Social networks

Listening and Vocabulary focus

Speaking

Aim
- to introduce the topic of social networks and provide speaking practice

Warmer: Introductions
Put students in pairs. Explain that they are going to introduce their partner to the class. Allow a few minutes for students to interview each other. If there are no new students, instead ask them to find out what their partner finds easiest and most difficult about learning English.

1. Put students in pairs to discuss the questions. Elicit answers to the first question, writing some ideas on the board.

2. Ask students what it means to keep in touch with someone (to write to, telephone or meet a friend regularly so that you do not forget each other). Give students five to ten minutes to complete the questions individually before comparing with a partner. Finish by eliciting a few responses to each question.

3. Read the rubric aloud. Play the recording, pausing after the first speaker. Elicit the question the speaker is answering. Then play the rest of the recording while students answer the questions. Students compare their answers in pairs. Then play the recording again, pausing after each speaker to elicit the answer.

Additional activity
Put students into small groups of three or four (they should not be working with anyone they compared survey answers with in Activity 2). Students take turns to give their answer to one of the questions from the survey, and the other students guess the question.

Answers
1–2 Students’ own answers
3 1 question 2 2 question 3 3 question 6 4 question 1

Listening

Multiple choice

Aim
- to complete an exam-style multiple-choice listening activity (Paper 3, Part 1)
4 Refer students to the Exam information on p.5 of the Coursebook and ask them to read what is required for Paper 3, Part 1. Turn back to p.7 and focus students’ attention on the Exam tip box. Elicit the difference between a monologue (one person talking to themselves) and a conversation (two or more people talking to each other). Tell students to underline key words in the questions to help them focus their listening and ensure they know what is being asked before they listen. Demonstrate this with question 1 (annotating on ActiveTeach using the pen tool or rewriting the question on the board) and underline: Why does the man use the internet to communicate? Ask students to underline key words in the remaining questions. Play the recording. Ask students to compare their answers in pairs, then play the recording again if necessary. Elicit the answers from the class. If students found this task challenging, go through the audio script on p.104 or ActiveTeach, eliciting the parts where each question was answered and answering any questions about vocabulary. If students have copies of the Audio CD-ROM, remind them that they can listen to the recording again at home.

Answers
4 Suggested key words: The woman uses her social networking site. What is one of the man’s most important reasons for using a particular website? How does the girl feel when she texts in class?
1 C 2 A 3 C 4 B

ADDITIONAL PRACTICE | Listening 1, Maximiser p.2 |
Audio CD-ROM Extra activity

Vocabulary
collocations: communication, family relationships

Aim
• to expand and consolidate knowledge of collocations related to communication and family relationships, and to practising using them while speaking

5 Elicit the meaning of collocation (the way in which some words are often used together). Students complete the collocations and compare their answers in pairs. Play the recording again and elicit the answers, writing them on ActiveTeach using the pen tool.

6 Students work with their partner to match the words/phrases and meanings. Elicit the answers and a few example sentences for each word (e.g. related to: They look so similar that I thought they were related! I’m related to someone famous.).

Exam tip
Paper 3, Part 1. Turn back to p.7 and focus students’ attention at the end of each unit.

5 Give students a few minutes to write their list individually before comparing with a partner. Elicit these, writing them on the board. If necessary, elicit additional words by asking about reciprocal relationships, e.g. I am your aunt, you are my __________ (niece or nephew).

8 Students discuss the questions in small groups of three to four.

Answers
5 1 keep 2 go 3 get 4 face, face 5 lost 6 out
6 1 F 2 E 3 A 4 B 5 D 6 C

7–8 Students’ own answers

Additional activity: Writing a paragraph
Ask students to write a paragraph describing a family member. Students share their writing in pairs. They could also share any pictures they have, e.g. on their mobile phone. Collect the writing to inform your teaching, particularly the amount of support to give during Writing focus at the end of each unit.

ActiveTeach interactive activity:
Communication and family relationships vocabulary
Open the additional interactive activity on ActiveTeach. Students look at the words for each sentence and discuss in pairs what they think the correct order of the words is. Invite a student to come to the board and drag the words into the correct order while the class makes suggestions. Then reveal the answers.

Grammar focus
Speaking

Aim
• to provide speaking practice on the topic of keeping in touch and to prepare students for the grammar presentation

1 Put students into pairs to discuss the questions. If most students have already left school, ask them if they keep in touch with old school friends. Elicit a few answers from the class.

Answers
1 Students’ own answers

Unit 1 Social networks
Present simple and present continuous

**Aim**

- to review the form and use of present simple and present continuous

**Activity**

1. Before completing the activity, give students one minute (on the ActiveTeach timer if using) to read the interview with Jane Turner to find out what job she does. Explain that students do not need to complete the gaps yet. Elicit what Jane does (she is a teacher and she also produces an online magazine for ex-students). Read the rubric with the class, then focus on the first gap as an example, magnifying on ActiveTeach if using. Look at the verb in brackets (talk) and elicit the answer. Ask students to complete the remaining gaps in pairs before checking as a class. Don’t worry too much about the verb uses at this stage, as these will be covered in Activities 3–5.

2. Read A as a class, and ask students to find an example in Activity 2 of a regular repeated action (produce, write). Ask students to work with their partner to match the remaining uses with examples in Activity 2. Go through the answers as a class.

3. Students copy and complete the table and the rule, then compare in pairs before checking as a class.

4. Students add the verbs in the box to the table in Activity 4. Encourage them to think of at least two more verbs for each column. Students compare with a partner then check as a class. Elicit any extra verbs and check they are in the appropriate column. Refer students to the Grammar reference on p.116/131. If your students need additional help with grammar, talk through the notes and examples in class. If you have a strong class, they could read it independently or for homework.

5. Read the rubric aloud and then look at the first sentence as an example with the whole class. Ask students: Is this a state or action verb? (state). Should we use the present simple or continuous? (present simple). Write think in the gap. Students complete the remaining gaps then compare their answers in pairs before checking as a class.

6. Elicit a few responses to the question.

**Answers**

2. am talking 2. produce 3. write 4. are working 5. goes 6. is getting 7. are getting

3. A B C D E F G

4. State: think, have, love, know, like
   Action: help, work, send
   State verbs are not usually used in the continuous form.

5. State: hate, understand, belong, prefer, want, need
   Action: write produce, receive, text

6. 1. think 2. gets 3. I'm looking 4. has 5. are doing 6. want 7. is 8. is going 9. is looking 10. think

7. Students’ own answers

**ADDITIONAL PRACTICE**

- **Teacher's Book**: p.116/131
- **ActiveTeach Game**: Connection (students connect four words in a row)

**ActiveTeach interactive activity:**

Present simple and present continuous

Open the additional interactive activity on ActiveTeach. Work through each sentence with the class. Click on the drop-down menu and ask students to read the sentence and options. Listen to suggestions from the class and select the answer most students agree is correct. At the end, reveal the answers.

