

Unit objectives

Reading:	multiple matching
Vocabulary:	character adjectives; words for clothes and interests; order of adjectives; idioms; collocations
Grammar:	present tenses; present perfect or past simple?
Listening:	multiple-choice questions
Speaking:	exchanging personal information
Writing:	writing an informal email or letter

READING (SB pages 6–7)

To start

Tell students some things you enjoy doing, e.g. *watching films*, *listening to music*, etc. and then ask one or two students to tell the class what they think the majority of students in their class are interested in. Ask each student to write down four of their interests. Collate the results on the board. Write each interest on the board as students tell you and add a tick for every other student who also enjoys that activity. Were their predictions correct?

Power up

- 1 Write these key words on the board: *age*, *hair*, *clothes* and *character*. Ask students to look at the photos of the teenagers. Elicit words to describe each of the people. Write the words under the headings on the board. Ask students to discuss the questions in the rubric. In pairs, students find three more adjectives to describe each person. Conduct feedback and add the adjectives to the lists on the board.

Students' own answers.

Read on

- 2 Focus students' attention on the photo, the title, the first introductory paragraph, and the paragraph headings. Ask: *What do you think the article will be about?* (different teenagers around the world) *What are readers asked to do?* (write about what they have in common with the four young people and whether they would get on well) *What is the prize if they win?* (the chance to meet one of the four teenagers) *What are the names of the four young people and who are they?* (Alice, Tomas, Maria and Chris; they are the teenagers from Exercise 1).

Now ask students to read the article. Ask: *Were your first impressions from Exercise 1 correct? How were your first impressions different from what you actually read?*

Students' own answers.

- 3 Tell students to read the article again and match the questions with the teenagers. Refer students to the Skill advice and remind students that in most texts there will often be words that they do not know, but that the context will probably make the meaning clear.

Check understanding by asking for or giving examples: *minor injury* (a non-serious injury), *matters* (is important), *casual clothes* (informal clothes/clothes for relaxing). Remind students that the information they are looking for in the texts will be phrased in a different way to the questions. If necessary, look at Text A with the class. Compare how the information is phrased in the questions and in the text, e.g. Question 2: *isn't prepared to take physical risks*; Text A: *I've never been that brave*.

Ask students to work with a partner to complete the task. Conduct class feedback.

- 1 D (I'm nursing a really sore knee)
 2 A (I've never been that brave)
 3 C (It's not how you look that makes you beautiful, it's what's inside!)
 4 A (enjoy challenging people's beliefs and assumptions)
 5 B (It was pretty nerve-racking at first)
 6 D (I just hang out in hoodies and baggy pants)
 7 C (I want to stay grounded, too ... I'm going to keep my feet firmly on the ground!)
 8 B (What I value most ... and a really weird sense of humour like mine!)
 9 A (This puts some people off me, but, in the end, that's their problem)
 10 C (so far all I've been getting are rejections)

- 4 Students work in pairs to find the words from the article. You could allocate words related to Texts A and B to one set of pairs and Texts C and D to the other. Bring the class together to share their answers. Ask fast finishers to choose four of the new words and write gap-fill sentences for the rest of the class to complete.

- 1 be obsessed (with) 2 a rebel 3 busking 4 nerve-racking
 5 a trendsetter 6 an audition 7 a household name 8 gifted
 9 a show-off 10 laid-back

Sum up

- 5 Ask students to cover the reading text while they do this activity. Write the four names (*Alice, Tomas, Maria, Chris*) on the board. Elicit what students can remember about them and write this on the board. Draw students' attention to the sentence beginnings. Ask them to talk about the four people using the sentence beginnings and the ideas on the board. Then ask them to work in pairs to write down four more things they can remember about each person. Conduct class feedback. Ask: *What is the most surprising thing you read in the texts?*

Students' own answers.

Speak up

- 6 Ask students to work in pairs to discuss the first question. Conduct feedback and find out which person was the most popular with the class and why. Use the other questions for a class discussion.

Students' own answers.

- 7 Conduct a class discussion. Ask students to give examples of times when their first impressions of a person were wrong.

Students' own answers.

To finish

Play *Hangman* with the class using a vocabulary item from the lesson. If time permits, students can play the game in pairs, choosing their own words.

Homework

MyEnglishLab

VOCABULARY (SB page 8)

Hanging out

To start

Ask students to note down three positive and three negative qualities in a friend. Draw two columns on the board headed *Positive* and *Negative*. Ask students for their ideas, writing the words under the relevant heading. Finally, ask one student to come up to the board and number the adjectives in order of importance. Ask the rest of the class whether they agree or disagree and encourage discussion.

- 1 Draw students' attention to the words in the box. Drill the pronunciation of the words chorally and individually. Ask students to mark the adjectives in the box as positive or negative. Organise students into pairs. Give them a short time to think of four more character adjectives (two positive, two negative). Ask students to add their new words to the lists on the board which you made in the 'To start' activity.

Positive: brave, caring, easy-going, funny, generous, loyal, sociable, thoughtful

Negative: bitchy, bossy, fussy, mean, moody, sarcastic, spoiled, stubborn

- 2 Tell students they must choose an adjective from Exercise 1 to describe each of six speakers. Stop the recording after each speaker. Allow students to compare notes with a partner before checking answers.

► Tracks 1.1 and 1.2

- 1:** Come on! I'll buy you all a present with the money I've won. I can't enjoy my good luck if you don't all share it.
2: I hate seeing books lying about! I like them all stacked in careful piles. No, no, not like that, like this. I like everything in the right place. It upsets me if it's not.
3: Is there something wrong, Tanya? Oh, don't cry, love. Come and tell me about it. Don't worry, I won't let anyone hear.
4: Oh, just be quiet and do as I say, Amy. I'm in charge and I know best.
5: Adam's really strong, so boxing against him is going to be tough, but I'm not going to run away from the challenge, even if I do end up with a broken jaw!
6: If you're going to run Alan down, I'm leaving. He's my friend and I'll stick by him whatever you say.

1 generous 2 fussy 3 caring/thoughtful 4 bossy 5 brave
6 loyal

- 3 Play the whole recording again without pausing. Check students' answers and ask them to justify their choices. As an extension, you could ask students to choose an adjective and write their own short paragraph illustrating the adjective they have chosen. Students read their sentences and the rest of the class must guess which adjective has been chosen.

Students' own answers.

- 4 Organise students into pairs to tell each other about people they know, using the adjectives from Exercise 1. Monitor as students complete this task, providing support where necessary.

Students' own answers.

- 5 Ask students to look back at the reading text on page 7 and to find two phrases that Chris uses to say what he likes (*I'm into dance in a big way. This is one thing I am good at!*). Point out the importance of prepositions when talking about hobbies and interests. Give students a short time to complete the task. Ask: *What are you into? What are you good at? Have you ever given up a hobby?*

1 into 2 at 3 up 4 to 5 up 6 off

Word XP

Nominate one or two students to tell you about the worst item of clothing they have ever bought. Ask them to name the item and to think of three adjectives to describe it. Write these on the board, e.g. *skirt: long, black, horrible*.

Tell them that several adjectives within a sentence must be placed in a certain order. Ask different students to come to the board and number the adjectives in the correct order. Do not correct any mistakes at this stage.

Read through the Word XP box and check their ideas. Correct the order of adjectives on the board if necessary (correct order = *horrible long black skirt*). Emphasise that we do not usually use more than three adjectives before a noun as this can sound unnatural.

- 6 Copy the adjective order table onto the board and while you are doing this, ask students to think of more adjectives to add to each column. Add their suggestions. Organise students into pairs and ask them to choose adjectives from the table to create sentences, e.g. *I bought a trendy tight pink top.*

Students' own answers.

Word XP

Ask whether anyone can give you an example of an idiom. Write a correct answer on the board and ask what makes it an idiom. Read through the Word XP box with your students. Remind them that it is important not to change or add any words, e.g. *He is down-to-earth. NOT He is down to the earth.*

- 7 Students complete the task individually and then check with a partner. Check answers around the class. Write examples of the idioms on the board and ask students to write follow-up sentences that illustrate the idiom, e.g. *He let success go to his head. He stopped talking to his friends.*

1 go 2 take 3 keep 4 stand 5 hurt 6 do

Speak up

- 8 Read through the example with the students. Students work in pairs to describe people.

Students' own answers.

To finish

Play *Noughts and crosses* with words from the lesson. Draw a grid on the board with nine squares (3 × 3). Write one character adjective in each of the boxes. Divide the class into two teams (X and O). Teams take it in turns to choose a square from the grid and make a correct sentence using the adjective in it. If the sentence is correct, rub out the adjective and put X or O in the box. If the sentence is not correct, leave the adjective in the box. The team that gets a line of three Xs or Os wins the game.

Homework

Workbook page 4

MyEnglishLab

To start

Tell students you are a celebrity. Write some sentences on the board about yourself using present tenses, e.g. *I'm an actor. I've appeared in a lot of films and I've won a lot of awards. I'm in a film called 'Captain America' (Tom Hanks).* Pause between sentences to give students time to guess who you are. Then ask students to play the game in pairs.

Grammar XP

Read through the Grammar XP box with students. Ask them to identify which examples come from the reading text on page 7 and underline them in their SBs.

