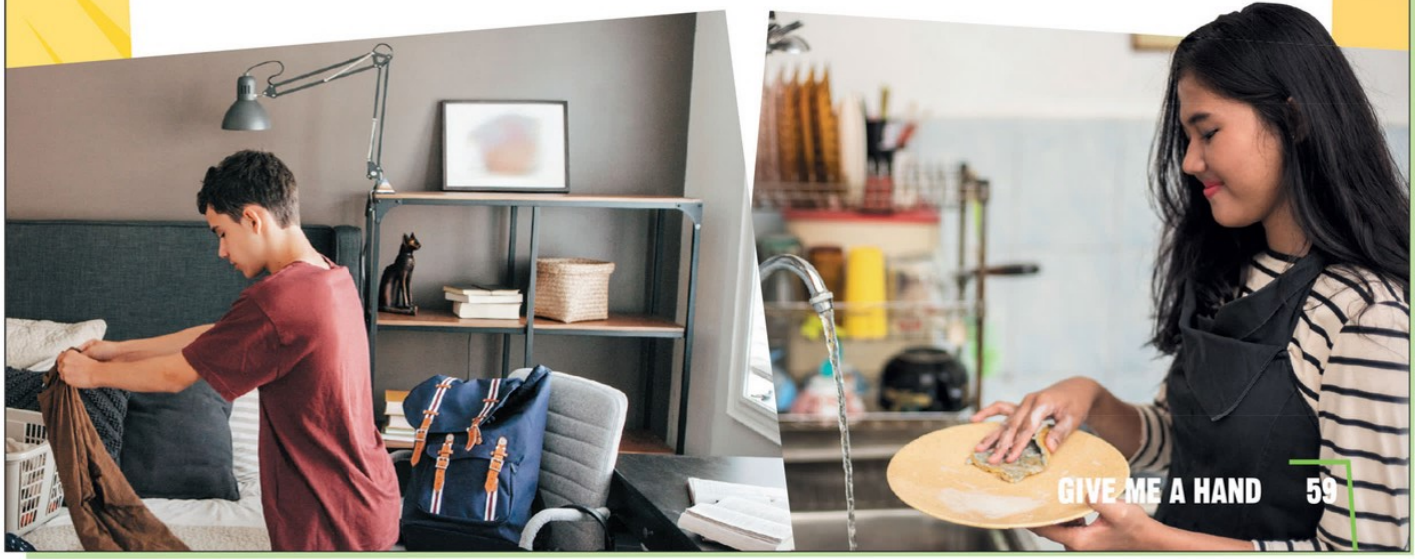
D I've told you what I think – what's your opinion on this? Is our allowance a right or should it be earned? Should we get paid for everything or only when we 'go the extra mile'?

Naomi Watkins, Glasgow, Scotland
28 February 21:19

TALKING POINTS

Do you think that robots and machines will replace the need for people to do housework?

What are the best and worst jobs for teenagers outside the home?



GRAMMAR The passive

1 **Read the examples. Then complete the rules.**

1 Some of us are always being asked to help around the home.
2 Some teens have never been paid anything at all for doing housework .
3 What should teenagers be expected to do at home?
4 Each chore has to be done somehow or other.
5 I was given £20 by my parents for helping.

a We use the passive when the person or thing that causes the action is either unknown, unimportant or obvious.
b We form the passive using the appropriate form of the verb _____ and the _____ of the main verb.
c We can use _____ to say who performed the action of the verb.

» GRAMMAR REFERENCE AND PRACTICE PAGE 147

2 **Read the active sentences. Which two would be better in the passive? Why?**

1 My brother's **cooking** dinner this evening.
2 I'm glad that someone **has cleared up** the mess.
3 The courier **hasn't delivered** the parcel yet.

3 **Complete the second sentence with the correct passive form of the verb in bold.**

1 They **installed** a new screen in our classroom.
A new screen _____ in our classroom.
2 An electrician **is fixing** the dishwasher right now.
The dishwasher _____ right now.
3 Someone **was sorting** the recycling.
The recycling _____.
4 Teachers **shouldn't give** us homework for the holidays.
We _____ homework for the holidays.
5 Someone **has put away** the plates and bowls.
The plates and bowls _____.

4 **Complete the sentences. Use the active or passive form of the verbs in brackets, adding *by* if necessary. There may be more than one possible answer.**

0 The world's first dishwasher *was designed by* (design) Josephine Cochrane in 1886.
1 Your coffees _____ (make) next.
2 The judges _____ (award) the prize to an Italian author.
3 My phone bill _____ (not pay) yet.
4 This building _____ (open) in 2013.
5 I _____ (call) my coach yesterday to check the time of the match.
6 Tickets _____ (should / collect) before 8 pm.
7 I think Bayern Munich _____ (might / beat) in the final tomorrow night.
8 This song _____ (not write) anyone famous.

5 **Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.**

0 Tina said: 'You took my tablet!' **ACCUSED**
I *was accused of taking* Tina's tablet.
1 My sister made this pizza. **WAS**
This pizza _____ my sister.
2 They only launched Twitter in 2006. **UNTIL**
Twitter _____ 2006.
3 Carey Mulligan is taking the lead role in the film. **IS**
The lead role in the film _____ Carey Mulligan.
4 I get an allowance of about £20 a month. **GIVEN**
Each month, I _____ about £20.
5 They've asked me to pay back the money. **BEEN**
I _____ to pay back the money.
6 People are always asking me for help. **AM**
I _____ help.

6 **Correct the mistake in each sentence.**

1 British 16-year-olds paid an average allowance of £15 per month.
2 Cleaning are done by robots in some factories.
3 This house is built in the 1950s.
4 My bike has been stolen last year.
5 This game can be play online.
6 Read this. You can be surprised!

VOCABULARY *be allowed to, let* and *make*

1 **Read the examples. Then choose the correct meanings.**

1 It's vital that people are allowed to enjoy their childhood.
It's important that people *can* / *don't* enjoy their childhood.
2 Parents should let teenagers spend their allowance as they please.
Teenagers *should* / *shouldn't* decide how to spend their allowance.
3 My parents didn't make me repaint the living room.
Helping to repaint the living room *was* / *wasn't* my choice.

2 **Compare the rules for your home in pairs. Use the ideas in the box or your own ideas. Start with *I'm (not) allowed to* or *My parents (don't) make/let me.***

clear up after meals	eat breakfast in bed
get home before 11 pm	have friends over
use my phone in my room	miss meals
get up late at the weekend	wear whatever I like
watch what I like on TV	

I'm usually allowed to wear whatever I like.

Me too, except when we visit my grandparents.

3 » **Work in pairs. Turn to page 123.**

GRAMMAR The passive

WARMER

With books closed, write the titles of some famous songs, plays, books or paintings on the board, for example *Mona Lisa*. Put the students into small groups and ask them to discuss what they know about each one. Set a time limit of two minutes and then elicit ideas. Write active sentences on the left-hand side of the board, for example *Leonardo da Vinci painted it*, and passive sentences on the right, for example *It was painted by ….* Ask students what the difference is between the sentences on the left and those on the right.

1 Allow the students to do the exercise in pairs. Elicit the answers and the tenses used. Elicit the passive form of other tenses, for example: *present simple – is, are, am*; *going to – is going to be*; *past continuous – was/were being.*

Answers

b *to be*, past participle
c *by*

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 245

2 Look at this with the whole class. Ask them to refer to the rules to say why the first sentence sounds better as an active sentence (*rule a – we know who is cooking but this is not obvious and is quite important*).

Answers

Sentences 2 and 3 would be better in the passive.
I'm glad that the mess has been cleared up – it doesn't matter who cleared it up.
The parcel hasn't been delivered yet – as the person causing the action (the courier) is obvious.

3 Look at the first sentence with the class and elicit the tense used (*past simple*). Elicit the passive form of the past simple (*was/were + past participle*) and which form of the verb *to be* should be used here (*was*). Students do the rest of the exercise alone and then compare answers in pairs. Monitor and help where necessary. Elicit the tenses and the correct passive forms for each sentence.

Answers

1 was installed
2 is being fixed
3 was being sorted
4 shouldn't be given
5 have been put away

4 Students work alone and compare answers in pairs. Elicit the answers. Some students may have problems with sentence 7. It must be passive because we always say *beat someone* and here it doesn't say who Bayern Munich might beat. If the verb was *win* or *lose*, the sentence would be active (*Bayern Munich might win/lose in the final*).

MIXED ABILITY

Allow weaker students to work together in pairs. Tell them to first think about whether the person or thing at the start of the sentence (for example the dishwasher) is the one doing the action (the designing). If the answer is no, they should use the passive. Monitor and help where necessary.

Answers

1 will be made / are going to be made
2 awarded / have awarded
3 hasn't/has not been paid
4 (was) opened
5 called
6 should be collected
7 might be beaten
8 wasn't/was not written by

5 **B2 First for Schools Reading and Use of English Part 4**

Briefly review what students need to do in this part of the exam and if necessary read out the B2 First for Schools information on TB page 41.

This part of the exam tests a variety of structures and vocabulary items. Here, the exercise practises only the passive. Highlight the number of words to be used and point out that contractions count as two words. Ask students to complete the exercise individually before checking answers as a class.

Answers

1 was made by
2 wasn't/was not launched until
3 is being taken by
4 'm/am given an allowance of
5 've/have been asked
6 'm/am always being asked for

6 Put the students into groups. Ask them to write the correct verb form for sentence 1 on a piece of paper, big enough for you to see it from the front of the classroom. Set a time limit of ten seconds. All the groups hold their pieces of paper up at the same time. They get a point for the correct verb form. Repeat for the other sentences.

Answers

1 British 16-year-olds **are** / **should be** paid an average allowance of £15 per month.
2 Cleaning **is** done by robots in some factories.
3 This house **was** built in the 1950s.
4 My bike **was** stolen last year.
5 This game can be **played** online.
6 Read this. You **may**/**might**/**will**/**could** be surprised!

» GRAMMAR WORKSHEET UNIT 10

VOCABULARY *be allowed to, let* and *make*

1 When students have chosen the meanings, elicit or point out that *allowed to* is the passive form of *let*. (*My parents let me go out on Fridays. I am allowed to go out on Fridays.*)

Answers

1 can 2 should 3 was

2 Look at the example and elicit how this could be written using *let* (*My parents usually let me wear whatever I like.*). Monitor and help students and then elicit sentences from different students.

Answers

Students' own answers

3 Elicit how to say the second sentence using *let* (*Let us go out …*). Set a time limit of three minutes for students to think of their rules. If they haven't written ten, it doesn't matter. When students have compared their ideas, elicit one rule from each pair in turn until they can't think of any more.

Answers

Students' own answers

» VOCABULARY WORKSHEET UNIT 10

LISTENING

1 Put students into pairs to look at the photos and to discuss the questions. Elicit answers and have a discussion about what modern technology the students have got in their homes.

Answers

1 The devices are: A a smart fridge, B a security camera, C a tablet operating a smart tumble dryer, D a device for controlling smart technology in the home, E a robot vacuum cleaner
2–3 Students' own answers

45 2 **B2 First for Schools Listening Part 2**

Briefly review what students need to do in this part of the exam and if necessary read out the B2 First for Schools information on TB page 94.

Tell students that it is very important that the sentence is grammatically correct when they add their words. So, the first gap must be the first part of a compound noun that tells us what kind of firm it is, but it can't start with a vowel sound because then it would need *an*, not *a*. Encourage students to read the gapped sentences and think about what kind of word is missing. Play the recording twice and tell students to use the second listening to check their answers. Elicit the answers. If students wrote any incorrect answers, elicit these and tell the class that there are often words mentioned which do not fit the gap, for example the speaker mentions *smart devices*, *the internet* and *hardware*, but says that she works for a *technology company*. The other words are called *distractors* as they may distract students from the real answer. It's important to listen for the overall meaning of the sentences that the words appear in, for example 2 *This was … before the invention of the mobile and the personal computer … but everyone had a regular phone at home*.

Answers

1 technology
2 (regular) phone
3 a/their/the mum
4 location
5 20 billion
6 household equipment
7 phone or tablet
8 order shopping (online)
9 tidy your room
10 (the home's) (security) cameras

» AUDIOSCRIPT TB PAGES 268–269

3 Ask the students to summarise what the speaker said the Internet of Things actually is (*devices including household equipment connected online and doing things automatically for us*). Elicit some of the benefits it can bring, for example never running out of food, always having a warm house. Students then work in small groups to discuss any other things that they would like the Internet of Things to do for them. Set a time limit of three minutes and then invite groups to share their ideas.

Answers

Students' own answers

SPEAKING Asking for and giving permission

46 1 Check what *ask for permission* means, i.e. asking to be allowed to do something. Look at the four situations with the class and elicit ideas of what you may ask each person, for example *a girl in a café – Can I pay by debit card?* After listening, elicit the answers and what each person wants to do (Lauren – *leave the class*; Tyler – *sit down*; Max – *stay at a friend's overnight*; Molly – *borrow a tablet*).

Answers

Lauren: teacher
Tyler: girl in a café
Max: mother
Molly: older brother

46 2 Students discuss in pairs what they can remember before they listen again to check.

Answers

1 Tyler and Max
2 Lauren and Molly
3 His response is *Yes, I do.* If he was giving permission, he would say *No, I don't* (*mind*).

46 3 Ask students to read through the expressions in the *Prepare to speak* box and try to remember any they heard from the first listening. When students have listened to the recording again, they compare in pairs to see if they have the same answers. Ask students to practise making requests using *Do you mind if …* and answering them *Yes* or *No*.

Answers

Do you mind if I …?

» AUDIOSCRIPT TB PAGE 269

4 Students work in pairs. They take it in turns to complete the requests with one of the phrases from the box, for example *Do you mind if I use your phone?*, and then together decide who they might say this to, for example *a friend.* Elicit the answers. More than one idea may be possible, for example one student may not have a phone and might ask their parents if they can use their phones sometimes.

FAST FINISHERS

Tell fast finishers to try to add three more requests – one each to a friend, teacher and parent. Elicit these and encourage other students to write them down to use in Exercise 5.

Possible answers

A friend: use your phone, eat a few of their crisps, borrow a tablet
A parent: go shopping on Saturday, have motorcycle lessons, dye your hair, borrow some money, have judo classes, have a new jacket
A teacher: hand in homework late, miss the last class today, not do PE today

5 Before students start, tell them to take it in turns to make the requests. They should use a different way of asking each time. The person responding should alternate between giving and refusing permission.

Answers

Students' own answers

COOLER

Students stay in the same pairs as in Exercise 5. They choose one of their conversations and extend it in any way they feel appropriate, for example if permission is denied, they can ask why and they can then ask for something else instead. Set a time limit of three minutes for students to complete their dialogues and then ask them to act them out in front of the class.

LISTENING

1 **Look at the photos. Then answer the questions.**

1 What do you think the devices are?
2 What do you think the Internet of Things might be?
3 How do you think the Internet of Things could change our lives?

45 **2** **You will hear someone talking about how technology will change our lives. Complete the sentences with a word or short phrase.**

The Internet of Things

1 Helen works in California for a _____ firm.
2 Every home in the mid-1970s was equipped with a _____.
3 Calls to friends were usually answered by _____.
4 Helen dreamed of having a tiny machine that could reveal the _____ of friends.
5 More than _____ devices are now online.
6 The Internet of Things refers to everyday things, including _____ such as cookers and vacuum cleaners.
7 Everything in smart homes can be managed using a _____.
8 In the future, fridges will be programmed to _____.
9 Helen says people will have a device that can tell you what's going to happen and suggest that you _____.
10 People will use _____ to look for things around the house.

3 **Discuss how you could use the Internet of Things in your own home.**

SPEAKING Asking for and giving permission

46 **1** **Listen to four conversations. Then match the speakers to the people they are asking permission from in the box.**

girl in a café | mother | older brother | teacher

46 **2** **Answer the questions. Then listen again and check.**

1 Who is given permission?
2 Who is not given permission?
3 Molly asks her brother *Do you mind if I use your tablet?* What is his response? What would he say if he was *giving* permission?

46 **3** **Read the *Prepare to speak* box. Which phrase did you hear twice? Then listen again and check.**

PREPARE TO SPEAK
Asking for and giving permission

Asking for permission
Do you mind if I … ?
Would it be OK if I … ?
Am I allowed to … ?

Refusing permission
I'm sorry, but …
I'm afraid not.

Giving permission
Sure, as long as you …
Go ahead.

4 **Look at the requests. Which would you use to: a friend, a parent, a teacher?**

use your phone
have motorcycle lessons
eat a few of their crisps
hand in homework late
borrow a tablet
have a new jacket
go shopping on Saturday
dye your hair
borrow some money
miss the last class today
have judo classes
not do PE today

5 **Work in pairs. Make conversations about some of the requests in Exercise 4.**

Is it OK if I use your phone?

Go ahead. It's on the table.

Is there a password?

Yes, I'll enter it for you.

CULTURE

ATTITUDES TO MONEY

1 **Ask and answer the questions.**

1 Are you more of a spender or a saver? Why?
2 Do you have any traditions in your family (or country) related to money?

2 **Read the web page quickly. Then match the headings to the sections.**

A Who shall we invite?
B Cash or card?
C Only one way to be 'rich'?
D Would you like to know how much I earn?
E I spent £200 on your present!
F Learning the real value of money
G Saving for a rainy day
H Ouch! Be careful, please!

3 **Read the web page again. Then answer the questions.**

1 What are Chinese people happy to talk about with people who they know well?
2 Who prefers paying for things in cash and why?
3 Who saves the most money?
4 Why would someone in China give you a present with the price still on it?
5 What might happen in south-western India if you accept a return invitation to a party?
6 When should the couple getting married at a Greek wedding be careful?
7 Apart from money, how else does Native American culture view wealth?
8 What are the benefits of having an allowance?

4 **Match the highlighted words in the text to their meanings.**

1 a large amount of money or valuable possessions
2 a small piece of paper with information on
3 using wireless technology to pay
4 money given to help a person or organisation
5 ways of paying money

TALKING POINTS

Which of the money facts or habits in the text do you find most surprising? Why?
If you were looking for a weekend job to make some money for yourself, what would you like to do?

47 **5** **Listen to a talk about donating money to charity. Then put the topics that Peter talks about in the correct order.**

The different ways people in the UK donate to charity ☐
How much money people in the UK donate to charity each year ☐
The world's most generous country ☐
The type of charities people in the UK donate to ☐

47 **6** **Listen again. Then complete the sentences.**

1 Each year, people in the UK donate approximately _____.
2 Older people prefer to give to _____ charities.
3 Every year in the UK, a total of _____ is donated using web pages, social media and apps.
4 The WGI survey asks three questions to people who are _____.
5 The second most generous country in the world is _____.

7 **Complete the sentences with the words in the box.**

care charity donor
fundraising support volunteer

USEFUL LANGUAGE

Talking about charities

1 How much does a typical _____ give to your charity?
2 How do they _____ for the animals they rescue?
3 It's not always easy choosing which _____ to support.
4 I would prefer to _____ for a local organisation.
5 There are lots of different ways to _____ a charity.
6 We are having our first _____ event next week.

CULTURE

Learning Objectives

- The students learn about people's attitudes to money in different cultures.
- In the project stage, they research charitable habits in their country and present their findings to the class.

Vocabulary

contactless donation payment methods tag wealth

Resources

CULTURE VIDEO AND CULTURE VIDEO WORKSHEET: Make money, spend money

WARMER

Tell students to imagine that they get €20, or $20, from a relative who comes to visit them. Ask the students to think about how long it would take them to spend the money and what they would spend it on. Give them around 30 seconds to think alone and then put them into small groups to discuss their ideas. Elicit one idea from each group.

1 Students work in small groups to discuss the questions. Give them an example of a tradition, for example throwing money into a fountain and making a wish. Set a time limit of two minutes and invite students to share their ideas with the class.

Answers

Students' own answers

2 Look at the headings with the class and elicit what the phrase *Saving for a rainy day* means (*it means saving money in case you have sudden problems that you need money for*). When students have done the matching, ask them to cover the text and invite volunteers to say how the headings relate to the text, for example A *Who shall we invite?* refers to the Indian parties that are held in order to raise money for building a new house.

Answers

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

3 Encourage students to read through the questions in pairs and discuss any answers they think they know. When students answer the questions, tell them not to write full sentences but phrases. For example, for 1 they don't have to write *Chinese people are happy to talk about … with people who they know well*, only the information that is missing. Elicit the answers and ask students what they would mention about their country if someone interviewed them for a similar article.

FAST FINISHERS

Give fast finishers a role: Indian, Chinese, Native American or Greek. They make notes of traditions or attitudes to money in that country. When everyone has finished the exercise, elicit the answers and invite four fast finishers, one from each country, to come to the front of the class and tell the students about 'their' country. They do this without the notes, so just mention anything they remember.

Answers

1 Their savings and spending habits
2 Germans, to be more aware of how much they are spending
3 The Chinese
4 So the person receiving the gift can see how generous the gift is
5 You will be expected to give more than you received at the first party.
6 When they are dancing and people are trying to pin money on them
7 How things are distributed and shared / As the time or knowledge needed to help someone
8 It teaches teenagers how to save and make good financial choices.

48 The Reading text is recorded for students to listen, read and check their answers.

4 When students have done the matching, elicit any related words to those highlighted and encourage students to make a note of them all in their notebooks, for example: *wealth – wealthy*; *donation – to donate*; *payment – to pay*.

Answers

1 wealth 2 tag 3 contactless 4 donation 5 payment methods

TALKING POINTS

Put the students into groups of four. Look at the questions together. Suggest a weekend job, for example mowing lawns for neighbours. Elicit good and bad things about the job. Tell students that, when they discuss which jobs they would like to do, they should also mention the good and bad things about doing that job. Set a time limit of three minutes for students to discuss the questions. Elicit ideas from different groups and have a class discussion about the best part-time job to have.

CONTINUED ON PAGE 122

BACKGROUND INFORMATION

In 2019, it was forecast that Sweden would become the world's first cashless society by 2023. It has already introduced an e-currency, the e-Krona. Sweden has often been more advanced than other countries. In 1661, it became the first European country to introduce banknotes. In 2012, Sweden's largest six banks built a mobile payment system to make it easier to pay for things electronically. It was called Swish. All children aged seven or older can have their own bank debit card for presents and pocket money. The advantages of a cashless society are that it makes it more difficult for criminals to hide their money and it makes it more difficult for people to avoid paying tax.

47 **5** Look at the topics with the students. Elicit any ideas students have about what might be said, for example *They donate to charity by doing charity events*; *the most generous country is Sweden*; *people donate to charities for poor people or animals*. When students have listened, elicit the order and whether any of their guesses were correct. (The amount given each year is an answer in Exercise 6 so don't elicit that yet.) Charities mentioned include health care, education, animals and children (also hospitals and religious charities, which is also an answer in Exercise 6). People donate using mobile phones and online facilities, and also with cash. There are charity shops or people send money direct from their bank account. People also attend special events. The most generous country is Myanmar in Asia.

Answers

1 How much money people in the UK donate to charity each year
2 The type of charities people in the UK donate to
3 The different ways people in the UK donate to charity
4 The world's most generous country

47 **6** Students read through the sentences and discuss any answers they can remember from the recording. Tell students that the answers are either a word, a number or a short phrase (the longest is four words). Ask students what charities they think people in their own country give to and how they give money.

Answers

1 £10 billion
2 hospitals and religious charities
3 £2.4 billion
4 15 and over
5 Indonesia

» AUDIOSCRIPT TB PAGE 269

7 Tell students to try to complete the sentences alone. When they have finished, they compare answers in pairs. While they are doing this, write the word *Charity* in the middle of the board with three lines leading from it. At the ends of the three lines write: *people*, *verbs* and *nouns*. When students have finished, elicit which two words refer to people and what they mean (a donor *is someone who gives money,* a volunteer *is someone who works without pay*). Elicit the two verbs (*care*, *support*) and the noun (*fundraising*). Leave the diagram on the board.

MIXED ABILITY

Allow weaker students to work in pairs and use a dictionary or mobile phone to look up the meaning of any words they don't know.

Answers

1 donor 2 care 3 charity 4 volunteer 5 support 6 fundraising

PROJECT *Charitable habits*

Put the students into groups of four where possible. Look at the instructions with the students. Ideally, they would research their project together, either using computers at school or together outside school. However, if this isn't possible, tell the students that each member of the group should research one of the points 1–4 and, when it is their turn to give the presentation, they would each present their own point.

When the groups have presented their projects, ask them how easy or difficult they found the research and what, if anything, they learned about creating a presentation from this project.

PROJECT EXTENSION

Tell the class to imagine that they have decided to hold a fundraising day for a charity. Each student should think of a suggestion for what charity to support. They then get into groups of four or five to share their ideas and decide on the best one. Each group then presents their suggestion with reasons for it and the class have a vote on the best idea. When they have decided which charity to raise money for, the groups decide what sort of fundraising activities to organise.

When they are ready, each group presents their ideas to the class and the class work together to decide which activities to include.

08 **CULTURE VIDEO:** Make money, spend money

When students have completed the lesson, they can watch the video and complete the worksheet.

COOLER

Add another line to the diagram on the board suggested in Exercise 7 and write *adjectives* at the end of it. Write two gapped words below the word *adjectives*: *g* _____, *c* _____. Write two gapped words under *nouns*: *d* _____, *g* _____ and one gapped word below the heading *verbs*: *d* _____. Tell the students that all the words are in the recording. Play it again and then put students into groups to see if they heard all the words. Elicit and write them on the board: *generous, charitable, donation, generosity, donate.* Students stay in their groups to think of any other words they can add to the diagram on the topic of charities. Set a time limit of two minutes before eliciting ideas and adding them to the diagram on the board.

48

MONEY MATTERS

Whether it's spending, saving, borrowing or lending, culture has a big influence on how we use and think about money.

A Greek wedding in the UK

1

While people from many countries are quite secretive about how much they earn and their money habits, others are not so private. For example, the Chinese will often tell people how much they earn or how much their house cost. And it's normal for them to talk to close friends about their savings and spending habits. On the other hand, the British will also talk about their spending habits, but they rarely discuss their earnings or savings with anyone.

2

Despite the availability of contactless cards and payment with mobile phone apps, there are cultures which still believe that cash is best. Germans pay for around 80% of their purchases in cash. They believe that a physical connection with money helps them be more aware of how much they are spending.

Which country uses the least cash? Well, the UK is the third most 'cashless' country. 52% of transactions are made by non-cash payment methods. But the UK is still behind Sweden, at 59%, and Canada, at 57%, the two most cashless nations.

3

On average, Chinese people save around 37% of their income. That's a huge amount when we compare it to the average household in Spain, who save only 1.75% of their income. Other countries somewhere between these two are Mexico, with savings of 15%, and Russia, with nearly 8%.

4

Most people make sure that they cut the price tag off a gift. But in China, for some gifts such as gold jewellery, it's common to leave the price on the gift so the receiver can see how generous you are. How would you feel about getting a gift and knowing exactly how much someone has spent?

5

People in south-western India have an interesting solution for when they need money for something big like building a house. They have a party and guests are expected to make a cash donation to help raise money. However, it's not as simple as just having a party. The guest will probably return the invitation later on. And the person who organised the first party is expected to pay a larger amount than what they originally received as a donation.

6

Weddings can be very expensive occasions. Guests at a Greek wedding take turns to pin banknotes onto the bride and groom's clothes … while they dance! It sounds like it could be a little painful at times! The money is to help the married couple begin their new life together.

7

The idea of wealth can be a cultural matter. For example, some Native American cultures have a 'gift economy'. Instead of paying people money for something, people give things to each other. And there is no agreement that they will receive anything in return in the future. In these cultures, wealth is not just about getting and having money. It is connected to how things are distributed and shared. These things can be money, but also the time or knowledge needed to help someone.

8

Parents in some countries give their kids an allowance for helping around the house and doing chores like loading the dishwasher. On average, a 15-year-old in Europe gets 20 euros a week. In the UK, it's also common for many teenagers to do paid jobs at the weekend, such as washing cars or dog walking. For many young people, this is their first financial responsibility and it teaches them how to save and make good financial choices.

PROJECT *Charitable habits*

Work in groups to research charitable habits in your country. Use these steps and the *Useful language* to help you.

1 Search online to find out how much money people donate to charity.
2 Investigate whether age and gender (or other factors) affect which organisations people donate to.
3 Research the different ways in which people donate.
4 Give examples of different ways in which people often help strangers or volunteer their time.
5 Prepare a presentation of your findings.

Present your work to the class.

08 NOW WATCH THE CULTURE VIDEO

11 THE DIGITAL AGE

ABOUT YOU

09 **Watch the video. Then answer the questions.**

What are the most exciting technological advances you've seen recently?

What new technologies are you interested in?

VOCABULARY Technological advances

1 **Match the words to the photos.**

EP

driverless car drone fitness tracker
interactive whiteboard portable charger
smart speaker smartwatch
video game console virtual-reality headset
wireless headphones

2 **Choose two words/phrases in each group that go with the bold adjectives.**

1 **portable** hard drive game console car
2 **smart** mouse television light bulb
3 **interactive** video headphones museum exhibition
4 **wireless** keyboard cable internet connection

3 **Discuss the questions.**

1 Which of the gadgets in Exercise 1 have you used?
2 Which of the technologies do you think is the
   a most useful?
   b least useful?
   c most boring?
   d most exciting?

READING

1 **Read the article quickly. Then match the headings to the paragraphs.**

A What about the cost?
B The technology isn't new
C What about the future?
D Negative uses of 3D printing
E A factory on your table
F How they work
G Opportunities for everyone

2 **Read the article again.**

Name two
1 current business uses of 3D printing.
2 reasons for the sudden popularity of 3D printing.
3 ways that 3D printing differs from 2D printing.
4 implications of 3D printers for designers.
5 potential criminal uses of 3D printers.
6 predicted developments in 3D printing.

3 **Complete the sentences with the highlighted words in the article.**

1 Digital technology has _____ altered our everyday lives.
2 My dad is a translator for a Chinese _____ company.
3 Schools are starting to try 3D printing because it has become _____ enough.
4 My friends have _____ arguments about who has the best phone.
5 Scientists are close to being able to print living plant and animal _____.
6 Too much _____ light makes my eyes hurt.

11 THE DIGITAL AGE

Unit Overview

TOPIC	New technology
VOCABULARY	Technological advances
READING	Want it? Need it? Print it!
GRAMMAR	Present perfect continuous
VOCABULARY	Adjective suffixes
WRITING	A persuasive email
EXAM TASKS	Writing Part 2

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 148; TB page 245
WORKBOOK: pages 44–47
VIDEO AND VIDEO WORKSHEET: The digital age
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 11; Vocabulary worksheet Unit 11
TEST GENERATOR: Unit test 11

WARMER

Before the students open their books, elicit some important inventions from history, for example the wheel, paper. Students work in groups of three or four to think of the three most important inventions from history. Each group presents their ideas with reasons.

ABOUT YOU

09 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Next, it might be a good idea to put the students into groups and answer the questions while they have their books closed, so that they aren't influenced by the pictures in the Student's Book. Set a time limit of two minutes and invite groups to share their ideas with the class.

VOCABULARY Technological advances

1 Allow students to work in pairs to do the matching. Elicit the answers and then look at the vocabulary in the exercise and discuss what it means. Encourage students to make a note of any new words, for example: *driverless* – without a driver; *tracker* – something that keeps a track of or watches what you are doing; *interactive* – something you can interact with, i.e. you can control by your actions; *portable* – something that can be moved around easily; *smart* – having its own intelligence, often connected to the internet; *virtual-reality* – something that looks real but has been created by a computer programme; *wireless* – without wires.

Answers

A interactive whiteboard
B virtual-reality headset
C portable charger
D fitness tracker
E smartwatch
F smart speaker
G driverless car
H drone
I wireless headphones
J video game console

2 Allow students to work in pairs. Elicit the answers and any other devices that the adjectives can go with, for example *portable speaker* – a small speaker you can carry around with you; *smart locks* – locks that open or lock through voice control; *interactive games* – games that you can communicate with; *wireless mouse* – a mouse that isn't connected to the computer by a cable.

Answers

1 portable hard drive, portable game console
2 smart television, smart light bulb
3 interactive video, interactive museum exhibition
4 wireless keyboard, wireless internet connection

3 Give an example to the students: 'I have used a portable charger. I take it with me when I go on holiday and, if my phone starts to run out of energy during a walk or a long journey, I can recharge it.' Put the students into groups of three or four. Each student in turn talks about the gadgets they have used and gives a little bit of detail, as in your example. The students then work together to discuss question 2 and try to come to an agreement. Elicit ideas from different groups and ask for their reasons.

Answers

Students' own answers

READING

1 Tell the students to cover the headings in Exercise 1 and to quickly read the example paragraph. Ask them to discuss in pairs what the paragraph was about. They then try to reduce their summary to a few words, for example *A new idea* or *Making your own*. Elicit ideas and then look at the headings to see what was written for E. Ask students how close their idea was to the heading given. Encourage them to do the same for the rest of the article, reading each paragraph and discussing a good heading for each one. They then look at the options and do the matching.

MIXED ABILITY

For weaker students it may be better for them to look at the headings as they read each paragraph and to do the matching as normal. They can work in pairs and discuss which heading is correct for each paragraph.

Answers

1B 2A 3F 4G 5D 6C

CONTINUED ON PAGE 126

BACKGROUND INFORMATION

The 17-year-old student referred to in the article is Easton LaChappelle. He used a Nintendo Power Glove, Lego bricks, fishing wire and surgical tubing – a rubber material used for pumping fluids into and out of bodies during surgery. He had the idea after meeting someone at a science fair who had an $80,000 prosthetic arm. Easton's arm cost $250!

A company in China used giant-sized 3D printers to make ten small, one-storey houses in one day, at a cost of $5,000 each. Another company has produced a villa which they say is strong enough to survive an earthquake measuring 8.0 on the Richter scale.

2 Encourage the students to look at the list of things for them to find in the article, and to note down any they remember. As they are reading the text again, they should note where each item on the list appears. The answers appear in the paragraph with the same number as the questions. Elicit the answers. You could follow up by putting the students into pairs. They make questions from the task in Exercise 2, for example: 1 *What are some current business uses of 3D printing?* 2 *Why has 3D printing suddenly become so popular?* When they have completed their questions, they join up with a second pair. Each pair takes turns to ask the other pair a question. They don't have to do this in the same order as the questions appear in Exercise 2. With books closed, the second pair try to answer the question using the information they found during the reading exercise.

Answers

1 They are used by architects to make models of buildings and also by designers when designing trainers.
2 The printers have become a lot cheaper and easier to use.
3 3D printers use materials like plastic or metal instead of ink. They print lots of layers on top of each other until a 3D object is formed.
4 It is now much cheaper and much quicker to make models.
5 It is possible to print keys and, theoretically, coins. It is also possible to print copies of other people's designs.
6 One day we will print meals at home regularly. In medicine, it will be possible to print real body parts for use in operations.

49 The Reading text is recorded for students to listen, read and check their answers.

3 Before students do the exercise, tell them to cover it and look at the highlighted words in pairs. They discuss any they know and try to work out the meanings of words they don't know from the context. They then look at the meanings and do the matching. Look at the word *endless* and ask how the suffix *-less* is similar to *wireless* or *driverless* (*it has the meaning* without – *without a driver, without a cable, without end*).

FAST FINISHERS

Ask fast finishers to try to think of their own sentences for some of the highlighted vocabulary. When everyone has finished the matching, elicit some of these sentences to make sure the students have used the words correctly.

Answers

1 significantly 2 manufacturing 3 economical 4 endless
5 tissue 6 artificial

TALKING POINTS

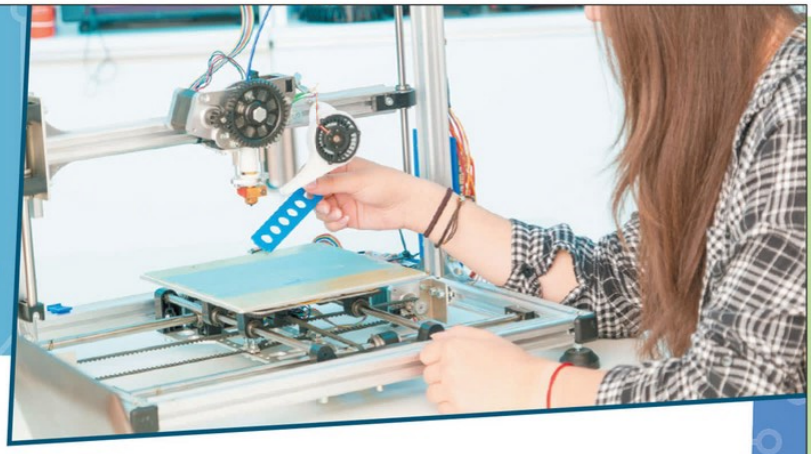
Give the class one or two examples before they start, for example there is a 3D printer which uses melted chocolate instead of ink and can make it into different shaped chocolates. An example of a bad use was a gun created by a law student called Cody Wilson which successfully fired a bullet. Put students into pairs to discuss the questions and elicit some ideas for each one. Ask pairs what they would use a 3D printer for and why. Put pairs into groups of four or six and tell them to choose the idea they think is the best from their alternatives. Nominate a few groups to tell the class about their idea and why they chose it.

COOLER

Put students into small groups and ask them to think of a gadget that doesn't exist yet but that they think would be useful. Give an example: a highlighter pen that uses ink which disappears after a few months so that a book isn't permanently marked. Set a time limit of four minutes and tell the groups to make a mini presentation explaining what the gadget does and why we should have one in our lives. Each group then presents their idea to the class and the students vote for the best one apart from their own.

Want it? Need it? PRINT IT!

49



0 E

Buying things isn't difficult these days. You do a quick search online and within a few clicks, you're finished. You've done it hundreds of times. Within a day or two, it's delivered to your home. Could it be any easier? Well, imagine choosing something you want online, downloading a file of its design and instead of the 'buy' button, pressing 'print'. A little while later, on your desk, is … a unique case for your phone, a cool piece of original jewellery or even a musical instrument!

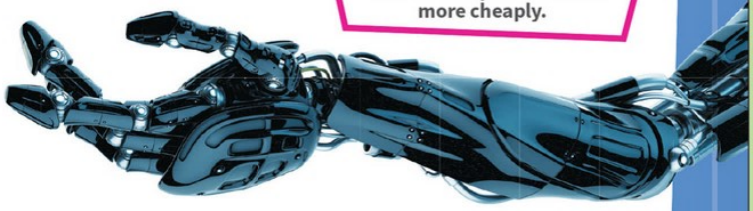
1 Companies have been using 3D printers since the 1990s. Architects use them to make models of buildings. Companies like Adidas 'print' models of their new trainer designs with them. Over the past decade, in medicine, hospitals have been printing artificial replacements for bones in the body. However, there is another clear reason why there is a sudden interest in the machines again: price.

2 When the first 2D printers went on sale, similar to those many of us have at home, they cost a fortune. Now they're cheaper than the ink that goes in them! While the 3D printer is still an expensive purchase, prices have fallen significantly and are now at the level where they are affordable for smaller businesses and schools. What's more, improvements to design mean they are easier to use than ever.

3 Normal 2D printers print a thin layer of ink on a piece of paper. 3D printers are similar, except that instead of ink, they use materials such as plastic or metal. The 3D printing process involves printing layers of material on top of each other until a complete 3D object is formed. With small items, the process can take as little as 30 minutes. For more complex items, the printer will be working for several days on end. The result is a real 3D product – something you can touch, feel, hold and use! It's a unique method of manufacturing that could have a significant impact on our everyday lives.

4 In product design, the possibilities for 3D printing are endless. In the past, designers spent weeks waiting for expensive models of their work. Now they can be made by anyone, professional or amateur, in an afternoon and for very little cost. In schools, there are implications across the curriculum: there are no end of applications for 3D printers in almost all subjects. A 17-year-old school student in the US designed and printed a fully functional artificial arm for just a few hundred dollars. The typical price is $10,000!

5 There are many more exciting uses of 3D printers. However, there is already evidence of the misuse of these machines. As an experiment, some people have managed to print working copies of keys. They didn't even have a model of the original, they just used a photograph! And what about printing money? At the moment, it isn't economical to 3D-print metal coins, but will that change? And what about making copies of other people's work? One day, we might all be able to photograph an item we see in the shops, in a museum, at a friend's house and then produce it again at home. Is that fair?



3D printers mean artificial limbs can be printed much more cheaply.

6 With the rapidly increasing interest in 3D technology, scientists have quickly developed ways of printing complex and large designs. There are now working examples of 3D-printed bikes, full-sized cars and even a five-storey office building! An American university has been developing machines that use more unusual types of 'ink'. So far, the team has successfully 'printed' real cakes and biscuits. One day, it seems likely that we will print meals at home regularly. By 2030, experts believe doctors will be able to print body parts made of real human tissue for use in operations. The ability to do this would change medicine, and the world, forever.

This building in China was printed in five days.

This bike frame was printed in metal.

TALKING POINTS

What other good and bad uses can you think of for a 3D printer?
How significant do you think the invention of the 3D printer is?

GRAMMAR Present perfect continuous

1 **Match the examples to the rules. Then complete the rules.**

1 My hands are dirty because I've been putting ink in my printer.
2 Companies have been using 3D printers since the 1990s.

We use the present perfect continuous to talk about an action that:
a started in the past and is still in progress. We often use it with *for/since*.
b has recently stopped and we can see the results.

We form the present perfect continuous with [1]_____/*has* + (*not*) + [2]_____ + the [3]_____ form of a verb.

2 **Complete the sentences with the present perfect continuous form of the verbs in brackets.**

1 How long _____ you _____ (sit) outside?
2 My tablet _____ (not work) properly since it got wet.
3 Scientists _____ (dream) of wireless electricity since 1891.
4 What's all the white stuff on your T-shirt? _____ you _____ (paint)?
5 Our school _____ (use) interactive whiteboards for ages.

3 **Match the examples to the rules.**

1 You've bought stuff online hundreds of times.
2 We've known each other for ages.
3 So far, the team has successfully 'printed' real cakes and biscuits.

We use the present perfect simple (not continuous):
a to talk about an action that is finished.
b to say how often an action has happened.
c with verbs that aren't used in the continuous, e.g. *like*, *know*, etc.

» GRAMMAR REFERENCE AND PRACTICE PAGE 148

4 **Choose the correct verb forms.**

1 We *have* / *'ve been having* problems with our computer for some time.
2 I *'ve worked* / *'ve been working* with children before.
3 We *'ve seen* / *'ve been seeing* all of those films.
4 He *works* / *'s been working* on that project for weeks.
5 We *'ve known* / *'ve been knowing* each other since childhood.
6 They *'ve used* / *'ve been using* interactive whiteboards many times.
7 I *was looking* / *'ve been looking* for my keys since Friday.
8 Last year, I *visited* / *'ve been visiting* many different cities.

5 **Make questions with the words. Use the present perfect simple or continuous. Then ask and answer the questions.**

0 How long / you / go / to this school?

How long have you been going to this school?

I've been going to this school for four and a half years.

1 you / ever / drive / a car?
2 Who / you / hang out / with recently?
3 What / you / watch / on TV lately?
4 How long / know / your best friend?
5 you / work / hard recently?
6 How many times / you / check / your phone today?
7 you / have / lunch today?

VOCABULARY Adjective suffixes

1 **Read the examples. What suffixes are used in the adjectives?**

EP

1 a cool piece of original jewellery
2 an interactive whiteboard
3 … the possibilities for 3D printing are endless.
4 … prices … are affordable for smaller businesses and schools.

2 **Read the table. Then make adjectives from the nouns and verbs below.**

Suffix	Adjective
-al	environmental
-y	faulty
-ous	dangerous
-ful/-less	useful/useless
-able	reliable
-ive	creative

1	fame	**4**	mystery	**7**	enjoy	**10**	care
2	thought	**5**	profit	**8**	tradition	**11**	adventure
3	season	**6**	impress	**9**	innovate	**12**	spice

3 **Which of the adjectives in Exercise 2 could you use to describe these things?**

1 a lesson *enjoyable, …*
2 a piece of music
3 a meal
4 a gadget
5 someone's driving

4 » **Work in pairs. Turn to page 124.**

GRAMMAR Present perfect continuous

WARMER

Write on the board: *I'm a teacher.* Also write some questions words, such as *Why? How long? Do? When?* Students work in pairs and think of questions they could ask you about your job. Elicit questions and if anyone used the present perfect continuous, for example *How long have you been teaching?*, write this on the board.

1 Allow students to work in pairs to do the exercise. When they have completed the rules, elicit some *How long have you …* questions that the class could ask you (for example *How long have you been teaching?* if you didn't do the Warmer) or each other (*How long have you been learning English?*).

Answers

1 b 2 a
1 have 2 been 3 *-ing*

2 Look at the first sentence with the students and elicit the correct verb form and what they have to remember about spelling (double *t* in *sitting*). When students have finished the exercise, elicit the answers and the fact that *using* is spelled without an *e*.

Answers

1 have, been sitting
2 hasn't been working
3 have been dreaming
4 Have, been painting
5 has been using

3 Students work in pairs to complete the rules. Compare some sentences with the present perfect continuous and present perfect simple. For example: *I have been reading* (unfinished activity); *I have read eight pages* (completed action). Students can make their own pair of sentences highlighting the difference.

Answers

1 b 2 c 3 a

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 245

4 When students have completed the exercise, elicit the answers and why they are correct. For example: 1 – the other option is present simple; 2 – *I've been working* means up to the present time (we don't use it with *before*), etc. With stronger classes you could point out that, sometimes, both present perfect simple or present perfect continuous can be used with *for* and *since*, for example *I have worked here for …*; *I have been working here for …* However, this isn't true for all verbs, so it is better to use the present perfect continuous unless the verb is a state verb.

Answers

1 've been having
2 've worked
3 've seen
4 's been working
5 've known
6 've used
7 've been looking
8 visited

5 Tell the students to refer to the rules in Exercise 3 to choose the correct form for each question. Monitor and help where necessary. Elicit the questions before students start to ask and answer them, to make sure everyone is using the correct form.

Answers

1 Have you ever driven a car?
2 Who have you been hanging out with recently?
3 What have you been watching on TV lately?
4 How long have you known your best friend?
5 Have you been working hard recently?
6 How many times have you checked your phone today?
7 Have you had lunch today?

» GRAMMAR WORKSHEET UNIT 11

VOCABULARY Adjective suffixes

1 If you focused on the suffix *-less* when talking about wireless headphones or driverless cars, you can remind the students of that now. Look at the exercise with the class and elicit the suffixes. The other endings don't give such a clear meaning as *-less* so students will simply have to remember which endings go with which adjectives.

Answers

1 *-al* 2 *-ive* 3 *-less* 4 *-able*

2 Allow the students to work in pairs. Tell them to make only the adjectives that they are definitely sure of. Ask if anyone has written all the adjectives and, if so, elicit the answers from them. Elicit the spelling of the words and the fact that we drop *e* before *-ous*, *-ive* and *-y* but not before *-ful* or *-less*.

Answers

1 famous
2 thoughtful/thoughtless
3 seasonal
4 mysterious
5 profitable
6 impressive
7 enjoyable
8 traditional
9 innovative
10 careful/careless
11 adventurous
12 spicy

3 Elicit the meanings of the adjectives before students do the exercise. Elicit the answers and examples to show that the students have used the adjectives correctly. For example, 'What makes an enjoyable lesson?' *We play lots of games.* 'What makes an innovative lesson?' *The teacher used some new ideas and technology to teach us.*

Possible answers

1 enjoyable, thoughtful, traditional, innovative
2 famous, impressive, enjoyable, traditional
3 seasonal, impressive, enjoyable, traditional, adventurous, spicy
4 mysterious, impressive, innovative
5 thoughtless, impressive, careful/careless

4 Set a time limit of two minutes for students to complete the questions. Elicit the missing adjectives before they ask and answer the questions in pairs. Invite volunteers to share their ideas with the class.

Answers

1 interactive 2 harmful 3 useless 4 nervous 5 acceptable
6 educational

» VOCABULARY WORKSHEET UNIT 11

WRITING A persuasive email

1 Before students look at the exercise, ask them how their school contacts parents (letters, phone calls, emails, an e-register, etc.) and what types of thing they contact them about (upcoming events, problems, marks, attendance, etc.). Give students a minute to read the task and email before nominating a student to give the answers.

Answers

1 Mrs Taylor is the headteacher of a school.
2 She would like students to propose an item of technology that might be useful for the school to buy, giving reasons for their choice and indicating its price.

2 Tell students to note the actual words used in the email that helped them to choose the answers, i.e. 1 *a lot of lesson time is wasted*; 3 *thousands of educational apps … relevant to our studies*; 5 *in a far wider range of subjects*.

FAST FINISHERS

Ask students to find other reasons why tablets would be good to have and tell them to rephrase the words in the email, for example *They are portable – They are easier to move from one place to another*. When everyone has finished the exercise, elicit these other advantages and ask the class whether they can think of any more.

Answers

1, 3 and 5

3 Look at the *Prepare to write* box with the class then ask them to do the matching. When they have finished, elicit other ways of starting the email to show different opinions, for example *I was upset to read …*; *I was surprised to read*.

Answers

1 It goes without saying
2 in reality
3 no doubt
4 I was pleased

4 Elicit the example of an adverb making an adjective or verb stronger in the *Prepare to write* box (*entirely*). Students then find the other four examples in the email. Point out that not all adverbs go with every adjective so they should be careful when they use them. It's a good idea to remember one collocation for each adjective, for example *entirely appropriate*, so they know it is correct if they want to use it in their own writing. Elicit that adverbs come before the adjective they are emphasising and after the verb.

Answers

entirely appropriate, incredibly useful, considerably easier, far wider, have fallen dramatically

5 Students do the exercise alone and then compare answers in pairs. When they have finished, you could ask them to use some of the phrases in their own sentences, for example *I saw a T-shirt in a shop on Saturday. It was incredibly cheap so I bought it.*

Answers

1 incredibly cheap
2 completely change
3 totally inadequate
4 firmly believe
5 considerably longer
6 improved significantly

6 Elicit one or two ideas from the class and write these on the board, for example *a specially designed language app to help us revise our English*. Set a time limit of two minutes for students to think of an idea to write about, answer the questions in Exercise 6 and note down some phrases that they can use.

Answers

Students' own answers

7 **B2 First for Schools Writing Part 2**

Briefly review what students need to do in this part of the exam and if necessary read out the B2 First for Schools information on TB page 42.

Set a time limit of about ten minutes to reflect the time allowed in the actual exam. Encourage students to close their books and treat this as an exam task, using only the notes they made in Exercise 6 to help them. When students have finished, put them into groups of three or four. They tell each other which idea for technology they thought would be best and why. Invite groups to share their ideas with the class.

MIXED ABILITY

Allow weaker students to keep their Student's Books open so they can refer to the example email and other exercises for ideas and vocabulary.

Model answer

Dear Mrs Taylor,
Thank you for giving me this opportunity to suggest a new technological item that would be of benefit to us as students.
I would like to propose the purchase of a colour printer, because the ones we currently have are very outdated and incredibly slow. The latest models have improved significantly and most of them offer many more features than the ones we have at the moment. What's more, the price of printers has come down a lot recently, so this would not make a big hole in your budget.
For our project work, we often need to print out maps and photographs, so I can guarantee that this piece of equipment would be used regularly. It goes without saying that the quality of our finished work would be greatly improved.
I hope you will consider my suggestion and I would be happy to research and identify the right printer for the school to buy.
Best wishes

COOLER

Write on the board: *People all over the world know who Lady Gaga is*. Ask the students which adjective from Vocabulary Exercise 2 on page 66 could describe Lady Gaga, based on this sentence (*famous*). Students work in pairs and choose a different adjective from Exercise 2 and write a sentence to illustrate it. Invite students to read out their sentences and the other students guess what the adjective is.

WRITING A persuasive email

1 **Read the task. Then answer the questions.**

1 Who is Mrs Taylor?
2 What would she like students to do?

You have received this email from the headteacher of your school.

From: Mrs Taylor
To: All students
Reply Forward

The school would like to spend some money on technology for use by students at school. What do you think the school should buy? Write to me with **one** suggestion. Explain why your suggestion is educationally useful for students and how much you would expect it to cost.

Mrs Taylor

Write your **email**.

2 **Read Anya's email. Which reasons does she give for buying tablets?**

1 They would save time in lessons.
2 They are physically tough enough for use in schools.
3 There are lots of suitable apps for students.
4 They are too expensive for students to buy themselves.
5 They would allow students to use the internet in more areas of study.

Dear Mrs Taylor,

I was pleased to read your email about new technology for our school. Young people are fascinated by this subject, so it's entirely appropriate that we've been given the opportunity to comment.

In my view, it would be incredibly useful for the school to have at least one class set of tablet computers. At the moment, we use desktop computers in the lab for very few subjects and, in reality, a lot of lesson time is wasted walking to the room and getting started. It goes without saying that tablets would be considerably easier to use in practical terms. They are portable and wireless and if they are always charged, they will always be ready to use.

Tablets will allow students to use the internet during lessons in a far wider range of subjects than at present. Furthermore, there are thousands of educational apps and games for tablets which are relevant to our studies.

In terms of cost, prices of tablets have fallen dramatically too, and no doubt there are several suitable models available for around £150 each.

I hope you will give my idea some serious consideration.

Best wishes,

Anya Noakes

3 **Read the *Prepare to write* box. Then match the highlighted phrases in Anya's email to the meanings (1–4).**

PREPARE TO WRITE
A persuasive email

When you write an email to persuade someone:

- give clear reasons and facts that support your opinions.
- use expressions to emphasise your opinions, e.g. *I was pleased that …*
- use adverbs to make adjectives and verbs stronger, e.g. *entirely appropriate.*

1 it is obvious …
2 the truth is …
3 it is very likely that …
4 it made me happy …

4 **Find five examples in Anya's email of an adverb used with an adjective or verb to make it stronger.**

5 **Replace the underlined phrases in the sentences with the phrases in the box.**

completely change | considerably longer
firmly believe | improved significantly
incredibly cheap | totally inadequate

1 3D printers are very inexpensive compared to their price a few years ago.
2 Technology can make a big difference to the way we learn.
3 Three computers are not enough for 30 students.
4 I really think that interactive whiteboards would motivate students.
5 Batteries on phones last much more time nowadays.
6 The speed of internet access has got a lot better.

6 **Read the task in Exercise 1 again. Then plan your email.**

- What new technology would you be most interested in having in your school?
- How would it be educationally useful to students?
- What would you expect it to cost?

7 **Write your email.**

- Use your answers to the questions in Exercise 6.
- Use the tips in the *Prepare to write* box to make your email persuasive.
- Write 140–190 words.
- Check your grammar and spelling.

12 MY CIRCLE OF FRIENDS

ABOUT YOU

What are your best and worst qualities?
How do you meet new friends?

VOCABULARY Personality adjectives

1 **Do the quiz. Compare your answers in pairs. Then turn to page 124 and check your results. Do you agree with what the results say about you?**

What are you REALLY like?

1 **Your friend arrives at the cinema late and the film's started.**
- a You don't mind. Everyone's late from time to time.
- b You shout at them furiously, refuse to watch the film and go home.

2 **You've been asked to help some younger students with a maths problem. After 20 minutes, they're still struggling to understand.**
- a You suggest a quick break and then starting again.
- b You give up. They'll never understand. It's a waste of time!

3 **You're about to donate some old clothes to a charity shop when you notice a jacket you could probably sell online.**
- a You still give the charity shop the jacket. It's for charity.
- b You sell the jacket online. Charity starts at home.

4 **You've just got some exam results. You've done well, but your friend has done badly.**
- a You offer to help your friend to revise next time.
- b You tell your friend how easy you found it.

5 **You've planned a barbecue this afternoon, but the forecast says it's going to rain.**
- a You go ahead with the barbecue. People will still have fun even if it's wet, and maybe the weather will improve.
- b You cancel the barbecue. If it's wet, the barbecue will be a disaster.

6 **You're meant to be taking part in a school concert this evening, but you've just been invited to a party.**
- a You perform at the concert as planned.
- b You make an excuse to your music teacher and you go to the party.

2 **Match the pairs of adjectives to a and b in each question in the quiz.**

EP

generous/mean	☐	reliable/unreliable	☐
optimistic/pessimistic	☐	thoughtful/insensitive	☐
easy-going/bad-tempered	1	patient/impatient	☐

3 **Which adjectives from Exercise 2 describe**

- a you?
- b members of your family?
- c your close friends?

Compare your answers in pairs.

READING

1 **Read the article quickly. Then choose the best title.**

- A You can never have too many friends
- B Friends: What's the ideal number?
- C Too many friends, too little time

2 **Read the article again. Choose the answer (A, B, C or D) which you think fits best according to the article.**

1 What does *their* refer to in line 4?
- A researchers in Australia
- B 1,500 people
- C lifestyles
- D strong networks of friends

2 The writer claims that the most popular people at school
- A are also more popular at work.
- B are more likely to work in teams.
- C work harder in their careers.
- D seem to get better-paid jobs.

3 Professor Dunbar found that people with a lot of friends on social networking sites
- A live longer than people with fewer friends.
- B regularly contact no more than 150 of them.
- C tend to be from wealthier families.
- D send up to 2,000 messages per day.

4 According to Dunbar, your closest friends are
- A those with similar interests.
- B people who contact you once a week.
- C those you have known a long time.
- D people you never fall out with.

5 According to a Canadian study, young people with more than 300 friends
- A spend too much time reading updates from their friends.
- B feel more stressed than people with fewer friends.
- C are usually aged between 12 and 17.
- D are more easily influenced by their friends.

12 MY CIRCLE OF FRIENDS

Unit Overview

TOPIC	Friends
VOCABULARY	Personality adjectives
READING	Friends: What's the ideal number?
GRAMMAR	Zero and first conditionals
VOCABULARY	Adjective and noun suffixes
LISTENING	Five opinions about an article
SPEAKING	Describing photographs (2)
EXAM TASKS	Reading and Use of English Part 5; Listening Part 3; Speaking Part 2

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 149; TB page 245
WORKBOOK: pages 48–51
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 12; Vocabulary worksheet Unit 12
TEST GENERATOR: Unit test 12

WARMER

Before students open their books, ask them to think of three positive and one negative adjective to describe their personality. Write four adjectives you think describe yourself on the board as an example, making sure one is negative. The students then write their adjectives on a piece of paper. Collect in the papers and put the students into groups of four. Give each group four of the pieces of paper, making sure they don't get their own. They then discuss who they think wrote each set of adjectives. Elicit ideas and see if they were correct.

ABOUT YOU

Students work in small groups to discuss the questions. If you did the Warmer, they will have discussed some ideas for the first question already. Elicit ideas for meeting new friends and invite students to share who the last new friend they met was, and where they met them.

VOCABULARY Personality adjectives

1 Ask students if they enjoy doing personality quizzes and whether or not they think they give accurate results. Ask them about quizzes they have done, for example online or in magazines. Monitor as they do the quiz in same-ability pairs. Hold a brief class discussion on whether or not students agree with their results, and why.

Answers

Students' own answers

2 Elicit the meanings of the pairs of adjectives before the students match them to the questions. Look at the example and elicit that *patient/impatient* could also be correct, as a person who doesn't mind waiting is patient. Elicit the answers and the words that helped them to decide.

Answers

2 patient/impatient
3 generous/mean
4 thoughtful/insensitive
5 optimistic/pessimistic
6 reliable/unreliable

3 Set a time limit of one minute for students to think alone of the adjectives and some situations that show their personality. Students then discuss their ideas in pairs. Invite volunteers to tell the class one thing they found out about their partner or their family or friends.

Answers

Students' own answers

READING

1 Before students read the text, ask them to read the three titles and discuss as a class whether they agree with the sentence in A, what they think the answer to B is and whether C is a problem for them sometimes. Set a time limit of three minutes for students to read the text quickly and decide on the best choice. Allow them to discuss their ideas in pairs and elicit the answer and reasons why it is correct. (*A is wrong because a lot of the article is about how there is a limit to the number of real friends we can have, and that too many might be harmful. C is wrong as, although it is referred to, it isn't the main idea of the text.*)

Answers

Title B

CONTINUED ON PAGE 134

BACKGROUND INFORMATION

Robin Dunbar is an anthropologist and evolutionary psychologist. He is most famous for what is known as 'Dunbar's Number'. This is the number 150 mentioned in the text. His test for deciding if a relationship is a real one is that, if you met a person you knew accidentally at a social event, you would not be embarrassed to join them, uninvited. Dunbar has also pointed out that the normal size for a Neolithic village was about 150 individuals and that a Roman army unit consisted of about 150 soldiers.

2 B2 First for Schools Reading and Use of English Part 5

Briefly review what students need to do in this part of the exam and if necessary read out the B2 First for Schools information on TB page 70.

The real exam task consists of six questions so would be like Exercises 2 and 3 combined. Encourage students to find evidence in the text that shows why one answer is correct and the others are wrong, so that they are sure they have chosen correctly. When students have finished, allow them to check their answers in pairs and look at the relevant part of the text if they disagree. Elicit the answers and how students know they are correct.

FAST FINISHERS

Tell students to think about the friends they have on social media. Ask them to put them into categories and give an approximate percentage who fall into each one. For example: *Good friends I contact regularly*; *People I know but am not very close with*; *People who are really friends of other friends*; *People I have never met in real life.* When everyone has finished the exercise, invite the fast finishers to share their information with the class.

Answers

1 A (*[T]heir findings* shows that this refers to the researchers as the other groups of people mentioned aren't trying to find anything out.)
2 D (… if you make more friends than the average person at school, you'll earn a higher salary in later life.)
3 B (He found that they communicate with a maximum of 150 people on a regular basis.)
4 C (You've most likely been friends for a long time, and you share lots of important experiences with them.)
5 B (… the researchers observed that particularly sociable people showed the highest levels of anxiety.)

50 The Reading text is recorded for students to listen, read and check their answers.

3 B2 First for Schools Reading and Use of English Part 5

Tell students that the last question in this part of the exam may sometimes be a global question. Elicit what this means (*it is about the text as a whole, not one specific part of it*). Tell students to answer this question individually. Ask them to discuss with a partner why they chose the option they did and to highlight key parts of the text that helped them. Check the answer as a class. Put students into pairs to talk about options A, B and D. Do they agree with each statement?

MIXED ABILITY

Weaker students can work in pairs to discuss their ideas and try to show why the other choices are wrong.

Answers

A (The research shows that good friends are the only friends that matter.)
(B – The text mentions that people with strong networks of friends live longer than those with few friends but that's true with or without social media. C – The text doesn't say whether this is true or not. It mentions a number of studies from different countries, but this is definitely not the main message of the text. D – The text mentions this and says it can be harmful, but it is one of many different points mentioned to support the message in A.)

TALKING POINTS

Put students into pairs to discuss the questions. Ask for a show of hands to find out how many people agree or disagree with Dunbar's theory. For the second question, divide the class into A and B pairs. Tell A students they need to argue in favour of having lots of friends and B students that they need to argue in favour of having not many but having very close friends. Monitor and help with ideas and then elicit some of the arguments and hold a brief class discussion.

COOLER

Put students into small groups. Look together at the personality quiz and adjectives on page 68 of the Student's Book. Elicit another pair of opposite personality adjectives, for example *hard-working/lazy*. Then elicit a situation that would show whether students are hard-working or lazy, for example *studying before an exam*. Elicit how this could be written in a quiz like the one in the book. For example: *You have an exam in a week's time. A. You start studying as soon as you hear about the exam and don't go out. B You don't do any extra work. Computer games are more fun.* Students do the same in their groups. Set a time limit of five minutes. When students have finished, change the groups so that students are now with different partners. They take it in turns to ask the other students in their new groups their questions and note the answers. When they have finished, they go back to their original groups and report on what they found out, for example, *For question 1, three people answered A and one person answered B.* Elicit questions and choices from different groups and what they found out about their classmates, for example, *We found out that 17 people are hard-working and ten are lazy!*

How many close friends do you have? And does the number of friends you have make a difference to your life?

50

Researchers in Australia, who studied 1,500 people over the age of 70 and their lifestyles, have found that people with strong networks of friends live longer than those with few
line 4 friends. One of the major reasons for their findings is that good friends encourage positive behaviour that promotes good health as you get older. For instance, if you have several good friends, the report says, you're more likely to do exercise. You're also more likely to eat healthily and have a positive image of yourself.

A similar positive effect of friends on your wealth has also been found. An American study of 10,000 students, over a period of 35 years, found that if you make more friends than the average person at school, you'll earn a higher salary in later life. According to researchers, this is perfectly logical. People need good social skills at work to manage people and work in a team successfully. These are the same skills we use to make friends at school.

Through social networks, it's easy to stay in touch with people we know, wherever they live. On average, teenagers aged between 15 and 17 have 500 'friends' on their favourite social networking site. Adults have 130. So if you believe the research above, you might live for a long time and be very rich. However, according to Professor Robin Dunbar from the University of Oxford, it probably won't make any difference. Dunbar studied the number of messages between users of a popular social networking website, each of whom had between 200 and 2,000 friends. He found that they communicate with a maximum of 150 people on a regular basis. In fact, Dunbar believes this number is the limit of the number of relationships the human brain can manage.

Among this maximum number of friends, Dunbar believes that typically around five people are close friends. You've most likely been friends for a long time, and you share lots of important experiences with them. Then there are ten more friends. They aren't as close as the first five and you may not get in touch with them every week. Next, there are 35 people who you might spend time with because of a common hobby. You aren't close. And finally, there's a large group of 100. You see or speak to these people a few times every year and you always get on with them, but you don't know them well. Beyond this number, Dunbar says, it's impossible for most people to maintain relationships enough to make them meaningful.

In fact, according to research from Canada, having more than 300 social networking friends can actually be harmful for your well-being. In a study of 88 young people aged between 12 and 17 and their social media habits, the researchers observed that particularly sociable people showed the highest levels of anxiety. One reason is possibly that if you read too many posts about people's 'wonderful lives', it might actually make you feel negative about your own. Another, the researchers suggest, is that with popularity comes a social pressure that young people, in particular, might find difficult to handle.

If you have a lot of online 'friends', try this experiment: first take away all the people you can't remember. Then remove anyone you haven't been in touch with for a year and, finally, take away friends who you wouldn't care if you lost touch with. How many do you have left? Now forget about the quantity and think about the quality. How many of these people are actually *good* friends? According to the research, these are the only people that really matter.

3 **Question 6 is a global question, so you need to read the complete article to answer it. Choose the best answer (A, B, C or D).**

6 What is the main message of the article?
- **A** It's more important to have good friends than lots of friends.
- **B** Social networks are enabling us to live for longer.
- **C** There is a lot of research on the effect of friends on your health.
- **D** Maintaining worthwhile friendships with lots of people is difficult.

TALKING POINTS

What do you think of Professor Dunbar's theory that it's only possible to have 150 friends?
What are the advantages and disadvantages of having a lot of friends?

GRAMMAR Zero and first conditionals

1 **Match the examples to the rules.**

1 If you have several good friends, you're more likely to do exercise.
2 If you make more friends at school, you'll earn a higher salary in later life.
3 If you read too many posts about people's 'wonderful lives', it might actually make you feel negative about your own.
4 If you have a lot of online 'friends', try this experiment.

In conditional sentences, the action or situation in the main clause is a result of the *if*-clause. We:
a use conditional sentences with imperatives to give general instructions or advice.
b use the zero conditional with *if* or *when* to talk about general truths or facts.
c use the first conditional to talk about likely events in the present or future and their definite results.
d can use *may, might* or *could* instead of *will* in the first conditional.

» GRAMMAR REFERENCE AND PRACTICE PAGE 149

2 **Match the sentence halves.**

1 We could go to Jen's house
2 If you can't be more responsible,
3 Tell Jack to get in touch
4 If you go into town tomorrow,
5 I usually get an instant reply
6 If you want me to help you,
7 I'll clear up the kitchen

a don't be so bad-tempered!
b when I text my mum.
c if she has to stay in.
d if you see him.
e if you lay the table.
f we might come too.
g I won't let you sit together again.

3 **Correct the mistake in each sentence.**

1 Have you to sit at a desk all day, it's absolutely necessary to get some exercise.
2 I won't be able to help you unless if you tell me what is wrong.
3 Will it be OK if I will visit in July?
4 If you continue to be so mean, I wouldn't stay friends with you.

4 **Choose the correct verbs. Sometimes there is more than one possible answer. Explain your answers.**

Ben: Wow! You've got 456 friends! That's ridiculous!
Anna: I know. I read an article recently which said if you [1] *have / will have* over 300 friends on social networking sites, it might [2] *have / has* a negative effect on your life.
Ben: You should delete some, then.
Anna: But people [3] *might / will* get offended if I [4] *delete / 'll delete* them.
Ben: That's true. Social media is so addictive! When I [5] *start / will start* reading people's posts, I [6] *won't / can't* stop.
Anna: Well, if you don't like it, [7] *you close / close* your account.
Ben: But if I leave the site, I [8] *lose / could lose* touch with some people altogether.
Anna: Exactly. And if you [9] *don't / won't* read posts and messages, you [10] *could / may* miss an invitation to something, like a party or …
Ben: We have to leave for the film. If we [11] *'re / 'll be* late, you [12] *have / 'll have* 455 friends!
Anna: What? Oh, very funny!

VOCABULARY Adjective and noun suffixes

1 **Read the examples. Which word is a noun? Which is an adjective?**

1 Does the number of friends you have make a difference to your life?
2 It's easier to keep in touch with friends, even if they live in different places.

2 **Put the pairs of words in the correct column.**

EP

~~happiness~~	generosity	patient
important	organised	strength
~~happy~~	generous	patience
strong	importance	organisation

Adjectives	Nouns
happy	*happiness*

3 **Complete the sentences with a word from each pair in the box.**

fit/fitness generous/generosity
intelligent/intelligence patient/patience
qualified/qualifications strong/strength

1 Ms Woods is a good teacher, but she doesn't have much _____ with some students.
2 Isabel is one of the most _____ people in my school. She often gets the highest marks in exams.
3 You could easily improve your _____ by cycling.
4 What _____ do you need to study medicine?
5 Rosie has always had a _____ relationship with her brother. They're really close.
6 Thanks for the present. It was really _____ of you!

4 » **Work in pairs. Turn to page 124.**

GRAMMAR Zero and first conditionals

WARMER

Put the students into small groups. Write on the board: *If …* Set a time limit of two minutes and ask students to write as many full sentences as they can starting with *If*. Monitor and help where necessary. After two minutes, elicit some of the sentences that students wrote.

1 Allow students to do the exercise in pairs. Elicit the answers. If students did the Warmer, ask them if they wrote any zero or first conditional sentences and elicit some examples. You could check students' understanding by writing a pair of sentences on the board and eliciting the difference in meaning between them: *If I am late home, my parents are angry* (every time I am late home); *If I am late home, my parents will be angry* (a specific time – this evening/today).

Answers

1b 2c 3d 4a

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 245

2 Look at the first sentence beginning with the class. Without looking at the endings, elicit how the sentence could finish (for example *if we've got time*). Students work alone and compare answers in pairs. Elicit that the *if*-clause can come at the start of the sentence or in the middle. If it comes at the start, we need to use a comma to separate the two clauses. If it comes in the middle of the sentence, we don't use a comma.

FAST FINISHERS

Tell students to think of alternative endings for as many of the sentence beginnings as they can. When everyone has finished the exercise, elicit the answers and then invite the fast finishers to share some of the alternative endings.

Answers

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

3 When students have finished the exercise, elicit that *unless* has a similar meaning to *if not*. Ask how sentence 2 could be written using *if* (*I won't be able to help you if you don't tell me what is wrong. / I will be able to help you if you tell me what is wrong*).

Answers

1 **If you have** to sit at a desk all day, it's absolutely necessary to get some exercise.
2 I won't be able to help you **unless you** tell me what is wrong.
3 Will it be OK if **I visit** in July?
4 If you continue to be so mean, I **won't** stay friends with you.

4 Look at the first choice with the class. Elicit the answer and why it is correct (*we follow* if, unless, when *with the present simple, not the future*). Students work alone and compare answers in pairs. Elicit the answers and why they are correct.

MIXED ABILITY

Allow weaker students to work together in pairs. Tell them to first find all the choices that involve a present or future form after the word *if* or *when*, and to choose the present simple form. They can then look at the other choices and work together to decide which is correct.

Answers

1 have
2 have
3 might/will (*will* indicates the speaker feels people are definitely likely to be offended; *might* indicates the speaker feels it is only possible that people will be offended)
4 delete
5 start
6 can't
7 close
8 could lose
9 don't
10 could/may (the meaning is the same)
11 're
12 'll have

» GRAMMAR WORKSHEET UNIT 12

VOCABULARY Adjective and noun suffixes

1 Elicit what an adjective is – a word which describes a noun – and an example of an adjective and noun pair, for example *a modern house*, *a blue sky*. Then look at the two sentences with the class and elicit the answers and how students know. (*The first is a noun. It has an article before it but no noun after it. Therefore, it must be the noun. The second is an adjective and describes the noun* places.)

Answers

Difference is a noun, *different* is an adjective.

2 Allow the students to work in pairs. Elicit the answers and encourage the students to mark the word stress, for example *gen-er-os-i-ty*.

Answers

Adjectives	Nouns
important	generosity
strong	importance
organised	strength
generous	patience
patient	organisation

3 Ask students to tell you which word in each pair is the adjective and which one is the noun, before completing the sentences with a partner. Check answers. Alternatively, you could put students into groups to complete the sentences. As an additional challenge, they write example sentences with the words they don't use in each sentence. Set a time limit of three minutes. Check answers and elicit additional sentences.

Answers

1 patience 2 intelligent 3 fitness 4 qualifications 5 strong 6 generous

4 Give students one minute to note down the noun forms of the adjectives in the box before they look at the questions. They then discuss their answers together. Elicit answers from different students.

Answers

Students' own answers

» VOCABULARY WORKSHEET UNIT 12

LISTENING

1 Put students into small groups to discuss their ideas. Ask each group if they think it is a good idea or not, and ask them why.

Answers
Students' own answers

51 2 Before the students listen to the recording, ask them to think what each person might say, for example the teacher might talk about what he/she has seen in the classroom. Elicit ideas and then students listen. Ask them what clues they heard in the recording to help them decide who each person was, for example 1 *my children*.

Answers
A 4 B 2 C 1 D 3 E 5

51 3 **B2 First for Schools Listening Part 3**

Briefly review what students need to do in this part of the exam and if necessary read out the B2 First for Schools information on TB page 30.