**Teaching tip**

Keep the Grammar reference displayed on ActiveTeach while students complete the exercises that follow.

**Speaking**

**Aim**

- to consolidate the accurate use of present simple and present continuous in speaking practice

8. Students read the task on p.140. Put students into pairs and ask each student to choose one of the jobs then write six questions to ask their partner. Elicit some example questions e.g. Where are you working at the moment? What do you like about being a babysitter? What sorts of things do you do in your job with the elderly? Circulate checking question forms. Students should also plan some details of their ‘own’ job before role-playing the interviews.

**Answers**

8. Students’ own answers

**Alternative activity:**

Recording interviews

Students record their interview on their mobile phone. This allows them to reflect on what they sound like. They can also save it to listen to later in the course to monitor their progress.
Use of English focus

Speaking

Aim
• to introduce the topic of problems with mobile phones and computers and to provide speaking practice

Teaching tip
If possible, swap pairs and seating arrangements around regularly so that students get the opportunity to work with different people.

Answers
1 Students' own answers

Use of English

Multiple-choice cloze

Aim
• to complete an exam-style multiple-choice cloze (Paper 1, Part 1)

Answers
2 1 C 2 D 3 B 4 B 5 D
3 A sentence 2 B sentence 3 C sentence 4 D sentence 5 E sentence 1
4 The title refers to NoMophobia, a fear of being without your mobile phone.
5 1 B 2 D 3 B 4 D 5 A 6 C 7 B 8 B
6 Students' own answers

Reading focus

Speaking

Aim
• to prepare students for the reading by activating their prior knowledge about visiting new places

Warm-up: Discussion
Tell students to think of a new place they have visited, e.g. on holiday. Put students into pairs to share their experience. If necessary, write some questions on the board, e.g. Where did you go? What did you do there? Who did you go with? Would you go back?

Answers
1 Students' own answers

Teaching tip
Make it easier for shy students to participate in class discussions by giving them advanced warning, e.g. Talk with your partner for five minutes then we will share ideas as a class.

Reading

Multiple choice

Aim
• to complete an exam-style multiple-choice reading activity (Paper 1, Part 5)
Vocabulary
phrasal verbs in context

Aim
• to review the meaning of phrasal verbs and expand phrasal verb vocabulary

Warmer: Discussion
Ask students to discuss in pairs what they think a phrasal verb is and elicit some ideas (a verb with an adverb or preposition after it, for example, ‘set off’ or ‘look after’). There are many phrasal verbs in English, and the meaning is sometimes very different from the stand-alone verb. Elicit some phrasal verbs.

Answers
1. B  2 B  3 A  4 B  5 B  6 A

Additional activity
Students work in pairs to write three gap-fill sentences using three of the phrasal verbs from Activity 4. Each pair swaps their gap fill with another pair to complete.

Speaking

Aim
• to provide spoken practice

Students discuss the question in small groups of three to four.

Answers
6 Students’ own answers

Additional activity: Planning an itinerary
Ask students to plan an itinerary for greeting an overseas visitor to their home town, concentrating on experiences tourists might not normally know about. Students share their itineraries in groups of four to five.
Grammar focus

Verb patterns

Aim
- to compare verb patterns -ing/infinitive with or without to, and to practise using them accurately

1. Students discuss the question in pairs. Elicit a few ideas.
2. Give students one minute (use the ActiveTeach timer) to find out why Mark and Annie want to use a greeter. Elicit the answer.
3. Write the verb to learn on the board and tell students that this is the infinitive form and point out the to. An infinitive without to is learn. The -ing form is learning. Focus on the first underlined example (glad to learn). Focus students on the reasons why we use the infinitive with to (rules 4–8). Elicit what sort of word class glad is (adjective), and the reason it is followed by infinitive with to is: (6) after adjectives. Give students time to match the remaining underlined examples with reasons and compare in pairs before checking as a class.
4. Ask students to read each list of phrases and choose the correct heading. Check as a class. Make sure students understand can't stand (hate), keen on (like something). Note that if someone is keen on someone, it means that they like them romantically. Read the Language tip box aloud. Elicit some examples using I'd better, e.g. I'd (had) better go home now, it's getting late; That's a nasty cough, you'd better see a doctor. Refer students to the Grammar reference on p.145. If you have a strong class, students could read it independently or for homework. If your students need additional help with grammar, talk through the notes and examples as a class.
5. On the board, write the first expression from Activity 4 (I would love to) and let several ways to finish the phrase using the infinitive with to, e.g. I would love to visit New Zealand, I would love to have more time in the day. Write them on the board. Ask students to write out and complete the remaining sentences so that they are true for them. Students compare their answers in pairs. Elicit an example for each phrase, checking the correct verb pattern has been used.
6. Students choose the correct option, then compare in pairs before checking as a class. Check students understand coach (a bus for long or intercity journeys) in sentence 3.
7. Students discuss with their partner whether each phrase is true for them.

Answers
1. Students’ own answers
2. They want to find out about places in Paris that appear in the musical Les Misérables.
3. 2 Meeting you 3 After staying 4 hope to have
4. 1 to infinitive 2 infinitive without to 3 -ing
5. Students’ own answers
6. 1 to improve 2 going 3 travel 4 to learn
5. arranging 6 Going, going
7. Students’ own answers

ActiveTeach interactive activity: Verb patterns
Open the additional interactive activity on ActiveTeach. Students read the sentences and discuss in pairs how they think the gaps should be filled in. Then work through each sentence with the class. Click on the drop-down menu and invite suggestions from the class and select the answer most students agree is correct. At the end, reveal the answers.

ADDITIONAL PRACTICE | Grammar 1–2, Maximiser p.10 |
Audio CD-ROM Extra activity

Speaking focus

Speaking giving personal information

Aim
- to discuss appropriate questions to ask when meeting someone for the first time

Cultural notes
In Britain, when people meet for the first time in a business context, they usually shake hands. In social situations, people sometimes shake hands, although it is also common to smile or wave instead.