Spend a little time revising the uses of the present simple and continuous. Ask some quick questions such as *What do you think Maria does every day? What do you think she's doing now?* Point out that we can use *always* with the present continuous to show that someone's regular activity is annoying (e.g. *Jack is always borrowing my dictionary!*). When you come to the difference between the present perfect simple and continuous, write the names of the tenses on the board with an example from the Grammar XP box for each use. Use concept questions to check students' understanding, e.g. *Do we know exactly when he taught the incredible moves? How long ago did he receive his first fan letter? Does he still know the guys in the band? Do they still busk?*

Students may ask the difference between *I've known the guys in the band for a long time (and still know them)* and *Since leaving school, we've been busking round the streets (and we still busk)*. Point out that the first uses a non-continuous verb and is focusing on the time period, whereas the second focuses on the activity. However, they may sometimes see both forms, e.g. *I've worked here for ten years. I've been working here for ten years.*

1 Ask students to complete the task individually. Conduct class feedback.

1 she has been running 2 is always boasting 3 have/'ve just missed
4 have you been 5 Do dancers need 6 have you been jogging
7 I have/'ve loved 8 is/'s always nagging

2 Students complete the task individually and then check with their partner. They should discuss why one answer is right and the other wrong. Check answers as a class. Ask pairs to write three more similar questions (a statement with two possible answers – one right, one wrong, using the present perfect simple and continuous). Monitor and offer support when necessary. Students then exchange their questions with another pair. Conduct feedback.

1 B 2 A 3 A 4 B 5 A

3 Ask students to look at the picture and guess who the person is, what she's doing and what she has already done. Ask students to read the text quickly to check their ideas. (Donna Clark is a contestant on a TV talent show. She loves music and has been writing songs since she was thirteen.) Ask students to read the text again and complete the task individually before checking with their partner.

1 has become 2 performed 3 has been writing 4 she's always writing 5 haven't been 6 hasn't found 7 decided

4 Say some sentences about yourself. Use all the tenses from this lesson. After each sentence, ask students to provide the question that would elicit that information, e.g.:

I love action films. (What kind of films do you like?) I'm wearing my new black top today. (What are you wearing today?) I've taught a lot of classes this week. (How many classes have you taught this week?) I've been teaching at this school for ... (How long have you been teaching at this school?)

Now ask students to work with a partner to complete the questions in this task. Monitor and offer support when necessary.

1 did you last, did you play with
2 have you sung, did you sing
3 are you wearing, Have you bought
4 have you known
5 Have you watched
6 did you last fall out, Have you apologised

Speak up

5 Organise students into pairs to ask and answer the questions. Monitor as students complete the task, noting any difficulties with comprehension and accuracy. Possible answers: *I last played a computer game three days ago. I played with my brother. I sang at a big family party. I sang a pop song. I'm wearing a white shirt and black trousers today. Yes, I bought a new shirt. They're Peter and Ellie. I've known them since primary school. Yes, I saw Blue Jasmine with Cate Blanchett. It was brilliant. I fell out with my best friend last month. I apologised after two days!*

Students' own answers.

To finish

Put students into groups of four. Each group chooses someone who has been in the news recently. They write the name of that person at the top of a piece of paper and pass the paper round the group. Each student must write a sentence about that person. One student from each group reads the finished paragraph to the class.

Homework

Workbook pages 6–7

MyEnglishLab

Vocabulary

To start

Write some family relationships on the board, e.g.:

older brother – younger sister

father – son

wife – mother-in-law

grandfather – granddaughter

husband – wife

parent – youngest child

Ask students what can be good or bad about each of these relationships.

- 1 Students discuss the questions in pairs. Ask students to tell the class some interesting things they learned from their partners.

Students' own answers.

Word XP

Write this sentence on the board:

I had a blazing row with my brother last week.

Underline *blazing row* and ask what it means (a very bad argument). Tell students that we can say *blazing row*, but not *hot row*, because the first is a collocation. Read through the Word XP box and point out that it is important to record each collocation as a whole, and that writing an example will help students to remember the meaning.

- 2 Students complete the task in pairs. Ask: *Who is your oldest friend? Do you have any friends or relatives with whom you have a love-hate relationship? Why might some people be sworn enemies? Who is involved in sibling rivalry? What might the people do? What common interests do you share with your classmates? Is someone in your family your total opposite?*

Write these words on the board: *long-term, complete, deadly, best, shared, fierce.*

Ask students which of these adjectives can also collocate with the nouns in Exercise 2.

- 1 oldest 2 love-hate 3 sworn 4 sibling 5 common 6 total

long-term relationship complete opposites deadly enemies best friend shared interests fierce rivalry

- 3 Students complete the task. Ask individual students to read out sentences, changing the information so that it is true for them.

- 1 sibling rivalry 2 common interests 3 total opposites
4 oldest friend 5 love-hate relationship 6 sworn enemies

- 4 Refer students to the Exam advice and tell them that often the missing word may be part of a collocation. Draw students' attention to the title of the article and ask them to read the text quickly. Ask: *Does the writer have a good relationship with her sister? (no) Which collocation from Exercise 2 describes their situation? (sibling rivalry).* Students now read the text more carefully and complete the task. Conduct class feedback: encourage students to justify their answers, identifying which options form part of a collocation (1 got to be joking, 2 total opposites, 6 gone from bad to worse, 8 not on speaking terms).

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

Speak up

- 5 Organise students into pairs to answer the question. Monitor as students complete the task. Ask one student from each pair to report back to the rest of the class.

Students' own answers.

To finish

Organise students into pairs. Ask each student to write a sentence that illustrates or is part of a collocation they have learned, e.g.

My brother and I like completely different things. We're ... (total opposites).

My cousin and I had a big row and now we don't communicate. We're not ... (on speaking terms).

Each student should read out their sentences and their partner must guess the collocation.

Homework

Workbook page 5

MyEnglishLab

To start

Give students an example of something you have done, e.g. *I've been to England twice with my family. We went in 2012 and 2013.*

Then ask: *Have you ever been to another country with your family?*

Nominate one or two students to answer the question. Encourage them to make one sentence with the present perfect and one with the past simple, e.g. *I've been to France. I travelled there last summer.*

Now write some more ideas on the board, e.g.:

have a big family celebration

spend time in your country's capital city

cook a meal for your family

teach something to a member of your family

have an argument with one of your siblings

Organise students into pairs. Ask them to discuss the ideas on the board with their partner, using the present perfect and the past simple. Conduct feedback and ask students to report back on what their partners told them.

Grammar XP

Read through the Grammar XP box with students. Ask: *Tell me about something your brother or sister has done this week. Tell me about something your mother did when she was young. Tell me about a hobby you have had since you were young (and still have). Tell me what sports you did at school last year.*

Make sure that students use the correct tenses. Students may query the use of past simple + *for* + a time period (example 4 in the Grammar XP box). Explain that this is fine if the whole period is completed in the past, but not if it is still continuing. They may also need clarification that *today, this week, this morning*, etc. can be considered unfinished time periods depending on the time when you are speaking.

1 Students complete the task individually and compare their answers with a partner.

- 1 this week 2 stayed 3 today 4 I've watched 5 did you win
6 I've had

2 Draw students' attention to the title of the article and elicit what this means (it's a common phrase relating to people's relationship with dogs). Ask students to look at the photo and say what they think the relationship between the dog and the girl is. Tell them to read the text and find out whether their predictions were correct. Ask: *What is the name of the dog in the photo? (Petra) How does she help the girl? (Petra is an 'assistance dog') What does she do? (she 'hears' for the girl because she's deaf; she walks the girl to school; she informs her when the school bell rings).* Students complete the task individually. Ask them to use the context to guess the meaning of the phrase *take for granted* (believe that something is normal/usual).

Background

Most people know about guide dogs. These are dogs such as labradors and retrievers that are specially trained to help blind people. Dogs are said to have helped blind people for many centuries, but official training schools for these dogs started at the beginning of the twentieth century. Today dogs are also trained as 'assistance dogs'. They can help people who are deaf, disabled or who have other medical conditions such as epilepsy or autism.

- 1 gave 2 has changed 3 have been 4 trained 5 went 6 made
7 has come 8 had

3 Explain to students that they have to complete the second sentence using between two and five words, including the word given in capitals. The meaning must be as close as possible to the original sentence. Tell students that they should look for clues in the word that is given, as well as in the rest of the sentence. Sometimes they will need to make more than one change. Work through an example:

I started learning English three years ago.

BEEN

I ... three years

Elicit the answer *I have been learning English for three years.* Point out that they have changed the tense and also put in *for* to relate to the time period. Give students some time to complete the task and then conduct feedback.

- 1 haven't seen Karen since 2 is always telling
3 have /'ve known Amy since 4 have /'ve never had
5 have /'ve been practising 6 studied in Paris for

Speak up

4 Tell students one thing you've done today and one thing you did yesterday, e.g. *I've had two cups of coffee today. I went swimming yesterday.* Now organise students into pairs to complete the task. Ask each pair to read one or two of their sentences to the rest of the class.

Students' own answers.

To finish

Organise students into pairs. Explain that you are going to ask a number of questions and that they should quickly write down their answers in note form. Explain that afterwards, they will have to reconstruct your questions exactly. Read out the questions, but only give students a short time to note down their answers and make any notes (don't give them long enough to copy the whole question down).

How long have you been at school today?

When did you last study the present perfect tenses?

How many new words have you recorded in this unit so far?

How long did you spend on your homework last night?

In how many lessons a week did you learn English last term?

Give pairs a few minutes to look at their answers and to reconstruct the questions. Ask pairs to read back the questions. Award one point for every correctly-formed question.