Tell the students to read through the list quickly to see if they can remember who said these things. Point out that, in the exam, the options are usually shorter and less complex. When they listen again, encourage students to note down words they hear which help them. Elicit the answers and anything students noted down, for example 1 *teaches children things like patience, kindness and much more*.

Answers
1 D 2 B 3 A 4 E 5 C
Extra sentences: F, G, H

» AUDIOSCRIPT TB PAGES 269–270

4 Put the students into groups of three or four to discuss their opinions and use real situations to justify them, for example A *My brother has a couple of very good friends but they don't mix with the other students in their class. They're happy with each other.* Invite students to discuss their opinions on one of the sentences.

Answers
Students' own answers

SPEAKING Describing photographs (2)

1 Elicit one very obvious similarity and difference between the photos, for example *There is a group of girls; one group are at school, the others are at home.* Students then work in pairs to think of other similarities and differences. Set a time limit of one minute and then elicit ideas.

Possible answers
1 Similarities: photos of friends, most of them look happy, the friends look close
2 Differences: the first group are younger and clearly at school. They're smiling and laughing, it is clear that they get on well. The second group are older, perhaps at someone's house. One person is definitely feeling less happy as she isn't included in the conversation.

52 2 When the students have listened, allow them to compare ideas in pairs then elicit what Sara mentions.

Answers
Similarities: Both photos are of female friends, they are all happy except one girl
Differences: One group at school; one group are older

52 3 Ask students to read through the expressions in the *Prepare to speak* box and try to remember any they heard from the first listening. When students have listened to the recording again, they compare in pairs to see if they have the same answers. Elicit the answer and tell students they could also use *It looks as if …*

Answers
It seems as if …

» AUDIOSCRIPT TB PAGE 270

53 4 Put students into groups of three. Each student answers one of the questions. Students then listen and decide which question the speaker was answering. Invite students to share their answers to the three questions with the class.

Answers
Question 2

» AUDIOSCRIPT TB PAGE 270

5 When students have listened to the recording, elicit the rules for each phrase with a different example: *look(s)* + adjective – *You look tired*; *looks as though (as if)* + verb phrase – *He looks as if he is lost*; *looks like* + noun – *She looks like a film star*.

54 **Answers**
The answers are recorded for students to listen and check.
1 look as though
2 look
3 looks
4 looks like

6 Put the students into pairs. They take turns to make a sentence using a different phrase each time until one of them can't think of any more things to say. Ask pairs how many sentences they made and then elicit some from different pairs.

Possible answers
My guess is that they're playing computer games because they've got controllers.
The dad looks really pleased about something.
It could be that he's just won a game.
Perhaps they've been playing a lot and the dad keeps on winning.
The boy looks as though he's having fun too.
Another possibility is that the boy's played this game a lot more than his dad, but his dad's winning the game.

7 **B2 First for Schools Speaking Part 2**

Briefly review what students need to do in this part of the exam and if necessary read out the B2 First for Schools information on TB page 74.

Elicit or explain that the students have to compare two photos and respond to a question (which is both said by the examiner and printed above the photos) about what is happening or how the people in the photos are feeling. Point out that it also gives them an opportunity to show their ability to organise their thoughts and ideas. When students have both described the photos, invite one student to describe them to the class.

Answers
Students' own answers

COOLER
Students work in pairs. They each look through their Student's Book and choose a photo for their partner to describe. They then show their partner the photo and the other student has to try to keep talking for one minute.

LISTENING

1 Read the short article. What do you think of Mr Hendon's unofficial ban?

> A headteacher from a British school has introduced an unofficial ban on 'best friends'. Mr Hendon, the head at Queensbridge School in Liverpool, says that having best friends can lead to difficult situations when students fall out with each other, so he is encouraging students at the school to have a wide range of friends rather than being obsessed about who their best friend is.

51 **2** Listen to five people giving their opinion on the article in Exercise 1. Number the speakers in the order you hear them.

- **A** a teacher ___
- **B** a psychologist ___
- **C** a parent ___
- **D** a teenager ___
- **E** a journalist ___

51 **3** Listen again. Choose from the list (A–H) what each speaker says. Use the letters only once. There are three extra letters which you do not need to use.

- **A** Some young people find it difficult to have large friendship groups.
- **B** Friendship problems can teach young people how to deal with negative emotions.
- **C** It's impossible to stop children from wanting to have best friends.
- **D** Close relationships encourage young people to develop more positive aspects of their personalities.
- **E** Young people need to be more sensitive about leaving people out of close friendship groups.
- **F** Managing relationships with close friends is a useful skill to learn at a young age.
- **G** Groups of three of more friends generally argue less frequently.
- **H** Close friends are as important as family members.

4 Read the sentences in Exercise 3 again. Which do you agree or disagree with?

SPEAKING Describing photographs (2)

1 Look at the two photos of friends together in different situations. Then answer the questions.

1 What things are similar in each photo?
2 What things are different in each photo?

52 **2** Listen to Sara talking about the photos. Which of your similarities and differences does she mention?

52 **3** Read the *Prepare to speak* box. Then listen again. Which phrase does Sara not use?

PREPARE TO SPEAK Speculating

I can't be sure …	My guess is that …
It's hard to say …	Another possibility is that …
It could be that …	Perhaps he's/she's been …
It seems as if …	

53 **4** Listen to Luis answering a question related to the photos. Which question does he answer?

1 Do you think it's better for young people to have a best friend or have a wide group of friends?
2 How do you know your best friend, and what do you like most about him or her?
3 What qualities do you think are most important in a good friend?

54 **5** Complete Sara and Luis's sentences with the phrases in the box. Then listen and check.

look looks look as though looks like

1 The girls _____ they're in their late teens or early twenties.
2 They all _____ friendly and easy-going.
3 The girl on the right _____ upset.
4 He actually _____ me, so people think we're brothers!

6 Look at the photo. What is the situation? Make sentences using the phrases in the *Prepare to speak* box and *look, look as though* or *look like.*

7 Work in pairs. Turn to page 124 and do the task. Use phrases from the *Prepare to speak* box to speculate. Take turns to be Student A and Student B.

LIFE SKILLS ICT LITERACY

USING SOCIAL MEDIA RESPONSIBLY

LIFE SKILLS

Using social media responsibly

Social media is a big part of everyday life for most people, from sharing our personal news to staying up to date with what is happening all over the world. However, irresponsible behaviour online can easily damage your reputation or harm other people. We should all learn how to use social media responsibly, so we can benefit from its opportunities and avoid the consequences of negative online behaviour.

1 **Ask and answer the questions.**

1 Which social media apps or sites do you use? What do you use them for?
2 Have you ever seen a post on social media which made you feel uncomfortable or angry?
3 Do you think people use social media responsibly? Why? / Why not?

2 **Read the article quickly. Which of the following topics are mentioned? There are two which you do not need.**

1 Sharing information about where you are in real time
2 How to change privacy settings on sites and apps
3 Reasons why people might post negative things about others
4 Reacting to people who intentionally try to make others angry
5 The dangers of forming personal relationships online
6 Being aware of how posts create an image of you online

3 **Read the article again and answer the questions.**

1 Which type of privacy settings should you pay particular attention to?
2 Why do some people think they can be negative to other users online?
3 What should you do about online *trolls*?
4 How can you make sure you don't spend too much time on social media?
5 How can your social media posts affect your future career?

4 **Do you agree with the advice given in the article? What other advice would you give?**

5 **Match the highlighted words in the text to the meanings.**

1 when people have a different opinion about something
2 something you definitely shouldn't do
3 understand something in a way that isn't correct
4 remove a link which identifies you on a social network

55 **6** **Listen to the introduction of a talk by an expert. Then answer the questions.**

1 What is the talk about?
2 How does the expert help the students remember the important points?

55 **7** **Listen again. Are the sentences true (T), false (F) or not mentioned (NM)?**

1 The expert wants to tell the students about the benefits of using social media.
2 You can always control how a post will be shared by using the privacy settings on an app.
3 She thinks it's a good idea for the students to post news items on social media.
4 The final question you should ask yourself is whether what you are posting is kind and respectful.
5 She encourages students to use similar memory techniques for when they use social media.

LIFE SKILLS

Learning Objectives

- The students learn about ICT literacy and how to stay safe online.
- In the project stage, they create a guide to using social media responsibly and present it to the class.

Vocabulary

a big no-no disagreements misinterpret untag

WARMER

Write the words *social media* on the board. Elicit one or two words that are related in some way, for example *photos*, *messages*. Students then work in groups of three or four to add as many more words as they can in two minutes. Elicit words and add them to the board.

LIFE SKILLS

Using social media responsibly

Tell students to read the information. Ask who they think is responsible for teaching us about online behaviour: parents, teachers or the individuals themselves.

1 Put students into groups of three or four to discuss the questions. Set a time limit of three minutes. Elicit ideas from different groups. Ask what students would do if someone wrote something hurtful about them on social media or posted a photo that they didn't want other people to see. Ask what social media companies could do to reduce the problems.

Answers

Students' own answers

2 Look at each topic and ask the students what it means and what the text might say, for example 1 *When people are going on holiday and they write about it on their social media pages, it helps burglars to know that their house is empty.* Set a time limit of two minutes for students to read the text quickly and answer the question. Elicit the answers and what the text says about each topic.

Answers

1, 3, 4 and 6 are mentioned.

3 Ask students to read the sentences and to discuss in pairs any answers they remember from the reading text or think they can guess. Invite ideas and then set a time limit of five minutes for students to find the information in the text. Elicit the answers and the meanings of *anonymous* (*no-one knows who you are*) and *ignore* (*don't reply in any way*).

MIXED ABILITY

Weaker students can work in pairs. One student reads the first column of the text and finds the answers to questions 1 and 2, and the other stronger, student looks at the second column to find the other three answers. When they have finished, they tell each other what they found.

FAST FINISHERS

Ask fast finishers to think about their own experiences of social media. Ask them to think of privacy settings that they use (if any), whether they are ever rude online, how they restrict their time and whether they are worried about future employers seeing their posts. When everyone has finished the exercise, invite students to share their ideas with the class.

Answers

1 Settings that post your location automatically
2 Because they feel anonymous
3 You should ignore *trolls* or respond in a polite and respectful way.
4 Set yourself a daily time limit for social media.
5 Future employers might see the things you post on social media today.

56 The Reading text is recorded for students to listen, read and check their answers.

4 Put students into groups of three or four to discuss their ideas. You can tell them that these questions are connected to the project at the end of the lesson so they should all note down any ideas they have and other groups' ideas, as it will help them later on. Set a time limit of three minutes and elicit ideas from each group.

Answers

Students' own answers

5 Look at the highlighted words with the class and elicit any meanings they think they know. Elicit the answers. Tell the students that *a big no-no* is very informal. *Misinterpret* means to interpret wrongly. Elicit other words which can take the prefix *mis-* to mean do something wrongly (for example *mishear*, *misunderstand*, *mispronounce*). Encourage students to write the new words in their notebooks.

Answers

1 disagreements
2 a big no-no
3 misinterpret
4 untag

CONTINUED ON PAGE 142

LIFE SKILLS

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2 Because they feel anonymous
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Answers

1 disagreements
2 a big no-no
3 misinterpret
4 untag

CONTINUED ON PAGE 142

BACKGROUND INFORMATION

The words *troll* and *trolling* do not come from the mythical characters that appear in some fairy stories, but from fishing. Trolling is the name given to the practice of fishing by casting several lines out from the back of a boat in the hope that a fish will take the bait and be caught. Internet trolls work in a similar way – their bait is something rude or argumentative and they hope that other users will take the bait and respond.

55 **6** Before students listen to the recording, ask them to imagine that an expert had been asked to come to their school to give a talk about online safety. In small groups, ask the students what they think it would be useful for the talk to include. Set a time limit of two minutes and then elicit ideas. Students then listen to the recording and answer the questions. Elicit the answers and ask whether they think the talk was useful and why or why not.

Answers

1 Using social media responsibly (and how to do it)
2 By using the THINK acronym / simple questions students should ask themselves.

55 **7** Encourage the students to read the sentences before they listen again so that they know what they are listening for in advance. Ask them to make notes about what the speaker says that shows whether the sentences are true or false. Elicit these when you elicit the answers. When you have elicited the answers, tell students that you are going to read out some acronyms and they can work in pairs to think about what the letters stand for. For example: AFAIK (*as far as I know*), AMA (*ask me anything*), FOMO (*fear of missing out*), FYI (*for your information*), IMO (*in my opinion*), PODT (*photo of the day*), YOLO (*you only live once*). Pairs swap papers with another pair and, as you go through the answers, they mark them. Elicit how many points each pair got.

Answers

1 F (Now, there are lots of interesting things I could tell you about how social media has improved our lives. But the reason I'm here today is to talk to you about using social media responsibly.)
2 F (When you hit the 'send' or 'post' button, the person who receives or sees your post can do anything they like with it. So don't rely on the privacy settings of an app.)
3 NM
4 T (And lastly, is it kind? Always try to avoid posting rude or offensive things. Ask yourself: does my post respect other people?)
5 T (Of course, you may want to create your own acronym to help you remember how to use social media responsibly. I'm sure it will be just as good as mine!)

» **AUDIOSCRIPT TB PAGE 270**

8 When the students have finished the exercise, elicit the answers and what words some of the verbs are followed by, for example: *rely on*; *avoid* + *-ing*; *should/may/wouldn't* + infinitive without *to.* Follow up by asking students to use at least five of the words to make different pieces of advice that they could tell someone about social media (for example *You should tell an adult if someone bullies you very badly online*).

Answers

1 should 2 rely 3 sure 4 avoid 5 Remember 6 wouldn't 7 may

PROJECT *A guide to using social media responsibly*

Look at the instructions with the students. Put them into groups of four to discuss how they want to present their guides and who will do what. Then set a time limit of five minutes for them to brainstorm ideas. Set a realistic time limit for students to create their projects if doing them at home, preferably at least a week.

When students have all presented their guides to the class, they work in their groups and discuss the three most important pieces of advice that they heard from the other groups. Elicit ideas from each group and ask for reasons as to why these things are important.

PROJECT EXTENSION

As the students present their projects, make a note of some of the main messages that they want to communicate and write them on the board. Try to include some words beginning with vowels. When everyone has finished, tell them to work in their groups. They look at the words on the board and try to make an acronym like THINK with some of the words. When they have decided which words to use, they make an eye-catching poster with the acronym and what it stands for. Monitor and help where necessary. Students can cheat a little if necessary, for example adding vowels that don't actually stand for anything so that their letters create a word.

Display the posters so that the students can look at each other's ideas.

COOLER

Put the students into groups of three. Tell them to imagine that they have decided to give up social media for a month. Ask them to think of all the things they would miss (for example messaging friends in the evening) and whether there are any alternatives that could replace it, such as phoning different people for a chat. Set a time limit of three minutes. Elicit ideas from each group and have a class vote on whether they think they could get through the month or would give up before the time was over.

HOW RESPONSIBLE ARE YOU ONLINE?

56

Globally, there are around three billion active social media users, and this week's trending topic is the responsible use of social media. Social networks are a great place to share your ideas and talk about things that you like. In an ideal world, using these sites and apps should be an enjoyable experience. We'd like to offer you a few bits of advice to make sure that it is!

Staying safe online is obviously very important and your privacy is related to that. Make sure that you take the time to review any information and options in the privacy section very carefully. That's the only way you can make intelligent and informed decisions about how much personal information you want to share about yourself and with whom. Sharing too much private information is always a big no-no! This is why it's especially important to disable settings on apps which post your location automatically. Do you really want total strangers to know exactly where you are?

Some people use social media to complain and to express their frustration with things. It's really easy to get into arguments with people online. And sometimes people can be mean and write rude comments about other users just because they're jealous of the photo the other person has posted of their new computer or recent beach holiday. These people usually know that their behaviour isn't acceptable or positive, but they feel anonymous. It's easy to be a bully online, but it's much better for everyone if you're positive and don't insult other users in your posts. Also, it's important to remember that nothing you do online is 100% anonymous.

With all the discussions happening online, it's inevitable that there are some disagreements between people. This is perfectly normal and healthy if people treat each other respectfully. However, another thing which we see lots of online is *trolling*. This is when people deliberately misinterpret opinions and provoke arguments for their own enjoyment. Sometimes they make insensitive comments on purpose and that can be very harmful. The best thing you can do with people who do this is just ignore them completely or reply to their posts in a polite and respectful way.

Social media can be an addiction. Everyone knows that's not good, but more often than not, people don't realise they are addicted! Users can spend hours online each day, paying more attention to their online friends than people in real life. As a result, friendships and other personal relationships can begin to suffer. 'Do everything in moderation' is the best rule to follow here. Set yourself a daily time limit for social media. Use three hours, for example, and spend the rest of your time with friends or family or doing activities like sports.

Finally, as social media users, we should all ask ourselves: What do I want my social media to say about me? Remember that people who aren't your friends or contacts might see your posts. And that could include potential future employers. So next time you grab your phone or tablet to post something online, aim to communicate the image you want the world to see. What you post today might not feel like it matters. But remember that it will still be somewhere online in ten years' time! It's also a good habit to regularly untag yourself from other people's photos and posts which you don't want to be linked to your accounts.

On average, people aged 16–20 have nine social media apps or accounts!

8 **Complete the sentences with the words in the box.**

avoid	may	rely	remember
should	sure	wouldn't	

USEFUL LANGUAGE

Giving advice

1 One thing you _____ definitely do is think very carefully before you post anything online.
2 Don't _____ on the privacy settings of an app.
3 Make _____ you don't spread any rumours or fake news!
4 Always try to _____ posting rude or offensive things.
5 _____ that when you post something online, you might never be able to delete it.
6 If you _____ say something to someone in person, don't post it online!
7 Of course, you _____ want to create your own acronym.

PROJECT

A guide to using social media responsibly

Work in groups to create a guide to using social media responsibly. Use these steps to help you.

1 Decide on the main message(s) you want to communicate.
2 Choose a specific target age group.
3 Brainstorm advice you want to give.
4 Use different ways to make your advice memorable.
5 Decide how you want to present your guide: a poster, video, blog entry, etc.
6 Divide the project into smaller individual tasks and decide who will do what.

Present your guide to the class.

REVIEW 3 UNITS 9–12

VOCABULARY

1 **Complete the sentences with a noun from A and a preposition from B.**

A allowance bargain cashpoint debit card savings

B of off on x2 out

1 Could you lend me some money? I'm a bit short _____ cash at the moment, and my parents don't give me my _____ until Saturday.
2 If you're going past a _____, could you take _____ some money for me?
3 If you use a credit card instead of a _____, you have to pay _____ the amount you owe at the end of the month.
4 People often waste money _____ things they don't need just because something looks like it's a _____.
5 I find it difficult to live _____ the money my parents give me, so I sometimes take a little out of my _____.

2 **Complete the messages with the words in the box.**

clear fold load put sorting sweeping wash water wipe

I put some clean clothes in your bedroom this morning. It took me ages to [1] _____ them all, so please [2] _____ them away carefully.

Also, please can you [3] _____ up the mess in the kitchen before I get home? The recycling needs [4] _____, so can you put the paper in one bag and glass in another?

One more thing! Can you [5] _____ the dishwasher (carefully!) and then switch it on? Don't worry about the saucepans – I'll [6] _____ those up when I get home. Then could you [7] _____ the surfaces? There's food all over them. Don't worry about [8] _____ the floor. I know it's a bit dirty, but I'll do that when I get back!

Lovely day today. ☀ If the plants in the living room are looking a bit dry, please [9] _____ them.

3 **Match the words to make gadgets.**

1 wireless	a headset
2 virtual reality	b tracker
3 smart	c headphones
4 driverless	d charger
5 fitness	e car
6 interactive	f speaker
7 portable	g whiteboard

4 **Choose the best adjective in the box to describe each person.**

bad-tempered generous impatient pessimistic reliable thoughtful

1 Jen often clears up around the house because she knows it helps her parents.
2 Sam's always on time.
3 Jack often gets annoyed easily.
4 Dan always sees the bad side of any situation.
5 Alex is always buying presents for her friends.
6 Cassie won't wait for anything or anyone. She gets bored really quickly.

5 **Complete the opposites of the adjectives in Exercise 4.**

1 in*sensitive* 3 ea_____ 5 me_____
2 un_____ 4 op_____ 6 pa_____

GRAMMAR

1 **Choose the correct option, a or b.**

1 Give me a call around 10 pm.
a I won't do anything then.
b I won't be doing anything then.

2 I can never remember things.
a I'm going to forget my PIN.
b I'll be forgetting my PIN.

3 I haven't decided yet, but I …
a might buy a fitness tracker.
b will buy a fitness tracker.

4 This time next week, …
a I'll be sitting on a plane.
b I'm going to sit on a plane.

5 I don't think I can come out on Friday.
a I well might be short of cash by then.
b I may well be short of cash by then.

6 I'm going away, so …
a I might not be in touch for a few days.
b I could not be in touch for a few days.

7 If you fix my laptop, …
a I fold your clothes for you.
b I'll fold your clothes for you.

8 The charger starts working only if …
a it's connected to a phone.
b it will be connected to a phone.

9 If you go now, …
a you'll definitely get there in time.
b you might definitely get there in time.

10 If you want a games console, …
a you take some money out of your savings.
b take some money out of your savings.

REVIEW 3 UNITS 9–12

Overview

VOCABULARY	Money; Household tasks; Technological advances; Personality adjectives; Adjective and noun suffixes
GRAMMAR	Future (2): predictions; The passive; Present perfect continuous; Zero and first conditionals
EXAM TASKS	Reading and Use of English Part 2; Reading and Use of English Part 3

Resources

PHOTOCOPIABLE WORKSHEETS: Grammar worksheets Units 9–12; Vocabulary worksheets Units 9–12; Review Game Units 9–12; Literature worksheet; Speaking worksheet; Writing worksheet

WARMER

Put students into groups. Choose one of the vocabulary topics or grammar points from Units 9–12 and write it on the board with a dash representing each letter, for example _ _ _ _ _ _ _ (*passive*). Students take turns to guess a letter. When one group guesses the word, they can ask any of the other groups to give examples of vocabulary items from that topic or to explain what the grammar point is. (Other ideas: *personality adjectives*, *zero conditional*, *present perfect continuous*, *household tasks*.)

VOCABULARY

1 Look at the instructions with the class. Explain that they use one word in each space, not a noun and a preposition together. You could do sentence 1 with the whole class if you think they need help. Elicit the answers and the meanings of the nouns in the box. Check understanding by asking students questions using the vocabulary, for example 'When do you get your allowance?' 'What have you wasted money on?'

FAST FINISHERS

Ask fast finishers to think of definitions for the phrases made with the prepositions (*short of money*, *take money out*, *pay off*, *waste money on*, *live on*). When everyone has finished the exercise, elicit the meanings of the nouns and then invite fast finishers to give definitions of the phrases with prepositions.

Answers

1 of, allowance
2 cashpoint, out
3 debit card, off
4 on, bargain
5 on, savings

2 Students work in pairs. When they have finished, elicit the answers and what the different words mean. Ask students which of the household tasks they do with questions such as, 'Do you fold your clothes carefully before you put them away?' 'Who puts your clothes away – you or your parents?'

Answers

1 fold 2 put 3 clear 4 sorting 5 load 6 wash 7 wipe 8 sweeping 9 water

3 Tell students to close their books. Put students into groups. Read out the words from the first column and ask the groups to think of a word that can go with each one. When you have finished, elicit ideas, for example *wireless mouse*, *wireless keyboard*, *wireless headphones*, etc. Students then open their books and do the matching. Elicit the meaning of each gadget.

Answers

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

4 Elicit what each word in the box means and ask students to think about which adjectives best describe themselves. Students then complete the exercise alone. When they have finished the exercise, the students say which adjective(s) best describe them and give reasons why, for example *I'm quite impatient. When people are late, I get very angry and sometimes go home without waiting for them.*

Answers

1 thoughtful 2 reliable 3 bad-tempered 4 pessimistic 5 generous 6 impatient

5 Look at the example with the class and elicit which adjective it is the opposite of (*thoughtful*). Elicit that there is also a word *thoughtless* but that, in this case, *insensitive* shows the lack of feelings towards the person's parents better. Students work in pairs. Monitor and help where necessary and elicit the answers.

Answers

1 insensitive 2 unreliable 3 easy-going 4 optimistic 5 mean 6 patient

GRAMMAR

1 Students work in pairs. Elicit the answers and what structure each one uses and why it is correct. (1 *future continuous – something in progress at a specific future time*; 2 going to – *a future prediction with evidence*; 3 might *for unsure predictions*; 4 *future continuous – something in progress at a specific time in the future*; 5 may well be – *a strong possibility*; 6 might not – *unsure prediction*; 7 first conditional – if + *present simple* + will; 8 zero conditional – if + *present simple* + *present simple*; 9 will definitely – *prediction with certainty*; 10 *first conditional with imperative*.)

Answers

1b 2a 3a 4a 5b 6a 7b 8a 9a 10b

2 Look at the first sentence with the class. Elicit the tense used (*present continuous*). Tell students that we could say this in different ways in the passive, for example: *We're going to be told the results tomorrow. We will be told the results tomorrow. We're being given our results tomorrow.* However, students should use the same tense as in the original sentence, and the same verb and article/pronouns where possible, so that the meaning is exactly the same. Elicit the answers and the tenses used.

MIXED ABILITY

To help weaker students, put them in pairs and tell them which word each passive form should start with (1 *We*, 2 *The*, 3 *Your*, 4 *Some*, 5 *The*, 6 *I*). Monitor and help where necessary.

Answers

1 We're being told the results tomorrow.
2 The dishwasher's been fixed.
3 Your PIN should be kept secret.
4 Some money was taken from my wallet.
5 The driverless car was invented by an American engineer in 1925.
6 I'm being given a prize for my project.

3 Before students start, re-elicit the rules for when we should use the present perfect simple and when the present perfect continuous. (*For completed actions, we use the present perfect simple, e.g.* I have written a letter. *For activities that continue until now or have just finished, and with which we use* for *or* since, *we use the present perfect continuous EXCEPT state verbs which can't be used in the continuous, e.g.* I have known you for two years.) Look at the first sentence with the class and ask if this activity (*waiting*) continues up to the present time (*Yes – just finished*). Ask 'Is *wait* a state verb?' (*No*). Elicit the question *Have you been waiting …?* Students then complete the dialogue alone and compare answers in pairs. Elicit the answers and, if there are any problems, ask students to explain which answer is correct and why.

Answers

1 Have, been waiting
2 've/have been
3 've/have made
4 've/have been trying
5 's/has run
6 've/have been running
7 've/have, bought
8 's/has sold

4 Put students into groups of three or four. Tell them that they should be able to choose the correct answers quite easily, but they have to imagine they are giving private English lessons and their student has asked them to explain why these answers are correct. Elicit the answers and the explanations from different groups. (1 *This is a prediction, not what will be in progress at a certain period in the future*; 2 *The person is still waiting*; 3 *We can't use two modal verbs together, and the if-clause is in the present, not the future*; 4 *We use the past simple with completed time periods – e.g.* yesterday.)

Answers

1 have
2 been waiting
3 can
4 was

5 Do the same as for Exercise 4 but this time the students work in pairs. When they have decided on the correct answers and reasons for them, they join together with a second pair. Each student explains one of the sentences. Monitor and help where necessary and invite students to explain one of the sentences to the class.

Answers

1 Packages will be **delivered** by drone soon.
2 **I've been** using my fitness tracker a lot recently.
3 **I'll be** waiting for you tomorrow at seven, outside my house. / **I'll wait** for you tomorrow at seven, outside my house.
4 If you give me another chance, I **will** be more reliable. / If you **gave** me another chance, I would be more reliable.

6 **B2 First for Schools Reading and Use of English Part 2**

Remind students what they have to do in this part of the exam and if necessary, read out the B2 First for Schools information on TB page 38. Look at the example with the class and elicit that *one day* is a phrase meaning *at some point in the future*. Students work alone and compare answers in pairs.

Answers

1 With 2 to 3 Unlike 4 were/are 5 into 6 out 7 only 8 by

7 **B2 First for Schools Reading and Use of English Part 3**

Remind students what they have to do in this part of the exam and if necessary, read out the B2 First for Schools information on TB page 21. Look at the example with the class. Ask what kind of word this is (*an adverb*) and which verb it is describing (*make friends*). Students work alone and then compare answers in pairs. Elicit the answers and what kind of word each answer is (for example *characteristics – a plural noun*).

Answers

1 characteristics 2 friendship(s) 3 culturally 4 distance
5 infrequently 6 discovery 7 traditional 8 childhood

COOLER

Write a sentence on the board: *Social media is so _____ (ADDICT)*. Elicit the correct form of the word in capitals (*addictive*). Tell the students that this sentence comes from Grammar Exercise 4 on page 70. Put students into pairs. They look back at the previous four units (9–12) and find three more sentences that they could use to test word formation. They write these in the same way as the sentence on the board. When they are ready, they swap sentences with a different pair and try to complete each other's sentences. Elicit the sentences and the words that students decided to test.

2 **Rewrite the sentences in the passive.**

1 They're telling us the results tomorrow.
2 Someone's fixed the dishwasher.
3 You should keep your PIN secret.
4 Someone took some money from my wallet.
5 An American engineer invented the driverless car in 1925.
6 They're giving me a prize for my project.

3 **Complete the conversation with the present perfect or present perfect continuous form of the verbs.**

Louis: I'm so sorry. [1]_____ you _____ (wait) a long time?
Elodie: Well, I [2]_____ (be) here since six. That's when we agreed to meet, isn't it?
Louis: Yeah. I [3]_____ (make) this journey loads of times, but I still managed to get lost!
Elodie: I [4]_____ (try) to call you too. Why didn't you answer?
Louis: My battery [5]_____ (run) out.
Elodie: Well, I can see you [6]_____ (run), so sit down and relax for a moment. The good news is that I [7]_____ already _____ (buy) the tickets.
Louis: Nice one. I think the film [8]_____ (sell) out now.

4 **Choose the correct words.**

1 We will *have* / *be having* more fun if we take the train.
2 How long have you *waited* / *been waiting* for your PIN?
3 Stay in touch if you *will can* / *can*.
4 The money *was* / *has been* paid into your bank account yesterday.

5 **Correct the mistake in each sentence.**

1 Packages will be delivering by drone soon.
2 I was using my fitness tracker a lot recently.
3 I am waiting for you tomorrow at seven, outside my house.
4 If you give me another chance, I would be more reliable.

6 **Read the text and think of the word which best fits each gap. Use only one word in each gap.**

THE FUTURE OF HOUSEWORK

A team of researchers at universities in the US and Canada has created a computer program which they hope will one [0] *day* make our lives a lot easier. [1]_____ the help of software that is typically used [2]_____ make computer games, they designed a virtual home with virtual robots. They then programmed the robots to understand 3,000 different household tasks. [3]_____ humans, computers don't have any common sense, and careful instructions [4]_____ needed to complete a simple household task. So the team broke each task down [5]_____ lots of different stages. For instance, making a cup of coffee begins with 'go to the kitchen', 'open a cupboard' and then 'take [6]_____ a mug'. The virtual robots are not [7]_____ able to perform almost any household task, but they can also learn to do new ones [8]_____ 'watching' other virtual robots. In the future, the researchers are aiming to use the program to train real robots to help at home.

7 **Read the text. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.**

What can our personalities tell us about the friends we make?

We know that we [0] *typically* make friends with people who share similar [1]_____ with us, but a recent Finnish study suggests that our personality can tell us a lot more about our friends, such as where they live, what they look like and how long our [2]_____ will last. The researchers analysed data from 12,000 people in the UK. They found that if you are open to new experiences, you tend to have a bigger group of friends that is more [3]_____ diverse. You are also more likely to have friends who live some [4]_____ from you and, therefore, that you see [5]_____. On the other hand, if you are a more cautious person, your friends live closer to your home and are more likely to be of a similar background and culture. Another [6]_____ was that easy-going people are more likely to stay friends for longer. This means that these types of people usually have more [7]_____ relationships, including friends from their [8]_____. And if you're hard-working, there's a greater chance you make good friends with relatives and also with people of the same sex.
Are the findings true for you and your friends?

TYPICAL CHARACTER
FRIEND
CULTURE
DISTANT FREQUENT
DISCOVER
TRADITION CHILD

13 SPORTS STARS

ABOUT YOU

10 **Watch the video. Then answer the questions.**

Which sports do you play? How seriously do you play them?

Do you follow news stories about sports stars? Why? / Why not?

Who's your favourite sports star?

VOCABULARY Reporting nouns

57 **1** **Listen to three reports about sports personalities in the news. Then match the stories to the photos.**

2 EP **Read the five quotes. Which three relate to photos A–C? Check the meanings of the nouns in the quotes.**

1 The fans' **response** to the signing of a new goalkeeper has been extremely negative.

2 The **threat** that the club might end the manager's contract now seems very real.

3 The player's tearful **confession** has shocked the world of racket sports.

4 The captain's injury sounded quite serious, but as yet there's no **update** on his condition.

5 The **rumours** about the runner moving look like they might actually be true.

57 **3** EP **Complete the sentences with the nouns in the box. Then listen again and check. Which two nouns have a related verb with the same form?**

confirmation criticism hint mention prediction proposal statement

1 It's probably only _____ of what you already know.
2 He made no _____ of leaving the club.
3 Maybe Carlos Silva can take a _____.
4 He's faced a lot of _____ for his decision.
5 There's been no official _____ about exactly when he'll go.
6 The current _____ is that Devlin will miss the rest of the tournaments this season.
7 There's not yet a clear _____ to punish her.

4 **Discuss the questions.**

1 Can you think of examples of confessions made by sportspeople? What happened?
2 Have you heard any interesting rumours about sports personalities recently? What are they?
3 Do you have any predictions about who might win this year's biggest sports competitions?
4 How do you think famous sportspeople deal with online threats and criticism?

READING

1 **Look at the titles of the four texts and the photos. What do you think the four girls have in common? Read the texts quickly and check your ideas.**

2 **Read questions 1 and 2 and think about the sections highlighted in green and blue. Then look at the parts of the texts in the same colour and answer the questions.**

Which girl

1 has won a record number of medals for her country?
2 was sponsored during her time at an educational institution?
3 thinks childhood dance training prepared her to compete in front of a crowd later on?
4 recalls being supplied with clothes for a particular competition?
5 had to take breaks from her sport due to a health problem?
6 experienced her sport for the first time as part of a celebration?
7 showed early talent in a new fitness activity she was doing?
8 has successfully competed with older opponents?
9 struggled initially because of the new physical demands on her?
10 was involved in a special pre-event ceremony?

13 SPORTS STARS

Unit Overview

TOPIC	Sport
VOCABULARY	Reporting nouns
READING	Four young sports stars
GRAMMAR	Reported statements
VOCABULARY	Reporting verbs
WRITING	An informal letter
EXAM TASKS	Reading and Use of English Part 7; Writing Part 2

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 150; TB page 245
WORKBOOK: pages 52–55
VIDEO AND VIDEO WORKSHEET: Sport
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 13; Vocabulary worksheet Unit 13
TEST GENERATOR: Unit test 13

WARMER

Before the students open their books, put them into pairs. Each pair thinks of three sports. Pairs then get together in groups of four and take turns to mime one of their sports for the other group to guess. When they have finished, invite each group to mime one of their sports for the class to guess.

ABOUT YOU

10 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Elicit or teach the phrase *I play for a team*. Then put the students into groups of three or four to discuss the questions. Elicit any interesting ideas the students had.

VOCABULARY Reporting nouns

57 **1** Before students listen to the recording, elicit what they can see in each photo, what the people are doing and how they think the three people are feeling. Discuss ideas and then play the recording. When the students have listened, elicit the answers and any information they remember about the three people, for example *The runner is going to change her nationality*.

Answers
1 B 2 C 3 A

» AUDIOSCRIPT TB PAGE 271

2 Allow students to work in pairs. Either allow them to look up the highlighted nouns in a dictionary or ask them to try to think of an alternative word or phrase to explain them. For example: *the response – the reaction*; a *threat* is when you say you will do something bad to someone if they don't do what you want; a *confession* is when you admit you have done something wrong; an *update* is when you give the latest news about a situation; *rumours* are comments people make about someone that may or may not be true.

Answers
2 C 3 A 5 B

57 **3** Look at the nouns with the class and elicit as many meanings as possible. Tell students to complete the sentences they know and try to guess any they are not sure about. Elicit the answers and ask the students when these nouns could be used in their lives, for example *I went to my teacher to get confirmation of my end-of-year marks. I get a lot of criticism of the state of my bedroom from my parents. We didn't know the answer to a question, so our teacher gave us a hint to help us.*

Answers
1 confirmation 2 mention 3 hint 4 criticism 5 statement 6 prediction 7 proposal
Nouns with the same verb form: *hint* and *mention*

» AUDIOSCRIPT TB PAGE 271

4 Elicit an example of a confession by a sportsperson that students know about. Elicit as much as you can from the class, and then put the students into groups of three or four and ask them to discuss the four points in the same way, sharing their ideas and knowledge. Invite groups to share any interesting ideas or information they discussed.

Answers
Students' own answers

READING

1 Give students about 30 seconds to look at the photos and headings and then ask them to cover page 77. Students discuss their ideas in pairs for a minute. Elicit ideas from different pairs and then set a time limit of two minutes for students to read the texts and find the answer. Elicit the answer and ask students why each girl's choice was unpredictable (for example: A *she has a disability*; B *she changed sport*; C *has a different body shape to most people who do this sport*; D *she beat men who were much older than her*).

Answer
They have all made unpredictable sporting career decisions.

2 When students have looked at the first two questions, elicit the answers and ask what answering these questions teaches them about this kind of exercise. (*Just because they see the same word in the text and the questions* – medals, sponsor – *it doesn't mean that this is the correct answer. The correct information is often given using different words.*)

Answers
1 A 2 B

BACKGROUND INFORMATION

After the 2016 Paralympics, Sarah Storey took on the role of cycling policy advocate, which means she tries to persuade the government to make cycling safer by providing more cycle paths. She also promotes e-bikes, which are an environmentally friendly way of travelling if cycling is difficult for someone because of disabilities or the terrain.

TASS was set up by Sport England in 2004. Athletes must be aged 16 or over and still in full-time education. The scholarship can be worth up to £3,500 a year.

Sophie Hitchon's record-breaking throw at the 2016 Olympics won her the bronze medal and was Great Britain's first ever medal for female hammer throwing.

The Olympic Torch was first carried from Olympia in Greece to the original Olympic Games. The idea was restarted in 1936. In 2012, the torch travelled a total distance of 12,800 km and there were 8,000 torch bearers altogether.

3 Look at the rubric with the class. This is what you elicited in the previous exercise. Ask students how they know that C and D aren't the correct answers. (*C says* helped her to aim for medal success *but doesn't say that she has actually won any. D says that* Paige will need to be sponsored, *not that she was sponsored in the past.*)

4 **B2 First for Schools Reading and Use of English Part 7**

In this part, there can be one long text or up to six shorter texts and ten questions. Students match the questions to the texts or paragraphs in which the answers can be found. This tests their understanding of detail, attitude or opinion. More than one question can match each text or paragraph.

Set a time limit of one minute for students to underline the important words in the questions which show them what information they are looking for. The students can then read the texts and listen to the recording if you wish. When they have finished, elicit the answers and ask them to say which extracts from the texts helped them to decide.

58 The Reading text is recorded for students to listen, read and check their answers.

FAST FINISHERS

Ask students to look at one of the four texts and write a *True/False* question for it. When you have elicited the answers to Exercise 4, invite the fast finishers to ask their questions and see if the other students can answer them. For example, *Sarah's disability was the result of an accident while doing sport. (False: it dates from birth.)*

MIXED ABILITY

Allow students to work in pairs. Each partner looks at four questions. When they have underlined important words, they read the texts to try to decide which texts their four questions match. They then compare what they have found and decide together whether they have the correct answers.

Answers

3 C (She argues that the time she spent on stage … huge expectations of home supporters.)
4 B (I was shown the biggest bag of kit … *Team GB* sewn on them!)
5 A (I started suffering … long periods out of the water.)
6 D (Paige Holden showed an early talent … when she went karting for a birthday party.)
7 A (To keep in shape, I took up cycling, … told me I had great potential.)
8 D (She … was beating men in their late 20s!)
9 C (At first, hammer throwing seemed impossible … using parts of my body I had never used before, but it got easier.)
10 B (Katherine was an Olympic torch bearer … before the opening of the Games.)

5 Ask the students to look at the highlighted words without looking at the meanings. They work in pairs to try to work out the meaning from context and then do the matching. Ask follow-up questions to check the meaning of the words. For example, 'Do you have a special PE kit at this school or can you wear any shorts and a T-shirt? Can you think of someone who has broken a world record recently? What sports do you need good balance for?' (*surfing, skiing, gymnastics,* etc.) 'What else can you lack apart from size?' (*money, time, patience,* etc.) 'Where might you see a leader board in a school?' (E.g. *in primary school, there may be a board with stars for good behaviour.*)

Answers

1 kit
2 lacks
3 balance
4 leader board
5 break (world) records

TALKING POINTS

Put students into small groups to discuss the questions. Elicit one advantage and one disadvantage of playing sport professionally from the class, for example *money/pressure*. For the second question, encourage them to come up with at least three points. Again, elicit one idea, for example *It's good publicity for the college/university*. Set a time limit of four minutes and then invite groups to share some ideas with the class. You could also ask them to talk about the challenges people face when competing at national or international level.

COOLER

1 Put students into teams of four and tell them to make a list of as many sports stars as possible in two minutes. The challenge is that they can have no more than one person from any one sport, i.e. only one footballer, one tennis player, etc.

2 Find out which team has the most names and ask them to read their list aloud.

3 Students then choose one sports star. In pairs, their partner has to find out who it is by asking *Yes/No* questions, for example *Is it a man? Is he British? Has he broken any world records?*, etc.

58

A SARAH
first swimming, then cycling

Britain's highest-achieving Paralympian, Sarah Storey, has reached the top in two completely different sports. At school, she tried everything from athletics to netball and swimming: 'I just loved to compete. It didn't matter what sport I was doing.' At only 14, Sarah was selected for the ParalympicsGB female swimming squad and won six medals at her first Paralympic Games, including two golds. Her disability, a partly formed left hand, dates from birth, but has never stopped her determination to compete. 'I was brought up to always try my best and I just carried on as normal,' she says. Why did she switch from swimming to cycling? 'I started suffering severe ear infections, which meant long periods out of the water. To keep in shape, I took up cycling, and was soon spotted by British Cycling, who told me I had great potential.' And success came quickly again, when Sarah won five golds at the European Paralympic Championships. Since then, she has managed to break world records in swimming and cycling 75 times.

B KATHERINE
from field hockey to the ice rink

Katherine Gale was captain of her school field hockey team, but switched to ice hockey, where she immediately showed a lot of promise. Katherine led the Under-18 GB women's team and took part in the Winter Youth Olympic Games in Innsbruck, Austria. As a member of the Team GB squad, she has great memories of that event. 'Everyone was in GB kit from head to toe. I was shown the biggest bag of kit I have ever seen and told it was mine. Even my trainers had *Team GB* sewn on them!'

Katherine is also an ambassador athlete for TASS, the Talented Athlete Scholarship Scheme, whose financial support enabled her to attend a Canadian boarding school with academic study and ice hockey training under one roof. Katherine was an Olympic torch bearer at the 2012 London Olympics, proudly running through the town of Newbury with the torch just days before the opening of the Games.

C SOPHIE
ballet skills useful in hammer throwing

Hammer thrower Sophie Hitchon reached an Olympic final in her chosen sport, and claimed that 12 years of ballet training had helped her to aim for medal success. She argues that the time she spent on stage as a teenage dancer equipped her mentally to deal with the pressure and huge expectations of home supporters. But are there any real similarities between the two activities? Sophie said, 'At first, hammer throwing seemed impossible because it was a completely different movement, using parts of my body I had never used before, but it got easier. Ballet really helped me with my balance, too.' Sophie doesn't have the usual body shape of a hammer thrower, being slim and only 1.7 m tall, but what she lacks in size, she makes up for in strength. She broke the British record with a hammer throw of 74.5 m at the 2016 Rio Olympics.

D PAIGE
karting queen to future F1 driver?

Paige Holden showed an early talent for driving at the age of 12, when she went karting for a birthday party. Her mother says, 'After that, we started going every Sunday, and Paige became a member at the local race track. She soon got to the top of the leader board and was beating men in their late 20s! So we bought her a kart, which has a maximum speed of 60 mph.' The kart is pink and matches her racing clothes. If she is to continue to national level, and even step into motor-racing, Paige will need to be sponsored, as the cost of replacement engines is huge. However, she is confident in her ability, thanks to a family tradition – her father was a motocross champion. Perhaps once she finishes school she will end up racing bigger and faster cars – she may even end up competing in Formula 1. Who knows?

3 **Look at the green and blue highlighting in texts C and D. Notice how these texts use words from questions 1 and 2 to look like correct answers.**

4 **Read questions 3–10 in Exercise 2 and underline the important words. Then read the texts again and answer the questions.**

5 **Match the highlighted words in the article to the meanings.**

1 sports clothing and equipment
2 doesn't have any or enough of something that is required
3 ability to stay upright and not fall over
4 a list of who is winning a series of races at that moment
5 do something better/faster than anyone else

TALKING POINTS

What are the advantages and disadvantages of playing sport professionally?

Why do colleges and universities offer sports scholarships? Is this a good idea?

GRAMMAR Reported statements

1 **Read the examples. Then complete the rules.**

1 'I was brought up to always try my best.'
Sarah explained that she had been brought up to always try her best.
2 'Sarah, you have great potential!'
I was soon spotted by British Cycling, who told me I had great potential.
3 'We bought her a kart, which has a maximum speed of 60 mph.'
Paige's mother said they had bought her a kart, which has a maximum speed of 60 mph.

When we report a statement:
a we use a reporting verb (e.g. *say*, _____ or _____) + *that*-clause. (We often omit *that*.)
b the *that*-clause verb usually moves back in the past, e.g. past simple → _____.
c the tense doesn't always change with permanent or general situations, e.g. the second verb in example _____.
d we also often change _____, e.g. *you* and *me*.

» GRAMMAR REFERENCE AND PRACTICE PAGE 150

2 **Choose the correct words in the reported statements.**

1 'We played well in the match.'
He said they *have played* / *had played* well in the match.
2 'I can't play tennis because of my leg.'
She explained that she *couldn't* / *can't* play tennis because of *my* / *her* leg.
3 'I was captain of the team at my last school.'
Jon *said* / *told* me that he'd been captain of the team at *my* / *his* last school.
4 'I didn't enjoy the game.'
Fran told me that she *didn't enjoy* / *hadn't enjoyed* the game.
5 'You aren't allowed to play ball games here.'
Someone *says* / *said* we aren't allowed to play ball games there.
6 'I've never seen Anita play, but I know she trains hard.'
Tommy said he *'s never seen* / *'d never seen* Anita play, but he *'s known* / *knows* she trains hard.

3 **Finish the reported statements with a *that*-clause, making any changes necessary.**

1 'I'll email confirmation of the date.'
The manager said that he _____.
2 'There have been several rumours about cheating.'
The journalist claimed that _____.
3 'The club has made no mention of selling our top player.'
The owner explained _____.
4 'The team hasn't performed well due to the media criticism.'
The captain complained _____.
5 'We can still win the league if we focus on our game.'
The captain insisted _____.
6 'I don't want any mention of arguments within the team.'
She stated _____.

VOCABULARY Reporting verbs

1 EP **Read the examples. How do the different reporting verbs affect the meaning of the sentences?**

1 Sophie claimed that 12 years of ballet training had helped her to aim for medal success.
2 She argues that the time she spent on stage was very important.
3 She told me not to worry.
4 The coach encouraged me to train harder.

2 EP **Read the sentences. Then match the reporting verbs to the meanings.**

1 The player admitted cheating during the game.
2 She begged the coach to let her play.
3 The coach reminded me to touch the side of the pool after each length.
4 The owners of the club revealed that they wanted to sell it.
5 Her coach emphasised that she must continue training.
6 The manager declared that she intended to retire.
7 She refused to confirm whether the stories about her were true.
8 The coach proposed that they should train twice a week.

a give information that was secret
b show that something is especially important
c ask someone very strongly to do something
d suggest a plan or action
e tell someone not to forget something
f announce something publicly or officially
g agree that something is true, often unwillingly
h say or show that something is true

3 **Choose the correct verbs.**

1 Kathy *reminded* / *emphasised* me not to be late for training.
2 The player has *confirmed* / *proposed* that he should move to a new club.
3 Sam *begged* / *declared* the coach to give him a place in the team.
4 It has been *emphasised* / *revealed* that the captain faces arrest for cheating.
5 The coach *declared* / *proposed* that the goalkeeper was fit to play.
6 The owner has *emphasised* / *admitted* that she still has confidence in her manager.
7 Holly has *admitted* / *reminded* that she no longer enjoys playing.
8 We can now *confirm* / *reveal* that today's match will go ahead.

4 » **Work in pairs. Turn to page 125.**

GRAMMAR Reported statements

WARMER

Put the students into pairs. Tell them to think of something a member of their family or a friend said the day before. Give an example: 'My friend told me that he was going to get a new job.' When students have finished, elicit some of the sentences they used. If there are any mistakes with reported speech, note these down. When students have finished Exercise 1, you can read out the errors to see if the students can correct them.

1 Allow students to work in pairs to do the exercise. When they have completed it, elicit the answers and how different tenses change, for example *present simple – past simple*. Note that both the past simple and present perfect are reported in the past perfect. Words such as *would*, *could* and *should* don't change.

Answers

a tell, explain
b past perfect
c 3
d pronouns

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 245

2 Look at the first sentence and elicit the correct verb form and why it is correct (*it isn't a permanent or general situation*). Students then complete the exercise alone and compare answers in pairs. Elicit the answers and point out that we always need a pronoun after *tell* (*tell me*) but for other reporting verbs (*say*, *explain*), we don't. If we use a pronoun with these verbs, it comes after *to* (*said to me*, *explained to us*).

Answers

1 had played
2 couldn't, her
3 told, his
4 hadn't enjoyed
5 said
6 'd never seen, knows

3 Look at the first sentence with the class. Elicit the tense change (*will – would*). Students work alone and compare answers in pairs. Elicit the full reported sentences. In sentence 3, the club can be seen as a single unit and so would use the possessive pronoun *it*s, or as a group of people which uses the possessive pronoun *their*.

MIXED ABILITY

Allow students to work in pairs. Encourage them to look first at the verb forms alone (*I will, have been, has made, hasn't performed, can, focus, don't want*) and to change them appropriately, and then work together to write the full clauses. Elicit the answers and note that in sentence 5, both verbs have to change tense.

Answers

1 would email confirmation of the date.
2 there had been several rumours about cheating.
3 that the club had made no mention of selling its/their top player.
4 that the team hadn't performed well due to the media criticism.
5 that they could still win the league if they focused on their game.
6 that she didn't want any mention of arguments within the team.

» GRAMMAR WORKSHEET UNIT 13

VOCABULARY Reporting verbs

1 Allow students to work in pairs to think about the meanings of the different verbs. Elicit the answers and ask students to think of other examples of reported statements using these verbs, which could illustrate their use. Invite pairs to share their ideas.

Answers

1 *claimed* suggests that this is what Sophie said, though it might not be true
2 *argues* suggests that this is something she says that she believes, but that other people might not agree
3 *told* suggests that this is advice
4 *encouraged* suggests that the coach was trying to help

2 Tell students to cover the meanings a–h. Look at the first sentence with the class and ask them what they can say about the player (*the player cheated and is now telling people that it is true*). Elicit that you *admit* something that you have done wrong. Students now work in pairs or small groups and do the same with the other sentences, then uncover the meanings and do the matching. Elicit the answers and encourage the students to write the verbs from Exercises 1 and 2 in categories depending on the sentence grammar: *claim, argue, reveal, emphasise, declare, propose, confirm that; refuse to confirm whether; tell someone that; encourage, beg, remind someone to; admit (do)ing something*.

Answers

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

3 When students have finished, remind them of the categories above and point out that *admitted* can also be followed by *that* (*she admitted that*).

Answers

1 reminded 2 proposed 3 begged 4 revealed 5 declared
6 emphasised 7 admitted 8 confirm

4 Look at the example with the students and elicit that the reporting verb is in the present perfect so the rest of the statement doesn't move one tense back. Monitor and help students with their sentences. When the students have finished, invite pairs to share one or two of their most interesting sentences with the class.

Answers

Students' own answers

» VOCABULARY WORKSHEET UNIT 13

WRITING An informal letter

1 Elicit the three questions from the class and set a time limit of two minutes for students to find the answers. You could also tell students that Scotland has 550 golf courses, more per head of population than any other country.

Answers

Does your country have a national sport or a sport that many people play or enjoy watching?
Answer: I'd say the national sport is golf.
Who is it played by?
Answer: 50% of men and 10% of women have their own set of golf clubs.
Can you describe the game …?
Answer: There's no question that the game is simple. The aim is to … a really relaxing sport. (Whole paragraph)
Can you … say something about its history?
Answer: Golf was invented here over 600 years ago, and the world's oldest golf course is at St Andrews.

2 Go through the *Prepare to write* box with the students. Elicit other kinds of linkers that they may be able to use (for example *addition – what's more*, *cause – because*). Students then look at Stuart's letter and answer the questions in pairs.

Answers

1 Starting: *Hi there! Thanks for your letter. It's great to hear from you.*
Ending: *Hopefully this information is helpful. Take care*
Other informal language: contractions (*you're*, *I'd*, etc.), *What else? Oh, yes*
2 To add interest; also because he has contrasted two popular sports with a less usual one
3 To contrast the following statement with the one that came before
4 It's his opinion: he says *there always seems to be golf tournaments on TV.*
5 It's a fact: he starts the sentence with *There's no question that …*

3 Students work alone and then compare answers in pairs. Elicit the answers and how the students know they are correct, for example: 1 They are both grammatically correct, but the second part of the sentence gives a reason why there is no question that tennis is popular (*it's always in the news*); 2 *Which means that* doesn't make sense because it should lead to tennis being more popular than football – this is also grammatically incorrect as we use relative clauses in the middle of a sentence, not at the start; 3 Either of these could be correct but *I'd say that* sounds as if the speaker is making a guess – a factual statement would be better here; 4 *Which means that* is grammatically and logically wrong; 5 *In spite of that* is used for contrast but we aren't contrasting here; 6 The writer is quoting facts from an article, not giving a personal opinion.

FAST FINISHERS

Ask students to think of other phrases that could be used in place of the correct choices in the texts. These don't have to be from the *Prepare to write* box: for example 1 *There's no doubt that / It's certainly true that …* When you have elicited the answers to the exercise, invite fast finishers to share their ideas with the class.

Answers

1 There's no question that
2 In spite of this
3 Consequently,
4 Having said that,
5 which means that
6 it's estimated that

4 Look at the first sentence with the class and elicit as many ways of writing this as they can think of in one minute, for example: *I'd say that basketball is better than football*; *It seems clear to me that …*; *There's no question that …* Elicit ideas and ask students to justify their opinions, for example: *There's no question that basketball is better than football. It is faster and the scores are much higher. There aren't any 0–0 results.*

Answers

Students' own answers

5 **B2 First for Schools Writing Part 2**

Briefly review what students need to do in this part of the exam and if necessary read out the B2 First for Schools information on TB page 42.

Allow two minutes for students to make notes and think about what to write. Then allow ten minutes for the actual task. When the students have finished, put them in pairs or small groups. They swap letters and read them. Invite students to share what they found out from their partner's letter.

Model answer

Hi there!
Thanks for your letter. How have you been getting on? You wanted to know what the national sport of Turkey is. It's quite an easy question to answer.
There's no question that football is popular here. Galatasaray, Fenerbahçe and Beşiktaş are three of the biggest teams. They are all from Istanbul. Galatasaray and Beşiktaş are from the European side of the city and Fenerbahçe is in Asia. However, football isn't our national sport. Our national sport is oil wrestling. There is an oil wrestling festival each year that has been held since 1346!
The wrestlers have oil on their bodies. This means that size and weight are less important than skill. The festival takes place in Edirne, near the Bulgarian and Greek borders. Matches last for 40 minutes but, in the past, they sometimes lasted for days! I have never been to the festival but maybe one day I will go.
Some students do wrestling at school but I prefer football!
Get in touch if you need any more information.
Looking forward to hearing your news.

COOLER

Put students into pairs. One is in the role of a famous sportsperson and the other is interviewing them. They think of some questions to ask and practise the dialogue. Invite the pairs to carry out their interviews in front of the class. After each one, elicit in reported speech what the sportsperson said.

WRITING An informal letter

1 **Read the exam task and Stuart's reply. Find where Stuart answers each question in his letter.**

You have received this letter from your English-speaking pen friend.

> I'm doing a project about sports in various regions of the world, so I thought I'd ask about where you live. Does your country have a national sport or a sport that many people play or enjoy watching? Who is it played by? Can you describe the game and say something about its history?
>
> Write soon,
> Zara

Write your **letter**.

Hi there!

Thanks for your letter. It's great to hear from you. You asked about sports here in Scotland. You're asking the right person, because I'm obsessed with sports!

Scottish people have a passion for football, and rugby has a massive following, too. Having said that, I'd say the national sport is golf. You weren't expecting that, were you? Golf was invented here over 600 years ago, and the world's oldest golf course is at St Andrews, in Fife. It's estimated that 50% of men and 10% of women have their own set of golf clubs. It's no surprise that there always seem to be golf tournaments on TV.

There's no question that the game is simple. The aim is to hit your ball into a series of 18 holes around the course. It's rare to get a 'hole in one', which is when your ball goes into the hole on the first shot. Mostly, people take at least four shots to get the ball in. What else? Oh, yes, players spend hours wandering across the greens between holes, which means that it's a really relaxing sport.

Hopefully this information is helpful.

Take care,

Stuart

2 **Read the *Prepare to write* box. Then read the letter again and answer the questions.**

1 What informal phrases for starting and ending a letter does Stuart use? What other features of informal language does he use?
2 Why does Stuart say, 'You weren't expecting that were you?'?
3 Why does he say, 'Having said that …'?
4 He claims that golf is always on Scottish TV. Is this a fact or an opinion?
5 Stuart argues that aim of the game is simple. Is this a fact or an opinion?

PREPARE TO WRITE An informal letter

- Use linking words to express:
  contrast: *having said that, in spite of*
  result: *this means that / which means that, consequently*
- Use questions to add interest.
- Use informal forms and expressions.
- Use phrases for:
  starting a letter:
  Thanks for your letter.; It's great to hear from you.; How have you been getting on?
  responding to a request:
  You asked about … ; You wanted to know whether …
  It sounds as if you're looking for …
  giving an opinion:
  I'd say that … ; It's no surprise that … ; It seems clear to me that …
  stating a fact:
  The fact is that … ; It's estimated that … ; There's no question that …
  ending a letter:
  Hopefully this information is helpful.
  Get in touch if you need any more information.
  Looking forward to hearing your news.

3 **Choose the correct answers.**

[1] *There's no question that / It's no surprise that* the Murray brothers have raised the profile of tennis in Scotland: tennis is in the news in Scotland every time there's a major international tournament. [2] *Which means that / In spite of this*, more people play football (16%) than tennis (2%). [3] *I'd say that / Consequently*, there are more football pitches than tennis courts.

I love racket sports like squash, badminton and table tennis. [4] *Having said that, / Which means that* I like swimming, too. And I live opposite a swimming pool, [5] *in spite of that / which means that* I go swimming more than I play racket sports. An article in a recent edition of a journal revealed the medical benefits of swimming, and [6] *it's estimated that / it seems clear to me that* swimming prevents 100,000 deaths every year.

4 **Make sentences giving an opinion or stating a fact about the ideas below or your own ideas. Write as many as possible in three minutes. Then compare your sentences in pairs.**

1 Basketball is better than football.
2 Female sports stars get more prize money than men.
3 Football is increasing in popularity.
4 People don't play enough sport.
5 Team sports are more fun than individual sports.
6 Playing sport regularly means that you live longer.

5 **Write your answer to the task in Exercise 1.**

- Use the tips in the *Prepare to write* box.
- Write about 140–190 words.
- Check your grammar and spelling.

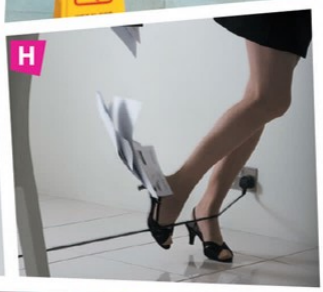
14 ACCIDENT AND EMERGENCY

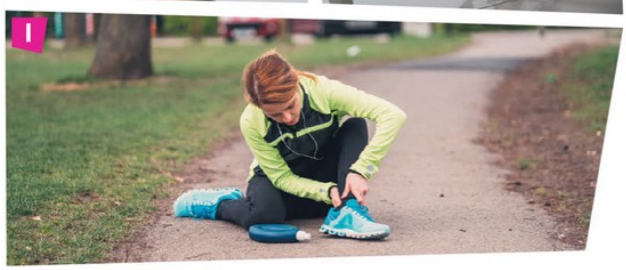
ABOUT YOU

Have you ever had an accident or been in an emergency situation? What happened? What did you do?

VOCABULARY Accidents and emergencies

59 **1** **Listen to nine short conversations. Then match the conversations to the photos.**





2 **Match the phrases to the pictures A–I.**

EP

be bitten by an animal bump your head
cut yourself on something sharp
have an allergic reaction to something
pass out slip on a wet floor
swallow something poisonous
trip over something twist your ankle

3 **Discuss the questions. Then check your answers on page 125.**

1 Which of these accidents do you think is the most and least common?
   - **A** swallowing something poisonous
   - **B** tripping over something
   - **C** bumping into something

2 Which age group is most likely to have an accident at home?
   - **A** 0–4 years
   - **B** 5–15 years
   - **C** 75+ years

3 Who have more accidents: boys or girls?
4 In which room are you most likely to have an accident at home?

READING

1 **Read the article quickly. What is the main message in the article?**

- **A** Adults need to be more careful with their phones in case they dial 999 by accident.
- **B** There is a need for an alternative to 999 for non-emergency situations.
- **C** People should only call the emergency services when there is an actual emergency.
- **D** Teenagers should be more responsible about calling the emergency services.

2 **Read the article again. What do these numbers in the text represent?**

£5,000 35 million
999 75% five

3 **Read the article again. Then answer the questions.**

1 Why did the woman in Robert's story contact the emergency services?
2 What's the main difference between 'silent calls' and 'joke calls'?
3 Why does Robert think there are fewer joke calls these days?
4 What do you think an emergency services operator would say to the woman from Italy?
5 Why are non-emergency calls a problem?

14 ACCIDENT AND EMERGENCY

Unit Overview

TOPIC	Injuries, accidents and illnesses
VOCABULARY	Accidents and emergencies
READING	It's an emergency! … Or is it?
GRAMMAR	Reported questions and requests
VOCABULARY	*have*, *make* and *give* + noun
LISTENING	Eight short conversations about accidents
SPEAKING	Being polite
EXAM TASKS	Reading and Use of English Part 4; Listening Part 1

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 151; TB page 246
WORKBOOK: pages 56–59
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 14; Vocabulary worksheet Unit 14
TEST GENERATOR: Unit test 14; Term test 2

WARMER

Put students into groups of four. Give them two minutes to write a list of injuries, accidents and illnesses. Ask one group to read their list aloud and write their words on the board. After each word, find out if the rest of the class also has that word. If not, the group continues reading their list. If so, another group takes over.

ABOUT YOU

Give the students an example of something that has happened to you in the past. Tell them what happened and elicit any questions they have. Then put students into pairs to discuss the questions. If they have never been in an emergency situation, ask them to describe an accident or injury that they have seen on TV or in a film. Share some stories as a class and again encourage other students to ask more questions about the incidents described.

VOCABULARY Accidents and emergencies

59 **1** Tell the students to cover the words and phrases in Exercise 2. They then work in pairs to discuss what they can see in each photo. Ask them to write a short conversation about one of the problems but not to make it too obvious, for example if they choose picture B, they shouldn't mention the word *cat*. Invite pairs to read out their conversations and see if the other students can guess which picture it matches. Students then do the same with the recording.

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

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2 Students still keep the word box covered and try to remember any key vocabulary that they heard in the recordings. They discuss words that could match each picture and then uncover the box to see the actual phrases used. Elicit the answers and the meaning of different vocabulary items, such as *bitten, bump, sharp, allergic reaction, pass out, slip, swallow, poisonous, trip over, twist*. You can also elicit or give related words to the students, for example *bite, bit, bitten*; *slip, slippery*; *poisonous, poison*, etc.

MIXED ABILITY

Students work together and don't cover the word box. Tell them to use words they know to do the matching and then use the context to guess the meaning of any unknown words. For example: 1 *animal* is enough to help them match to picture B – they can then look at what the cat is doing to guess the meaning of *bitten*, if they don't know already.

Answers
A bump your head
B be bitten by an animal
C have an allergic reaction to something
D pass out
E swallow something poisonous
F slip on a wet floor
G cut yourself on something sharp
H trip over something
I twist your ankle

3 Put the students into groups of three or four. Set a time limit of two minutes for them to discuss the questions. Elicit their ideas before they turn to page 125. When they have checked, ask them if any of the facts were surprising.

Answers
Students' own answers

READING

1 Before students read the article, ask them to look at the title and guess what the text will be about. Then set a two-minute time limit for students to find the correct answer. Elicit ideas and reasons for them.

Answers
C (The text looks at examples of non-emergency calls by adults, teenagers and children. Some are accidental but most are because people deliberately use the service for incidents that aren't actually emergencies.)

CONTINUED ON PAGE 158

BACKGROUND INFORMATION

The 999 number in the UK can be used for four emergency services: police, ambulance, fire and coastguard. The British emergency number was first introduced in 1937 and is the world's oldest emergency phone service. Since 1995, callers in the UK can also dial 112, the European emergency number. The number 112 works on mobile phones anywhere in the world and the calls are free – so even if your phone is locked or has no money left, you can use it.

To try to reduce the number of unnecessary phone calls to the emergency numbers, there are now other, well-publicised numbers you can ring in the UK. You can dial 101 to call the police for non-emergencies. If a crime is in progress, you should ring 999 but, if it has finished, for example you come home to find that your home has been burgled, you should ring the non-emergency number. The number 111 is the non-emergency medical help line. You should phone 999 if you need an ambulance or immediate help but 111 if you have a problem that is not life-threatening and need advice about what to do.

2 Give the students one minute to find the five numbers in the text. Make sure everyone knows where they are – including students who weren't able to find them. Students then read the text before and after each number and find out what they refer to. In pairs, students cover the text and discuss what the numbers mean. Elicit answers from different pairs.

FAST FINISHERS

Tell students that there are four more numbers in the text. They should find these and what they refer to. After you have elicited the answers to the exercise, ask these students what other numbers there were and what they mean. (*Over 95% of calls are answered within five seconds*; *26 million calls each year are not emergencies*; *the cost of responding to a joke call is £250*; *a woman rang the emergency services about her 16-year-old son.*)

Answers

£5,000: the maximum fine for making a joke call
35 million: the number of 999 calls made each year in the UK
999: the emergency number in the UK
75%: the number of 999 calls that are not an emergency
five: Most emergency phone calls are answered within five seconds.

3 When students have read the text carefully, they work in pairs to discuss the answers to the questions. Ask them to cover the text and try to write the answers to the questions using their own words. Elicit answers from different pairs and ask the class to decide which is the best answer for each question.

Answers

1 Because there was a spider in her bathroom.
2 'Silent calls' are when the caller is on the line but doesn't speak. These are often made accidentally. 'Joke calls' are made deliberately and the caller hangs up as soon as the emergency services answer.
3 There are fewer public payphones nowadays and it is easier for the police to find the caller if they use a mobile phone because their number will be displayed on the emergency call operator's phone.
4 Students' own answers
5 Someone with a real emergency has to wait longer.

60 The Reading text is recorded for students to listen, read and check their answers.

TALKING POINTS

Discuss the first question with the whole class and then put students into pairs look at the second question. They list three possible solutions and the reasons why they think they would work. Ask pairs to work in groups of four and compare their solutions. Each group should choose their best idea and share it with the class.

COOLER

Give each student a letter from A to I. Depending on the class size, there could be two or more students with the same letter. Elicit how to ask questions using the present perfect + *ever* (*Have you ever …?*). Students look at the photos on page 80 and the phrases in Vocabulary Exercise 2. They make a question about their picture, for example Student A: *Have you ever bumped your head?* The students then mingle and ask other students their question. If someone answers *Yes*, the student asking finds out more details for example: *When did it happen? What did you bump your head on? Did you need to go to a doctor?* Set a time limit of four minutes and then invite students to tell the class any interesting information they found out.

It's an EMERGENCY! … Or is it?

60

The woman was terrified. What could she do? She dialled 999. To her, it was an emergency.

'We answered the call immediately,' said Robert Naylor, the emergency call operator who spoke to the woman. Over 95% of calls to the emergency services in the UK are answered within five seconds. Robert asked what the problem was.

'Please help me! It's in my bathroom!' the woman shouted. Her voice suddenly got louder. 'It's moving!' she screamed.

'What is moving?' Robert asked calmly.

'A spider!' the woman yelled back at him.

Robert believes that a significant number of the calls he answers are not emergencies. Of the 35 million calls made every year, the actual figure is close to 75%. That's 26 million calls!

Firstly, there are 'silent calls'. The emergency number is dialled, but when an operator answers, no one actually speaks. Often it's a small child, or even a pet, who has been playing with a phone and has accidentally rung the emergency number. More commonly, they are 'pocket calls' from mobile phones. 'The caller doesn't know we're listening, so we sometimes hear some odd conversations!' Robert says. 'But we have to stay on the line for a little while to decide whether it's a genuine emergency or not.'

Then there are 'joke calls', often from teenagers. An operator answers the phone and the caller immediately hangs up. Robert believes these are on the decline, as there are far fewer public payphones these days. 'People are less tempted to make a silly call when they're doing it from their own mobile phone and they know we have their number!'

The police always follow up both types of call and there is often no other way than visiting the address where the call came from. It's an enormous waste of money; the average cost of responding to a silent or joke call is around £250.

The vast majority of the non-emergency calls, though, are like those from the woman above. A situation like this *isn't* an emergency, at least not one that people like Robert are meant to be dealing with. But this example is far from the worst that people like Robert experience all over the world on a daily basis. What do you think of the following?

- A teenage girl in the US called the police because her parents had decorated her room and she didn't like the colour.
- A mother in Italy rang the emergency services when her 16-year-old son refused to get out of bed. The operator asked the woman what she wanted the police to do. She wanted to know if they were going to arrest him!
- A teenager in Brazil rang and asked the police to remove a video of him from YouTube. The video showed the boy falling off his bike. He told the police it was 'really embarrassing'.

There are many other examples, from complaints about the wrong pizza delivery to people who want to know today's date. And most of these are from adults. It's hard not to laugh, but these calls waste more than time and money. 'If someone makes a joke call and the police manage to find them, then they can expect a fine of up to £5,000 and, in some cases, a prison sentence,' warns Robert. 'But for people whose emergencies aren't really serious, we simply try to deal with their calls as quickly as possible,' he continues. 'The person often quickly realises their situation isn't really an emergency and ends up apologising for calling us. But if someone refuses to listen, or even starts having an argument with us, then we have to hang up. Someone with a *real* emergency is probably waiting to speak to us.'

TALKING POINTS

Have you ever phoned the emergency services by accident?

What could the emergency services do about the problem of non-emergency phone calls?

GRAMMAR Reported questions and requests

1 **Read the examples. Then match them to the direct questions. Which question is a request?**

1 Robert **asked what** the problem was.
2 A teenage boy **asked the police to** remove a video of him from YouTube.
3 The woman **wanted to know if** the police were going to arrest her son!

a Can you remove a video of me from YouTube?

b Are you going to arrest my son?

c What's the problem?

2 **Choose the correct words.**

When we report questions, we:
a *sometimes / always* use an object after *ask*.
b *change / don't change* the tenses in the same way as reported speech with statements.
c *use / don't use* the auxiliary verbs *do*, *does* or *did*.
d put the subject of the question *before / after* the verb.
e use *if* or *whether* to report *Yes/No / Wh-* questions.

When we report requests, we:
f use an infinitive *with / without* 'to'.

» GRAMMAR REFERENCE AND PRACTICE PAGE 151

3 **Choose the correct words.**

1 They asked me *I'd / if I'd* ever fainted before.
2 He asked *to speak / can he speak* to my parents.
3 The doctor asked me what *I had / had I* eaten that day.
4 The woman asked me *phone / to phone* the emergency services.
5 I asked her where *was she / she was* calling from.
6 The operator asked me which emergency service I *did want / wanted*.

61 **4** **Listen to the conversation, which is based on a real call to the emergency services in the US. Then listen again and complete the questions.**

1 **Operator:** _____ the problem?
2 **Boy:** _____ with my math?
3 **Operator:** _____ you say?
4 **Operator:** _____ are you?
5 **Operator:** _____ what number this is?
6 **Woman:** _____ you doing?

5 **Report the questions in Exercise 4.**

1 The operator asked the boy …
2 The boy asked the operator …
3 The operator asked the boy …
4 The operator …
5 The operator …
6 The woman …

6 **Correct the mistake in each sentence.**

1 The police officer asked me where was my mother.
2 The teacher asked me to standing up.
3 I ask her if I could take someone with me.
4 She wanted to know what she should do in an emergency?
5 He called Jack and told him if they could meet.
6 We asked the man get some help.
7 I asked him wether he had twisted his ankle.

VOCABULARY *have, make* and *give* + noun

1 **Read the examples. What verbs could replace the phrases?**

1 People are less tempted to **make a call** from their mobile phone.
2 If someone starts **having an argument** with us, we have to hang up.

2 EP **Put the phrases in the box in the correct column. Then check their meaning.**

~~a promise~~ a quarrel a talk
a word (with someone) an attempt
fun of someone/something someone a hand
someone a hug the strength

give	*have*	*make*
		a promise

3 **Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.**

1 I wasn't strong enough to lift the box. **HAVE**
I _____ to lift the box.
2 'Can you speak to the whole class about your experience?' asked the head. **GIVE**
The head asked me _____ to the whole class about my experience.
3 'Can you speak to Chloe about the problem?' the teacher asked me. **WORD**
The teacher asked me _____ Chloe about the problem.
4 He didn't try to help us at all. **ATTEMPT**
He _____ to help us.
5 'Could you help me with the suitcases, Jess?' said Dad. **HAND**
Dad asked Jess _____ with the suitcases.
6 Some of Sam's friends tease him about his hair because it's so long. **FUN**
Some of Sam's friends _____ his hair because it's so long.