1. Students brainstorm questions in pairs and then take turns to share with the class. Write the questions on the board, correcting as necessary.
2. Ask students to read through the list of questions and to tick any they mentioned in Activity 1.
3. Give students a few minutes to read each question again and decide whether it is too personal to ask on a first meeting. Students compare answers with a partner.
Answers
1. Students’ own answers
2. Students’ own answers
3. Sentences 6, 9, 10 and 12

interview

Aim
- to practise an exam-style speaking activity (Paper 4, Part 1)

4. Turn to the Exam information on p.5 for students to read what is required for Paper 4, Part 1. Read the Exam tip aloud. In pairs, students read the questions and candidates’ answers and choose the best one. Elicit answers and reasons, referring back to the Exam tip.

5. Give students time to read the questions first. Then play the recording while students complete the questions. Elicit the answers.

6. Play the recording again and ask students to make notes about each candidate’s answer. Discuss as a class whether each one was a good answer and why.

Teaching tip
While students do speaking activities, note any patterns of error or weaknesses for future teaching.

7. Ask students to do the task on p.134. Students could work in threes as in the exam, taking turns to role-play the examiner and the candidates. The examiner should ask three questions from the list in any order for each turn. The candidates should not have the questions open.

Additional activity: More speaking practice
Ask students to work in pairs to change a few words in each question of the Activity 7 task to form a new one, e.g. How do you like to spend your weekends? What’s your favourite programme on TV? Type of music? Students swapped partners, and take turns to be the examiner and candidate again with their new partner, using their new questions.

Exam tip
Whether each one was a good answer and why.

ADDITIONAL PRACTICE | Speaking 1, Maximiser p.10

Writing focus

Speaking

Aim
- to introduce the essay task and provide speaking practice

Warmer: Discussion
Students discuss the question in pairs: Is it better to learn more about your own country rather than travel abroad on holiday?

1. Students read the task and discuss the question in pairs. Elicit a few ideas.

Answers
1. Students’ own answers

Answers

1. Where are you from?
2. What do you like about living in …?
3. What do you enjoy doing in your free time?
4. Are you interested in sport?
5. Could you tell us something about your family?
6. Do you prefer to see people face to face?

6. I’m from Spain. From Mataro. It is on the coast, about 30 kilometres north of Barcelona. I’m from Aquila. It’s a town north of Rome in the centre of Italy.

2. Well, it is a very nice place to live. It is also easy to get to Barcelona. Well, it is cool nearly all the year because it is in the mountains. It is also a lovely historic town with many old buildings. But unfortunately we sometimes have serious earthquakes.

3. Well, I like playing beach volleyball in the summer, and in the winter I go skiing.

4. Well, I am a keen tennis player. I train two evenings a week. And at the weekend I usually have a match.

5. Well, I have a big family and we get together every few weeks, uncles and aunts, my cousins. Or else I contact some friends who live a long way away, so the internet is a good way of keeping in touch.

6. For me, I prefer to see people face to face. But I have some friends who live a long way away, so the internet is a good way of keeping in touch.
Writing (Part I)

Essay

Aim
- to write an essay using appropriate features (Paper 2, Part I)

Refer students to the Writing reference on p.164 and ask them to read the task. Students read the two sample essays on p.165 and then share with a partner which point of view is closest to their own. Talk through the DOs with the class. Tell students that there will be an exam-style writing task in every unit. Then ask students to turn to the Exam information on p.4 and talk them through Part 1 of the Writing paper of the exam.

Students read the answer. Elicit the writer’s own idea.

Students reread the answer and tick the advice that the writer has remembered. Check as a class, and ask students to give examples.

Students underline words or phrases, then compare their answers in pairs before checking as a class. If you are using ActiveTeach, remember that you can use the pen tool to underline. Then focus students’ attention on the Exam tip.

In pairs, students discuss what they could include in their essay.

Students make notes for their essay. Remind students to separate their paragraphs clearly; missing a line between paragraphs is a good way of doing this.

Remind students to use the advice and language from Activities 3 and 4. Ask students to the Useful language for writing essay in the Writing reference on p.164. This task could be completed for homework then collected in to provide individual feedback.

Teaching tip
There are some general tips for writing tasks on p.161 of the Coursebook.

Answers
2 The writer thinks that both types of communication are good but for different reasons.
3 The writer remembered all the advice.
4 1 Personally, I think …; for me …; I would say …
   2 Firstly …; Secondly …; Finally …;
   3 On the other hand …
   4 For example …
   5 So, to conclude …

Sample answer:
In today’s busy world, people often need to make choices about who they would rather spend their precious free time with: friends or family. For me personally, keeping in touch with my family is more important although there are arguments for both.

Firstly, some people think friends are more likely to have common interests as they are often at the same age and stage of life. However, in my experience, families also often enjoy similar activities. For example, my whole family enjoys hiking, music and board games because this is what we grew up with.

Secondly, it depends on how busy your family is. If your family has a lot of other commitments or lives far away, it may be easier to spend time with friends.

Finally, it depends on how well you get along. I think sometimes family relationships can be more stressful than friendships especially if money is involved.

In conclusion, I would like to say that in an ideal world, people would not need to decide between friends and family.

ADDITIONAL PRACTICE | Writing 1–4, Maximiser p.11

Review

Aim
- to revise the structures, vocabulary and exam tasks covered in Unit 1

1 – 5 Ask students to complete the exercises, circulating to provide assistance. Ask students to check in pairs before checking as a class on ActiveTeach. Alternatively, set as a homework activity and then go through the interactive activities on ActiveTeach to check.

Answers
1 1 are you doing 2 I’m meeting up with, Do you want 3 works, ’s showing 4 are you using, belongs 5 does the next train to Glasgow leave 6 don’t understand, spends
2 1 mobile 2 internet 3 text 4 website 5 online 6 networking
3 1 D 2 F 3 B 4 E 5 A 6 C
4 1 A 2 B 3 C 4 A 5 B 6 B
5 1 very often 2 all the time 3 sometimes 4 quite often 5 hardly ever 6 never

ADDITIONAL PRACTICE | Unit 1 Test, Testmaster online and on ActiveTeach | Audio CD-ROM Extra activity

UNIT 1
Social networks
A sense of adventure

Reading focus

Speaking

**Aim**
- to introduce the topic and vocabulary of holidays in preparation for the reading activity

**Warmer: Holiday brainstorm**
Put students into groups of three to four and give them three minutes to brainstorm as many words related to holidays as they can. If you are using ActiveTeach, set the timer in countdown mode. Then, elicit the words and write them on the board.

1. Students discuss the question in pairs. Elicit some ideas from the class.

**Answers**
1. Students’ own answers

**Reading**

**Multiple choice**

**Aim**
- to complete an exam-style multiple-choice activity (Paper 1, Part 1)

1. Read the Exam tip aloud. Allow students about five minutes to skim the text and answer the question. Elicit the answer.