Homework

Workbook page 7

MyEnglishLab

LISTENING (SB page 12)

To start

Organise students into pairs. Tell them they are going to talk to their partner about their best friend. Write these words and phrases on the board:

birthday

favourite colour

favourite band/singer

proudest moment

biggest ambition

earliest memory

favourite outfit

food he/she loves/hates

Ask students to tell their partners about their best friend using the topics. Bring the class together after a few minutes and ask students how sure they were of their answers and discuss how important it is to know a lot of things about a friend.

Power up

1 Ask: *Do you ever listen to radio programmes? If so, which ones do you enjoy? Have you ever called a radio phone-in show? Would you like to? Why/Why not?* Focus attention on the advert and ask: *What is this advert about? What do you have to do?* Elicit questions that might be asked in the survey and give students one minute to come up with suggestions, e.g. *How long have you known your best friend? Do you tell your best friend everything? Do you have a lot of friends or just a few good ones?* Write ideas on the board.

Students' own answers.

Listen up

2 Refer students to the questions on the board from Exercise 1. Explain that they will listen to a radio phone-in programme. Ask them to see whether any of their questions are the same as the ones the DJ asks. Play the recording.

► Tracks 1.3 and 1.4

Johnny: And on Line 2 we have Emma. Hi, Emma. Thanks for joining us this morning and taking part in our *Friends for life?* survey. So – have you been listening to our callers this morning?

Emma: I have. I've heard everyone so far. It's a great programme by the way! Some really interesting answers.

Johnny: Thanks! So, as you know, we've been talking about friendship and I have a couple of questions for you, Emma. Are you ready?

Emma: Go ahead.

Johnny: Right, first up: Emma, what does the word *friend* mean to you?

Emma: Well, I think it means different things to different people, but for me I guess a real friend is someone you can absolutely rely on. You know, someone who'd drop everything to come running when you need them.

Johnny: Even if it's the middle of the night?

Emma: Especially if it's the middle of the night. And I suppose it has to be a mutual thing. You'd do exactly the same for them, too, without even thinking about it.

Johnny: Any other qualities you think a friend should have?

Emma: Yeah. I think a true friend has to be completely trustworthy. I mean, I want to be able to tell a friend all my problems and worries, so they are going to know everything there is to know about me – my darkest secrets if you like! And I've got to be very sure that they're not going to betray my trust and let things out to other people.

Johnny: That's really important, I agree.

Emma: I had a bad experience with someone I thought was a friend once. I used to tell her everything. Then one day I saw that she'd taken a really horrible photo of me on her phone and put it up on Facebook for everyone to see.

Johnny: That's way out of order!

Emma: Another thing: you want a friend to be loyal and supportive. If other people are putting you down, a friend should stand up for you. That's a real test of friendship, I think. It's so easy to go along with what everyone else is saying. Like, if a whole group of people are dissing your friend, you know, saying bad things about her, it's not easy to stand up and say, 'Hey, that's just not on!'

Johnny: OK, some important points there. Next question. Would you say you have a lot of true friends?

Emma: No way! I think if people are honest, most would say they can count the number of real friends they have on the fingers of one hand! These days, with social networking, people boast about having hundreds or even thousands of friends. But they aren't real friends, they're social relationships! Like, you've probably met these people and know things *about* them, but you don't really *know* them, if you get what I mean.

Johnny: Absolutely. So, Emma, do you think really good friends last for a lifetime? Some callers have said that they feel loyalty to an old friend even if they don't particularly like them any more. Some have even said that getting out of a friendship is a bit like getting out of a boy/girl relationship when it goes wrong!

Emma: Yes, I heard that caller. I'm not sure whether real friends last a lifetime. I think we move on in life and we change, so our friends change, too. I'm still in touch with an old friend from primary school, but we're not that close any more. I think she'd like to be, but I've changed too much. Although, in some cases – for example if young kids go through a bad time, the friends they have then can sometimes last a lifetime because they get very close. Even if they move away. Like, if a child loses his mum or dad when they're very young, things like that.

Johnny: A very good point. And one final thing, Emma. Some of our callers have said that the end of a friendship can be very distressing. Do you agree?

Emma: It's true. If you're good friends and something goes wrong – I don't know, a betrayal, or it could be that you just find you don't have much in common any more – it can be devastating. Like breaking up with a boyfriend.

Johnny: And the problem is that you don't get as much sympathy! Thank you very much for calling in, Emma.

Students' own answers.

- 3 Refer students to the Exam advice. Read through the questions with the students and ask them to note the key words in the stems only. This will help to focus them when they are listening. Emphasise that at this stage, they should not look at the answer options as this may confuse them. Possible answers: 1 *what ... a friend is* 2 *good friend ... ability to* 3 *old friend ... once do*
 4 *example ... how friends can support* 5 *social networking site ... different from real friends*
 6 *lifelong friends ... old school friend* 7 *event ... long-term friendship*

Students' own answers.

- 4 Play the recording again, twice if necessary. Allow students to check their answers with a partner before conducting class feedback. Ask students to justify their answers. If they can't remember the exact words they heard, ask them to paraphrase, then read them the exact words from the audio script (above).

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

Speak up

- 5 Students discuss the survey questions in pairs or small groups. Monitor as students complete this task, providing vocabulary where necessary. As this is a fluency activity, do not correct language errors unless they are impeding other students' understanding. When most pairs have finished, bring the class together and ask students to comment on other pairs' ideas.

Students' own answers.

To finish

Tell students an anecdote about something you and a friend did when you were young. Then organise students into pairs and ask them to tell each other an anecdote from their childhood in pairs. Conduct feedback and ask partners to tell the class interesting stories.

Homework

MyEnglishLab

To start

Ask students to imagine they have moved to a new town. Ask: *How many ways can you think of to make new friends?* Give students one minute to write down as many ways as they can think of. Stop them after a minute and conduct feedback.

Power up

- 1 Focus students' attention on the photos and ask what they think the people in the photos might be talking about. Give students an example situation, e.g. *You've been invited to a party and you meet someone for the first time. What questions would you ask that person?* In pairs, students brainstorm as many questions as they can in a minute. Conduct feedback and write the most interesting questions on the board, e.g. *Do you know many people here? Have you lived here long?*

Students' own answers.

- 2 Play the recording and ask students to say which photo they think it relates to and why. What questions are asked in the recording? (*Are you a new student? What do you like about living there?*) Are either of these questions in the list of questions that students thought of in Exercise 1?

▶ Track 1

Jack: Hi! I'm Jack.

Katy: Hi! I'm Katy. I haven't seen you before. Are you a new student?

Jack: Yes, I'm studying here for a year. I'm from Chicago, USA. It's a great place to live.

Katy: Wow! What do you like about living there?

Jack: It's a really modern city with all sorts of great facilities. The people are very friendly, too. But this is a cool place to live, too.

Katy: Yeah – I like it. It's not such a big place, but there's a lot going on. The shops are good and I like all the old buildings.

Photo A (because Katy asks whether Jack is 'a new student')

- 3 Ask students to continue the conversation in pairs. They should ask and answer more questions. Monitor and note down some interesting questions and answers. Conduct class feedback.

Students' own answers.

Speak up

- 4 Tell students that in an oral exam they are usually asked some simple questions about themselves. If necessary, pre-teach these words: *supportive* (kind, encouraging and helpful), *keen on* (when you like something a lot), *belong to* (be a member of), *look up to* (admire and respect). Nominate a few students to read the short texts aloud. Organise students into pairs. Ask them to read the texts again with their partner and to think of questions that would elicit those answers. Give students two minutes to come up with questions. When they're ready, ask pairs to report back to the class. Did the different pairs come up with the same questions?

Students' own answers.

- 5 Tell students that they will hear five questions for the answers in Exercise 4, but in jumbled order. They must match the questions with the answers by writing the question number next to the correct answer. Play the recording. Students compare their answers with a partner. Conduct class feedback and check answers. How close were the students' questions from Exercise 4 to the actual questions they heard in the recording?
- Refer students to the Exam advice and look again at some of the answers in Exercise 4, asking students to identify how the speakers extended their answers.

► Track 1.6

- 1 How long have you been learning English?
- 2 Who in your family has influenced you the most?
- 3 Who is your best friend?
- 4 What would you like to do in the future?
- 5 How do you like to spend your free time?

1 b 2 d 3 a 4 e 5 c

Language XP

Go through the useful phrases and model them for pronunciation. Point out that the first two phrases are useful to give you some thinking time. Elicit some questions from the class for you to give answers to that begin with the phrases in the Language XP box, e.g. *What do you like about teaching?* *Who is your favourite actor?* *Where would you like to go on holiday?*

- 6 In pairs, students ask and answer the questions. Remind them to extend their answers if they can. Monitor as students complete this task, providing vocabulary where necessary. Conduct feedback.

Students' own answers.

- 7 Students work in pairs to write some more questions on the different topics. When they have finished, ask them to join another pair. In their groups, students ask and answer their questions.

Students' own answers.

- 8 Students turn to page 150. They discuss the questions in pairs. Monitor as students do this, checking for any problems with comprehension and/or pronunciation. Conduct feedback and encourage students to report back any interesting information they learned.

Students' own answers.

To finish

Tell students that they are going to practise their fluency by playing *Just a minute*. Organise students into two teams. A speaker from the first team has to talk about themselves for one minute without hesitating or repetition. If a student does hesitate or repeat him-/herself, a student from the other team can 'challenge' the speaker by putting up their hand. If you accept the student's challenge, this student can then continue speaking about the topic and will win a point for their team if they manage to get to the end of the minute without hesitation or repetition. Now it's the turn of a player from the other team. Carry on until every student gets a chance to speak. The team with the most points is the winner.