4 **Can you think of any more nouns that can be used with the verbs *have, make* and *give*?**

5 » **Work in pairs. Turn to page 125.**

GRAMMAR Reported questions and requests

WARMER

Ask each student to write their name on a piece of paper. Collect these in and redistribute them. Students write one question to the person whose name is on the paper. Give the pieces of paper back and invite students to report their question, for example *Someone asked me if I liked table tennis*. Note down any errors in reporting and elicit corrections to these when students have looked at the grammar rules in Exercise 2.

1 Students do this exercise alone. Elicit the answers and ask the students what the main differences are between the direct question b and the reported question 3 (*the tense:* are – were; *adding* if; *the sentence order:* are you – the police were; *the pronoun:* my – her; *the lack of a question mark*).

Answers

1 c 2 a 3 b
Question a is a request.

2 Students work in pairs to choose the correct answers. Elicit the answers and examples from the sentences in Exercise 1 to illustrate them. Elicit that we form negative reported requests by using *not to* (for example *We asked them not to shout.*).

Answers

a sometimes b change c don't use d before e Yes/No f with

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 246

3 Students work alone. Tell them to use the rules box in Exercise 2 to help them if they need it. Elicit the answers and the rules each one illustrates, for example 1 *Use* if *with Yes/No questions.*

Answers

1 if I'd 2 to speak 3 I had 4 to phone 5 she was 6 wanted

61 4 Tell the students to read through the conversation and guess what the speakers might say. Point out that in American English we say *math* but in British English we say *maths*. Invite two students to act out the conversation to check the answers.

Answers

1 What's 2 Will you help me 3 What did 4 How old
5 Do you know 6 What are

» AUDIOSCRIPT TB PAGE 271

5 Look at the first sentence with the students and elicit the word order. You could tell students that the words following the question word or *if* should be in the same order as a normal, affirmative sentence, although not necessarily a complete sentence (*the problem was*). Allow students to work in pairs and then elicit the answers.

Answers

1 what the problem was.
2 if he could help him with his math.
3 what he had said.
4 asked (the boy) how old he was.
5 asked (the boy) if/whether he knew what number that was.
6 asked (the boy) what he was doing.

6 Put the students into small groups and give them two minutes to correct the sentences. Invite groups to say what is wrong with one sentence and to correct it (for example 1 the word order is wrong).

Answers

1 The police officer asked me where **my mother was**.
2 The teacher asked me to **stand** up.
3 I **asked** her if I could take someone with me.
4 She wanted to know what she should do in an emergency**.** (no question mark)
5 He called Jack and **asked** him if they could meet.
6 We asked the man **to** get some help.
7 I asked him **whether** he had twisted his ankle.

» GRAMMAR WORKSHEET UNIT 14

VOCABULARY *have, make* and *give* + noun

1 Look at the sentences with the whole class and elicit ideas. Tell the students more than one answer may be possible. Write ideas on the board, for example: *make a call – phone up, call, ring*; *having an argument – arguing*, *rowing*, *having a row*.

Answers

1 phone/ring/call 2 arguing

2 Allow the students to work in pairs. Elicit the answers and the meanings of each phrase, for example *have a quarrel – have an argument*; *give someone a hand – help someone.*

Answers

give a talk /someone a hand / someone a hug
have a quarrel / a word (with someone) / the strength
make a promise / an attempt / fun of someone/something

3 **B2 First for Schools Reading and Use of English Part 4**

Briefly review what students need to do in this part of the exam and if necessary read out the B2 First for Schools information on TB page 41.

Remind students that, in the exam, this exercise can test different grammar structures as well as vocabulary. Tell the students to be careful to refer to the same time period (past, present, future) as in the original sentence. Monitor and help where necessary.

Answers

1 didn't/did not have the/enough strength
2 to give a talk/speech
3 to have a word with
4 made no attempt / didn't make any attempt
5 to give him a hand
6 make fun of

4 Put students into groups of three or four to discuss ideas. Set a time limit of two minutes and see which group has the most words. Elicit words from different groups and write them on the board for other groups to copy.

Possible answers

have fun / a conversation / a dream / an experience / a suspicion
make an effort / an excuse / a promise / progress / time
give a good/bad review / somebody a lift / somebody your word / instructions

5 Put students into pairs and tell them to take turns asking each other questions. Set a time limit of two minutes. Elicit anything interesting students found out from their partner or other students. Students give their own answers.

» VOCABULARY WORKSHEET UNIT 14

LISTENING

1 To make this quicker, you could put students into groups of four and ask them to look at two questions each. They note down any words of which they are unsure and then each person asks their group what the words mean. Elicit the words students asked about and their meanings.

Answers
Students' own answers

62 2 **B2 First for Schools Listening Part 1**

In this part, students listen to eight short, unrelated extracts of approximately 30 seconds each, from monologues or exchanges between interacting speakers. For each extract, there is one multiple-choice question, each with three options. The focus of Part 1 is on genre, identifying speaker feeling, attitude, topic, opinion, purpose, agreement between speakers, gist and detail.

Tell the students they are going to listen to all eight situations and that you will then play the recording again for them to check their answers. In the exam, each situation is played twice in a row. As an alternative, you could play each section twice in a row to replicate the exam. Elicit the answers and anything the students remember from the recording that helped them to decide.

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

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SPEAKING Being polite

1 Elicit what the situation is (*someone has fallen off their bike*). Ask the students if this has ever happened to them and, if so, elicit what injury they had and what happened to them. Students then discuss what they would do in pairs. Invite students to share ideas with the class.

Answers
Students' own answers

63 2 When the students have listened, allow them to compare ideas in pairs. Then elicit the answers and the corrected sentences.

Answers
1 ✓
2 The woman offers to get a taxi to take the boy and his bike home.
3 The woman doesn't leave a message for the boy's mum.
4 ✓
5 ✓
6 The woman didn't know the boy before the accident.

» AUDIOSCRIPT TB PAGE 272

64 3 Look at the question with the class and elicit ways in which people can sound polite, for example *saying thank you*. You could play the first recording again so that students can compare the two more easily. Elicit ideas from the students.

Answers
The speakers in the first conversation sound more polite. The speakers use longer questions than in the second conversation.

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4 Look at the *Prepare to speak* box with the students. Tell them that the rules for forming indirect questions are the same as for reported questions but without the tense and pronoun changes, i.e. we use *if* for *Yes/No* questions and don't include the auxiliary verb *do/does/did*. Students work alone and compare answers in pairs. Elicit the direct questions.

MIXED ABILITY
Allow weaker students to work in pairs. Tell them to cross out all the phrases that form the indirect question and the word *if*. It should then be easier for them to work out what the actual direct questions were.

Answers
1 Can you walk?
2 Could you call my mum for me?
3 What is the number?
4 Where is she?
5 Where do you live?

5 If you think this exercise might cause problems, give students the first word for each question. Monitor and help where necessary and elicit answers.

FAST FINISHERS
Tell students to think of three direct questions using a mixture of tenses and open or closed questions. When everyone has finished the exercise, elicit some of these direct questions and then ask the class to make them indirect.

Answers
1 Do you know how long you passed out for?
2 Have you any idea what bit you?
3 Do you think you can get home by yourself?
4 Do you know if you suffer from any allergies?
5 Could you tell me what your date of birth is, please?

6 Look at the task with the students. Elicit a possible accident and injury and some questions the doctor might ask. Then elicit the indirect forms and some possible answers. Students now prepare their own conversation. Set a time limit of four minutes. Monitor and help where necessary and then invite students to act out their conversation in front of the class.

Answers
Students' own answers

COOLER
Elicit a request that students could ask someone else in the class, for example: *Could you open the window? Could I borrow your phone?* Elicit how these could be reported, for example: *Anna asked me to open the window. Paul asked to borrow my phone.* Students think of one request they can ask other students. They mingle and have four minutes to ask their request to as many people as possible. The other student just has to listen, not carry out the request. Students then get into groups of four or five and, between them, try to remember the requests of every other student in the class. Stop the activity when one group has remembered them all, or after three minutes. Elicit the requests students remember in reported form.

LISTENING

1 **Read the questions in Exercise 2. Then check the meaning of any words you do not know.**

62 **2** **You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).**

1 You hear part of a talk by a sports teacher. What is she saying to the students?
- **A** She's reminding them to be polite to other swimmers.
- **B** She's warning students to be careful around the pool.
- **C** She's explaining what students need to bring for swimming.

2 You hear a boy talking about an accident. Why does he think he was lucky?
- **A** He could have cut himself.
- **B** He could have injured his ankle.
- **C** He could have been bitten by the dog.

3 You hear two friends talking about a TV show called *Emergency!* What do they agree?
- **A** The TV show has put them off studying medicine.
- **B** The girl's performance in the TV show was impressive.
- **C** They won't watch the TV show in the future.

4 You hear part of a news story about an accident. Why is the story in the news?
- **A** because the boy hurt himself seriously
- **B** because the boy's actions were very unselfish
- **C** because the boy was charged a lot of money

5 You hear a boy talking about a nut allergy. Over the years, how has his allergy changed?
- **A** It's no longer something he thinks about.
- **B** It isn't as severe as it used to be.
- **C** It's become easier to manage.

6 You hear two people talking about their pet. What does the woman think about the situation?
- **A** She doubts that the animal is seriously unwell.
- **B** She proposes getting professional help for the animal.
- **C** She's pleased the animal is getting better.

7 You hear part of a talk by the leader of a mountain rescue team. What does she think is the biggest mistake that climbers make?
- **A** They lack equipment for climbing.
- **B** They don't think carefully enough before going climbing.
- **C** They are too inexperienced at climbing.

8 You hear two friends talking about a police officer who gave a talk at their school. What do they agree about?
- **A** It was more interesting than they expected.
- **B** Being a police officer must be a difficult job.
- **C** She wasn't a typical police officer.

SPEAKING Being polite

1 **Look at the photo. What would you do if you saw someone in this situation?**

63 **2** **Listen to the conversation. Then tick (✓) the correct sentences and correct the false ones.**

1 The woman saw the accident. ☐
2 The woman offers to take the boy and his bike home. ☐
3 The woman leaves a message for the boy's mum. ☐
4 The boy refuses the woman's offer. ☐
5 The woman makes two phone calls for the boy. ☐
6 The woman knew the boy before the accident. ☐

64 **3** **Listen to another version of the conversation. Who sounded more polite, the speakers in the first conversation or those in the second conversation? Why?**

4 **Read the *Prepare to speak* box. Then rewrite the indirect questions as direct questions.**

PREPARE TO SPEAK Indirect questions

We use indirect questions to be polite. After the question phrase, they have the same word order as affirmative sentences.

Question phrases
Do you think …?
Have you any idea who/what/where … ?
Do you know if/whether … ?
Can/Could you tell me who/what/where … ?

0 Do you know if my bike is all right?
Is my bike all right?
1 Do you think you can walk?
2 Do you think you could call my mum for me?
3 Do you know what the number is?
4 Have you any idea where she is?
5 Could you tell me where you live?

5 **Put the words in the correct order to make indirect questions.**

1 how / passed / know / you / for? / you / long / out / do
2 you / have / you? / bit / what / idea / any
3 you / home / think / get / yourself? / you / can / by / do
4 allergies? / you / you / any / do / if / from / know / suffer
5 what / me / tell / you / could / please? / is, / birth / of / date / your

6 **Practise your conversation in pairs. Then change roles.**

Student A: You're a doctor at the hospital. Student B has had an accident. Find out as much information about the accident as possible. Use indirect questions.

Student B: You've just had an accident and are at the hospital. Answer Student A's questions.

CULTURE

VOLUNTEERING FOR EMERGENCY SERVICES

1 **Ask and answer the questions.**

1 Do you know anyone who works in the emergency services? What do they do?
2 Have you ever been a volunteer for an organisation or at an event?

2 **Read the title of the article and look at the photos. What do you think the article is about? Quickly read the first paragraph to check your ideas.**

3 **Read the whole article. Are the sentences true (T), false (F) or not mentioned (NM)?**

1 The number of volunteer firefighters is similar in different countries.
2 Fire Cadets in London learn how to drive a fire engine.
3 There are 300 volunteers in the first two years of the Paris training programme.
4 In Paris, participants can be a real firefighter when they have completed the full programme.
5 The volunteer programme in Calgary trains cadets to help look for missing people.
6 All volunteers in Christchurch are trained in how to respond to fires.

4 **Match the highlighted words in the text to their meanings.**

1 movements which require skill and care
2 students training to be officers
3 fighting or dealing with
4 a feeling of satisfaction from doing something well
5 dangerous things

TALKING POINTS

Would you ever consider volunteering to help the emergency services? Why? / Why not?
How old do you think someone should be to participate in programmes like these? Why?

65 **5** **Listen to the *Helping Hands* radio show. What is the purpose of the interview? Choose the best description.**

A To inform listeners about the work of search-and-rescue volunteers
B To encourage people to volunteer in search and rescue services
C To warn volunteers about the dangers of search and rescue work

65 **6** **Listen again. Then complete the sentences.**

1 In his normal life, Michael works as a _____ instructor.
2 Michael also does volunteer work with the _____ Service.
3 Michael thinks injuries in rescue workers can be avoided if they are _____.
4 Different volunteer pilots are _____ to fly a helicopter in an emergency.
5 Janet practises rescue missions with search-and-rescue teams, and with _____ workers from hospitals.
6 According to Janet, volunteer _____ workers should always be prepared.

7 **Complete the sentences with the words and phrases in the box.**

case	helping out	incidents
missions	safety	well trained

USEFUL LANGUAGE

Talking about emergency services

1 Many emergency services depend on volunteers _____ in support roles.
2 Rescue workers and volunteers need to be _____ because people's lives are at risk.
3 Major _____ often need a large number of volunteers and rescue workers.
4 It's important to consider the _____ of both emergency workers and the people being rescued.
5 Fortunately, real emergency _____ don't happen very often.
6 We have to be prepared for any possible situation, just in _____.

CULTURE

Learning Objectives

- The students read and talk about volunteers working for different emergency services around the world.
- In the project stage, they produce a leaflet for visitors about emergency services in their country or region.

Vocabulary

cadets hazards manoeuvres pride tackling

Resources

CULTURE VIDEO AND CULTURE VIDEO WORKSHEET: Volunteer work

WARMER

Write the word *volunteer* in the middle of the board. Elicit what a volunteer is (*someone who does work without payment*). Elicit one or two ideas of what sort of things volunteers do and where; for example, students volunteer to help out at a school open day – they welcome parents and put on performances or show people around. Students work in small groups and think of more ideas. Set a time limit of two minutes and elicit ideas.

1 Students can work in the same groups as for the Warmer, if they did it. They take turns to tell each other the answers to the two questions. Invite groups to tell the class about any volunteering they or people they know have done.

Answers

Students' own answers

2 Look at the photos and title with the students. Elicit ideas of what the article may be about and, when students have read the opening paragraph, ask what tasks they think the young people may be allowed and not allowed to perform.

Answers

The text is about young people volunteering with fire departments in different parts of the world.

3 Look at the sentences with the students and ask whether they think each answer will be true or false. When students have found the answers, elicit what information in the text helped them.

FAST FINISHERS

Ask fast finishers to read about one of the places in the text and make notes about what the trainees do, who can be trainees, etc. When everyone has finished, elicit the answers to the exercise and then ask students to cover the text. Invite fast finishers to describe the training scheme they read about. The other students have to guess where it is.

Answers

1 F (Although the numbers vary by country)
2 F (although they can't drive them)
3 F (only 90 are selected for the programme)
4 T (And for those who successfully complete these two years, the final stage is a one-year training programme to become a professional firefighter.)
5 T (learn basic firefighter skills, including search-and-rescue techniques)
6 NM

66 The Reading text is recorded for students to listen, read and check their answers.

4 When students have done the matching, elicit any other common uses the highlighted words have, for example, *tackle crime/pollution*; *hazards on the roads*; *army manoeuvres*; *army/police cadets*, or related words such as *pride – proud (of)*.

Answers

1 manoeuvres 2 cadets 3 tackling 4 pride 5 hazards

TALKING POINTS

Put the students into groups of four. Discuss other emergency services they could volunteer for, for example, police, first-aid. Elicit ideas from different groups and have a class discussion about the sorts of jobs they could do for each service, for example, first-aid – volunteering at a sports event where spectators may need help; police – working in a police station to answer the phone or talk to people who come in with problems.

65 5 Look at the three descriptions. Elicit what search-and-rescue work entails, for example finding people in the mountains or at sea. When students have listened, elicit information they heard that helped them to identify the correct answer. For example: The presenter says things like, *We'll be speaking with two search-and-rescue workers, so they can tell us a bit about their daily lives and the challenges of their jobs*, and asks about their work: *So are you on call all the time, then? Any time, day or night, so to speak? … And what's that like? I mean, what do they have to do, exactly? … So for both of you, your volunteer work has more to do with training, preparation and so on, rather than actual emergency missions.*

Answers

Description A

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CONTINUED ON PAGE 166

BACKGROUND INFORMATION

One of the most famous organisations that people volunteer to help in Britain and other countries is the St John Ambulance organisation, which provides first-aid help at events such as the London Marathon and other sports events and music festivals. Children can start on their youth programme at the age of seven. They earn badges when they learn certain skills. From the ages of 10–17, they become cadets and learn first aid. They can also volunteer to help out at events when they are fully qualified. From the age of 14, they can train other young people. In addition, the organisation runs first-aid societies at universities and provides training for teachers and other school staff.

65 **6** Students read through the sentences and discuss any answers they can remember from the recording. Tell students that the answers are either a word or a phrase of not more than three words. Elicit ideas before the students listen again, but don't say whether they are correct or not yet. When students have listened, elicit the correct answers and elicit the meaning of *on call* (not at work but available if needed).

Answers

1 rock-climbing
2 Mountain Rescue
3 properly/well trained
4 on call
5 emergency medical
6 (search-and-) rescue

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7 Tell students to try to complete the sentences alone. When they have finished, they compare answers in pairs. Elicit the answers and the meanings of the word in the box. Ask follow-up questions such as, 'How can volunteers help out? What sort of training do volunteers need? What's an example of a major incident?' Elicit the meaning of the phrase *just in case* and elicit examples, such as *Take an umbrella just in case it rains*. (*This means that it isn't raining at the moment and we don't know that it will be, but we should be prepared for the possibility.*)

MIXED ABILITY

Allow weaker students to work in pairs. You could tell them to look at three words or phrases each – either those in the top row or those in the bottom. They can use a dictionary or mobile phone to look up the meaning of any words they don't know and, when they have finished, they tell each other which gaps their words filled and what the words and phrases mean.

Answers

1 helping out
2 well trained
3 incidents
4 safety
5 missions
6 case

PROJECT *Emergency services*

Read through the instructions with the class. Write the numbers 1–6 on the board and write any information that you elicit from the students, but very briefly. For example 1 *999*; 2 *police station – Market Street*; 3 *Park Avenue (emergencies), Main Street (maternity)*. This will ensure that all the students have some useful information with which they can create their leaflet. Students can still research more ideas at home to make their leaflet even more detailed.

Put students into groups of three so that they each have two questions to answer and write about for their leaflet. Monitor and help as they discuss ideas for their leaflet.

When the students have completed their leaflets, either ask them to present these to the class or display the leaflets, so that students can look at each other's work and decide what they like about each one.

PROJECT EXTENSION

Tell the class to think about how students could volunteer to help in emergency situations at their school, for example, helping other students to leave the building safely if there is a fire, looking after sick students and taking them to the school doctor or a local hospital, etc. Students discuss other times volunteers may be needed. They then prepare a poster for a school noticeboard asking for volunteers, explaining what the students would be expected to do and any training the volunteers would be given.

When they are ready, each group presents their ideas to the class and the posters are displayed for everyone to see.

11 **CULTURE VIDEO:** Volunteer work

When students have completed the lesson, they can watch the video and complete the worksheet.

COOLER

Put students into groups of four. Tell them to imagine that two of them work as volunteers for an emergency service. Together the students think of questions they would ask the volunteers and the answers the volunteers might give. Elicit an example to start with, for example 'Why did you decide to work as a volunteer?' Set a time limit of four minutes for students to think of ideas, then two minutes to practise carrying out their interview with two students asking the questions and two answering them. When students are ready, invite groups to act out their interviews in front of the class.

YOUNG FIREFIGHTERS!

66

When most of us think of firefighters, images from the movies of fire engines and brave professionals tackling burning buildings come to mind. Although the numbers vary by country, you may be surprised that a lot of firefighters are in fact volunteers. Volunteer fire departments, brigades and associations can be found all over the world. And volunteering opportunities aren't only for adults. Teenagers and young people can fill important roles in these organisations. Being a volunteer firefighter can be a very rewarding experience and it's also a great way to serve your local community. Is it something you could see yourself doing? From London to Paris and Calgary to Christchurch, here are just a few such programmes from around the world.

London, UK

The London Fire Brigade runs the Fire Cadets programme for people aged 11–17. The programme lasts 12 months, and cadets receive an official qualification at the end. They learn practical skills like rolling out and using a fire hose, climbing ladders and giving first aid. Cadets also learn about fire safety by exploring firefighting equipment and observing hazards and fire risks. And they get the opportunity to become familiar with the brigade's fire engines, although they can't drive them!

Calgary, Canada

The 18-month Calgary Fire Cadet Programme for local high-school students is open to 15- to 18-year-olds. The Calgary Fire Department asks that participants have a positive attitude and are willing to learn new things. Cadets join a class of 20 students to learn basic firefighter skills, including search-and-rescue techniques and how to use fire extinguishers. The programme, which began in 2000, emphasises key values such as pride, teamwork and respect.

Paris, France

Young Firefighters of Paris invite around 90 young people to join their programme every year in its six training centres. The Paris Firefighter Brigade asks that its young firefighters are serious and motivated. The process starts with a discovery week, where 300 young people participate, but only 90 are selected for the programme. The young firefighters who are chosen then go on to do training that takes place on 30 Saturday afternoons over two years. And for those who successfully complete these two years, the final stage is a one-year training programme to become a professional firefighter. Aged between 16 and 18 when they begin the course, the Young Firefighters also participate in military training and learn fire and rescue manoeuvres.

Christchurch, New Zealand

In Christchurch, volunteers need to be at least 16 and they can help in real emergency situations or provide support, such as helping people, controlling traffic or transporting equipment. These support roles are important, because they mean that professional firefighters have more time to tackle a fire or emergency situation. Outside the city, volunteer firefighters from rural stations are specially trained in how to respond to wild fires.

PROJECT

Emergency services

What emergency services should tourists know about in your area? Answer the questions. Then write an information leaflet for visitors.

1. What are the local telephone numbers for emergencies?
2. Where can tourists go to speak to a police officer?
3. Where are the most important hospitals in your area?
4. Are there any special rescue services in your area?
5. When and where should visitors be especially careful (e.g. surfing at the beach, hiking in a national park)?
6. Are there any volunteer search-and-rescue associations?

11 NOW WATCH THE CULTURE VIDEO

15 TELLING THE TRUTH

1 _____

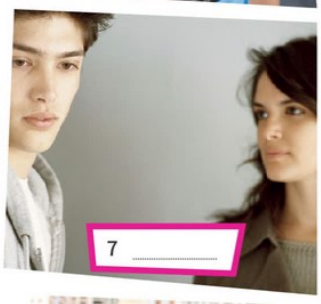
2 _____

3 _____

4 _____

5 _____

6 _____


7 _____

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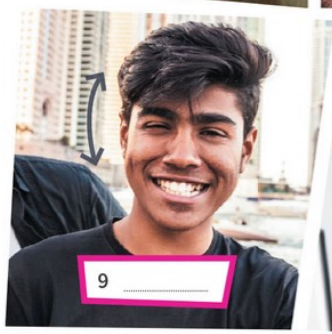
9 _____

10 _____

ABOUT YOU

Can you always tell how someone is feeling from their facial expression?

In what other ways can someone's body language show how they are feeling?

VOCABULARY Facial expressions

1 **Label the photos with the verbs and phrases in the box.**

EP

avoid eye contact bite your lip blink blush
lick your lips nod your head rub your eyes
shake your head stare yawn

67 **2** **Listen and decide what the people are probably doing. Use the phrases in Exercise 1. Sometimes more than one answer is possible.**

1 Jamie is _____.
2 Bea is _____.
3 Clare is _____.
4 Tom is _____.
5 Dan is _____.
6 Mum is _____.
7 Jackie is _____.
8 Aiden is _____.

3 **Work in pairs. In your country, what does it mean when you do these things?**

1 lick your lips
2 yawn
3 shake your head
4 blush
5 nod your head
6 bite your lip

READING

1 **Are you good at spotting when someone is lying? Make a list of some ways you think you can tell.**

2 **Read the article. Which of your ideas from Exercise 1 are mentioned?**

3 **Sentence A fits the first gap in the article. What does the underlined phrase refer to?**

A People who are lying might do all these things.

4 **Choose from the sentences B–G the one which fits each gap (2–6). Use the underlined words to help you decide. There is one extra sentence which you do not need to use.**

B Instead, many psychologists now believe the best techniques are simple things that anyone can do.
C Perhaps it's better *not* to know when someone is lying in situations like these.
D The theory behind this is that it requires more brain power to lie than to tell the truth.
E It works by measuring heartbeat, blood pressure and breathing patterns.
F And, as a result of this, they are more likely to reveal something that is obviously untrue.
G A significant difference between the two is a sign that the person might not be telling the truth.

15 TELLING THE TRUTH

Unit Overview

TOPIC	Truth and lies
VOCABULARY	Facial expressions
READING	The truth about lying
GRAMMAR	*have something done*; *get someone to do something*
VOCABULARY	*-self*, *-selves* for emphasis
WRITING	A story (2)
EXAM TASKS	Reading and Use of English Part 6; Writing Part 2

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 152; TB page 246
WORKBOOK: pages 60–63
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 15; Vocabulary worksheet Unit 15
TEST GENERATOR: Unit test 15

WARMER

Tell students to think of three things about them and their lives, two of which should be true and one false, although not obviously so. Give an example by writing three sentences about yourself on the board, one of which is untrue. Elicit questions about your three facts and answer them, truthfully for the true sentences or making up answers for the untrue sentence. Students try to work out which sentence is untrue. They then do the same in groups. When they have finished, elicit some of the sentences students wrote.

ABOUT YOU

With books closed, invite a student to come to the front of the class. Write an emotion on a piece of paper and ask the student to show it by their facial expression. The other students try to guess the emotion. Repeat for different emotions, for example *happy*, *sad*, *scared*, *surprised*, *worried*, *angry*, etc. Students then work in small groups and discuss the questions in the book. Set a time limit of two minutes and elicit ideas.

VOCABULARY Facial expressions

1 Look at the photos with the class and elicit how the people are feeling. Students then work in pairs to match the phrases to the photos. Elicit the answers and check the meaning of each word or phrase.

Answers

1 rub your eyes
2 blink
3 lick your lips
4 bite your lip
5 yawn
6 blush
7 avoid eye contact
8 stare
9 nod your head
10 shake your head

67 **2** Play the first recording. Elicit what the speaker says and what Jamie is probably doing (*avoiding eye contact because the speaker says* Jamie, look at me when I'm talking to you). Play the rest of the recording and then allow the students to compare answers. Play the recording again, pausing after each part to elicit the answer and reasons why students think the people are doing those things.

Possible answers

1 avoiding eye contact
2 blinking, rubbing her eyes
3 blushing
4 licking his lips
5 staring, shaking his head
6 nodding her head
7 yawning
8 biting his lip

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3 Tell the students that, in different countries, different kinds of body language mean different things. In some countries, if you want to try to get a lift in a car by hitchhiking, you stick your thumb up. However, in Greece this is considered a rude gesture. When students have discussed the question, you could also tell them that in Bulgaria, shaking your head means yes and nodding your head means no, the opposite to most countries.

Answers

Students' own answers

READING

1 Elicit one or two ideas about signs that a person might not be telling the truth, for example *avoiding eye contact*. Students then discuss ideas in pairs. Elicit these and ask for examples of when they have known someone was lying, or someone knew they were lying.

Answers

Students' own answers

2 When students have found all the methods for spotting when someone is lying, ask them what they think about each one. You could also discuss films in which lie detectors are used and what happened in them.

Answers

Mentioned in the text: eye movements, facial expressions, body language, polygraph tests, computer analysis, the Baseline Method, asking people to tell a story backwards

CONTINUED ON PAGE 170

BACKGROUND INFORMATION

There was an early form of lie detector in India two thousand years ago. The accused person had to chew a piece of rice. If they could spit the rice out after a few minutes, they were found not to be guilty. The theory was that a liar's mouth would be dry and the rice would turn to dust when chewed.

William Marston completed his PhD on detecting deception by using psychophysiology. Marston's invention used blood pressure to see if a person was lying. If their blood pressure went up, it showed the person's guilt. In the early 1940s, comic books were being criticised for their violence and the effect on young people's minds. Marston defended the comics and a publisher got in touch with him to work as a consultant. Marston, though, wanted to create his own character and, as a supporter of women's rights, decided that a female superhero would be a good role model for boys and girls. In 2017, a film called *Professor Marston and the Wonder Women* was released starring Luke Evans as Marston.

3 Look at the question with the whole class. Tell students that the information they need is in the text immediately before the space. Elicit the answer and then tell the students that this is a good way of checking whether or not their answers are correct in this sort of reading task. They look at a word or phrase in each sentence taken from the text and consider the question *What does this word/phrase refer to?*

Answers

All these things refers to: avoid making eye contact, looking in different directions, blushing, looking nervous, and scratching the nose or ears.

4 **B2 First for Schools Reading and Use of English Part 6**

Briefly review what students need to do in this part of the exam and if necessary read out the B2 First for Schools information on TB page 26.

Tell students to look at sentences B and F and ask what other words may help them decide where the sentences should go (*Instead, as a result*). Point out that linking words provide very good clues as they can show addition (for example *as well as this*), causation (for example *because of this*) or contrast (for example *despite this*). Tell students that if they can't find what the underlined words refer to in the text, the sentence is probably in the wrong place. Set a time limit of ten minutes for students to do the exercise. When they have finished, elicit the answers and what the underlined words refer to.

FAST FINISHERS

Ask students to make up a short story about what they did after school the previous day. They tell another student who notes down the activities mentioned. The second student then has to try to remember the story and say it in reverse order, as described in the text.

MIXED ABILITY

Allow students to work in pairs. You could help them by telling them which sentence they don't need to use (*F*) or just by monitoring closely and giving hints to help them. For example: 2 'What is the sentence before the gap about?' (*some countries using a lie detector*) 'What might you want to know about a polygraph?' (*how it works*).

Answers

2 E (The missing sentence describes how something works, and *It* refers back to the polygraph in the previous sentence.)
3 B (The missing sentence contrasts the lack of proof that any of these methods work – mentioned in the previous sentence – with a different belief, introduced by *Instead*. One such *technique*, or *strategy*, is then explained in the following paragraph.)
4 G (The missing sentence states *the two* to refer to the two ways people behave when they are either telling the truth or lying.)
5 D (The missing sentence uses *this* to refer to the technique of repeating the story backwards.)
6 C (The phrase *situations like these* in the missing sentence links back to the two examples given just before the gap.)
The extra sentence is F.

68 The Reading text is recorded for students to listen, read and check their answers.

TALKING POINTS

Put students into small groups to discuss the questions. For the first question, ask them to think of at least three ways in which being honest can help them, for example people will trust and believe them, they might be given more responsibility or be offered particular jobs. For the second question, ask students to come up with some of the small lies that people tell, for example *Your new dress really suits you* or *I'm busy this weekend*. Discuss as a class why people do this, for example to avoid hurting other people, and how people would feel if everyone always told the exact truth.

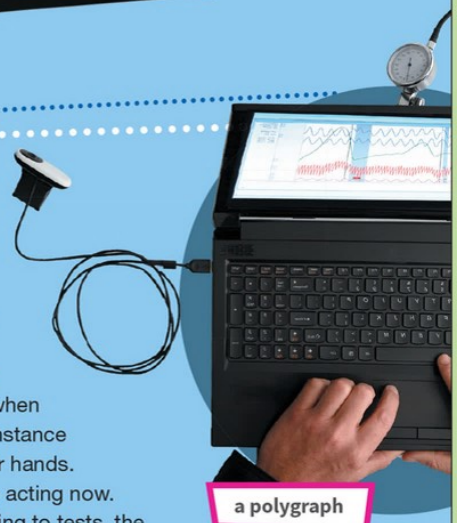
COOLER

Write these situations on the board: *Your friend gets a bad haircut. You are given food that you really do not like at a friend's house. You broke your parents' camera by accident.*

Put students into small groups and ask them to decide in which situations they think it's better to tell the truth and in which it's better to tell a lie, and why. Discuss possible *white lies* for each situation in whole-class feedback.

The TRUTH about lying

68



a polygraph

How can you spot when someone isn't telling the truth? This question was asked to 2,500 people in 63 countries. The top answer was that someone who is lying avoids making eye contact. Some added that liars look up and to the right. Others said they look up and to the left. Which is it? The answer is neither, of course.

As a matter of fact, people who are lying and people who are telling the truth make eye contact for a similar amount of time. They look up, down, left and right. Therefore, none of this proves whether someone is telling the truth or not. Other answers in the survey were related to facial expressions and body language. Liars blush and look nervous. Liars scratch their nose or ear. Again, these are myths. (1) ___A___. However, so does anyone who is telling the truth – especially if they are feeling genuinely anxious.

In criminal matters, some countries use a polygraph, or lie detector, when they interview suspects. (2) _____. The machine was first produced in 1921 using research by a psychologist, William Marston. Marston didn't invent the polygraph himself – a medical student, John Larson, came up with the idea. But the invention inspired Marston in later life when he did some work for a comic-book publisher and created the superhero Wonder Woman. Her 'lasso of truth' was a piece of rope which forced criminals to tell the truth. Many experts believe the science behind the polygraph is no better than Wonder Woman's magic lasso.

More recently, scientists have used computers to analyse people's eyes, voices and even brains in order to discover if someone is lying. However, the fact of the matter is that there is little proof that any of these methods actually work. (3) _____

One example of a successful strategy is the 'Baseline Method'. It involves knowing how someone typically acts when they *are* telling the truth, for instance perhaps someone waves their hands. Compare this to how they are acting now. (4) _____ However, according to tests, the Baseline Method only increases your chances of spotting a liar from 50% to around 60%.

Another method is useful when someone is telling a story, for example about where they were yesterday and what they did. This is a popular method used by the police when interviewing suspects. First, the police get the person to tell their story in detail. Then they ask them to repeat their story, but backwards, starting at the end and going back to the beginning. (5) _____ And, therefore, it's much more difficult to do this task if you're making things up. A liar will typically make mistakes in the order in which they retell their story.

But how useful is being able to spot a liar, really? Research shows that, on average, people tell between one and two lies every day. However, the vast majority are trivial. We tell small lies, also called 'white lies', to be polite, to avoid upsetting someone or to make someone feel better. Examples from one study included 'My mum had her hair done for a party and I didn't like it. But I told her it looked great.' 'A friend had his bike stolen and I told him the same thing had happened to me recently. It actually happened years ago.' (6) _____ If we did, then soon we might not want to speak to anyone!

TALKING POINTS

What are the benefits of being honest?

What might happen if we were all completely honest with each other all the time?

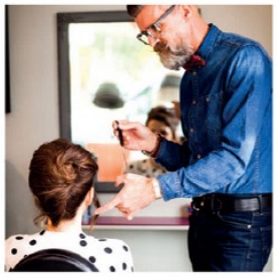
Is looking up and left a sign of lying? Or is it up and right?

GRAMMAR *have something done*

1 **Match the examples to the rules.**

1 My mum **had** her hair **done** for a party.
2 A friend **had** his bike **stolen**.

We use *have* + object + past participle to:
a say we arranged for someone to do something for us.
b talk about unpleasant things that have happened to us.



2 **Write the questions and add two more. Then ask and answer them.**

Have you ever had
1 eyes / test?
2 photo / take / professionally?
3 anything / publish / online?
4 anything / steal?

get someone to do something

3 **Read the example. Then complete the rule.**

The police **get** the person **to tell** their story in detail.

We use *get* + object (person) + _____ for things we ask or persuade someone to do.

» GRAMMAR REFERENCE AND PRACTICE PAGE 152

4 **Read the questions and add two more. Then ask and answer them.**

Have you ever got anyone to
1 do your homework for you?
2 admit they were wrong about something?
3 bring something you'd forgotten to school?
4 pick you up late after a party?

5 **Choose the correct words.**

1 Are you having your hair *cut* / *to cut* tomorrow?
2 My mum had her bag *taken* / *took* from a café last week.
3 I got one of my brother's friends *repaired* / *to repair* my computer.
4 My sister has her nails *to do* / *done* regularly.
5 Mum *got* / *had* us to tidy the whole house at the weekend!
6 After the party, my parents had to have the carpet *clean* / *cleaned*.

6 **Rewrite the sentences using the phrases in brackets.**

0 Someone repaired my phone after I dropped it. (had my phone)
I had my phone repaired after I dropped it.
1 I asked my dad and he took us to the station. (got my dad)
2 Someone is making my brother a suit for his wedding. (having a suit)
3 Our neighbour looked after our cat while we were away. (got our neighbour)
4 Someone spilled a drink over Tomas. (had a drink)

7 **Correct the mistake in each sentence.**

1 On Saturday morning, I went to cut my hair.
2 Can you get them to changed their minds?
3 We've all had stolen something at some point.
4 I got my brother clear up the mess in the kitchen.

8 **Imagine you could have/get anything done for you or get anyone to do anything for you. Make a list in pairs.**

I'd have my meals cooked by a chef.
I'd get someone to drive me to school every day.

VOCABULARY *-self, -selves for emphasis*

1 **Read the example. Then answer the questions.**

EP Marston didn't invent the polygraph **himself** – a medical student, John Larson, came up with the idea.

1 Who invented the polygraph?
2 The word *himself* is optional. Can you explain why it is used?

2 **Complete the sentences with the correct words.**

1 I'm not doing your homework for you. Do it _____!
2 My brother repaired our computer _____. He's only 12!
3 After the concert, we met the band members _____ backstage.
4 The city centre _____ is very small.
5 He definitely knew about the party. I told him _____.
6 I didn't make the cake _____. My mum helped me.

3 » **Work in pairs. Turn to page 125.**

GRAMMAR *have something done*

WARMER

Put the students into small groups. Write these sentences on the board: *I cut my hair. I had my hair cut.* Elicit ideas about how the sentences are different in meaning (*in the first sentence, the speaker cut their own hair; in the second sentence, someone else cut their hair*). Ask students to think of other things that some people can do for themselves, but which many people have to have done by others, and make similar sentences. For example: *I fixed my computer. I had my computer fixed.*

1 When students have done the matching, elicit the form of this structure in different tenses, for example *I often have my hair cut. I'm having my hair cut.*

Answers
1 a 2 b

2 Elicit that the tense here is the present perfect. Students could answer in the present perfect, for example *Yes, I have. I've had my eyes tested many times*, or in the past simple – *Yes, I had my eyes tested last month.* Elicit the questions from the exercise and then the students' own questions and answers.

Answers
1 your eyes tested?
2 a/your photo taken professionally?
3 anything published online?
4 anything stolen?
Students' own answers

get someone to do something

3 Look at the example and elicit a different verb that could be used in place of *get* (*ask*).

Answers
to infinitive

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 246

4 Give students an example, such as 'I got my friend to do my maths homework for me but they weren't very good at maths and I got a bad mark.' Students work in pairs to think of their ideas. Elicit any interesting information students found out about their partners.

Answers
Students' own answers

5 Students work alone. Tell them to look at the two grammar boxes if they aren't sure which choices are correct. Elicit the answers and why they are correct, for example 1 *We use* have *(something) + past participle, not infinitive with* to. 2 *We use the past participle, not the past simple form.*

Answers
1 cut 2 taken 3 to repair 4 done 5 got 6 cleaned

6 Ask the students what tense the first sentence is in (*past simple*). Ask them to look quickly through the other sentences and say which one is in a different tense (*2 is in the present continuous*). Students work alone and then compare answers in pairs.

FAST FINISHERS

Ask fast finishers to write a sentence similar to those in Exercise 6 and exchange it with another fast finisher. They should transform each other's sentences using *have something done* or *get someone to do something*. Elicit some examples after checking answers to Exercise 6.

Answers
1 I got my dad to take us to the station.
2 My brother is having a suit made for his wedding.
3 We got our neighbour to look after our cat while we were away.
4 Tomas had a drink spilled over him.

7 Students work alone and then compare answers in pairs. Elicit what is wrong with the original sentences and what the correct sentences should be.

Answers
1 On Saturday morning I went to **have my hair cut**. / On Saturday morning I **had my hair cut**.
2 Can you get them to **change** their minds?
3 We've all had **something stolen** at some point.
4 I got my brother **to** clear up the mess in the kitchen.

8 Set a time limit of two minutes. Invite students to share ideas and take a class vote to find out which is most popular. Alternatively, you could collect the lists and redistribute them around the class, and ask students to guess which pair wrote the list.

Answers
Students' own answers

» GRAMMAR WORKSHEET UNIT 15

VOCABULARY *-self, -selves* for emphasis

1 Look at the questions with the whole class. Then write a simple sentence on the board, for example *I made this cake.* Ask how you could emphasise that *you* made it (*I made the cake myself*).

Answers
1 John Larson
2 To emphasise that it wasn't Marston who invented the polygraph

2 Students work alone and then compare answers in pairs. Ask how the answer to sentence 1 would change if the speaker was talking to two people, not one (*we would use* yourselves, *not* yourself).

Answers
1 yourself 2 himself 3 themselves 4 itself 5 myself 6 myself

3 Look at the four questions with the class and elicit more ideas of questions they could ask, for example *Have you ever made a cake yourself?* Students then work alone or in pairs to think of more questions they could ask. When students have finished, invite them to share their questions and what they found out about their partners with the class.

Answers
Students' own answers

» VOCABULARY WORKSHEET UNIT 15

WRITING A story (2)

1 Look at the titles and elicit what they mean: 1 if you are honest something good will happen to you; 2 a mistake that you didn't make on purpose; 3 I lost a friend because of a lie. Students then do the matching. Elicit the answers and what information in the stories helped them (1 was given €50; 2 accidentally took someone's purse; 3 *Jenny … hasn't spoken to me since that night*).

Answers
1 c 2 b 3 a

2 Go through the *Prepare to write* box with the students. Students then work in pairs to think of answers to the questions. Set a time limit of one minute and then elicit ideas. Students could also ask questions about the second part of the story, for example *Why was the person blushing? Why was Jenny so angry?*

Possible answers
1 He's/She's going out with friends (to the cinema).
2 Because they're boring

3 Elicit one question for each story from the class. For example: B *What did the young woman look like?* C *Why did the person in the park stop to look at the shiny thing in the grass?* You could then ask students to do the exercise in pairs and then, in Exercise 4, students swap questions with a different pair. Don't elicit ideas for questions yet.

Possible answers
Story B
1 Is the young woman a thief?
2 How is the person going to find her?
Story C
1 Is the ring valuable?
2 What is the person going to do with the ring?

4 Students swap questions, either with their partner or with a different pair, and discuss what they think happened. Set a time limit of two minutes and then elicit ideas from different pairs.

Answers
Students' own answers

5 Set a time limit of five minutes for students to discuss their ideas. While they are thinking of ideas, they should try to consider what other information a reader would like to know. When the students have finished, elicit ideas for the two stories and have a class vote on the best ideas.

MIXED ABILITY
Tell students to concentrate on just one of the two stories so that they have time to think of all the events that happened between the beginning and the ending.

Answers
Students' own answers

6 Look at the instructions with the students. Ask an initial question – *What money?* – and elicit some ideas from the class. Students then work alone or in pairs to think of ideas. Set a time limit of five minutes.

Answers
Students' own answers

7 **B2 First for Schools Writing Part 2**

Briefly review what students need to do in this part of the exam and if necessary read out the B2 First for Schools information on TB page 42.

Allow ten minutes for the writing. When the students have finished, put them into small groups. They swap stories and read them and decide, as a group, on the best one. Invite students to tell the class what happened in their story, not reading it out but summarising it as if talking about a book they had read.

Model answer
A LUCKY DISCOVERY
Jess and Ruby had a choice – they could give the money back or keep it themselves. They had discovered the bag stuffed with banknotes on their way home from school. It seemed like a lot of money, though they didn't recognise the currency.
The sisters knew they shouldn't keep it. When they handed it in at a local police station, they had to give their names and their parents' phone numbers. About a week later, their dad got a call from a foreign businessman, who the money belonged to. He wanted to thank the girls in person and invited the whole family to a nice restaurant.
After the meal, the man gave both Jess and Ruby an envelope. Inside each one was a new £50 note, the sisters' reward for their honesty. But that wasn't the only thing they received.
It turned out that the man owned an international fashion company and he gave the sisters two stylish leather bags. That was totally unexpected!

COOLER
Tell students that they are going to make a story together. Put them into groups of three or four and give them the first sentence of the story, for example *When Celina arrived, Mary was on the floor looking under the bed.* Give students 30 seconds to think of a second sentence and then invite a group to tell the class their idea. That group then invites a different group to continue the story. The class continue until every group has contributed a sentence. Re-elicit the complete story from the class.

WRITING A story (2)

1 **Read the beginnings and endings of three stories. Then match them to the titles.**

1 Honesty pays!
2 An honest mistake
3 A little lie cost me a friend

A

When I picked up my phone and saw who was calling, my heart sank. It was Jenny. 'Oh, no,' I thought. I didn't want to listen to her problems again. Anyway, I was going out soon. I didn't answer the phone, but I sent her a message. 'Can't talk. Not feeling well.' …

… Leaving the cinema, I suddenly heard my name. I turned around and saw Jenny. I felt myself blushing and opened my mouth to explain. But Jenny didn't want to listen and she hasn't spoken to me since that night. That was a month ago.

B

As I was hurrying into the café, I walked straight into a young woman on her way out. We both apologised and I joined the queue to get a coffee. A few minutes later, I needed to pay and reached for my purse in my bag. It wasn't there! I must have had it stolen, I thought. But how? Suddenly I realised and ran out of the café. …

… I went straight home after that. I was desperate to tell my brother the story of the woman who took my purse, and how I had chased her and got it back from her! But before I could speak, my brother gave me something. 'You left your purse at home this morning.' I stared at him. 'I think I've just stolen someone's purse,' I said.

C

While I was walking across the park, I saw something shiny in the grass. At first, I thought it was just a piece of glass. But as I looked closer, I could see it was made of metal. I bent down and saw that it was a ring. …

… Then the woman suddenly grabbed her bag and quickly took out a €50 note. I shook my head and tried to refuse, but she insisted. She said I deserved it and that she was going to write to my school!

2 **Read the *Prepare to write* box. Then read the first part of story A again and think of answers to the questions.**

1 Where is the person going?
2 Why doesn't the person want to listen to Jenny's problems?

PREPARE TO WRITE

Getting ideas for a story

We can get ideas to continue stories by thinking of questions a reader might ask. For example:
Simon looked at the woman's face and suddenly stopped speaking.

- Who was the woman?
- Why did Simon stop speaking?
- What was the woman's expression?

3 **Read the first part of stories B and C again. Write two questions a reader might ask for each of them.**

4 **In pairs, compare your questions and discuss possible answers.**

5 **In pairs or small groups read the beginnings and ends of the stories B and C and discuss what you think happened in the middle of them. Use your answers from Exercise 4 to help you.**

6 **You see this announcement on an international website for teenagers. Plan your story, following the instructions below.**

Stories wanted
Would you like to have your story published on our website? Enter our competition! Your story must begin with this sentence:
Jess and Ruby had a choice – they could give the money back or keep it themselves.
Your story must include:

- a reward
- a surprise

1 Read the first line of the story and write questions to get ideas.
2 Plan ideas for how to include a reward and a surprise in your story.
3 Plan a good ending for your story.
4 Think of a title for your story.

7 **Write your story.**

- Use the plan you wrote in Exercise 6.
- Use the tips in the *Prepare to write* box on page 45.
- Write 140–190 words.
- Check your grammar and spelling.

16 WHO CARES?

ABOUT YOU

12 **Watch the video. Then answer the questions.**

What do you know about climate change? What problems does it cause?

What's the greenest form of transport that you use?

What materials do you and your family recycle?

VOCABULARY Climate change

1 EP **Look at the photos. Then discuss how they are related to environmental issues. Use some of the vocabulary in the box.**

carbon dioxide emissions	carbon footprint
energy efficient	greenhouse gases
environmentally friendly	fossil fuels
exhaust fumes	global warming
renewable energy sources	solar power
wind power	

69 **2** **Discuss the questions. Then listen and check.**

1 What are rising global temperatures causing?
droughts, …
2 What is surprising about the continued growth of global warming?
3 What do greenhouse gases do?
4 Which is the worst greenhouse gas, and where does it come from?
5 What three things can we do to reduce our carbon footprint?
6 What are the greenest forms of transport?

3 **Complete the fact file using the vocabulary in Exercise 1. Use each expression once only.**

CLIMATE CHANGE ▶ FACT FILE

THE PROBLEM …

[1]_____, mainly carbon dioxide, occur naturally in the atmosphere, but when there's too much greenhouse gas, [2]_____occurs. Recently, carbon dioxide levels have gone up, mainly due to [3]_____ from human activity such as generating electricity from [4]_____ and [5]_____ from vehicles.

THE SOLUTIONS?

We can reduce our [6]_____ by switching to [7]_____ such as solar power and [8]_____. Buildings need to be much more [9]_____, and we need to travel in [10]_____ ways.

4 **Discuss the questions.**

1 Has climate change affected where you live? How?
2 How environmentally friendly is your lifestyle?

READING

1 **Read the article quickly, ignoring the gaps. Then look at the posters. Which film poster is not mentioned?**

2 **Read the article again. Then choose the best summary.**

A People have enjoyed disaster movies for the past 100 years. A lot of them are about our greatest hopes and fears. Recent disaster movies all tend to deal with climate change.
B Movies explain a lot about the society that makes them. A number of disaster movies are about climate change. Unlike other disasters, climate disaster is one that humans can prevent.
C Disaster movies used to be about spies and space travel. Nowadays, they are about natural disasters such as extreme weather. Climate change is a disaster that no one can control.

3 **Read paragraphs 1 and 2 again and decide which answer (A, B, C or D) best fits each gap.**

0	A emphasising	C promoting	(B) featuring	D starring
1	A arranging	C designing	B creating	D planning
2	A comedies	C musicals	B documentaries	D thrillers
3	A broke	C died	B came	D sold
4	A destruction	C explosion	B exhaustion	D extinction
5	A lacked	C omitted	B lost	D missed
6	A off	C up	B out	D away
7	A psychologically	C irrationally	B consequently	D traditionally

16 WHO CARES?

Unit Overview

TOPIC	Climate change
VOCABULARY	Climate change
READING	Fact or fiction?
GRAMMAR	Second conditional: *would*, *could* and *might*; *if only* and *wish*
VOCABULARY	Alternatives to *if*
LISTENING	An interview about a year in an eco-house
SPEAKING	Arguing for and against something
EXAM TASKS	Reading and Use of English Part 1; Listening Part 4

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 153; TB page 246
WORKBOOK: pages 64–67
VIDEO AND VIDEO WORKSHEET: Climate change
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 16; Vocabulary worksheet Unit 16
TEST GENERATOR: Unit test 16

WARMER

Put students into small groups to make a list of the main problems facing the world today. Elicit ideas and add them to the board. If students haven't mentioned these five problems, add them to the board in a jumbled order: 1 *extreme weather events*; 2 *climate change*; 3 *natural disasters*; 4 *data fraud or theft*; 5 *cyber-attacks.*

Circle these five problems and reveal that a World Economic Forum report in early 2019 put them as the top five risks facing the world in terms of likelihood. Ask students to work in their groups to put them in order from the biggest to the smallest problem. Elicit ideas and then give the correct order (listed above).

ABOUT YOU

12 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Elicit or teach the word *recycle* and the use of *green* as an adjective to say that someone or something is environmentally friendly. Put students into small groups to discuss the questions. Set a time limit of two minutes and then invite groups to tell the class about something they discussed.

VOCABULARY Climate change

1 Tell the students to cover the words and phrases in the box. They then work in pairs to discuss what they can see in each photo. Ask them which are positive images and which are negative, and why. Students then uncover the words and discuss the photos again, this time using the phrases in the box.

Answers
Students' own answers

69 **2** Students work in pairs. Set a time limit of two minutes for them to think of one or two ideas for each question. Elicit ideas and then play the recording. Elicit the meaning of *a blanket* and ask why the speaker compares greenhouse gases to a blanket.

Answers
1 (droughts,) storms and floods
2 We all know that global warming is incredibly serious, but we aren't doing much about it.
3 They act like a blanket, helping the Earth to stay warm.
4 Carbon dioxide, which comes from burning fossil fuels such as coal, oil and gas.
5 Use renewable energy sources, make buildings more energy efficient, travel in environmentally friendly ways
6 Walking and cycling

» AUDIOSCRIPT TB PAGES 273–274

3 Students work alone and then compare answers in pairs. If they have any different answers, they should try to work out who is correct by looking at the meaning of the sentence in which the words appear, for example 1 carbon dioxide is a gas, therefore the missing phrase must be *greenhouse gases*.

Answers
1 Greenhouse gases
2 global warming
3 carbon dioxide emissions
4 fossil fuels
5 exhaust fumes
6 carbon footprint
7 renewable energy sources
8 wind power
9 energy efficient / environmentally friendly
10 energy efficient / environmentally friendly

4 Discuss the first question as a class. You could write *climate change* on the board and, around this, elicit what it can cause (*heatwaves*, *floods*, *droughts*, *storms*). Look at each in turn and ask the students if their country or town has suffered from any of these. Students then work in groups to discuss question 2. Set a time limit of two or three minutes and then invite each group to say who is the greenest and why.

Answers
Students' own answers

READING

1 Look at the three film posters with the class and ask students if they know the films – and if so, what they are about. Set a time limit for students to read the text. Elicit the answer and ask students if they remember any other film titles that were mentioned (*James Bond*, *Airport, The Poseidon Adventure, Earthquake, The Towering Inferno, Outbreak, Jaws*).

Answers
Ice Age

CONTINUED ON PAGE 178

BACKGROUND INFORMATION

Another popular disaster film was *2012*, which was actually made in 2009. It was about a series of climatic disasters which would destroy all life on Earth in the year 2012. To market the film, websites were created which some people believed to be true. One reason people thought 2012 could mean the end of the world was because it was discovered that 21st December 2012 would mark the final date of a 5126-year calendar used by the Mayan community in South and Central America. Some people believed that this was a prediction that the world would end on that date.

2 Tell students to read the three summaries carefully before they read the text. Remind them that it's important that all points in the summary relate to the text, and not just one or two. Elicit the correct answer and information which helped them.

MIXED ABILITY

Allow students to work together in groups of three. Each person looks at one summary and decides whether or not it is a good summary of the text. When they have finished, they work together to see if only one of them chose their summary. If not, they try to decide together which is correct.

Answer

Summary B (Popular movies are a mirror on society; it comes as no surprise that there are plenty of films about extreme weather events … or changes to the climate …; we could actually control climate change if we wanted to.)

3 **B2 First for Schools Reading and Use of English Part 1**

Briefly review what students need to do in this part of the exam and if necessary read out the B2 First for Schools information on TB page 46. Remind students that, in the exam, there is just one standalone text – it isn't part of a longer text. Also, there are eight questions plus an example.

Look at the example with the students. Tell them that, even if they are unsure of the correct word, they should be able to reject one or two words so that there is more chance of being right. In the example, *emphasising* means making stronger or more noticeable, *promoting* means advertising and *starring* is used to say who the main actors were. So students could reject C and D and guess between A and B if they aren't sure. Students do the exercise alone and then compare answers in pairs.

Answers

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

70 The Reading text is recorded for students to listen, read and check their answers.

4 As the students have read the text twice, make this a race to find the information. When students have found all four answers, they put their hands up. Stop the exercise when about half the class have finished and elicit the answers and where they can be found.

Answers

1 It lacked sound and it lacked the pace and excitement of modern films.
2 Special effects were introduced and disaster movies became more popular.
3 They are about things within our control.
4 We could switch to renewable energy sources.

5 Ask students to cover the meanings and to read the sentences in which the highlighted words appear. In pairs, they discuss what the words mean and then look at the meanings and match them. Elicit the answers and point out that we could also say a *138-floor office tower* instead of *138-storey*.

FAST FINISHERS

Ask students to find one or two other words in the text that they know the meaning of but which they think other students may not. When you have elicited the meanings of the highlighted words, the fast finishers give definitions for their words and the other students have to say what the words are.

Answers

1 threat 2 trek 3 storey 4 collapse 5 concern

6 Students work in groups of three or four. Set a time limit of two minutes and then elicit ideas from different groups. If students have watched several disaster movies, ask if they find it easy to predict which characters will survive and which won't. Elicit examples of films that surprised them.

Possible answers

1 In both films we get to know a number of people and then follow their lives as a disaster happens.
2 Yes. For example, movies about anonymous globalised organisations that secretly control economies and governments reflect our modern worries about the misuse of our data and the excessive power of various tech giants.

TALKING POINTS

Discuss the first question with the whole class and then put students into small groups to look at the second question. They list three possible ways in which movies could change people's attitudes and then discuss if they think movies really do this. Invite groups to share their ideas with the class.

COOLER

Put students into small groups. Elicit all ideas for disaster movies that they know, for example meteors, dinosaurs, snakes, etc. They then work together to think of a new idea for a disaster movie that no one has thought of before. Set a time limit of four minutes for students to think of an idea and then invite groups to present their idea to the class. Have a class vote on the best idea.

FACT OR FICTION?

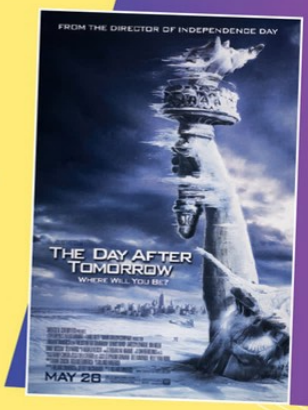
70

Popular movies are a mirror on society, reflecting back at audiences their dreams, as well as their inner fears. Films [0]*featuring* space travel and creatures from outer space were popular in the 1950s, an era when mankind was [1]_____ the first space flights. From the 1960s until the 80s, concern about international espionage dominated the news, and some of the biggest movies of the day were [2]_____ about spies like James Bond.

The first disaster movie [3]_____ out over 100 years ago, not long after the invention of film itself. *The Last Days of Pompeii* (1913) showed the [4]_____ of the Roman city of Pompeii after Mount Vesuvius erupted. But it was a silent movie filmed in black and white, and it [5]_____ the pace and excitement we expect from modern movies. Disaster movies really took [6]_____ after the introduction of special effects. One of the first big hits was *Airport* (1970), filmed at a time when air travel was becoming popular. Although air travel was relatively safe, people were [7]_____ scared of flying, and *Airport* exploited people's worries about crashes.

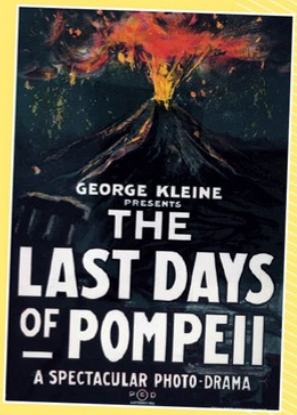
Continuing the transport theme, *The Poseidon Adventure* (1972) is set on a huge cruise ship that is sunk by a tsunami. In *Earthquake* (1974), most of Los Angeles is in ruins, and perhaps the best of the 70s disaster films was *The Towering Inferno* (1974), about a deadly fire in a 138-storey office tower. Other films saw asteroid impacts, survival after a nuclear war, or the spread of a terrible disease, as in *Outbreak* (1995), and attacks by monsters or killer animals, most famously the shark in *Jaws* (1975).

Today, many people believe that climate change is the most serious threat to our existence on Earth, and there is increasing concern about its extreme consequences, such as the polar ice caps melting.



Scientists believe that if the ice caps melted, sea levels would rise and the climate would change very significantly. So it comes as no surprise that there are plenty of films about extreme weather events like floods and thunderstorms, or changes to the climate that would make the world impossible for people to live in. *The Day after Tomorrow* (2004) is a classic story about a future world in which the climate has become so extreme that our present way of life is no longer possible. In the film, a climate specialist sets out on a trek across North America to save his son in New York, which has been buried under a frozen sea of ice after a giant snowstorm, triggered by the collapse of the ice sheets in Antarctica.

Traditional disaster movies explore people's anxieties about things beyond their control, but climate disaster films are different because we could actually control climate change if we wanted to. Solar power and wind farms are affordable, environmentally friendly alternatives to oil and gas. Assuming we wanted to stop global warming getting worse, we would switch to renewable energy sources right now. Scientists have set targets for carbon reduction and, if we all worked hard to meet them, we might prevent some of the worst consequences of climate change.



Obviously, disaster movies are made mainly for entertainment. If they weren't entertaining, people wouldn't go and watch them. But perhaps movies such as *The Day after Tomorrow* can also be helpful, by encouraging us to focus on the issue of climate change and take it more seriously.

4 **Read the article again. Then answer the questions.**

1 What did the first disaster film lack?
2 What changed about disaster films in the 1970s?
3 How do climate disaster movies differ from other disaster movies?
4 How can humans avoid a disaster caused by climate change?

5 **Match the highlighted nouns in the article to the meanings.**

1 something that could cause damage
2 a long, sometimes hard, journey on foot
3 a level of a building
4 when something suddenly falls over or fails to work
5 when people feel nervous or worried about something

6 **Discuss the questions.**

1 What can you guess about the plots of *Airport* and *Earthquake*?
2 Do you agree that popular movies are a mirror on society? Give examples that agree or disagree with this theory.

TALKING POINTS

Why do you think disaster movies are so popular? How could movies change people's attitudes to global issues?

GRAMMAR Second conditional: *would, could* and *might*

1 **Match the examples to the rules.**

1 **If** the ice caps **melted**, the climate **would change** very significantly.
2 We **could** actually control climate change **if** we **wanted** to.
3 **If** we all **worked** hard to meet these targets, we **might prevent** some of the worst consequences of climate change.
4 **If** they **weren't** entertaining, people **wouldn't watch** them.

We use *if* + past simple, *would* + infinitive to talk about:
a an unlikely situation in the future and its results.
b an imaginary situation in the present.

Instead of *would,* we can use:
c *could* to talk about ability.
d *might* for things that are uncertain or unlikely.

» GRAMMAR REFERENCE AND PRACTICE PAGE 153

2 **Choose the correct verbs to complete the second conditional sentences.**

1 You could afford to go out if you *save* / *saved* some money.
2 If you *would ask* / *asked* your sister, she might help us.
3 I *wouldn't* / *won't* say anything if I wasn't sure.
4 She *might* / *could* buy some trainers if she wanted to join the running club.
5 What *will* / *would* you do if there was a bad storm?
6 If you came for a bike ride, you *might* / *could* like it.

3 **Complete the text with the verbs in brackets in the second conditional. Sometimes more than one modal verb (*could*, *would* or *might*) is possible.**

The planet's average temperature is gradually rising. If we [1]_____ (use) less petrol and oil, climate change [2]_____ (slow down). We should re-use materials more, too: for example we [3]_____ (not need) to produce so much new plastic if we [4]_____ (recycle) more of our used plastic. I'm really worried about it. If I [5]_____ (be) in charge of this country, I [6]_____ (not waste) any more time just *talking* about climate change, I [7]_____ (do) something about it now!

if only and *wish*

4 **Read the examples. Then answer the questions.**

1 *I **wish** I **spoke** Spanish.*
Does the person speak Spanish?
2 ***If only** Marc **wouldn't tell** lies.*
What does Marc do? What does the person wish?
3 *They **wish** they **could meet** more often.*
Do they meet often enough?

5 **Complete the rules.**

We use *if only* or *wish* with:
a the _____ tense to express a present desire.
b *would* or _____ to express a present or future desire.

» GRAMMAR REFERENCE AND PRACTICE PAGE 153

6 **Complete the sentences with the correct form of the verbs in brackets.**

1 It's freezing! I wish it _____ (be) warmer.
2 I can't concentrate! I wish you _____ (be) quiet!
3 It's so sunny! If only we _____ (hang out). I wish it _____ (not be) a school day.
4 I wish I _____ (go out) tonight, but I can't get a lift. If only I _____ (drive).
5 I hate this weather. If only the rain _____ (stop).

7 **What would you say in these situations? Write sentences starting *I wish …* or *If only …***

1 A friend always uses your phone without asking.
2 It's very sunny, but you haven't got sunglasses.
3 Your best friend isn't free this evening.
4 You can't afford lunch today.

VOCABULARY Alternatives to *if*

1 **Read the examples. Which two phrases have the same meaning?**

1 **Assuming** we wanted to stop global warming, we would switch to renewable energy sources right now.
2 The Earth would eventually get too hot, **even if** we completely stopped producing greenhouse gases.
3 We'd be fine **as long as** we cut vehicle emissions.
4 We'd meet our carbon reduction targets **provided that** we made changes to our lifestyle.

2 **Match the sentence halves.**

1 I'd watch a film in a foreign language …
2 Sam's happy to sell you her old phone …
3 I'd love to have some new trainers …
4 I'd go to university in a foreign country …

a as long as I could speak the language there.
b even if it didn't have subtitles.
c assuming you still want it.
d provided that I didn't have to pay for them.

3 **» Work in pairs. Turn to page 125.**

GRAMMAR Second conditional: *would, could* and *might*

WARMER

Ask each student to write an imaginary problem on a piece of paper, for example *I want to have a party at home but my parents won't let me.* Students swap with their partner and write a piece of advice starting *If I were you, I …* When they have finished, ask students to put their hands up if their partner's answer used the structure *I would* + infinitive. Elicit that this is an example of the second conditional. Elicit any good pieces of advice students received.

1 Students do this exercise alone. While they are working, write on the board: *If I won the lottery …* Elicit the answers and then ask students to think of all the things they could do if they won the lottery. Elicit full sentences using *could*. Then ask them to think of anything they would definitely do. Finally, elicit ideas of what they *might* do.

Answers

1 a 2 c 3 d 4 b

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 246

2 Students work alone to choose the correct answers. If they aren't sure, they should refer to the rules box. Elicit the answers and why they are correct, for example 1 We use *if* + past simple.

Answers

1 saved 2 asked 3 wouldn't 4 could 5 would 6 might

3 Ask students to complete the exercise individually. Allow them to compare answers with a partner before checking as a class. Encourage stronger students to say why their answer is correct. You may need to explain *average* (*usual*), *materials* (*solid substances from which things can be made*) and *waste time* (*make a bad use of time*). For number 5, elicit or tell the students that *If I were* is more formal and grammatically correct, but *If I was* is becoming more common in informal language.

FAST FINISHERS

Ask fast finishers to imagine they are in an election to be president of their country and are making a speech. They think about what they would say to complete the sentence *If I were in charge of this country …* to try to make people vote for them. Elicit ideas after checking answers to Exercise 3.

Answers

1 used
2 would/might slow down
3 wouldn't / would not need
4 recycled
5 was/were
6 wouldn't / would not waste
7 'd/would do

if only and *wish*

4 Look at the sentences with the class and elicit the answers. Point out that the structure in sentence 2 is only used for other people's bad or annoying habits or annoying situations. If the speaker was talking about himself, he would say *If only I didn't tell lies*. Elicit different sentences for this structure, for example *If only my brother wouldn't take my things without asking.*

Answers

1 No
2 He tells lies. The person wishes that he wouldn't tell lies.
3 No

5 Elicit the answers and ask how else you could say the first sentence in Exercise 4 (*I wish I could speak Spanish*). Elicit one or two more example sentences from the class using the past tense, *would* or *could*. Remind students to use *would* with other people's annoying habits.

Answers

a past simple
b could

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 246

6 Tell students that sometimes more than one answer is possible. Students compare answers in pairs. Elicit the answers and why we use *would* for 2 and 5 (*one is an annoying habit, one is an annoying situation*).

Answers

1 was/were
2 would be / 'd be
3 could hang out, wasn't/was not
4 could go out, could drive
5 would stop

7 Monitor and help as students write down what they would say in each of these situations. Allow them to compare answers with a partner before checking as a class.

Possible answers

1 I wish you wouldn't always borrow my phone without asking.
2 If only I had some sunglasses! / I wish I had some sunglasses!
3 I wish we could go out this evening. / I wish you were free this evening.
4 If only I had enough money for lunch. / I wish I could afford lunch today.

» GRAMMAR WORKSHEET UNIT 16

VOCABULARY Alternatives to *if*

1 Ask students to read the sentences individually and to decide which two phrases have the same meaning. Elicit the answer from the class. Explain that *even if* emphasises that a different situation would not change what you have just said, for example *I would never go to bed at 7pm even if I was really tired*.

Answers

as long as and *provided that*

2 Tell students to cover the sentence endings. They look at the beginnings in pairs and think of how they could finish them, using the phrases from Exercise 1 – for example *I'd watch a film in a foreign language as long as it was an action film without much dialogue*. Elicit ideas and then students do the matching exercise individually. Allow them to compare answers with a partner before checking as a class.

Answers

1 b 2 c 3 d 4 a

3 Allow students two minutes to work alone to think of their own answers and then invite them to ask and answer the questions in pairs. Invite students to give their answers to one of the questions.

Answers

Students' own answers

» VOCABULARY WORKSHEET UNIT 16

GRAMMAR Second conditional: *would, could* and *might*

WARMER

Ask each student to write an imaginary problem on a piece of paper, for example *I want to have a party at home but my parents won't let me.* Students swap with their partner and write a piece of advice starting *If I were you, I …* When they have finished, ask students to put their hands up if their partner's answer used the structure *I would* + infinitive. Elicit that this is an example of the second conditional. Elicit any good pieces of advice students received.

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» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 246

6 Tell students that sometimes more than one answer is possible. Students compare answers in pairs. Elicit the answers and why we use *would* for 2 and 5 (*one is an annoying habit, one is an annoying situation*).

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3 could hang out, wasn't/was not
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3 I wish we could go out this evening. / I wish you were free this evening.
4 If only I had enough money for lunch. / I wish I could afford lunch today.

» GRAMMAR WORKSHEET UNIT 16

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1 Ask students to read the sentences individually and to decide which two phrases have the same meaning. Elicit the answer from the class. Explain that *even if* emphasises that a different situation would not change what you have just said, for example *I would never go to bed at 7pm even if I was really tired*.

Answers

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Answers

1 b 2 c 3 d 4 a

3 Allow students two minutes to work alone to think of their own answers and then invite them to ask and answer the questions in pairs. Invite students to give their answers to one of the questions.

Answers

Students' own answers

» VOCABULARY WORKSHEET UNIT 16

LISTENING

1 Elicit the words *solar panels*. Then students in pairs discuss what else could make a house an eco-house. Elicit ideas from different pairs.

Possible answer

An eco-house is a home that is designed and built in an environmentally friendly way. For example, they are small, so that you don't need much energy to build or heat them. They are made with modern materials that keep them warm in winter and cool in summer. The power comes from solar panels on the roof.

71 2 Tell the students not to write anything while they are listening. When the recording has finished, put them into small groups to discuss anything they heard about what an eco-house is.

Answers

Students' own answers

» AUDIOSCRIPT TB PAGE 274

3 Look at the first question with the whole class. Elicit that the three adjectives – *fortunate*, *nervous* and *uncertain* – or synonyms or phrases that mean these, are the main things they are listening for. Also, it is important that it is how Lara felt, not someone else in the family. Students work in pairs to look at the other questions. Elicit ideas and tell students that, in the exam, they have one minute to look at the questions in Listening Part 4, so they have to do this very quickly.

Answers

Students' own answers

71 4 B2 First for Schools Listening Part 4

Briefly review what students need to do in this part of the exam and if necessary read out the B2 First for Schools information on TB page 74.

When students have listened, ask them to compare answers in pairs and to discuss what they heard on the recording if they have different answers. Elicit the answers and the reasons for them.

Answers

1 A (we were the lucky ones!)
2 C (it ended up being fairly tricky to meet our emissions targets)
3 B (the average Swiss person produces seven tonnes every year … Australia, where the average person produces over 15 tonnes of CO_2 … in India it's about one-and-a-half tonnes of carbon dioxide)
4 A (the most significant contributor is the carbon dioxide from heating the home, cooking, electricity for lighting and charging devices)
5 B (we really had to get used to squeezing in)
6 A (Far too much energy is also used in meat production and on dairy farms. You get better energy efficiency producing vegetables, beans and grains … stopped eating meat and dairy products)
7 C (I'd say the low-carbon lifestyle was positive for all of us in different ways.)

» AUDIOSCRIPT TB PAGE 274

5 Put the students into groups of three or four to discuss the questions. Each group should then decide whether they would like to live in an eco-house or not and why. Invite each group to share their ideas with the class.

Answers

Students' own answers

SPEAKING Arguing for and against something

72 1 Look at the photo of the plane flying low over houses and ask the class how they think it would be to live in such a house. When students have listened, elicit the answer and the reasons each person gives, for example *travel abroad more easily*, *environmental impact*.

Answers

Toby

72 2 Elicit the answers and ask students who they agree with most, Toby or Millie.

Answers

1 C 2 P 3 P 4 C

72 3 Read the phrases in the *Prepare to speak* box aloud, encouraging students to copy your pronunciation. You could get them to repeat what the speakers say on the recording. Play the recording again for students to tick the phrases they hear both speakers use.

Answers

Another factor is …
Overall …

» AUDIOSCRIPT TB PAGES 274–275

4 Set a time limit of two minutes for students to write their notes. Invite volunteers to share ideas with the class.

MIXED ABILITY

Allow weaker students to choose the topic they talk about. When they have made their choices, if some topics were not chosen, ask other pairs to select one of these so that all topics are discussed by at least one pair.

Answers

Students' own answers

5 If both students have the same opinion about their topic, tell them that one of them should try to imagine they hold the opposite opinion. Set a time limit of three minutes for students to prepare their conversation.

Answers

Students' own answers

6 When each pair has presented their conversation to the class, allow the class to discuss their opinions about the topics. Have a survey on whether they think each one is a good or a bad idea.

Answers

Students' own answers

COOLER

Put the students into pairs. Ask them to think of a question they could ask other students in the class starting *What would you do if …?* When they are ready, divide the class into two halves with one person from each pair in each half. The students ask their questions to as many people in their half as possible and note down their answers. Students then go back to their original pairs and compare answers. Invite pairs to tell the class their questions and share what the best answer they had was.