2. Look at the first question as a class and underline the key words as an example (use the pen tool on ActiveTeach). Then show the text on ActiveTeach, and ask students to find the part of the text that answers this question (… looking forward to an enjoyable hour’s diving – paragraph 1). Ask students to underline or highlight key words in the remaining questions, then answer them using the text. They should underline the part of the text that answers each question. Then ask students to compare their answers in pairs. Check the answers as a class.

3. Students discuss the question with their partner. Elicit a few opinions.

**Answers**
1. A (… were looking forward to an enjoyable hour’s diving … unaware of any danger)
2. C (Luckily they found a large piece of floating wood and this probably saved their lives.)
3. B (… threw rocks to drive them away)
4. B (… the dragons became more confident …)
5. C (… Frank used his knowledge of tides and currents to work out where the group was likely to be)
6. A (… they had suffered just a few cuts and bruises.)

4. Students’ own answers
ActiveTeach interactive activity: Adverbs

Students read the sentences and discuss in pairs how they think the gaps should be filled. Refer them back to the text for help. Invite a student to come to the board and drag the correct word into each gap while the class makes suggestions. Then reveal the answers.

**Grammar focus**

**Reading**

**Aim**
- to present the narrative tenses in a meaningful context and to provide reading practice

**Warmer: Discussion**

Students work in pairs. They tell their partner about their journey to class today, including how they travelled and whether anything unusual happened. If you have a weaker class, you may like to describe your own journey to class as a model before students discuss theirs.

1. Look at the heading with students and tell them that ‘In the right place at the right time’ is a well-used phrase in English. Ask if there is a similar phrase in their first language. Students read the story then elicit the answer to the question. Then ask students to retell the story with their partner.

2. Students match the underlined verb forms with the descriptions, then compare their answers in pairs before checking as a class.

**Answers**
1. She performed first aid on a man who had a heart attack.
2. 1 B 2 D 3 A 4 C

**Narrative tenses**

**Aim**
- to review how the past continuous, past simple, and past perfect tenses are used in narrative, and to select between them correctly

3. Ask students to match the underlined forms in Activity 2 to the tenses A–C. Elicit which underlined form is an example of past simple (fell). Elicit any other examples students can see of the past simple in the text. If using ActiveTeach, highlight these as students say them, or invite a student to come to the board to do so, with other students helping them by calling out the answers. When all the examples have been found, erase the highlighting. Repeat this with the remaining two tenses.

4. Read the first sentence aloud, then elicit which action came first and which came second. Ask students to mark the remaining sentences then compare their answers in pairs before checking as a class.

**Additional practice**

ActiveTeach Game: Pelmanism (memory game)

**Answers**

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

6. 1 turn into 2 get over 3 looking forward 4 set off 5 work out 6 get away

7. Students’ own answers
5 Students complete the story with the correct forms of the verbs in brackets, then compare their answers in pairs. Go through the story as a class.

**Teaching tip**
Some students have a tendency to overuse the past perfect in storytelling after learning it. If you notice this, remind students that the past simple is the most common narrative tense and that the past perfect is usually only used to emphasise that one event happened before another.

**Answers**
3 A fell (decided, had, knelt, listened, knew, started, arrived)
B was (well) prepared, was raining, was waiting (wasn’t breathing)
C had stopped (had done, had started)
4 When the man fell (2), I was talking to my friend (1).
3 When the man fell (1), I immediately phoned for an ambulance (2).
4 His hand was bleeding a little (2) because he had hit it when he fell (1).
5 A lot of cars were going past (5) so it was difficult to hear the ambulance driver’s instructions (5).
6 My little girl started to cry (2) when she saw the man on the ground (1).
5 1 had taken 2 continued 3 had lost 4 arrived
5 rushed 6 got 7 had already started
8 was standing 9 had happened 10 heard
11 phoned 12 was doing/had done

**Time phrases**
6 Students complete the activity, then check as a class.
7 Read the **Language tip**, then put students into different pairs from Activity 1, and ask them to tell the class about the journey to class again, using the narrative tenses and time phrases from this lesson.

**Answers**
6 1 After 2 During 3 as soon as 4 Afterwards
5 While 6 When 7 by the time 8 when
7 Students’ own answers

**ActiveTeach interactive activity:**
**Narrative tenses**
Open the additional interactive activity on ActiveTeach. Students read the story and discuss in pairs how they think the gaps should be filled in. Then work through each gap with the class by clicking on the drop-down menu and inviting suggestions. Select the answer most students agree is correct. At the end, reveal the answers.

**ADDITIONAL PRACTICE** | Grammar 1–3, Maximiser p.26 |
Audio CD-ROM Extra activity | ActiveTeach Game: Connection (students connect four words in a row)

**Speaking focus**
**Vocabulary**
holidays and travel

**Aim**
- to review and expand vocabulary related to holidays and travel

1 Look at the photos as a class (magnify on ActiveTeach if using), and elicit what people are doing in each one. Then put students into pairs to discuss the questions. Remind them to speak about each photo in turn for every question. Elicit some responses for each question from the class.

2 Students work in pairs to choose the correct option, then check as a class. Focus on the first sentence, and elicit some ways that students could change it so that it is true for them (e.g. *My parents still travel abroad a lot; My parents never used to travel abroad much when I was young but now they do. My parents have never travelled abroad much, they prefer to stay home*). Then ask students to rewrite the rest of the sentences so that they are true for them. Encourage students who finish early or who need a challenge to add an additional sentence with more detail about each one, using a dictionary or asking you for any additional vocabulary. Put students into small groups to share their sentences. Encourage students to expand on each one if they can.

**Answers**
1 Students’ own answers
2 1 travel 2 theme park 3 beach 4 journey
5 flight 6 break

**Additional activity:** **Hear it second-hand**
To challenge students, tell them that they are going to listen to their partner’s journey then retell it to the class (or a new partner if you have a very large class) using narrative tenses.
Speaking

Long turn

**Aim**
- to complete an exam-style speaking exercise (Paper 4, Part 2)

3 In pairs, students look at the pictures again, and read the task. They should make a list for each picture of points they could include. Then elicit points for each picture, making a list on the board for each one. (If you have a weaker class, you could do this whole activity as a class.)

4 Leave the lists displayed on the board. Read the rubric aloud, then play the recording. Elicit which points Felipe mentioned from your lists. Ask students if Felipe mentioned any points they hadn’t thought of.

5 Check students understand *speculate* (to guess about something, without knowing all the facts or details). Play the recording again (pausing as necessary) while students complete the phrases. When you check the answers with the class, make sure you write them on the board (or open the audio script on ActiveTeach) so that students can check their spelling is correct.