Homework

MyEnglishLab

WRITING (SB page 14–15)

To start

Organise students into pairs. Write the question beginning and these words and phrases on the board:

How often do you ...?

- email
- text
- Skype
- speak on mobile
- speak on landline
- write a letter
- instant message

Ask each student to write down their answer to each question in number form, e.g. *five times a day, two times a month*, etc., but their answers should NOT be in the same order as the questions. Each student must match the questions with their partner's answers. Conduct class feedback. Who uses which form of communication the most?

Power up

- 1 Focus students' attention on the photos and ask: *Do any of these people look like your ideal of a best mate? Why? Why not?* Write these headings on the board: *appearance, personality, interests*. Brainstorm words the students have learned from this unit and write them under the correct heading. Students make notes individually about their ideal best mate and tell their partner about this person.

Students' own answers.

Plan on

- 2 Nominate one student to read the email to the class. Ask students: *Is it written in a formal or informal style?* (informal) *How do you know?* (because Rafael uses: informal and idiomatic phrases: *Hi, Claudia, Love, Rafael, I'm dying to*; contractions: *I've heard*; exclamation marks). Organise students into pairs, and ask them to find the information Claudia should include in her reply.

everything that's been happening to you and your family; special new friend; tell me all about him or her

- 3 Tell students that before writing, they need to check certain things that will affect what and how they write. Read through Claudia's questions and elicit answers from the class.

- 1 to a teenage cousin, informal language
- 2 to give information
- 3 email/letter format

- 4 Give students a short time to read Claudia's reply. Check students' understanding by asking: *Why hasn't she written for a long time?* (She's been busy.) *What important change has happened to her recently?* (She's left school and started college.) *What is her main interest?* (music) *What has she started doing?* (playing the cello) *What's her new friend like?* (talented, kind, considerate, funny, gorgeous)

Ask students to look back at the points in Exercise 3 and to decide whether Claudia has covered all of them.

Yes, she has used informal language.

Yes, she gives information.

Yes, it is laid out as an email.

- 5 Refer students back to Rafael's original email and elicit from them what Claudia has forgotten to do.

She has forgotten to include any news about her family.

- 6 Point out that the opening and closing of an email or letter is important. Write some incorrect but quite common openings on the board and ask students what is wrong with them, e.g. *Dear my friend, / Hello, Sir, / Dear Mrs Diana, / Salutations, my dear / Hi there, Mr Barnes*. Then refer students to Exercise 6 and elicit which phrases Claudia used and which of the listed phrases are also appropriate for an informal email. Check understanding of *To whom it may concern* and give an example of the type of correspondence it goes with, e.g. a job reference. Ask when people might write a formal letter or email and to whom, e.g. a request for information, a job application, a complaint.

Dear Rafael, Love Claudia

Hi, Rafael, Best wishes,

- 7 Divide the class into two groups. Ask one group to find all the informal phrases and the other to find all the formal phrases. Bring the class together and ask the groups to exchange the information they have found. Conduct class feedback and check answers. As an extension, ask students to read through Rafael and Claudia's emails again and note down any other set phrases used there (*I'm dying to hear ... , You must tell me ... , Sorry I haven't been in touch for so long, Now, about ... , Anyway, enough about me ... , How are you getting on?, I can't wait to hear your news*).

Friendly/Informal: 1, 4, 6, 8, 10, 12

Formal: 2, 3, 5, 7, 9, 11

- 8 Point out the importance of organising written work carefully by dividing it into clear paragraphs. Organise students into pairs and ask them to summarise the content of each of the paragraphs in Claudia's email. Bring the class together. Did the different pairs come up with the same answers/ideas?

Paragraph 1: thanks and apologies

Paragraph 2: recent activities – college, hobbies, etc.

Paragraph 3: Daniel, best friend

Paragraph 4: asking about Rafael and for a quick reply

- 9 Refer students to the Skills advice about paragraphing. Then write the words *topic sentence* on the board and explain that this is a way of starting a new paragraph and making a written text easier for a reader to follow. The topic sentence summarises what you will write about in each paragraph. Ask students to tell you the topic sentences in paragraphs 2 and 3 of Claudia's email.

Paragraph 2: As you know, I've just left school and started college.

Paragraph 3: Now, about my very best new friend!

- 10 Write these sentences on the board:

My mate is really good at maths. He always comes top in our school tests. I'm hopeless at maths. He often helps me.

Ask students: *Is this good style?* (No, a series of short sentences is not good style in an email). Elicit the ways the sentences could be combined (with *and* or *but*, which are connectors). Elicit any other connectors the students know and write them on the board. Ask them to find examples in Claudia's email and add these to the list on the board.

but, As you know, so, Now, also, too

Write on

- 11 Tell students that they are going to prepare to write an email or letter themselves. Explain that they have to reply to the letter shown here. Ask them to read the extract from the letter and elicit the three areas students are expected to cover. Ask students to give you possible ideas for each point.

- 1 what you and your friends have been doing – parties, concerts, films, etc.
- 2 all about your best mate – character, hobbies, appearance
- 3 anywhere exciting your family has been this year – trips, excursions, days out, holidays, etc.

- 12 Focus students' attention on the spidergram and ask: *Do you like using this way of planning or grouping notes? Why? Why not?* Ask students to copy the spidergrams into their notebooks and to complete them with their own ideas. When they have finished, ask them to compare their spidergrams with a partner. Encourage students to add more information to their spidergrams by exchanging ideas. Conduct class feedback and ask one or two students in which order they have placed their paragraphs and why.

Students' own answers.

- 13 Elicit that students will need to use the present perfect for listing things they have done/been doing recently and the past simple for giving details of what they did and when. To talk about their best mate, they will also need to use the present simple and perhaps the present continuous + *always* for any annoying habits he/she might have. Suggest that they look again at the examples in the Grammar XP boxes of this unit before they write.

present perfect simple and present perfect continuous

- 14 Before students start to write, brainstorm some adjectives they could use to describe their best mate. Remind them of the adjectives they learned in the previous lessons.

Students' own answers.

- 15 Students write their emails or letters. When they have finished, they should check that they have covered the points from Exercises 6–10. Write this list on the board for students to use as a checklist:

- set phrases for opening and closing
- informal language
- paragraphs
- topic sentences
- connectors
- correct tenses
- interesting adjectives

They should then take turns reading their email or letter to their partner. Monitor as students correct each other's work, giving support where necessary. Display the best stories on the classroom wall.

Students' own answers.

Model answer

Hi Ben,

Thank you for your email. It was great to hear from you and it sounds like you go to a great school and live in a very nice area.

As you know, I'm from a very small town in France, but I have a lot of friends and we do lots of things together. Recently, three of us went to Paris on a day trip. We all love shopping, so we spent quite a lot of money! As well as that, we went to see a new horror film in the afternoon. I love films, don't you?

My best mate is a girl called Janine. We've been friends for ten years – since we started first school together. She's really kind and considerate and much cleverer than I am! We've got a lot of interests in common – like swimming and tennis. We also like the same music and film stars. I have quite a small family. There's just my mum and dad and me and a younger brother called Michel. We usually go on holiday once or twice a year and last month we spent a week in Norway. It was a bit cold, but very beautiful and we had a great time.

Write soon!

Love,

Chantal

To finish

In pairs, students choose a person in one of the photos in this unit and write a funny caption for this person to be thinking or saying. Draw some empty speech bubbles on the board and ask students to come up and fill in a bubble. The class have to guess which person is saying or thinking this.

There is additional writing practice on page 163 of the Students' Book.

Homework

Workbook pages 8–9

MyEnglishLab

SWITCH ON (SB page 16)

Who is it?

1 Refer students to the photo and ask them to describe what they can see. Ask: *What do you think the people are doing?* (They're playing a guessing game using photos of friends and family.) Read through the list of words with the students and check understanding of *abroad* (in another country), *glamorous* (attractive, elegant, exciting), *violin* (a stringed instrument). Play the video. Elicit the words that are used.

.....
abroad (aunt), *glamorous* (aunt), *glasses* (brother), *older* (aunt and brother), *pretty* (aunt)

2 Ask students to answer the questions individually and then check answers with a partner. Play the video again and stop it after each answer is given for students to check or correct their answers.

-
1 a 's older than, b plays the, c 's just gone
2 doesn't look like, intellectual
3 She grew up with Kyle's mum. She's a little bit older than her. She's always giving Kyle money.
4 In a shoebox, under his mum's bed.

3 Ask students in pairs to describe some members of their own family to each other. In feedback, ask students to report on the most interesting person their partner told them about.

.....
Students' own answers.

Project

4 Divide the class into small groups. The photos used can be printed or on mobile phones. Start by going through the useful phrases. Then give an example yourself. Name a good friend of yours (or show a photo) and give some examples: *This person is a teacher at this school. She's quite tall.* Ask students to complete the activity. Circulate and contribute to the conversations.

.....
Students' own answers.