LISTENING

1 **Look at the photo. Then discuss what you think an eco-house might be.**

71 **2** **You will hear an interview with Lara Baum about her family's year in an eco-house. Were your guesses in Exercise 1 correct?**

3 **Read the questions and possible answers. Then underline the key words.**

1 How did Lara Baum feel about her family being selected for the 'One-Tonne, One-Year' experiment?
- **A** fortunate to be chosen
- **B** nervous about how to contribute
- **C** uncertain about the value of taking part

2 What did Lara and her family think of their experience?
- **A** It was fairly straightforward.
- **B** It wasn't that much fun.
- **C** It was quite challenging.

3 Which country has the lowest annual carbon dioxide emissions per person?
- **A** Australia
- **B** India
- **C** Switzerland

4 What is the largest source of Swiss families' annual carbon dioxide production?
- **A** domestic energy needs
- **B** car journeys
- **C** international flights

5 What did Lara consider the least attractive aspect of living in the eco-house?
- **A** uncomfortable furniture
- **B** a lack of space
- **C** an inefficient heating system

6 Why did Lara's family become vegetarian?
- **A** because the meat and dairy industries aren't environmentally friendly
- **B** because avoiding meat and dairy was a healthier option
- **C** because fresh food has to be transported a long way

7 What is Lara's conclusion about the experiment?
- **A** She thought the family had to give up too much.
- **B** She found the constant day-to-day choices made it too hard.
- **C** She felt her whole family enjoyed the green way of life.

71 **4** **Listen to the interview again. For questions 1–7 in Exercise 3, choose the best answer (A, B or C). Remember that the answers will not contain exactly the same words as the recording.**

5 **Discuss the questions.**

1 What would you enjoy about living in an eco-house? Why?
2 What would you find it most difficult to give up if you lived in an eco-house? Why?

SPEAKING Arguing for and against something

72 **1** **Listen to Millie and Toby taking part in a class debate. Who argues in favour of plans to build an airport?**

72 **2** **Read the sentences. Then listen again and decide which factors are pros (*P*) and which are cons (*C*).**

1 the environmental impact of planes ☐
2 the ease of foreign travel ☐
3 the fact that trains and buses can't cross oceans ☐
4 the noise from a new airport ☐

72 **3** **Read the *Prepare to speak* box. Then listen again. Which two expressions do Toby and Millie both use?**

PREPARE TO SPEAK Arguing for and against

There are (various) pros and cons …
The main advantage/disadvantage is that …
To start with …
Another factor is …
It's also worth bearing in mind the advantages/disadvantages …
Overall …

4 **In pairs, choose a topic and make notes about its pros and cons.**

1 living in an eco-house
2 only allowing electric cars
3 being vegetarian
4 having bike lanes next to every road
5 banning planes
6 making recycling compulsory

5 **Decide who is for and who is against the topic you chose in Exercise 4. Then prepare a conversation about the pros and cons. Use phrases from the *Prepare to speak* box.**

6 **Practise your conversation. Then present it to the class.**

LIFE SKILLS SOCIAL RESPONSIBILITY

REDUCING YOUR CARBON FOOTPRINT

1 **Ask and answer the questions.**

1 What do you think are the main activities which contribute to your carbon footprint?
2 Are you doing anything to reduce your carbon footprint?

2 **Read the text quickly. Then match the headings to the sections.**

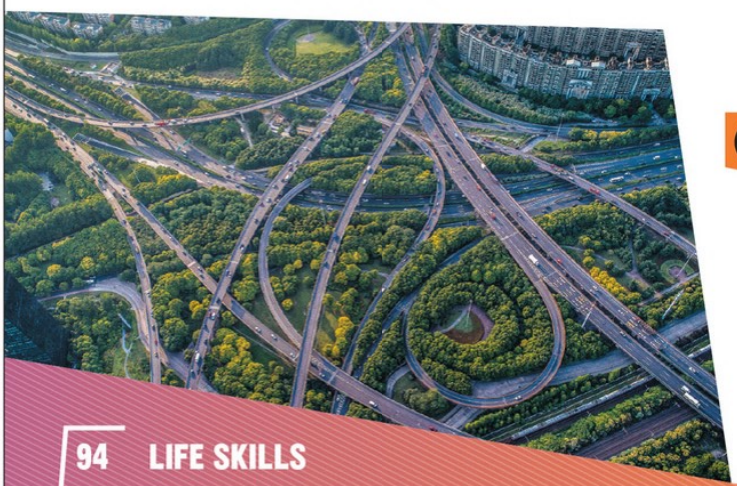
a Just a question of style?
b What's on your plate?
c Much more than a destination

3 **Read the text again. Then answer the questions.**

1 What does the writer suggest as an alternative to Planet B?
2 Why shouldn't we make quick trips in a car?
3 How can planting trees help compensate for our carbon footprint?
4 Why does buying food from far away increase our carbon footprint?
5 How have our habits with buying clothes changed since the start of the millennium?

4 **Match the highlighted words in the text to the meanings.**

1 obtained from a particular place
2 pay for things that will reduce carbon dioxide in order to reduce the negative effect of your activities
3 avoiding unnecessary use of natural materials and resources
4 substances that prevent heat from Earth's atmosphere escaping into space and cause the planet to become warmer
5 reduces in size or quantity



LIFE SKILLS

Reducing your carbon footprint

Carbon dioxide (CO_2) is a gas produced when fossil fuels are burned for electricity, heat and transport and is the leading cause of global warming. Your carbon footprint is the total of all the CO_2 emissions which are caused by your activity over a period of time. This not only includes the electricity and fuel you use directly in your daily life, but also the energy used to produce and transport the food you eat, the clothes you wear, and other products you use. Reducing your carbon footprint is a critical part of the fight against climate change.

73 **5** **Listen to Mark and Lucy finding out how to measure a carbon footprint. Which three areas do they calculate for Mark's footprint?**

1 the amount his household recycles
2 his food and eating habits
3 how often he buys new clothes
4 his typical travel habits
5 ways to offset his carbon footprint

73 **6** **Listen again. Who said these things: Lucy, Mark or both?**

1 On average, a person from the UK has a carbon footprint of approximately 10 tonnes.
2 Animals in a household aren't included in the calculations.
3 Meals eaten in restaurants need to be included.
4 I travel by car, but not by motorbike.
5 Mark's footprint is relatively high compared to international averages.

7 **Complete the sentences with the words in the box.**

account approximately closest
enough measure rough

USEFUL LANGUAGE

Estimating

1 That's close _____ to what I found, too.
2 I'm not really sure how to _____ that.
3 Just find the _____ option and choose that.
4 Do I need to take eating out into _____?
5 Don't worry, you only need a _____ estimate.
6 I guess it's _____ two hours a week by car.

LIFE SKILLS

Learning Objectives

- The students learn about how humans contribute to CO_2 emissions and how to reduce their carbon footprint.
- In the project stage, they create a plan for how to reduce their carbon footprint and present it to the class.

Vocabulary

conservation depletes greenhouse gases offset sourced

WARMER

Put the class into groups of three or four. Ask them to think of activities that are harmful to the environment, for example driving a car. Set a time limit of one minute for students to think of ideas. Invite each group to mime one of their activities for the class to guess. When they have all acted out one activity, elicit any other ideas they had that weren't demonstrated.

LIFE SKILLS

Reducing your carbon footprint

Tell the students to read the information. Elicit what fossil fuels they know of (*coal*, *oil*, *gas*). Ask students some questions about which lifestyles they think are worse for the environment, for example a vegetarian who drives everywhere or a meat eater who cycles.

1 Put students into groups of three or four to discuss the questions. If you did the Warmer, they will have discussed general ideas about harmful activities and so should have lots of ideas about their own carbon footprint. Set a time limit of two minutes. Elicit ideas from different groups.

Answers

Students' own answers

2 Look at the three headings and ask the students to underline the key vocabulary, for example *style*, *plate*, *destination*. Ask how they think these words might relate to global warming and what they think the paragraphs might be about. Set a time limit of one minute for students to do the matching. Elicit any vocabulary in the text that matches the key words they underlined. For example: 1 *travel*, *journeys*, *public transport*, *fly*, *train*; 2 *food*, *grown*, *vegetables*, *meat*; 3 *clothes*, *fashion*, *wear*, *textile*, *jeans*.

Answers

1 c 2 b 3 a

3 Set a time limit of five minutes for students to find the information in the text. Elicit the answers and the extracts from the text that helped them to answer the questions. Ask the students if reading the text has made them reconsider their answers to the first question in Exercise 1.

MIXED ABILITY

Weaker students can work in groups of three. They each read the introduction to answer question 1, and then each student reads one section of the text and answers the questions relating to their text. When they have finished, they tell each other what they found. If they haven't answered all the questions between them, they work together to try to find any missing answers.

Answers

1 To take a long, hard look at how human activity has affected the Earth and look for ways of reducing its negative impact
2 Because a cold engine uses almost double the amount of fuel.
3 The trees will absorb CO_2 from the atmosphere.
4 Because more transport is needed to get it to us, causing more emissions.
5 Fast fashion means that we now buy on average 60% more clothes than we did in the year 2000.

74 The Reading text is recorded for students to listen, read and check their answers.

4 Look at the highlighted words with the class and elicit any meanings they know. After students have completed the exercise, elicit the answers. Elicit or tell students some common uses of some of the words. For example: *offset – companies offset losses in one area with profits in another*; *deplete – tourists can deplete water supplies in dry areas like the south of Spain*; *conservation – you can't destroy this building, it is protected by a conservation order.*

FAST FINISHERS

Ask fast finishers to find three unhighlighted words in the text that they think other students may not understand, for example *priority*. They look the words up and write the definitions. When everyone has finished the exercise, elicit the answers and invite fast finishers to come to the board and write their words. They then read out one of the definitions, and other students guess which word it matches. The students then give correct definitions for their other two words.

Answers

1 sourced 2 offset 3 conservation 4 greenhouse gases
5 depletes

CONTINUED ON PAGE 186

BACKGROUND INFORMATION

One of the most famous young environmentalists of the last few years is the Swedish activist Greta Thunberg. She became famous at the age of 15 when she held a 'School Strike for Climate' in front of the Swedish parliament building. In 2019, aged 16, she gave a speech to the British parliament, criticising them for not doing enough to help the environment. She travelled to Britain by train as she gave up flying in 2015. She has also met the Pope and spoken to the European parliament.

73 **5** Ask the students to read through the five ideas and to discuss in pairs which three they think are the most important for finding out someone's carbon footprint. Elicit ideas and then play the recording. Elicit the answers and anything they remember about Mark's footprint (for example his family recycle most things, he sometimes eats local food, he eats meat twice a week, he travels two hours by car, he flies once a year – two journeys, his carbon footprint is 9.2 tonnes).

Answers
1, 2 and 4

73 **6** Before students listen to the recording again, they read the sentences and, in pairs, discuss who they think said them. Elicit the answers when the students have listened. Ask them the same questions that Lucy asks Mark and try to find students with a very low and high carbon footprint, i.e. 'How much of your household waste do you recycle? How often do you eat meat? How much do you travel by car or motorbike?' (*How often do you fly?* isn't actually asked on the recording – we can assume by the speaker's response that the question refers to flying.) You could follow this up by putting students into pairs and asking them to think of other questions the questionnaire could include, based on information they have looked at in the lesson, for example *How often do you eat food imported from different countries? How often do you buy new clothes?*

Answers
1 both 2 Mark 3 Lucy 4 Mark 5 Lucy

» AUDIOSCRIPT TB PAGE 275

7 When the students have finished the exercise, elicit the answers and look at each word or phrase in more detail. We use *close enough* (or *near enough*) to say that something isn't exactly correct but it's acceptable. A similar phrase is *That's good enough*. We usually measure things in centimetres or metres to say how long, high or far they are, but we can measure other things such as intelligence through different tests. *The closest option* is the one that is nearest to what we would choose but isn't exactly the same. For example, if you were answering a question about your favourite holiday destination and it gave four choices such as Iceland, the Spanish coast, New York or the Amazon and your favourite place was a Greek island, then the Spanish coast would be the closest option as it is the most similar. *Take into account* means to think about something when making a decision. If you want a big party at home, you may have to take into account your neighbours' opinions. *A rough estimate* is a guess for many different questions: *How much will it cost? How long will it take?* etc. *Approximately* has a similar meaning – it is not an exact answer but fairly close, for example *I'll arrive at approximately two o'clock.*

Answers
1 enough 2 measure 3 closest 4 account 5 rough
6 approximately

PROJECT *A plan to reduce your carbon footprint*

Look at the task with the students. A good carbon footprint calculator requires students to know how much gas and electricity they use. The bills their parents get should tell them this information. Put the students into groups of three or four to discuss points 4 and 5, and to decide what each group member is going to do for the project and how they are going to present it.

When the students have all presented their plans, ask each student to list three things they are going to try to do to reduce their own carbon footprint.

PROJECT EXTENSION

Tell the students that they are going to try to make sure that they reduce their carbon footprint by keeping a carbon footprint diary. Each day they list good things they did, for example *walked to school, ate a locally produced vegetarian meal*, and also some of the bad things, for example *I left my computer on all night*. After a month, they can bring their diaries to the class and discuss whether they had a good or bad month in terms of reducing their carbon footprints.

COOLER

Put the students into groups of three. Tell them to imagine that they have decided to reduce their carbon footprint. One student has started walking and cycling everywhere, one student has become a vegetarian and only eats locally produced food and the third has cut down on the amount of electricity they use at home.

They have now been doing this for a week. They should think about how they feel and how easy their idea has been to follow. When they are ready, they take turns to tell each other about their experiment. Invite different groups to tell the class about what one of the three students said. Ask the class which they think would be the easiest and most difficult to do and why.

74

The human factor

Ask yourself this question: If we were given a new planet, would we treat it better than this one? Hopefully, your answer would be 'yes'. But there is no Planet B. So what's the next best thing? Well, probably to take a long, hard look at how human activity has affected the Earth. We urgently need to look for ways to avoid the negative impact of our activity and to make conservation and sustainability a priority. Reducing our carbon footprint is a crucial part of that. Let's start by taking a look at some of the main factors involved.

1 Around 15% of man-made CO_2 emissions come from road travel and lots can be done to reduce this impact. For example, we can all avoid making short journeys by car – a cold engine uses almost double the amount of fuel. If you can, cycle, walk or use public transport instead. However, compared to other modes of transport, including driving, air travel has a bigger environmental impact. To help the environment, you're faced with two choices here: fly less and take the train, which produces less CO_2, or you can offset the greenhouse gases you emit as a result of your flight. An example of this could be giving money to initiatives that replant trees, which will then absorb CO_2 from the atmosphere.

2 Intensive food production not only contributes to climate change, but it also depletes our planet's biodiversity. We should avoid buying food that's been grown on the other side of the world and has travelled many miles to reach us. Buying food which has been grown and sourced locally creates a much smaller carbon footprint, because less transport is needed to get it to us. Similarly, eating more vegetables and less meat will mean that less CO_2 is released into the atmosphere.

3 We now buy on average 60% more clothes than we did in the year 2000. This can largely be attributed to so-called 'fast fashion', where clothes are made as quickly and cheaply as possible. People buy more clothes because they are cheaper and they don't expect to wear them as long. So what's the problem? How can having lots of clothes be a bad thing?! Well, overall, global textile production produces 1.2 billion tonnes of CO_2 every year. That's actually more emissions than shipping and international flights! So next time you see some jeans you really want, ask yourself: should I buy a more expensive pair that will last longer and help to keep my carbon footprint down?

There are currently around four billion air passengers every year. This figure is predicted to reach nearly eight billion by 2036!

PROJECT

A plan to reduce your carbon footprint

Work in groups to create a plan to reduce your carbon footprint. Use these steps and the *Useful language* to help you.

1. Look up the average carbon footprint for someone in your country.
2. Find a good online carbon footprint calculator in English and use it to calculate your carbon footprint.
3. Use the calculations and results to identify ways in which you can reduce your carbon footprint. Think about food, travel, fashion, recycling, etc.
4. Create a plan of how your group members can reduce their carbon footprints.
5. Decide how you want to present your plan: a presentation, poster, etc.

Present your plan to the class.

REVIEW 4 UNITS 13–16

VOCABULARY

1 **Complete the sentences with the correct pairs of nouns in the box. The words can be used in either order.**

confirmation/statement criticism/mention
prediction/hint response/proposal rumour/update

1 There's a _____ the concert has been called off. We're waiting for an _____ online.
2 We've written a _____ for the school to buy some tablet computers, but we haven't had a _____ yet.
3 The player gave reporters a _____ about the club he might move to, but the most popular _____ was wrong.
4 There was a lot of _____ of the boring plot, but the review made no _____ of the terrible acting!
5 The actor's released a short _____, but there's still no _____ of whether he will be appearing in the next film in the series.

2 **Match the sentence halves.**

1 I sometimes have an allergic reaction
2 'I'm not interested in going,' I said, shaking
3 There's a cupboard door open above you, so don't bump
4 I've been scared of dogs ever since I was bitten
5 It's not very polite to stare
6 If you've been cutting up chillies, never rub
7 You are deliberately avoiding making
8 The floor's still a bit wet, so be careful you don't slip

a your head on it.
b on it.
c your eyes afterwards!
d at people.
e to cats.
f eye contact with me.
g my head.
h by one as a kid.

3 **Match the words. Then write them next to the meanings.**

renewable — friendly
carbon — power
fossil — warming
solar — energy
global — fuels
carbon — dioxide
environmentally — footprint

0 a type of power that can be used again and again and never runs out: *renewable energy*
1 energy sources produced under the ground over millions of years, e.g. oil and gas: _____
2 a gradual increase in world temperatures caused by polluting gases: _____
3 the amount of carbon dioxide that someone produces from using energy: _____
4 a gas that humans breathe out: _____
5 in a way that doesn't damage the air, land or water: _____
6 energy produced from sunshine: _____

GRAMMAR

1 **Complete the reported statements.**

1 'As long as you're on time, I won't leave without you,' James promised Ruth.
James promised Ruth that _____.
2 'I'm blinking because there's something in my eye,' Robert replied.
Robert replied that _____.
3 'You have to take out the recycling,' Mum told me.
Mum told me that _____.
4 'In India, shaking your head can mean that you agree,' the teacher said.
The teacher told us _____.
5 'I've had an allergic reaction to something I've eaten,' Abbie said.
Abbie explained that she _____.

2 **Rewrite the questions and requests as reported speech.**

1 'Do you want anything else?' the waiter asked us.
2 'Can you lend me a few pounds?' my brother asked me.
3 'Please don't walk on the grass,' the police officer said to the boys.
4 'Do you know what time the match starts?' Dad asked me.
5 'Are you listening?' Mrs Grayson asked Jack.
6 'Please don't say anything,' we begged our uncle.

3 **Match the sentence halves. Then complete them with the correct form of the verbs in the box.**

cut deliver drive
repair search test

1 I had my luggage _____
2 I'll get my dad to _____
3 My sister's had her hair _____
4 Can you get the package _____
5 You should get your eyes _____
6 Are you getting your phone _____

a really short.
b or are you going to get a new one?
c at the airport!
d to a neighbour's house?
e if you can't read that sign from here!
f you to the station.

REVIEW 4 UNITS 13–16

Overview

VOCABULARY	Reporting nouns; Reporting verbs; Accidents and emergencies; Facial expressions; Climate change; Alternatives to *if*
GRAMMAR	Reported statements; Reported questions and requests; *have something done*; *get someone to do something*; Second conditional: *would*, *could* and *might; if only* and *wish*
EXAM TASKS	Reading and Use of English Part 1; Reading and Use of English Part 4

Resources

PHOTOCOPIABLE WORKSHEETS: Grammar worksheets Units 13–16; Vocabulary worksheets Units 13–16; Review Game Units 13–16; Literature worksheet; Speaking worksheet; Writing worksheet

WARMER

Write some words from the previous four units (13–16) on the board, for example *asked*, *might*, *wish*, *would*, *must*, *if*, *provided*. Put students into groups so that there are the same number of groups as words on the board. Invite one group to choose a word and give an example sentence which includes the word. The other groups have to say if it is grammatically correct or not, and what grammar point it is an example of. Choose another group to do the same thing with a different word and continue until all the groups have made a sentence.

VOCABULARY

1 Put students into pairs to do the exercise. Tell them to only complete the sentences they are sure of. When they have finished, ask how many sentences each pair completed and elicit the answers and the meanings of the words in the box.

Answers

1 rumour, update
2 proposal, response
3 hint, prediction
4 criticism, mention
5 statement, confirmation

2 Students work in pairs. Ask them to cover the endings and try to complete the sentences in their own words. Elicit ideas and then tell students to uncover the endings and complete the matching exercise. Ask follow-up questions about the phrases, for example 'What have you got an allergic reaction to? What do you do with your head when you agree? What other things can you bump your head on?', etc.

Answers

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

3 Tell students to cover the meanings. They work in pairs to do the matching. They then choose one phrase that they can give a definition of without looking at the meanings. Invite pairs to give a definition and other students to guess the phrase. Do this for as many of the phrases as possible and then ask students to uncover the definitions and write the words.

Answers

1 fossil fuels
2 global warming
3 carbon footprint
4 carbon dioxide
5 environmentally friendly
6 solar power

GRAMMAR

1 Look at the first sentence with the class. Elicit one word at a time and correct where necessary. Elicit why these changes had to be made: *he* – we are reporting what he said; *wouldn't* – *won't* changes to *wouldn't*; *her* – we are reporting who James talked to; *she* – we are reporting who James talked to; *was* – present forms (*are*) change to past (*was/were*). Students then do the rest of the exercise alone or in pairs. Elicit the other answers in the same way, one word at a time.

Answers

1 he wouldn't leave without her, as long as she was on time.
2 he was blinking because there was something in his eye.
3 I had to take out the recycling.
4 that in India, shaking your head can/could mean that you agree.
5 'd/had had an allergic reaction to something she'd/she had eaten.

2 As this is similar to the previous exercise, ask the students to work alone and compare answers in pairs when they have finished. Elicit the answers and ask the students to think of another example of a reported question and a reported command or request.

MIXED ABILITY

To help weaker students, put them in pairs. Monitor and help where necessary. You could help them with questions 1 and 3 and tell them that 2, 4 and 5 follow the same form as 1, and 6 follows the same form as 3.

Answers

1 The waiter asked us if we wanted anything else.
2 My brother asked me if I could lend him a few pounds.
3 The police officer told the boys not to walk on the grass.
4 Dad asked me if I knew what time the match started.
5 Mrs Grayson asked Jack if he was listening.
6 We begged our uncle not to say anything.

3 When the students have done the matching, ask which sentence is different in meaning to the others. (1 *This is something that happened without the person wanting it or arranging it to happen.*) Elicit other ways of completing the first sentence half so that it has a meaning of not arranging or wanting it to happen, for example *I had my luggage stolen.*

Answers

1 c, searched
2 f, drive
3 a, cut
4 d, delivered
5 e, tested
6 b, repaired

4 Look at the first sentence with the class. Elicit that the second verb must be in the past simple but that the first verb could be written *would learn*, if the students think it is definitely true, or *could/might learn* if they think it is possibly true. Students work alone and choose the form they think is best before comparing answers in pairs. Elicit answers and reasons why students chose the verb form they did.

Answers

1 might/could/would learn, listened
2 had, could go out
3 wouldn't understand, didn't speak
4 helped, 'd/would/might finish
5 lost, wouldn't/would not be able to
6 would you do, won

5 Look at the instructions with the class. Elicit that *I wish / If only* are followed by the past tense because they have a similar meaning to the second conditional – they are talking about an imaginary present or an unlikely future. Allow students to work in pairs and then elicit the answers. Remind students that, when we talk about someone else's annoying habits or behaviour, we say *I wish (he/she) wouldn't …* but we don't use this to talk about ourselves.

FAST FINISHERS

Ask fast finishers to look at sentence 4 and make other sentences using the same structure: *I wish … would(n't) …* When everyone has finished the exercise, elicit the answers and invite fast finishers to share their sentences with the class.

Answers

1 If only / I wish I lived somewhere exciting.
2 If only / I wish we could move to the city.
3 If only / I wish I was at university (now).
4 If only / I wish they'd make the exams a bit easier.
5 If only / I wish the exams weren't so tough.

6 Tell students to work alone and think about what the correct answers are and why. Elicit the answers and the grammar points they illustrate (1 *reported speech*, 2 *reported requests*, 3 *have something done*, 4 *second conditional*).

Answers

1 had
2 to give
3 my phone stolen
4 would

7 Students work alone and write the four sentences correctly on a piece of paper. They then mingle and compare sentences with other students. If they have a different answer to someone they talk to, they can either try to persuade the other person that they are right or change their own answer. When everyone has talked to about four other people, ask them to sit down and elicit the answers.

Answers

1 She **explained** that she had not broken the glass. / She **explained to him** that she had not broken the glass.
2 You asked me what **I did** to get the prize. / You asked me what **I had done** to get the prize.
3 I got my parents **to lend** me the money in advance.
4 I would understand if they **stayed** at home.

8 B2 First for Schools Reading and Use of English Part 1

Briefly review what students need to do in this part of the exam and if necessary, read out the B2 First for Schools information on TB page 46.

Look at the example with the class and elicit that they could say *got to the top* or *landed on the top* – but without the prepositions, these words are incorrect. Students do the exercise alone and then compare answers in pairs. Elicit the answers and why words with similar meanings are wrong, for example: 1 *fainted* would be fine on its own but it isn't followed by *out*; *dropped out* means left university without finishing the course.

Answers

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

9 B2 First for Schools Reading and Use of English Part 4

Briefly review what students need to do in this part of the exam and if necessary, read out the B2 First for Schools information on TB page 41.

Tell the class to cover the instructions. Ask how many words they can use in their answer (*two to five*) and what they can't do to the word in capitals (*change it*). Look at the example with the class. Ask what grammar point this is testing (*changing reported questions back to direct questions*). Point out to students that, here, the tense of the second sentence changed, because we are changing the sentence from reported to direct speech. However, in most sentences, students should make sure their answer uses the same tense as the original. Students complete the exercise alone and then compare answers in pairs. Elicit the answers and grammar points tested.

Answers

1 had her phone stolen
2 begged to be
3 didn't/did not live up to
4 told him not to
5 didn't/did not call off
6 as long as you bring

COOLER

Write a famous line from a song in which the singer is singing about themselves (in the first person), for example 'I will always love you' by Whitney Houston. Elicit the reported form *Whitney Houston sang that she would always love someone*. Tell students to work in small groups. They think of similar lines and report them. They then report their lines but without saying who the singer is, for example saying *He/She sang that …* The other students have to guess who the singer is.

4 **Complete the second conditional sentences. Use *would*, *could* or *might* and the verbs in brackets. Sometimes more than one modal verb is possible.**

1 You _____ (learn) something if you _____ (listen) more carefully.
2 If you _____ (have) a car, you _____ (go out) whenever you wanted to.
3 I _____ (not understand) this website if I _____ (not speak) Italian.
4 If you _____ (help) me, I _____ (finish) twice as quickly.
5 If you _____ (lose) your phone, you _____ (not be able to) contact us.
6 What _____ (you / do) if you _____ (win) a lot of money?

5 **Rewrite the underlined sections in the conversation. Use sentences with *I wish* or *if only*.**

0 I wish / If only I didn't live in this village!

Tom: [0] I hate living in this village.
Leo: Me too. [1] I'd love to live somewhere exciting.
Tom: My parents were thinking of moving. [2] It would be great if we could move to the city.
Leo: Or go to university! [3] I can't wait to be at university.
Tom: I don't know if I'll get the grades to get in. [4] Why don't they make the exams a bit easier?
Leo: Yeah. [5] It'd be great if the exams weren't so tough.

6 **Choose the correct words.**

1 They told me that I *have* / *had* just missed the plane.
2 I asked Alex *to give* / *give* me her notes from the lesson.
3 I had *stolen my phone* / *my phone stolen*, so I couldn't call the police.
4 It *could* / *would* be good if you suggested an alternative.

7 **Correct the mistake in each sentence.**

1 She explained him that she had not broken the glass.
2 You asked me what did I do to get the prize.
3 I got my parents lent me the money in advance.
4 I would understand if they would stay at home.

8 **Read the text and decide which answer (A, B, C or D) best fits each gap.**

CLIMBER SURVIVES 300M FALL

Keen climber Adam Potter had just [0] *reached* the top of one of steepest mountain ridges in Scotland when he slipped on the ice and fell over the edge. In seconds, he fell about 300 metres, gathering speed all the time until he hit a rock. Potter thinks he briefly [1] _____ out, but then he remembers getting to his feet and wondering what had happened. He got out his map and [2] _____ an attempt to work out where he was. He then [3] _____ a rescue helicopter above him, but within minutes it had flown off. [4] _____ falling down a rocky mountain a distance similar to the height of the Eiffel Tower, Potter had suffered very few injuries. He had cut himself on some rocks and injured his back and shoulders, but he was [5] _____ fine. Soon the helicopter rescue team returned and lifted him to safety. They had initially thought the man couldn't have been Potter, as he had been walking around, collecting his equipment. From his hospital bed, Potter [6] _____ feeling very lucky, but said that the incident would not put him off climbing. [7] _____ that he is well enough, he has [8] _____ himself the goal of climbing Everest later in the year.

0	A got	(B) reached	C landed	D struck
1	A passed	B fainted	C lost	D dropped
2	A made	B took	C gave	D tried
3	A stared	B blinked	C spotted	D glanced
4	A However	B Whereas	C Although	D Despite
5	A alternatively	B otherwise	C besides	D instead
6	A revealed	B admitted	C claimed	D accepted
7	A Conditioned	B Supposed	C Provided	D Assumed
8	A emphasised	B instructed	C set	D specified

9 **Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.**

0 Jo asked me if the film had started. **IF**
'Do you *know if the film has* started?' asked Jo.
1 Somebody stole Kay's phone in the café. **HAD**
Kay _____ in the café.
2 'Please give me another chance,' said Mark. **BEGGED**
Mark _____ given another chance.
3 The film wasn't as good as we'd hoped it would be. **LIVE**
The film _____ our expectations.
4 'Don't yawn when you're talking to me,' said Rob's teacher. **TOLD**
Rob's teacher _____ yawn when he was talking to her.
5 I'd prefer not to cancel the party. **CALL**
I'd rather we _____ the party.
6 I'll lend you my laptop, provided you bring it back tomorrow. **AS**
You can borrow my laptop _____ it back tomorrow.

17 ART IS FUN!

ABOUT YOU

13 **Watch the video. Then answer the questions.**

What works of art have you seen in museums or galleries?

Are there any outdoor pieces of art in your town or city?

VOCABULARY Adjectives describing art

1 **Look at the photos. Then describe what you can see. Which looks the most interesting? Why?**

75 **2** **Listen to people talking about three of the works of art. Which of the photos do they describe?**

75 **3** **Complete the descriptions with the words in the boxes. Then listen again and check.**

EP

bizarre controversial
remarkable stunning

This work of art was quite [1]_____ at the time – some people liked it, but others didn't, or they just found it [2]_____. But I actually thought it looked beautiful – [3]_____, in fact. It really made people stop and look. It's a [4]_____ sight the first time you see it.

conventional dramatic
humorous unique

I think some people prefer works of art to be more [5]_____ – you know, like the sort of traditional paintings and sculptures you get in an art gallery – so they didn't like it. But I love this particular work because it's [6]_____: I've never seen anything else like it. It looks quite [7]_____, too – these massive eggs just lying in the street. And it's [8]_____, it makes everyone smile when they see it as they walk through the market square.

abstract classic contemporary powerful

This definitely isn't a [9]_____ or 'normal' work. I mean, it doesn't really represent anything real. It's quite [10]_____. It's just this long line of them, all half-buried in the sand. I like it because it's very [11]_____ – you know, modern – because it uses this symbol of the modern age: the car. And although it's quite a simple idea in some ways, it's getting across a [12]_____ message about how we design and use things, then just throw them away.

4 **Describe the other two photos in Exercise 1. Use adjectives from Exercise 3.**

READING

1 **Describe the two works of art on page 99. Which one looks the most interesting? Why?**

2 **Read the introduction to the article, ignoring the gaps. Then choose the best title.**

A Art is always fun!
B Does art have to be serious?
C We need more art!

3 **Read the introduction again and think of the word which best fits each gap. Use only one word in each gap.**

4 **Read the sentences. Which work of art on page 99 do you think they refer to? Then read the article quickly and check.**

1 It's made of an unusual material.
2 People saw it in many different countries.
3 It is intended to make people feel happy.
4 It was destroyed after a few weeks.

5 **Read the article again. Then decide if the sentences are true for Anna, Alexei or both.**

1 I saw this work of art twice.
2 It made me think about my childhood.
3 It looked strange because of the contrast with its surroundings.
4 It made me feel closer to home.
5 I think it's a work of art because it encourages people to think.
6 It made me more aware of my senses.

17 ART IS FUN!

Unit Overview

TOPIC	Art
VOCABULARY	Adjectives describing art
READING	Does art have to be serious?
GRAMMAR	Modals of deduction: present
VOCABULARY	Verbs often used in the passive
WRITING	An essay (2)
EXAM TASKS	Reading and Use of English Part 2; Writing Part 1

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 154; TB page 246
WORKBOOK: pages 68–71
VIDEO AND VIDEO WORKSHEET: Art
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 17; Vocabulary worksheet Unit 17
TEST GENERATOR: Unit test 17

WARMER

Tell students to get a clean sheet of paper and that they have one minute to draw a picture on it. When the time is up, display the pictures around the room. Put the students into pairs. One student is a guide in an art gallery. The other is a visitor. Elicit the sort of things a guide would tell someone about paintings, for example what the picture shows, why it is special, etc. The guide shows some of the pictures to the visitor and talks about them. After two minutes, tell the students to swap roles. After two more minutes, the students sit down. Elicit some of the things they said about the pictures around the room.

ABOUT YOU

13 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. If possible, tell the class about some works of art you have seen before they discuss the two questions in the book. Put students into small groups. Set a time limit of two minutes and then elicit any interesting answers from different groups.

VOCABULARY Adjectives describing art

1 Elicit the phrases *looks like* + noun, *looks* + adjective. Students discuss the photos in pairs. Elicit some descriptions and ask other students to guess which photo the students are describing.

Answers
Students' own answers

75 **2** Tell students to note down any key words they hear while listening, which help them to do the matching. Elicit the answers and the words they noted.

Answers
1 A 2 B 3 E

75 **3** Allow students to work in pairs to try to do the matching. Elicit the answers and what the vocabulary items mean, for example *controversial – not everyone liked it, some people thought it shouldn't be there*. Elicit the meanings of each adjective and ask students to work in small groups to think of an artwork, celebrity, song or something else that each word in one of the blue boxes could describe. For example: *Lady Gaga is quite bizarre because of the clothes she wears. Choosing Scarlett Johannson to play the lead character in* Ghost in the Shell *was controversial because some people thought the part should be played by a Japanese actress.* Monitor and help where necessary and then elicit ideas and reasons from each group.

Answers
1 controversial 2 bizarre 3 stunning 4 remarkable
5 conventional 6 unique 7 dramatic 8 humorous 9 classic
10 abstract 11 contemporary 12 powerful

» AUDIOSCRIPT TB PAGE 275

4 Put students into pairs to think of their descriptions. When they have finished, they can join together with a second pair and share their ideas. Allow weaker students to choose one of the two photos to describe. Monitor and help with ideas where necessary. Then elicit one description from each group of four.

Answers
Students' own answers

READING

1 Ask students to cover the Reading text so that they can only see the photos. In pairs, they discuss what they think is special about the room and where they think the rubber duck is. Elicit ideas and have a class vote on which one they think would be the most interesting to see.

Answers
Students' own answers

2 Set a strict time limit of one minute for students to read the introduction, so they don't have time to think about the gaps. Elicit ideas and reasons for them.

Answers
B (This work is entertaining and fun, but is it really 'art'?)

CONTINUED ON PAGE 194

BACKGROUND INFORMATION

Elena Kliment's chocolate room took her two months to prepare and two weeks to carve the chocolate into different shapes. She has also created a chocolate room in Riga, Latvia, using chocolate from Belgium, Switzerland, Brazil and New Zealand.

Florentijn Hofman is famous for other, fun animal figures as well as the rubber duck. There was a *HippopoThames* which floated down the River Thames in London and a giant octopus in Shenzhen, China. If you go to Schiphol Airport in Amsterdam, you can see, and climb on, his cat and dog figures.

3 B2 First for Schools Reading and Use of English Part 2

Briefly review what students need to do in this part of the exam and if necessary read out the B2 First for Schools information on TB page 38.

Look at the example with the class. Ask them what the missing word would be if it was followed by the word *as* (*such as*). Elicit the sorts of words this part of the exam task tests: pronouns, prepositions, phrasal verbs, relative pronouns, etc. Set a time limit of ten minutes and then allow students to compare answers. Elicit the answers by asking different students to read out one sentence at a time to see if they have the correct words. Remind students that, in the exam, this task uses just one standalone text rather than the introduction to a longer text – so the last line of the introduction, referring to the text to follow, is not one that would appear in the exam.

Answers

1 on 2 been 3 out 4 are 5 they 6 its 7 to 8 of

4 Tell students to work alone and find words or phrases in the texts that show the correct answers. Elicit the answers and the material (*chocolate*), the countries visited (*China, Japan, Brazil, the US*), a word meaning happiness (*joy*) and what happened to the artwork which was destroyed (*it was eaten*). Ask the students to make similar sentences about the two artworks, for example: *It has a nice smell* (the chocolate room); *It's very big* (the rubber duck).

Answers

1 The chocolate room
2 The rubber duck
3 The rubber duck
4 The chocolate room

5 Students again find evidence in the text to show why their answer is correct. Elicit the answers and the reasons for them. 1 *I went back*; 2 *The smell reminded me of … when I was younger*; *I instantly remembered being a little kid again*; 3 *In the business-like environment of the city*; 4 *made the world feel a bit smaller*; 5 *Would I call it art? Definitely*; *Some people would say that something like this can't possibly be art … But I don't agree*; 6 *made me appreciate how powerful our senses of smell, taste and touch are.*

76 The Reading text is recorded for students to listen, read and check their answers.

FAST FINISHERS

Ask students to find phrases with the form *It makes/made me …* Elicit the answers to the exercise and then ask the fast finishers to share their answers. For example: *It made me think about our senses*; *it also made me think about the scale of the world*; (*it*) *made the world feel a bit smaller.* Elicit more phrases they could use to describe each artwork, for example *It made me sick*; *It made me laugh.*

MIXED ABILITY

Allow students to work in pairs. One student looks at the text about Alexei, the other at the text about Anna. When they have finished, they share their answers and see which questions refer to both people. You could tell them that two sentences refer to Alexei only, two to Anna only and two to both of them.

Answers

1 Alexei 2 both 3 Anna 4 Anna 5 both 6 Alexei

TALKING POINTS

Monitor and give positive feedback as students discuss the questions in pairs. You could tell the students about some controversial works of art, such as an unmade bed or a pile of bricks. Also about jokes people have played in galleries such as two students in a gallery in San Francisco who left a pair of glasses on the floor of the gallery next to a wall. Several people took photos of the 'artwork' thinking it was a real exhibit. Ask the class if the glasses were art or not. Follow this up by telling the class that their town has been given a million pounds (or the equivalent in their currency) to spend. They can choose whether to spend this on a piece of artwork for the town's main square or on something else for the town. What would they spend it on? Set a time limit for the students to discuss ideas in groups and then invite them to share their ideas as a class.

COOLER

Tell the students to imagine that the photos in the Student's Book are part of a photography exhibition. They should look through the book and choose one photo that they like. When they are ready, they work in groups and tell each other about the photo they have chosen, why they like it and how it makes them feel. Elicit some of the photos chosen and the reasons why.

76

For centuries, sculptures by artists [0] *like* Michelangelo tended to be human figures or people sitting [1]_____ a horse. Their works were stunning – perfect, sometimes – but contemporary artists have [2]_____ evolving these classic forms. They've moved [3]_____ of galleries and museums too, and they [4]_____ now exhibiting their art in outdoor urban settings all over the world. Their works are often abstract: [5]_____ look at life in humorous and original ways. Take Yayoi Kusama's yellow pumpkin with black spots. This work is entertaining and fun, but is it really 'art'? What should art be like, and what is [6]_____ function? Should 'good art' be beautiful or is 'good art' supposed [7]_____ be challenging, controversial and unique? Two young people give us their opinions and talk about unusual works [8]_____ art they've seen.

ALEXEI, 15

Last year, I went to see this amazing chocolate room in a gallery near my home in Minsk, in Belarus. Everything in it was chocolate – the furniture, the cups and saucers, even the flowers. It was weird to see all those familiar things made out of chocolate. My first thought was: 'Wow! There must be a lot of chocolate in here!' In fact, the artist, Elena Kliment, used over 600 kilos of chocolate. The smell reminded me of weighing sugar on the scales and melting chocolate in a pan when my grandmother and I used to make cakes when I was younger. The temptation to touch it or taste it was incredibly strong. I went back on the last day of the exhibition and they were giving people pieces of it to eat. It made me think about our senses. We live in a very visual world, but this work made me appreciate how powerful our senses of smell, taste and touch are, but we don't rely on them as much. I think this might well be what the artist was trying to get across. Or it could be that she wanted us to appreciate chocolate! Would I call it art? Definitely! For me, anything that takes you away from everyday life and makes you think is art.

ANNA, 16

I saw this massive rubber duck when I was in Hong Kong last year. It was over 30 metres high, so I guess it could well be the biggest rubber duck ever made! In the business-like environment of the city centre, this huge kids' toy floating on the water was a pretty bizarre sight. It was by a Dutch artist called Florentijn Hofman, and it had travelled all over the world, from China and Japan to Brazil and the US. The tour was entitled 'Spreading joy around the world' and I think it definitely did that. When I saw it, I instantly remembered being a little kid again. But it also made me think about the scale of the world we live in. Before I saw it, Hong Kong had seemed a long way from my home in London. But thinking that this rubber duck could travel all that way made the world feel a bit smaller and friendlier. Some people would say that something like this can't possibly be art because it's not serious enough. But I don't agree. I think art is about getting people to look at the world in a new way. Is it a great work of art? I don't think it was awarded any prizes, but I loved it. On a scale of one to ten, I'd definitely give it a ten!

TALKING POINTS

What do you think big outdoor works of art can bring to a town or city? Do you agree that anything can be art if it makes you think?

GRAMMAR Modals of deduction: present

1 **Read the examples. Then complete the rules with the modal verbs. What is the opposite of *must be*?**

1 It could be that she wanted us to appreciate chocolate.
2 This might well be what the artist was trying to get across.
3 It could well be the biggest rubber duck ever made.
4 Some people would say this can't possibly be art.
5 There must be a lot of chocolate in here!

We can use modal verbs to indicate how sure or unsure we are about something.
a We use _____ *be* if we are sure that something is true.
b We use _____ *be* if we are sure that something isn't true.
c We can use _____ *be* or _____ *be* if we are unsure about something.
d We use _____ after *might* or *could* to confirm that we are fairly sure about something.

» GRAMMAR REFERENCE AND PRACTICE PAGE 154

2 **Choose the correct modal verbs.**

1 That painting *mustn't* / *can't* be genuine. It's very cheap.
2 The style of the picture over there's identical, so it *must* / *might* be by the same artist.
3 The art teacher isn't here. I think she *could* / *can* be ill.
4 The two buildings *can* / *could* be the same height, but I'm not sure.
5 I've phoned the gallery a few times, but no one's answered, so the exhibition *might* / *must* well be closed.
6 That paintbrush *can't* / *mustn't* be mine. It's black, but mine are all orange.

3 **Read A's statements. Then complete B's replies with *must be*, *might be* or *can't be* and the words/phrases in brackets.**

0 **A:** I'm studying art history. (fascinating)
B: You love art! It *must be fascinating*!
1 **A:** That massive sculpture is made of iron. (easy to lift)
B: It _____.
2 **A:** Her gold ring has three huge diamonds. (very valuable)
B: It _____.
3 **A:** Our art homework is just learning a few dates. (very interesting)
B: That _____.
4 **A:** My brother's just sold his first painting! (so satisfying)
B: That _____.
5 **A:** Helen's thinking of changing schools. (serious)
B: But why? She'd miss all her friends! She _____!
6 **A:** The jewels in this necklace look like glass, but I'm not certain. (a fake)
B: Do you think it _____?

4 **Use *might* or *could* to describe what you think you can see behind each keyhole. Add *well* if you are fairly sure.**

I think it could well be …

VOCABULARY Verbs often used in the passive

1 **Read the examples. Can you think of any other verbs that are often used in the passive?**

1 The tour was entitled 'Spreading joy around the world'.
2 I don't think it was awarded any prizes.

2 **Choose the correct passive verbs.**

1 The art gallery *is set* / *is influenced* in a beautiful forest.
2 Josie *was devoted* / *was elected* as our student representative yesterday.
3 The art gallery *was regarded* / *was established* in 1977.
4 The sculpture *is composed* / *is prohibited* of five moving parts.
5 The artist Kandinsky *was influenced* / *was set* by Malevich.
6 Photography *is elected* / *is prohibited* throughout the gallery.
7 Last spring, the ground floor *was devoted* / *was composed* to an exhibition of modern art.
8 Jackson Pollock *is influenced* / *is regarded* as a very important artist.

3 » **Work in pairs. Turn to page 125.**

GRAMMAR Modals of deduction: present

WARMER

Tell the students to use their imaginations. They should imagine that there is suddenly a knock on the door. Ask them who they think it is and why. If anyone answers *It's …* (e.g *It's the director*) ask if they know that it is definitely the director (*no*) and try to elicit the sentence *It could be the director.* Elicit more ideas using the same structure. Now say 'We open the door and it's a police officer. Why is he or she here?' Again, elicit ideas and encourage students to use modals of deduction. Continue for as long as you think is necessary, for example 'The police officer sits down behind the students'; 'The police officer makes notes during the lesson'; 'Suddenly, the police officer's phone rings and he/she rushes out.'

1 Students open their books and complete the rules. Elicit the answers and clarify that when we think something is impossible, we don't say *mustn't be*. When we think something is possible, we can use *could* or *might be* but not *can be*.

Answers

a must
b can't
c might, could
d well
The opposite of *must be* is *can't be*.

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 246

2 Look at the first sentence with the class and elicit that *can't be* is the correct answer because we don't use *mustn't be* for deduction. Students work alone and compare answers in pairs. Elicit the answers and reasons for them. Ask if we know the painting in sentence 1 isn't genuine. (*No, but we are fairly certain.*) Do the same for the other sentences, for example *Do we know the two pictures were painted by the same artist? Do we know the teacher is ill?*

Answers

1 can't 2 must 3 could 4 could 5 might 6 can't

3 Look at the example with the class and ask why they have used *must be* (*because the person loves art so we assume it is fascinating for them*). When the students have finished, elicit the answers and check why those answers are correct, for example: 1 It can't be easy to lift because iron is a very heavy material; 2 It must be valuable because diamonds are very expensive and there are three of them.

FAST FINISHERS

Ask fast finishers to think of more sentences they could make about the people or situations in the exercise. For example: *You must be very happy. You must be glad that you got a place on the course.* When everyone has finished the exercise, elicit some of these sentences.

Answers

1 can't be easy to lift
2 must be very valuable
3 can't be very interesting
4 must be so satisfying
5 can't be serious
6 might be a fake

4 Look at picture A with the class. Elicit ideas about what it might be from different students. Ask students to look at the other pictures individually before describing what they can see to a partner. Share some ideas as a class.

MIXED ABILITY

You could ask weaker students to write sentences describing the pictures in Exercise 4 to consolidate their knowledge and understanding. Monitor and help where necessary. Elicit the answers and encourage students to use *must* if they are very sure, for example *D must be a bike because we can see most of the wheel.*

Answers

The photos show:
A the eyes of a striped horsefly
B flamingo feathers
C a harbour seal
D a cyclist at dusk
E a car park with trees
F wheat fields, USA

» GRAMMAR WORKSHEET UNIT 17

VOCABULARY Verbs often used in the passive

1 Elicit the form of the passive: object acting as subject + verb *to be* in different tenses + past participle of the main verb (+ *by* + subject if necessary). Elicit some passive sentences and write the main verbs used by students on the board. Tell students they can't use the same verb twice. Students then look at the exercise and discuss as a class which verbs they think are most often used, for example *given*, *made by*, *written by*.

Possible answers

past participles: made, born, given, sent, asked, seen, expected, told, used, allowed, considered, sold

2 Students work alone and then compare answers in pairs. Elicit the answers and what the verbs mean: 1 the gallery is in the middle of a forest; 2 the students chose or voted for Josie; 3 the gallery opened or started to exist; 4 it consists of; 5 Kandinsky used some of Malevich's ideas; 6 you can't take photos; 7 the modern art exhibition took up the whole of the ground floor; 8 people consider or believe him to be important.

Answers

1 is set
2 was elected
3 was established
4 is composed
5 was influenced
6 is prohibited
7 was devoted
8 is regarded

3 Put the students into pairs and set a time limit of four minutes for them to discuss the questions and note down their answers. They then join up in groups of four to compare ideas. Elicit answers from each group.

Answers

Students' own answers

» VOCABULARY WORKSHEET UNIT 17

WRITING An essay (2)

1 Put students into small groups, and monitor and join in as they discuss the questions. When feeding back, if students show strong opposing views about whether or not the slide is art, you could hold a brief class debate encouraging students to justify their answers. (The slide was set up on 4th May 2014 as part of a Bristol Art Weekender and Make Sunday Special day. There were 360 tickets for the 95-metre long slide and over 96,000 people applied for them. The artist, Luke Jerram, says that the person on the slide becomes a performer and the other people are the audience.)

Answers
Students' own answers

2 If you held the debate in Exercise 1, then students should have a lot of ideas already. If not, allow more time for them to develop these. Allow them to work in pairs to share their ideas.

Answers
Students' own answers

3 Ask students if the essay mentioned any of their ideas and then elicit all the ideas in the essay. For example: classic works of art – *cultural richness*, *interesting*, *historical or political significance*; controversial works of art – *sometimes criticised*; own idea – *good for the local economy*.

Answers
Students' own answers

4 Read through the *Prepare to write* box with the students and emphasise the first point – that it is important not to move away from the topic of the question. Students then match the functions to each paragraph. This should be quite a quick exercise, as the introduction and conclusion are fairly obvious. You could, therefore, do this briefly as a whole-class exercise.

Answers
1 c 2 d 3 a 4 e 5 b

5 Monitor as students answer the questions in pairs. Check answers and then expand the exercise by brainstorming other phrases for these functions, for example *in contrast – although*; *in addition –moreover*, *for instance*. Give students one minute to do this before eliciting answers for each function and writing them on the board.

Answers
1 However, On the other hand, while
2 Furthermore, What's more
3 For example, such as

6 Set a short time limit for students to answer the questions individually. Elicit one or two more examples of each expression (for example 1 *Some people say/believe that …*; 2 *In my opinion*; 3 *In conclusion …*) and add them to the board for reference.

Answers
1 [They] would argue that
2 In my view, I believe that
3 To sum up

7 Set a time limit of two or three minutes for students to write any extra notes that they need for their plan. They have already made notes in Exercise 2 so should just add some expressions from Exercises 5 and 6, and any other ideas they have had since reading the example essay.

Answers
Students' own answers

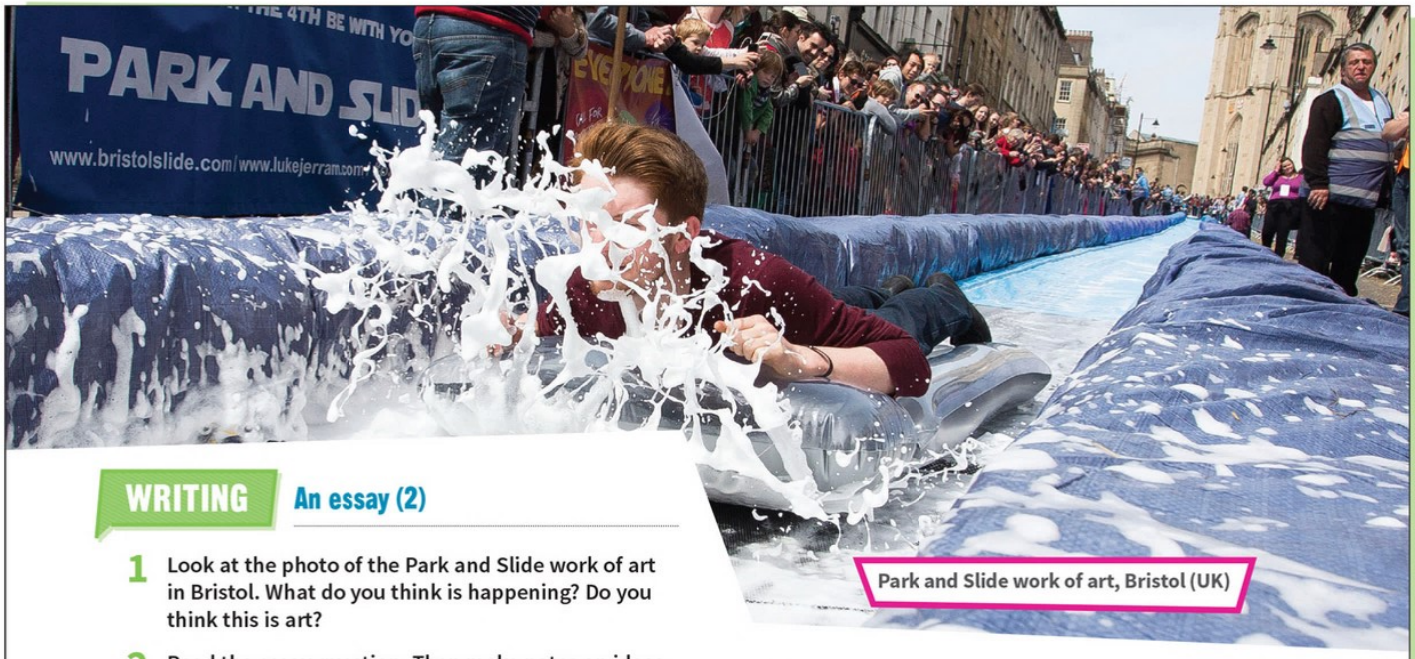
8 **B2 First for Schools Writing Part 1**

Briefly review what students need to do in this part of the exam and if necessary read out the B2 First for Schools information on TB page 22.

Allow ten minutes for the writing. When the students have finished, put them in pairs. They swap essays and read them and give each other feedback on grammar, organisation and ideas.

Model answer
Are public works of art good for cities? It's certainly true that some have become great tourist attractions. However, is all art equally valuable?
In my opinion, public works of art almost always make a city more attractive and give it a chance to display the works of some of its best artists.
Although contemporary works of art are sometimes controversial, they also make cities more interesting and attractive. No work of art can please everybody – even classical works of art can divide opinion – and those who don't like an artwork at first may slowly become used to it.
In my view, there should be a mix of different kinds of public art in every city, from street art to classical statues to modern sculptures. It is good to make some of these temporary exhibits so that new artworks can be added as often as possible.
In conclusion, I believe that we shouldn't worry if not everyone likes every piece of art. Art should make us think and often the more controversial works of art are the most important and most popular.

COOLER
Put students into small groups. They should think about the town where their school is and note down any statues, sculptures and galleries that there are. They then plan a short presentation to the class in which they should mention three things they think a visitor should see, giving reasons for their ideas. Set a time limit of five minutes and then invite the groups to present their ideas to the class.



Park and Slide work of art, Bristol (UK)

WRITING An essay (2)

1 **Look at the photo of the Park and Slide work of art in Bristol. What do you think is happening? Do you think this is art?**

2 **Read the essay question. Then make notes on ideas 1 and 2 and your own ideas.**

'Public works of art are good for cities.'
Do you agree?

Notes
Write about:
1 the popularity of classic public works of art
2 the effect of controversial works of art
3 _____ (your own idea)

3 **Read the essay. Does it mention any of your ideas from Exercise 2?**

1 A lot of cities around the world have large public works of art. However, is this kind of art good for the cities that have it?

2 Popular works of art can bring a lot of benefits to a city. For example, they add cultural richness and make it more interesting for the people who live and work there. Furthermore, they might have specific historical or political significance, such as celebrating a victory or independence.

3 On the other hand, contemporary works of art are sometimes criticised for being abstract or ugly. People who are conservative would argue that only conventional, classic art is 'real' art. What's more, some people don't like art at all, of course.

4 In my view, even though public works of art might be expensive to buy, they can be good for the local economy if they attract visitors from the region or internationally.

5 To sum up, while it is true that we can't please everyone all of the time, I believe that a good range of traditional and contemporary art is good for a city.

4 **Read the *Prepare to write* box. Then match the paragraphs in the essay to the functions (a–e).**

PREPARE TO WRITE An essay

In an essay:
- everything you write should be relevant to the question.
- you must use the two ideas given and your own idea to answer the question.
- give your opinions – include examples of what you mean and use linking words to join your ideas.
- organise your ideas into five paragraphs.
- include a conclusion with your own opinion.

a Discussion of the second idea in the essay question
b Conclusion
c Introduction
d Discussion of the first idea in the essay question
e The writer's own opinion

5 **Look at the highlighted expressions in the essay. Then answer the questions.**

1 Which three expressions introduce a contrasting idea?
2 Which two expressions introduce a similar idea?
3 Which two expressions introduce examples?

6 **Look at the essay again.**

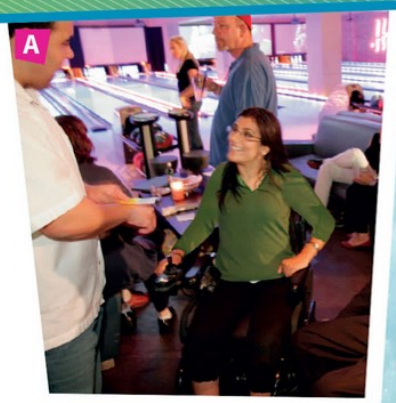
Find
1 an expression which introduces other people's opinions.
2 two expressions which introduce the writer's opinion.
3 an expression which introduces the writer's conclusion.

7 **Read the task in Exercise 2 again. Then plan your own essay.**

8 **Write your essay.**

- Use the tips in the *Prepare to write* box.
- Write 140–190 words.
- Check your grammar and spelling.

18 CHALLENGING FATE



C

ABOUT YOU

What major decisions have you had to make in your life?
What do you consider to be your main qualities and strengths?
How have these qualities helped you?

VOCABULARY Personal qualities: nouns

77 **1** **Listen to three people talking about impressive personal qualities. Then match the speakers to the photos.**

77 **2** **Listen again. Then complete the sentences with the words in the box. One word is not needed. What does this word mean?**

EP

ambition bravery commitment courage
determination drive inspiration kindness
passion sense spirit strength

1 Climber Joe Simpson showed great _____ in making the decision he made.
2 With a broken leg, Joe had the _____ to know he would never manage to climb back up.
3 His story is an _____ to climbers everywhere.
4 The mental _____ and _____ shown by three Samoan teenagers during their 50 days lost at sea is breathtaking.
5 Their joint _____ had kept them alive, along with some rainwater, a few coconuts and one seabird.
6 Their story is a perfect example of the _____ humans have to stay alive under any circumstances.
7 Sabrina's first _____ was to graduate from high school with the rest of her class.
8 Since then, Sabrina has shown an endless _____ to improving the lives of disabled people.
9 Her _____ and _____ for the rights of disabled people have changed lives everywhere.

77 **3** **In groups of three, tell each other the stories you have just heard, using the sentences in Exercise 2 to help you. Then listen again to check you remembered everything.**

4 **Discuss the questions.**

1 Do you know anyone who has shown great bravery and courage? What happened?
2 Who is an inspiration to you? Why?
3 What ambitions do you have for the future?
4 Do you have any interesting passions?
5 Have you shown determination in doing something difficult? What was it?
6 How important to you is the quality of kindness?

READING

1 **Read the title and the first sentence of each text on page 103. What do you think these people's stories might be about? Then match the texts to the possible topics.**

1 leaving hardship behind
2 moving to another country
3 coping with a serious problem
4 surviving a difficult childhood

2 **Read the texts quickly to check.**

3 **Read the questions. Then <u>underline</u> the important words.**

Which person …
1 has had a book published about their life?
2 adopted a new nationality?
3 had to make a major decision for the sake of their health?
4 took up a new interest in order to eat?
5 often achieved high marks?
6 used their own experience to assist others?
7 did a degree related to languages?
8 represented their country in competitions?
9 received financial support thanks to a physical talent?
10 achieved second place in an international tournament?

4 **For questions 1–10 in Exercise 3, choose from the texts (A–D). The texts may be chosen more than once.**

18 CHALLENGING FATE

Unit Overview

TOPIC	Inspirational people
VOCABULARY	Personal qualities: nouns
READING	Tales of courage
GRAMMAR	Third conditional; *wish* + past perfect
VOCABULARY	Phrasal verbs with *get*
LISTENING	Eight short conversations
SPEAKING	Discussing ideas
EXAM TASKS	Reading and Use of English Part 7; Listening Part 1; Speaking Part 3; Speaking Part 4

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 155; TB page 246
WORKBOOK: pages 72–75
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 18; Vocabulary worksheet Unit 18
TEST GENERATOR: Unit test 18

WARMER

Tell students to think of the most important person in their country from the last 100 years. Give them some examples from the USA, for example Barack Obama, John F Kennedy, Martin Luther King, Elvis Presley, Mohammed Ali, Serena Williams, Rosa Parks, Amelia Earhart. Elicit what the students know about them or about other famous Americans. Have a class vote on who they think is the most important. Students then work alone to think about one person from their own country and reasons for choosing them. They get into groups of four or five to share ideas. Elicit ideas from each group and reasons why these people are important.

ABOUT YOU

Tell the students one example of a decision you made about your life, such as deciding which subjects to study at university or deciding which job to do, as well as one or two personal qualities and how they have helped you. Ask students to do the same in pairs or groups of three. Elicit interesting things students found out about their partners.

VOCABULARY Personal qualities: nouns

77 **1** Look at the photos with the students and elicit what they can see. Ask why the people are special. If they aren't sure, elicit how they can use *might/could be* for speculation. When students have listened to the recording, elicit the answers and any information they remember about the three photos. For example: A *car accident, raises money for charity*; B *Samoan, 50 days at sea, ate coconuts and a seabird*; C *fell 50 metres, broken leg.*

Answers
1 C 2 B 3 A

77 **2** Ask the students to read through the sentences and try to think of which words go into each space. When they have listened again, elicit the answers and then put the students into small groups to think of matching adjectives for each noun in the box, for example *ambition – ambitious*.

Answers
1 courage
2 sense
3 inspiration
4 strength, bravery
5 spirit
6 determination
7 ambition
8 commitment
9 passion, drive
kindness: the quality of being generous, helpful and thinking about other people's feelings

77 **3** Set a time limit for the students to discuss each story, for example two minutes per story, so that they have discussed all three when you play the recording again. After the students have listened, ask them to close their books and nominate three groups to retell one story each.

Answers
Students' own answers

» AUDIOSCRIPT TB PAGES 275–276

4 Discuss the first question as a class. Give students some ideas that they may know from news stories or films, for example Alex Honnold, who became the first person to free climb (i.e. without any ropes or safety equipment) a rock called El Capitan in Yosemite National Park. This was filmed and the documentary of his climb, called *Free Solo*, won an Oscar. Elicit more ideas and then put the students into small groups to discuss the other questions. Monitor and listen to the students, asking questions to elicit more details where necessary. Students then share ideas as a class.

Answers
Students' own answers

READING

1 Ask students to look at the four topics and to explain what each one means in their own words. For example: 1 *getting away from a poor, difficult life*; 2 *leaving their country to live somewhere else*; 3 *being able to carry on with life with a serious problem*; 4 *not dying during their hard, younger life.* Set a time limit of one minute for the exercise and elicit ideas with reasons for them. Tell students that more than one answer is possible for each text. Elicit key words and phrases that helped them. For example: A *tough upbringing, parents' problems*; B *arrival in Australia, survival lifestyle*; C *grew up in poverty, unable to read and write*; D *bravery and fighting spirit*.

Answers
1 A, B, C
2 B, C
3 A, B, C, D
4 A, B, C

CONTINUED ON PAGE 202

BACKGROUND INFORMATION

The woman who helped Dawn Loggins first met her when her daughter invited Dawn to a sleepover. It was a year later that the school got in touch to ask her if she could take Dawn in permanently. Dawn arrived with a suitcase and two bags as well as a computer that her school had lent her.

Ahmed helped to make the Somali football championships in Australia the biggest sports event for the Somali community in Australia and over 4,500 people attended the matches. Ahmed is also a Project Ambassador for a program which helps find employment for young people.

In 2016, the Walt Disney company made a film about Phiona Mutesi's life. It is called *Queen of Katwe*, the poor area of Kampala that Phiona grew up in. The actress who played Phiona, Madina Nalwanga, was also brought up in the same area.

After playing football, Koni joined NubAbility as a coach. NubAbility is an organisation which helps young sportspeople who have had limbs amputated.

2 Set a time limit of three minutes and ask students to scan the texts for any vocabulary items that may relate to the headings in Exercise 1. Elicit ideas and summaries of what each person did: A *When her parents moved away, she studied hard and got into Harvard University*; B *He and his family moved to Australia and he is now a social worker*; C *She learned how to play chess and won a scholarship to an American university*; D *He had a bad injury and lost his leg, but continued to play sport*.

Answers

Students' own answers

3 Look at the first sentence with the students and elicit what words are the most important (*book published*). Tell the students that, if two texts mention books, they would have to read the parts of both texts which include that information carefully, to see which one is the correct answer. Students do the same for the other sentences. Elicit ideas.

FAST FINISHERS

If students finish the exercise quickly, ask them to think of alternative ways of saying the key words. Often a text has the same information as the questions but with different words, for example *a book about their life – their story*; *published – written.* When you elicit the key words, ask students how else these may be written in the texts.

Possible answers

1 book, published, life
2 adopted, nationality
3 major decision, health
4 new interest, eat
5 achieved high marks
6 own experience, assist others
7 degree, related to languages
8 represented, country, competitions
9 financial support, physical talent
10 second place, international tournament

4 **B2 First for Schools Reading and Use of English Part 7**

Briefly review what students need to do in this part of the exam and if necessary read out the B2 First for Schools information on TB page 150. In this exercise, the text is longer than the texts used in the actual exam task.

Point out that, if students look at question 1 and then read through the texts until they find the information about a book and then do the same for each question in turn, it will take a long time. It is better to read the four texts and underline any key information. They should then look at each question and hopefully know which text it refers to. Students can check their answers by reading the part of the text containing the relevant information to make sure they are correct. Elicit the answers and ask for examples of where they had to read the text carefully, for example 10 – *D mentions sports competitions, C uses the word* tournaments *but neither mention coming second*.

MIXED ABILITY

Ask students to work in pairs. One student reads texts A and B and the other reads C and D. They then look together at the ten questions and tell each other which they think match with their texts. If both or neither of them think a question matches one of their texts, they read the texts again and try to decide on the correct answer.

Answers

1 C (biography)
2 B (Australian citizens)
3 D (accepted the doctor's recommendations)
4 C (learn chess … meals)
5 A (straight-A average)
6 B (is now a social worker)
7 A (linguistics)
8 C (international tournaments)
9 D (football scholarship)
10 B (got them to the final)

78 The Reading text is recorded for students to listen, read and check their answers.

TALKING POINTS

Put students into pairs to discuss the questions before whole-class feedback. If the students have different opinions about the first question, hold a discussion on whether or not people make their own luck, and what other factors may contribute. Then hold a class vote on the second question.

COOLER

Put students into pairs. They choose one of the people in the texts and think of five questions they would ask them about their life. They then think of possible answers and practise asking and answering them. Invite pairs to act out their interviews in front of the class.

TALES of COURAGE

78

Four stories of incredible passion, strength and determination

A Dawn

Dawn Loggins had a tough upbringing in North Carolina, USA, due to her parents' problems. There was never enough money for food and rent, so the family often lived in buildings without electricity or running water. Dawn really wanted to learn, but even reading at home was difficult with no electric lights. As she got older, Dawn realised that education was the only way she could escape her troubled background. When her parents suddenly moved away to Tennessee, she was left behind and moved in with the woman who drove her school bus. She was finally in a normal home environment, where she could eat, sleep and study normally. To earn money, she took a job as a school cleaner and worked every day before classes began. Showing great courage and incredible drive, she maintained a straight-A average in her studies and aimed high, hoping to get into Harvard University. Out of 36,000 candidates, Dawn was selected for a full scholarship and studied linguistics there. It was a fantastic achievement for a teenager whose life had been far from easy.

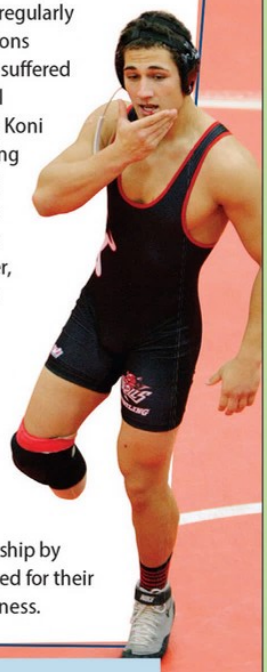
B Ahmed

The challenge Ahmed Dini faced on his arrival in Australia was adjusting from a survival lifestyle to one of opportunities and freedom. Ahmed was three when his parents left Somalia and went to a refugee camp in Kenya. Ahmed remembers his mother's sadness in the camp. She always wished she hadn't had to leave her home, but she had had no choice. If the family had stayed in Somalia, they could never have lived in safety. The family spent over five years in the refugee camp, but were finally given the chance to become Australian citizens. When they eventually boarded their flight to Australia, he noticed the smile on his mother's face. At last, her kids would get a real education and fresh opportunities. Although Ahmed learned English quickly, he experienced difficulties in finding his place in Australian society. However, with determination, he got through his schooling and is now a social worker in his local community, helping Somali teenagers to achieve their ambitions. He also manages a Somali-Australian football team, Unite, and got them to the final of the Madrid Youth Cup in Spain, though sadly they didn't win.

C Phiona

As a child, Phiona Mutesi grew up in poverty in Uganda, unable to read or write. Her father died when she was very young and she had to find food for herself and her brother. It was that basic need that decided her fate, because it led her to Robert Katende's chess programme. For any child that came to his centre to learn chess, Katende was offering meals. Phiona wouldn't have gone there if she hadn't been desperate, and her life changed with that one decision. Her potential at chess was obvious from the start and she enjoyed playing, so she began to practise more and more. She walked four miles a day to attend training, and within six months she was beating the older girls and boys in the programme. Since then, she has played for Uganda in several international tournaments, with trips to Russia, Turkey and the USA. On one of these trips, she was offered a scholarship to an American university, where she now studies sociology. Phiona has brought hope to her family and is becoming an inspiration worldwide, with the appearance of her biography and recently an international film about her success.

D Koni



Koni Dole's bravery and fighting spirit are remarkable. Koni comes from Montana in the USA and his passion is American football. He regularly represented his high school in competitions until, in the final game of the season, he suffered a horrific break to his leg. Despite several operations, the leg became infected and Koni was eventually told that without removing the leg, he risked further problems. Koni accepted the doctors' recommendations and he had to face up to the fact that he might never play football again. However, immediately after the surgery, he began training again, lifting weights to build his muscles up and, with the help of an artificial leg, he also started running to improve his fitness. Despite being in great pain at times, he returned to the football field just a year after his injury. He even got back his place on the school team! On graduating from high school, Koni was given a football scholarship by Montana State University, where he played for their team while studying for a degree in business.

TALKING POINTS

How important is it to get a good start in life?
Which person in the texts do you admire the most?

GRAMMAR Third conditional

1 **Read the examples. Then answer the questions.**

1 Phiona wouldn't have gone there if she hadn't been desperate.
2 If the family had stayed in Somalia, they could never have lived in safety.

a Did Phiona go to the chess club?
b Was she desperate?
c Did Ahmed's family stay in Somalia?
d Was it safe in Somalia?

2 **Complete the rules with the words in the box.**

could	*have*	past perfect	*would*

We use the third conditional to talk about imaginary results of situations in the past that didn't happen.
a We use *if* + _____, + _____ + *have* + past participle.
b We can also use the modal verbs _____ or *might* + _____ + past participle.

» GRAMMAR REFERENCE AND PRACTICE PAGE 155

3 **Match the sentence halves.**

1 If I hadn't lost my phone, I
2 If you had stayed for a coffee, you
3 If everyone had come to the beach party, there
4 If you'd revised for the test, you
5 If we'd moved to another town, we

a would have had to make new friends.
b might have got higher marks.
c would have missed the bus.
d wouldn't have missed your call.
e could have been over 100 people.

4 **Complete the third conditional sentences with the correct form of the verbs in brackets.**

1 If I _____ (know) how difficult the course was, I _____ (would / choose) an easier one.
2 If Paul _____ (not go) surfing at the weekend, he _____ (could / finish) his homework.
3 You _____ (might / enjoy) the film more if you _____ (not fall) asleep!
4 The team _____ (could / win) their match if they _____ (not have) so many injuries.
5 If Jenny _____ (get) in touch earlier, I _____ (might / be) able to meet her.
6 Simon's sister _____ (would not / meet) her husband if she _____ (not move) to London.

wish + past perfect

5 **Read the examples. What tense follows *wish* and *If only*?**

1 She always wished she hadn't had to leave home.
2 I wish I had listened to you more carefully.

» GRAMMAR REFERENCE AND PRACTICE PAGE 155

6 **Rewrite the sentences using *wish* and a suitable tense. Then write a third conditional sentence for each one.**

0 I left my jacket at the party and I lost it.
I wish I hadn't left my jacket at the party. If I hadn't left my jacket at the party, I wouldn't have lost it.
1 You forgot to check the time of the train, so we missed it.
2 The organisers didn't advertise the concert, so we didn't know about it.
3 My guitar got broken when my cousin dropped it.
4 James didn't wear gloves on the mountain and his hands froze.

7 **Correct the mistake in each sentence.**

1 If you have been there last night, you would have enjoyed yourself.
2 I wish you were there. It was amazing!
3 We might not lose the game if I hadn't made that mistake.
4 If you hadn't helped them, what would happened?
5 We would have missed the train if it wouldn't have been late.
6 We wish we'd knew you were going to be there.

VOCABULARY Phrasal verbs with *get*

1 **Read the examples. Then explain the meaning of the phrasal verbs.**

1 Dawn aimed high, hoping to get into Harvard University.
2 He got through his schooling and is now a social worker.
3 He even got back his place on the school team!