6 Highlight or underline on ActiveTeach (or rewrite on the board) the parts/words/phrases from within Felipe’s phrases that can be recycled/adapted. Read the Exam tip. Then, ask students to take turns to ask and answer the questions in pairs.

7 Give students a few minutes to read the follow-up question and answers. Then, with their partner discuss which is the best answer and why. Elicit a few responses. If they are not sure, refer them back to the guidelines in the Exam tip regarding length.

8 Tell students that they are each going to do a practice long turn activity. Make sure that they understand that one student does the first task, and the second student listens only to the answers the follow-up question. Students then swap. Remind them of the useful phrases from Activity 5. Circulate while students are completing the tasks, listening for good examples of the phrases or other interesting language. Make a note of these and share with the class some of the best things you hear.

**Answers**
3–4 Students’ own answers
5 1 probably 2 imagine 3 might 4 guess 5 looks 6 might
6 Students’ own answers
7 Answer A because it gives a good reason without being too long.

Listening focus

Speaking

**Aim**
- to discuss travelling the world in preparation for the listening activity

1 Students discuss the questions in pairs.

**Answers**
1 Students’ own answers

Listening

Multiple choice

**Aim**
- to complete an exam-style listening activity (Paper 3, Part 4)

2 Turn to the Exam information on p.5 for students to read what is required in Paper 3, Part 4. Play the recording while students note down the countries mentioned. Students compare their answers in pairs before checking as a class.

3 Read the rubric and Exam tip aloud. In this exercise there are only five questions as a practice, although there are seven in the exam. Elicit what students think they should do before they listen to the recording again. (They should read the questions, and underline key words. This will help focus their listening.) Give them a few minutes to do this, then play the recording again. Go through the answers with the class.

4 Check students understand the meaning of *colloquial* (language or words that are colloquial are used mainly in informal conversations rather than in writing or formal speech). Then ask students to use the words in the box to complete the phrases. Play the recording while students check. Play the recording again, for students to repeat, pausing after each phrase. You may want to help them with intonation by humming/tapping. Remind students that in English intonation plays an important role in politeness, and lack of intonation can be interpreted as impoliteness/disinterest. (If students have ActiveStudent, suggest that they practise listening and repeating the phrases again for homework.)
It was absolutely amazing.

Answers
1 Students’ own answers
2 horrible, terrifying, freezing, exhausted, starving

Extreme adjectives
Aim
- to review and expand vocabulary of extreme adjectives, and to use them in speaking practice

Additional activity: Correcting sentences
For further practice, write up the following phrases on the board, and ask students to identify the incorrect sentences and correct them in pairs.
I was very starving (absolutely starving). I was very tired (correct). It was absolutely amazing (correct). It was absolutely loud (very loud).

Additional activity
Extend Activity 6 by asking students to present to the class their ideas for their year abroad in two minutes each. If you have access to computers and a projector/interactive whiteboard, they could make some slides to accompany their presentation. You could give them further framework suggestions, such as choosing five different stops.

Teaching tip
Students working in pairs will get discussion practice throughout the activity, which is preferable to them working individually.

Vocabulary focus
Reading
Aim
- to present some extreme adjectives in context, and to provide reading practice

Answers
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Teaching tip
Students working in pairs will get discussion practice throughout the activity, which is preferable to them working individually.
Grammar focus

Reading

Aim
• to provide an interesting context for asking subject/object questions and to provide reading practice

Warmer: James Bond discussion

In pairs students discuss the following question, then elicit a few ideas with the class: What do you know about James Bond?

James Bond is a fictional British Secret Service Agent (spy) created by Ian Fleming in 1952. Bond (code name 007) has been featured in books, short stories, comics, television and films.

1. Students read the news story then write a one-sentence summary. Students compare their summaries in pairs. Then elicit some of them as a class.

2. Students read the story again and then match the questions with the answers.

Additional activity: Dictionary work

Ask students to choose five words from the article that are new or that they find interesting. They could look up the definitions in the dictionary. Students compare with a partner the words they chose and their reason.

Subject/Object questions

Aim
• to compare the form and use of subject/object questions

3. Before you begin this activity, check students understand what an object and subject is by asking students to reread the title of the news story and identify the verb (took), subject (Aston Martin) and object (dive). Then ask students to read the two questions and answer in Activity 3, then complete the rules. Students compare their answers and reasons in pairs before going through as a class.

4. Ask students to work in pairs and mark each question in Activity 2 with (S) for subject or (O) for object. Go through the answers as a class. Read the Language tip aloud. Share or elicit some other examples starting with What happened …? e.g. What happened to Susanna Evans? What happened on the way to school today? Refer students to the Grammar reference on p.150. If you have a strong class, they could read it independently or for homework. If your students need additional help with grammar, go through it in detail talking through the notes and examples.

5. Ask students to read the dialogue quickly to find out what happened, before completing the questions. They should compare their answers in pairs before you go through as a class.

6. In pairs, students turn to p.143 and p.144, respectively. Students take turns to ask and answer questions to complete their story.

Answers
1. Witnesses saw a man drive a car into a lake and get out unharmed.
2. 1 C 2 F 3 A 4 B 5 E 6 D

Aston Martin

UNITS
Use of English focus

Reading

**Aim**

- to identify key word transformations in a text

1. Students read the two texts first to find out what happened to Jason. Then they reread and underline the eight phrases in Text 2 which are different from Text 1. Go through as a class. If you are using ActiveTeach, invite a student to underline the phrases using the pen tool.

2. Read through the different types of changes. Focus on the first underlined phrase as an example, used to be and ask students to compare with the first text was once. Look at the second underlined phrase: the age of compared to When he was ... and ask the type of change by looking through each change in the list and asking: Is this a change in tense? (no); Is this a change in phrasal verb? (no); Is this a change to phrase of vocab item? (yes); Is this a change in time expression? (no); Is this a change in verb pattern? (no). Invite students that there may be more than one change for some phrases. Students identify the remaining changes individually or in pairs. Go through the answers with the class.

**Answers**

1. interested in; make up my mind
2. looking forward to
3. as account
4. would you rather stay
5. take advantage of
6. I'm concerned
7. on her own
8. on her own

Use of English

Key word transformations

**Aim**

- to complete an exam-style word transformation activity (Paper 1, Part 4)

3. Turn to the Exam information on p.4 for students to read for where the key word transformation activity fits into the exam (Paper 1, Part 4). Go through the rubric and Exam tip box carefully with students. Then look at the example as a class. If necessary, go through question 1 with the class as another example. Then ask students to complete the remaining sentences. Strong students could challenge themselves by trying not to look at the clues at first. Students compare their answers in pairs then check as a class.