REVISION (SB page 17)

1
1 for 2 since 3 am/'m 4 always 5 since 6 doing 7 into
8 up

2
1 let 2 take 3 hurt 4 stand 5 knocked 6 speaking 7 kept
8 going

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

4
1 always enjoy 2 had
3 been doing, haven't quite finished
4 Did you see 5 has been 6 told
7 been playing 8 went

5
1 spray-can/aerosol can 2 baggy 3 guitarist 4 spoiled 5 rebel
6 trendsetter

SAMPLE UNIT

Unit objectives

Reading:	multiple-choice questions
Vocabulary:	science and technology; jobs in science; collocations and phrasal verbs; equipment; dependent prepositions
Grammar:	future simple; <i>going to</i> ; present continuous; present simple; future continuous; future perfect; future perfect continuous; future in the past; phrases for talking about the future
Listening:	sentence completion
Speaking:	discussion questions
Writing:	writing an essay

READING (SB pages 30–31)

To start

Ask students for the names of all the planets (Earth, Venus, Mars, Mercury, Uranus, Neptune, Jupiter, Saturn [Pluto is no longer considered a planet.]). Do a quick planet quiz:

What is the smallest planet? (Mercury)

What is the largest planet? (Jupiter)

What is the hottest planet? (Venus)

Which planet is farthest from the Sun? (Neptune)

Which planet has the nickname 'Red Planet'? (Mars)

What is the brightest planet in the night sky? (Venus)

Power up

1 Focus students' attention on the photos and ask them what they can see and who they think took them. Ask some further questions: *What can robots like this do? What do you think you can/can't see from space? What's the best spacecraft you've ever seen in a film? Why?* Read through the headlines with the students. In pairs, students discuss how likely or unlikely these things are to happen.

Students' own answers.

Read on

2 Write these words on the board: *robots, alien life, time travel, black holes*. Tell students they are going to read an article about these things. Students read the article and say whether they have changed their minds about what they thought was likely/unlikely to happen in the future.

Ask these questions to check understanding: *What does the writer say about: 'signals' in paragraph 2? (It takes a long time for signals to travel.); 'the Terminator' in paragraph 3? (It's an example of a robot that gets too powerful.); 'spaghetti' in paragraph 4? (A person would be stretched like spaghetti if they went through a black hole.); 'wormholes' in paragraph 5? (They are possible time tunnels in space.); 'John Lennon' in paragraph 6? (He could be alive in a parallel universe.)*

Students' own answers.

3 Refer students to the Exam advice and point out the importance of following the stages listed there. Sometimes students can get an idea of the answer just from the question, before looking at the option. Then it is a matter of checking. Read through the questions and options with the students. If necessary, pre-teach these words: *extraterrestrials* (beings from another planet), *screenwriters* (people who write films), *satellite* (something placed in space to record information or communicate), *parallel* (side by side at the same distance). Tell students to read the article again and choose the correct answers. They should do this individually and check their answers in pairs.

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

4 Students work in pairs to complete the task. Conduct feedback to check answers. Ask for examples using the new words, e.g. *Can you name some famous extraterrestrials from films? What is there a remote chance that you might do in the next seven days? Name something weird you've eaten recently.* Ask fast finishers to write three gap-fill sentences using three new items from the article to test their partners.

1 aliens/extraterrestrials 2 remote 3 jelly 4 shut it down
5 predictions 6 weird 7 stuff 8 shrinks 9 gravity
10 doomed 11 whooshing 12 parallel universes

Sum up

5 Ask students to cover the article and remember five predictions or facts. Elicit these predictions as a whole class, using the sentence beginnings listed on the page. Ask them to work in pairs to think of three more predictions related to the same topics. Conduct feedback.

Students' own answers.

Speak up

- 6 Students work in pairs to discuss the questions. Conduct a whole class discussion.

Students' own answers.

Background

Voyager is a spacecraft that was launched in 1977 and is travelling through the universe carrying information about the Earth for any advanced extraterrestrials that may encounter it. The information is recorded on special discs and includes both sounds and images.

To finish

Tell students that a new spaceship is going into space and will carry recordings from this century with signals for possible extraterrestrials (see Background box above). Students work in pairs or small groups to decide what should go on the records, e.g. *popular song, sounds representing daily life, a conversation in four languages, a message from the people on Earth*. Conduct feedback and choose the best ideas.

Homework

MyEnglishLab

VOCABULARY (SB page 32)

Science and technology

To start

Write the names of different branches of science on the board but with some letters missing. Students must guess the words, e.g.:

c _ e _ _ _ _ y (*chemistry*)

_ _ o _ _ _ y (*biology*)

Other possible words: *astronomy, mathematics, geology, physics, technology*.

Organise students into pairs to write down as many words connected with the different branches of science as they can in two minutes, e.g. *chemistry (beakers, bunsen burner, chemical, test tube); astronomy (stars, planets, telescope)*

- 1 Students complete the task. Point out that we use the word *field* to talk about a branch of science. Focus attention on the photos and elicit what sort of scientists the people are (geologist, chemist, biologist).

2 chemist 3 astronomer 4 mathematician 5 geologist

6 physicist 7 technologist

- 2 Tell students about one of your early experiences with science (e.g. an experiment or a visit to a science museum). Ask students to tell each other in pairs about something they remember (e.g. first science lesson, game they got as a present, etc.). Monitor and prompt if necessary. Conduct feedback and see who has the most interesting account. Play the recording once for students to identify the different fields of science the speakers specialise in. Check answers during class feedback.

► Tracks 3.1 and 3.2

1: I remember really clearly being at primary school and seeing my first solar eclipse. The teacher had got us to make special cards to hold in front of our eyes, so we wouldn't damage them. I thought the whole thing was so awesome. I just had to find out more about our universe – everything: space, the stars, the planets. It's the most fascinating field you could work in, at least that's what I think!

2: When did I first get interested in this subject? Well, let's see now. It all started back when I was really young. My parents used to take us to a particular part of the coast every year, where the rock formations were amazing. And my dad used to take us to hunt for fossils in the rocks. I built up quite a big collection. I even found a bit of dinosaur bone once. That was really exciting!

3: As a kid, my favourite toys were always things I had to make – like kits or Lego. I just loved finding out how things work. I was always taking my motorbike to pieces and putting it together again. It drove my mum mad! Then I started getting ideas for new machines and gadgets and luckily I got offered a job doing just that – inventing new types of equipment for the sports industry. How lucky am I?

4: I decided to go into this field because it's such fun! And it's useful, too, because you need it in so many aspects of life – like shopping and playing games. It's a world of numbers and patterns and shapes, and you find out about the hidden relationships between things. I love solving problems. I suppose I have a very logical brain. I know a lot of people have difficulty with this subject, but give it a chance and you'll find it's an amazing area to study.

5: I used to take myself off to the garden shed when I was a kid and do all sorts of terrible experiments. I'm surprised I didn't blow myself up! I was particularly good at burning the bottoms off test tubes, I remember. Nowadays, I love working in my laboratory and finding out more about acids and gases and about the way substances combine.

- 1 astronomy 2 geology 3 technology 4 mathematics
5 chemistry

3 Ask students in pairs to write down as many words as they can remember from the listening that helped them to identify the science field in question. Play the recording again and ask them to add to their lists. Conduct feedback.

- 1 solar eclipse, universe, space, stars, planets
2 coast, rock formations, fossils, dinosaur bone
3 kits, finding out how things work, taking my motorbike to pieces, machines, gadgets, equipment
4 numbers, patterns, shapes, logical brain
5 experiments, blow myself up, test tubes, laboratory, acids, gases, substances

Word XP

Tell students that a lot of words in English have similar forms but different meanings, e.g. *sensitive/ sensible, experience/ experiment*. Read through the Word XP box with them and point out the importance of context and collocations.

4 Students complete the task in pairs. Check answers together and explain any unknown vocabulary. Go through the words that are wrong and elicit sentences using those words.

- 1 making 2 manufacturer 3 paid 4 missing 5 save
6 laboratory 7 fix 8 work

5 Remind students what phrasal verbs are and that they are often used as a more informal way of saying something. Students complete the task individually. Elicit how students could change the sentences to make them more formal (1 *thought of*, 2 *closed completely*, 3 *control*, 4 *prove*, 5 *eventually studied*). Ask: *What idea would you like an inventor to come up with? Do you think all nuclear power plants should be shut down? Is it a good idea for big schools to take over smaller ones? Which prediction from the lesson about the future do you think will turn out to be true? What do you think you will end up doing in the future?*

- 1 come up with 2 shut down 3 take over 4 turn out
5 ended up

6 Focus students' attention on the photos and see whether anyone can name the items without looking at the words in the box. Students then complete the task. Ask, during class feedback, what each of the items is used for. Elicit any other items that might be found in a science laboratory at school and what they are used for, e.g. *bunsen burner, flask, evaporating dish, funnel, pipette, test tube, microscope*.

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

Speak up

7 Put students in pairs to discuss the questions. Monitor and comment. Conduct feedback and see whether students discussed the same experiment.

Students' own answers.

Game on

Students close their books and when you say 'Start!', they write down as many science words as they can in one minute. Shout 'Stop!' loudly after a minute and ask students to compare their lists in pairs. Conduct feedback. Which student in the class wrote down the most?

To finish

Ask some questions about learning science: *Do you enjoy learning science? (Why/Why not?) What's the best/worst thing about science lessons? Would you like to be a scientist? (Why/Why not?)* Ask students to write their answers and collate results in class feedback.

Homework

Workbook page 16
MyEnglishLab

To start

Ask students to note down their plans for the rest of the day in as much detail as they can. Give some examples from your own day, using a range of future forms, e.g. *I'm going to do some marking over lunchtime. I think I'll have a chicken sandwich for lunch. My first afternoon lesson starts at I'm having a meeting with ... at ...*. Students complete their notes and compare them with a partner. Conduct class feedback where the pairs tell you how their plans are similar and how they are different. Put some examples on the board.

Grammar XP

Read the Grammar XP box with the students. Spend a little time revising the uses of the future simple, *going to* and the present simple and continuous by looking at examples 1–4. Point out that the future simple is often used after verbs that offer an opinion (*think, believe, know, am sure, etc.*) and for predicting: *I'm sure he'll win. It'll rain tomorrow*. Remind them that we often use this form when we make a decision at the time of speaking: *I'll help you with that. I'll phone you this evening*.