2 **Some phrasal verbs with *get* have three parts. Choose the correct phrasal verbs to complete the definitions.**

1 If you get on with / get out of something, you continue doing it.
2 If you get on with / get away with something, you avoid being punished for it.
3 If you get out of / get round to something, you avoid doing it.
4 If you get away with / get round to something, you finally do it, after intending to for a long time.

3 **Complete the sentences with the correct form of a phrasal verb from Exercises 1 and 2.**

1 Our band _____ the first round of the tournament, but we lost in the second.
2 I need to stay in and _____ with my homework.
3 Matt plays for the second team, but he'd like to _____ the first team.
4 We finally _____ watching that film you recommended.
5 I never _____ the money that I lent my brother.
6 If the police hadn't searched the man, he'd have _____ the theft.
7 I _____ doing the washing-up, as I was feeling ill.

4 » **Work in pairs. Turn to page 126.**

GRAMMAR Third conditional

WARMER

With books closed, ask students to think of the four people from the Reading and to discuss in pairs one event that really changed their lives. For example: Dawn's parents moved away; Ahmed moved to Australia; Phiona learned how to play chess; Koni had an accident. Ask the class how their lives would have been different if these things hadn't happened. Elicit ideas and write one on the board using the third conditional, for example *If Dawn's parents hadn't left, she wouldn't have moved to a normal home*.

1 Students do this exercise alone. Elicit the answers and ask the students to write similar sentences about Dawn and Koni (you may have discussed sentences already if you did the Warmer but students can now write them in their notebooks).

Answers

a yes b yes c no d no

2 Elicit the answers and then revise the rules for the second conditional (*if* + past simple + *would/might/could* + infinitive) and what it is used for.

Answers

a past perfect, would
b could, have

GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 246

3 Before students do the exercise, ask them to cover the endings. For each beginning, elicit a possible ending and correct the tenses used where necessary, for example *If I hadn't lost my phone, I would have called you.* Students then uncover the endings and do the matching.

Answers

1 d 2 c 3 e 4 b 5 a

4 Elicit the correct verb forms for the first sentence from the class (*had known*, *would have chosen*). Elicit that if the sentence is reversed, we write it: *would* + *have* + past participle + *if* + past perfect.

Answers

1 'd/had known, 'd/would have chosen
2 hadn't/had not gone, could have finished
3 might have enjoyed, hadn't/had not fallen
4 could have won, hadn't / had not had
5 had got, might have been
6 wouldn't/would not have met, hadn't/had not moved

wish + past perfect

5 Elicit the answers to the exercise and use the second sentence to show how this can naturally continue in the third conditional: *I wish I had listened to you more carefully because if I had listened to you more carefully, I wouldn't have made so many mistakes.*

Answers

Past perfect

GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 246

6 Look at the example sentence with the class and again elicit the verb form used in both the past wish and the *if*-clause of the conditional (*past perfect*). Monitor and help where necessary and then elicit the answers.

Answers

1 I wish you hadn't forgotten to check the time of the train. / If you hadn't forgotten to check the time of the train, we wouldn't have missed it.
2 I wish the organisers had advertised the concert. / If the organisers had advertised the concert, we would have known about it.
3 I wish my cousin hadn't dropped my guitar. / If my cousin hadn't dropped my guitar, it wouldn't have got broken.
4 James wishes he had worn gloves on the mountain. / If James had worn gloves on the mountain, his hands wouldn't have frozen.

7 Students work alone and then compare answers in pairs. Elicit the mistakes and the correct forms.

Answers

1 If you **had** been there last night, you would have enjoyed yourself.
2 I wish you **had been** there. It was amazing!
3 We might not **have lost** the game if I hadn't made that mistake.
4 If you hadn't helped them, what would **have** happened?
5 We would have missed the train if it **hadn't** been late.
6 We wish we'd **known** you were going to be there.

GRAMMAR WORKSHEET UNIT 18

VOCABULARY Phrasal verbs with *get*

1 Look at the first sentence with the class. Elicit other ways in which the students could say the same thing, for example *Dawn wanted to be accepted by Harvard University.* Students then do the same for the other two sentences. Elicit as many alternative ways of rephrasing the phrasal verbs as possible.

Possible answers

1 succeed in being chosen for a place at
2 succeeded in finishing
3 got (something) again

2 Students work in pairs. Elicit the answers and ask follow-up questions to check their understanding of the meanings of the phrasal verbs, for example 'What do you have to get on with in the evenings?' (*homework*).

Answers

1 get on with
2 get away with
3 get out of
4 get round to

3 Students work alone and then compare ideas in pairs. Elicit the answers and what the sentences mean, for example *Our band was successful in the first round and won a place in the second round*.

Answers

1 got through
2 get on
3 get into
4 got round to
5 got back
6 got away with
7 got out of

4 Put the students into pairs and set a time limit of three minutes for them to discuss the questions. Invite volunteers to tell the class something interesting they found out about their partner.

Answers

Students' own answers

VOCABULARY WORKSHEET UNIT 18

LISTENING

1 Tell the students that this exercise is based on the Listening Part 1 exam task. Each question is about a different monologue or conversation. Set a time limit of one minute for students to find the answers in the context sentence of each question. Tell them not to look at the choices for now.

Answers
2, 5, 7

2 Look at the first question and choices with the whole class. Ask what they have to listen for (*what the girl is doing*). Ask if this is the speaker's purpose (*yes – we want to know the purpose of what she is saying*). Students look at the rest of the questions in pairs. Elicit the answers and ask how this information may help students to do the task (*listening for purpose means you are thinking about overall understanding, while the others mean you have to listen for some specific information*).

FAST FINISHERS
Ask fast finishers to choose one of the questions and think of what they may hear if A is correct, if B is correct and if C is correct. For example: 1A *You should put your name down for the trip*; 1B *Tell me again what I need to do before we go*; 1C *It's really annoying that they haven't told us more details.* When you have elicited the answers to the exercise, invite these students to share their ideas with the class and remind them that the actual words used in the recording will probably be different to those in the choices.

Answers
1 Speaker's purpose: 1, 2, 5, 7
2 a 3 b 8 c 6 d 4

79 3 B2 First for Schools Listening Part 1

Briefly review what students need to do in this part of the exam and if necessary read out the B2 First for Schools information on TB page 162.

Encourage students to note down any key information that helped them to decide which choice is correct. Elicit the answers and reasons for them.

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

» AUDIOSCRIPT TB PAGE 276

SPEAKING Discussing ideas

80 1 Before students listen to the conversation, ask them to work in pairs to discuss what they think the two speakers might say about each item. Elicit ideas and then play the recording. Elicit the answers and anything the students remember about what the two people said.

Answers
1 money
2 support from family
3 good friends
4 doing well at school
5 playing sport

80 2 Look at the *Prepare to speak* box with the students. When they have listened again, elicit the answers.

Answers
Yes, that makes sense.
The thing is …

» AUDIOSCRIPT TB PAGE 277

3 B2 First for Schools Speaking Part 3

Briefly review what students need to do in this part of the exam and if necessary read out the B2 First for Schools information on TB page 94.

Tell students that, when they do this task in the exam, the idea is not to agree as soon as possible but to talk about each item in turn and then discuss which two are most important. There is no correct answer and the students don't have to come to an agreement. Set a time limit of two minutes and give the students the instruction 'Talk to each other about how important each idea is.' When time is up, set a time limit of one minute for them to decide which two things are the most important in a teenager's life. When they have finished, elicit their choices.

Answers
Students' own answers

81 4 Play the recording once for students to listen for the two choices, then a second time for the speakers' reasons. Elicit these and what the students think about them.

Answers
Support from family and good friends

» AUDIOSCRIPT TB PAGE 277

5 B2 First for Schools Speaking Part 4

Briefly review what students need to do in this part of the exam and if necessary read out the B2 First for Schools information on TB page 94.

In this part of the exam, the students have to discuss issues in more depth, give and justify opinions and agree and disagree politely. The questions are on the same general topic as the task in Part 3, so here they are all about things in the students' lives. Set a time limit of five minutes, so about one minute per question.

MIXED ABILITY
Allow weaker students to work in groups of three. For each question, one student acts as the examiner, asking the other two students to discuss the question. If the students find it difficult to answer the question, the examiner should try to help them by asking them a second question, for example. *What makes you feel really happy? For example, what activities do you like doing?*

Answers
Students' own answers

COOLER
Tell students to think of one good thing and one bad thing that has happened to them at some point in the past, for example *Yesterday, I missed my bus. On Saturday, I went to a party.* Students then think of a reason why these things happened, for example *I couldn't find my phone. My friend invited me.* They now use this information to make two third conditional sentences: *If I hadn't lost my phone, I wouldn't have missed the bus. If my friend hadn't invited me to his party, I wouldn't have done anything interesting on Saturday.* Students get into groups of four. Each in turn reads out the beginning of their third conditional sentences and the other students try to guess how it might end. Elicit some of the sentences from each group.

LISTENING

1 **You will hear people talking in eight different situations. Read the context sentence for each question. Which recordings will only have one speaker?**

1 You hear two friends talking about a school trip. What is the girl doing?
- **A** persuading her friend to sign up for the trip
- **B** checking what she has to prepare before the trip
- **C** complaining about the lack of information on the trip

2 You hear a teacher talking to her class at the end of term. What is she doing?
- **A** praising the students for their exam results
- **B** encouraging the whole class to work harder
- **C** indicating what the class could achieve

3 You hear an interview with a musician. Why does he think he has been successful?
- **A** He won a talent competition.
- **B** He got a lot of fans through social media.
- **C** He met a record producer at the right time.

4 You hear two classmates discussing a careers day they have attended. What do they disagree about?
- **A** how the event was different from their expectations
- **B** which speaker they enjoyed the most at the event
- **C** whether they would go to a similar event in the future

5 You hear a woman leaving a phone message. Why is she leaving the message?
- **A** to confirm a decision
- **B** to apologise for a mistake
- **C** to change an arrangement

6 You hear two girls talking about their ideal university. What do they agree is a priority for them both?
- **A** the size of the campus
- **B** the quality of the classes
- **C** the choice of social activities

7 You overhear a boy leaving a phone message. Why is he calling?
- **A** to ask a favour
- **B** to apologise for being late
- **C** to arrange a time to meet

8 You hear two friends talking about a film. What is the girl's opinion of it?
- **A** It was impossible to watch without being moved.
- **B** She felt motivated by the main character's commitment.
- **C** The plot was too predictable.

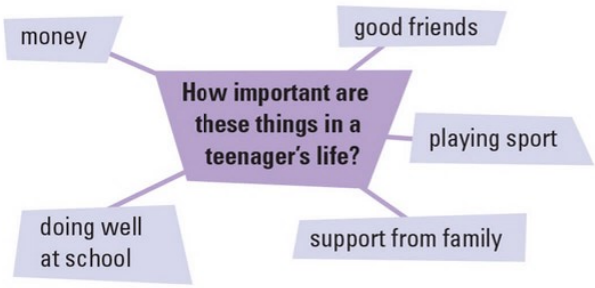
2 **Read the question that follows each context sentence in Exercise 1. Then answer these questions.**

1 Which four questions are asking about the speaker's purpose?
2 For the four remaining questions, which one focuses on
- **a** an explanation?
- **b** one person's opinion?
- **c** a shared opinion?
- **d** a disagreement?

79 **3** **For questions 1–8 in Exercise 1, listen and choose the best answer (A, B or C). Then listen again and check.**

SPEAKING Discussing ideas

80 **1** **Look at the task. Then listen to Polina and Konstantin's conversation. In what order do they discuss the things in the diagram?**



80 **2** **Read the *Prepare to speak* box. Then listen again. Which phrases do Polina and Konstantin *not* use?**

PREPARE TO SPEAK Reacting to ideas

Agreeing
Absolutely!
Yes, that makes sense.
I'd agree (with you) up to a point.

Disagreeing politely
I'm not so sure.
I think that's only true for …

Adding another idea
The thing is …
In actual fact, …
But on the other hand, …

3 **Discuss which *two* of the ideas are the most important in a teenager's life. Remember to use the phrases in the *Prepare to speak* box.**

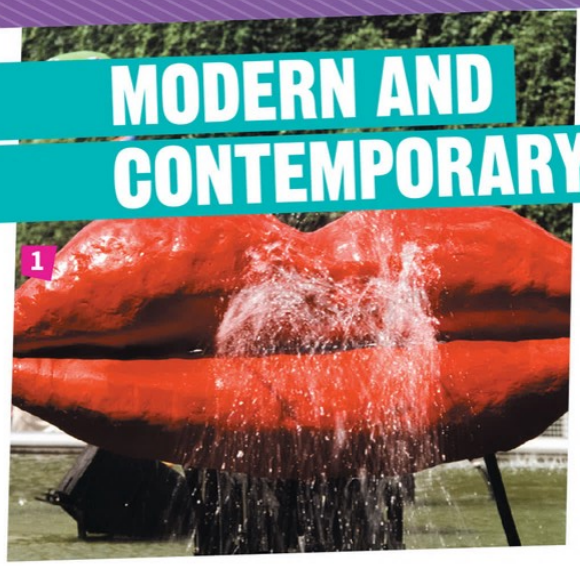
81 **4** **Listen to Polina and Konstantin deciding the same thing. Did you agree on the same two ideas?**

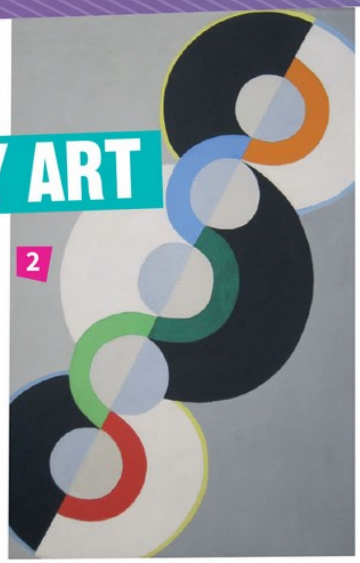
5 **Discuss the questions. Use the phrases in the *Prepare to speak* box and remember to ask your partner's opinion.**

1 What makes you feel really happy?
2 If you could change one thing about your life, what would you change?
3 What's the most important thing for a happy school life?
4 Do you think schools should teach students how to be happy?
5 What will life be like in 50 years from now?

CULTURE

MODERN AND CONTEMPORARY ART





1 **Ask and answer the questions.**

1 What kind of art do you like?
2 Can you name any well-known artists from your country? What are their most famous works?
3 Can you think of any examples of art that express the 'culture' of your region or country?

2 **Look at the photos of three art galleries on page 107. Read the article quickly. Then match photos A–C to the galleries.**

3 **Read the article again. Then complete the sentences with information from the article.**

1 Visitors to the Turbine Hall couldn't _____ the whole *Marsyas* installation because it was so big.
2 You don't need to pay to visit Tate Modern, but the museum does ask visitors to make a _____.
3 MoMA has a total of _____ to display its collection and to hold exhibitions.
4 Aside from holding exhibitions, MoMA also runs _____ programmes for visitors.
5 The exterior of the Guggenheim Museum Bilbao building is made of _____ pieces of shiny metal.
6 At the Guggenheim, all of the galleries can be accessed from _____.

TALKING POINTS

Have you ever seen any large-scale art installations? What did you think of them?
Which of the three places mentioned in the article would you most like to visit? Why?

4 **Look at photos 1–3. Are they art? Why? / Why not?**

82 **5** **Listen to a tour of Tate Modern in London. Which pieces of art are mentioned? Which are shown above?**

82 **6** **Listen again. Are the sentences true (T), false (F) or not mentioned (NM)?**

1 The boy has seen something similar to Duchamp's *Fountain* recently.
2 The guide wants visitors to remember what the work of art is used for.
3 The guide thinks that the perspective in Robert Delaunay's painting is amazing.
4 The girl couldn't look at Delaunay's painting for very long.
5 The Robert Delaunay painting is titled *Endless Movement*.

7 **Complete the sentences with the words in the box.**

concept	hidden	offended
point	simplistic	statement

USEFUL LANGUAGE

Talking about modern and contemporary art

1 People sometimes feel _____ by unpleasant content in modern art.
2 There isn't always a _____ message in a work of art.
3 When I look at this, I ask myself, what's the _____?
4 Artists are often trying to make a _____ about an issue that's important to them.
5 We need to understand the central _____ which this work of art is based on.
6 This artist's work is _____ but powerful.

CULTURE

Learning Objectives

- The students read and talk about modern art galleries in three cities and what you can see there.
- In the project stage, they make a poster about a modern art museum in their country or region and present it to the class.

Resources

CULTURE VIDEO AND CULTURE VIDEO WORKSHEET: The Musée d'Orsay

WARMER

Put students into groups of three or four. Tell them to think of a famous painting that they all know but not the *Mona Lisa*. When they have thought of one, describe the *Mona Lisa* saying 'This painting shows a woman. She's looking straight ahead and has long, straight brown hair. Her hands are crossed. In the background, we can see a river or lake, some trees and a path or road.' As you are speaking write *This painting shows …* and *In the background, we can see …* on the board. Students then decide in their groups how to describe the painting they have thought of. Invite each group to describe their painting and ask the other students to guess what it is.

1 Students can work in the same groups as for the Warmer, if they did it. They take turns to tell each other the answer to the first question and then discuss the other two together. Invite groups to share their ideas with the class.

Answers

Students' own answers

2 Look at photos A, B and C with the class and elicit what they can see, for example *a large, old factory chimney*. Set a time limit of two minutes for students to read the texts quickly and do the matching. Elicit the answers and the information that helped students answer the question.

Answers

A Guggenheim Museum Bilbao
B Museum of Modern Art
C Tate Modern

3 Tell the students that the information in the text is written in a different way to the sentences in the exercise, but the missing words and phrases should be exactly the same as they appear in the text. Students work alone and compare answers in pairs.

MIXED ABILITY

Allow weaker students to work in groups of three. Each student looks at one of the texts and completes the two sentences that refer to it. They then tell the other two students their answers and show them where the information is in the text.

Answers

1 see
2 donation
3 38,000 square metres / 38,000 m²
4 educational
5 33,000
6 the Museum Hall

83 The Reading text is recorded for students to listen, read and check their answers.

BACKGROUND INFORMATION

The Tate Gallery in London has a special viewing platform which gives visitors a 360-degree view of the London skyline. In 2018, residents of expensive flats close to the Tate Gallery took the museum to court to try to force them to close part of the platform which overlooks the flats. Because the flats have large glass windows, people have been taking photos of the furnishings and even the people inside. The residents lost the court case and the viewing platform remains open and increasingly popular. Does this mean the flats are now art exhibits as well?

The Stravinsky Fountain in Paris contains 16 colourful sculptures, all of which move and spray water like the lips in the photo. The fountain was created in 1983. It is not named after the creator but after the composer Igor Stravinsky, who the square where the fountain can be found is named after.

TALKING POINTS

Put the students into groups of four. Give an example of a large-scale art installation, either temporary or permanent, for example the glass pyramids outside the Louvre. Students then discuss the first question for one minute. Elicit any examples they know. Students discuss the second question for one minute and share their ideas with the class.

4 Elicit or give a definition of art, for example *Art is about sharing the way we experience the world in a way that cannot be communicated by words alone.* Students discuss the questions and then share their ideas as a class. Ask students whether they think art has to be something that requires talent or not.

Answers

Students' own answers

82 **5** Before the students listen to the recording, put them into groups of three. Each student chooses one of the photos and describes it as if they were showing it to visitors to the museum. Invite students to give their descriptions to the class and write down any key words on the board, for example *lips*, *fountain*, *circles*, *toilet.* When the students have listened, elicit the answers and the key words they heard (*fountain*, *toilet*, *whiter-than-white*, *colours and lines*, *curves*, *loop*, *geometric shapes*, *contrasting colours*, and so on).

Answers

Fountain by Marcel Duchamp (photo 3) and *Endless Rhythm* by Robert Delaunay (photo 2) are mentioned. (Photo 1, which isn't mentioned is, of the Stravinsky Fountain, outside the Pompidou Centre in Paris.)

CONTINUED ON PAGE 210

82 **6** Students read through the sentences and discuss any answers they can remember from the recording. Tell them to note down anything they hear that helps them decide what the answers are. Allow students to compare answers in pairs and then elicit the answers and words and phrases that helped them. Ask students to work in pairs and to imagine they are on the tour of the gallery. Ask them to discuss how they think they would react when they saw each of the pieces of art. Elicit ideas and discuss any very good or very bad works of art that they have seen while in an art gallery.

Answers

1 T (It looks like something I saw in the toilets a few minutes ago!)
2 F (You see, you should take a look at the object itself and try to forget what it's used for.)
3 NM (The guide says that the colours and lines are amazing but doesn't mention the perspective.)
4 T (It's making me feel dizzy! I'm going to stop looking now!)
5 F (It's entitled *Endless Rhythm*.)

» **AUDIOSCRIPT TB PAGE 277**

7 Tell students to try to complete the sentences alone. When they have finished, they compare answers in pairs. Elicit the answers and the meanings of the phrases. Ask follow-up questions such as, 'What kinds of things do you feel offended by? Do you know of any hidden messages in art, films or other things? Do you ever say *What's the point?* about something you have to do? What statement are graffiti artists trying to make? What is the central concept of superhero films? (for example, good is stronger than evil) What works of art do you know which are simplistic?'

FAST FINISHERS

Ask fast finishers to note down as many artworks as they can from the reading text, for example *Marsyas* sculpture. When everyone has finished the exercise, elicit the answers and tell students to close their books. Elicit artworks from fast finishers and ask the other students to guess which museum it was or is shown in.

Answers

1 offended 2 hidden 3 point 4 statement 5 concept
6 simplistic

PROJECT ***Finding out about contemporary art***

Read through the instructions with the class. Elicit one or two famous galleries in the students' own country and any famous works of art that they contain.

Put students into groups of four and monitor and help as they discuss ideas for their poster. Allow them time to research museums and artworks either at school or at home. Tell students that, during the presentation, each member of the group should discuss at least one artwork and give their opinions about it so they should make sure, together, that they don't choose the same works of art to research

When the students have presented their posters, display them so that they can look at each other's work and decide what they like about each one.

PROJECT EXTENSION

Tell the class to think about a large-scale art installation that could be put up in their town to represent it in some way, for example a statue of a famous person, a mural of a historical event, etc. Give them an example of something that has been put up fairly recently – for example, in London in 2019, to celebrate International Women's Day, a statue called *Fearless Girl* was put up in the business district of London. It was to represent the idea of more equality between men and women in business. The same statue had been used in New York's business district in 2017 where it stood facing a famous statue of a bull, making the girl look even more fearless. Students work in groups of four and decide what installation to choose and where to put it.

When they are ready, each group presents their ideas to the class and the students vote for the best idea apart from their own.

14 **CULTURE VIDEO:** The Musée d'Orsay

When students have completed the lesson, they can watch the video and complete the worksheet.

COOLER

Tell students they need a blank piece of paper. Give them one minute to draw a picture of anything they like. It can be a person, a view or just an abstract pattern. When they have finished, collect in the pictures and display them around the room. Students work in pairs. They take turns to act as guides explaining what each picture shows and what the artist was trying to say. Monitor and help students where necessary.

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MODERN aRt at iTs BeST

83

Are you a fan of modern and contemporary art? Well, if you are, sit back and let us take you on a journey to three of the best places to see it. Viewing works of art in a gallery is so much better than looking at them online. And just like travelling, looking at art that's not from our own culture helps us to think in different and new ways.

Tate Modern, London, UK

The gallery's home is a huge old power station on the River Thames. Its incredible Turbine Hall, which is 35 metres high and 155 metres long, is the entrance area to the museum. Not surprisingly, it's also where the Tate Modern displays large art installations, such as Anish Kapoor's enormous red *Marsyas* sculpture, exhibited in 2002. It was impossible to see the entire sculpture from one place because of its size, so visitors needed to move around the Hall to explore it. More recently, in 2017, the Hall was transformed into a huge playground for adults! *One Two Three Swing!* encouraged visitors to play on swings and have fun together and to make new friends. Although the gallery asks for a voluntary donation from visitors, entry to the main displays is free. Tate Modern has welcomed over 40 million visitors since it opened in 2000, making it one of the top three UK tourist attractions.

Museum of Modern Art, New York, USA

One of the biggest institutions in the United States and dedicated only to contemporary art, the Museum of Modern Art (MoMA) is located in midtown Manhattan. Originally opened in 1929 as an educational institution, MoMA now has 38,000 square metres of gallery space, including galleries for media, prints, architecture and design, drawings, and paintings and sculpture. The museum presents world-class exhibitions and educational programmes to its many visitors from around the world.
Well-known pieces in the MoMA collection include Salvador Dalí's surrealist painting *The Persistence of Memory* and Frida Kahlo's symbolic *Self-Portrait with Cropped Hair*.

Guggenheim Museum Bilbao, Basque Country, Spain

Guggenheim Museum Bilbao was built between 1993 and 1997 on a former industrial site in the Basque Country in northern Spain. Many people feel that the building itself is just as important as the works of art inside it. The building is like a giant sculpture and has a complex mathematical design. It was created by the American architect Frank Gehry and is a magnificent example of 20th-century architecture. It is covered by around 33,000 extremely thin sheets of titanium. Guggenheim Museum Bilbao is best known for artwork on a large scale, which is often created especially for the space inside the museum. For example, for the museum's inauguration, a 104-metre-long steel snake was made by the American Minimalist artist, Richard Serra. From inside the Museum Hall, the heart of the museum, the 20 gallery spaces extend out, providing 11,000 square metres of exhibition space for visitors to enjoy.

PROJECT

Finding out about contemporary art

Work in groups. Choose a local or national modern art museum or gallery. Then make a poster about it.

1 Research the galleries and different spaces at the museum.
2 Choose a selection of works of art from different artists in its collection.
3 Write a summary to describe each work.
4 Include your own opinions about the works of art.

Present your poster to the class.

14 NOW WATCH THE CULTURE VIDEO

19 AGAINST THE LAW

ABOUT YOU

Which crime shows do you watch on TV?
Why do you think people enjoy books, films and TV shows about crime?

VOCABULARY Crime and criminals

84 **1** **Listen and match five stories to the headlines.**

EP
a Actor speaks about experience of **burglary**
b **Prisoner** escapes during accident
c **Hacker** latest: police **make an arrest**
d Police find **burglar** asleep in car
e Police **release suspect** in stolen painting mystery

84 **2** **Complete the stories with the words in the boxes. Then listen again and check.**

EP

charged committed a crime court denies the charge sentenced theft witness

1 David Rentham, who was arrested on Tuesday for the recent [1]_____ of a Picasso from a New York museum, was freed today. As he left the police station, Rentham said, 'I have not [2]_____. Please leave me alone now.'

2 Inspector Ian Payne of the Online Investigations Unit said that they had [3]_____ James Wallgrove, 27, at Central Manchester Police Station with recent attempts to hack government computers. Wallgrove [4]_____.

3 A [5]_____ explained yesterday how she watched from her car as Robert Thomas, due to be [6]_____ in [7]_____ today, escaped from the back of a prison van during a road accident.

burgled investigating judge jury statement suspect victim

4 Police [8]_____ a series of break-ins woke a man in his car to ask him if he had seen anything. They started to [9]_____ his involvement when they spotted gloves and a mask on the back seat of his vehicle.

5 Soap star Carrie Anderson, whose home was [10]_____ last October, gave a [11]_____ in a packed London court yesterday. Before she spoke and described what she had seen, the [12]_____ warned the [13]_____ they should treat the [14]_____ in this case as they would any normal person.

3 **Look at the words in the headlines in Exercise 1 and the words in the boxes in Exercise 2.**

EP

Find
1 six words for people who might be seen in a court room.
2 four things the police do to someone.
3 three things a criminal does.
4 two types of criminal.
5 one thing a judge does.

READING

1 **Imagine you saw someone you know doing one of these things. Would you tell anyone? Why? / Why not?**

1 dropping litter
2 downloading a film or music illegally
3 shoplifting
4 making a joke emergency call

2 **Read the article quickly. Then put the events in the order they happened.**

a The Griffin family's house was burgled. ☐
b Martin Griffin came home. ☐
c Mr and Mrs Griffin told the police about their son. ☐
d The police arrived at the Griffin family's home. ☐
e Stuart Tiller persuaded Martin to burgle his parents' house. ☐
f Martin's parents told him about the burglary. ☐
g Nikki Griffin arrived home. ☐
h Mr and Mrs Griffin realised who the burglar was. ☐

3 **Read the article again. Then answer the questions.**

1 What do you think led the Griffins to suspect their son had burgled their home?
2 What circumstances helped Martin to get a less serious sentence from the judge?
3 What do you think you would have done in Martin's parents' situation?
4 How would you have felt if you were Martin?

19 AGAINST THE LAW

Unit Overview

TOPIC	Crime
VOCABULARY	Crime and criminals
READING	The decision
GRAMMAR	Modals of deduction: past
VOCABULARY	Negative prefixes
WRITING	A news article

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 156; TB page 246
WORKBOOK: pages 76–79
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 19; Vocabulary worksheet Unit 19
TEST GENERATOR: Unit test 19

WARMER

Put the students into small groups. Write a crime word on the board, for example *shoplifting*. Mime someone in a shop shoplifting. Tell each group to think of a crime and to think of how they could show it without speaking. Allow students a couple of minutes to prepare and then invite each group to mime their crime for the rest of the class to guess. Write the crimes the students show on the board.

ABOUT YOU

If you did the Warmer, keep the students in the same groups. If not, put them into groups of three or four to discuss the questions. If they don't watch crime shows on TV, they can discuss any crime films they have seen. Set a time limit of two minutes and then elicit ideas from the class.

VOCABULARY Crime and criminals

84 **1** Ask the students to read the headlines and discuss in pairs what key words they might hear in each story, for example 1 *break in, stole, broke a window*. Elicit ideas before students listen and then elicit any key words they heard during the recordings.

Answers
a 5 b 3 c 2 d 4 e 1

84 **2** Students work alone. They then compare answers in pairs before they listen. Elicit the answers and the meanings of the words. Encourage students to note down verb phrases (*commit a crime*, *deny a charge*) and related words (*thief*, *theft*; *burglar*, *burglary*, *to burgle*). As a follow-up activity, students could work in small groups. Each group chooses one of the news reports and creates a short interview between a reporter and the person in the report (David Rentham, Inspector Ian Payne, the witness, the man in the car, Carrie Anderson). They think of questions to ask, for example to David Rentham: *Why did the police think you were the thief?* When they have thought of four or five questions they decide what the person might say in reply. Invite students to act out their interviews in front of the class.

Answers
1 theft
2 committed a crime
3 charged
4 denies the charge
5 witness
6 sentenced
7 court
8 investigating
9 suspect
10 burgled
11 statement
12 judge
13 jury
14 victim

» AUDIOSCRIPT TB PAGES 277–278

3 Put students into small groups to do the matching. When they have finished, elicit the answers and the meanings of the words. In number 1, you may want to explain that *suspect* is used as a noun in Exercise 1, but appears as a verb in text 4 in Exercise 2. Follow up by asking students to distinguish between two words, for example *burglary* and *theft* (*burglary is when you break into a house or other building to steal something; theft is stealing in general, for example from a person, a shop, etc*).

Answers
1 prisoner, witness, judge, jury, suspect, victim
2 make an arrest, release a suspect, charged, investigating
3 burglary/burgled, committed a crime, theft
4 hacker, burglar
5 sentenced

READING

1 Ask the class if anyone has seen any of these things taking place. Elicit where they were and what happened. Then put students into groups of four. Each student chooses one of the crimes and tells their group what they would or wouldn't do, and why. When they have all spoken, elicit ideas from the class and ask the students about other minor crimes, for example drawing graffiti, cycling on the pavement, not cleaning up after a dog, and ask them what punishments people who commit such crimes should be given.

Answers
Students' own answers

CONTINUED ON PAGE 214

BACKGROUND INFORMATION

It is rare for offenders aged 18 or under to be sent to prison, unless they are guilty of very serious offences. Alternative sentences include:

- Home arrest, where the offender has to stay at home unless going to school or meeting with a probation officer or counsellor. The offender may have to wear an electronic tag, which shows where they are at all times. A similar idea is to restrict where the young person can go, who they can meet or what time they can stay out until.
- Counselling – the offender has to attend meetings with a professional counsellor to talk about why they committed a crime and discuss how they can change their life.
- Community service, as explained in the text, where the offender has to do unpaid work for the community.
- A fine – the offender has to pay a fine to the court and to the victim if there is one.

2 Tell the students to read the eight events and discuss in pairs which they think would logically have happened first. Elicit ideas and ask students to try to put all eight events in order. Elicit ideas again but don't tell the students whether or not they are correct. Now, ask the class to read the first section of the text to *Nikki immediately phoned her husband and then the police*. Elicit which of the events in Exercise 2 are included in this section of the text (*a and g*). Ask which was mentioned first (*Nikki arriving home*). Ask which event happened first (*the house was burgled*). Tell the students to make sure that they put the events in the order in which they happened, not the order in which they are mentioned. Set a time limit of five minutes and then elicit the answers.

FAST FINISHERS

Ask students to find extra information about the police investigation or the court case and to think of questions to ask the class, for example *What did the police notice in the kitchen?* (*a window was open*). When everyone has finished the exercise, elicit the answers and then invite fast finishers to ask their questions to the class.

MIXED ABILITY

Allow students to work in pairs. They choose four of the events each and look through the text to see where they are mentioned. When they have both found four events, they read those parts of the text together to try to work out the order in which the events happened.

Answers

e, a, g, d, b, f, h, c

3 Set a time limit of ten minutes for students to read the text carefully. They then cover the text and discuss in pairs what the story is about. When they have done that, they join together with a second pair and discuss the four questions. Tell students that there is no correct answer for questions 3 and 4 but that they should give reasons for their answers. Invite students to share their ideas with the class and have a class vote about whether or not the parents were right to tell the police about their son.

85 The Reading text is recorded for students to listen, read and check their answers.

Answers

1 The ring Martin had given his mother had not been stolen, the hidden money had been taken from the cereal box, the correct code had been used to turn off the alarm and it was obvious as soon as Martin spoke
2 It was his first offence, he had been influenced by Tiller, the regret he showed and his statement in court
3, 4 Students' own answers

TALKING POINTS

Look at the questions with the class. Elicit a time when it is and isn't important to tell someone about another person who is doing something wrong. These deeds don't have to be illegal, but may be against the rules. Prompt discussion with questions such as, 'If a student is cheating in a test, should you tell the teacher? If your friend is using their phone in class, should you tell the teacher?' For the second question, point out that friends can influence us positively as well as negatively. Set a time limit of three minutes. Monitor and give positive feedback as students discuss the questions in pairs. Pairs then join together in groups of four to discuss their ideas. Invite groups to share their ideas with the class.

COOLER

Tell the students to imagine that they are defence lawyers. Their client is a middle-aged person who was caught shoplifting. There is no doubt that the person was guilty but the students' job is to explain to the judge why the criminal should not be punished too harshly, for example *My client has just lost their job and has no money*. Put students into pairs to think of a speech to give and then invite students to present their speeches to the class. Have a class vote on the best speech.

85

The DECISION:

WE ASKED THE POLICE TO ARREST OUR SON

By Sally Fenton | Saturday 3 May

'It was the hardest thing we'd ever done, but we're glad we did it.'

Nikki Griffin remembers the events as clearly as if they had happened yesterday.

'It was a normal Friday afternoon back in January. I was looking forward to doing very little for a couple of days.'

She unlocked her front door and turned off the burglar alarm – which meant no one else was at home. Nikki wasn't surprised. She guessed her husband, Phil, must still have been at work and their son, Martin, could have been anywhere. She went straight upstairs to change.

When Nikki entered her bedroom, she stepped back in shock. Their possessions were lying all over the floor. She ran to her jewellery drawer. It was completely empty except for an inexpensive ring her son had once bought her. Nikki immediately phoned her husband and then the police.

The first thing the police spotted was that a window in the kitchen was open. But why hadn't the alarm gone off? It was switched on when Nikki returned home, so someone must have set it when they left the house in the morning. When the police checked, they found that the alarm *had* been set, but someone had actually turned it off temporarily, using the correct code. Something only a handful of people knew. Then, when Phil returned home, they found that some money was missing – £50 that they kept hidden in a box of cereal for emergencies. A burglar couldn't have known about that money. It was almost impossible.

The police suspected that someone in the family was involved in the burglary. They started asking questions about the Griffins' son. At first, Nikki and Phil refused to believe Martin could be involved. He'd never done anything dishonest or illegal in the past.

Later, when Martin arrived home, his parents explained what had happened. They didn't accuse him directly, but they asked him if he knew anything about it.

'It was obvious as soon as Martin spoke,' said Nikki. 'He denied it, of course, but we knew.'

The next step must have been a hard decision for the Griffins. In fact, Nikki said that she and her husband spent most of the night talking about what to do. However, the next morning they rang the police and told them what they suspected had happened.

Martin was arrested the same day and charged with burglary. He admitted everything immediately. According to the Griffins, he seemed relieved to confess. It turns out the whole thing had been someone else's idea. At first, Martin had been unwilling to take part, but his friend, Stuart Tiller, 20, had eventually persuaded him. Tiller, who had a criminal record dating back several years, had already spent time in prison for car theft. He was sentenced to eight months for his part in the Griffins' burglary. Everything stolen from the Griffins was found at his home.

Martin was more fortunate. As it was the first time he had committed a crime, and because of Tiller's influence, he avoided a prison sentence. Instead, he received 200 hours of community service – unpaid work such as picking up litter or cleaning graffiti off walls. The judge was also impressed by Martin's statement in court. He strongly regretted what he had done and fully understood his parents' actions.

And how do the Griffins feel six months on from that Friday afternoon?

'We know we made the right decision to call the police,' says Nikki, and Martin agrees. 'I made a stupid mistake that day, and luckily my parents did the right thing. Without that, I might have carried on and got involved in more serious crimes. But it's all behind me now, and I can look forward to the future. I just want to get my normal life back again.'

Do you think the Griffins made the right decision? YES NO SEE RESULTS

TALKING POINTS

When you see someone do something wrong, is it important to tell someone?

How can friends influence each other to do things?

GRAMMAR Modals of deduction: past

1 **Read the examples. Then complete the rules with *must*, *might/could* or *can't/couldn't*.**

1 Someone must have set the alarm when they left the house.
2 A burglar couldn't have known about that money.
3 I might have got involved in more serious crimes.

We use modal verbs + *have* + past participle to talk about possibility in the past.
We use:
a _____ + *have* + past participle when we think something possibly happened.
b _____ + *have* + past participle when we are certain something happened.
c _____ + *have* + past participle when we are certain something didn't happen.

» GRAMMAR REFERENCE AND PRACTICE PAGE 156

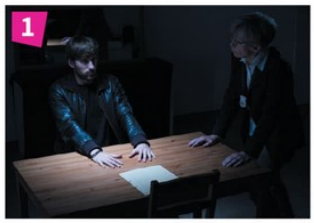
2 **Choose the correct words.**

1 He's late. Something must *have happened* / *happened* / *happen* to him.
2 We wondered if you *must* / *might* / *can* have seen anything suspicious yesterday.
3 Jack wasn't here last week. It *can't been* / *couldn't have be* / *couldn't have been* him.
4 I had my phone when I left home and I didn't have it when I got here, so I *could* / *might* / *must* have lost it on the way.
5 I'm not sure, but I think I *couldn't* / *might* / *must* have had my wallet stolen.
6 Do you think *might you* / *must you* / *you could* have left your keys at home?

3 **Complete the sentences with *must*, *might/could* or *can't/couldn't* + *have* and the correct form of the verb in brackets.**

1 The police haven't found the thieves yet. They think they _____ (leave) the country, but they aren't sure.
2 The witness is very short-sighted and wasn't wearing her glasses, so she _____ (see) the suspect clearly.
3 When the men entered the bank, the police were waiting for them. Someone _____ (tell) them about the thieves' plan.
4 The burglar _____ (come) in through the window. It was locked and it still is.
5 Police think someone _____ (start) the fire on purpose, but it's possible it was an accident.
6 The robbery happened on a busy street in the middle of the day. There _____ (be) some witnesses!

4 **Look at the photos. What must/might/could/can't/couldn't have happened in each photo?**



1 He might/could have witnessed a crime.

5 **Read the puzzle. What do you think the answer is? Write sentences with *must/might/can't have* + past participle. Compare your ideas. Then check the answer on page 126.**

The police suspected a man of murder. They only knew his name – John – and his address. They went to the house and found four people: a builder, a lorry driver, a mechanic and a fireman. All four of them were playing cards. They immediately arrested the fireman. How did they know he was the murderer?

VOCABULARY Negative prefixes

1 **Make these words into their opposites by adding a prefix. Use *un-*, *in-*, *im-*, *dis-* or *il-*. Then check in the article on page 109.**

1 expensive
2 possible
3 honest
4 willing
5 legal

2 **Complete the sentences with the opposite of the adjectives in the box.**

accurate	clear	fair	organised
patient	polite	safe	visible

1 I wouldn't trust that website. It's full of _____ information.
2 The lawyer was so _____ that he brought the wrong papers to the court.
3 Dressed in black, the burglar was almost _____ in the dark.
4 In many countries, it's considered _____ to point at people.
5 The woman's _____ behaviour at the crime scene made the police suspicious.
6 I wouldn't walk through that area alone at night. It's _____.
7 It's _____ why the police are investigating Mr Thomas, but a statement is expected soon.
8 It's _____ to blame Mike for losing his phone. He had it stolen!

3 » **Work in pairs. Turn to page 126.**

GRAMMAR Modals of deduction: past

WARMER

With books closed, read out some situations and ask students to write down what they would think was happening if they saw them: '1 A man is climbing out of an upstairs bathroom with a rucksack on; 2 Two men are chasing a teenage boy in the street; 3 A woman is walking out of a shop and an alarm rings.'

Students share ideas in pairs. Read out the situations starting each with *I saw … (a man climbing …)* and elicit ideas. If students use past modals, for example *He must have been a burglar*; *She could have put something in her bag by mistake*, write these on the board.

1 Students open their books and complete the rules. Elicit the answers and check that students recognise that we use the same modal verbs as for present modals of speculation, i.e. we don't say *mustn't have been* or *can have been*, and we don't use this form if we definitely know what happened. When we say something *must have* happened, we may be certain about why but there is still a possibility that we are wrong.

Answers

1 might/could
2 must
3 can't/couldn't

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 246

2 Look at the first sentence with the class and elicit that this is speculating about the past so we need *have* + past participle. Students then do the exercise alone. Elicit the answers and why the other words are wrong, for example 2 – we are talking about a possibility, not something we are certain about.

Answers

1 have happened
2 might
3 couldn't have been
4 must
5 might
6 you could

3 Look at the first sentence with the class. Elicit the answer and why *might* or *could* is the correct modal to use. (*The police aren't sure. They only think the thieves have left the country.*) Students do the rest of the exercise alone and then compare ideas in pairs. Elicit the answers and ask students if we definitely know there were witnesses in the last situation (*no*).

Answers

1 might/could have left
2 can't/couldn't have seen
3 must have told
4 can't/couldn't have come
5 might/could have started
6 must have been

4 Look at the photos with the class. Ask what the students can see and write key words on the board for everyone to use, for example: 1 *suspect, investigation*; 2 *'high five', police officer*; 3 *electrical shop, hide, coat*; 4 *police officer, radio, protective clothing*. Students then discuss their ideas in pairs or small groups. Invite students to share their ideas with the class.

Possible answers

1 He might/could have witnessed a crime.
He might/could have been a victim in a crime.
He might/could have committed a crime.
He might/could have been arrested.
2 She must have looked suspicious.
The woman might/could have stolen something.
The alarm in the shop might/could have gone off.
Another shopper might/could have reported the woman.
3 The boys might have got lost.
They can't have done anything wrong.
They might have helped the police with something.
4 Something serious must have happened.
Someone might/could have been murdered.
Someone might/could have burgled the house.

5 Ask students to read the story individually before discussing with a partner whether they know what happened or not. Tell them to write sentences using modals of probability, for example *He might have had a name tag on his uniform.* Elicit ideas from the class before they check on page 126.

Answers

Students' own answers (The police knew the murderer was a man and the fire**man** was the only man in the house. The builder, lorry driver and mechanic were all women.)

» GRAMMAR WORKSHEET UNIT 19

VOCABULARY Negative prefixes

1 Ask the class if they definitely know any of the negative prefixes. Elicit these and then ask the students to look for the words in the text. Split the class into two halves (by where they are sitting or boys vs girls, for example). Ask one group to think of another adjective with the *in-* prefix. The two teams take turns to say a word until one gives an incorrect word or can't think of any more. Do the same for the other prefixes.

Answers

1 inexpensive 2 impossible 3 dishonest 4 unwilling 5 illegal

2 Look at the adjectives with the class and elicit what each one means. Students then complete the exercise and compare answers in pairs. Elicit the answers and ask students if they can think of an inaccurate website, a disorganised person, something impolite in their country, somewhere unsafe, something that's unfair and a time when they were impatient.

Answers

1 inaccurate 2 disorganised 3 invisible 4 impolite 5 impatient
6 unsafe 7 unclear 8 unfair

3 Put the students into pairs and set a time limit of three minutes for them to discuss the questions. They then join up in groups of four to compare ideas. Elicit the correct adjectives for each question and then ideas from each group.

Answers

1 unsafe 2 inappropriate 3 dishonest 4 illegal 5 immoral
6 unsolved
Students' own answers

» VOCABULARY WORKSHEET UNIT 19

WRITING A news article

1 Model the activity by telling the class about a crime story you find interesting. Put students into pairs to discuss the questions. Elicit some of the crime stories and write headings for them on the board, as this will help students with ideas for Exercise 5.

Answers
Students' own answers

2 Ask students to complete the exercise individually and check answers. You could also encourage them to think about what information they might include if writing about one of the stories they discussed in Exercise 1.

Answers
1 Teenagers – readers of an international teenage magazine
2 In the magazine or on its website

3 Put students into groups of three and tell them to choose two questions each. They should find the answers to their questions and then share these with the rest of their group. Elicit the answers and ask the class if they think what she did was a criminal act or not.

FAST FINISHERS
Ask fast finishers to think about whether they think the police should have been called and whether the possible punishment is fair or not. They can imagine they were the judge and choose their own punishment for the woman and her daughter. When everyone has finished, elicit the answers to the exercise and invite fast finishers to share their ideas with the class.

Answers
1 A 52-year-old mother
2 She pretended to be her daughter in an English exam.
3 An exam centre in Paris, France
4 Last week
5 She thought she was better at English than her daughter.
6 The supervisor had met her daughter in another exam.

4 Read through the *Prepare to write* box with the students. When they have completed the exercise, elicit the answers and ask why news articles follow this format. For example: the heading gives the main story in an eye-catching way; the next paragraph answers the basic questions *who*, *where*, *when*, *what?*; we then find out the details; the quote makes it interesting and shows that the journalist has talked to people involved; the final paragraph then tells us what happened after the event.

Answers
a 4 b 3 c 5 d 2 e 1

5 Remind the students of the stories they discussed in Exercise 1. Set a time limit of two or three minutes for students to invent a story, or allow longer if you want them to research one online. Monitor and help where necessary, giving positive feedback for interesting ideas.

MIXED ABILITY
Allow students to work in small groups. Provide help with ideas. This will allow more time for them to focus on the actual writing task and would allow them to write together if you think this would be helpful.

Answers
Students' own answers

6 Set a time limit of around ten minutes for students to write the article. Remind them to include a headline. Ask students to swap their article with a partner. Their partner should try to match the features from the *Prepare to write* box to different parts of their article. Tell them to feed back in pairs, highlighting any parts of the *Prepare to write* box that their partner missed.

Model answer
A STICKY END
A quick-thinking waiter found an unusual way to stop a thief last week.
A man who was apparently attending a business conference at a top hotel was thought to be acting a bit suspiciously, so two security guards decided to follow him around.
During the coffee break, he was seen talking to other people about the conference, but at the same time, he was carefully stealing their wallets. Nobody noticed this except the security guards.
After the third theft, they moved in on him and accused him of the crimes they had witnessed. The man immediately tried to escape and ran towards the emergency exit, but a waiter realised what was happening and threw a large tray of sticky cakes at him.
Trying to avoid the sugary mess, the man slipped and ended up on the floor surrounded by bits of cake. His clothes were all sticky and he even had some cream on his face.
'I didn't have much time to think, but luckily I was holding the cakes and was able to use those!', said the waiter. The hotel manager called the police, who arrested the man and led him away. Perhaps the next time he eats a cake, it will remind him of his unsuccessful life of crime!

COOLER
Look at the heading of the article in the Student's Book. Ask students to imagine they haven't read the article so they don't know what the story is about. Elicit some sentences using modals of deduction about why the mother disguised herself, for example *Her daughter might have been ill.* Put students into groups of four or five. They take turns to give the headline of their own article and the other students in the group make sentences about it using past modals of deduction. When they have discussed everyone's headlines, elicit one or two headings from each group and some of the sentences they made.

WRITING A news article

1 **Discuss the questions.**

1 What interesting crime-related news stories have you read or heard recently?
2 Why did you find them interesting?

2 **You see this announcement on the website of an international magazine for teenagers. Read the announcement. Then answer the questions.**

1 Who are you writing for?
2 Where might the article be published?

> **Articles wanted**
> Tell us an interesting crime-related news story you've read or heard about recently. Who was involved and what crime was committed? Were the criminals caught and punished? How?
> The best articles will appear in the next issue of our magazine and on our website.

3 **Read the article below. Then answer the questions.**

1 Who is the main person the story is about?
2 What did this person do?
3 Where did the event take place?
4 When did it happen?
5 Why did it happen?
6 How was her crime discovered?

4 **Read the *Prepare to write* box. Then match the tips to the five sections of the article.**

PREPARE TO WRITE A news article

A good news article:

a includes a quote from someone.
b explains the detail of the story in the middle paragraphs.
c might end by talking about the situation now.
d gives the main points of the story in a short first paragraph.
e uses an interesting headline to catch readers' attention.

5 **Read the task in Exercise 2 again. Then plan your news article.**

- Think of an interesting news article you have read or heard recently. If you prefer, invent one yourself.
- Find a report online to get details and suitable quotations. You could also invent these.

6 **Write your news article.**

- Use the tips in the *Prepare to write* box.
- Don't forget to include a headline.
- Write 140–190 words.
- Check your grammar and spelling.

1 MOTHER DISGUISES HERSELF TO SIT DAUGHTER'S EXAM

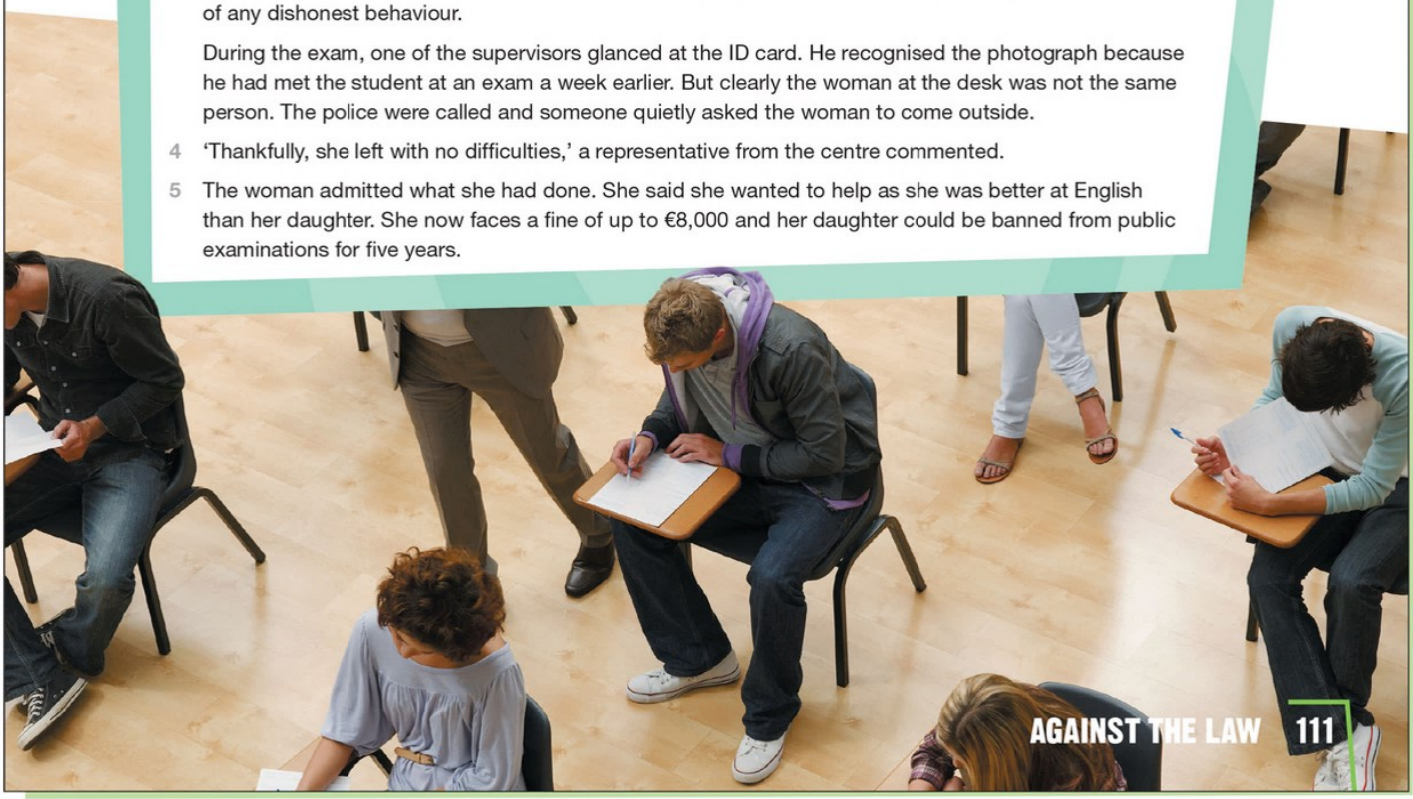
2 **A 52-year-old mother was arrested in Paris, France, last week for attempting to sit her 19-year-old daughter's English exam.**

3 The woman, who has not been named, turned up at the examination centre wearing jeans, trainers and heavy make-up. She quickly showed her ID card and was allowed to take a seat. Since the exam centre was not the daughter's school and adult students regularly take the exam, no one suspected the woman of any dishonest behaviour.

During the exam, one of the supervisors glanced at the ID card. He recognised the photograph because he had met the student at an exam a week earlier. But clearly the woman at the desk was not the same person. The police were called and someone quietly asked the woman to come outside.

4 'Thankfully, she left with no difficulties,' a representative from the centre commented.

5 The woman admitted what she had done. She said she wanted to help as she was better at English than her daughter. She now faces a fine of up to €8,000 and her daughter could be banned from public examinations for five years.



20 PLACES TO HANG OUT

ABOUT YOU

15 **Watch the video. Then answer the questions.**

Where do you hang out with your friends?
What would be your ideal place to hang out?
Are there enough places for teenagers to hang out in your town/city?

VOCABULARY Places

86 **1** **Listen to three teenagers talking about their favourite place to hang out. Then match the speakers to the photos.**

87 **2** **Complete the paragraphs with the words in the boxes. Then listen and check.**

EP

barriers basement complex
concrete surface

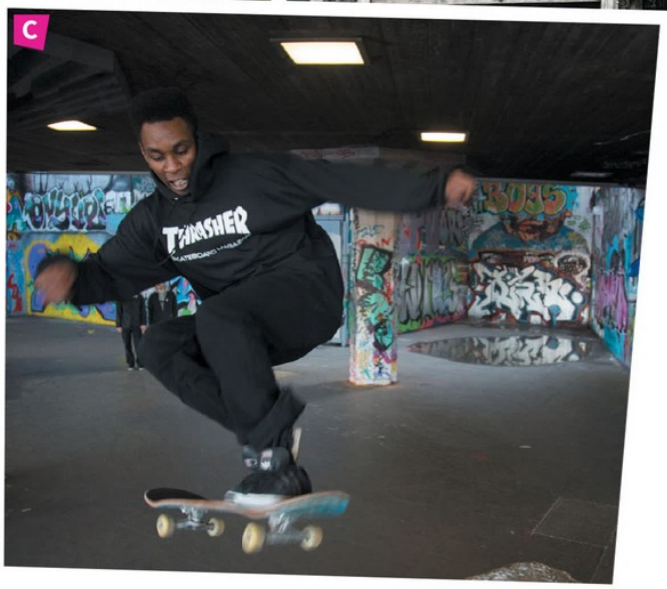
The Southbank Centre is a massive arts [1]_____ where people go to see concerts, shows and exhibitions. And in a [2]_____ area underneath, there's one of the best skateboarding parks in the country. It's all [3]_____ down there, which is a great [4]_____ for skateboarding, and there are metal [5]_____ and hand rails that you can slide along as well.

chimney community centre hut steps

Before, this was just a dirty old wooden [6]_____. I heard it used to be some sort of [7]_____ in the 1960s. Now it's been done up, we can play music here and there's even a [8]_____ so we can light a fire and keep warm in winter. On Friday nights and Saturdays, you can't even get up the [9]_____ to get into the place.

bench frame ladder
rug shed shelter

The tree house started with a wooden [10]_____, just long bits of wood, and then we filled in the sides with old wooden floorboards to form walls. We made a roof too, to act as a kind of [11]_____ from the rain. It looks a bit like the sort of [12]_____ you might keep your tools in in a garden, but it's up a tree! There's a long [13]_____ for climbing up to it and we've done it up really nicely inside. There's an old wooden [14]_____ for sitting on and there's a [15]_____ on the floor.



3 **Categorise the words in the boxes in Exercise 2.**

1 Which are buildings? Of those that aren't buildings, how do we use them?
2 What types of complex are there (as well as arts complexes)?
3 What do people use community centres for?
4 What is the difference between a hut, a shed and a shelter?

4 **Describe three places that you use. Use some of the words in Exercise 2.**

READING

1 **Read the first line of each text. Then answer the questions.**

1 What is going to happen to the tree house? Why?
2 What is Celina Dill building? Why?
3 What do you think the differences and similarities between the two projects may be?

2 **Read both texts quickly to check your ideas for question 3 in Exercise 1.**

20 PLACES TO HANG OUT

Unit Overview

TOPIC	Places for teenagers
VOCABULARY	Places
READING	A place of your own
GRAMMAR	*-ing* forms; participle clauses
VOCABULARY	Compound adjectives ending in *-ing*
LISTENING	Three people talk about the places in the photos
SPEAKING	Talking about yourself
EXAM TASKS	Speaking Part 1

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 157; TB page 246
WORKBOOK: pages 80–83
VIDEO AND VIDEO WORKSHEET: Favourite hangouts
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 20; Vocabulary worksheet Unit 20
TEST GENERATOR: Unit test 20; Term test 3; End of Year test

WARMER

Write a gapped word on the board and tell students that it is a place you find in a town. Split the class into two groups. They take turns to guess a letter. If their letter is in the word, they get a point. The students can't guess the whole word even if they know it. When they have guessed all the letters, the group with the most points is the winner. Use some of the following words: *cinema, theatre, shopping centre, museum, art gallery*.

ABOUT YOU

15 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Put the students into groups of three or four to discuss the three questions. Set a time limit of two or three minutes and then invite groups to share their ideas with the class.

VOCABULARY Places

86 **1** Look at the photos with the students and elicit what they can see and any key words they expect the speakers to use, for example A *tree house, quiet, peaceful, forest*; B *cabin*; C *skateboard, graffiti*. When students have listened, elicit the answers and any of their suggested words or other useful words that they heard (for example A *wood, ladder*; B *wooden, hut, steps*; C *concrete, skatepark*).

Answers
1 C 2 B 3 A

AUDIOSCRIPT TB PAGE 278

2 Students work alone to complete the paragraphs and then compare answers in pairs. Play the recording and elicit the answers and the meanings of each of the words in the boxes.

87 **Answers**
The answers are recorded for the students to listen and check.
1 complex 2 basement 3 concrete 4 surface 5 barriers 6 hut 7 community centre 8 chimney 9 steps 10 frame 11 shelter 12 shed 13 ladder 14 bench 15 rug

3 Look at question 1 with the class. Ask which word in the first group is a building and what the other four words mean and are used for. Students then do the same for the next two groups of words. Elicit the meanings and then ask students to work in small groups to discuss questions 2 to 4.

Possible answers
1 buildings: complex, community centre, hut, shed, shelter
barrier: separates two areas, often outside; basement: area under a building; concrete: a very hard building material; surface: anywhere that you can touch, inside or out; chimney: a hollow structure on a roof that lets out smoke from a fire; steps: for walking up into a building or around an outside area ('stairs' are inside); bench: a long seat, usually outside; frame: a structure inside the walls (etc.); ladder: used for climbing, probably outside; rug: a small carpet for sitting on
2 sports complex, shopping complex, residential complex, leisure complex, etc.
3 sports, community celebrations, private parties, youth clubs, etc.
4 A hut is a small, simple building, often wooden; a shed is much smaller and is usually in a garden; a shelter protects you from the weather.

4 Elicit one place in their town where people like to hang out and ask the class which words from Exercise 2 could be used to describe it, for example *It's a pizza place. It's got benches outside with tables.* Students work in groups of three and suggest one place each to describe. Invite groups to share one of their places with the class.

Answers
Students' own answers

READING

1 Monitor and help as students answer the three questions. For question 3, put them into groups to discuss their ideas. Ask students to decide whether they would prefer to hang out in the tree house or the house on wheels and why. Do not check answers to question 3 at this point.

Answers
1 It will be pulled down in case anyone hurts themselves.
2 A small house on wheels, because she's not sure where she wants to live

CONTINUED ON PAGE 222

20 PLACES TO HANG OUT

Unit Overview

TOPIC	Places for teenagers
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86 **1** Look at the photos with the students and elicit what they can see and any key words they expect the speakers to use, for example A *tree house, quiet, peaceful, forest*; B *cabin*; C *skateboard, graffiti*. When students have listened, elicit the answers and any of their suggested words or other useful words that they heard (for example A *wood, ladder*; B *wooden, hut, steps*; C *concrete, skatepark*).

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AUDIOSCRIPT TB PAGE 278

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Possible answers
1 buildings: complex, community centre, hut, shed, shelter
barrier: separates two areas, often outside; basement: area under a building; concrete: a very hard building material; surface: anywhere that you can touch, inside or out; chimney: a hollow structure on a roof that lets out smoke from a fire; steps: for walking up into a building or around an outside area ('stairs' are inside); bench: a long seat, usually outside; frame: a structure inside the walls (etc.); ladder: used for climbing, probably outside; rug: a small carpet for sitting on
2 sports complex, shopping complex, residential complex, leisure complex, etc.
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4 A hut is a small, simple building, often wooden; a shed is much smaller and is usually in a garden; a shelter protects you from the weather.

4 Elicit one place in their town where people like to hang out and ask the class which words from Exercise 2 could be used to describe it, for example *It's a pizza place. It's got benches outside with tables.* Students work in groups of three and suggest one place each to describe. Invite groups to share one of their places with the class.

Answers
Students' own answers

READING

1 Monitor and help as students answer the three questions. For question 3, put them into groups to discuss their ideas. Ask students to decide whether they would prefer to hang out in the tree house or the house on wheels and why. Do not check answers to question 3 at this point.

Answers
1 It will be pulled down in case anyone hurts themselves.
2 A small house on wheels, because she's not sure where she wants to live

CONTINUED ON PAGE 222

BACKGROUND INFORMATION

The *Small House Movement* was set up by people who believe that houses are too large, wasteful and energy inefficient. The advantages of tiny homes are that they are cheaper so people can afford to make them even more energy efficient, they are easier to clean and decorate, bills are lower, and owners buy fewer things that they don't really need because there's nowhere to put them. Also, families spend more time together because there are fewer rooms to sit in. Surveys show that 60% of people would prefer a smaller house with more amenities than a large house with fewer.

2 Set a time limit of three minutes for students to check their answers to question 3. Elicit some differences and have a class vote on which construction students think sounds more interesting. Invite volunteers to explain why.

Possible answers

The tree house was built for fun, whereas the house on wheels has a practical purpose.
The tree house was built by a large group of people, whereas the house on wheels is being built by Celina alone.
The tree house is fairly basic, whereas the house on wheels is more stylish.
They were both built or are being built by the young people themselves.

3 Divide this exercise into two parts. Look first at the example to show students that they are looking for evidence or an extract to support each statement. Ask students to look at the quote by one of the boys and to find words from the text (in blue in the example) which have a similar meaning to *took* (*carried*) and *furniture* (*a sofa*). Tell students to just find the information in the text to start with. When they have found the ten pieces of information, elicit the actual words used in the text. Then look at the question in the example and ask students to write the other ten questions that might have been asked and check the answers.

FAST FINISHERS

If students do the exercise quickly, ask them to note down words from the text which have the same or similar meanings to words in the sentences in Exercise 3, for example *spotted – noticed*. When you have elicited the answers to the exercise, elicit pairs of words from the fast finishers.

MIXED ABILITY

Put weaker students into pairs for this exercise. One student can focus on what the boys said and one on what Celina said. They show each other where the information is in their text and then they work together to write questions for their answers.

Possible answers

1 Praising the tree house as 'ludicrously high up', the judges awarded them the top prize.
Q: Why did you win (the top prize)? / Why did the judges choose your tree house?
2 … the construction is now so wrapped in branches that the whole tree will have to be cut down.
Q: Why can't you remove it / the tree house from the tree?
3 … the group said they were very upset, but understood why it had to happen.
Q: How do you feel about the situation / about the tree house having to come down?
4 In October, … which was when the leaves were falling off the trees – that's when people started to notice it.
Q: Why did people spot/notice the tree house?
5 You'd have to be pretty crazy to ever fall or hurt yourself.
Q: Do you think it's dangerous up there?
6 Although Celina Dill was an excellent student, she decided after three semesters at South Whidbey High School that she had learned what she needed and wanted to move on with her life.
Q: Why did you leave school?
7 She came away from her metalwork class with some useful practical skills.
Q: What did you learn in your metalwork class?
8 She added these skills to those her carpenter dad had shown her.
Q: What other useful skills did you have?
9 Celina … isn't even considering a pre-planned design.
Q: What are you basing your design on?
10 She has found a stylish 1950s stove, which will be great for cooking on.
Q: Why did you choose an old stove?

88 The Reading text is recorded for students to listen, read and check their answers.

TALKING POINTS

Put students into pairs to discuss the questions. Elicit one or two places to hang out in the students' town and the reasons why they are popular. For the first question, encourage students to also talk about how they would improve their hometown in terms of places to hang out. For question 2, ask if students can think of any disadvantages of having a hangout on wheels. Share ideas as a class.

COOLER

Put students into small groups to discuss the advantages and disadvantages of hanging out online instead of in town or at the park. For example: advantage – *We can hang out whenever we like, even when it is late*; disadvantage – *We don't actually see each other*. Share ideas as a class and find out where students prefer hanging out, and why.

A PLACE OF YOUR OWN

Have you ever wished you had your own space where no one could bother you? Here are two different stories of people who did just that …

An award-winning tree house, which a group of boys spent three years building, will be pulled down over health and safety fears.

The group built their magical hangout, hiding 28 metres up a tree, at the edge of a farmer's field. The five main builders estimate that 1,000 hours of work went into building the tree house. The friends hunted for old construction materials and built up from an existing shelter that was 15 metres up the tree, using only nails and a hammer. It has a front door, windows, a circular staircase and a viewing platform. To complete the relaxed atmosphere, they even carried up a sofa to chill out on. The astonishing palace in the sky was entered into a competition on Facebook to find the nation's best tree house. Praising the tree house as 'ludicrously high up', the judges awarded them the top prize.

But the farmer who owns the field has said it must come down because he could be taken to court if someone fell off it and did themselves harm. Apparently, the construction is now so wrapped in branches that the whole tree will have to be cut down. On learning the tree house's fate, the group said they were very upset, but understood why it had to happen. Dougie Haynes was 16 when he started work on the project, and hopes to study architecture at university. He said, 'I put so much time into it. In October, we started building the top half, which was when the leaves were falling off the trees – that's when people started to notice it. It's sad – this summer could have been pretty awesome. You'd have to be pretty crazy to ever fall or hurt yourself. We are always very careful with new people. Standing on a nail was the worst injury I ever had there, and that was when I was building it. I wouldn't say it's dangerous at all.'

It was the 'Small House Movement' that inspired Celina Dill's project of building a tiny home on wheels for herself. She's only 16 but is making serious plans for her future.

'I decided that I'll probably want to move out in a couple of years and I don't know where I want to live, so it needs to be able to go anywhere. So a house on wheels makes sense.'

Although Celina Dill was an excellent student, she decided after three semesters at South Whidbey High School that she had learned what she needed and wanted to move on with her life. She came away from her metalwork class with some useful practical skills. She added these skills to those her carpenter dad had shown her.

Celina enjoys working on her project enormously and isn't even considering a pre-planned design. Everything is going to be individual to her. Celina is capable of building every part of the house herself and is determined to do so. She has learned about how the sun moves through a house so that it warms its inhabitants and lights spaces, and how to build her home so the sun doesn't wake a sleeper too early in the morning.

She has found a stylish 1950s cooking stove, which will be great for cooking on, and an eco-friendly toilet. She's spent most of her savings on the heavy-duty truck that will pull her tiny house behind her on a wheeled trailer.

3 **Read the texts again and find the parts that provide these answers. Then suggest possible questions for the answers.**

Said by one of the boys:

0 'We took some furniture up to the tree house.'
To complete the relaxed atmosphere, they even carried up a sofa to chill out on.
Did you take anything up to the tree house?

1 'They chose us because they were impressed by its extreme height.'
2 'It's impossible to remove it because of how the tree has grown.'
3 'We're not happy about it, but we can see his point of view.'
4 'It was autumn in Britain, so it got spotted!'
5 'There's no danger if people behave sensibly.'

Said by Celina:

6 'I left because I didn't think there was anything more they could teach me.'
7 'Well, how to work with metals – you know, welding, that kind of thing.'
8 'My dad's a carpenter so he taught me how to work with wood.'
9 'Nothing. I want the design to be all mine.'
10 'It may be about 70 years old, but it works well and looks great.'

TALKING POINTS

What kind of hangouts do young people need? Do you have any cool hangouts locally?

What would be the advantages of having a place on wheels to hang out in?

GRAMMAR *-ing* forms

1 **Read the examples. Then match them to the rules.**

1 On learning the tree house's fate, they said they were very upset.
2 Standing on a nail was the worst injury I ever had there.
3 Celina enjoys working on her project enormously.
4 She has found a stylish 1950s stove, which will be great for cooking on.

We can use *-ing* forms:
a as the subject or object of a clause, or to talk about an activity.
b after verbs and phrases that express likes and dislikes.
c after prepositions.
d after adjective + preposition combinations.

» GRAMMAR REFERENCE AND PRACTICE PAGE 157

2 **Complete the sentences with the *-ing* form of the verbs in the box. Then match them to the rules in Exercise 1.**

have	observe	ride	take
travel	win		

1 I really love _____ a place to hang out in.
2 Maya gets anxious about _____ by plane.
3 Steve learned metalwork from _____ his uncle.
4 _____ horses is popular around here.
5 By _____ more exercise, Holly soon got fitter.
6 _____ a gold medal made all Jimi's training worthwhile.

3 **Correct the mistake in each sentence.**

1 Design your own home must be so satisfying.
2 We enjoyed to sleep in the new house.
3 We're excited about visit your new place.
4 I'm looking forward to see your plans.
5 The architect suggested add a viewing platform.
6 The idea of build my own home before finishing college is very attractive!

Participle clauses

4 **Read the examples. Then match them to the rules.**

1 Praising the tree house as 'ludicrously high up', the judges awarded them the top prize.
2 The group built their magical hangout, hiding 28 metres up a tree, at the edge of a farmer's field.

We can use *-ing* forms to introduce a participle clause. We use participle clauses:
a to talk about an action that happens at the same time as the action in the main clause.
b to add more information about something that is mentioned in the main clause.

» GRAMMAR REFERENCE AND PRACTICE PAGE 157

5 **Complete the sentences with the participle clauses in the box. Then match them to the rules in Exercise 4 (a or b).**

consisting of metalwork and woodwork
having no heating
not wanting to disturb anyone
realising his mistake
shining in the darkness
talking to John

1 _____, I whispered into my phone.
2 The old wooden hut, _____, was freezing cold.
3 _____, Tim went bright red and apologised.
4 Among the trees, they saw lights _____.
5 The classes, _____, lasted three terms.
6 _____, I realised what I had missed.

6 **Join the pairs of sentences using a participle clause. Start each sentence with the *-ing* form of the verb in bold.**

0 She **smiled** at the judges. She accepted her prize.
Smiling at the judges, she accepted her prize.
1 I **grew** more confident. I started to add more details to my tree house.
2 We **had** no idea about how to build a tree house. We looked online for ideas.
3 The shelter was useless. It **had** no roof.
4 The hut is very quiet. It's miles away from the nearest house.

VOCABULARY Compound adjectives ending in *-ing*

1 **Read the example. What parts of speech can you use to form some compound adjectives?**

*an **award-winning** tree house*

2 **Try to work out the meaning of the compound adjectives in the box. Then use them to complete the sentences.**

cost-cutting	eye-catching	heartwarming
life-threatening	mouth-watering	
record-breaking	time-consuming	

1 Building a tree house can be a very _____ project if it's done properly.
2 My aunt has recently recovered from a _____ illness.
3 Their advert combines _____ images of surfers with a clever slogan.
4 The athlete's _____ run ended badly, as she injured herself.
5 It was such a _____ menu that it was hard to choose what to eat.
6 The company is in serious debt and has had to take _____ measures.
7 This _____ tale is about four friends who do everything to stay together.

3 » **Work in pairs. Turn to page 126.**

GRAMMAR *-ing* forms

WARMER

With books closed, elicit two or three verbs from the class, for example *to write*. Write the *-ing* forms of these on the board. Put the students into groups of three or four and ask them to write one sentence for each *-ing* form. Elicit ideas and see what variety of forms the students have used.

1 Students do this exercise alone. Elicit the answers and then ask students to work in pairs to try to think of another example for each use of *-ing* forms, but using different verbs and different prepositions. They should cover Exercise 2 as they do this. Elicit ideas from the class.

Answers

1 c 2 a 3 b 4 d

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 246

2 Elicit the answers and ask students to make true sentences about themselves using the same verbs and structures as sentences 1 to 3, i.e. *I really love having …*; *I get anxious about …*; *I learned … by observing …* Elicit some sentences.