**Answers**

3. 1 interested in; make up my mind
   2 looking forward to
   4 as account
   5 would you rather stay
   6 take advantage of
   7 I'm concerned
   8 on her own

Writing focus

Speaking

**Aim**

- to introduce the topic of tourism activities and writing a report

1. Students discuss the question in pairs. Elicit some ideas and write them on the board.

2. Ask students to read the task and elicit a few responses to the question.

**Answers**

1–2 Students' own answers

Writing

Report

**Aim**

- to write a report with appropriate features

3. Students read the answer then discuss the question in pairs.
Chocolate factory visit
For a different sort of fun, the chocolate factory offers tours and tastings, which are popular with both adults and children. The guided tours take around 30 minutes and are an interesting opportunity to see how chocolate is made.

Conclusion
There is plenty for tourists to discover in this region. In order to find out more about the activities above and other seasonal events, it is recommend that people begin their stay with a visit to the local tourist office.

Teaching tip
Giving your students an audience
One way to make writing tasks more meaningful is to increase the audience. Ways to do this could include posting student work around the classroom, posting student work on a class blog, or students sharing their work in small groups. Make sure you tell students in advance who their audience is going to be and get permission before posting anything online.

Unit 4 A sense of adventure
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Answers
3 Students’ own answers
4 The aim of this report is to …
   1 Extreme sports, Motor racing events, Ghost walk.
   2 Conclusion
3 Spectators are also welcome too. In order not to be disappointed it is a good idea … you will love
4 If you enjoy taking a risk then you will love what they can offer you, … it is a good idea to book ahead as these activities are often popular.
5 If you want something exciting to do then there are many opportunities in this area.
6 Dear Sir (used for an informal letter, not a report)
7 I absolutely love (do not give your personal opinion in a report)
8 Are you looking for somewhere unusual to visit? (direct questions are not suitable for a report)
9 You really ought to book in advance, it is better to use the passive
10 Finally, I must say that … (do not use the first person)
6 Students’ own answers
7 Sample answer:

Introduction
This report is intended to give some information about the range of exciting activities that tourists can do while in our area.

Water sports
There are a range of water sports available on the local lake including kayaking, fishing and swimming. These activities are suited to fine weather so it is important to check the forecast.

Nature walks
People who enjoy walking in the outdoors will find many trails around the lake and in the surrounding forest. The walks range from an easy ten-minute stroll to a challenging full-day hike. Maps are available at the local tourist office.
Future society

Listening and Vocabulary focus
Speaking

Aim
- to introduce vocabulary related to future society

1 If necessary, pre-teach election (when people vote to choose someone for an official position). Students read the predictions and discuss in pairs. The quotations are from the following: A Darryl Zanuck, film producer, 20th Century Fox, 1946; B Ken Olsen, founder of Digital Equipment Corp., 1977; C Time Magazine, 1948.

2 Students discuss predictions in pairs then join with another pair to compare.

3 Elicit some ideas about what sort of science exhibitions you could go and see, and write these on the board. Then ask students to tell their partner which they would be interested in going to and why.

Answers
1–3 Students' own answers

Listening
Sentence completion

Aim
- to complete an exam-style sentence completion activity (Paper 3, Part 2)

4 Tell students to concentrate on understanding the main ideas and answering the question. Play the recording and elicit the answer.

5 Elicit how many words should fit in each gap (1). This word should be exactly the same as the recording, although the sentence will be expressed differently. Read the Exam tip aloud. Tell students to read through the sentences and encourage them to predict the word class of each missing word (noun, verb, etc.) and to predict what it might be but not to write it down yet. Tell them that this will help them pick out the answer more easily as they are listening. Then play the recording. If students find this very challenging, play the recording one more time. Then students compare their answers in pairs before checking as a class.

6 Put students into small groups to discuss the question.

Answers
5 1 twenty/20 2 inventor 3 play 4 voice 5 fish 6 health 7 cooking 8 teachers 9 army 10 4th December
**Additional activity: Stress patterns**

Write the word *intelligence* on the board and the pattern: oOoo to represent that the stress is on the second syllable. Clap or say the word to emphasise the rhythm in-'tell-i-ence. Write the following five words on the board and ask students to work out their stress patterns in pairs and write them down: 1 robot 2 exhibition 3 machine 4 variety 5 loneliness. Then play the recording for students to check their answers. Play the recording again, pausing after each word for students to repeat. Remember that the ActiveTeach interactive phonetic chart can be used to demonstrate any individual sounds that students have difficulty with.

**ActiveTeach interactive activity: Computers**

Open the additional interactive activity on ActiveTeach. Students look at the crossword clues and try to complete the sentences in pairs. Invite a student to come to the board and complete the crossword puzzle while the class makes suggestions and modifications. Then reveal the answers.

**Grammar focus**

**Speaking**

**Aim**

- to review the future perfect and continuous in a meaningful context, and to provide speaking practice

1 Students discuss the question in pairs.

2 Look at the first prediction as a class. Ask for a show of hands of who agrees. Then, elicit some alternative date predictions by asking: *When do you think man will have flown to Mars and back by?* You could also introduce some phrases for students to use if they think something will never happen, such as *that will never happen* or the idiom *Pigs might fly!* If necessary, pre-teach *colony* (an area that is under the political control of a more powerful country, usually one that is far away), *to run out of something* (to use all of something and not have any more left), *to run something* (be in charge of something). Students read the remaining predictions in pairs and discuss. Students swap partners to compare their ideas.

**Answers**

1–2 Students’ own answers

**Future perfect and continuous**

**Aim**

- to compare and use future perfect and continuous structures

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**Vocabulary computers**

**Aim**

- to review and expand vocabulary related to computers

7 Ask students if they ever post comments on the internet, for example in online forums. Then ask students to read the thread ‘computers and the future’ in Activity 8, and discuss the questions with their partner.

8 Tell students that a lot of computer words have more than one meaning as they are named after things in the real world, e.g. *mouse* (the animal or the computer peripheral) or *to surf* (in the sea or on the internet). Students complete the comments, then compare in pairs before checking as a class.

**Teaching tip**

Many languages use English terms when talking about computers. Ask students if any of the terms in Activity 8 are the same or similar in their language.

9 Students complete the sentences then compare in pairs before checking as a class.

**Answers**

7 Students’ own answers

8 1 log 2 download 3 print 4 virtual 5 avatar
6 voice 7 password 8 monitors 9 software
10 applications 11 virus 12 crash
9 1 on 2 document 3 lost 4 up, down 5 paste
Look at the first prediction in Activity 2 as a class and ask students: *Is this prediction talking about something in progress at a point in the future or something that has happened before a point in the future?* (something that has happened before a point in the future). Ask students to decide the answer for each prediction, then compare in pairs before checking as a class. Ask students to identify examples of the future perfect and future continuous.