Contrast this with the use of *going to* for intentions or plans: *I'm going to work all weekend*.

Remind students that we also use *going to* for something that is inevitable (has already started): *I'm going to be sick!*

Spend more time on the future perfect and continuous. You may find using a timeline on the board is useful here. As you go through, elicit more examples, e.g. *What will you be doing at four o'clock this afternoon? What will you have done by the end of lunch break? How long will we have been studying the future tenses by the time the bell rings?*

Finally remind students about using the present tenses after the time clauses in the box.

Ask students to find more examples of future forms in the reading text on page 31.

- 1 Students complete the task individually and then check answers during class feedback.

1 will/'ll be doing 2 will/'ll help 3 won't have finished
4 will/'ll tell 5 am/'m going to study 6 leaves

- 2 In pairs, students choose the correct alternatives. Conduct class feedback and ask whether they agree with the statements.

1 will be driving 2 will have discovered 3 will have been using
4 will have sent 5 will be flying 6 will have learnt

- 3 Students work together to form sentences. They should then think of two more predictions of their own. Conduct class feedback. Discuss the predictions to see whether a) students agree with them and b) they think that these things will make the world a better or worse place to live in and why.

1 Some time in the future, robotic soldiers will fight wars against human beings.

2 By 2026, computers will have replaced teachers.

3 In ten years' time, tigers will have become extinct.

4 At some point in the future, criminals will wear invisibility cloaks.

5 In the next quarter of the century, cars will fly.

6 By 2100, people will have settled on the moon.

- 4 Students complete the task and then ask and answer the questions in pairs.

1 Are you going 2 Will you still be living 3 you will/you'll have left

4 you will/you'll have got 5 will you be doing

6 will you have been studying

Speak up

- 5 Students write down some predictions about how they think their partner's life will have changed by the year 2050. They then compare and discuss whether they agree.

Students' own answers.

To finish

Tell students that they are going to roleplay an interview with a famous person about his/her plans for the future. Elicit what questions they could ask using each of the future forms. Write the questions on the board. Write the names of famous people on papers and give one randomly to each pair. The students then roleplay an interview with their famous person. Conduct feedback.

Homework

Workbook page 18

MyEnglishLab

Vocabulary

To start

Ask students the age of the oldest person in their family and compare ages across the class. Then ask students which animal on the planet they think lives the longest. Write these names and numbers on the board:

man

woman

whale

koi carp

tortoise

sponge

jellyfish

150 115 122 175 1,550 211 immortal

Ask students in pairs to match oldest ages and the animals/people (see answers below).

The oldest man ever to have lived was from Japan. (115)

The oldest woman ever to have lived was from France. (122)

The longest-living mammal in the world is the Bowhead Whale. (211 years)

The longest fish to have lived was a koi carp. (150 years)

The longest living vertebrate is a tortoise. (175 years)

There is an immobile organism that can live over 1,550 years. (an Antarctic sponge)

There is a jellyfish that is immortal. (The *Turritopsis nutricula* jellyfish matures and then returns to prematurity stage indefinitely!)

- 1 Ask students to discuss the question as a whole class. Encourage them to use future forms.

Students' own answers.

Word XP

Use some of the students' comments from Exercise 1 to show the use and importance of dependent prepositions (or write your own comments), e.g.:

I would be worried ... living at the top of very high buildings.

I think there would be a lack ... good facilities for old people.

Happiness at the age of 100 would depend ... your health, I think.

Ask students to supply the correct prepositions. Then read through the Word XP box with them.

- 2 Put students in pairs to ask and answer the questions. Conduct feedback to check answers and hear interesting comments.

1 of 2 at 3 to 4 for 5 of 6 for

- 3 Elicit that in the previous exercises the words with the prepositions were adjectives. Point out that this exercise focuses on verbs. Students do the task individually. Check during class feedback.

1 on, in 2 on, in 3 from, in 4 between, for 5 for, on 6 with, of

- 4 Focus students' attention on the photo and the title and ask them to describe what they can see and what they think the article will be about. (The article will be about the search for eternal life, but the phrasing 'So, you want to live forever?' implies that there may be disadvantages, too.) Students read the text individually, ignoring the gaps. Ask: *What can we do today to help us look younger?* (have cosmetic surgery) *What have scientists recently done?* (reversed the aging process in mice) *Can they do this in humans?* (not yet) *What are some people spending money on?* (having their bodies frozen)

Advise students that when doing a multiple-choice cloze task like this, they should read the whole text first to get the general idea. Some words to fill the gaps might come to them as they read. They should note these down. Then they should re-read the text and for each gap, look at the options. When they choose the best word, they must remember that the word must fit grammatically and also make sense. Very often, words tested here are parts of collocations, phrasal verbs, dependent prepositions, etc.

Students do the task individually and then check answers in pairs. Conduct class feedback and check answers. Students will also want to know why the other alternatives are wrong.

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

Speak up

- 5 Students discuss the question as a whole class. Prompt the discussion to elicit both advantages and disadvantages.

Students' own answers.

To finish

Organise students into pairs. Ask them to turn back to the reading text on page 31. One student covers the text and the other chooses a paragraph. He/She reads the paragraph slowly and every time there is a preposition, he/she makes an agreed sound, e.g. *Have you heard [bleep] black holes?* (of). His/Her partner must supply the preposition.

Homework

Workbook page 17

MyEnglishLab

To start

Tell students about a plan you had for last weekend. *I was going to ... , but ...* . Ask them to write down three plans they had that changed. Listen to their examples.

Grammar XP

Read through the Grammar XP box with the students and point out that the phrases *be about to*, *be due to* and *be likely to* use the present tense but indicate a future time. Say:

It's about to rain. Does that mean it's going to rain later this afternoon? Tomorrow? On Wednesday?

We're due to get the results on Friday. Do we know the exact day? Is this a prediction? Has it been organised?

Dave is likely to fail the exam. Are we sure? Is it only possible? Is it probable?

- 1 Students read the voicemail message. Ask: *What is Dave's problem?* (He's lost his phone. He can't go to the party.) *Why is he phoning Helen?* (To tell her he can't come to the party.) *Why does he have to stop the call?* (Because his bus is due to arrive.) Students choose the correct alternatives individually and check with their partners. Play the recording for them to check their answers.

▶ Track 3.3

Helen? Hi, it's Dave. I'm phoning from our landline because I've lost my mobile phone – again! I'm just about to leave to catch the bus to school and I thought I'd give you a ring just to say that I'm unlikely to be able to make the party tonight. I've got a big science test tomorrow and I must do some revision tonight, otherwise I'm likely to get a big, fat zero! I was going to do it last night, but I needed to get my maths homework done. So, sorry! Anyway, I'd better go because the bus is due to arrive in two minutes. I'll ring you when I find my phone! Have a good time at the party!

- 1 about 2 I'd 3 unlikely 4 likely
5 was going to 6 due 7 I'll

- 2 Students work in pairs to ask and answer the questions. Monitor and check how accurately they are using the forms. Conduct class feedback.

Students' own answers.

- 3 Focus attention on the photo and the title and elicit ideas during class feedback on what the survey might be about. Students read the survey text to see whether anyone got the right answer.

Elicit the types of word they might look for (auxiliary verbs, articles, adverbs, pronouns, linkers, participles, prepositions, etc.). Students complete the task individually and check with a partner. Conduct class feedback.

- 1 most 2 going 3 can 4 have 5 by 6 to 7 is 8 this

Speak up

- 4 Students discuss the questions in pairs. Conduct feedback. Which device have most students chosen?

Students' own answers.

To finish

Play *Noughts and crosses* with the tenses from this lesson. Draw a grid on the board with nine squares (3 × 3). Write one of these words or phrases in each of the boxes: *due*, *likely*, *about*, *going to*, *future simple*, *present continuous*, *future continuous*, *future perfect*, *present simple*.

Divide the class into two teams (X and O). Teams take it in turns to choose a square from the grid and make a correct sentence using the tense/ phrase in it. If the sentence is correct, rub out the adjective and put X or O in the box. If the sentence is not correct, leave the tense in the box. The team that gets a line of three Xs or Os wins the game. The line can go up or down.

Homework

Workbook page 19
MyEnglishLab

LISTENING (SB page 36)

To start

Ask student pairs to write down as many types of medicine as they can in two minutes, e.g. *tablets for headaches, cough medicines, sleeping tablets, tablets for depression, painkillers*. Which pair has the most words? Write the words on the board.

Power up

- 1 Discuss the question as a whole class. You can also ask: *What do you think about alternative medicines or therapies? (acupuncture, reflexology, herbal medicines, etc.)*

Students' own answers.

- 2 Students complete the task in pairs. Check answers and elicit examples, e.g. *What infections can antibiotics cure? Can you name some common diseases? What colour are different types of mould? Can you name the major organs in the body? What problems can painkillers help with?*

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

Listen up

- 3 Focus students' attention on the photos and ask them what they can see. Ask how they think these animals can help scientists develop new medicines. Play the recording.

► Tracks 3.4 and 3.5

Hi. I'm Blake Winters and my talk to you today is about a big problem that doctors and scientists are soon going to be facing. Just think for a moment. If you fall over outside and cut your hand and then it gets infected, what do you do? You go to a doctor who gives you an antibiotic, and in a few days' time you'll be fine. We've been using antibiotics since 1928 when an important scientist, Alexander Fleming, discovered penicillin. He returned home after a holiday with his family and found that one of his experiments had grown mould. This had killed some bacteria and Fleming developed the first antibiotic. At the time, this was a bit like magic! Before this discovery, people used to die from simple infections.