Answers

1 having, b 2 travelling, d 3 observing, c 4 Riding, a 5 taking, c 6 Winning, a

3 Students work alone and then compare answers in pairs. Elicit the answers and rules they match. Ask why sentence 4 is unusual (*we follow* to *with an* -ing *form, not an infinitive*).

Answers

1 **Designing** your own home must be so satisfying. (a)
2 We enjoyed **sleeping** in the new house. (b)
3 We're excited about **visiting** your new place. (d)
4 I'm looking forward to **seeing** your plans. (c)
5 The architect suggested **adding** a viewing platform. (a)
6 The idea of **building** my own home before finishing college is very attractive! (c)

Participle clauses

4 Look at the exercise with the class and elicit answers. Then, ask students how they could write sentence 1 starting *The judges awarded …* (*them the top prize and praised the tree house as 'ludicrously high up'*), and sentence 2 with a normal relative clause (*The group built their magical hangout, which they hid 28 metres up a tree…*).

Answers

1 a 2 b

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 246

5 Look at the first sentence with the class and ask: 'Why would you whisper when talking on the phone?' Elicit ideas, for example *You don't want your parents to know you are using your phone*. Students then look at the choices and find the correct participle clause (*not wanting to disturb anyone*). Students work alone to complete the exercise.

FAST FINISHERS

Ask fast finishers to rewrite sentence 1 without a participle clause. When everyone has finished the exercise, elicit alternative ways of writing the sentence, for example *I didn't want to disturb anyone so I whispered into my phone.*

Answers

1 Not wanting to disturb anyone, a
2 having no heating, b
3 Realising his mistake, a
4 shining in the darkness, a
5 consisting of metalwork and woodwork, b
6 Talking to John, a

6 Look at the example sentence with the class and elicit that, to form the participle clause, we remove the subject pronoun, use the *-ing* form of the verb and separate the two clauses with a comma. Students work alone. Monitor and help where necessary and elicit answers.

Answers

1 Growing more confident, I started to add more details to my tree house.
2 Having no idea how to build a tree house, we looked online for ideas.
3 Having no roof, the shelter was useless.
4 Being miles away from the nearest house, the hut is very quiet.

» GRAMMAR WORKSHEET UNIT 20

VOCABULARY Compound adjectives ending in *-ing*

1 Look at the example phrase with the class. Ask what the phrase means (*the tree house won an award*). Elicit other things that *award-winning* could describe, for example *an award-winning film*, *an award-winning performance*.

Answers

Noun (*award*) and *-ing* form of the verb (*winning*)

2 Students complete the exercise in pairs. Elicit the answers and the meanings of the compound adjectives. Elicit other nouns that each compound adjective could describe, for example *a time-consuming task*. Tell students not to write these ideas down as they will be doing more work on compound adjectives in Exercise 3.

Answers

1 time-consuming 2 life-threatening 3 eye-catching
4 record-breaking 5 mouth-watering 6 cost-cutting
7 heartwarming

3 Look at the example with the class. Students then discuss the other sentences in pairs or small groups. Elicit what each one means.

Answers

1 something that takes a lot of time to do
2 somewhere that coffee is grown
3 something that heats water
4 something that saves space
5 a car that drives itself, seats that face to the rear (backwards)

4 Put the students into groups of three or four. Tell them to write very simple sentences and to start by writing one sentence for each compound adjective. If they have time, they can try to write a second sentence for the adjectives. When the students have finished, elicit example sentences for each compound adjective in turn.

Answers

Students' own answers

» VOCABULARY WORKSHEET UNIT 20

LISTENING

1 Elicit what the students can see in the photos, for example some kind of fountain or decorated walls, a castle, an animal's head – maybe a children's play area. Students then discuss the questions in pairs. Elicit ideas from different students.

Answers
Students' own answers

89 2 Tell students to note down any key vocabulary that helps them to do the matching. Elicit the answers and the words they noted, for example A *colours, magical, patterns, walls*; B *circular tower, ancient, reddish brown, history*; C *weird building, sheep*.

Answers
1 C 2 A 3 B

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3 Ask students to think alone for 30 seconds and then join together in small groups to share their ideas. Invite each group to share their ideas with the class.

Answers
Students' own answers

89 4 Encourage the students to read the questions before they listen again, to see if they can remember any of the answers. When they have listened, elicit the answers and the words spoken in the recording which helped them. For example: A *little town, tiny population*; B *unique in terms of architecture*; C *You can't blame them for wanting to see this famous place*; D *you can see right down to the sea*; E *it reminds us that this region is traditionally a farming community*; F *The tower itself is ancient*.

Answers
A Speaker 1
B Speaker 2
C Speaker 2
D Speaker 3
E Speaker 1
F Speaker 3

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SPEAKING Talking about yourself

1 As students complete the exercise individually, ask them to underline the words that helped them to choose their answer and then check their answers. (Places: *building, school, where do you like hanging out, town or city*. Activities: *doing watersports, kind of exercise, game, enjoy playing, sport, enjoy watching or playing*.) You could find out which questions students think would be the hardest to answer in a Speaking test, and explore these further.

Answers
Places: 1, 3, 5, 7
Activities: 2, 4, 6, 8

90 2 Play the recording for students to tick the questions that Marta answers. You could also play it again and ask students to note down the main points she makes, for example *school – fairly big, friendly, nice atmosphere*. Check answers.

Answers
3, 7, 1, 8

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91 3 Look at the *Prepare to speak* box with the class. When students have listened to Marta again, elicit the phrases she used. Put students into pairs and ask them to use the same phrases in different sentences. Give an example: 'I love all kinds of food *except* for very spicy food.' Set a time limit of two minutes and then elicit sentences from different pairs.

MIXED ABILITY
Weaker students can read the text in Exercise 4 while they are listening. Stronger students should cover the text and listen without reading.

Answers
except, but, like, I think, because, but on the other hand

4 Students find the adjectives in the text. Elicit them and write them on the board. Tell the students to cover Exercise 4 and see if they can remember what each adjective refers to (*strong* – clubs in Spain, *exciting* – watching football on TV, *skilful* – the way players pass the ball, *best* – not stated but the best place to watch a match / the best experience you can have as a football fan, *fantastic* – the atmosphere).

Answers
strong, exciting, skilful, best, fantastic
Adjectives create interest and paint a richer picture for listeners, and examiners are looking for this kind of linguistic sophistication in strong candidates.

91 5 Play the recording once for students to listen. Ask them to read the sentences containing the adjectives, trying to sound as enthusiastic as possible.

Answers
Students' own answers

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6 B2 First for Schools Speaking Part 1

Briefly review what students need to do in this part of the exam and if necessary read out the B2 First for Schools information on TB page 30.

In this part of the exam the students can be asked about a range of different topics such as home, school, hobbies, family, future plans, etc. Put the students into pairs. One student can ask questions 1, 3, 5 and 7 and the other asks 2, 4, 6 and 8. Monitor and encourage students to be more enthusiastic where necessary. Invite students to answer one of the questions in front of the class.

Answers
Students' own answers

COOLER
Write the letters A to Z on the board and put students into small groups. Give them two minutes to think of one adjective for each letter of the alphabet. After the two minutes, find out which group has the most and write their adjectives on the board. Ask the other groups if they can add any different adjectives. Each group then chooses five adjectives and uses them to describe people, places or activities. Elicit sentences and encourage students to say them enthusiastically, as before.

LISTENING

1 **You are going to listen to three people talking about the places in the photos. Where do you think these places are, and why might they be significant to the speakers?**

89 **2** **Listen and match the speakers to the places in Exercise 1.**

3 **Which place do you think sounds the most interesting? Why?**

89 **4** **Listen again.**

Which speaker

A emphasises that their town is small?
B praises the extraordinary design of the place they love?
C accepts that tourists are naturally attracted to this well-known site?
D suggests that there is a good view from the place?
E approves of the link between the design and local history?
F explains that the place was constructed many centuries ago?

SPEAKING Talking about yourself

1 **Read the questions. Which ones ask about places? Which ask about activities?**

1 Tell us about your favourite building. (Why do you like it?)
2 Do you enjoy doing watersports? (Why? / Why not?)
3 What do you like about your school? (Is there anything you'd change about it?)
4 What kind of exercise do you like doing? (Why?)
5 Where do you like hanging out in your neighbourhood? (Why? What's it like?)
6 What game did you use to enjoy playing when you were younger? (Why did you like it?)
7 What do you like about your town or city? (Why?)
8 Tell us something about a sport you enjoy watching or playing.

90 **2** **Listen to Marta. Which questions from Exercise 1 does she answer?**

91 **3** **Read the *Prepare to speak* box. Then listen to Marta's last answer again. Which phrases does she use to make her answers longer?**

PREPARE TO SPEAK Giving long answers

Adding more information
also and now too

Contrasting
but except
yet … either
(but) on the other hand

Giving examples
like such as
for instance

Giving reasons
because

Giving your opinion
I think in my opinion

4 **Read Marta's answer to the last question. Then underline the adjectives that she uses. How do they improve her answer?**

I don't take part in much sport myself, except at school, but I love watching football with my brothers. We have some really strong clubs in Spain, like Real Madrid, Atlético de Madrid, Barça … My city's team, Valencia FC, are in the Spanish league, which is called *La Liga*. I think it can sometimes be more exciting to watch a match on TV because then you appreciate the skilful way they pass the ball to each other. But on the other hand, being in the stadium when your team scores a goal is the best – there's such a fantastic atmosphere!

91 **5** **Listen again and notice how Marta adds emphasis to these positive adjectives, to sound enthusiastic.**

6 **Ask and answer the other questions from Exercise 1.**

- Use phrases from the *Prepare to speak* box to give longer answers.
- Use adjectives to make your answers more interesting.
- Add emphasis to positive words to sound enthusiastic.

LIFE SKILLS EMOTIONAL SKILLS

BUILDING SELF-CONFIDENCE

LIFE SKILLS

Building self-confidence

Self-confidence is the belief in your own ideas and ability to be successful in a specific situation. Lots of people suffer from low self-confidence. Fortunately, there are many ways to become more self-confident. This will help you to feel happier and be more successful.

1 **Ask and answer the questions.**

1 How does a self-confident person look and act?
2 Who is the most self-confident person you know?
3 How do you think someone could build and improve their self-confidence?

2 **Read the text quickly. Then match the headings to sections 2, 4, 5 and 6.**

a It's OK to feel the way you feel
b Look after your body
c Focus on the things you're good at
d Express yourself clearly

3 **Read the text again. Are the sentences true (T), false (F) or not mentioned (NM)?**

1 How self-confident people feel is something that rarely changes.
2 Not giving an answer, even when you know what it is, can be a sign of low self-confidence.
3 Self-acceptance can turn not succeeding at something into a positive.
4 Social media profiles usually reflect how confident a person is.
5 Negative emotions can help to make us stronger.

4 **Match the highlighted words in the text to the meanings.**

1 improve or increase something
2 say you are pleased about someone's special achievement
3 feel unsure or that something is uncertain
4 accept that something is true or exists
5 the way something is done

93 **5** **Listen to a counsellor giving a group of teenagers some advice on building their self-confidence. Then choose the best summary.**

A We all have the same negative messages in our heads and can use the same phrases to stop them.
B We shouldn't let people talk to us in a negative way.
C Turning negative self-talk into positive self-talk has various benefits.
D Negative self-talk is the truth and we should all learn how to react to it.

92

Ready for a self-confidence boost?

Do you ever doubt or question yourself? And do you often feel insecure? If so, you might be suffering from low self-confidence. But don't worry, that's perfectly normal! After all, growing up is tough – you have to deal with difficult situations on a daily basis at school, at home and online.

However, that doesn't mean that you should do nothing about it. Self-confidence is really important as it gives you the power to be yourself, do what's right for you and achieve your goals in life. So if you think you need a self-confidence boost, read on for some tips.

1 Self-acceptance and self-improvement

Don't make decisions about yourself just because you haven't done something well. Getting a bad mark for an art project doesn't mean that you're not artistic. Or not qualifying to play in the volleyball team doesn't mean that you'll never be good at sports. Try to accept your failures and remember that we learn through our mistakes and they help us become better.

2 .....

When you don't like how someone is treating you, tell them in a direct manner. And asking for help when you don't understand something at school will help you to avoid the loss of confidence which often results from not understanding.

3 Social media isn't everything

Don't make judgments about your popularity based on how many likes you get or the number of friends you have online. Feeling confident on social media doesn't necessarily mean you'll feel confident in your daily life.

LIFE SKILLS

Learning Objectives

- The students learn about how to build self-confidence and why it is important.
- In the project stage, they prepare a presentation about a topic related to building self-confidence and present it to the class.

Vocabulary

acknowledge boost congratulate doubt manner

WARMER

Tell the class that you are going to read out some situations and the students should write a number between 1 (not confident at all) and 10 (very confident) for each one. When they have finished, they should compare answers with a partner and explain why they feel like that. Then say, 'How do you feel when: 1 You have an English test; 2 You have to give a presentation to the class; 3 You try to play a new computer game against a friend; 4 Your parents ask you to cook a meal for the family; 5 You take part in a race against other students in your class?'

LIFE SKILLS

Building self-confidence

Tell the students to read the information. Ask if they agree that there are many ways to become more self-confident and whether they think it is easy or not.

1 Put students into groups of three or four to answer the questions. Set a time limit of two minutes then elicit ideas.

Answers

Students' own answers

2 Look at each heading and ask students to think of a different way of saying each one. For example: a *Don't worry about feeling the way you feel*; b *Take care of your body*; c *Concentrate on things you can do well*; d *Communicate effectively.* Elicit ideas and write key words on the board. This will help weaker students to do the matching quickly. Set a time limit of two minutes and elicit the answers and any of the key words they thought of that helped them.

Answers

a 5 b 4 c 6 d 2

3 Set a time limit of five minutes for students to find the information in the text. Elicit the answers and the extracts from the text that helped them. Ask the students if reading the text has changed their thoughts on the third question in Exercise 1.

MIXED ABILITY

Weaker students can work in pairs. One student reads the section on page 116 and their partner reads the section on page 117. They answer the questions relating to their part of the text. When they have finished, they tell each other what they found. If they haven't answered all the questions between them, they work together to try to find any missing answers.

Answers

1 F (The text talks about different situations which make us feel less self-confident. We may be confident in some situations but not in others.)
2 NM
3 T
4 F (Feeling confident on social media doesn't mean you feel confident in daily life.)
5 NM

92 The Reading text is recorded for students to listen, read and check their answers.

4 Look at the highlighted words with the class and elicit any meanings they know. Once students have completed the exercise, elicit the answers. Elicit or tell students useful information about each one. For example: 'The word *boost* can be a verb or noun. We can boost our confidence or give our confidence a boost. *Congratulate* is followed by a person + *on* + verb with *-ing* form or a noun; in the text it says: *congratulate yourself on your strengths*. We can also use *doubt* to say you don't think something is true, for example: Do you think you got 100% in the test? I doubt it. *Acknowledge* can be used with bad aspects of your character and has a similar meaning to *admit*, for example: You should acknowledge your faults and try to change them. *Manner* can come after many different adjectives, for example: You should serve customers in a pleasant manner.'

Answers

1 boost 2 congratulate 3 doubt 4 acknowledge 5 manner

93 **5** Look at the choices with the students. Ask them which they think is probably the right one based on what they read in the text. Elicit ideas but don't say yet whether they are right or wrong. When students have listened, elicit the answer and anything they heard that helped them to choose. For example, *I'm here today to talk … about developing … positive self-talk.*; *And turning this into positive self-talk would sound like this: 'I know I can pass this exam' or 'I'm doing the best I can.'*; *if you look hard enough, there's always a positive truth there to combat the negative thoughts.*

Answers

Summary C

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BACKGROUND INFORMATION

There are lots of inspirational quotes by famous people that students might enjoy hearing.

'If you hear a voice within you say "you cannot paint" then by all means paint, and that voice will be silenced.' – Vincent Van Gogh

'You wouldn't worry so much about what others think of you if you realised how seldom they do.' – Eleanor Roosevelt

'You yourself, as much as anyone in the entire universe, deserves your love and affection.' – Buddha

'Twenty years from now, you will be more disappointed by the things you didn't do than by the ones you did do.' – Mark Twain

'If you want to conquer fear, do not sit at home and think about it. Go out and get busy.' – Dale Carnegie

'Always remember you are braver than you believe, stronger than you seem and smarter than you think.' – Christopher Robin

93 **6** Before students listen to the recording again, they read the sentences and, in pairs, discuss which choice they think is correct. Play the recording and allow them to compare answers. Elicit the correct answers and reasons why they are correct. For example: 1 *However, many of these 'thoughts' aren't true and are more related to our fears and insecurities than anything else*; 2 *The good news is that there are mechanisms we can use to train ourselves to produce a positive inner monologue*; 3 *I want you to write down some of the negative messages from your personal commentary inside your mind.* 4 *Try to be aware of your self-talk at different points in the day*.

Answers

1 C 2 C 3 B 4 A

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7 When the students have finished the exercise, elicit the answers and look at each word or phrase in more detail. Elicit that *accept my mistake* has a very similar meaning to *acknowledge my mistake*, *becoming a better person* means the person is changing at this time and isn't yet as good as they would like to be, *doing the best I can* means the same as *doing my best*, i.e. trying as hard as possible. *Evidence exists* means there is some proof that we can see and *right now* means at this exact moment. Invite students to tell the class about a mistake they accept they have made in their lives, ask them what they are becoming better at, what they are doing right now, what they know they can do, something they have never seen but they know evidence exists for and what they have done their best to do well.

FAST FINISHERS

Ask fast finishers to find more useful phrases in the text which don't include the highlighted words, for example in the introduction – *achieve your goals*. The students then try to make a sentence using the phrases. When everyone has completed the exercise, elicit the answers and any phrases fast finishers found. (Possible ideas could include: *deal with difficult situations*, *learn through our mistakes*, *loss of confidence*, *boost your confidence*, *a huge confidence builder*.)

Answers

1 accept 2 becoming 3 know 4 best 5 exist 6 right

PROJECT *Building self-confidence*

Look at the task with the students and make sure they choose only one of the topics. They can use a different topic on the same theme if they wish. Put students into groups of three or four to discuss the allocation of tasks for the presentation, and then set a realistic time limit for them to research and create their projects at home or using computers at school.

When the students have all presented their plans, ask the class how useful they found the project for their own self-confidence.

PROJECT EXTENSION

Tell the students that they are going to try to help each other, using the information they found out from their project and the other projects they listened to. Start by telling them something you are worried about (this doesn't have to be true) for example *moving home*. Elicit ideas about how you could be more confident about the situation and note some ideas on the board. Students now work in pairs and tell each other about something they are worried about or having negative thoughts about. The students then use the ideas they have researched to give their partner some advice on what to do to be more confident about the situation. At a later date, students can tell the class what happened and whether the information helped them.

COOLER

Tell the students to think back on all ten projects they carried out during the course in the Life skills and Culture sections. They think alone about how they feel in general about doing projects and which one they enjoyed the most, and why. They then get into groups of three or four to share their ideas and to discuss the good and bad things about doing projects. Invite each group to share some of their ideas with the class and ask students if they would like to do a project on a topic of their own choosing, either alone or in groups.

93 **6** **Listen again. Then choose the best options.**

1 Self-talk
- **A** only takes place occasionally.
- **B** doesn't affect our confidence.
- **C** is often not a good representation of reality.

2 Self-talk mechanisms help us to
- **A** stop irrational thoughts.
- **B** accept the truth.
- **C** create a positive voice in our minds.

3 What does the writer suggest?
- **A** Trying to remember negative messages.
- **B** Keeping a record of negative self-talk.
- **C** Accepting that sometimes there isn't a positive message.

4 When should we listen to our self-talk?
- **A** throughout the day
- **B** when it doesn't feel silly to do so
- **C** until we feel in control again

7 **Complete the sentences with the words in the box.**

accept	becoming	best
exist	know	right

USEFUL LANGUAGE

Positivity

1 I _____ my mistake and I'm learning from this situation.
2 I'm learning from my mistakes and _____ a better person.
3 I _____ I can pass this exam.
4 I'm doing the _____ I can.
5 Does any real evidence _____ for what I'm thinking?
6 Is there anything I can do _____ now which will help me do this?

4 _____

Exercise produces endorphins, natural chemicals in the brain which make you feel good. Taking care of your body by eating well and sleeping enough will also make you feel great. All of these things will help boost your confidence.

5 _____

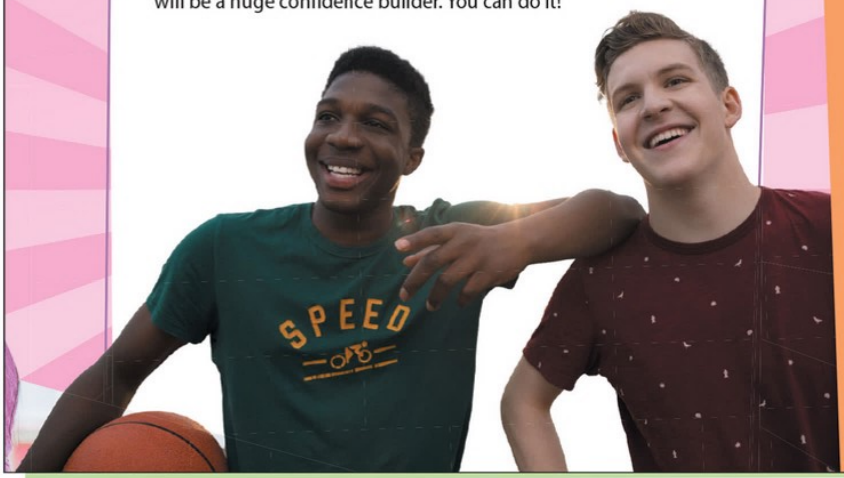
Whether it's fear, anger or feeling impatient, we often think that some emotions are 'wrong'. But it's never wrong to feel a negative emotion – it's what makes us human and everyone experiences emotions like these. If you pretend to be or feel something that's not true to yourself, you might think that you're not good enough and your confidence will suffer. Notice how you feel, pause for a moment and tell yourself that it's fine to feel that way.

6 _____

Spending too much time thinking about your weaknesses isn't good for anyone. Congratulate yourself on your strengths and acknowledge when you use them.

7 Do something that scares you

Being scared by something doesn't mean that you should avoid it! Doing something that makes you feel afraid and then succeeding will be a huge confidence builder. You can do it!



PROJECT

Building self-confidence

Work in groups. Choose one of these topics related to building self-confidence or use your own idea. Then prepare a presentation about it using the steps below and the *Useful language* to help you.

- Becoming more independent and responsible
- Developing positive self-talk
- Building on your strengths

1 Research your chosen topic on the internet. Find an interesting short video about it.
2 Write a summary about your topic, including any useful advice and techniques.
3 Prepare some questions about the topic for classmates to discuss in small groups.
4 Decide how you want to present your summary, video and questions to the class.

Present your work to the class.

REVIEW 5 UNITS 17–20

VOCABULARY

1 **Match the adjectives in the box to the meanings. There are two adjectives you do not need.**

abstract bizarre contemporary
controversial conventional
powerful stunning unique

1 very strange
2 causing disagreement or discussion
3 the only one of its kind
4 traditional and ordinary
5 modern; existing or happening now
6 very beautiful

2 **Complete the sentences with the nouns in the box.**

bravery commitment inspiration
passion sense spirit

1 Our players always show great team _____, even when they lose a match.
2 The teenager was awarded a medal for his _____ in rescuing the child.
3 Talented musicians usually have a _____ for music from an early age.
4 Many 19th-century artists found _____ for their paintings in nature.
5 The coach had the _____ to realise that the team needed a rest.
6 Everyone who was in the play showed huge _____ to making it a success.

3 **Put the sentences in the correct order.**

a an arrest. The man, a US national aged 52, was charged ☐
b and in a statement, police said they had released ☐
c any crime. Mr X claimed he was an innocent victim, ☐
d charge, and late last night, a judge found that ☐
e Last week, police in Austin, Texas, who were investigating [1]
f him while they widen their search for the hacker. ☐
g the theft of military secrets at Fort Worth, made ☐
h there was insufficient evidence that Mr X had committed ☐
i with hacking. The suspect, known only as Mr X, denied the ☐

4 **Complete the sentences with suitable words related to places. The first letter of each word is given.**

1 A: There's a party at the c_____ c_____ this afternoon. Are you coming?
B: Sorry, I promised my mum I'd go with her to the new arts c_____ to see an exhibition.
2 There are concrete s_____ down into the b_____ underneath my block of flats. Be careful in case they're slippery.
3 We've built a tree house with old wooden doors attached to a f_____. It has a roof, big windows, there's a b_____ to sit on and a r_____ on the floor. There's a l_____ to climb up to it.

GRAMMAR

1 **Choose the correct modal verbs.**

1 Jude *could* / *must* well be away this week. I haven't seen him at all.
2 That answer *mustn't* / *can't* be correct. The numbers don't add up.
3 Our flight was delayed, so it *can* / *might* be possible to get a refund.
4 Why did you walk all the way home? *Couldn't* / *Can't* you have caught a bus?
5 The boys' tree house is fairly basic. They *can* / *must* have built it themselves.
6 It *can't* / *might* have taken you long to do this! It's really simple.

2 **Rewrite the sentences using the third conditional.**

1 The window was open, so the burglar got into the apartment. If the window hadn't …
2 Sally spent too much time on the first question, so she didn't finish the test. If Sally had spent less …
3 I bought a leather jacket last month, so I haven't got any money now. If I hadn't …
4 Ben forgot his sports bag, so he couldn't play football. If Ben hadn't …
5 It was raining, so we couldn't hang out in the park. If it hadn't …
6 I didn't know about the competition, so I didn't enter. If I'd …

3 **Complete the sentences with the correct form of the verbs in brackets.**

1 I wish I _____ (know) you were going into town.
2 If only you _____ (tell) me you were free yesterday.
3 Pete wished he _____ (not leave) the party.
4 If only we _____ (talk) about this problem earlier!
5 Do you ever wish you _____ (be born) in a different time?
6 I missed my station last night – if only I _____ (not fall) asleep!

REVIEW 5 UNITS 17–20

Overview

VOCABULARY	Adjectives describing art; Personal qualities: nouns; Crime and criminals; Places
GRAMMAR	Modals of deduction: present; Third conditional; *wish* + past perfect; Modals of deduction: past; *-ing* forms; Participle clauses
EXAM TASKS	Reading and Use of English Part 3; Reading and Use of English Part 1

Resources

PHOTOCOPIABLE WORKSHEETS: Grammar worksheets Units 17–20; Vocabulary worksheets Units 17–20; Review Game Units 17–20; Literature worksheet; Speaking worksheet; Writing worksheet

WARMER

Put the students into two groups. Tell them that you are going to write four gapped words on the board under four gapped headings. Each group will take turns to guess a letter of the words. The aim is not to guess the words but to guess the four headings they come under (*crime*, *personal qualities*, *art*, *places*). The groups have to guess all four headings to win.

Write:

C _____	*P* _____ *q* _____	*A* _____	*P* _____
_ _ _ _ _	_ _ _ _ _ _ _	_ _ _ _ _ _ _ _	_ _ _ _
(theft)	(bravery)	(abstract)	(shed)

VOCABULARY

1 Put students into pairs to do the exercise. Elicit the answers and ask students to try to think of a short meaning for the other two adjectives (for example: *abstract* – not like real things; *powerful* – having a strong effect).

Answers

1 bizarre 2 controversial 3 unique 4 conventional
5 contemporary 6 stunning
Not needed: *abstract*, *powerful*

2 Before students do the exercise, ask the class how they could show *bravery* (for example stopping a criminal who they see robbing someone in the street). Do the same for the other words. Students then complete the sentences alone and compare answers in pairs.

Answers

1 spirit 2 bravery 3 passion 4 inspiration 5 sense
6 commitment

3 Do the exercise with the class. Choose eight students and give them each one part to look at. Choose a different student to read the example, part e, aloud. Whoever believes their part continues the story reads it aloud. Other members of the class can help them if the students make a mistake or no one says anything. When they have read the whole thing, if there were problems the first time, ask them to do it again.

Answers

a 3 b 8 c 7 d 5 e 1 f 9 g 2 h 6 i 4

4 Tell students to work alone and complete only the words that they are sure of. Set a time limit of two minutes and put students into groups of three or four to compare answers and complete any words they don't know. Elicit the answers and the meanings of the words.

Answers

1 community centre, complex/centre
2 steps, basement
3 frame, bench, rug, ladder

GRAMMAR

1 Look at the first sentence with the class and ask which is the correct option, and why. Elicit that *could* is correct because we can't say *must well*. *Well* makes the possibility stronger when used with *could*, *might* or *may*. *Must* already means that we are sure, so we don't need to make it stronger. The sentence would be correct with *must* on its own. Students complete the exercise alone and compare answers in pairs. Elicit answers and reasons for them.

Answers

1 could 2 can't 3 might 4 Couldn't 5 must 6 can't

2 Elicit what we use the third conditional for (*to talk about the results of imaginary past situations*). The sentences in the exercise show the real situation and the students have to write about the imaginary ones. Students work alone and compare answers in pairs. Elicit the answers. Ask students to make sentences about themselves using *If I hadn't …* and *If I had …* Invite students to share their ideas with the class.

Answers

1 been open, the burglar wouldn't have got into the apartment.
2 time on the first question, she would/'d have finished the test.
3 bought a leather jacket (last month), I would/'d have some money (now).
4 forgotten his sports bag, he could have played football.
5 been raining, we could have hung out in the park.
6 known about the competition, I would/'d have entered.

3 Remind students that past wishes are formed by the past perfect, like third conditional *if*-clauses, because they give the same idea of an imaginary past. ***I wish I had entered*** *the competition because* ***if I had entered*** *the competition, I might have won.*

Answers

1 'd/had known
2 'd/had told
3 hadn't/had not left
4 'd/had talked
5 'd/had been born
6 hadn't/had not fallen

4 Look at the first sentence with the class. Elicit which verb makes sense and then the whole sentence, making sure the students use the *-ing* form. Students complete the exercise alone and then compare answers in pairs. Elicit the answers and ask the students whether they hate visiting museums and art galleries or enjoy visiting them, what they don't mind doing and what they are interested in doing.

Answers

1 visiting 2 finding 3 Winning 4 missing 5 Keeping 6 making

5 Tell students to work alone and think about what the correct answer is and why. Elicit the answers and the grammar points they illustrate (1 *present modals of speculation*; 2 *third conditional*; 3 *past wishes*; 4 -ing *forms as the subject of a sentence*).

Answers

1 could
2 have had
3 'd been
4 going

6 Tell students that three of the sentences contain a wrong word and one has a missing word. Elicit the correct answers and what is wrong in each sentence (1 can't *is the opposite of* must *when talking about modals of speculation*; 2 *the past perfect is formed with the past participle, not the past simple form*; 3 *past speculation is formed by* must, can't, could, *etc.* + have + *past participle*; 4 *we use the* -ing *form after a verb + preposition*).

FAST FINISHERS

When one student finishes, ask them to write the three wrong words and the verb form with a missing word on the board to see if it helps any of the students who are still working.

Answers

1 They **can't** be friends. They hardly know each other.
2 We would have got there quicker if we had **taken** the train.
3 He must **have had** a good time because he looks happy.
4 Thank you for **calling** me yesterday.

7 **B2 First for Schools Reading and Use of English Part 3**

Remind students what they have to do in this part of the exam and if necessary, read out the B2 First for Schools information on TB page 21.

Tell students to quickly read the text without trying to think of the missing words. Set a time limit of one minute and elicit what the story is about. Now look at the example with the class and ask what kind of word *intention* is (*a noun*) and how they can be sure that a noun is needed (*it is preceded by a definite article and there is no noun after it, so it couldn't be an adjective*). Students work alone and then compare answers. Elicit the answers and what kind of word each is. Ask how they know 3, 4 and 5 are negative (*he didn't have a gun, which made his robbery fail and left the bank with no money, so he was* unlucky. *He was* careless *because he left a note which helped the police to identify him*).

MIXED ABILITY

Monitor and help weaker students, helping them to identify what kind of word is needed in each gap and why, for example the first gap is an adverb that describes how the robber was walking.

Answers

1 confidently 2 employee 3 unfortunately 4 unlucky 5 careless
6 accidentally 7 application 8 instantly

8 **B2 First for Schools Reading and Use of English Part 1**

Remind students what they have to do in this part of the exam and if necessary, read out the B2 First for Schools information on TB page 46.

Look at the example with the class and elicit that we *construct* buildings, *manufacture* products and *develop* new ideas. *Finishing* can't be correct because it is followed by *completed*, which means the same thing. Students do the exercise alone and then compare answers in pairs. Elicit the answers and why words with similar meanings are wrong, for example 1 only *total* comes after the preposition *in* meaning *altogether.* When you have finished, you could ask the students for a different word meaning the number of storeys of a building (*floors*) and what a *sheet* of glass is (*a large piece for a window or door*).

Answers

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

COOLER

Write a simple five-line story based on the robbery in Exercise 7 on the board:

The robber didn't have a gun.

The bank employee refused to give him any money.

He wrote his demands on the back of a job application.

There were CCTV cameras on the route the robber took to get home.

His fingerprints were on the note.

Put the students into groups of three or four and ask them to make third conditional sentences about what would have happened if the situation had been different. Elicit an example or two to start with: *If the robber had had a gun, the employee would have given him the money straight away. If the bank employee hadn't refused to give him the money, he would have left the bank happy and rich.* Monitor and help where necessary and elicit sentences from different groups.

4 **Complete the sentences with the *-ing* form of the verbs in the box.**

find	keep	make	miss	visit	win

1 I hate _____ art galleries and places like that.
2 After _____ out the truth, Ella blamed her sister.
3 _____ the prize was the best thing that had ever happened to Dan.
4 I don't mind _____ the gig tonight. The band aren't that remarkable.
5 _____ her news secret was difficult for Jo.
6 Freya is interested in _____ her own documentary.

5 **Choose the correct words.**

1 It *could* / *can* be mine. I have a cap just like that.
2 If you'd come with us, you'd *had* / *have had* fun.
3 I wish you *were* / *'d been* there. It was so dramatic.
4 Sometimes, *going* / *go* to school is difficult because of the traffic.

6 **Correct the mistake in each sentence.**

1 They mustn't be friends. They hardly know each other.
2 We would have got there quicker if we had took the train.
3 He must had a good time because he looks happy.
4 Thank you for call me yesterday.

7 **Read the text. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.**

The world's worst robber

In Louisiana, USA, a thief went into a bank with the [0]*intention* of stealing a couple of thousand dollars in cash. He walked [1]_____ over to the counter and gave a handwritten note to a bank [2]_____, informing her that this was a bank robbery. The note warned her not to raise the alarm and demanded that she hand over rolls of used $100 notes. But [3]_____ for him, the robber didn't have a gun or any other weapon, and so she refused to give him anything. They argued, but after a few minutes the [4]_____ would-be robber was forced to leave the bank empty-handed.
This useless robber had also been [5]_____. He'd [6]_____ left behind his note, which provided clues as to his identity. It was written on the back of a job [7]_____ containing all his personal details! Police quickly located their suspect using CCTV cameras, and [8]_____ arrested him. His fingerprints matched those on the note, and despite denying all responsibility, he was charged with attempted robbery.

INTEND
CONFIDENT
EMPLOY
FORTUNE
LUCKY
CARE
ACCIDENT
APPLY
INSTANT

8 **Read the text and decide which answer (A, B, C or D) best fits each gap.**

The Shard

Designed by the architect Renzo Piano, the Shard became the tallest building in Europe when [0]*construction* was completed in 2012. There are 87 storeys in [1]_____, and three viewing areas high above the City of London are [2]_____ to the public for an entry fee.
The [3]_____ building materials are concrete and 11,000 individual sheets of glass, each one [4]_____ in the best position to reflect sunlight and the sky. This clever use of glass [5]_____ the appearance of the Shard to vary according to the weather and the season.
Several people have [6]_____ attempts to climb the Shard, including six female Greenpeace volunteers, all of them very [7]_____ climbers. After completing their 16-hour climb, the women were arrested by police, who claimed they had [8]_____ a crime in being on the property without permission.

0	(A) construction	B development	C finishing	D manufacturing
1	A amount	B sum	C total	D quantity
2	A accessible	B achievable	C attainable	D visible
3	A dominant	B principal	C major	D vital
4	A balanced	B distributed	C placed	D planted
5	A creates	B produces	C causes	D happens
6	A taken	B done	C kept	D made
7	A capable	B mature	C precise	D sophisticated
8	A committed	B done	C performed	D engaged

EXTRA ACTIVITIES

UNIT 1 VOCABULARY, PAGE 10

2 **Circle your score for each answer and work out your total.**

1a 0	2a 2	3a 1	4a 0	5a 0	6a 2
1b 2	2b 1	3b 2	4b 2	5b 2	6b 1

Results

3–5 Oh, dear. This year at school could be tough! Maybe you need to be more willing to join in and get involved.

6–9 You're an all-rounder who tends to get on quite well at school without having to try too hard.

10–12 You're always looking for fresh challenges and you're keen to experience as much as you can – and fast. Life's an adventure!

UNIT 1 VOCABULARY, PAGE 12

3 **Take turns to ask each other the questions. Try to use the noun form of the bold verbs in your replies.**

0 Do you **collect** anything?
Yes. I have a massive collection of trainers! I've been collecting them since I was little.
1 Can you **suggest** anything cool to do after school?
2 Have you **applied** to do any extra-curricular activities this term?
3 Can you **describe** your best friend?
4 Who or what really **inspires** you?
5 How do you **motivate** yourself to study?
6 How do you **react** if people are late to meet you?

UNIT 2 VOCABULARY, PAGE 16

3 **Student A**

Read the example. Then tell your partner …

1 something you will always remember doing.
I will always remember going to my first concert.
2 something you stopped to do on your way to school this morning.
3 someone you will never forget meeting.
4 something you should try to do at home more often.

UNIT 3 VOCABULARY, PAGE 22

3 **Discuss the questions.**

1 Who do you feel you identify with the most in your family? Why?
2 Do you take after anyone in your family? Or does anyone take after you?
3 Who do you fall out the most with? What's the most common reason?
4 What was the last thing you talked your parents into allowing you to do?
5 What do you do when you feel you're being picked on?
6 Who would you depend on most in your family if you needed help?

UNIT 4 GRAMMAR, PAGE 26

5 **1** The River Amazon is about 6,400 km long and the River Thames is only 346 km long, so the Amazon is far longer than the Thames.

2 The Red Sea covers 438,000 square kilometres and the Pacific Ocean covers 165 million square kilometres, so the Red Sea is a great deal smaller than the Pacific Ocean.

3 The Tokyo metropolitan area has a population of 38,140,000; New York metropolitan area's population is only 18,604,000 and the São Paulo metropolitan area has a population of 21,297,000, so Tokyo is easily the biggest city.

4 The Sahara Desert gets rain every few years. In parts of the Atacama Desert in Chile, until 2015 it hadn't rained for 500 years, but it isn't as dry as the Dry Valleys in Antarctica, which have had no measureable rain for millions of years.

Student B

Read the example. Then tell your partner …

1 something you must remember to do regularly.
I must remember to charge my phone every night.
2 something you are going to stop doing soon.
3 someone you often forget to keep in touch with.
4 something you would like to try doing.

Tell the class about your partner.

UNIT 4 VOCABULARY, PAGE 26

3 **Student A**

1 Look at photos A and B and complete the sentences. Student B will suggest some possible answers.
2 Look at photos C and D and listen to Student B's suggestions. Then share the possible answers.

A
There are too many people to …
There are so many people that …
It's such a busy train that …

B
The stage is too far away to …
There's such a big crowd that …
It's so hot that … / It's so wet that …

C
It's so cold that *the ice sculpture isn't melting.*
It's such a huge sculpture that *the artists need to use ladders.*
The sculpture is too big to *be made by a single person.*

D
The basket is too heavy to *be carried by one person.*
It's so warm that *no one is wearing a jacket / some people are holding umbrellas.*
It's such fresh fish that *everyone wants to buy some.*

UNIT 5 VOCABULARY, PAGE 34

5'

Student A

3 **Make nouns from the adjectives and verbs in the box. Then write a sentence with each word. You have five minutes!**

agree	careless	commit	disagree
eager	judge	lazy	manage
sick	unhappy		

Read your sentences aloud, but leave out the noun. Can Student B guess the noun?

Listen to Student B's sentences and guess the missing nouns from the box.

assessment	attachment	illness
involvement	kindness	movement
politeness	sadness	statement
willingness		

UNIT 6 VOCABULARY, PAGE 38

3 **Take turns to talk about the subjects. Use the adverb form of the adjectives in brackets. Try to talk for 30 seconds for each subject.**

- a food you could (happy) live on
- a food you've tried that was (absolute) disgusting
- how (easy) you think you could cut out sugar from your diet
- how (enthusiastic) you clear up after a meal
- how many fast-food restaurants you (typical) visit in a month
- how (confident) you can cook

EXTRA ACTIVITIES

UNIT 6 SPEAKING, PAGE 39

6 **The photos show people eating together in different situations. Follow the instructions.**

Student A: Compare the photos and say what the people are enjoying about eating together in each situation.
(*Try to speak for one minute*)
Student B: Which of these situations do you think would be more enjoyable? Why?
(*Try to speak for about 30 seconds*)

What are the people enjoying about eating together in each situation?

UNIT 7 VOCABULARY, PAGE 44

4 **Complete the sentences by adding a suitable preposition from the box and your own ideas. Then compare your sentences in pairs.**

about	at	by	for	of	to	with

1 I'm most motivated …
2 I used to be frightened …
3 I sometimes feel sorry …
4 I'm absolutely mad …
5 I think I'm quite good …
6 My interests are similar …
7 I get completely bored …

UNIT 8 VOCABULARY, PAGE 46

3 **Circle your score for each answer and work out your total.**

1a 3	**2a** 1	**3a** 3	**4a** 1	**5a** 2
1b 2	**2b** 3	**3b** 1	**4b** 2	**5b** 3
1c 1	**2c** 2	**3c** 2	**4c** 3	**5c** 1

Results

5–7 When you get away, you just want to relax. You don't want to do anything energetic, like sightseeing or water sports. For you, the best thing about a holiday is being able to do as little as possible!

8–12 You like a mixture of relaxation and being active while you're on holiday. You enjoy culture, learning and seeing new things, and you're a relatively adventurous holiday companion.

13–15 Life is for living. You can't sit still and you love a bit of danger in your life. You have to be sensible during term-time, so holidays are the perfect opportunity to go wild.

UNIT 8 VOCABULARY, PAGE 48

3 **Match the question halves.**

1 What's the difference between checking
2 Which three world cities would you most like to look
3 What's your favourite way of getting
4 Where would you go if you really wanted to get
5 If you had a visitor and you wanted to take them
6 How often do you stay
7 Who saw you
8 Have you ever stopped

a around? Who would be your perfect sightseeing partner?
b around your city, where would you go? Why?
c around when you're on holiday? Why?
d over at friends' houses? When was the last time?
e off the last time you travelled?
f over on the way to another destination?
g away from everything?
h in and checking out?

Ask and answer the questions.

UNIT 9 VOCABULARY, PAGE 56

4 **Complete the sentences with your own ideas.**

0 These days, where I live, there's a reduced number of … (*noun*)
These days, where I live, there's a reduced number of bus services.
1 Amongst my friends, there's a growing number of people who are/want/hate/love …
2 I have a limited number of … (*noun*)
3 I could spend an unlimited number of hours playing/doing/going …
4 I know a considerable number of places where you can / they sell / there are …

Compare your answers in pairs.

UNIT 10 VOCABULARY, PAGE 60

3 **Invent ten imaginary rules for your parents. Use *be allowed to*, *let* or *make*.**

Don't make us do our homework every day.
We're allowed to go out anywhere and at any time.

Compare your ideas in pairs.

EXTRA ACTIVITIES

UNIT 11 VOCABULARY, PAGE 66

4 **Complete the questions with an adjective from the word in brackets. Then ask and answer the questions.**

1 Do you think _____ (interact) whiteboards help you to learn things? How?
2 Do you think any wireless technology might be _____ (harm) to our health?
3 Which of your favourite possessions would be completely _____ (use) without electricity?
4 Does technology like robots make you _____ (nerve)?
5 Do you think it is _____ (accept) to 3D print a copy of something you've seen in a shop?
6 Do you think playing computer games can be _____ (education)?

UNIT 12 VOCABULARY, PAGE 68

1 **Read your answers for each question.**

1 **a** You're obviously quite a relaxed person, which is always a positive quality.
b Are you always on time for everything? Perhaps your friend had a reason. Try to be a little calmer!
2 **a** Well done! You sound like you would make a good teacher one day.
b You should probably avoid teaching as a future profession!
3 **a** That's very kind of you. Kindness is a great quality.
b Do you really need the money? And do you really have time?
4 **a** It's good of you to think about your friend's needs.
b Is that the kind of reaction that's going to make your friend feel better? Probably not!
5 **a** It's good to see the positive side of situations.
b Are you really going to let a bit of rain stop you from having fun? Why?
6 **a** Good! Without you, the concert wouldn't be the same!
b What would happen if everyone did this? Think of the hard work others have put in and how they are relying on you to be there too.

UNIT 12 VOCABULARY, PAGE 70

4 **Look at the adjectives in the box and answer the questions. Use the noun forms of the adjectives.**

confident generous intelligent kind organised
patient polite popular sensitive thoughtful

1 Which are your three best qualities?
2 Which quality would you like to improve in yourself?
3 What are the top three qualities you look for in a friend?

UNIT 12 SPEAKING, PAGE 71

7 **The photos show two different groups of friends.**

Student A: Compare the photos and say what you think the people are enjoying about being with their friends.
Student B: Do you spend more time with a best friend or a wide group of friends?

What are the people enjoying about being with their friends?

UNIT 13 VOCABULARY, PAGE 78

4 **Working on your own, write as many sentences as you can for each sentence beginning. You have a time limit of five minutes!**

1 I've never/always argued that …
I've always argued that doing exercise reduces your lifespan.
2 Once I admitted that …
3 I'd never beg anyone to …
4 I've never/always claimed that I …
5 I'd never reveal that …
6 Why would anyone declare that they …?
7 I wouldn't emphasise the fact that …
8 Has anyone ever encouraged you to …?
9 I'd like to propose that …
10 I'd never admit that …

Compare your sentences in pairs.

UNIT 14 VOCABULARY, PAGE 80

3 **Accidents in the home**

1 Over 50% of accidents at home involve falls, most often as a result of (b) tripping over something or slipping on a wet floor. Next is (c) bumping into something, such as furniture. Swallowing something poisonous (a) is less frequent than most other accidents, but can result in the most serious harm.
2 The most likely age group to have an accident at home is (a) 0–4-year-olds. The next most likely is (b) 5–15-year-olds and then (c) people aged over 75.
3 Boys are twice as likely as girls to have an accident at home.
4 The most common place to have an accident is in the living room, followed by the kitchen.

UNIT 14 VOCABULARY, PAGE 82

5 **Ask and answer questions using the table.**

When was the last time you	had made gave	an attempt at not using your phone for a few days? anyone a hug? a promise that you didn't keep? a talk to more than 50 people? a quarrel with your best friend? your parents a hand with the cooking?

UNIT 15 VOCABULARY, PAGE 88

3 **Read the questions. Add two more questions using *yourself*. Then ask and answer.**

Have you ever cut your hair yourself?

Yes, I did. I cut my hair myself when I was about ten. It was a disaster!

Have you ever …
1 cut your hair yourself?
2 fixed a flat tyre on a bike yourself?
3 painted your room yourself?
4 repaired something yourself?

UNIT 16 VOCABULARY, PAGE 92

3 **Read the questions and complete the sentences for you. Then ask and answer the questions.**

1 What would you buy or do, assuming you had unlimited cash?
Provided that I had enough money, I'd …
I wouldn't … even if I was/were a millionaire.
2 If you were able to do anything for a week, what would you do?
Assuming I didn't have to go to school, I'd love to spend my time …
I'd definitely … provided that my family wasn't/weren't there.
3 What would you refuse to do, even if someone offered you £10,000?
I'd never … even if you paid me £10,000!
I might … assuming it didn't seem too dangerous.
4 What would be your dream car?
Assuming I could drive any car, I'd choose …
Even if I could drive, I'd rather …
5 Is there anything you're not allowed to do that you'd really like to do?
As long as no one could see me, I'd …
I might … assuming I'd never get caught!

UNIT 17 VOCABULARY, PAGE 100

3 **Discuss the questions.**

1 What things are prohibited in your school?
2 How much time is devoted to art in your school?
3 When was your school established?
4 Who do you think you are influenced by?
5 Who is regarded as a great singer in your country?
6 What's your favourite song, and who is it sung by?
7 What's your favourite book, and who was it written by?
8 What's your favourite film, and who stars in it? Where is it set? Who was it directed by?

EXTRA ACTIVITIES

UNIT 18 VOCABULARY, PAGE 104

4 **Discuss the questions.**

1 What homework are you waiting to get back from your teachers? Do you think you'll get a good mark for it?
2 Have you ever got away with something? What did you do?
3 What should you get round to doing soon? Why?
4 What chores do you try to get out of doing at home?
5 Are you hoping to get into college or university one day?
6 What are the most difficult exams you've ever had to get through?

UNIT 19 GRAMMAR, PAGE 110

5 The police knew the fireman was the murderer because he was the only man.
The builder, the lorry driver and the mechanic were all women.

UNIT 19 VOCABULARY, PAGE 110

3 **Add a suitable prefix to the adjectives. Then discuss the questions.**

1 Which areas of your town do you think are ___safe at night?
2 Do you think it is ___appropriate for children to watch crime films?
3 Is it ___honest to keep something you find in a public place?
4 What things are legal that you personally think should be ___legal?
5 Is it always ___moral to tell a lie?
6 Can you think of any ___solved crimes?

UNIT 20 VOCABULARY, PAGE 114

3 **Discuss the meaning of the compound adjectives in bold.**

0 Spain is an **olive-producing** country.
somewhere that produces olives
1 Getting a new passport can be very **time-consuming**.
2 California isn't a **coffee-growing** region.
3 Toni's shed has a **water-heating** system.
4 My room is small, but it has some cool **space-saving** features, like a fold-down desk.
5 That's a **self-driving** car. It even has **rear-facing** seats.

4 **Write as many sentences as you can in four minutes! Use the compound adjectives above or the ones in the box. Some of them have obvious meanings and some are idiomatic.**

award-winning	breathtaking	eye-catching
heartwarming	life-threatening	outstanding
record-breaking	time-consuming	

UNIT 4 VOCABULARY, PAGE 26

3 Student B

1 Look at photos A and B and listen to Student A's suggestions. Then share the possible answers.
2 Look at photos C and D and complete the sentences. Student A will suggest some possible answers.

A
There are too many people to *fit on the train*.
There are so many people that *it must be very crowded and uncomfortable on the train.*
It's such a busy train that *no one can move*.

C
It's so cold that …
It's such a huge sculpture that …
The sculpture is too big to …

B
The stage is too far away to *see anything*.
There's such a big crowd that *the stage looks tiny*.
It's so hot that *people are using umbrellas as sunshades.*

D
The basket is too heavy to …
It's so warm that …
It's such fresh fish that …

UNIT 5 VOCABULARY, PAGE 34

5'

Student B

3 Make nouns from the adjectives and verbs in the box. Then write a sentence with each word. You have five minutes!

assess	attach	ill	involve	kind
move	polite	sad	state	willing

Listen to Student A's sentences and guess the missing nouns from the box.

agreement	carelessness	commitment
disagreement	eagerness	judgment
laziness	management	sickness
unhappiness		

Read your sentences from above, but leave out the noun. Can Student A guess the nouns?

GRAMMAR REFERENCE AND PRACTICE ANSWER KEY

UNIT 1 QUESTION FORMS

1 **1** does membership cost? **2** are you planning to meet (every Friday)? **3** did you have your first meeting? **4** people came to the party? **5** Were most of them **6** Should you/we try to get **7** do you/we want to do at the end of term? **8** can help us/you?

2 **1** How much **does this shirt cost**? **2** Does your dad sometimes **get angry** with you? **3** What time **did** the exam **finish**? **4** Where **would you like** to go this evening? **5** **Can we** go out now? **6** Which team **does your brother support**? **7** What **should I** give my friend for her birthday?

UNIT 2 PRESENT TENSE REVIEW

1 A **1** 'm/am having **2** 'm/am watching **3** 're/are winning **4** haven't won B **5** Do you recognise **6** 's/has known **7** Has he heard **8** haven't played **9** 've/have been **10** is studying **11** suppose **12** 're/are performing C **13** 'm/am making **14** 've/have been **15** are you making **16** smells **17** 'm/am seeing **18** need

2 **1** live **2** haven't lived **3** have **4** enjoy **5** 's/is working **6** 's/is coming **7** wake **8** 've/have had **9** don't start **10** sleep **11** takes **12** goes **13** 's/has been **14** go **15** 're/are having **16** serve **17** smells

UNIT 3 PAST TENSE REVIEW

Past simple and past continuous

1 **1** fell, was cycling **2** was dreaming, woke **3** was getting, dropped, broke **4** arrived, was having, was tidying **5** didn't have, was standing

Past perfect

2 **1** 'd/had switched on the coffee machine. **2** hadn't emptied the dishwasher. **3** hadn't cleaned the tables. **4** 'd/had put the chairs out. **5** hadn't opened the sunshades.

used to

3 **1** used to tease **2** didn't use to wear **3** Did you use to like **4** used to make **5** didn't use to go **6** used to be

4 **1** bought **2** had enjoyed **3** used to spend **4** had met **5** were both taking **6** hadn't told **7** saw **8** had learned **9** were staying **10** felt **11** were moving **12** appeared **13** had never seen **14** used to look **15** were sailing

UNIT 4 MAKING COMPARISONS

1 **1** warmer, than **2** slightly, a great deal **3** so, a far

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

3 **1** D The first sentence says you should say thank you but it doesn't matter how you do it. The second sentence says that how you do it is equally important.

2 S

3 D The first sentence says that Loretta is the most selfish friend the speaker has. The second sentence says that all the speaker's other friends are equally selfish.

UNIT 5 RELATIVE CLAUSES

Defining relative clauses

1 **1** which **2** who **3** where **4** when **5** whose

2 In sentences 1 and 2

3 **Possible answers**

1 go on for days and days. **2** you can have a laugh with. **3** sister is a champion gamer. **4** you have to talk about your hobbies. **5** I learned to ride a bike.

Non-defining relative clauses

4 **1** I got my new bike, which cost £250, last week.

2 I bought the bike with my own money, which I earned from my Saturday job.

3 I did the job, which was in a shop, for two years.

4 I didn't enjoy the work, which was quite boring.

5 But most of the staff, who weren't much older than me, were very friendly.

6 I've still got a bit of money, which I'm going to spend on a new video game.

5 **1** which **2** when **3** that **4** that **5** where **6** which **7** which **8** that **9** that **10** where

UNIT 6 PRESENT PERFECT AND PAST SIMPLE

1 **1** Has the film already started? OR Has the film started already?

2 We still haven't had the results of our exam.

3 Have you decided what to wear to the party yet?

4 I've already ordered a drink, but I still haven't decided what to eat. OR I've ordered a drink already, but I still haven't decided what to eat.

5 Have you been here a long time or have you just arrived?

6 My brother hasn't answered my text yet.

2 **1** just **2** already **3** yet **4** still **5** when **6** since

3 **1** Jake **has already eaten** three burgers today and now he's having an ice cream. OR Jake **has eaten** three burgers **already** today ...

2 Michael **still hasn't** answered my last text.

3 Stella's English **has improved** a lot since she started that evening class.

4 Declan has just woken up so he **hasn't got** dressed yet.

5 Jan's started learning to drive and she's **already made** a lot of progress. OR she's made a lot of progress **already**.

4 **1** had **2** 've/have already ordered **3** ate **4** haven't eaten

UNIT 7 MODALS: ABILITY AND POSSIBILITY AND *MANAGED TO*

1 **1** Will you be able to play **2** were able to get **3** may/might be able to translate (will be able *also possible, but doesn't express uncertainty*) **4** wasn't able to come **5** Were you able to read **6** 're/are able to do **7** won't be able to come / may/might not be able to come **8** won't be able to play

2 **1** Will your brother be able to come **2** Didn't you manage to find **3** When will Joy be able to play **4** Was John able to explain **5** How far were you able to walk **6** Won't Elisa be able to help

3 **1** might not be able to walk **2** wasn't able to **3** managed to find **4** wasn't able to take **5** couldn't write **6** could walk

UNIT 8 FUTURE (1): PLANS AND INTENTIONS

1.1 **1** I'll have **2** I'm having **3** I'll order

1.2 **1** Are you having **2** I'm definitely not going to work **3** I'll probably visit **4** I'm staying **5** It'll only cost **6** I'll talk **7** I'll check **8** I'm going to phone

2 **1** We're **probably** going to hire a car and drive to the coast.
2 I **definitely** won't invite Mark to the barbecue.
3 Clara's **certainly** not going to travel with her brother.
4 We'll **certainly** try the local food in Phnom Penh.
5 Hamid **probably** won't enjoy the overnight rail journey.

3 **1** leaves **2** are meeting / are going to meet **3** won't wait **4** will probably take **5** arrives (will arrive *also possible*) **6** are taking **7** 'll/will send

UNIT 9 THE FUTURE (2): PREDICTIONS

1 **1** It's going to be a hot day.
2 We'll be speaking English every day. (With *going to* this would be an intention, not a prediction)
3 He's going to fall off.
4 After the end of term I won't be studying every evening.
5 He's not going to see the beginning of the film.

2 **1** S **2** D The second sentence means *It was not possible for the shop to open until the evening* (a past event). **3** S **4** S **5** D The second sentence means *I probably will …*

3 **Possible answers**
1 Jack may/might not go to university.
2 Joe may/might/could well get good marks in exams.
3 Jack may/might/could (well) become a professional football player.
4 Jack may/might/could (well) be earning much more than Joe when he's 25.
5 Joe may/might not be interested in money.
6 Joe could/may/might get to know some famous people through Jack.

UNIT 10 THE PASSIVE

1 **1** has just been opened in our town by a famous footballer. **2** were designed by a local architect. **3** was held to raise money for the club. **4** is still being decorated by secondary school students. **5** needs to be finished by the end of the summer. **6** have been criticised for working too slowly. **7** should be offered instead of criticism.

2 **1** has been broken into **2** has been taken **3** was broken **4** wasn't set off **5** were seen **6** weren't reported **7** were damaged **8** were made **9** was dragged **10** is being investigated **11** has also been inspected **12** can be replaced **13** needs to be improved **14** should be installed **15** must be locked **16** might be stolen **17** isn't improved

UNIT 11 PRESENT PERFECT CONTINUOUS

1 **1** have been using **2** have you been studying **3** haven't been working **4** has been making **5** have been designing **6** hasn't been playing

2 **1** How long have you been studying at this school?
2 How long have you been learning English?
3 How long have you been living here?
4 How long have you been doing this exercise?

3 **Possible answers**
1 I've been studying at this school for three years.
2 I've been learning English since I was six.
3 I've been living here for five years.
4 I've been doing this exercise for ten minutes.

4 **1** 's/has eaten, 've/have been making, 've/have been playing **2** Have you been listening, have I been talking, 've/have been listening, 've/have already decided **3** 's/has been wearing, 's/has been working, haven't cleaned **4** 's/has asked, 's/has been trying, haven't understood **5** hasn't been playing, haven't had

UNIT 12 ZERO AND FIRST CONDITIONALS

Zero conditional

1 **1** get **2** have/make **3** learn/play **4** gets

First conditional

2 **1** don't mind **2** 'll/will go **3** try **4** 's/is **5** prefer **6** 'll/will text

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

4 **Possible answers**
1 buy her a car. **2** doesn't work harder. **3** learn to play a musical instrument really well. **4** passes all his exams. **5** win a prize. **6** you don't want to lose your money.

UNIT 13 REPORTED STATEMENTS

1 **1** would get up earlier in future. **2** were looking for some new equipment. **3** enjoyed swimming but she didn't like competitions. **4** hadn't listened to his/her instructions. **5** had to win the match. **6** had played volleyball but she had never tried basketball.

2 **1** wanted **2** was going to **3** 'd/had looked **4** had been **5** 'd/had heard **6** were closing **7** might

UNIT 14 REPORTED QUESTIONS AND REQUESTS

1 … the shop assistant asked how **she could** help me. I wanted to know whether they **sold** running shoes. The assistant asked me what size shoe I usually wear*. She wanted to know **if/whether I preferred** red or white. I asked if those were the only colours **they had**. She asked me **if/whether I could wait** while she checked with the manager. She then said they didn't have any other colours at that time, so I got these red ones!

**wore* is also grammatically correct here, but it is not necessary to change *wear* as the speaker still has the same size feet as last week!

2 **1** Where is the pain?
2 Why didn't you phone for help when the accident happened?
3 How long have you had the/this problem?
4 What can I do to help you?
5 How many days are you going to be off school?

3 **1** what my full name was. **2** where the language course was held. **3** if/whether I'd/had ever visited their country before. **4** how I was travelling to the country and how long I would stay there. **5** if/whether I knew the address of where I was staying. **6** if/whether I'd/had already paid for my course. **7** to fill in three copies of the application form. **8** to pay the fee in dollars or local currency.

UNIT 15 *HAVE/GET SOMETHING DONE; GET SOMEONE TO DO SOMETHING*

1 **1** They **got their shopping delivered** by a neighbour.
2 Can you get this television **fixed** before the weekend?
3 My brother had his arm **broken** during a rugby match.
4 I need to have these trousers **mended** by someone who can sew well.

2 **1** have/get it / our door painted. **2** have/get them / these new headphones replaced. **3** have/get it / moved. **4** have/get it / our air conditioning fixed. **5** have/get it / my photo framed.

3 **1** get someone to do it for you **2** have them made **3** get someone to drive you / take you there **4** get someone to make it

4 Possible answers
1 I'll do my make-up myself.
2 They're going to have their dresses made.
3 We're going to take a taxi.
4 We're going to have it prepared by a local chef.

UNIT 16 SECOND CONDITIONAL; *IF ONLY* and *WISH*

Second conditional

1 **1** had, wouldn't **2** manage, had **3** get, didn't drive **4** Wouldn't, didn't have **5** could, didn't have **6** didn't, might see **7** would buy, were **8** were, would

2 **1** spent **2** knocked **3** 'd/would have **4** could talk **5** 'd/would be **6** did **7** would/might be **8** had

if only and *wish*

3 **1** could contact **2** wouldn't use **3** wasn't **4** didn't feel/wasn't/weren't **5** could answer **6** wouldn't borrow

UNIT 17 MODALS OF DEDUCTION: PRESENT

1 **1** must **2** must **3** can't **4** must **5** can't **6** might not **7** must

2 **1** may well (*could* is possible but sounds less certain) **2** could **3** can't **4** could / may well **5** may well (*could* is possible but sounds less certain)

3 **1** may/might/could be at a football match. **2** must be from my school. **3** may/might/could study French as well as German. **4** may/might not be a vegetarian. **5** can't be at work because it's his day off.

UNIT 18 THIRD CONDITIONAL; *WISH* + PAST PERFECT

Third conditional

1 **1** hadn't been, wouldn't have asked **2** could/would/might have sung, hadn't been **3** had given, wouldn't have asked **4** wouldn't / might not have asked, hadn't looked **5** wouldn't have known, hadn't helped **6** had thought, might/would have been **7** hadn't sung, wouldn't have got

wish + past perfect

2 **1** hadn't lent my phone to my sister. **2** 'd/had listened more carefully to the directions we were given. **3** 'd/had checked how much petrol we had. **4** hadn't decided to wear boots. **5** hadn't shouted at Brian. **6** hadn't left our food in the car.

UNIT 19 MODALS OF DEDUCTION: PAST

1 **1** must have got off **2** can't have listened **3** may have disappeared **4** must have been **5** must have switched off **6** may have thought **7** could have left

2 **1** must have **2** might not have **3** must have **4** might have **5** can't have

3 **1** may/might/could have forgotten to charge his phone. **2** must have texted his parents last night. **3** can't have forgotten to book tickets for the film. **4** can't have enjoyed her meal. **5** may/might not have travelled by train. **6** may/could/might have passed her driving test.

UNIT 20 *-ING* FORMS; PARTICIPLE CLAUSES

-ing forms

1 **1** brilliant at finding information online (very quickly). **2** afraid of looking stupid. **3** sorry for breaking the chair. **4** (very) pleased about winning the art prize. **5** hopeless at keeping her room tidy. **6** nervous about making mistakes.

participle clauses

2 **1** Yesterday I found a small box lying in front of my door.
2 Not knowing what it contained, I opened it very carefully.
3 Removing some pieces of newspaper, I was amazed to find two beautiful old glasses.
4 Wanting to know what they were, I did some research online.
5 They may be quite valuable, being 200 years old.
6 They look beautiful standing where the light shines through them.
7 Having no idea who sent them to me, I can't say thank you for them.

WORKBOOK ANSWER KEY AND AUDIOSCRIPTS

UNIT 1 New year, new challenge

VOCABULARY

1 **1** d **2** f **3** m **4** j **5** k **6** i **7** a **8** e **9** l **10** b **11** g **12** h

2 **1** try out **2** go for **3** stay behind **4** join in **5** get in **6** give out **7** hand in **8** put off **9** note down **10** figure out **11** break up

READING

1–2 Students' own answers

3 **1** E **2** B **3** G **4** C **5** A **6** D

4 **Possible answers:**
1 to start a conversation with your classmates. **2** to take an interest in the person you're talking to. **3** making eye contact, smiling and laughing. **4** it will (probably) be very different from your old school. **5** to join/by joining clubs and to do/doing sports. **6** you have a special talent or skill.

5 **1** drawn **2** ideal **3** come up with **4** probable **5** rough

GRAMMAR

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

2 **1** Did you go on holiday last year?
2 What were you doing at eight o'clock last night?
3 Can both your parents drive?
4 Are there any good cafés near your school?
5 What are you going to do tomorrow?

3 **1** did you watch **2** does 'enrichment' mean **3** did that happen **4** called you **5** did you say **6** do you like **7** ate

4 **1** does Dan love/like going to? **2** joined the music club? **3** did you phone early this morning? **4** phoned you early this morning? **5** does this word mean?

5 **1** Who does her homework before breakfast? When does Steph do her homework?
2 How much did your new bike cost? What cost £450?
3 Who gave you a bracelet for your birthday? What did my sister give you for your birthday?

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

VOCABULARY

1 **1** action **2** suggestion **3** discussion **4** reaction **5** education **6** inspiration **7** explanations **8** decision

2 **1** concentrate / j **2** connect / h **3** describe / e **4** define / m **5** explain / l **6** express / i **7** introduce / g **8** invent / d **9** permit / c **10** prepare / f **11** recommend / k **12** register / a

WRITING

1–2 Students' own answers

3 **b** 1 **c** 2 **d** 5 **e** 4

4 **1** It helps … **2** its - it's **3** necessary? **4** Ronaldo **5** quickly.

5–6 Students' own answers

UNIT 2 Live music

VOCABULARY

1 **1** folk **2** hip-hop **3** jazz **4** opera **5** reggae **6** rock **7** pop

2 **1** c **2** a **3** h **4** e **5** i **6** k **7** b **8** d **9** g **10** l **11** j **12** f

3 **1** debut **2** hit **3** fans **4** singer **5** musical **6** charts **7** released **8** toured **9** gave **10** venue **11** solo **12** background

READING

1 Possible answers: find musicians, get a name, find somewhere to practise, write songs

2 **1** G **2** A **3** F **4** B **5** E **6** C

3 **1** T (Your favourite bands and their styles will obviously be an influence on you, and that's fine.) **2** NM **3** T (You can usually hire these by the hour.) **4** F (Most bands make more money from selling promotional stuff.) **5** F (Get your songs as near perfect as possible beforehand, because studio time is expensive!) **6** T (Get to know other bands in your area.)

GRAMMAR

1 **1** 're playing, sounds; Do you want **2** haven't seen; 's running; goes; keeps **3** Are you going; don't know; 's playing; have been; don't like **4** Are you still singing; 've been; Have you done; 're playing

2 **1** He always has a burger before he plays.
2 Donna seems to enjoy dancing.
3 You are/'re doing lots of exercise today.
4 I have/'ve loved this band since before they were famous.
5 You need to practise to be any good.
6 Kerry doesn't understand why her friends love hip-hop.
7 Pablo is/'s learning how to play the piano at the moment.
8 Claudia and her band have written several new songs since their last concert.

3 **1** am/'m thinking **2** need **3** go **4** has to **5** has **6** do **7** are you going **8** costs **9** have/'ve been **10** think **11** is/'s cooking **12** wants

4 **1** The older dancers **teach** our traditional dance classes every week.
2 ✓
3 Like everyone, I**'ve had** some embarrassing moments in my life.
4 ✓
5 They're very popular and they **play** very good music.
6 I have very broad experience of organising summer camps because I **have worked** / **have been working** in summer camps for foreign schoolchildren for about ten years.

VOCABULARY

1 **3** A **4** B **5** B **6** A **7** B **8** A

2 **1** to lock **2** talking **3** turning **4** winning **5** to reach **6** to watch

LISTENING

1 Students' own answers

2 **A** It was more expensive than I expected.
B I learned a lot about other cultures.
C The wide variety of bands performing was impressive.
D It was quite hard to find my way around.
E I regularly go to events like this.
F It was easy to keep in touch with my friends.
G I was surprised by the high quality of the facilities.
H The music made it difficult to sleep at night.

3 **1** G **2** C **3** E **4** F **5** A

4 1, 2, 3, 6, 7, 8 and 10 are mentioned

01 **1**

M: My friend and I had never been to a festival before. It was her idea, and I wasn't so sure at first. I like to be comfortable when I go away for the weekend – nice soft bed, clean bathroom, good food – do you know what I mean? But I needn't have worried. The campsite provides excellent accommodation! We had plenty of space for our tent and the showers were really clean – I wasn't expecting that! It was a bit noisy at night with all sorts of music going

on, though. We didn't go to bed until really late anyway, so who cares, right? I'd definitely go again!

2

F: This is the second time the family have come here. We love it! There are four of us in a caravan – me, Mum, Dad and my older sister. We all like different kinds of music: Mum and Dad love rock, I'm into rap, and Suzy likes dance. But that's what makes this such a great festival – everyone's taste in music is covered! We don't see much of each other during the day, but we all meet up in the evening for dinner. There's food from every corner of the world, but Mum likes to cook for us in the evening – it's less expensive.

3

M: This is my fourth festival this year! I've been doing it for years – going to several festivals – and I love it, obviously. The only way I can afford to do it is to join the staff. We work eight hours a day for three days. We get our meals and drinks while we're working and a free ticket with camping space. We can do what we like during our time off. You get to see some really great bands – I've even met a few! The money isn't great, but I can't think of a better way to spend the summer!

4

F: I'm in a group of about 16 – all from the same college. We're camped in a big circle in the main field. It's really cool, as I expected. We all have different tastes, so we split up into smaller groups. I'm more into the comedy than the music to be honest, so my best friend and I spend most of our time in the stand-up comedians' tent. We all get together a couple of times a day – we've got our phones, so it's no problem, and there are plenty of signs everywhere, too, so you can't get lost, which can happen at some big events!

5

M: It was my first festival experience and it won't be my last! Me and my friends had a fantastic time – but I think I'll be better prepared for the next one. For a start, I'll probably bring my own food. Don't get me wrong, I ate really well that weekend – some top-quality dishes I'd never tried before – but I couldn't afford to do much else, because it wasn't exactly cheap. There were a lot of interesting things for sale there that I would have liked to have brought home – clothes and crafts, that kind of thing. Oh well, you live and learn!

UNIT 3 Family matters

VOCABULARY

1 Across: **3** accuse **5** confess **8** threaten; Down: **1** suggest **2** warn **4** claim **6** order **7** deny

2 **1** deny **2** suggested **3** warning **4** threatened **5** accused **6** confess **7** ordered **8** claiming

3 **1** denied eating the last piece of cake. **2** accused Tom of breaking the window. **3** warned the kids not to play football in the street. **4** suggested that we/they download that new comedy film. / suggested that we/they should download that new comedy film. / suggested downloading that new comedy film.

READING

1 Students' own answers

2 the Brontës: **D**, Haim: **A**, the Wright brothers: **C**, the Williams sisters: **B**

3 **1** When **2** by **3** right **4** had **5** However **6** those **7** even **8** work

4 **1** Haim **2** the Brontës / the Wright brothers **3** the Williams sisters **4** the Wright brothers **5** the Williams sisters **6** the Brontës / Haim

5 **1** competitive **2** manufacturing **3** formed **4** powered **5** dominate

GRAMMAR

1 **1 a** was **b** used to get **c** started **d** had
2 a didn't have **b** was working **c** was **d** were watching **e** came **f** told **g** had won
3 A: were you doing **B**: was sleeping; had been

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

3 **1** were **2** enjoyed/used to enjoy **3** used to laugh/laughed **4** was lying **5** had; finished **6** filled **7** walked **8** jumped **9** broke **10** had forgotten

4 **1** I remember the times we **went/used to go** to the sea.
2 ✓
3 He saw that the door **was/had been** broken.
4 When we went to the beach, we **used** to swim all day.
5 I **visited** the festival last weekend and I greatly enjoyed it.

VOCABULARY

1 **1** fell out with **2** identify with **3** does everyone pick on **4** depend on me to **5** talked her uncle into taking **6** doesn't take after

WRITING

1 b

2 Jack suggests talking to Dan about the problem and asking him to identify with Eric.

3 **1** It's great **2** fall out **3** You might want to **4** Or how about **5** understand how it feels to be **6** Take care

4 It is - It's, do not - don't, you have got - you've got, he is - he's, would not - wouldn't, that is - that's

5 Students' own answers

UNIT 4 Forces of nature

VOCABULARY

1 **1** shake **2** erupt **3** float **4** collapse **5** run **6** smash **7** drag **8** knock over **9** crack

2 **1** The ground is cracking.
2 The volcano is erupting.
3 The lava is running down the side of the volcano.
4 The car is knocking over the lamppost.
5 The man is dragging the sofa (out of the building).

3 **1** dragged **2** running **3** erupted **4** floated **5** cracked **6** shook **7** collapsed **8** knocked over **9** smashed

READING

1 a fire tornado

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

3 **1** T (The origin of this expression is unknown …) **2** F (The citizens of Naphlion saw small green frogs falling from the sky.) **3** F (Small whirlwinds or tornadoes pick up small objects.) **4** NM **5** F (Although fire tornadoes usually move quite slowly, they can cause an incredible amount of destruction.) **6** T ('I'm a very lucky man – both to have seen it and survived it!')