Students read and complete the rules, then check as a class. Read through the *Language tip* box. Refer students to the *Grammar reference* on p.155.

Play the recording and elicit which prediction is being discussed.

Play the recording again while students complete the conversation. Check as a class.

Check students understand what a contraction is in English (the shortening of two words to one using an apostrophe, e.g. *haven’t* is a contraction of *have not*). Play the first sentence, then pause the recording. Elicit the contraction (*we’ll*) and what it is short for (*we will*). Ask students to listen to the pronunciation and repeat it. Do the same for the second sentence/contraction on the recording (*they’ll*).

Students complete the activity then compare their answers in pairs before checking as a class.

Students turn to the activity on p.141 and read the instructions. Elicit the question forms students will need to ask for the first sentence, e.g. *Will you have taken an important exam by this time next year?* Make sure students know that the underlined phrase can go at the beginning or end of the question. Elicit the question forms for the next two questions: *By this time next year, will you still be studying English? Will you have moved from this town by this time next year?* Students move around the classroom and ask questions to find someone who fits in each category. Students should find someone different for each category unless you have a very small class.

**Answers**

3 1 2, 4, 6, 8 2 1, 3, 5, 7 4 1 present 2 past 3 in, by 5 7 By 2020 scientists will have found cures for all illnesses we know today.

6 1 be catching 2 suffering 3 have found 4 By 8 1 will have finished 2 won’t be living 3 won’t have improved 4 I’ll still be paying 5 won’t be doing

9 Students’ own answers

**ActiveTeach interactive activity: Future perfect and continuous**

Open the additional interactive activity on ActiveTeach. Students read the sentences and discuss in pairs how they think the gaps should be filled in using the correct form of the word in brackets after each gap. Invite a student to come to the board and type the correct words into each gap while the class makes suggestions and modifications. Then reveal the answers.

**Additional practice** Grammar 1–2, Maximiser p.55 | Audio CD-ROM Extract activity

**Speaking focus**

**Speaking**

**Long turn: finding the right word**

**Aim**

- to practise finding the right word to use when you can’t remember to complete an exam-style speaking activity (Paper 4, Part 2)

1 Read the rubric and the example. Share another example: *It’s what you came in through to enter the class (door).* Then put students in pairs to describe and guess items. Allow students about five minutes to do this then focus their attention on the *Exam tip*. Tell them that this is also a useful strategy in everyday communication.

2 Students read the task and discuss the question in pairs. Make sure students understand that they are not actually doing the task. Elicit any words they think a student might have difficulties with.

3 Play the recording and elicit the words Sara has difficulty with.

**Teaching tip**

Take the opportunity to participate in Activity 9 so that you hear as many students as possible ask and answer questions.
Multiple choice

Reading focus

Speaking

Aim

- to introduce the topic of the brain and to provide speaking practice

1 Focus students’ attention on the photos and ask them to discuss the question in pairs.

Answers

1 Students’ own answers

Multiple choice

Aim

- to complete an exam-style multiple-choice activity (Paper 1, Part 1)

2 Give students a few minutes to skim the text then elicit the answer.

Answers

1 Students’ own answers

ActiveTeach interactive activity:

Word building

Open the additional interactive activity on ActiveTeach. Students read the sentences and discuss in pairs how they think the gaps should be filled in. Invite a student to come to the board and type the correct word into each gap while the class makes suggestions and modifications. Then reveal the answers.

Additional practice | Reading 1–2, Maximiser p.56–57

Unit 9 Future society

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Grammar focus

Speaking

**Aim**
- to introduce the topic of vending machines in preparation for the text

1 Students discuss the question in pairs.

**Additional activity: Discussion**
Students discuss these additional questions: *What things can go wrong with a vending machine purchase? Would you buy things from a vending machine?*

2 Ask students to read the text and guess the missing words. If necessary, check students understand *upmarket* (designed for or used by people who have a lot of money), *awful* (very bad or unpleasant). Then play the recording for students to check their answers.

**Answers**
1 Students’ own answers
2 1 break down 2 shampoo 3 complain 4 make 5 care

**Reported speech**

**Aim**
- to revise and practise reported speech

3 Read the rubric aloud and elicit the first tense related to a direct answer in the extract (he said that she didn’t think machines like that would be successful. Underline didn’t think and elicit the tense (past simple). Elicit the direct answer that this relates to (I don’t think machines like this will be successful). Ask students to find and underline the other examples of tense change in the extract then go through as a class.

4 Students complete the rules then compare in pairs before checking as a class.

5 Students copy and complete the table. Focus students’ attention on the Language tip box. Write: He told … that he had put $5 in the machine on the board and tell students that this would be incorrect in English unless an object is included in the gap. Elicit possible objects that could go in the gap in this case. Refer students to the Grammar reference on p.155.

6 Students complete the activity then check as a class.

7 Put students into pairs to read the instructions and complete the task on p.142.

**Answers**
3 I asked if people liked the idea of the new machines and the first woman said that she didn’t think machines like that would be successful because they would break down all the time. I then asked if anyone had ever used one of the machines. One man said he had. There had been one at the airport when he’d gone to Canada the month before and he’d bought some shampoo there. Finally, I asked if anyone could see any disadvantages to using the machines and the second man said that he could because there would be no one to complain to if people didn’t like the product. Although the companies were just trying to make more and more money and didn’t really care about the customers.

4 1 change 2 don’t need 3 if 4 do not 5 sometimes

5 1 Past simple 2 Past continuous 3 Past perfect 4 Past perfect 5 would 6 could

6 I asked Paula if she would use these machines in the future and she said (that) she loved the idea and (that) she was always forgetting important things when she was travelling. It would be great to have them at airports and places like that.

2 I asked Fran if she knew anyone who had used one of the machines and she said (that) a friend of hers had bought a burger from one in Germany.

3 I asked Jonas if he thought that these machines would replace normal shops. He said (that) he didn’t think so because when we buy expensive things we sometimes need advice from sales people.

**ActiveTeach interactive activity:**

**Reported speech**
Open the additional interactive activity on ActiveTeach. Students read the direct speech and discuss in pairs how they think the gaps should be filled in for reported speech. Invite a student to come to the board and type the correct words into each gap while the class makes suggestions and modifications. Then reveal the answers.