Today we use antibiotics to treat many health problems. When people have operations, the doctors use antibiotics to stop infections. People who are having cancer treatment or organ transplants are given antibiotics. Antibiotics have also cured many major diseases like tuberculosis. In many parts of the world, these diseases have disappeared. Without antibiotics, they could return. However, there is a big problem. Antibiotics are working less successfully these days. The bacteria that cause infections are becoming immune to them, and many antibiotics simply don't work any more, especially on some 'superbugs' that you can catch in hospitals. But why is this happening? Scientists think it is because we have been taking too many antibiotics over the years. Doctors give them to patients for really minor illnesses and farmers used to give them to their animals as part of their routine! The danger is that soon our lives could be like those people in the past who could die after cutting a finger. It would affect operations and lots of treatments. Scientists are very worried.

So, what can we do about the problem? Why don't the scientists develop new antibiotics? The problem is that it takes a lot of time and money to do this. The big drugs companies that make new drugs and medicines want to produce drugs that will bring them a lot of money. They concentrate on drugs that people take regularly, like painkillers or anti-depressants. The last new antibiotic was developed in the 1980s. There is also another problem. It is now very hard to find sources of new antibiotics. But the good news is – yes, there is some good news! – some clever scientists are looking in strange places for new drugs: not in clean scientific laboratories, but in river water and the dark parts of dirty houses!

One scientist in America, Mark Merchant, had an idea. He wondered why some animals that get cut in fights or come into contact with dirt and bacteria do not develop infections. Perhaps there is something in their blood that kills infections. If so, perhaps scientists could use this to make new antibiotics for humans. So, he used some blood from an alligator and found that something in it killed lots of bacteria. Simon Lee in the UK did the same with the brains of cockroaches – small insects that live in dirty kitchens. He was successful, too. Now both scientists need to find out more and develop a drug to use on humans.

So there is hope for the future. But it depends on clever scientists to find the answers and they might be very surprising answers indeed!

Students' own answers.

Ask: *What problem do doctors face today? (Antibiotics are working less successfully.) Why has this happened? (Bacteria are becoming immune.) Why was Alexander Fleming important? (He developed the first antibiotics.) What can scientists do about this problem in the future? (They are developing new antibiotics from various animals.)*

- 4 Explain that for each gap, students will only need one or two words. Tell them that although the actual words they are going to write down are from the recording, the rest of the sentences they read are paraphrases (not exactly the same words). Read through the questions with the students and ask them to suggest what sorts of word they are looking for, e.g. a date, a name, a verb, a noun. At this stage some students may already be able to complete some of the gaps. If they can, ask them not to tell everyone! Play the recording again for students to complete the sentences. Conduct feedback to check answers.

1 1928 2 discovery 3 return 4 hospitals 5 farmers
6 drugs companies 7 1980s 8 places 9 Mark 10 brains

Speak up

- 5 Students discuss the jobs in pairs or small groups and bring their reactions into open group.

Students' own answers.

- 6 Students discuss ideas as a whole class. If necessary, prompt with ideas, e.g. *cure for diseases*, *making artificial organs*, *helping us live longer*.

Students' own answers.

To finish

Organise a short class debate about genetic research. Half the pairs in class should think of reasons why genetic research is a good thing and the other half think of reasons why it is a bad thing. Then they give their views as a whole class. Take a vote at the end on how the students really feel.

Homework

MyEnglishLab

SPEAKING (SB page 37)

To start

Write this heading on the board: *Space travel*

Tell students that you are going to give them some space facts and that they must create questions to elicit those facts. Write the space facts on the board (answers in brackets):

first dog in space, Laika (Who was the first dog in space?)

second man to walk on the moon, Buzz Aldrin (Who was the second man to walk on the moon?)

first moon landing, 1969 (When was the first moon landing?)

first man in space, Yuri Gagarin (Who was the first man in space?)

robot on Mars, Curiosity (What's the name of the robot on Mars?)

Students work in pairs to form the questions.

Power up

- 1 Focus students' attention on the photos and ask them to describe them. Tell the students that in the speaking test, the examiner asks students questions about their opinion on different topics. Ask students to work in pairs to think of some questions an examiner might/could ask about the photos. Conduct feedback and compare questions.

Students' own answers.

- 2 Read through the questions with the students. Play the recording for them to choose which question is being answered. Do students agree or disagree with the opinions expressed in the recording? Why/Why not?

► Track 3.6

Sarah: That's a really tricky question! I think it's actually quite likely. I'm not sure when, but one day this planet will probably run out of resources, especially if the population continues to grow like it is! Then who knows, we may end up moving to the moon or to Mars or somewhere like that. Those are reasonably close and scientists could probably make it possible for us to live there. What do you think?

Maria: Yeah, I'm with you on that. We're bound to get ourselves into a big mess here on Earth, so that will be our way out!

Question 3 is being answered (*we may end up moving to the moon or to Mars; scientists could probably make it possible for us to live there*).

- 3 If necessary, pre-teach the words *famine* (when there is little or no food available) and *drought* (when there is no water/when it doesn't rain). Ask: *Do the students start by agreeing with each other or disagreeing? (disagreeing) Who changes his/her mind and why? (The girl changes her mind because the boy mentions the practical aspect.) What point is given against space research? (Money should be spent on problems on Earth rather than space exploration.) What point is given for space research? (learning about our place in the universe and ideas from space travel we can use to help out on Earth)*

Students then practise reading the discussion in pairs. They can record themselves on their mobile phones. Monitor and make suggestions to improve their pronunciation, e.g. word stress, individual sounds.

Question 2 is being answered.

- 4 Ask students whether they can remember any new phrases they used during their discussion and write them on the board. Read through the functions and, if appropriate, label the phrases on the board with the correct functions.

Ask students to work in pairs to find more phrases from the discussion that are examples of the functions. Conduct feedback and list the phrases under the correct headings on the board. Ask students to repeat the phrases after you model them to get the word stress correct.

- 1 I'm not sure about this one.
2 I would say yes. I feel quite strongly that ...
3 People here are dying from famine and droughts.
4 You must agree with that.
5 I suppose you're right./I couldn't agree more!
6 I partly agree./I'm in two minds on this one./There are definitely two sides to the question.

- 5 Read through the phrases and ask students to match them to the functions. Write this question on the board: *Do you think people who study science have a better chance of getting a good job than people who study arts?*

Tell students that they are going to have a 'circle' discussion in small groups. Each student has to make a comment related to the question or what a previous student has said. This happens in turn – going left or right round the circle/group. Each comment has to include one of the phrases from the box. Give an example before you put them in groups, e.g. say: *This is a tricky question. If I'm honest, I would say yes, because we need more and more scientists.* Then point to a strong member of the class who has to follow, e.g. *I'm with you on that one. If you study science, there will always be a job for you.* Students then have their discussions in groups. Monitor and note interesting points to mention in feedback.

Giving a reaction: *I've never thought about that before./That's a really tricky question.*

Giving an opinion: *I believe that ...*

Giving an example: *If you look at .../For instance, ...*

Asking for an opinion: *How do you feel about ...?*

Agreeing: *I'm with you on that./That is very true./ You're totally right.*

Partially agreeing: *I agree up to a point.*

- 6 Read through the questions and check understanding. Refer students to the roleplay cards. In pairs, students discuss the four questions. Monitor the discussions and contribute where appropriate. Conduct class feedback and ask students to report on interesting things that came up during the conversations. If there are any points that provoked heated discussion, continue this as a whole class. Encourage students at all times to use the useful phrases.

Students' own answers.

- 7 Ask students to look at the activity on page 150. They complete the task in pairs. Monitor, but do not interrupt. Conduct feedback.

To finish

Students play *Just a minute* in small groups. The topic is 'My favourite science fiction film or TV programme'. They have to talk for a minute about their favourite film or programme, saying why they like it. If they hesitate, their turn passes to the next student.

Homework

MyEnglishLab

WRITING (SB pages 38–39)

To start

Write the following anagrams on the board. Tell students they are all words connected to space. In pairs, students race to find the words.

xagyla (*galaxy*)

traxatrtereerisl (*extraterrestrial*)

trigvay (*gravity*)

rats (*star*)

nottusara (*astronaut*)

ruviseen (*universe*)

tealnp (*planet*)

rowhlemo (*wormhole*)

Ask the winners to write the words on the board.

Power up

- 1 Ask students to read the advert and then give their reactions to the rest of the class.

Students' own answers.

- 2 In pairs, students list the good and bad points of a trip into space. Ask them also to think about the preparation such a trip would need. Conduct feedback.

Students' own answers.

Plan on

- 3 Ask students to read the prompt. Ask: *What do you have to write? (an essay) How many points must you cover? (three) How long should it be? (between 140 and 190 words)* In pairs, students discuss what they could write about as a third point. Ask students to share their ideas with the rest of the class.

Students' own answers.

- 4 Give students a short time to read the candidate's essay. Ask them to share their answers with the rest of the class. Have a brief discussion about whether the class agrees or disagrees with the opinion expressed.

Students' own answers.

- 5 In pairs, students read through the questions about the essay and check whether the candidate has done these things. Conduct feedback. Point out to students that this list of questions can be used as a checklist for their own writing.

The student has covered all the points in the list of questions apart from the word limit (the essay is too long).

- 6 Remind students that the first paragraph in a piece of writing is very important because it makes a good first impression and also makes the reader want to read on. Students check the order in which the writer put the three ideas in the introductory paragraph.