4 **1** inhabitants **2** surrounding **3** phenomenon **4** harmless **5** spinning

GRAMMAR

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

2 **1** the older; the harder **2** The hotter; the happier **3** The sleepier; the more dangerous **4** The later; the darker **5** The longer; the more difficult

3 **1** is slightly bigger than a **2** is almost as clever **3** was a good deal more interesting **4** study far harder **5** is a lot less strict

4 **1** B **2** B **3** B **4** A

VOCABULARY

1 **1** so **2** such **3** too **4** so **5** too **6** such **7** too **8** so

2 **1** It was such a boring book that I didn't/couldn't finish it.
2 The exam was too hard (for anyone) to get a good mark.
3 She's so kind that everyone loves her.
4 We arrived too late to see the film.
5 It was such bad weather that we never left the hotel all holiday.

LISTENING

1 **A** flood **B** volcano **C** wildfire **D** earthquake

2 **1** D **2** B **3** A **4** C

3 **1** 8.30 **2** 15 **3** 1982 **4** eruption **5** (the) lava **6** destruction **7** second/2nd **8** is flowing **9** the government **10** 400 **11** strong winds **12** none/0

4 **1** Because they remember the last time it happened when buildings collapsed and people were killed. **2** by boat **3** Because the government promised to stop the floods from happening. **4** There was a long dry summer.

02 **1**

M: At 8.30 this morning, buildings in the area shook for over 15 seconds, causing widespread panic among the population. Although no serious damage was done, many people are still afraid to return to their homes. Some remember the last time such an event occurred – in 1982, when several people were killed and many buildings collapsed. Thankfully, it was not as serious this time.

2

F: Reports are coming in from the South Pacific, telling us of a huge eruption on the island of Morania. Villagers on the island have taken to boats to escape the lava which is running down the mountain and are hoping that their homes will be safe. Experts are keeping an eye on the situation, as they believe any further volcanic activity could lead to the complete destruction of the island.

3

M: For the second winter in a row, residents of the town of Bigham are suffering the effects of record rainfall. Once again, the river has risen above its banks and is flowing through the streets of the town, underneath doorways, and into people's homes. The government promised last year to stop this from happening, which explains why many people here are so angry today.

4

F: More than 400 homes have been destroyed in the past week and firefighters are continuing in their efforts to stop the flames from spreading. Their dangerous job is being made all the more difficult by strong winds. Fortunately, there have been no injuries so far. Many people blame the long dry summer for the current problem – but whatever the cause, one thing is certain: when these fires start, they're very hard to put out.

UNIT 5 Virtual action

VOCABULARY

1 Across: **1** construct **4** slide **6** interact **7** gather **8** brake **11** balance **12** reverse
Down: **2** overtake **3** dive **4** steer **5** exchange **9** roll **10** chase

2 **1** gather **2** steer **3** dived **4** construct **5** balance **6** chased **7** interact **8** exchange **9** overtake **10** rolled **11** reverse **12** brake **13** slid

READING

1–2 Students' own answers

3 **A** 1 **B** 3 **C** 2

4 **1** C **2** B **3** A, B **4** A **5** B **6** C **7** B, C **8** C **9** A **10** B

5 **1** soundtrack **2** weapons **3** criticism **4** release **5** survive

GRAMMAR

1 **1** which **2** where **3** whose **4** who **5** who **6** where **7** which **8** who **9** which **10** where

2 1, 4, 5, 7, 8, 9

3 **1** I played for five hours yesterday, **which** is much too long.
2 Hollywood, **where** the American film industry is based, is an expensive place to live.
3 John, **who** lives next door to me, has a huge collection of games.
4 This is my friend Stella, **whose** dad works in the same office as my dad.
5 The game takes place in a city called Titania, **which** is attacked by aliens.
6 The games shop in the mall, **where** my cousin Max works, has a sale this week.

4 **1** I suggest we visit the National History Museum, **which** I have never seen before.
2 ✓
3 He had a best friend, **who** was more like a brother to him.
4 ✓
5 It was nice for those **who** attended.

VOCABULARY

1 **1** argument **2** arrangement **3** darkness **4** embarrassment **5** encouragement **6** fitness **7** friendliness **8** tiredness **9** treatment **10** weakness

2 **1** embarrassment **2** weakness **3** encouragement **4** argument **5** friendliness **6** fitness **7** tiredness **8** darkness **9** treatment **10** arrangement

3 **1** encouragement **2** treatment **3** embarrassment **4** friendliness **5** darkness **6** argument **7** fitness **8** tiredness

WRITING

1 Students' own answers

2 **1** ancient **2** superb **3** ridiculous **4** packed with **5** dreadful

3 **1** B **2** D **3** C **4** A

4 mostly negative

5–6 Students' own answers

UNIT 6 Live to eat!

VOCABULARY

1 **1** fill up on **2** cut out **3** eat out **4** live on **5** eat up **6** heat up **7** go off **8** cool down

2 **1** eat out **2** cool down **3** eat up **4** heat up **5** fill up on **6** cut out **7** go off **8** live on

3 **1** I'm heating up some milk/heating some milk up for hot chocolate right now.
2 This meat has gone off, it smells dreadful.
3 You must eat up all your vegetables/eat all your vegetables up, Annie.
4 No dessert for me, thanks. I've already filled up on that pie.
5 My sister cut out chocolate/cut chocolate out from her diet last month.
6 Luke's brother almost lives on meat and potatoes.

READING

1 chef

2 He started cooking at a very young age.

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

4 **1** whole paragraph **2** 'it wasn't until he won a cooking contest at the age of 11 that his parents realised he had real talent' **3** 'she didn't mind … I never said 'no' … I'd just kept an eye on him' **4** 'I'm used to it now. It doesn't bother me' **5** 'you have to be committed … if you don't feel it, if you don't have the passion, you should do something else' **6** 'offered Dan a contract to write a book'

5 **1** experiment **2** current **3** priority **4** fame **5** featuring

GRAMMAR

1 **1** 've read **2** haven't eaten **3** did you cook **4** has gone **5** 've just had **6** hasn't found **7** often helped **8** Have you finished

2 **1** What time did you have lunch?
2 Have you tried the new café yet?
3 Did you enjoy the meal?
4 How many cups of coffee have you had so far today?
5 Where did you find your mobile?
6 How has the weather been recently?
7 Have you seen this TV show before?
8 Did James call you yesterday evening?

3 **1** gave **2** 've already used **3** 've made **4** cooked **5** has ever eaten **6** Have you tried **7** Did you enjoy

4 **1** Have you seen **2** has it been **3** 's been **4** opened **5** went **6** Have you tried **7** ate **8** spent **9** had **10** wasn't

5 **1** I realise how tired you must be after the long journey you **have had**.
2 ✓
3 I **worked** on a farm in Turkey last summer.
4 In my opinion this is one of the best movies I've ever seen and it **has already been** nominated for several awards.
5 I **was** very disappointed when I read your advertisement.
6 He is the greatest person I know because he is always there for his family, and he **has still** achieved a lot in his career.

VOCABULARY

1 **1** accidentally **2** basically **3** completely **4** deeply **5** dramatically **6** extremely **7** happily **8** incredibly **9** merely **10** necessarily **11** physically **12** terribly **13** typically **14** sensibly

2 **1** happily **2** typically **3** accidentally **4** terribly **5** extremely **6** basically **7** completely **8** physically **9** dramatically **10** necessarily

LISTENING

1 Students' own answers

2 **2** How; feel; question; diet **3** When; goes out; friends **4** What; think; modern British food **5** What; most important; Davina; now **6** n/a **7** What advice; parents; improve; children's diet

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

03

Presenter: Today we're talking to 17-year-old food blogger and author, Davina Wilkes. Hello, Davina.

Davina: Hi

Presenter: Davina, can you tell us how you became so interested in food and cooking?

Davina: Well, when I was 13, my doctor told me I was allergic to a lot of different kinds of food – and that was making me ill. So, I was kind of forced to change my diet to stay healthy. I had to cut out what's called processed food – the kind you get in boxes and packages from the supermarket. For months I was living on mainly chicken and broccoli. I got tired of that eventually, so I started experimenting in the kitchen, and that's where my love of cooking came from. Everyone in my family enjoyed my recipes, and then Mum suggested I start a blog. It got popular – and here I am!

Presenter: Fantastic. So, I imagine you have a very different diet from other people your age?

Davina: Yes, quite a lot. Some people might get irritated by questions about what's in your lunch box and why – I just tell them it makes me feel much better. It's actually quite fun. A few of my friends have changed their diets themselves after I've set out all my reasons and they understand what I'm doing.

Presenter: What about when you go out with your friends? For example, if you go to a party or out for a meal? Do you ever cheat, and eat something you're allergic to?

Davina: I can't really cheat, because it wouldn't be worth it. It's not nice being ill. And I'm not the kind of person who goes 'How can you eat that stuff?' to my friends. I keep my thoughts to myself and just get on with it. I like to make snacks to take along with me and to get my friends to try them. They enjoy that!

Presenter: I bet they do! I've tried some of your recipes myself and they're amazing. So, what do you think about British food today?

Davina: It'd be great if everyone started to get into cooking with real food, rather than buying boxed or packaged food from the supermarket – I'm not sure that's happening though. And I love the influence of so many different cultures on British food – you can get stuff these days that you couldn't just a few years ago. People are experimenting with different cuisines from around the world – it's fantastic.

Presenter: And where do you see yourself in the future? What are your priorities?

Davina: My blog is really important to me, and I can't see myself giving that up any time soon. And of course, I have to keep up the healthy lifestyle – get enough sleep, continue to exercise and eat healthily. But I think top of the list at the moment has to be school, because I'm going to college soon – and that's a bit scary. My mum's helping with that.

Presenter: I'm interested to know how your food choices have influenced your own family. Have they affected them, too?

Davina: Oh, they're all very supportive. My mum is actually allergic to the same things as me, so we basically eat the same. My dad and brother are different – they aren't allergic, so they can eat normal meals – but everyone is much more aware nowadays. I once caught my brother in a supermarket with his friends telling them how much sugar there was in a can of coke! That made me laugh.

Presenter: That's interesting. What advice would you give to parents who want their kids to eat more healthily?

Davina: I'd suggest taking it slowly rather than throwing all their junk food out overnight. That'd make their kids mad! You have to make sure that the healthy options are available – so they have a choice when they come home from school between the crisps and the tasty yoghurt snack, for example. It helps to leave the healthy treats lying around – they'll hopefully get to appreciate them, then you can take it further and introduce other things.

Presenter: Great, so have you got any tips ...

UNIT 7 Teen fiction

VOCABULARY

1 Nouns: chapter, character, illustrations, issue, novel, plot, role; Adjectives: complex, major, minor, moving, opening, predictable, stunning; Words that can go in both columns: complex, major, minor, novel, opening

2 **1** chapter **2** role **3** illustrations **4** plot **5** novel **6** issue **7** character

3 **1** major role **2** complex issue **3** opening chapter **4** stunning illustrations **5** moving novel **6** minor character

READING

1 Possible answers: computer, Kindle/e-reader, phone, tablet

2 Students' own answers

3 **1** variety **2** relatives/relations **3** impatient **4** unavailable **5** entertainment **6** Consequently **7** truth **8** proves

4 **Possible answers**
1 What do many (older) people believe?
2 Why are teens (called) 'digital natives'?
3 What kind of authors are popular with teens?
4 What is the modern-day comic?/What kind of book is gaining in popularity?

5 **1** points out **2** classics **3** take it for granted **4** survey **5** surface

GRAMMAR

1 **1** A, C **2** B **3** A, B **4** A **5** A, B **6** B, C **7** A **8** A, C

2 **1** might not be able to come **2** were able to see **3** might be able to mend **4** 'll be able to go **5** wasn't able to help **6** won't be able to beat **7** 'll be able to visit **8** might not be able to play

3 **1** He thought he **could** swim.
2 ✓
3 It was the first time a song **was able to** make me cry.
4 As I ordered him not to move, I **managed to/was able to** call the police.
5 Even though he was born into a poor family, he managed ~~it~~ to go to school.
6 We decided to find a job in order to ~~can~~ **get/be able to get** the money for Carla's present.

VOCABULARY

1 **1** to **2** by **3** with **4** with **5** on **6** about **7** at **8** for

2 **1** nervous about **2** annoyed by **3** disappointed with **4** addicted to **5** furious with **6** surprised at **7** suitable for **8** keen on

WRITING

1 happy

2 Students' own answers

3 Yes, it includes all the information from the task in Exercise 1.

4 **1** finally **2** That's when **3** Now **4** then **5** As soon as **6** In the end

5 Students' own answers

UNIT 8 Getting away

VOCABULARY

1 **1** out **2** down **3** up **4** up **5** around

2 **1** A, C **2** A, C **3** B, C **4** A, B **5** A, C

3 **1** chill **2** hired **3** socialised **4** stayed **5** wandered **6** signed **7** photographed **8** went **9** took **10** cooled **11** tan

4 **1** stayed up; a **2** cool down; e **3** wandering around; b **4** signed up; d **5** chill out; c

READING

1 They're famous for touring the world in a car.

2 B

3 **1** A **2** B **3** A **4** B **5** B

4 **1** The number of years they've been travelling. **2** The distance in miles from Buenos Aires to Alaska. **3** The fastest speed of their car (miles per hour). **4** The number of miles they've travelled on their journey.

5 **1** breakdown **2** set sail **3** make it **4** entire **5** part

GRAMMAR

1 **1** ~~*Definitely*~~ I'll *definitely* email you as soon as I arrive.
2 You *certainly* aren't ~~*certainly*~~ going to need any warm clothes when you visit us in Jamaica!
3 He ~~*probably*~~ will *probably* be back by the end of the month.
4 ~~*Certainly*~~ I'll *certainly* enjoy my trip to New York this summer.
5 It's *definitely* not ~~*definitely*~~ going to rain this afternoon.

2 **1** 'll **2** leaves; 'll drive **3** 'm going to go; 'll go **4** Are you taking; 's going to be

3 **Possible answers**
1 'm going to study (English) **2** 'm meeting (Juan)
3 'm visiting (my grandparents)
4 'll get you (a glass of water)

4 **1** She **definitely won't** come to the party.
2 ✓
3 Please let me know what you**'re doing** next week./you**'re going to do** next week.
4 I will cook something special from my country and I am sure that you **will** like it!
5 We will discuss it when you **come** home.

VOCABULARY

1 **1** out; bill **2** around; place **3** away; holiday **4** around; look at **5** off; leaving **6** over; stop **7** over; home **8** around; show

2 **1** get away **2** got around **3** staying over **4** stop over **5** checked in **6** see; off **7** (had) checked out **8** take; around **9** look around

LISTENING

1 Table Mountain in South Africa

2 Students' own answers

3 nouns; Sentence 1 is missing a number; Sentence 10 is missing a date

4 **1** two thousand one hundred/2,100 **2** wildlife **3** steak **4** homesickness **5** football **6** host families **7** poverty **8** leopards **9** confidence **10** March

04 **F:** Hi, I'm Connie and I'm talking to you today about the school sports trip to South Africa that I went on this year. I hope my talk will help you decide whether or not you want to go on the next one. It's a big decision because, although the next trip is two years away, it's a lot of money to spend – so you need to be really sure you want to go because you need to start paying for it soon. There's a £500 deposit followed by several further payments up to a total of £2,100! There are places for 80 pupils.

So, it's a sports trip, but you don't really have to be that sporty. I play a little netball, so I played in the second team – and it was fun, but it wasn't what made me want to go on the trip. I want to study environmental science at university, and I was really keen on seeing some of the wildlife in South Africa – there's a safari, which I'll tell you about later.

Anyway – food. They love their food over there – and they especially like barbecuing! We don't have steak very often in our house – it's a special occasion when we do – but I got tired of it, to be honest. If you're vegetarian, you might not enjoy it so much – although they do have lots of lovely fruit.

You'll need to get vaccinations, of course. I'm glad to say nobody got sick. The teachers were expecting a few upset stomachs, but that never happened. Homesickness wasn't

a problem for me, either – we were much too busy – but a few of the others were affected by it. They felt better after a call back home to their parents.

So, we brought two rugby teams, two hockey teams, and a netball team with us – and we did OK, even though the South Africans are sports-mad and really competitive. One day in Cape Town, we went to see a football match at the main stadium – they have rugby and athletics there, too. It made a nice change to watch others running around instead of us!

The accommodation was good. We spent a night in a hotel when we arrived in Cape Town, and again when we flew to Durban, but most of the time we stayed with our host families. These were people who volunteered to look after us foreign students. Mine were lovely – so kind and hospitable and, of course, really into barbecues!

In Cape Town, we did a bit of sightseeing. Robben Island prison museum was amazing, and the cable car ride up to the top of Table Mountain was great. We also took a coach trip through some of the poorer areas. I couldn't believe the poverty I saw there. South Africa is quite a rich country, but it still has some problems.

Anyway, on the last two days we did what I really went there to do: we went on a safari. I was so excited at the prospect of seeing what's known as the "big five" animals: elephants, lions, rhinos, leopards, and buffalo. The leopard was the only one we missed – apparently, they're hard to spot. That was a shame. The elephants were the highlight for me, though.

So, I hope I've given you an idea of what it's like. Everyone was really positive about it and we all gained something. Apart from the incredible experience of learning about South Africa, a lot of people said their fitness improved with all the sport. I was already quite fit, but I think I benefitted from an increase in confidence. Being away from your parents for two weeks can do that.

The trip is two years from now. If you decide you definitely want to go, make sure you apply by March – they won't consider it after that. You'll probably hear back by June if you qualify, and you need to get the first deposit in by September at the latest. Good luck!

UNIT 9 Spend or save?

VOCABULARY

1 **1** financially independent **2** budget **3** take out **4** live on **5** paid off **6** short of cash **7** balance **8** bargain **9** cashpoint **10** allowance **11** savings

2 **1** balance **2** allowance **3** budget **4** PIN **5** savings **6** bargain **7** debit card **8** wealthy **9** cashpoint **10** short of cash

READING

1 **1** B **2** C **3** D **4** A **5** E

2 Students' own answers

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

4 **1** demonstrates **2** fund **3** entrepreneur **4** expanded **5** exception

GRAMMAR

1 **1** c **2** b **3** e **4** d **5** a

2 **1** 'll be watching **2** like **3** 'll be lying **4** will sell **5** might **6** may

3 **1** might meet up **2** may/might/could well forget **3** could/might/may make you **4** isn't going to go/isn't going **5** won't be sleeping **6** may not have

4 **1** After that, you **will go** to have lunch.
2 We should use the bicycles for travelling round, because we **will have** more fun.
3 ✓
4 September is not suitable for me because I **will be taking/am going to take/am taking** examinations.
5 I'd like to go on holiday in the summer because I **will be studying/am going to study** in September.

VOCABULARY

1 **1** a **2** the **3** A **4** the

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

3 **1** growing number **2** reduced number **3** minimum number **4** considerable number **5** maximum number

WRITING

1 informal

2 yes

3 **1** C **2** D **3** B **4** A

4 **1** In fact **2** As far as I'm concerned **3** For a start **4** What's more; On top of that **5** All in all **6** even though **7** On the other hand

5–6 Students' own answers

UNIT 10 Give me a hand

VOCABULARY

1 **1** fold **2** sweep **3** sort **4** clear up **5** wipe **6** put away **7** water **8** load **9** fix **10** wash up

2 **1** watered **2** fold; put them away **3** wipe; load **4** clear up; mending **5** sweep **6** sort **7** load; fix **8** put them away **9** sort it **10** sweep

3 **1** load **2** water **3** sweep **4** fold **5** load **6** load **7** sweep

READING

1 B

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

3 **1** G **2** F **3** E **4** H **5** D

4 **1** C **2** D **3** H **4** E **5** G

5 **1** specialised **2** cute **3** company **4** supervise **5** distant

GRAMMAR

1 **1** have been made **2** are being developed **3** weren't used **4** were created **5** can't be replaced **6** is done **7** are being conducted/are conducted **8** have been introduced

2 **1** shouldn't be given **2** won't be allowed to **3** needs to be swept **4** has not been cleared up **5** are not being told **6** must be delivered

3 **1** two men were seen (by a person who lives nearby) **2** The police were called. **3** nobody was found in the school **4** Some computers were stolen. **5** Two men have already been arrested (by the police). **6** They are being questioned (by the police) at the moment.

4 **1** B **2** B **3** A **4** A **5** B

VOCABULARY

1 **1** make **2** Are; allowed to **3** let **4** wasn't allowed to **5** make **6** let

2 **1** are allowed to eat lunch **2** made me stay behind **3** don't/won't let him ride **4** isn't Carmen allowed to go **5** are letting/will let us stay here **6** make me go/are making me go

LISTENING

1–2 Students' own answers

3 **1** medicine **2** three weeks **3** nephew **4** vacuum cleaner **5** mobile phone **6** chess **7** boiled potatoes **8** the cinema **9** driving test **10** good listener

05 M: Hi, my name's Simon and I'm here to talk to you about the summer I spent working for an organisation called Elderly Friends. I worked as a volunteer visiting and helping out a 75-year-old man called Barry. Why did I do that, rather than getting a paid summer job like everyone else? Well, I'm going to uni next year to study medicine, and I wanted

to do something relevant to that. I had no holiday plans, so I thought I'd do something for the community.

Elderly Friends matches volunteers with elderly people who live alone. I filled in my application in June – two weeks before school closed for the summer. They say it can take up to eight weeks for an application to be processed, but it my case it was only three weeks, which was great.

They matched me with Barry, who lives only a short walk from my house. I was nervous when they took me to meet him for the first time, but I needn't have been. He's a lovely man and we hit it off straight away. He said I looked like his nephew, who was living in Australia, and we arranged for me to come back and visit the following week, and on the same day every week until the end of summer.

I must say his house was a bit untidy, so the first thing I did was clean it up. It took a while because, although he had all the necessary equipment: mop, bucket, broom, etc., his vacuum cleaner was ancient. I managed to persuade him to get a new one by the end of the summer, but it was hard work!

We'd chat a lot about his life, and how things were different these days. He told me he tries to keep up and showed me the mobile phone he'd bought a year ago, but never used. Let me tell you, I spent half the summer teaching him how to use it! He's pretty good now, and we text each other quite often. He even uses emojis!

But I think I learned more from Barry than he did from me! He's had a very interesting life. He was a violinist in an orchestra. He had a really old violin and he played for me sometimes. We also played chess together a lot. I'm rubbish at it. I'd never played before, but he showed me how. I even won once, but I'm suspicious that he let me, just to make me feel good.

I enjoyed cooking for Barry. My mum taught me, and I'm pretty good. I love cooking with rice, but unfortunately Barry isn't so keen on that. He insisted on boiled potatoes with everything, whether it was meat, chicken or fish. They were his favourite and, to be honest, not hard to make – so that was no problem. He was always very appreciative.

We went out quite a lot, too. I'd go to the supermarket with him and help him with his shopping. Sometimes we'd go to the park. Barry was a big film fan, but he hadn't been to the cinema for years – so he particularly enjoyed it when we did that a couple of times.

I got a lot more out of this experience than I put in. Most of all, I've made a new friend! The summer's over, but me and Barry are still in touch. I'm learning to drive at the moment and will probably take the driving test early next year. One of the main reasons is that I'll be able to take my friend Barry on more trips.

So, I'd really recommend volunteering for Elderly Friends. It's a rich and rewarding experience. You don't need any qualifications – just a desire to do it, and a bit of patience. Oh, and it helps if you're a good listener, too. In fact, that's probably the main thing. If you're lucky like me, you'll be friends with someone who has great stories to tell!

UNIT 11 The digital age

VOCABULARY

1 **1** driverless car **2** fitness tracker **3** interactive whiteboard **4** portable charger **5** smartwatch/speaker **6** video game console **7** virtual-reality headset **8** wireless headphones/headset/charger **9** smart speaker/watch

2 **1** virtual reality headset **2** fitness tracker **3** interactive whiteboard **4** portable charger **5** driverless cars **6** smartwatch **7** video games console **8** wireless headphones **9** drones

READING

1 **A** social media **B** Apple computers **C** a computer mouse **D** the first computer

2 **1** C **2** D **3** A **4** B

3 **1** MZ, SJ **2** B&L **3** MZ **4** SJ **5** SJ, DE **6** SJ, DE

4 **1** F **2** T **3** F (Babbage's computer was programmed by Ada Lovelace, the daughter of a famous poet.) **4** F (… it wasn't actually built until 1991 …) **5** F (… a free website which he called TheFacebook.) **6** T (… TheFacebook … by that time called simply Facebook …) **7** F (… after giving up university … Steve Jobs and his friend Steve Wozniak then formed Apple Computer, Inc. …) **8** T (… it was the first personal computer to use a mouse and a graphical interface – like nearly all computers have today.)

5 **1** globally **2** formed **3** era **4** skillful **5** considered

GRAMMAR

1 **1** You've been playing that game for hours.
2 Sam and Sara have been amusing themselves all day.
3 We need to find out what has been causing the computer to crash.
4 How long have you been learning Spanish?
5 Has she been crying for long?
6 No, I haven't been using your laptop.

2 **1** been thinking **2** used **3** visited **4** been shining **5** been waiting **6** finished **7** been doing **8** known

3 **1** Have you been using **2** 've been running **3** 've been training **4** 've been jogging **5** 've been intending

4 **1** haven't heard **2** have you been doing **3** 've just had **4** 've been **5** 've been programming **6** 've wanted/'ve been wanting **7** haven't been sleeping/haven't slept **8** 've arrived **9** has already warned **10** 've saved **11** 's been asking **12** 's been raining

5 **1** I**'ve been studying** English for two years.
2 ✓
3 I like children and I have **worked** in a similar job before.
4 ✓
5 I**'ve been** thinking about the ideas you suggested, but I haven't decided yet.

VOCABULARY

1 **1** enjoyable, profitable, reliable **2** environmental, original, seasonal, traditional **3** careful, thoughtful, useful **4** creative, innovative, impressive, interactive **5** careless, endless, faultless, thoughtless, useless **6** adventurous, dangerous, famous, mysterious **7** faulty, spicy

2 **1** adventurous **2** careless **3** affordable **4** thoughtful **5** original **6** reliable **7** traditional **8** mysterious

3 **1** enjoyable **2** interactive **3** creative **4** faulty **5** endless **6** spicy

WRITING

1 formal

2 **1** Thank you **2** Firstly **3** Furthermore **4** Nevertheless **5** In conclusion

3 To show that she understands the reasons for the decision.

4 **a** I would like to say that, Most people would agree that, I firmly believe that, It seems to me that, I can say without a doubt **b** truly, completely, firmly, totally, absolutely, sincerely

5 Students' own answers

UNIT 12 My circle of friends

VOCABULARY

1 **1** impatient **2** mean **3** easy-going **4** optimistic **5** unreliable **6** bad-tempered **7** reliable **8** insensitive **9** thoughtful **10** patient Word: pessimistic

2 **1** patient **2** bad-tempered **3** reliable **4** generous **5** insensitive **6** optimistic

3 **1** thoughtful **2** unreliable **3** impatient **4** easy-going **5** optimistic **6** mean

READING

1 c

2 **1** C **2** B **3** B **4** D **5** B **6** B

3 **1** survival **2** tend **3** wound **4** decline **5** impact

GRAMMAR

1 **1** 'll feel **2** melts **3** call **4** is **5** won't know **6** 'll go **7** 're **8** don't use

2 **1** If you lend me your bicycle, I'll give it back this afternoon.
2 If Sara eats peanuts, she gets really ill.
3 Nobody will be your friend if you are mean and insensitive.
4 Do not go to school if you feel ill.
5 I might be happier if we move to the countryside.
6 We'll get sunburn(t) if we lie in the sun for much longer.

3 Students' own answers

4 **1** If we stay in the Swan Hotel, we'**ll eat** there.
2 ✓
3 I am a student, so **if** I am to earn money, it will be better to work.
4 ✓
5 If you want to visit the sights, **go** to the 'White Tower'.

VOCABULARY

1 **1** difference **2** fit **3** generosity **4** happiness **5** important **6** intelligence **7** organisation **8** patient **9** qualified **10** strength

2 **1** ~~importance~~ - important **2** ✓ **3** ~~organised~~ - organisation **4** ✓ **5** ~~fitness~~ - fit **6** ~~different~~ - difference **7** ~~intelligent~~ - intelligence

LISTENING

1–2 Students' own answers

3

	positive	negative
Speaker 1	generous, funny, perfect	odd
Speaker 2	easy-going, calm, popular	-
Speaker 3	artistic, thoughtful	strange
Speaker 4	funny	insensitive, thoughtless
Speaker 5	easy-going, reliable	annoying

4 **1** D **2** B **3** E **4** C **5** G

06

1 **M:** My best friend? That would be James. We met at secondary school and we hit it off immediately. We were quite nervous, you know, big school, first day and all that, but James made me laugh straight away. He has a strange sense of humour, which I like a lot, but a lot of people just don't get him. They think he's odd, but that's not really true. I suppose I'm the only one in school who really understands him. He's generous, funny, and always ready to help you out – the perfect best friend, in fact. I don't know why he's not more popular.

2 **F:** Sonja and I have been best friends since we were at nursery – from about three years old! Yeah, we go back a long way. We've grown up together, really, but we're very different. I'm quite impatient and she's really easy-going and calm, so occasionally she can drive me crazy in situations where something has to be done and she's just like 'Oh, well, I don't know'. But she can calm me down when I'm stressed – she's especially good at that, really. And everyone loves her, whereas I'm not quite as popular as her. Funny, isn't it?

3 **M:** When Darren first came to our school, everyone thought he was strange, but people soon grew to like him. You see, he's really artistic and good at drawing faces, and he used to draw funny pictures of the teachers when he was younger. Of course, before long, everyone wanted Darren to draw them too, so he made a lot of friends quite quickly. We get on especially well, though. He was having difficulties with maths, and I helped him out once, and from then on, we were inseparable. I'm quite moody but Darren's really thoughtful, and always there for me, no matter what.

4 **F:** Not a lot of people like Marie. She can be a bit insensitive at times and I think that puts people off, which is fair enough. But we've known each other for years – since primary school – and I don't let her thoughtless remarks get to me. That's just the way she is. The thing is, she makes me laugh. She has a real talent for jokes, and often comes out with something funny at the most unexpected times. I can be feeling low – maybe I've had an argument with Mum – but I can always rely on her to put a smile on my face again.

5 **M:** The funny thing is, Glen and I never used to get on at all. I thought he was really annoying, and he thought I was boring. Then we went on a school trip and had to share a room! That was a difficult situation for both of us. We weren't looking forward to a week in each other's company. But you know what? By the end of that week, we were the best of friends. I came to see him as the easy-going and reliable person he is, and he began to find me very funny. Nobody could understand what had happened to us when we got back!

UNIT 13 Sports stars

VOCABULARY

1 Across: **6** rumour **7** update **9** response **10** mention **11** criticism **12** hint
Down: **1** threat **2** statement **3** prediction **4** confirmation **5** proposal **8** confession

2 **1** response **2** confirmation **3** hint **4** mention **5** update **6** prediction **7** criticism **8** statement

3 **1** threat **2** confession **3** criticism **4** response **5** proposal **6** rumour

READING

1 **A** Elena Vlachou: basketball **B** Riko Hanja: football **C** Mark Lansman: ice hockey **D** Clara Hanson: cricket

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

3 **1** accomplished **2** loyal **3** sponsors **4** subscribe **5** was hooked

GRAMMAR

1 **1** B **2** A **3** B **4** B **5** A

2 **1** had done **2** 'd do her **3** is/was **4** wasn't going **5** that

3 **1** (that) she'd decided to start taking driving lessons. **2** (that) he'd never wanted to be team captain. **3** (that) training is/was always better in the morning. **4** (that) she was feeling exhausted after all that running. **5** that they'd play much better with a new manager.

4 **1** ✓
2 She told me that she **had** to finish her homework then she could come to see me.

3 They told us that the shop **would** open the following week.
4 He rang me and said that we **could** meet later that day.
5 He told us that he **couldn't** come because something very urgent had happened.

VOCABULARY

1 **1** beg **2** propose **3** admit **4** reveal **5** remind; extra verbs: declare, emphasise
2 **1** He/She begged them to give him/her one more chance.
2 He/She proposed that they/we should enter both teams in the tournament. / He/She proposed entering both teams in the tournament.
3 He/She admitted forgetting to inform the referee that the match was/had been cancelled.
4 He/She revealed that their new signing had cost them €5 million.
5 He/She reminded us/them to go to our/their training session that day. / He/She reminded us/them that we/they needed to go to our/their training session that day.

WRITING

1 **1** It's great to hear from you. **2** How have you been getting on? **3** You wanted to know whether … **4** It sounds as if you're looking for … **5** It seems clear to me that … **6** It's no surprise that … **7** Get in touch if you need any more information. **8** Looking forward to hearing your news. **9** There's no question that …
2 three
3 yes
4 **1** It's great **2** getting on **3** it's no surprise **4** You wanted to know **5** There's no **6** Get in touch
5 Students' own answers

UNIT 14 Accident and emergency

VOCABULARY

1 **1** pass out **2** have an allergic reaction **3** slip on a wet floor **4** cut yourself on something sharp **5** swallow something poisonous **6** bump your head **7** be bitten by an animal **8** trip over something **9** twist your ankle
2 **1** slip **2** bumped **3** been bitten **4** swallowed **5** cut **6** tripped over **7** passed out **8** have **9** twisted
3 **1** Julian bumped his head on the ceiling.
2 Rob was bitten by a cat.
3 Emily tripped over a box.
4 Paul cut himself on a knife/something sharp.
5 Lucy slipped on a wet floor.

READING

1 B
2 **1** C **2** A **3** E **4** D **5** F **6** B
3 **1** understands **2** when they are thinking about something else **3** lack of concentration **4** he was unlucky
4 **1** major **2** anxiety **3** wrist **4** minor **5** prone

GRAMMAR

1 **1** She asked him what time it was.
2 He wanted to know if I was warm enough.
3 My mother asked to speak to the headteacher.
4 The police officer asked the kids where they had been.
5 My sister asked me to help her.
6 The man asked me where I was staying.
2 **1** had woken up. **2** to phone for an ambulance. **3** if she had started her project yet. **4** were leaving. **5** were all going to the park. **6** to help him/her get out of the car. **7** had heard the/that strange noise. **8** had been doing when it (had) happened. **9** to help her get up. **10** what had happened in the room.
3 **1** Where did you buy it?
2 Can/Could you make me a sandwich (please)?
3 Have you eaten your lunch?
4 Can/Could you pick me up (please)?
5 Where are you?
6 Can/Could I borrow a pencil (please)?
7 What colour do you want?
4 **1** She told me that she was with some friends in a restaurant and she **asked** everyone what they wanted for lunch.
2–3 ✓
4 Angela asked Mark **what the strange light was**.
5 I wanted to know how **I could get** the magazines or newspapers.

VOCABULARY

1 **1** b **2** d **3** a **4** c **5** f **6** g **7** e **8** i **9** h **10** j
2 **1** give/lend me a hand **2** gave me a hug **3** made a promise **4** don't/do not have/haven't got the strength **5** never had an argument **6** make a call

LISTENING

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

07

1

M: You bet I was angry. I won't be able to ride again until my arm's better. The thing is, I'm a very safe cyclist, and I always pay attention to what's happening on the road. You can't rely on luck to get around safely. It was raining quite heavily and I was riding along when this car drove past me and turned left right in front of me! He didn't see me. Anyway, I braked, but I couldn't stop completely. I hit the side of the car, and I landed on the pavement. I was furious! At least the driver apologised, which was the least he could do in the circumstances.

2

F: Have you tried that new clothes shop yet?
M: Which one? The one next to the chemist?
F: No, the one opposite, Typhoon.
M: Oh, yes! I was in there last week. I think you'd like it. The clothes are OK – very fashionable and not too expensive. The music's a bit loud for my taste, but I know you don't mind that – they play your kind of stuff. The only thing that might put you off is the staff. You know the kind – they think they know everything and are a bit too keen to make comments.
F: I can put up with that if the price is right! Let's have a look.

3

F: It was just unfortunate, really, but it could have been worse. We were all sitting down to have our meal. My younger brothers were messing around as usual, but none of us minded because we were all hungry and happy to be finally having dinner after a hard day at school and college. Anyway, I was halfway through my meal when I heard a crack and felt a sharp pain in my mouth. I'd accidentally bitten into something hard – a chicken bone, it must've been – and broken my tooth! Anyway, I made a call to the emergency dentist and he fixed it straight away – now it's as good as new.

4

M: I love it up here in this tree house.
F: Just to let our listeners know – we're actually about 15 metres above the ground now. But it feels higher!
M: Yes, it's a bit scary at first, but you quickly get used to it. I come here to chill out. That's the trouble with life today: technology's amazing and there's never a dull moment in our lives because we're constantly connected, but you never get the chance to disconnect and chill out – unless you really make the effort, like I did when I built this place.

F: Well, it's wonderful. I have a lot of respect for anyone who can build things.
I'm terrible at stuff like that!

5

F: I'm a pretty skillful skier and I'm aware of the risks, so I seldom take any foolish chances when I'm on the slopes. I do like to push myself, though, to get better and go on to that next stage. I guess that's what happened. I thought I was ready to try this steep slope – my instructor wasn't so sure though and it proved too fast for me. I lost control and had quite a bad fall just as I was reaching the end. Luckily, they have great facilities there, and they fixed my leg up – but it's going to be about six months before I can ski again.

6

F: Well, I really enjoyed that. Shall we do it again next week?
M: I don't want to have a quarrel with you about this Becky but, no. It was boring and I'm soaking wet.
F: Oh, come on. You decided you weren't going to enjoy yourself even before we started.
M: No, I didn't. I was perfectly willing to give it a try, after all it was only £2 each.
F: Exactly! Cheap and fun! What was wrong with it?
M: I told you – it was boring. I thought I'd never see dry land again!
F: It was only half an hour!
M: It felt like much more than that.
F: You were scared, weren't you? Can you actually swim?
M: Yes, I can!

7

F: Hi Dad, it's Marie. No, nothing's happened – I'm fine. I'm waiting for the bus outside school. It's late. No, I'm not coming home until later this evening because I'm supposed to be meeting Jenny at the swimming pool at six. The thing is, I'm going to be late, and she's not answering her phone. I think her battery must be dead. That's why I'm calling – do you think you could come and get me and give me a lift to town? It's the only way I'll get there on time … I know, I know. But I can't afford a taxi. … Oh, thanks, Dad. That's great!

8

M: Hmm. This is good coffee! How's your milkshake?
F: OK, I guess. I've had better. And, to be honest, I'd usually expect a bigger glass for the price.
M: Well, my coffee is excellent. But you're right, it's not the cheapest place in town.
F: It's nicely decorated though. I love the posters.
M: Yes, it must've cost a fortune to get it looking like this. I can't say it's really to my taste, though. Pink walls? Really?
F: At least you're enjoying your coffee. I don't think I'm even going to finish this milkshake.
M: Ask the waitress if you can change it. She seemed nice – she gave us a nice welcome.
F: OK, I will.

UNIT 15 Telling the truth

VOCABULARY

1 **1** c **2** e **3** f **4** i **5** a **6** g **7** j **8** h **9** b **10** d
2 **1** A **2** B **3** B **4** A **5** B **6** A **7** B **8** A **9** A **10** B

READING

1 C
2 **1** D **2** A **3** G **4** F **5** B **6** E
3 **1** C **2** A **3** D **4** B **5** E
4 **1** reputation **2** boast **3** manners **4** detect **5** deceiving

GRAMMAR

1 **1** stolen **2** cut **3** published **4** to feed **5** brought **6** tested **7** installed
2 **1** We had our front window broken last night.
2 The teacher got the students to tidy the classroom after school.
3 Liam had his arm bitten by a dog.
4 You should get a doctor to check your eyes.
5 We had our living room painted last week.
6 I'm getting my dad to check the spelling in my project.
7 Pilar has had her fingernails painted bright blue.
8 Mum always gets us to load the dishwasher after breakfast.
3 **1** has it cut/gets someone/the hairdresser to cut it
2 got someone/the shop assistant to wrap
3 's going to get someone (else)/a web designer to design
4 have it fixed/get someone to fix it
5 's going to have it made
6 get someone/my mum/my dad/ to iron
4 **1** B **2** A **3** B **4** A **5** B

VOCABULARY

1 **1** ourselves **2** himself **3** themselves **4** herself **5** myself **6** yourself **7** itself **8** yourselves
2 **1** d **2** c **3** e **4** f **5** a **6** b

WRITING

1–2 Students' own answers
3 **1** Please meet me outside the library at four o'clock. Don't be late! **2** Jim, an old classmate **3** The writer caught the bus into town and they met. **4** Jim said he hadn't stolen the racket. **5** a new tennis racket **6** He was a bit angry, but happy to be friends again.
4 B
5 Students' own answers

UNIT 16 Who cares?

VOCABULARY

1 **1** carbon dioxide emissions **2** carbon footprint **3** energy efficient **4** environmentally friendly **5** exhaust fumes **6** fossil fuels **7** global warming **8** greenhouse gases **9** renewable energy sources **10** solar power **11** wind power
2 **Good for the planet:** energy efficient, environmentally friendly, renewable energy sources, solar power, wind power; **Bad for the planet:** carbon footprint, exhaust fumes, fossil fuels, global warming, greenhouse gases
3 **1** carbon dioxide emissions **2** global warming **3** exhaust fumes **4** fossil fuel **5** renewable energy sources **6** solar power

READING

1 **1** A **2** D **3** A **4** B **5** C **6** B **7** A **8** D
2 **3** E **4** A **5** D **6** C **7** B
3 **1** Because forests stay drier for longer.
2 Flooding caused by global warming damaged the site.
3 They're getting higher because the glaciers are melting and they no longer push the mountains down.
4 Spring comes earlier, the ice melts and plants grow quickly.
5 Early springs mean plants come into flower more quickly and spring lasts longer.
4 **1** itchy **2** explosion **3** reminders **4** support **5** gradual

GRAMMAR

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

2 **1** recycled; would/could/might save **2** could/might go; wasn't/weren't **3** would do; worked **4** would/could/might write; knew **5** didn't have to; might/could/would go **6** stopped; might/could sleep **7** would be; didn't have **8** could/might be; made **9** would/might/could be; had **10** worked; might/could be **11** smiled; chatted; would/could/might make **12** would/could save; turned

3 **1** I was rich. **2** I could get to sleep. **3** it was sunny. **4** wasn't closed. **5** I spoke Chinese. **6** they wouldn't/didn't play loud music.

4 **1** If everyone stopped using so much plastic, climate change might slow down.
2 I would be grateful if you **corrected** your errors.
3 I wish you **would** send me the answers.
4 ✓
5 There's not a lot for young people to do, so it **would** be good if you invented something!

VOCABULARY

1 **1** Assuming **2** even if **3** as long as **4** provided that **5** Even if **6** as long as

LISTENING

1 Students' own answers

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

3 Students' own answers

08 **Presenter:** Today we're speaking to young environmentalist and author Darren Gibbons. Good morning, Darren.

Darren: Good morning.

Presenter: Darren, how did you become interested in environmental issues?

Darren: My parents are both very active in the local community – my mum's a biology teacher, and my dad is a council representative – so it was kind of inevitable that I'd grow up being politically aware. What sparked my interest in green issues, though, was the BBC documentary series *Blue Planet*. It was an incredible programme with some amazing camerawork. It really brought home to me the beauty of the natural world and the danger people's actions were putting it in. Like a lot of people who saw the show, including quite a few of my friends, I knew I had to do something.

Presenter: So, you've been active for some years, and now - at the tender age of 18 – you've published a book!

Darren: Yes!

Presenter: Tell us a bit about that.

Darren: I wanted to write a guide to environmental activism for teens. There are already a lot of books out there talking about changing your personal lifestyle – you know, recycle more, use less energy, etc. – and yes, that is important. But young people need to understand how powerful they are, and that's what this book is about. More than individual action, it's a guide to forming groups and working together. Raising funds, influencing politicians, that type of thing. You can have a real impact that way, especially at a local level.

Presenter: Great. So, are you planning to write any more books?

Darren: No, I don't think I'm really a writer. I'm much more comfortable with action. The publishers are very pleased with the sales, but there's nothing in the book that's completely new, to be honest. We've been using the techniques I talk about in the book for decades – I've just repackaged them for a new, younger audience.

Presenter: Through your book and your activities, you've received quite a lot of media attention. How do you feel about that?

Darren: There was a time when I saw the media as the enemy. You know, representatives of the establishment who didn't want things to change. That wasn't helped by the fact that some of the journalists used to talk to me like I was a kid, which was irritating. Now I think the media is a tool that you can use to your advantage, and I've got used to dealing with them on a regular basis. It comes with the job.

Presenter: You've just come from giving a talk at a school near here. Do you do that kind of thing a lot?

Darren: These days I'm getting more and more invitations to do that. The first time I did it it was really stressful. I'm a bit more confident now. The kids seem to enjoy my talks, and I'm careful not to talk down to them. It's a pleasure, actually. OK, they don't always laugh at my terrible jokes – but they're really switched on to these serious issues. That's what gives me hope.

Presenter: What advice would you give to young people keen to become environmental activists?

Darren: What you're doing is the most important thing anyone can do because we're talking about saving the planet. But don't be overwhelmed by that. Yes, adapt your lifestyle little by little, and encourage others to do the same – but look around locally to see what you can do to change things where you live. If everyone does that, it will have a global effect – and that's what we need.

Presenter: Finally, how do you see things going in the future? Will we save the planet?

Darren: Erm, it varies, you know? Sometimes I'm full of optimism that within a few years we'll have raised awareness of the dangers of climate change to such a level that governments will have to do something. Other times I feel very frustrated, like we're not making much progress. One thing is for sure, though – I'm not giving up, no matter how tough it gets and how disheartening it becomes. I know most of my friends feel the same way.

UNIT 17 Art is fun!

VOCABULARY

1 **1** classic **2** controversial **3** bizarre **4** dramatic **5** remarkable **6** stunning **7** powerful **8** humorous **9** unique **10** abstract **11** contemporary **12** conventional

2 **1** dramatic **2** remarkable **3** classic **4** powerful **5** bizarre **6** unique **7** stunning **8** contemporary **9** controversial **10** humorous **11** abstract **12** conventional

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

READING

1 It's painted in a public place, often illegally.

2 **1** around/across/throughout **2** known **3** few **4** such **5** found **6** at **7** who **8** whether/if

3 **1** T (The artist's agents refused to confirm whether Mr Gunningham was Banksy or not. 'We get these calls all the time,' said his spokesman.) **2** NM **3** F He developed strategies to keep his identity secret …
4 T (… using trusted business colleagues to handle sales.)
5 T (… four major museums in New York City. One of those museums – the Museum of Modern Art – decided to add the

piece to their permanent collection.) **6** F (I have no interest in ever coming out …)

4 **1** shredded **2** confirm **3** ensures **4** complex **5** mysterious

GRAMMAR

1 **1** must **2** can't **3** must **4** can't **5** must **6** must **7** can't **8** must

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

3 **1** must be in this room somewhere. **2** can't be from France. **3** could/may/might well like Noah. **4** might not play rugby. **5** can't be Jane on the bus (because she's in Mexico). **6** must be joking about wanting to be an astronaut.

4 **1–2** ✓
3 She thinks that the computer takes too much time and that it **could** be harmful for my health.
4 It **can't** be very nice for the animals to be disturbed all day and to have no freedom.
5 ✓

VOCABULARY

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

2 **1** Ball games are prohibited in this park.
2 This novel is set on a tiny island.
3 Banksy is regarded as a good artist.
4 The TV programme is entitled *Art in the City*.
5 The final concert was composed of five bands, each playing for half an hour.

WRITING

1–2 Students' own answers

3 a 4 b 2 c 1 d 5 e 3

4 **1** Some people would argue **2** therefore **3** For example, **4** On the other hand, **5** In my view, **6** What is more, **7** I believe

5–6 Students' own answers

UNIT 18 Challenging fate

VOCABULARY

1 Across: **5** passion **7** determination **8** drive **10** strength
Down: **1** inspiration **2** ambition **3** commitment **4** kindness **6** bravery **8** sense

2 **1** drive **2** kindness **3** spirit **4** commitment **5** courage **6** inspiration

3 **1** strength **2** bravery **3** kindness **4** inspiration **5** passion **6** sense

READING

1 to become rich after starting off very poor

2 **1** has a brother or sister in the same field of business? **2** was successful at school? **3** got their biggest idea when on a journey? **4** was the youngest child in their family? **5** worked abroad before becoming famous? **6** has also worked as an actor? **7** was raised in several different households? **8** makes money in the fashion industry? **9** was trained by someone who later became an opponent? **10** was the first in their profession to become a billionaire?

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

4 **1** poverty **2** homeless **3** rural **4** status **5** appealed

GRAMMAR

1 **1** might have enjoyed **2** had understood **3** hadn't taken **4** would have visited **5** had been **6** hadn't got up **7** wouldn't have met **8** hadn't sold

2 **1** I would have had lunch if I'd been hungry.
2 If you hadn't told him it was a great book, he wouldn't have bought it.
3 He wouldn't have failed the test if he had studied.
4 If Steve had heard about the party, he would have gone.
5 Dad would have been able to make a cheese sauce if I hadn't drunk all the milk. / Dad could/would have made a cheese sauce if I hadn't drunk all the milk.
6 If you hadn't left it outside, your bag wouldn't have been stolen. / If you hadn't left your bag outside, it wouldn't have been stolen.
7 If I hadn't started a new school last year, I wouldn't have met my best friend.
8 Irina wouldn't have ignored you this morning if you hadn't been rude to her yesterday.

3 **1** I wish I hadn't gone **2** I wish I had known **3** I wish I had booked **4** I wish I hadn't eaten **5** I wish I had worn **6** I wish I hadn't spent **7** I wish I had phoned **8** I wish I hadn't stopped **9** I wish I had had **10** I wish I hadn't crashed

4 **1** If we had **taken** the plane, we wouldn't have seen so many interesting places.
2 If you **had** been there, you **would have enjoyed** yourself!
3 ✓
4 I think many problems **would have appeared** if I had bought it.
5 I really wish you **had been** here with me last month.
6 I liked it very much and I wish you **had been** able to go with me.

VOCABULARY

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

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

LISTENING

1 1, 6, 8

2 **a** 3 **b** 6, 8 **c** 5 **d** 4 **e** 1, 7 **f** 2

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

09 **1**

F: Hi, Jason. It's Maria. Sorry you couldn't make it last night. You missed a great show! Dana and I both agreed it was the best musical we'd seen in years. She was disappointed you weren't there, by the way. She was looking forward to meeting you again. Anyway, I hope you get around to seeing it soon – you won't regret it. The music was superb and the dancing was out of this world! Maybe you should invite Dana? She wouldn't mind seeing it again. Anyway, just thought I'd let you know what you missed! Speak soon, bye!

2

M: It was a close call, I tell you. I was very nearly knocked off.
F: So, the guy didn't signal? He just turned left in front of you?
M: I don't think he even realised I was there. I had to slam on my brakes, and stop with one foot on the pavement. My front wheel missed the back of his car by centimetres.
F: It could have been really serious.
M: Yes, fortunately I have good road sense.
F: Cycle awareness should be part of the driving test. Too many drivers just don't have a clue.
M: I know. They shouldn't get away with driving so carelessly.

3

M: How was the school fair? Sorry I couldn't help. I had a meeting I couldn't get out of.
F: Don't worry. We had plenty of volunteers in the end – lack of help wasn't a problem. The weather was, though. It started off bright in the morning, but at midday it poured down and we got soaked. For me, it completely ruined the whole day. The children couldn't care less, of course. They thought it was a great laugh. And we did manage to raise money for a new sound system for the hall – which was the whole point of the day. So, the headteacher was thrilled, which is the main thing.

4

F: What do you think of these? They look quite comfortable.
M: Well, try them on. It's the only way to find out!

F: Hmm. Yes, very nice.
M: What about the colour? Are you sure red is the right colour for you?
F: Of course. I often wear red.
M: Hmm. If you really think so ...
F: Let's have a look how much they are. Oh! They're very pricey!
M: Yeah! Who'd spend that much on a pair of trainers?
F: Someone with more money than sense! Come on, let's go and get something to eat.

5

M: I've just watched Mark Smith's latest comedy show. It's hilarious! Mark Smith is a comedy genius.
F: I know! I didn't know he'd written a new show, though. Did David tell you about it?
M: David? Oh, our friend from the comedy club? He's really into his comedians, isn't he? Actually, they were talking about Mark Smith's new show on a comedy podcast. They played a section of it, and I watched it straight away after that.
F: Do you subscribe to *The Comic*? You know, the monthly magazine. I get a lot of information from that.
M: Yes, I do. Actually, I lent this month's copy to David, but I haven't got it back yet.

6

F: I truly believe that we all have a drive to be creative. It's not something that only a few rare geniuses have. My ambition as a psychologist is to find new ways to develop this creativity and to make people aware of this drive. To learn how to be an inspiration. I think in our education system we do actually encourage and reward students who are creative, but we could do so much better. That's why I believe my research is so important. It'll help show the way to find that creative spirit in all of us. It'll help us move forward faster to become a more creative society.

7

M: I don't know which game to buy for Tim.
F: He likes football games, doesn't he?
M: Yes, but I don't know which ones he's already got.
F: Well, choose something completely different then - only hurry up, will you? I'm halfway through a school project that I need to finish by tomorrow.
M: OK. I'll get him this new fighting dinosaurs game, shall I?
F: Great idea!
M: Oh, dear. I've forgotten to bring any money with me!
F: I can lend you some money. How much do you need? As long as it's not more than £20.

8

M: It was my first competitive bike race, and I trained for about four months for it. I started off doing quick 20-kilometre rides, and gradually built up to 80. So, I had the strength – or so I thought – for a 100-kilometre race. What I wasn't prepared for was the difference between riding on your own and racing in a group. It's actually much faster in a racing situation because you sort of pull each other along. I ended up breaking my personal record – but I came 50th in the race! Not terrible, but not great. I'm going to join a club to train for the next one! It'll be easier.

UNIT 19 Against the law

VOCABULARY

1 **Noun (person):** burglar, hacker, judge, jury, prisoner, suspect, victim, witness; **Noun (crime/other):** burglary, court, sentence, statement, theft; **Verb:** charge, investigate, release, sentence, suspect, witness; **Phrase:** commit a crime, deny the charge, make an arrest
2 **1** victim **2** burgle **3** sentence **4** court **5** theft **6** commit a crime **7** charge **8** statement **9** deny the charge **10** witness **11** jury **12** suspect **13** investigate **14** hacker
3 **1** charged; theft **2** burgled; victims **3** sentenced **4** witnesses **5** investigating; arrest **6** court; jury; judge **7** burglary **8** commit; released **9** hacker **10** to suspect; burglar

READING

1 **Possible answers**
hacking into government computers; burglary
2 defendant
3 **1** T ('Teen courts are run and staffed by young volunteers, who are trained in their roles by adult experts. These volunteers usually come from local high schools or youth organisations.') **2** F ('… most of the defendants do not deny the charges against them.') **3** NM **4** F ('Often the offenders are also required to serve on a teen court jury themselves.') **5** NM **6** T ('The whole process, from charging to sentencing, helps to bring young offenders to an understanding of their offence, and how it affects other people.') **7** F ('… fewer than 5% of offenders whose cases are heard go on to commit another crime. This compares to a 20% reoffending rate among those who go to adult courts.')
4 **1** record **2** appropriate **3** scheme **4** affects **5** benefit

GRAMMAR

1 **1** might **2** must **3** couldn't **4** may **5** must **6** can't **7** could **8** must
2 **1** couldn't have fixed; must have been **2** might/could/may have found; couldn't/can't have found **3** might/could/may have got; couldn't/can't have got; must have forgotten **4** might/could/may have upset; couldn't/can't have got; must have been **5** might/may not have been; can't/couldn't have seen
3 **1** might have forgotten to lock his bike. **2** must have been really frightening to find a mouse in your bedroom. **3** might/may/could have missed the early train. **4** must have been a very unpleasant experience.
4 **1** The line-up was changed and that was the worst surprise I could have **had**.
2 I spent almost an hour waiting, and then decided that the call **must** have been a joke.
3 ✓
4 He could have **triumphed** over the fish because of his knowledge of the sea.
5 Mark and Angela understood that he **couldn't have/can't have/shouldn't have** told her the story.

VOCABULARY

1 **1** in **2** un **3** in **4** un **5** dis **6** il **7** dis **8** im **9** im **10** im **11** un **12** in **13** un
2 **1** unwilling **2** unsafe **3** impolite **4** impossible **5** dishonest **6** illegal **7** inaccurate **8** disorganised **9** impatient **10** invisible

WRITING

1 **1** what happened, whether you were punished and how the experience affected you **2** on a website
3 Students' own answers
2 **1** B **2** D **3** C **4** A
3 yes
4 **1** D **2** C **3** B **4** A
5 Students' own answers

UNIT 20 Places to hang out

VOCABULARY

1 Across: **1** surface **4** rug **7** bench **9** basement **10** shelter **12** chimney **13** centre
Down: **1** shed **2** concrete **3** frame **5** steps **6** ladder **7** barrier **8** complex **12** hut

2 **1** bench **2** concrete **3** shed **4** complex **5** ladder **6** chimney

3 **1** rug **2** barrier **3** frame **4** steps **5** shelter **6** basement **7** surface

READING

1 A

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

3 **1** awkward **2** factor **3** socialise **4** scarce **5** remains

GRAMMAR

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

2 **1** Tonya is/was tired of living in a small house.
2 The kids enjoyed playing in their tree house yesterday.
3 Riding a bike is a good way of keeping fit.
4 I'm not capable of fixing this computer.
5 You shouldn't feel anxious about speaking to the class.
6 By saving her pocket money she was able to buy a bike.

3 **1** Running isn't allowed in the corridors./Running in the corridors isn't allowed.
2 Living in the countryside is boring.
3 Speaking another language is useful.
4 Driving a car is necessary to get around here.
5 Hanging out with friends at the shopping mall is cool./Hanging out at the shopping mall with friends is cool.

4 **1** Speaking to Marco, she discovered they went to the same gym.
2 On the way home I saw a man sleeping on a bench.
3 Having no air conditioning, my dad's office is very hot in the summer.
4 Feeling embarrassed, I left the room.
5 Having no power, my mobile phone didn't work.
6 Waiting for an hour for Andrea, Nuria wondered why she was still her friend.
7 I looked at all the phones and decided to buy the one offering the best features.
8 Not understanding one question, Eric failed the test.

5 **1** I'm looking forward to **going** there.
2 ✓
3 Nowadays, **going** to work is a bit complicated because of the cars and the busy streets.
4 First of all, I think that **driving** 100 km on Sunday is too far.
5 I went out with my friends to celebrate my birthday, after **having** dinner in a well-known restaurant.

VOCABULARY

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

2 **1** heartwarming **2** cost-cutting **3** time-consuming **4** record-breaking **5** life-threatening **6** mouth-watering **7** eye-catching **8** award-winning

LISTENING

1 **1** B **2** C **3** A

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

10 **1**

F: It's a long time since we've been in this place!
M: Yes. We used to come here all the time.
F: What's your coffee like?
M: Fine. What about your cake?
F: Not as good as it used to be.
M: That's a shame – the cakes used to be mouth-watering here.
F: Yeah. I used to love them! They taste cheap now.
M: Probably doing some cost-cutting measures, or something.
F: Unfortunately. The walls look like they could use some fresh paint, too.
M: It's OK. At least we didn't have to come far. And it's still good value for money.
F: Do you think so? I'm not sure this cake is worth it, actually.

2

M: Do you remember when we used to hang out in the park every evening with the gang?
F: Yeah. We had some great times there, by the lake.
M: They used to have boat races there, didn't they?
F: Yes, they were quite exciting. Do you remember when Sam fell in the lake and nearly drowned?
M: It was awful, nobody knew he couldn't swim!
F: He took lessons after that!
M: Have you been back there?
F: No, it's changed now – didn't you hear?
M: I didn't. What's happened?
F: They've built a huge sports and entertainment complex. It's pretty cool actually.
M: Wow. Is the lake still there?
F: Oh, yes. They still use that. I've been a couple of times, it's great.
M: It's a bit far away for me.
F: Not for me.

3

F: We used to have such a great time at the shopping mall, didn't we?
M: I know. Talk about being easily entertained!
F: It was quite a journey to get there though, wasn't it?
M: Yes – right on the edge of town. I had to take two buses!
F: But it was really worth it. Everyone had a great laugh, hanging out by the fountain outside the sports shop.
M: I'm surprised they didn't chase us away with hockey sticks!
F: Ha ha! We were pretty well behaved, though – even if we didn't spend any money.
M: We couldn't have afforded anything anyway!
F: Such good times. It was quite heart-breaking when they tore the mall down.
M: It was. I'd love to see the place again.

STUDENT'S BOOK AUDIOSCRIPTS

01 Unit 1, Student's Book page 10

Sophie: How was the first day back for you?
Niall: Don't ask! I had double maths. How was yours?
Sophie: Well, I find it hard to concentrate after the holidays, but it was cool to hang out with people again.
Niall: I suppose so.
Sophie: Hey, I found this 'Back to School' quiz in a magazine. Why don't we do it together?
Niall: OK.
Sophie: So, what's your answer to question one, a) or b)?
Niall: I'm afraid it's a). Breaking up is definitely the best part of the school year!
Sophie: That's so typical. I'm putting b). I think I'll get on well this year. OK. Question two.
Niall: You know me. I never note things down. It's b). I never worry!
Sophie: Hmm. You need to worry about some things! I'm putting a) for question two. I always write everything down, I like being organised. Right! Question three.
Joining the school swimming team. Why not? I'd go for it. I'll put b). What about you?
Niall: Well … b) for me, too. Don't look so surprised! I'd probably get in – I'm quite good at swimming, you know!
Sophie: Question four.
Niall: 'Stay behind and complete it before you go home?' No way! The answer's a), obviously.
Sophie: Actually, I'm an a) for question four as well. I don't think the school would mind if I hand the form in a few days later. Next, question five.
Well, I love clubs, and I'm always keen to try out new things, so I'm a b). Let me guess: you're an a)?
Niall: You guessed it! How well you know me. I guess I probably should join in a few more activities!
Sophie: Definitely! Right. Last question. 'You have lots of homework this week …'
Niall: Oh, I'll put b) for this one! Avoid the stress for now!
Sophie: Yeah, well, I figured that out! But you aren't going to do very well this year if you put everything off. I'd start right away, personally. I'm putting a).
Niall: Yes, that sounds just like you.
Did you enjoy the quiz, then?
Sophie: Yeah, I thought it was fun!
Niall: And what did you learn from it?
Sophie: Only that you're going to try to copy all my homework again this year! Let's see what the results say about us.

04 Unit 2, Student's Book page 14

Review 1

Woman: Blue Lines' popularity as background music on TV shows was something that former lead singer, Phoebe White, apparently hated. Her decision to go solo last year was no surprise, but her debut album, which came out last month, was unexpected. Her choice of concert venue last night matched her new, quieter sound perfectly, though, and her musical talent was at its best in the cosy atmosphere.

Review 2

Man: The Scene released a track in the summer which you might just have heard! *Lucky* was a massive hit for the band and was in the charts for months. Since then, they've been touring the world, playing to crowds of over 50,000. Last night, they gave a performance in their home town to just a thousand devoted fans, who were definitely in the mood for dancing.

07 Unit 2, Student's Book page 17

Speaker 2

Boy: The Clouds have been one of my favourite groups for years. Their first album was the reason I took up playing guitar. So when the lead singer went solo, I really wanted to see him live, especially since the venue was nowhere near as big as The Clouds used to play. I don't think I'd go and see him again, though. He was an incredible guitarist with The Clouds, but his new stuff is much slower and not really music you can dance to. Also, he didn't come on stage till after ten and I had to be home at midnight. I had to leave at the start of the last song – which is one of my favourites. I wasn't pleased at all about that.

Speaker 3

Boy: I was a bit worried before I went that I wouldn't know any of the music. I hadn't heard of many of the bands. It was my first time camping at a three-day festival and we didn't manage to see half of what we planned. It didn't matter, though, as we heard loads of amazing music, especially from smaller bands we'd never heard of. I couldn't believe how good they all were, as some of the musicians were only a few years older than me and probably still at school! I think I need to do a lot more guitar practice.

Speaker 4

Boy: We've played live a couple of times, but I still get as scared as I did the first time. For the first ten minutes, I was just trying to stay calm and not make too many mistakes. But after that, I started to relax and enjoy myself. We all practised hard for this performance, so I'm really pleased about how well it went. The crowd were really encouraging and we got a lot of compliments afterwards. I saw a nice comment online from someone who called me a 'talented singer and bass guitarist'!

Speaker 5

Girl: We realise going all the way to Manchester to see a band sounds a bit far, but it was a pretty unique chance and I'm so glad we did it. In London, they were playing in front of thousands of people, but in Manchester, the place was tiny. We got right to the front easily. It was almost a disaster, though. Our train was delayed and then we got completely lost. We thought they would have already started playing and were feeling quite upset at one point. But the band were only just coming on stage when we arrived.

08 Unit 2, Student's Book page 17

1 **Boy:** Mainly in my bedroom, but my parents get annoyed when I play it loudly. They're really strict sometimes. I have to be home before 10 pm every evening and I have to ask before I go to parties.
2 **Boy:** It's very important to me. Yes, I like it a lot.

3 **Boy:** I used to have drumming lessons, but I, er, think … no.

4 **Boy:** I like pop, rock, dance, hip-hop, reggae, jazz and classical.

09 Unit 2, Student's Book page 17

Girl: I like a broad range of music types and I'm not really a *devoted* fan of any particular bands. Sometimes I just listen to what's in the charts, other times I listen to classical stuff – especially as background music while I do homework.

10 Culture: Music festivals, Student's Book page 18

Rachel: Organising your own music festival … believe me, it's no easy task! I'm Rachel, and along with my team, we're responsible for organising the Summerfest music festival in London. Now, I know you're here today because you want to hear all about how to organise your own musical festival, so let's take a look at some of the many things you'll need to think about! Well, you'll need to have a clear vision of what you want. At Summerfest, we want our festival to be as lively and welcoming as possible. We've got music, comedy, theatre, and fun and games! Also, most big festivals are only for adults, but we welcome teens and families.

The next crucial thing to take into consideration is the date you want to set. You'll need to do some research about other festivals in your area and make sure that your dates aren't the same. And you'll need to think about the weather you're likely to have. We hold Summerfest in the middle of July because the British summer is very short and usually it's sunny around that date … but not always!

With a clear vision and date in mind, the next thing to decide is the location. A good starting point is choosing an attractive site that people will enjoy visiting, but one that is also practical for transport. We held the last Summerfest at Battersea Park in London because it's a good place for a lot of people to get to easily.

The funding – the money to run your festival – can come from private sources or investors. Don't forget that all events these days have sponsors, too – companies who will give you money in exchange for putting their name on marketing material. It's important to make sure that your sponsors share a similar vision and values to the festival. Summerfest's sponsors include *LondonScene* magazine and LON Radio.

So when you know how much money you'll have available for the festival, you can start to make decisions about the bands you want in the line-up, because you'll know how much you can pay them to perform! Book the headliners first, as they'll be what attracts most people to your festival. This year at Summerfest, our headliners were the amazing Australian psych-rockers, Prime Anvil, and we had cool synth-pop from The Octobers. They were both incredible to watch!

I'll mention two more things before I finish. First, what kind of facilities will there be for festivalgoers? Will there be camping, showers? Different food trucks? Summerfest is a one-day festival, so we don't need camping. We do, however, have a great range of food trucks to cater for all tastes! And last but not least, it's always important to consider the environmental impact of your festival and how you can reduce it.

12 Unit 3, Student's Book page 20

Conversation 1

Mum: Did you get much homework this weekend, Alice?

Alice: Quite a lot, yes. For once Mr Thomas didn't set us an essay, though. Nobody could believe it.

Mum: Right. Well, don't leave it all until Sunday night. We're leaving for your cousins' house early on Saturday morning and we won't get back until after six on Sunday.

Alice: That's OK. I can do it then.

Mum: But you'll be tired on Sunday night. We all will. Go on! Why not do it now? … Or some of it, at least.

Alice: But Mum …

Mum: Go on. You'll be glad you did on Sunday. And if you do, we might all have time to watch a film together on Sunday evening.

Alice: OK. But … can I choose the film, then?

Conversation 2

Jack: Mum, where have my apps gone?

Mum: I've no idea, Jack. Sorry.

Jack: Charlie! Why did you delete all the apps on my tablet? They were all here yesterday!

Mum: Please don't shout, Jack. Go and find him and ask him politely.

Charlie: I haven't touched your tablet. You're always blaming me for …

Mum: Look at this room, Jack. Can you tidy it up now?

Jack: In a minute, Mum. I've just got to …

Mum: Give me the tablet, Jack! You can have it back when you've cleared this mess up.

Jack: OK.

Conversation 3

Lily: Hi, Dad!

Dad: Lily! Why didn't you answer my texts?

Lily: I er …

Dad: I didn't know what time you were coming home. The main reason we got you that is so that we can stay in touch with you. If you don't reply to my texts, I'll take it away.

Lily: But I did answer it, Dad. I said I'd be back at seven. Look!

Dad: Oh, sorry, there must be something wrong with this thing.

Lily: Texts get delayed once in a while. It's normal, Dad. Call me if you want an urgent answer. Anyway, it wouldn't make sense to take my phone away. Then it would be very hard to get in touch with me.

Dad: Good point. Sorry, Lily. I just didn't know whether you wanted dinner or …

Lily: Yes, please. I'm starving!

Conversation 4

Holly: Where is it? Amy!

Amy: Yes?

Holly: Have you seen my red top?

Amy: Um …

Holly: You know, the one with the buttons on it.

Amy: Um, yes. Sorry, you were out and I needed something to wear to a party.

Holly: So where is it?

Amy: Um, it's in the washing machine.

Holly: Amy! What about my new jeans? They're missing, too. Did you …

Amy: Not me. I promise. They don't even fit me.

Holly: How do you know?

Amy: Well, I did try them on, but that was ages ago. Just after you bought them.

Holly: Amy! I know you're my sister, but you could ask!

14 Unit 4, Student's Book page 24

1

Woman: We go now to our reporter at the scene …

Man: Apparently the earthquake was five on the Richter scale. The ground was shaking violently and the roads have cracked in places, but we're in an earthquake zone here, so luckily no buildings have collapsed. The buildings here are built to resist shocks of at least five point five on the Richter scale. The problem now is getting emergency food and water supplies to the region. We won't be able to use the roads or the airport for some time to come …

2

Man: So we're flying now over the affected area and in the distance I can just about make out the volcano itself. The volcano has been erupting for about two days now, and we can see a huge cloud of thick, grey dust floating away from the top of the volcano. The worry, of course, for anyone living near the volcano is not the red river of lava – this boiling-hot liquid rock – that is running down the side of the volcano. No, the real danger is the effect of breathing the toxic gases that can blow in the wind many kilometres from the actual volcano. For us up here in this helicopter, there should be no real danger, but it is now known that the tiny particles in the clouds of dust can cause jet engines to break down within just a few minutes, which is why jet planes never fly through areas where a volcano is erupting.

3

Man 1: This is where the tsunami happened about ten years ago. Don't worry, we're safe here. Now there's a tsunami warning system in place all the way along this coast, but at that time there was no warning at all.

Man 2: What causes tsunamis, exactly?

Man 1: Sudden earth movements on the bottom of the ocean–

Man 2: You mean, like an underwater earthquake?

Man 1: Yes. Or they can be caused by a large landslide into the sea or even an underwater volcano. Any large, violent movement like this can cause massive waves that get bigger the closer they get to land. A really big tsunami can reach 10 or 20 metres in height before it crashes into the shore and knocks over trees and smashes buildings. Coastal areas then tend to flood, and when the water flows back out to sea, it drags everything with it. So tree trunks, vehicles, parts of buildings – all sorts of things get dragged out to sea.

15 Unit 4, Student's Book page 24

Man: Watch out!

Woman: Wow – a landslide! They warned about them on the radio.

Man: I've never heard of landslides happening around here!

Woman: Well, there's been a lot of rain this winter, and so on some of these steep slopes without any trees, big piles of mud can run down the slopes, and rocks can suddenly break away and fall down as well, which is what has happened here.

Man: What difference do trees make?

Woman: Tree roots tend to hold the rocks and soil together, and stop landslides from starting. And if there's a landslide further up a slope, trees can slow or stop it by catching a lot of the loose mud and rocks on their branches.

Man: We should turn back now. A landslide smashes everything in its way: it'll knock over trees, bury houses … I've seen roads get washed away, bridges collapse – everything.

17 Unit 4, Student's Book page 27

Fiona: A New York street was closed last night after a massive sinkhole appeared – right in the middle of the street. The hole, which measures over 20 feet, appeared suddenly at around 11 pm local time. Our reporter, Mike Williams, is at the scene.

Mike: Hi, Fiona, yes, as you said, the road has been closed to traffic as well as pedestrians, so it's fairly quiet here now. No one was injured when the sinkhole appeared. A few parked cars nearly fell into it, so the police and fire service immediately closed the area. Local residents are taking shelter in a nearby sports centre, where volunteers are providing meals and emergency beds.

Fiona: Mike, tell us a bit more about sinkholes. I mean, they aren't something you hear about every day, are they?

Mike: Well, in the States they're fairly common, actually, especially in Florida. But here in New York City, they don't happen so often.

Fiona: And what is a sinkhole exactly?

Mike: A sinkhole is when the ground collapses into a hole or a cave that has formed below the surface. There's usually nothing to see on the surface until all of a sudden the ground over the top of the cave collapses.

Fiona: And what causes them?

Mike: They're either caused when drains and water pipes under a city burst, and the water washes away any soft soil under the ground. Or they can be the result of natural processes like underground streams and erosion from rainwater after a big storm.

Fiona: Can sinkholes occur anywhere?

Mike: Well, they're much more likely to occur in the countryside than in a city, simply because the vast majority of the Earth's surface is rural, rather than urban. In the States, farmers in Florida do sometimes find sinkholes on their land, but we don't tend to hear about them in the news.

Fiona: How can you tell if a sinkhole is likely to happen?

Mike: Often there aren't any warning signs, particularly in the open countryside, though you might notice cracks in the ground or small holes. In cities, look out for walls that are cracking, or for doors and windows that all of a sudden don't shut properly.

Fiona: Is it something people should be worried about?