**ADDITIONAL PRACTICE**
Grammar 1–2, Maximiser p58
Photocopyable 98 The next big thing Teacher’s Book p126/153
Audio CD-ROM Extra activity | ActiveTeach Game: Stepping stones (students build a path from one side of the screen to another)
Use of English focus
Speaking

Aim
• to introduce the topic of fashion and to provide speaking practice

Warmer: ActiveTeach activity
Open the ActiveTeach Vocabulary Trainer and select the wordlist Clothes in the general vocabulary section. Put students into pairs and click 'start session'. Students read the question and discuss their answer with a partner. Elicit the answer and select the most popular one. For more information and collocations for a word, click 'flip card'. This can be useful if students do not know a word, and even if they do, to help build their knowledge of collocations. Six to eight questions would be sufficient for the warmer activity. You could return for further practice as a filler or additional activity. If students have ActiveStudent, remind them that they can continue to develop their vocabulary by using the trainer at home.

1 Put students in pairs to discuss the photo. Remind students to use the language of prediction from Grammar focus on p.92. You could write up some starters to help, e.g. In the future, it looks like we'll all be wearing … We'll have started wearing … We might even be wearing … Elicit some ideas.

2 Students read the article to check their ideas. Tell them not to worry about the gaps yet.

Answers
1–2 Students' own answers

Use of English
Open cloze

Aim
• to complete an exam-style open cloze activity (Paper 1, Part 2)

3 Focus students' attention on the Exam tip box. Students complete the gaps then discuss their answers in pairs before checking as a class.

4 Give students a minute to think about their answer then put them into pairs to discuss.

5 Tell students that this activity covers a range of tenses that have been covered in the Coursebook so far. If you think they will find this challenging, write a list of the tenses used in the sentences on the board (past simple, future perfect, past perfect, used to, second conditional, present perfect).

Answers
3 1 will 2 it 3 the 4 have 5 so 6 be
7 may/might/could 8 give
4 Students' own answers
5 1 use 2 had 3 had 4 been 5 would 6 have

Writing focus
Speaking

Aim
• to provide speaking practice about leisure activities in preparation for writing a report

Warmer: Leisure activities over the years
Ask students to discuss in pairs how leisure activities have changed from 100 years ago. Ask them to think of five activities that are still popular today, and five activities that are popular now that would not have been possible in the past. Elicit some ideas.

1 Read the question aloud, then elicit some opinions from the class.

2 Put students into pairs to discuss the questions. Elicit some ideas.

Answers
1–2 Students' own answers

Writing
Report

Aim
• to write an exam-style report using appropriate structure and language (Paper 2, Part 2)

3 Students read the exam question and the report. Then ask them to tell their partner which places mentioned in the report that they would like to go to.
Students match the underlined words and phrases with alternatives 1–5 then compare in pairs before checking as a class.

Students complete the activity then check as a class.

Read the rubric aloud and share an example of a change, e.g. *if you want a meal for a special occasion Genevieve’s has delicious pizza and pasta at reasonable prices*. Students compare their ideas in pairs.

**Additional activity: Writing reference**

Refer students to the *Writing reference* on p.167. Ask students to read the task and report. Then go through the DOs as a class looking at each example given. Read through the Useful language box and remind students to use this when writing their report.

Students read the task and discuss in pairs. Read the *Exam tip* aloud and ask students to decide on three headings with their partner for the body of their report (not including introduction and conclusion).

Making notes could be done in pairs or individually. The writing task could be set as a homework activity and collected in to give individual feedback.

**Answers**

3. Students’ own answers
4. 1 to outline 2 while 3 it’s worth 4 Alternatively 5 the aim
5. 1 A 2 B 3 C 4 B 5 A
6–7. Students’ own answers
8. Sample answer:

**Introduction**

The aim of this report is to outline possible activities for the social programme at our language college.

**Sports**

Team sports are a good way for students to get to know each other better. Football or basketball tournaments would appeal to many students and these could be held at the recreation centre opposite our college. Another option is the local gym which has dance and aerobics classes, and offers a student discount.

**Conversation cafés**

There are some excellent cafés in the area. Weekly English conversation could be held at a different café every week so that students have the opportunity to practise their English in a new place.

**Weekend trips**

Many students enjoy day trips, especially to places that are difficult to get to without a car. If the school organised these, it could save money and time for students. Nearby cities, historical monuments or nature walks could be included.

**Conclusion**

Different activities appeal to different people, so the key is to offer a range of different activities to appeal to as many students as possible.

**ADDITIONAL PRACTICE | Writing 1–3. Maximiser p.59 | Unit 9 Test, Testmaster CD-ROM and on ActiveTeach**

**Progress test 3**

**Aim**

- to revise structures, vocabulary and exam tasks covered in Units 7–9

Set the tests as a homework activity and then go through the interactive activities on ActiveTeach to check the answers.

**Answers**

1. will have completed 2 will be thinking 3 will be communicating 4 will have found 5 will be fighting
6. will have become
2. 1 download 2 virus 3 keyboard 4 application 5 software 6 password
3. 1 D 2 E 3 A 4 F 5 C 6 B
4. 1 she had met Seb
2. (that) he had enjoyed reading her essay
3. she knew when the film started
4. that was the right way to the station
5. was going in the wrong direction
6. she liked her new haircut
7. if anyone had seen her car keys
8. that he loved her new hairstyle

5. 1 You have to be home before midnight
2. Will you look after my cat next weekend?
3. I’ll take you to Disneyland tomorrow
4. Has anyone seen my car keys?
5. It’s going to rain this evening/today
6. Can I borrow your car tomorrow, Mum?
7. Put on your sun hat, Mia
8. We had a great time yesterday evening/last night
9.1 irregular 2 informal 3 hopeful 4 dishonest
5 impossible 6 pointless 7 unexpected
8 careless 9 unhappy 10 inexperienced

9.2 would lose 2 leaves 3 would make
4 will forgive 5 won 6 told 7 will lend
8 would like 9 will order 10 Will you answer

9.3 of 2 that 3 was 4 most 5 own 6 not
7 do 8 able 9 even/also/can 10 the 11 but
12 be

9.4 I were you 2 unless it rains 3 had their
photographs taken 4 otherwise you’ll feel
5 came/went down with 6 take care of
7 borrow my car provided that 8 have been eaten by

9.5 1 both show 2 seems, whereas, Perhaps
3 could be 4 what do you call it, Sorry, I don’t know
5 kind of thing

9.6 1 It was great to get 2 am so pleased to know
3 Mind you 4 Apparently
5 Why don’t you try spending 6 Also, how about
7 I’d love to 8 Hope to hear from you soon,

ADDITIONAL PRACTICE | Unit 9 Test, Testmaster online and on
ActiveTeach | Audio CD-ROM Extra activity