Mike: No. Sinkholes are still very rare, and even though they look really dramatic, few people have ever been injured by a sinkhole. I mean, just a few years ago in Fukuoka, Japan, a sinkhole nearly 100 feet wide appeared in the middle of a city street.

Fiona: That sounds bad! Were many people hurt?

Mike: Luckily, it happened at 5 am and no one was injured, but hundreds of local residents had to move to safety. The amazing thing about the Fukuoka sinkhole is that the city fixed the street in just eight days!

Fiona: Wow! That was fast work there in Fukuoka!

18 Unit 4, Student's Book page 27

Ellie: I guess the torch would be really useful.

Luke: Not as useful as a first-aid kit or drinking water! You might die without those two.

Ellie: Yes, a first-aid kit and water are very important, especially water, but bear in mind that there might not be any power after something like a flood or an earthquake, so a torch is essential.

Luke: True. There are some face masks here. I could do without a face mask. You can always wet a T-shirt and tie it around your face if you have to.

Ellie: That's assuming you have enough water. What if there's no tap water? I think a big container of water for washing and cooking would be quite useful. If you think about it, you use running water all the time.

Luke: All right. It gets cold at night, so you'd need blankets or something to sleep in, and with no roof over your head, waterproof clothing would be sensible.

Ellie: But not that important. What about food? There are some cans of food here. They'd be useful.

Luke: Yes. After a disaster, I'd be grateful for any kind of food!

Ellie: OK. So would we need something to cook with – and a can opener?

Luke: Maybe. What about a sharp knife?

Ellie: Yes. It seems pretty obvious that a knife would be useful for cutting up food and all sorts of other things.

Luke: But Ellie, we can only choose three.

Ellie: OK. So, which three are vital?

Luke: Surely drinking water is by far the most essential one.

Ellie: Yes. And what else? I'd have thought that the torch would be lot more useful than the knife.

Luke: Because you need to be able to see after dark? OK.

Ellie: Right. Drinking water, torch, and …

Luke: Well, I vote for food!

Ellie: OK. So we'd take drinking water, a torch and canned food.

Luke: Yes. We might get cold and wet, but at least we'd eat well!

20 Life Skills: Personal safety, Student's Book page 29

Julia: So to end this talk about safety, I'd like to move on to the importance of creating an emergency response plan, or an ERP for short. Now, an emergency situation can become very serious in seconds, so any actions which are taken in the first few minutes are critical and can help to save lives and avoid damage to property.

Sam: Yes, I'm sure they can. And what type of situations should we be planning for, Julia?

Julia: Well, really we should make plans for any potential emergency scenario where there is a threat or risk to personal safety.

Sam: Such as …?

Julia: Medical emergencies, for example, or fires, extreme weather, natural disasters, dangerous substances, security situations … it's a long list!

Sam: And when you have a scenario to make a plan for, what things do you need to consider?

Julia: Good question! Well, the first thing you need to ask yourself is: how can we predict or prevent this emergency? For example, advance warning systems can be very useful for predicting things like earthquakes or hurricanes.

Sam: Right … And then?

Julia: Next, you need to look for ways to protect people and property from risk when an emergency happens. The key here is to identify things which will reduce injuries, deaths or damage to property. This could involve the use of alarms or making sure that people know where emergency resources are located.

Sam: Got you. So first prevent, then protect. And what comes after that?

Julia: The next important area to consider is: how can we respond to the emergency situation? This should include evacuation, helping people to escape danger, but also how to help people with what they need immediately after an incident. There needs to be a clear procedure for contacting and coordinating with emergency services.

Sam: Yes, of course. I can see that responding quickly is very important. So is that everything that needs to be in an ERP?

Julia: Almost! There's one final area to include, and that's how to recover from the emergency. This often involves rebuilding infrastructure like roads, hospitals and helping communities – a process which usually takes several years.

Sam: Well, it all sounds very thorough.

Julia: Yes, it needs to be! But before you publish a plan, it needs to be tested. All of the critical parts, such as evacuations, need to be practised in order to make sure that the plan works perfectly.

Sam: Practice makes perfect, isn't that what they say?

Julia: Exactly! And practice exercises can also help us to identify problems or risks which we hadn't predicted before. The same principle applies whether we're talking about a national plan, a local plan or a plan for your own home.

Sam: Thanks so much for joining us this morning. It's been really interesting finding out all about …

21 Unit 5, Student's Book page 32

Zach: Michelle!

Michelle: Hi, Zach, how's it going?

Zach: Good, good. Hey, Michelle, what games are you playing at the moment?

Michelle: I've just been playing Minecraft, catching up on how my new villagers are getting on.

Zach: Do people *still* play Minecraft?

Michelle: Ha, loads of people *I* know play it, Zach!

Zach: But the graphics are terrible! And it isn't exactly exciting, is it?

Michelle: Yes, it is! It's *really* fun. Minecraft's creative and imaginative, I mean, you can do stuff like constructing whole towns if you want to. I love that whole process of gathering everything I need, buying it or just exchanging stuff with villagers. And because there are about ten of us playing via my mate's server, I'm interacting with friends the whole time, so it's super-sociable.

Zach: OK, OK, I get it. I think it's the old-fashioned graphics that put me off!

Michelle: I know what you mean, but games like Minecraft are about the *experience* and the relationships, not the graphics. What about you? Are you still playing Fortnite? You used to be obsessed with it!

Zach: I still *am* obsesssed. Do you play it?

Michelle: No, I never have actually. What's the big attraction?

Zach: I dunno, I'm just totally addicted! I love the missions, and the gameplay is fast and the characters' movements are brilliant. You can slide down a roof, jump off it and roll along the ground in seconds. If someone is shooting, you can react in lots of different ways, like you can build a wall really quickly and dive behind it. You can even do tricks, like you can jump

on top of a moving rocket and balance on it as it flies along. Fortnite really tests your gaming skills! And when you have something to celebrate, you can do a funny dance!

Michelle: Sounds cool, I should give it a go.

Zach: You won't regret it! And you can play it on any device and the graphics are brilliant whatever you play it on.

Michelle: Mmm! You might be surprised to hear *my* new number one game is … Onrush!

Zach: Onrush? I haven't played that for ages!

Michelle: Yeah, well I've been playing loads and I've got pretty good at it. I can steer round obstacles that appear without ever crashing. I can overtake most of the cars I come across … I can even reverse to get away from people!

Zach: Are you serious? Do you mean you drive backwards?

Michelle: Yeah. If another car starts to chase me and it's catching up, I brake to slow down, and then turn the steering wheel really quickly, and the car spins around and then I'm reversing. You just have to be careful that you don't roll it over!

Zach: Wow! It sounds as though you're getting pretty good at it!

22 Unit 5, Student's Book page 32

Michelle: You can do stuff like constructing whole towns if you want to. I love that whole process of gathering everything I need, buying it or just exchanging stuff with villagers. And because there are about ten of us playing, I'm interacting with friends the whole time.

Zach: You can slide down a roof, jump off it and roll along the ground in seconds. If someone is shooting, you can react in lots of different ways, like you can build a wall really quickly and dive behind it. You can even do tricks, like you can jump on top of a moving rocket and balance on it as it flies along.

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24 Unit 6, Student's Book page 36

Speaker 1

Alexandra: Eating has always been a big deal for me and my family. We cook together, sit down together every evening and eat out together around once a week. I try to eat up everything on my plate – even if it's not my favourite. I hate wasting food. I can't imagine just heating up something in the microwave. Cooking is a lot of fun. You need to make time for it.

Speaker 2

Milo: I like eating, but it's no big deal. I tend to live on salads in the summer or something like baked potatoes when it's colder. Sometimes I'm guilty of filling up on snacks between meals, which means I end up not feeling hungry at dinner time.

26 Unit 6, Student's Book page 39

Jack: The subject on this week's podcast is cooking, and my guest today is Carrie Reece. Carrie's a presenter on the TV shows *Get Cooking!* and the version for 14- to 18-year-old cooks, *Teenage Get Cooking!*. Carrie, for listeners who have never seen the programmes, can you tell us a bit about them?

Carrie: Yes. Basically, *Get Cooking!* and *Teenage Get Cooking!* are competitive cooking shows and we're looking for the best amateur chefs in the country. Each week, the contestants are taught a new skill and they have to use it to cook something. At the end of each show, one of the chefs is knocked out of the competition. This goes on until we have just one contestant left – and that's our winner!

27 Unit 6, Student's Book page 39

Jack: Now, I haven't seen *Teenage Get Cooking!* yet. Apart from the age of the contestants, are the two versions of the show the same?

Carrie: Well, they're very similar, yes. But the cooking challenges on *Teenage Get Cooking!* are quite different. They're aimed more at young people and the things they'd be interested in – for instance, one week contestants are going to cook for a famous pop group – I can't say who, so don't ask! However, like the adult version, the challenges are never straightforward. So, while contestants don't need to be expert chefs, it wouldn't be true to say that no experience is needed.

Jack: And what about the contestants? Has anything surprised you about the younger people taking part in *Teenage Get Cooking!*? How do they compare to the adults?

Carrie: Well, I really thought that younger people would be much more nervous – because of the pressure of the competition and being in front of the cameras. The opposite seems to be the case. Also, I thought they'd have more problems thinking of original ideas. But again, the opposite is true. Otherwise, I guess younger contestants are often less skilled at general tasks – you know, things like being organised or timings. But that comes with experience, I think. And they improve very quickly during the competition.

Jack: Interesting. So, the winner last year was 18-year-old Josie Ellis. What's she doing now?

Carrie: Well, before she won, she was intending to leave school and work with her uncle. He's a professional chef and does high-quality catering for private parties. But in the end, she decided to go back to studying. She's started a course at a cookery school in London and she's doing very well on it. She's already managed to get a position at one of the UK's top restaurants, starting when she finishes her studies.

Jack: Wow! That's impressive! Tell us, what's it like presenting a show like *Teenage Get Cooking!*? Don't you get bored eating all that food?

Carrie: Never! Naturally, I do tend to fill up on the food I taste for the show – some days I try five or six different meals and desserts. It means that I'm never hungry enough to cook properly when I get home, which is something I miss terribly. But it's a wonderful job really. It's incredible to see how the contestants develop and learn new things each episode. I really love that.

Jack: How long does it take to record each series?

Carrie: About a month. Contestants have to take time off normal school, but we have tutors who come in every day to make sure they don't miss out! Filming days are long, so it isn't practical for students to travel in from home. They stay near the studios during the week, usually with a friend or relative, and almost always go

home at weekends to get a break and catch up with friends. We only have one rule: they can't talk about what happened on the show!

Jack: Have you got any advice for young people who are interested in being on the show?

Carrie: Well, the first stage of the application is to make a video. We want to know who the contestant is, what they're really like, why they love cooking, and we want to see them at work in the kitchen, too. Many young people are too cautious on this last part. It's good to make something original – something simple like a pasta dish that they've done several times before probably won't look very exciting. And we don't actually get to taste what they've cooked, so they should always make sure it looks as professional as possible.

Jack: We can't wait to see the new series, Carrie. When does it start?

Carrie: In June. Then a month later, about in the middle of the new series, we'll start accepting applications for the *next* series. We won't start filming that until later in the year, but get practising now for your best chance of getting on the show. Being a winner of *Teenage Get Cooking!* might change your life!

28 Unit 6, Student's Book page 39

Ana: Let me think … both pictures are of groups of people. In the picture at the top, there's a group of young friends, but in the bottom there are several professional chefs. The scene in the first photo is outside at the beach, while in the second, the chefs are inside a busy restaurant kitchen. The young friends are laughing and look relaxed; basically they're having a fun picnic and barbecue. In contrast, the chefs are at work and concentrating very hard on what they're doing.

29 Unit 6, Student's Book page 39

Ana: That's an interesting question. Well, for the people on the beach, barbecues are always fun, but it's important to check whether food is cooked properly, or you might get food poisoning. What's more, beaches are great places to hang out, but sand and food don't go well together! What I mean is that if you drop any food or get sand in it, it's ruined.

In restaurants like the one in the second photo, there must be a lot of pressure to produce amazing food and to get timings right so customers aren't waiting too long. To put it another way, it could be a very stressful environment to work in at times. And if you make one mistake, you might have to start the dish all over again.

30 Unit 6, Student's Book page 39

Examiner: Here are your photographs. They show people preparing food in different situations. I'd like you to compare the photographs, and say what the people might find difficult about preparing food in these situations.

Ana: Let me think … both pictures are of groups of people. In the picture at the top, there's a group of young friends, but in the bottom there are several professional chefs. The scene in the first photo is outside at the beach, while in the second, the chefs are inside a busy restaurant kitchen. The young friends are laughing and look relaxed; basically they're having a fun picnic and barbecue. In contrast, the chefs are at work and concentrating very hard on what they're doing.

And now, what could they find difficult? That's an interesting question. Well, for the people on the beach, barbecues are always fun, but it's important to check whether food is cooked properly, or you might get food poisoning. What's more, beaches are great places to hang out, but sand and food don't go well together! What I mean is that if you drop any food or get sand in it, it's ruined.

In restaurants like the one in the second photo, there must be a lot of pressure to produce amazing food and to get timings right so customers aren't waiting too long. To put it another way, it could be a very stressful environment to work in at times. And if you make one mistake, you might have to start the dish all over again.

Examiner: Thank you, Ana.

31 Unit 6, Student's Book page 39

Examiner: Thank you, Ana. Now Felipe, do you enjoy preparing meals with friends?

Felipe: It's difficult to say, really. When I eat with just my friends, we tend to eat out or have something delivered. By that I mean a takeaway, like pizza. It's much easier than cooking ourselves and we don't have to clear up any mess. We *have* made *some* meals together, and barbecues can be really fun and simple – as long as the food is cooked properly!

32 Culture: Gaming culture, Student's Book page 40

Tom: Good evening, and here we are with another edition of *Gaming World*. I'd like to welcome a very special guest to today's show – Laura Sanchez. Hello, Laura.

Laura: Hi, Tom. It's a real pleasure to be here.

Tom: Now Laura, I'm sure many of our viewers will recognise you from your recent success in the world of gaming. Can you tell us a bit about that?

Laura: Yes, well, along with my team, I've won some major game tournaments this year.

Tom: Congratulations! How long have you been gaming?

Laura: Since I was old enough to pick up a controller! My parents tried to give me girls' toys to play with, saying that computers were for boys, but I didn't listen to them! And some things haven't changed all that much since then …

Tom: What do you mean?

Laura: Well, there are still lots of people who think that gaming is a boys-only club. It's hard not to get irritated when people say that.

Tom: I'm sure it is. So what do you say?

Laura: I take a deep breath and respond positively. I tell them that roughly equal numbers of men and women play games. But some people still don't want to listen, so that's when I hit them with the statistics: Did you know that in the US, 33% of gamers are adult females, compared to 15% who are young males?

Tom: Now that *is* surprising!

Laura: Isn't it? And there's also evidence from the UK which shows that women are more likely to be gamers than men. Women have an important place in gaming. We have to work hard to change negative attitudes. It's about telling people the facts and opening their eyes.

Tom: Yes, I agree completely. But I've still heard lots of people say that although women play games, they aren't 'true' gamers. And that's because they don't play as often as males or are usually less skilful …

Laura: Look, as I said before, dealing with negative attitudes can be a real challenge. People who say things like that need to understand that there's no such thing as a 'real' gamer. Gaming is open to everyone to enjoy and take part in as they choose.

Tom: And what about all the people who still think that gaming is only for teenagers, closed away in their bedrooms for hours and hours?

Laura: Well, I tell them that the average gamer in the US is 35 years old, so not so young really!

Tom: No, it's not.

Laura: The good thing is that attitudes change over time. The gamer community is now much more accepting of female gamers – something which is reflected in the rapidly increasing number of female pro gamers like me. However, I'm still worried about how females working in other areas of gaming, such as game design and journalism, are often still the target of abuse and insults from male gamers and colleagues.

Tom: Yes, I'm sure it's a struggle to stay cool and not react.

Laura: It is, Tom, it is. But in the end, it's about maintaining a healthy level of respect. And sometimes people just need a little help to remind them how to do that!

34 Unit 7, Student's Book page 42

Speaker 1

Girl: I've read five of this author's novels now. He writes about people making difficult journeys. This particular story was incredibly moving and I didn't want it to end! I felt terribly sad when it was over.

Speaker 2

Boy: A lot of my friends have enjoyed her books, so I was expecting great things from this one. The opening chapter was strong and raised several complex issues, but by the end I was disappointed. I'm surprised I didn't give up, really. I rarely finish books I don't enjoy.

Speaker 3

Girl: I'd never read anything by this author before, but she's my number one writer at the moment and I'll definitely read more of her work after this. It's a familiar story of two friends growing up, so their families also play major roles in the tale. But it wasn't at all predictable.

Speaker 4

Boy: The stunning illustration on the cover made me buy this book rather than download it. But that's about all I can say that is good about this book. The story was dull and highly predictable – so much so that I didn't bother going beyond the opening chapter.

36 Unit 7, Student's Book page 44

1 Boy: I really enjoy reading mystery stories.

2 Girl: There's no reason why both girls and boys shouldn't enjoy the story.

3 Older brother: He's only 12. He's always coming into my room and asking me stupid things. And when I ask him to go, he never listens.

4 Boy: We lost 4–1. I knew they were better than us, but I hoped it might be a closer result.

5 Girl: I just can't stop listening to audio books. I absolutely love them!

6 Mum: Jack! Are you playing video games? You've completely ignored what I said! Right. That's it! No more games until the weekend.

7 Boy: I've got to make a speech in front of the whole school. I can feel my heart beating already!

8 Girl: I can't believe those books are so popular. The stories were so predictable.

38 Unit 8, Student's Book page 49

Charlie: When I first heard about working holidays, I couldn't believe my ears! I mean, things like meals, accommodation and getting around can be incredibly expensive in big cities, so getting these for free is amazing! You have to make your own entertainment some of the time, as money is tight, but a working holiday is still a brilliant way to travel the world without saving up before you leave home.

For my first working holiday, I didn't even go abroad. I worked in the kitchens at a hotel in London just after leaving school. I was 18, I had a brilliant time and I got to know the city really well. I had a bike, so no travel costs, and I ate at the hotel three times a day. I was making £100 a week.

The following summer, I worked in Cornwall, on the coast. It was unpaid, but I stayed in a hostel for free, plus I was given all my meals. We had to do conservation work for four days a week and then we were allowed three days off. Although the other volunteers invited me to go to the beach or to play table tennis with them, in my free time I was determined to learn to surf.

I *flew* to my next working holiday, which was two weeks working in the Galapagos Islands, in the Pacific. I thought I'd be asked to clear up rubbish the same as some of the other volunteers. I actually had to plant flowers to replace ones that had been damaged by tourists. I got to see giant Galapagos tortoises up close, but we didn't do any work with them.

The following summer, I found a job teaching English to children at a summer camp in Thailand. All that was required was a little English and a *lot* of enthusiasm! After three weeks' work, we spent a weekend wandering around the capital of Thailand, Bangkok, which was great, followed by a week getting a tan on a beautiful island. But going trekking in the north of the country was the best bit about the whole trip for me.

For my next trip, I'm travelling to Australia. Most backpackers visit the busy coastal cities, but they never experience the 'outback'. That's the desert in the middle of the continent, hundreds of kilometres from the major cities. It's an extreme environment and it takes a brave traveller to sign up for the 12-month 'outback work experience'. I'm a bit nervous, but I know I'll come home with incredible tales to tell.

39 Unit 8, Student's Book page 49

Examiner: I'd like you to talk about something together for about two minutes. Here are some reasons why people may or may not want to go away when they have a holiday, and a question for you to discuss. Now, talk to each other about whether it's a good idea to go away when you have a holiday.

Girl: How about starting with this idea? 'Resting after a term at school'.

Boy: Sure, why not?

Girl: I don't know about you, but I definitely feel I need a holiday to escape from the daily stress of homework and tests and getting up early! Don't you?

Boy: Yeah, definitely. There's no way I'd cope without a break, I'd go crazy! But you don't need to go away to do that, you can rest at home as well.

Girl: True. Shall we move on to 'spending time with your family'?

Boy: Well, I mean, yes, family time *is* important, but again, I'm not sure I need to go away to do that. I mean, you can have family time at home just the same. What do you think?

Girl: I see your point, but it's actually quite hard to spend 'quality' time with your family if you stay at home because the temptation is to fall into your usual routines …

Boy: What do you mean?

Girl: You know, doing the things you always do at home, like gaming or going on YouTube or whatever, and you end up not actually talking to your family at all.

Boy: OK, so you mean when you're away from your home environment, then you're forced to spend time with your family?

Girl: Exactly, forced … in a nice way!

Boy: Fair enough. What about this one? 'Exploring other cultures'. That obviously involves going away to a different country. Hmm … I don't know about you, but we've been abroad a few times and although I loved it, we usually go on holiday nearer to home, to a hotel by the beach or camping or something like that. How about you?

Girl: My family's the same, we travel a few hours away mostly. The point is, you don't *have* to experience other cultures to have a good holiday.

Examiner: Thank you. Now you have about a minute to agree whether or not it's a good idea to go away when you have a holiday.

Boy: OK, so we haven't talked about the last two ideas: 'hanging out with old friends' and 'enjoying exciting new experiences'. For me, hanging out with old friends isn't a big deal when it comes to a holiday – I see my old friends all the time – but enjoying exciting new experiences is crucial. In fact, I'd say it's *the* most important factor in a holiday for me, and I reckon that for that to happen, you need to go away somewhere, away from everything that's familiar. Don't you?

Girl: I totally agree. A holiday has to have excitement and new experiences, otherwise it doesn't feel like a proper holiday! That doesn't necessarily mean you *have* to go away, but I think going away makes it easier for that to happen. As for the other aspects … spending time with your family is a big one for me and going away helps with that.

Boy: Indeed, and as we mentioned earlier, although it's not *essential* to explore other cultures on holiday, it is fun, and to do that you *have* to go away.

Girl: Yes, so I think we're in agreement that it *is* a good idea to go away when you have a holiday.

Boy: Agreed.

Examiner: Thank you.

41 Life Skills: Active listening, Student's Book page 51

Freddie: Hey, Leo! When did you get back?

Leo: Late last night.

Freddie: So, you had a good time?

Leo: Hmm, to be honest it was a nightmare! I wish I hadn't gone!

Freddie: Why?!

Leo: Just didn't enjoy it at all. When we got to the hotel to check in, they didn't have a reservation for us. We had to wait for three hours for the rooms. So we didn't manage to go on the football stadium tour we'd booked because it was too late!

Freddie: No way! Wasn't that part of your birthday present? I can see why you're angry.

Leo: Yeah, it was. And my dad was furious. He really wanted to go, too. And it didn't get any better after that! We'd hired a car to get around the next day …

Freddie: And …?

Leo: Well, the travel company reserved a car that was too small for all of us, so there wasn't space for everyone.

Freddie: Oh no! What did you do?

Leo: We had to hire two cars, which was really expensive. And then my mum and I got lost in the other car because it didn't have a navigation system.

Freddie: It sounds like you had a terrible time.

Leo: Yeah! On the last day, I was still so angry I just wanted to stay in the hotel and chill out at the pool. We booked the hotel especially because it was the only one in the city centre with one. But when I went for a swim, the pool was closed for building works.

Freddie: Hang on! Let me check I heard you right. First, the travel company messed up your hotel and car reservations. And then they didn't tell you that the pool would be closed?

Leo: Exactly!

Freddie: I guess that you'll never book another holiday with them again?

Leo: No way! Next time my parents are going to make all the reservations themselves!

Freddie: It's crazy how so many things can go wrong. I wonder if it was all just bad luck. Do you remember last year when I went to …

45 Unit 10, Student's Book page 61

Helen: My name's Helen Chapman and I have my dream job at a technology company in California. My job changes all the time, but at the moment I'm developing the next generation of smart devices – that's devices connected to the internet. I'm often asked how I ended up in this role. I can trace my interest in hardware right back to my childhood in England many years ago.

In those days, I used to spend a *lot* of time at the weekends and in the holidays on my own, wondering where all my friends were. This was the mid-1970s, decades before the invention of the mobile and the personal computer – or at least decades before these things became affordable! So I couldn't text friends or message them, but everyone had a regular phone at home.

So we used to call friends at home to ask if they wanted to hang out. More often than not, we'd get hold of someone's mum, who'd say, 'No, sorry, Tammy (or whoever I'd called …) Tammy isn't at home, she's with her cousin. Can I take a message?' … That dreadful phrase! I never left messages, because I wanted to go out right then, not wait for hours until someone finally got home.

I started dreaming of a technological solution to my boredom. I had one idea for something that would fit in my pocket, like a James Bond spy device. It'd have a screen that would display the location of my friends with a little dot on a map. I wanted a device like this more than anything – but it was pure fantasy. Colour TV had only just been invented, never mind a pocket-sized gadget for finding friends!

Fast-forward 40 years, and smartphones are everywhere. The idea of a device for finding friends seems, well, rather old-fashioned! Already, over 20 billion phones, computers and games consoles are connected to the internet.

My job's all about the *next* big digital revolution: the 'Internet of Things'. By 2025, over 75 billion devices will be connected to the internet. We call it the 'Internet of Things' because the majority of the devices online will be everyday things – by that I mean vehicles, and all sorts of household equipment, so things like fridges, cookers and vacuum cleaners.

This technology is already being used in ultra-modern smart homes, where every aspect of the home is controlled with a phone or tablet. So for example, when you walk into your smart home, the lights have already been turned on and your favourite music is playing. You walk past the living room, where a small, circular robot vacuum cleaner is cleaning the carpets and so on.

In homes of the future, the temperature will always be just right because homes will know what time residents get home on different days, so they will turn on the heating or the cooling system to suit users. Your fridge will never run out of snacks and drinks because it'll be able to order shopping online.

Your personal assistant will greet you as you enter your room and tell you things like, 'Your brother is already at home and your mum will be home at 6.30 to have dinner with you. Your mates have arranged to play computer games with you at 8.30.' It'll also remind you to tidy your room.

At the moment, I'm developing systems that can help you find things you've lost using the home's security cameras. The system should be able to locate most things, but you'll still have to go and fetch them. It won't bring things to you – it's not that smart! Parents will also be able to access the images from wherever they are, as a safety measure, using their phones.

46 Unit 10, Student's Book page 61

Conversation 1 – Lauren

Lauren: Would it be OK if I left? I've answered all of the questions.

Teacher: I'm afraid not. Everyone has to stay in the room until the exam has finished.

Conversation 2 – Tyler

Tyler: Do you mind if I sit here?

Girl: Go ahead, both of those seats are free.

Tyler: Thanks.

Conversation 3 – Max

Max: Am I allowed to stay over at Nick's on Friday night?

Mother: Sure, as long as you text me when you get there. Last time, we didn't know where you were and we were really worried.

Max: I'm sorry. I won't forget to text you this time.

Conversation 4 – Molly

Molly: Do you mind if I use your tablet?

Older brother: Yes, I do.

Molly: But I really want to check something online.

Older brother: I'm sorry, but I'm about to use it myself. Use your phone.

47 Culture: Attitudes to money, Student's Book page 62

Teacher: Hello, everyone. Today we have a guest in the school. Peter Grey is from a financial research company and he's here to talk about giving money to charity.

Peter: Thanks very much. Good morning, everyone. Charity. We hear about it a lot in the UK, but just how generous are we? Well, in the last year, 61% of us have donated to a charitable organisation or association. The average donation was £18. And as a country, we donate a total of around £10 billion every year!

So which charities do we give to the most? That can depend quite a lot on your age and gender. Young people are more likely to donate to charities for mental health care and educational charities. Older age groups tend to choose hospitals and religious charities. And what about differences in gender? Well, women, for example, give more than men to charities which care for animals and children.

It's clear then that giving to charity is common, but exactly how often do we do it? Just how charitable are we? 51% of people in the UK say that they give to charity occasionally. And the figure for monthly donations is around half of that, at 25%.

And what about how we give? Well, one-fifth of the amount donated is done using a mobile device like a tablet or phone. In total, donations made on web pages, social media and apps amount to £2.4 billion in the UK every year. That said, most people still donate in cash. And there are other ways to support a charity, such as buying from a charity shop or sending money from your bank account each month. Or maybe attending a fundraising event.

Now, let's look outside of the UK and take a global perspective. Of course, donating money to charity isn't the only way to be generous. The World Giving Index, or WGI for short, is an annual survey of generosity. People aged 15 and over in more than 140 countries are asked three questions to see how charitable they are. The questions are about what people have done in the last month. The first question is: 'Have you helped a stranger with anything?' The second is: 'Have you donated money to a charity?' And the last question is: 'Have you volunteered your time?' Combining the results of the survey for all three questions, the most generous country in the world is … Myanmar, followed by Indonesia and then Kenya. Do you remember those three questions? So, in the last month, have you … ?

51 Unit 12, Student's Book page 71

Speaker 1

Man: How can you ban best friends? Do they tell students to like each other less? Anyway, I'd never send my children to a school with a headteacher like Mr Hendon. It's such a negative way to treat the problem of children's friendships. Being very good friends with someone teaches children things like patience, kindness and much more. My own children's best friends have been an important part of their lives for years. They're part of our family now and we're friends with their families, too. I do think it's useful to encourage children to make lots of friends, though. That's what I tell my two to do.

Speaker 2

Woman: I can understand the reasons behind the headteacher's thinking. The pain of falling out with good friends can be difficult for young people to deal with. It would

be simpler if everyone hung out in large groups and there was no reason for arguments in the first place. However, if young people don't go through these experiences, they won't learn to cope with these bad feelings. They won't have the sensitivity to adjust their behaviour to get on with the wide range of people they're likely to meet later in life. There's certainly no research I know of to support the benefits of such a ban.

Speaker 3

Boy: This is completely unfair. I'm so glad I'm not at that school. We should be able to make friends with whoever we want to. It shouldn't be controlled by the teachers or the school. And anyway, not every child is confident enough to make friends easily. Shy people often don't like being part of large groups of friends – they're quiet and end up being ignored by the others. Instead, they often have one or two close friends. And that's it. If they can't do this any more, they'll end up with no friends! That's a worse friendship problem than two best friends arguing!

Speaker 4

Woman: Young people like having best friends and these relationships can be helpful. But having a wide circle of friends can remove the difficulty and pressure of who is best friends with who. Children, especially younger ones, can spend a lot of time worrying about this. I'm always dealing with arguments between two best friends. And with groups, too. I think it's more important to teach children to notice when someone hasn't been included in the game, conversation or whatever. And, of course, to make an effort to include them. This is the adult skill we all need. And it's good to start learning that now.

Speaker 5

Man: I thought this was an interesting little story, but I don't think the ban is sensible or practical. Young people love to have close friends and you can't prevent that from happening. I don't have any children, but I remember close friendships at school being a constant source of problems and arguments – there were three of us who fell out several times a week! As adults, I think we mainly have large groups of friends, like at work. So it's important to be skilled at dealing with lots of people. We're actually planning to do a longer article on young people's friendships early next week, comparing the importance of these relationships with family relationships.

52 Unit 12, Student's Book page 71

Examiner: The photos show two different groups of friends. I'd like you, Sara, to compare the photos and say how you think the people are feeling in each situation.

Sara: Let me see… Both photos are of female friends. It's hard to say whether they're *best* friends. Apart from one of them, they all seem to be getting on very well. In the first photo, the group of friends are clearly at school. My guess is that they're walking to a lesson. They all look friendly and easy-going. They're clearly happy and are sharing a joke or story about something and laughing.

In the second photo, everyone is a little older. The girls look as though they're in their late teens or early twenties. The girl on the right looks upset. I can't be sure if she knows the other girls. If they aren't friends, it could be that she's annoyed about something they've just said. Perhaps they've been saying something rude about her or someone she knows. Another possibility is that they *are* friends. Then maybe the girls on the left are being a little insensitive and not including the other girl in their conversation. And that's why she's feeling upset. Sometimes groups of friends are difficult to manage and someone gets left out of the conversation or activity.

53 Unit 12, Student's Book page 71

Luis: I usually hang out with a group of friends, but Rafael is my closest. We met at primary school and we've been friends for over eight years. He actually looks like me, so people sometimes think we're brothers! What I like about him is that he's a really optimistic person. I'm often quite pessimistic about things. But whenever I'm being negative or I'm feeling miserable, he always tries to find something positive to say. This really cheers me up.

55 Life Skills: Using social media responsibly, Student's Book page 72

Lecturer: Good morning and thanks very much for inviting me to come and speak to your class today. I've been working for social media companies for eight years and I've seen many changes over that time. Now, there are lots of interesting things I could tell you about how social media has improved our lives. But the reason I'm here today is to talk to you about using social media responsibly.

One thing you should definitely do is think very carefully before you post anything online. When you hit the 'send' or 'post' button, the person who receives or sees your post can do anything they like with it. So don't rely on the privacy settings of an app. In reality, you can't control how your post will be used or shared. Anyone can take a photo of their screen and share that with others online.

Now, I'm going to suggest five simple questions which you should ask yourself before you post anything online. First of all, is what you're posting true? Make sure you don't spread any rumours or fake news! Or perhaps your post is only telling one side of the story? Secondly, is it helpful? Is it helping people get information or understand something better? Next, is your post inspiring? Does it make other people want to do something in a positive way? Is it optimistic? Fourth, is it necessary? Do you really need to post something? And lastly, is it kind? Always try to avoid posting rude or offensive things. Ask yourself: does my post respect other people? Remember that when you post something online, you might never be able to delete it and it may always exist somewhere on the internet … So my golden rule is: if you wouldn't say something to someone in person, don't post it online!

Now, let's review all that quickly. The questions I've suggested all begin with the first letters of the word *think*. T-H-I-N-K: Is your post True, Helpful, Inspiring, Necessary and Kind? This has been a very useful acronym for me over the years and I hope it will also help you to post more responsibly in the future too. Of course, you may want to create your own acronym to help you remember how to use social media responsibly. I'm sure it will be just as good as mine! Now, let's move on to …

57 Unit 13, Student's Book page 76

Report 1

Newsreader 1: A rumour has been going round for a couple of weeks now about this, so it's probably only confirmation of what you already know, but now it's official. This talented runner is going to switch the country she races for in the next World Championships. She's free to do this thanks to her grandmother's nationality, and while she has absolutely no argument with our coaches, her new-found home will provide better training facilities, together with strong public support, which has been sadly lacking for her here.

Report 2

Newsreader 2: Only two days ago on this programme, I interviewed this high-profile manager and he made no mention of leaving the club. But then things can move very quickly following poor results – and his team haven't found the net once in three matches! Maybe Carlos Silva can take a hint – he hasn't been happy at the club for a while and he's faced a lot of criticism for his decision to keep certain players on the bench. There's been no official statement about exactly *when* he'll go, but he's unlikely to be anywhere near the pitch next Saturday.

Report 3

Newsreader 3: Breaking news on the Sports Channel today is the tearful confession from tennis star Janice Devlin, who deliberately caused a competitor to fall and injure herself in training. The current prediction is that Devlin will miss the rest of the tournaments this season while her case is investigated. Although there's not yet a clear proposal to punish her, we'll bring you regular updates as they come in.

59 Unit 14, Student's Book page 80

1

Man: Ow!
Woman: Oooh! Are you OK?
Man: Yeah, I … slipped. The floor's wet and I didn't see.
Woman: It's easy to do. There should be more signs.

2

Woman: That stuff looks dangerous!
Man: Yes, it's not something you want to swallow.
Woman: Really poisonous I expect. Be careful.
Man: I will be.

3

Woman: Achoo! Achoo!
Man: You OK?
Woman: I'm not sure. I can't stop snee— Achoo!
Man: Your face is quite red, too.
Woman: I think I've had an allergic reaction to the flowers. It's happened before.

4

Woman: I heard her call out my name and then it went quiet. So I ran upstairs and I found her on the floor. She must have passed out. I rang the emergency services, but she woke up before they arrived.

5

Woman: Ohhh!
Man: I'm so sorry!
Woman: No, it's fine. It's my fault. I just didn't see the cable. I'm fine!

6

Woman: What happened?
Boy: I was chopping vegetables. The knife … it slipped and … I cut myself on it.
Woman: Let me look at it.

7

Man: Ow!
Woman: Ooh, are you OK?
Man: Yes, I think so. Can you see anything?
Woman: Let me see … it looks fine. There's a bit of a mark … I'll get some ice if you like.
Man: Sometimes I wish I weren't so tall. I'm always bumping my head on things!

8

Girl: Hello. You're a lovely … Ow!
Boy: I'm so sorry! He's only young. He's just playing.
Girl: It's OK. I've been bitten by my cat hundreds of times.

9

Boy: Are you OK? I saw you fall. Can I help you up?
Girl: Thanks. Oooh. Wait!
Boy: What's up? Is it your ankle?
Girl: Yeah. I've twisted it, I think.

61 Unit 14, Student's Book page 82

Operator: 911, Emergency.
Johnny: I need some help.
Operator: What's the problem?
Johnny: Will you help me with my math?
Operator: What did you say?
Johnny: You have to help me with my math.
Operator: How old are you?
Johnny: I'm only six.
Operator: Six! Do you know what number this is?
Johnny: Yes, it's 911.
Woman: Johnny! What are you doing?
Johnny: You told me to call somebody if I needed help.
Woman: I didn't mean the police.
Operator: Can I speak to your mom?
Woman: Hello? I'm sorry. I had no idea that Johnny was making a call to 911. I can't believe that he would do something so irresponsible.

62 Unit 14, Student's Book page 83

Narrator: 1. You hear part of a talk by a sports teacher.
Teacher: OK, everyone. There are just a few things before we get in the pool. Firstly, it's great to see no one has forgotten their kit this week, and that you all have towels. Now, last week it was good to see people being considerate towards other users of the pool, and several members of the public mentioned that to me. But one of our students, Luke, had an accident running along the side of the pool, which is a good example of what can happen when we're not paying attention. Luke luckily only bumped his head, but it could have been worse.
Narrator: 2. You hear a boy talking about an accident.
Girl: What happened to you?
Boy: I was getting some water in the middle of the night and I tripped over our dog in the dark.

Girl: Oh, no!

Boy: I fell really badly and landed on my ankle. I've never twisted it before, but I knew what I'd done straight away. The glass I was holding smashed on the floor, so to be honest, it was fortunate that I didn't injure myself on that, too.

Girl: What about your dog? He wasn't hurt, was he?

Boy: No, not at all. But he went a bit crazy and started barking really loudly when the glass smashed. Of course, that woke *everyone* up …

Narrator: 3. You hear two friends talking about a TV show called *Emergency!*

Boy: Did you watch *Emergency!* last night?

Girl: Of course. I might have changed my mind about becoming a doctor after last night's episode, and I won't be continuing with the series.

Boy: I had to shut my eyes! I can't stand the sight of blood! It just looked so real, too … and the main girl was brilliant in it.

Girl: I've seen her in some drama show before which was pretty awful. She really did stand out in *Emergency!,* though. I had to keep telling myself it was just a TV show and she wasn't a real person.

Boy: It was too much for me. I'm taking a break from *Emergency!* I need something less dramatic.

Narrator: 4. You hear part of a news story about an accident.

Newsreader: A teenager has just received a bill for $2,000 after he cut himself while making a sandwich. It was late when Taylor Petz, 17, had the accident and so as to avoid disturbing his parents, who were asleep, he quietly called an ambulance and then waited outside his home. He was taken to hospital and the cut required only minor treatment. However, the ambulance crew had also spotted a few drops of Taylor's blood on the pavement. They contacted an emergency cleaning company to clean it up, but the nearest one available was over two hours away, resulting in a $2,000 charge just for the journey to Taylor's house.

Narrator: 5. You hear a boy talking about a nut allergy.

Nathan: My parents discovered my nut allergy at a very early age. As a young child, I learned to check the ingredients of everything carefully. It isn't as bad as you think. I've got used to looking at food labels and spotting stuff. And the clearer labels on stuff now is helpful. I've seen 'may contain nuts' on a few strange things, though! I have tests every two or three years to check I'm OK. My mum had the same allergy when she was young, but it had completely gone by the time she was my age. I'm hoping that'll happen soon with me, too, and I can forget about it forever.

Narrator: 6. You hear two people talking about their pet.

Boy: What do you think happened to him, Mum?

Mother: It's possible he ate something – so he's just got stomach ache.

Boy: Something poisonous, you mean?

Mother: I suspect that's very unlikely, but I think we did the right thing in taking him in. The vet will know, and he said he'd let us know once he gets the test results.

Boy: When's that?

Mother: I expect it'll be very soon. This afternoon. This happens to cats every day. I can't see it being anything worth worrying about. And we haven't heard anything so far. So it's possible he's recovering already.

Narrator: 7. You hear part of a talk by the leader of a mountain rescue team.

Woman: When you hear about climbers getting into problems, you often hear about how they are beginners, and how they hadn't done much climbing before. Our experience is that we deal with people of all levels. It doesn't matter if you've been climbing for decades, the thing to remember is each climb is different, from the route to the weather conditions. These are all things that need consideration in advance of setting out and too many climbers fail here. These people end up, say, in bad weather without enough warm gear on and that's when something can go badly wrong.

Narrator: 8. You hear two friends talking about a police officer who gave a talk at their school.

Girl: What did you think of it?

Boy: I actually really enjoyed it. After that really boring talk last week, I wasn't looking forward to this one.

Girl: I know what you mean. I was so absorbed in what she was saying that I forgot to go to my guitar lesson!

Boy: I didn't think police officers were that friendly. Though I got the feeling that in the right situation, she could be tough, too.

Girl: Well, they deal with such a lot of different people in different situations. It can't be easy. I definitely don't think I could do it.

63 Unit 14, Student's Book page 83

Susan: I saw you fall off. It looked painful. Are you all right?

Thomas: I think so. Do you know if my bike's OK?

Susan: Um, it *looks* all right. Do you think you can walk?

Thomas: I can try … Oooh. No, my ankle. It's really painful. Oww! Do you think you could call my mum for me?

Susan: Of course. Do you know what her number is?

Thomas: It's 07700900317.

Susan: Voicemail. I won't say anything as it will worry her. Have you any idea where she is? Or could you tell me where you live? I could get a taxi for you and your bike.

Thomas: No, it's OK. Maybe my dad. His number's 07700900875.

Susan: OK. Oh, hi. I'm Susan. I'm with your son, erm …

Thomas: Thomas.

Susan: … Thomas. Don't worry! It isn't serious, but he's fallen off his bike … no, there was no one else involved. Anyway, he thinks he's twisted his ankle. I think he'll need picking up.

64 Unit 14, Student's Book page 83

Susan: I saw you fall off. Are you all right?

Thomas: I think so. Is my bike OK?

Susan: Um, it *looks* all right. Can you walk?

Thomas: I can try … Oooh. No, my ankle. It's really painful. Ow! Could you call my mum for me?

Susan: Of course. What's her number?

Thomas: It's 07700900317.

Susan: No answer. Where is she? Where do you live? I could get a taxi for you and your bike.

Thomas: No, it's OK. Maybe my dad. His number's 07700900875.

Susan: OK. Oh, hi. I'm Susan. I'm with your son, erm, …

Thomas: Thomas.

Susan: … Thomas. Don't worry! It isn't serious, but he's fallen off his bike … no, there was no one else involved.

Anyway, he thinks he's twisted his ankle. I think he'll need picking up.

65 Culture: Volunteering for emergency services, Student's Book page 84

Amanda: Good afternoon, everyone. This is Amanda Barnes, and you're listening to *Helping Hands*, a programme about volunteer associations and the people who make them possible. On today's programme, we'll be speaking with two search-and-rescue workers, so they can tell us a bit about their daily lives and the challenges of their jobs. First, we have Michael Sorenson, a local rock-climbing instructor. Welcome to the programme, Michael.

Michael: Thank you, Amanda.

Amanda: And joining us by phone today, we also have Janet Matthews, a professional helicopter pilot, who also volunteers with various search-and-rescue services. Can you hear us, Janet?

Janet: Yes, perfectly, Amanda.

Amanda: Wonderful. Well, let's start with Michael, then. Now, you're a volunteer with the Mountain Rescue Service.

Michael: Yes, that's right.

Amanda: So do you spend a certain number of hours a week helping out?

Michael: Well, sort of. I work full-time at a rock-climbing school, but I volunteer about 20 hours a month, mostly giving free climbing lessons to other mountain-rescue volunteers. It's really important that everyone is well trained in different skills.

Amanda: Oh, I see. I suppose people think volunteer rescuers just wait around for emergency calls, but there's more to it than that, isn't there?

Michael: Yes, there is. In fact, we don't get many emergency calls for mountain rescue, but we do have to be prepared all the time, and that's where I can help the most, I think. We don't want rescue workers to get injured during an emergency because they aren't properly trained! That would just make the situation worse, wouldn't it?

Amanda: Well, yes, that's a good point! And Janet, is that also the case for you, as a volunteer pilot?

Janet: Well, not exactly. Most of my volunteer work is during emergencies, because I own and run a helicopter tour service during the rest of my time. Normally, I take tourists up for helicopter rides over the area, but when there's an emergency, the Mountain Rescue Service calls me to help out.

Amanda: I see. So are you on call all the time, then? Any time, day or night, so to speak?

Janet: Well, there are several helicopter pilots who volunteer in the area. I think there are about eight of us at the moment, and we take turns being on call. But if there's a major incident, more than one of us might go out to help.

Amanda: I see, and you're on call how often?

Janet: Usually two days a week, like Friday and Saturday, or Sunday and Monday, for example. And usually once a month, I participate in some type of safety or training session, like Michael. In my case, I practise rescue missions with ground, mountain or marine search-and-rescue teams, or with emergency medical workers from hospitals.

Amanda: And what's that like? I mean, what do they have to do, exactly?

Janet: Well, for starters, they need basic training, just to get in and out of the helicopter safely, to learn all the safety regulations and other things like that. You can't just jump into a helicopter when there's an emergency – rescue workers have to know what they're doing, like Michael said, so they don't cause even more problems.

Amanda: Yes, I can see that. So for both of you, your volunteer work has more to do with training, preparation and so on, rather than actual emergency missions.

Michael: Exactly, Amanda. If we're lucky, we won't really use our emergency skills often, but we do have to be ready for anything, just in case.

Janet: Yes, absolutely anything! I think our motto should be 'Be prepared'.

Amanda: Well said, Janet. And with that, we'll take a quick commercial break. We'll be right back.

67 Unit 15, Student's Book page 86

1

Woman: Jamie … Are you telling the truth? Jamie, look at me when I'm talking to you!

2

Dad: Wake up, Bea! It's eight o'clock!

Bea: I'm awake. Oooh! The sun's really bright, Dad!

3

Teacher: Wasn't that incredible singing, everyone? Thanks, Clare. That really was fantastic!

Clare: Um, thanks. Er … thank you.

4

Mother: Tom! Dinner's ready.

Tom: Mmm. This looks delicious!

5

Girl: Please don't look at me like that, Dan. Yes, I know my hair is short. I just wanted a change.

6

Boy: Mum, is it OK if I take this money on the table? I'm a bit short of cash at the moment.

Mother: Uh, huh.

Boy: Thanks!

7

Teacher: Although the world's population is increasing rapidly, an increasing number of countries are experiencing population decline and … Jackie Taylor, am I boring you?

Jackie: No, I'm really sorry. I just didn't sleep very well last night.

8

Coach: Don't be nervous, Aiden! You can win this match. And if you can't, just do your best!

Aiden: Thanks, Mr Lifton.

69 Unit 16, Student's Book page 90

Woman: Climate change makes the news headlines on a daily basis. Rising temperatures around the world are causing droughts in areas that already have too little rain, as well as storms and floods just about everywhere. Some say it's already too late to reverse global warming, while others argue that we have a chance of stopping it if we act quickly. Whoever's right, there's little disagreement that global warming is incredibly serious, which is why it's so extraordinary we humans aren't doing much to deal with it.

Why is climate change happening? It's all to do with the levels of 'greenhouse gases' in the atmosphere.

Greenhouse gases like water vapour, carbon dioxide and ozone all occur naturally in the atmosphere. Greenhouse gases act like a blanket around the Earth. They keep the heat from the Sun's rays within the atmosphere and help the Earth to stay warm. But recently, the level of greenhouse gases has increased and so the Earth has got warmer – too warm. The most significant contributor to this rise in greenhouse gases is carbon dioxide. When fossil fuels such as coal, oil and gas are burned to generate power, they produce carbon dioxide. And it's the carbon dioxide emissions from factories and vehicle exhaust fumes that mean the levels of carbon dioxide in the atmosphere are now too high.

So what can we do to reduce our carbon footprint?

We need to change the way we generate electricity. Instead of fossil fuels, we need to switch to renewable energy sources such as solar power and wind power. Buildings need to be much more energy efficient, using less energy to stay warm or cool.

We need to travel in environmentally friendly ways. Electric buses and trains produce less carbon dioxide and are greener than car journeys, but walking and cycling are obviously the greenest ways of getting about.

71 Unit 16, Student's Book page 93

Interviewer: Lara Baum and her family live in Bern in Switzerland, and they've just taken part in something called the 'One-Tonne, One-Year' experiment. Lara, how did you get involved in the first place?

Lara: I saw the 'One-Tonne, One-Year' experiment advertised online. They were looking for a family to live in an eco-house for a year. At first I wasn't sure. It sounded like it could be stressful! But then the more I read about it, the more I wanted to contribute to something worthwhile. Along with lots of other families, we applied to take part – and we were the lucky ones! Our name was the one they pulled out of the hat.

Interviewer: So, can you tell me about the experience?

Lara: The objective of the experiment was for us to live in this incredibly high-tech home that produces almost zero emissions. We had to move into the house for 12 months and try to produce no more than one tonne of carbon dioxide per person by living a very green lifestyle. It sounded simple enough, but it ended up being fairly tricky to meet our emissions targets and to do all the things we need to do in our daily lives. The eco-house helped, of course, but we still had to make lots of adjustments to our lifestyles and habits. Having said that, we did have a good laugh!

Interviewer: You said your objective was to produce up to one tonne of carbon dioxide per person per year? That sounds like a lot of carbon dioxide to me!

Lara: Well, a tonne of CO_2 sounds a lot, but the average Swiss person produces seven tonnes every year. That's a lot less than, say, the US, Canada or Australia, where the average person produces over 15 tonnes of CO_2 every year. And that's just the average – some people produce way more. In other parts of the world, people produce much less. The average in Brazil is just over two tonnes, and in India it's about one-and-a-half tonnes of carbon dioxide per person per year.

Interviewer: How do these seven tonnes of carbon dioxide add up?

Lara: Transport is a major factor: carbon dioxide from personal transport is closely followed by flying abroad for holidays. The food we eat is another major factor – that's not just its production, but also the packaging and transportation to shops. But the most significant contributor is the carbon dioxide from heating the home, cooking, electricity for lighting and charging devices.

Interviewer: Tell us what the eco-house was like to live in.

Lara: Well, eco-houses are fairly small, so you don't need much energy to build them or to run them. It makes sense environmentally, but we really had to get used to squeezing in. It was comfortable enough apart from that, and at least the sofa was lovely and soft. It's made with modern materials which have the effect of keeping the heat in during the winter months and staying nice and cool when the sun's out. All the power came from huge solar panels on the roof, so we didn't have to spend a penny on fuel either.

Interviewer: Did you have to change your diet at all?

Lara: Yes! For a start, we only ate local food. Fresh food is often transported thousands of kilometres, from the other side of the world, which produces masses of carbon dioxide. Far too much energy is also used in meat production and on dairy farms. You get better energy efficiency producing vegetables, beans and grains. That's why, after a while, we also stopped eating meat and dairy products. Vegetarian food is better for you, anyway. I liked being vegetarian – in fact, I might continue as a veggie – but my dad hated it!

Interviewer: How do you think the experiment went overall?

Lara: Well, the eco-house made it surprisingly easy to keep our carbon footprint small. We had the internet at home, but apart from computers, we didn't use much electricity – I really missed my hairdryer, though! We used bicycles and an electric car instead of our old petrol car, and then there was the whole diet thing. Having to make those changes was weird initially because we had to really *think* about our everyday needs for the first time. But once we'd got through that stage, I'd say the low-carbon lifestyle was positive for all of us in different ways.

72 Unit 16, Student's Book page 93

Teacher: Who was working on the airport question?

Millie: Me and Toby, Sir.

Teacher: OK. Millie, do you want to start?

Millie: Yes. The scenario is that the government is planning to build a new airport near Dudley. That's about ten miles away.

Toby: Yes. There are various pros and cons, but overall I think it's a great idea. The main advantage is that if it went ahead, we'd be able to travel abroad more easily.

Millie: But because of climate change, the government should encourage people to cut down on the amount they fly.

Toby: Perhaps … another factor is that the existing airport, Birmingham International, is in the east of the city. It's a really long way from Dudley and the west of Birmingham. Plus there are two-and-a-half million people in this region, so we really need another airport.

Millie: I agree with you up to a point, but I think it's also worth bearing in mind the disadvantages of building another airport.

Toby: Like what?

Millie: To start with, there's the environmental impact. You know, the fuel that planes use and the carbon dioxide that they emit. Trains and buses are much greener than planes. We should be encouraging people to cut down on flying!

Toby: You can't get trains everywhere. I mean, you wouldn't go by train if you wanted to travel to the United States! And anyway, climate change doesn't affect us here in the UK – it's cold most of the time.

Millie: Climate change affects every region of the world – including ours! But it isn't just about climate change. Another factor is the noise.

Toby: What do you mean?

Millie: If you lived anywhere near the proposed airport, you might suffer from the noise of all the planes.

Toby: Yes, that's definitely a good point. Hmm …

Millie: If the proposal went ahead, the environmental impact could be devastating. So overall, I'm not sure that a new airport is such a good idea.

Teacher: Right, thank you Toby, Millie … OK, let's take a vote on this issue.

73 Life Skills: Reducing your carbon footprint, Student's Book page 94

Mark: Lucy, did you find out the average carbon footprint for someone from the UK?

Lucy: Yep, it's almost 10 tonnes of CO_2.

Mark: That's close enough to what I found, too. The site I was looking at said around 10 to 12 tonnes.

Lucy: And did you find a good online calculator?

Mark: There were lots, but not all of them were user-friendly! This is the one I chose in the end.

Lucy: Great – I was looking at the same one! Let's make a start on the questions, then.

Mark: Sure. Number 1: 'How many people live in your household?'

Lucy: Do pets count?

Mark: No, it only says 'people'! So I'll put four down for my house.

Lucy: Next question: 'How much of your household waste do you recycle?'

Mark: Hmm. I'm not really sure how to measure that.

Lucy: That's OK. It's not asking for an exact number. Just find the closest option and choose that.

Mark: OK, so 'most of it' sounds right to me.

Lucy: Perfect. Now, question 3: 'How often do you eat locally produced food?'

Mark: Do I need to take eating out into account?

Lucy: I imagine so.

Mark: Well, 'sometimes' is probably the best answer.

Lucy: OK, next question: How often do you eat meat?

Mark: Hmm, that's difficult to say, really.

Lucy: Don't worry, you only need a rough estimate.

Mark: Well, I'd say probably, 'twice a week'.

Lucy: Good. We're on the last section now: How much do you travel by car or motorbike?

Mark: Well, never by motorbike! I guess it's approximately two hours a week by car.

Lucy: And which of the following statements is accurate for you?

Mark: Hmm, probably 'I fly two short-distance flights every year' … when we go and visit our grandparents.

Lucy: So, ready to find out what your carbon footprint is?!

Mark: Yep! Well, according to this, my footprint it 9.2 tonnes, so a little less than the average.

Lucy: But it's still high! The average globally is around 5 tonnes. And yours is almost double that! Let's have a look at the suggestions here for how to reduce and offset your footprint …

Mark: This should be interesting!

75 Unit 17, Student's Book page 98

Speaker 1

Boy: Well, this photo shows a really famous building in my home city when it was wrapped up in a massive white sheet. This work of art was quite controversial at the time – some people liked it, but others didn't … or they just found it bizarre. But I actually thought it looked beautiful – stunning, in fact. It really made people stop and look. It's a remarkable sight the first time you see it. And I liked the fact that it turned a familiar building into something quite mysterious.

Speaker 2

Girl: This is in my home town in the Netherlands. I think some people prefer works of art to be more conventional – you know, like the sort of traditional paintings and sculptures you get in an art gallery – so they didn't like it. But I love this particular work because it's unique: I've never seen anything else like it. It looks quite dramatic, too – these massive eggs just lying in the street. And it's humorous, it makes everyone smile when they see it as they walk through the market square. It always makes *me* think about breakfast!

Speaker 3

Woman: Well, this definitely isn't a classic or 'normal' work. I mean, it doesn't really represent anything real. It's quite abstract. It's just this long line of them, all half-buried in the sand. I like it because it's very contemporary – you know, modern – because it uses this symbol of the modern age: the car. And although it's quite a simple idea in some ways, it's getting across a powerful message about how we design and use things, then just throw them away.

77 Unit 18, Student's Book page 102

Speaker 1

Woman: Climber Joe Simpson showed great courage in making the decision he made. Having fallen 50 metres, he found himself on a small shelf of ice inside a crevasse, which is a deep, narrow crack in the ice. The rope that had joined him to his fellow climber had been cut. With a broken leg, Joe had the sense to know he would never manage to climb back up. So, in great pain, he decided to lower himself deeper into the crevasse, and eventually found another exit. His story is an inspiration to climbers everywhere.

Speaker 2

Man: The mental strength and bravery shown by three Samoan teenagers during their 50 days lost at sea is breathtaking. The boys had gone missing in a small aluminium boat and were thought to be dead. However, their joint spirit had kept them alive, along with some rainwater, a few coconuts and one seabird. If a fishing boat hadn't spotted them, they would probably have died, as they had run out of fresh water. Their story is a perfect example of the determination humans have to stay alive under any circumstances.

Speaker 3

Woman: Sabrina Cohen's life changed in an instant when, at the age of 14, she was involved in a very serious car accident, which left her without the use of her arms or legs. Sabrina's first ambition was to graduate from high school with the rest of her class. She not only did this, but she also completed a college degree immediately afterwards. Since then, Sabrina has shown an endless commitment to improving the lives of disabled people. She has spoken at numerous events about her experience and raised thousands through her foundation. Her passion and drive for the rights of disabled people have changed lives everywhere.

79 Unit 18, Student's Book page 105

Narrator: 1. You hear two friends talking about a school trip.

Girl: I haven't heard anything about the geography trip. You're still coming, aren't you?

Boy: I wouldn't miss a trip like that! Mr Giles said he'll be sending out an email soon to everyone who signed up. It'll have a lot more information.

Girl: Good to hear. But it isn't far off now, is it? I'm not sure if I need to get some new boots. And there isn't any project work we have to do in advance, is there?

Boy: You won't need any clothing, and I think we'll be given all the work when we get to the centre.

Girl: OK. You won't pull out, will you? If you aren't there, it won't be half as much fun.

Boy: Trust me! I'm definitely keen.

Narrator: 2. You hear a teacher talking to her class at the end of term.

Teacher: So, the holidays start tomorrow, which is an opportunity for a few weeks' rest. In the main, this has been an encouraging term. Some of you will be disappointed with your end-of-term grade and, no doubt, aware that you didn't work hard enough. I've emailed those people with some suggestions of topics that are worth reviewing over the break. That said, from your work so far, I'm predicting good or excellent grades for all of you at the end of this year, as long as you continue to put in the effort. So, well done and enjoy the holidays!

Narrator: 3. You hear an interview with a musician.

Interviewer: So, Jimi, you've achieved huge success in a very short time. How did this happen?

Jimi: Well, of course, it's had something to do with the fact that I've been working with such an experienced record producer – that's happened quite recently, though. My lucky break actually came a lot earlier on when a total stranger saw a video I'd uploaded, loved it and shared it. Of course, it also helped that this person is a popular talent show host and so that meant a lot of people saw it! That song was a massive hit for me and meant I could release my first album soon after.

Narrator: 4. You hear two classmates discussing a careers day they have attended.

Girl: What did you think of that? I'd expected a dull day of talks about jobs, but I couldn't have been more wrong.

Boy: I know exactly what you mean. I thought it was full of great advice. The best speaker for me was the guy who spoke about following his dream to become a professional musician. That was so inspiring.

Girl: I thought some of the points he made were a bit unclear. My vote goes to the woman who spoke last. She was really funny.

Boy: She did make me laugh, but science isn't my thing. She mentioned there was another event in a few months.

Girl: Really? I missed that. I hope she's speaking at it.

Narrator: 5. You hear a woman leaving a phone message.

Jenny: Hi, Amanda, it's Jenny. I know you've been trying to call me and I guess it's because you wanted to chat about the player selections for next Saturday. Congratulations on last weekend's win, by the way. You and Jess did brilliantly, and we'd like the two of you to play in the doubles tournament. I'm sorry if you're disappointed about not being selected for the singles, but I thought hard about this and I'm afraid I'm not going to change my mind here. By the way, I won't actually be able to come to the tournament on Saturday because we go away tomorrow. So good luck to you and Jess! Bye!

Narrator: 6. You hear two girls talking about their ideal university.

Girl 1: I'm writing a list of things that are important to me when I'm looking at universities.

Girl 2: Good idea! Let's do one together.

Girl 1: OK. Well, I know uni's about studying, but for me there has to be good entertainment.

Girl 2: Plenty of sport, too. We'll put those on the list, then. And I don't want to be on a big campus with tens of thousands of students. I'd hate that.

Girl 1: The thing is, a bigger place might have better teaching. I'd be happy with any size, I think.

Girl 2: OK. What else? Good teaching would be at the top of the list if my parents were doing it. But you can't really tell that until you're there.

Girl 1: Actually, there are some websites which are helpful for that.

Narrator: 7. You overhear a boy leaving a phone message.

Boy: Hi, Dad. I'm on the 10.15 train, so assuming there aren't any delays, I should be at the station around midday. I know I said I'd come home then, but the thing is I'd completely forgotten that I'd promised to work on a school project this afternoon at Calvin's house. I'd feel bad if I let him down. Anyway, the point is, I might as well go straight to Calvin's house when the train gets in. I'm not sure when we'll finish, but would you mind picking me up from his place later? If it's a problem, don't worry and I'll get the bus.

Narrator: 8. You hear two friends talking about a film.

Boy: What a film! If I'd had to walk four miles to play a game of chess, I don't think I'd have done it. What did you think?

Girl: Well, you know what's going to happen from the start in those types of film, but it doesn't matter, does it? They really remind you how some people just get on with their lives, whatever the situation.

Boy: I noticed a few tears in your eyes at one point …

Girl: And yours! To be honest, you'd have to be a robot to get through that without feeling something for that girl. She had amazing drive, didn't she?

80 Unit 18, Student's Book page 105

Polina: Let me think … I guess money is a really important one. Without money, teenagers can't go anywhere or do anything.

Konstantin: I'd agree up to a point, but on the other hand, money can't buy everything. Um, for instance, everyone needs love from the people around them. So … So, I think support from family is more important than money.

Polina: Yes, you're probably right. And you need to have good friends, too. And sometimes they're just as important as your family.

Konstantin: Absolutely! I love my family a lot, but spending time with my friends is a big part of my life.

Polina: Yeah.

Konstantin: What about doing well at school? That's pretty important to teenagers. And they spend a lot of time worrying about schoolwork, exams and things like that.

Polina: I'm not so sure. School is a big part of our daily lives, but some students don't seem to care about doing well. They don't study or revise for exams. They don't do homework.

Konstantin: Yeah, I agree, actually. What do you think about playing sport? It's a massive thing for me. And teenagers are obsessed with it.

Polina: Hm. I think that's only true for some teenagers. It isn't true for me. I mean, I do some sport to stay healthy, but I don't really enjoy it. In actual fact, all of the other topics are much more important for me.

Konstantin: Really? That's interesting. But you're right. Not everyone loves playing sport.

81 Unit 18, Student's Book page 105

Konstantin: OK. So which idea do you think is the most important?

Polina: For me, it's support from family. They help you with all the others, from money to schoolwork … even with hobbies, too – like sport.

Konstantin: Yes, that makes sense. I agree, family is the most important thing in our lives. So what's next?

Polina: The thing is, friends are almost as important as family for me. So they have to be my second choice.

Konstantin: I know what you mean. Money is probably important to all teenagers, but the other two are only important to some of them. Good friends, though … we *all* need them.

Polina: OK. So we agree! Family and friends are the most important things in a teenager's life.

Konstantin: Yes. That's right. Support from family and good friends.

82 Culture: Modern and contemporary art, Student's Book page 106

Guide: If everyone's here, we'll make a start then. I'm Tim and I'll be your guide today. We're quite a small group, so if anyone has any questions as we go around, don't be shy! And so to begin, straight in front of us, you can see one of Tate Modern's most famous pieces: Marcel Duchamp's *Fountain*. So, what do you think?

Sam: Well … to be honest, it's not like any fountain that I've ever seen. It looks like something I saw in the toilets a few minutes ago!

Hannah: Yes, it's obviously from the men's toilets.

Guide: Hmm, I think you might both be missing the point. You see, you should take a look at the object itself and try to forget what it's used for. It actually has a beauty of its own, with its organic forms and whiter-than-white colour.

Hannah: OK, I see what you mean. So I think the artist is trying to make a statement about what can be art. Is that right? But I'm still wondering if it really *is* art.

Guide: Ah-ha! And that's exactly the question I wanted you to ask! But I'll let you decide the answer … Now, let's move on …

Sam: I've decided already … it's definitely not art! If I were a traditional artist, I think I'd feel offended by seeing this in a gallery.

Guide: And here we have a work of art by abstract artist Robert Delaunay. What do you think? The colours and lines are amazing, aren't they?

Sam: I guess so! But it looks a bit simplistic compared to some of the other artworks we've seen.

Guide: It may look it, but it's not simplistic at all! Take another look and this time allow your eyes to move around the painting. You see the way the colours and curves connect makes your eyes follow the forms in an endless loop? It's really very clever.

Hannah: Oh yes, I can see that now! It's making me feel dizzy! I'm going to stop looking now!

Guide: OK, so what do you think the artist is trying to say here?

Sam: Do you mean there's a hidden message?

Guide: Well, not hidden exactly! Most works of art have a central concept which is key to understanding them. The clue here is in the name Delaunay gave to the painting: *Endless Rhythm*. This painting shows how we can use geometric shapes and contrasting colours to create a sensation of movement.

Hannah: So understanding the concept is an important part of understanding a piece of art?

Guide: Exactly!

84 Unit 19, Student's Book page 108

1 Newsreader: David Rentham, who was arrested on Tuesday for the recent theft of a Picasso from a New York museum, was freed today. As he left the police station, Rentham said, 'I have not committed a crime. Please leave me alone now.'

2 Newsreader: Inspector Ian Payne of the Online Investigations Unit said that they had charged James Wallgrove, 27, at Central Manchester Police Station, with recent attempts to hack government computers. Wallgrove denies the charge.

3 Newsreader: A witness explained yesterday how she watched from her car as Robert Thomas, due to be sentenced in court today, escaped from the back of a prison van during a road accident.

4 Newsreader: Police investigating a series of break-ins woke a man in his car to ask him if he had seen anything. They started to suspect his involvement when they spotted gloves and a mask on the back seat of his vehicle.

5 Newsreader: Soap star Carrie Anderson, whose home was burgled last October, gave a statement in a packed London court yesterday. Before she spoke and described what she had seen, the judge warned the jury they should treat the

victim in this case as they would any normal person.

86 Unit 20, Student's Book page 112

Speaker 1

Boy: I take my skateboard to the Southbank Centre in London most days and meet my friends there. The Southbank Centre is a massive arts complex where people go to see concerts, shows and exhibitions. And in a basement area underneath, there's one of the best skateboarding parks in the country. It's all concrete down there, which is a great surface for skateboarding, and there are metal barriers and hand rails that you can slide along as well. I'm *passionate* about the place. A while back, a construction company wanted to get rid of us and develop the space into restaurants, but there was a big campaign against it and the Mayor of London said the skatepark could stay.

Speaker 2

Girl: There was nowhere in our neighbourhood to hang out until we did this place up. All the kids round here helped to clean it up inside and out. Before, this was just a dirty old wooden hut. I heard it used to be some sort of community centre in the 1960s. Now it's been done up, we can play music here and there's even a chimney so we can light a fire and keep warm in winter. It's a victim of its own success, though – way too busy on Friday nights and Saturdays. You can't even get up the steps to get into the place. I love it, but I sometimes wish we had somewhere of our own, just me and a few friends, you know, somewhere we could make our own private hangout.

Speaker 3

Girl: My dad helped us to get started on the tree house, then my mates and I did most of the work. To begin with, we looked for any kind of building material that had been thrown out. We started with a wooden frame, just long bits of wood, and then we filled in the sides with wooden floorboards to form walls. We made a roof too, to act as a kind of shelter from the rain. It looks a bit like the sort of shed you might keep your tools in in a garden, but it's up a tree! There's a long ladder for climbing up to it and we've done it up really nicely inside. There's an old wooden bench for sitting on and there's a rug on the floor. It's quite a magical experience being so high up in a tree, and on a clear day the view is stunning. I'm proud of what we've built. It feels like it's really ours.

89 Unit 20, Student's Book page 115

Speaker 1

Man: I live in a little town called Tirau, which has a tiny population of under a thousand. The surrounding area is mainly used for farming, especially dairy cattle, but there are also a few sheep farms. And recently, we've become a bit of a tourist destination, largely thanks to this weird building. It's known as the Sheep – I wonder why! It was built in the 1990s out of old iron sheets that were no longer being used and I like it because it reminds us that this region is traditionally a farming community, which is important, I think. What's more, I love the way it re-uses old materials, which proves that we really don't need to waste as much as we do.

Speaker 2

Woman: It's been here for over a century and I can't imagine the city without it. The colours that are used are quite magical and it's unique in terms of architecture. I like to come up in the late afternoon, when it's still warm and there're fewer tourists! You can't blame them for wanting to see this famous place, but I prefer it when they've gone. If any of my friends are around, we sit and chat, but if not, I still like to hang around watching the world go by. Sometimes I read a book, but more often than not, I just gaze at the patterns on the walls.

Speaker 3

Man: What can I tell you about it? Well, it's a circular tower, rising around 14 metres above a nice park, and from there you can see right down to the sea, which is usually a deep, deep blue colour. It's breathtaking! The tower itself is ancient and I like it because of the colour of the stone that was used to build it, which is a kind of reddish brown. It looks the most attractive at sunset. I just love sitting there, being a part of the history of my city, and spending time with my friends. It's a really nice place to be.

90 Unit 20, Student's Book page 115

Interviewer: First, we'd like to know something about you, Marta. What do you like about your school?

Marta: It's fairly big and full of interesting, fun people, yet it's still small enough to be friendly. There's a nice atmosphere and everyone gets on well, too. There aren't any classes that I don't like, either!

Interviewer: And what do you like about your city?

Marta: My city, Valencia, is in the east of Spain, on the Mediterranean coast. Its location is pretty special because we can spend time at the beach or go to the mountains. The population is a bit less than a million, so we have all the facilities that you'd expect to find in a major city, like great shops, parks, interesting sights ... There's also a famous arts-and-science complex that's well worth a visit, in my opinion.

Interviewer: Tell us about your favourite building.

Marta: Well, I love hanging out in the historic centre of the city – it's called Barrio del Carmen. My favourite building there is definitely the Torres de Serranos. It's a pair of beautiful, tall stone towers that are over 500 years old. They used to guard the gate into the city and now they're surrounded by streets and buildings. There's a great view from the top of the towers.

Interviewer: Tell us something about a sport you enjoy watching or playing.

Marta: I don't take part in much sport myself – except at school – but I love watching football with my brothers. We have some really strong clubs in Spain, like Real Madrid, Atlético de Madrid, Barça … My city's team, Valencia FC, are in the Spanish league, which is called *La Liga*. I think it can sometimes be more exciting to watch a match on TV because then you appreciate the skillful way they pass the ball to each other. But on the other hand, being in the stadium when your team scores a goal is the *best* – there's such a *fantastic* atmosphere!

Interviewer: Thank you.

91 Unit 20, Student's Book page 115

Track 91 is taken from Track 90. It is from Marta's line 'I don't take part in much sport myself' to 'there's such a fantastic atmosphere!'

93 Life Skills: Building self-confidence, Student's Book page 116

Lecturer: I'm here today to talk to you all about developing what many people call 'positive self-talk'. We all have an inner monologue – a voice inside our heads which says things that we don't always say aloud. You might not realise it, but you're practising self-talk right now! The effect of this self-talk can be good or bad, depending on whether the talk itself is positive or negative. Often this voice in our head tells us things about ourselves that can make us feel bad. Like when we tell ourselves we're disorganised or unpopular. However, many of these 'thoughts' aren't true and are more related to our fears and insecurities than anything else. It's no surprise then that self-talk can have a huge impact on how confident we are.

The good news is that there are mechanisms we can use to train ourselves to produce a positive inner monologue by rephrasing negative and irrational thoughts. Let's take a look at some examples. When they make a mistake, lots of people tell themselves 'I can't do anything right' or 'I'll never be successful'. But you can just as easily tell yourself a positive truth, such as 'I accept my mistake and I'm learning from this situation' or maybe 'I'm learning from my mistakes and becoming a better person'.

Here's another example – one you'll be very familiar with – exams! Negative self-talk would be something like 'I really should be better at this' or 'Everyone will think I'm an idiot if I fail'. And turning this into positive self-talk would sound like this: 'I know I can pass this exam' or 'I'm doing the best I can'.

The important thing is to challenge your self-talk. Ask yourself 'Does any real evidence exist for what I'm thinking?' Often, the answer is 'no'!

Are you ready for an exercise? (Yes) I want you to write down some of the negative messages from your personal commentary inside your mind.

It's better to be specific and write down the exact words, OK? For example, if you think 'I'm no good at this', then write down those exact words, OK?

Right, now take a moment to fight that negative self-talk with positive truths. You might not be able to think of some straight away, but if you look hard enough, there's always a positive truth there to combat the negative thoughts. Write them down as you think of them …

Here's one that I wrote down. It's a phrase which I must have told myself a million times or more: 'I can't do this.' And now I rephrase this as 'Is there anything I can do right now which will help me do this?' Quite a difference, right? I find the second version much more positive and useful!

Well, I hope you enjoyed that little, but very powerful, exercise. Try to be aware of your self-talk at different points in the day: when you wake up, on your way to school, waiting to be served in a shop. It might feel a bit silly at first, but carry on replacing your negative self-talk with positive. And it will become natural eventually. It won't be easy to begin with, but you'll get better the more you practise. You're also likely to feel more in control of your life, more able to achieve your goals, and of course, much more self-confident!

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