1 c 2 a 3 b

- 7 Tell students that the structure of an essay is also important because the reader needs a clear path to follow through the writing. It's a good idea to use words and phrases to signal different parts of the essay. Students find examples of these in the essay. Ask for examples and put them on the board.

firstly, secondly, finally, on balance

- 8 In pairs, students put the words and phrases in the correct columns in the grid. Conduct class feedback.

Introducing a point: First of all, ... , In conclusion ... ,

To begin with, ... , We mustn't forget that ...

Adding: Another interesting thing is ... , As well as this, ... ,

In addition to this, ...

Contrasting: On the other hand, ... However, ...

Referring to other people's opinions: Not everyone thinks that ... ,

Some people think that ... , Experts say that ...

- 9 Students complete the sentences individually and then compare their answers in pairs. In feedback, ask for examples, e.g. 1 *Governments spend a lot of public money on space research. However, there are many problems on Earth that still need to be addressed.* 2 *Overpopulation is becoming a big problem on Earth. As well as this, we may face a shortage of natural resources.* 3 *It would be great if scientists could invent a way to teleport people. On the other hand, it might be quite scary.*

4 *We are quickly using up the natural resources on Earth.*

Experts say that we need to reduce our dependency on fossil

fuels. 5 *I'm not sure that having cosmetic surgery is a good thing. To begin with, it is a waste of medical resources.*

6 *Building more nuclear power stations might be very dangerous.*

We mustn't forget that there have been serious accidents involving them in the past.

Students' own answers.

Write on

- 10 Refer students to the Language XP box. Remind them to use some of these phrases as they discuss the questions.

Students' own answers.

Language XP

Read through the examples in the Language XP box with your students. Advise students that many phrases for giving opinions are the same when writing and when speaking. However, sometimes when writing, we tend to use slightly more formal phrases.

- 11 Read the essay prompt with your students. They then work in pairs to discuss what they could include for the third point. Monitor as students complete the task.

Students' own answers.

12 Refer students to the Exam advice. Remind them that an essay is always about their opinion and there is no correct answer. Also emphasise the importance of taking time to make notes and organise their ideas before starting to write. Remind them that this applies to any piece of writing they do.

Students' own answers.

13 Students write their essays, either in class or for homework. Encourage them to check their work when they've finished using the checklist. Remind them to look back at the list of questions in Exercise 6, too. After writing their essays, take a class vote to see how many students agreed with the statement.

Students' own answers.

Model answer

Studying science is really important for some students, particularly those who want to have careers in science and become doctors or scientists. However, not everyone enjoys biology, chemistry and physics. In many countries students have to continue studying sciences until they leave school, even though they don't enjoy it. Is this right? I don't think so.

Firstly, students who don't enjoy the subjects will not concentrate and this can affect the whole class. Surely, it is much better to allow them to choose different subjects that interest them more? By fourteen, students have learned the basic, important things about science that they need to know.

Secondly, there are so many subjects on the school curriculum today that it's difficult to fit them all in. Some people say that students need to have more time for sport, whereas others say they should study more languages. If we make science subjects optional for students over fourteen, there will be more time for other subjects.

In conclusion, I must say that allowing students to give up science after fourteen makes sense. However, I don't think that the school authorities will agree with me!

To finish

Ask students to work in pairs to make a word puzzle for another pair. They should choose between twelve and fifteen new words from this unit and write them out without any vowels, e.g. *NVRS* (universe). They then swap with another pair and do the puzzles. Put the most difficult words on the board for the whole class to try.

There is additional writing practice on page 158 of the Students' Book.

Homework

Workbook pages 20–21

MyEnglishLab

SWITCH ON (SB page 40)

Secrets of space

1 Focus students' attention on the photo and elicit what it shows. Ask students what they know about the phenomenon of black holes. Ask students to guess the correct answer to the question. Then play the video to check.

C

2 Check understanding of: *visible* (we can see it), *atom* (smallest part of something), *resemble* (look like). With a stronger group, ask students to answer the questions and then play the video to check. With a weaker group, read the questions and then play the video for them to find the answers.

1 B 2 A 3 A

3 Elicit phrases we can use to express opinions, e.g. *In my opinion, I believe, I really think, In my view it's a bad idea to.* Put students into small groups to discuss the question. Circulate and contribute to the discussions. Ask for interesting comments and points during class feedback. Take a vote on how many students believe we should explore the universe.

Students' own answers.

Project

4 Divide the class into small groups. Decide whether you want students to do a presentation or a video. Decide how long you want the films or presentations to last.

In class, the groups will need to first plan what research they need to do and who will do it. Circulate and help them allocate the work. Elicit suggestions about where they can find the information (online, in books, etc.).

If they are going to make a video, encourage them to plan what they are going to show. The groups should write an outline of the different scenes or photographs they want to film. They will also need to write a voiceover script for one of them to record (or read while showing the film).

If they are going to do a presentation, they should make notes or write a text that they take turns to read.

This preparation should be done in class. The filming and writing of the presentations/scripts can be done outside class.

Choose a lesson for students to show their films or give their presentations.

Students' own answers.

REVISION (SB page 41)

1

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

2

1 I'll see 2 be studying 3 have finished 4 about 5 I'm meeting
6 have downloaded 7 going 8 unlikely

3

1 out 2 of 3 on 4 up 5 down 6 from 7 up 8 out

4

1 alien/extraterrestrial 2 gravity 3 mathematician
4 thermometer 5 opponent 6 laboratory 7 astronomy

SAMPLE UNIT

Unit objectives

Reading:	gapped text
Vocabulary:	words related to sports and sports equipment; collocations related to sport; collocations with <i>do</i> , <i>make</i> and <i>take</i> ; phrasal verbs
Grammar:	zero, first, second and third conditionals; mixed conditionals
Listening:	multiple-choice questions
Speaking:	collaborative task; asking for and giving clarification
Writing:	writing an essay

READING (SB page 54–55)

To start

Ask students to work in pairs and write as many sports as they can that begin with a different letter of the alphabet. During class feedback, see which pair managed to use the most letters of the alphabet. Which letters are the most difficult to find sports for?

Example answers: *athletics, boxing, canoeing, diving, equestrian, football, golf, hockey, ice skating, judo, karate, lacrosse, mountain biking, netball, open water swimming, pole vault, quidditch, rowing, swimming, tennis, unicycling, volleyball, windsurfing, yachting, zorbing.*

Power up

1 Focus students' attention on the photos and elicit the names of the sports. Ask: *Have you any experience of doing or watching these sports? Would you like to do or watch any of them?* Ask students to discuss the questions in pairs and then feed back their comments. List the qualities they mention on the board. Elicit what sports they consider more for boys and more for girls.

Students' own answers.

Read on

Background

Women's boxing was officially banned in many countries, but towards the end of the twentieth century it was becoming more and more popular and the first world championship for women boxers was held in 2001. In the 2012 London Olympics the sport featured for the first time. Claressa is a real person and she won Gold in the 2012 Olympics in the middleweight category. She is American. Students can find out more about her online.

2 Focus attention on the photo, the title and the comment. Make sure students understand the meaning of the phrase *Don't mess with me!* (*Don't make me angry.*). Ask: *What do you think the article might be about?* If necessary, pre-teach these words: *basement* (room below ground), *abomination* (something extremely offensive or unacceptable), *shoves* (pushes quickly), *period* (full stop, end of what I want to say). Students read the article quickly to check what qualities Claressa has. Conduct feedback and compare their answers with the list you wrote earlier on the board.

fast, strong, competitive, good listener

3 Remind students that it's a good idea to read the whole text through, ignoring the gaps, to get the idea of the content and sequence of events. Then focus on one gap at a time, checking through the possibilities. If a gap is particularly difficult, they should move on and return to that gap when there are fewer options left to choose from. Refer them to the Exam advice and point out the importance of looking at the context and any links there may be with the sentences before or after.

Read through the option sentences with the class and explain any unknown vocabulary. Give students time to complete the task. Conduct class feedback and elicit reasons/and or clarify why these options are correct.

- 1 g (When that didn't happen)
- 2 f (he gave in after a while)
- 3 c (But not every trainer would encourage)
- 4 a (she's up-to-date with her classes)
- 5 d (She trains three or four hours a night)
- 6 b (What makes somebody a good boxer?)

Keeping fit

To start

In pairs, students choose a famous athlete and play a guessing game. They write a series of short clues, e.g. *This person won a big competition last year.* They tell their partner the most difficult clue first, to see whether they can guess the person. Then the second most difficult and so on until their partner guesses or gives up. You can demonstrate yourself first by choosing a sports person and giving a range of clues, e.g. *Nadal – It's a man. He plays tennis. He had lots of injuries last year. He's been number 1 more than once. He's from Spain.*

- 1 Focus attention on the photo and ask students what they can see in it. Write *football* on the board and ask students as a whole class to call out as many words connected to football as they can. Put them on the board, e.g. *striker, ground, kit, goal, match, linesman, ball, penalty, league.*

Ask students to think of a sport plus a word connected to that sport. They take turns to come up to the board and write the sport and the word with several letters left out for the class to guess, e.g. *tennis: _ a _ _ e _ (racket)*

Read through the lists of items and see whether any have been mentioned so far in the lesson. Students work in pairs to put the words in the correct groups. Conduct feedback and check the meaning of each different word by putting it in context, giving an example or eliciting ideas from the class. In pairs, students practise the words by taking turns to describe different words for their partners. Put some starters on the board and demonstrate, e.g. *It's a It's when It's the person who It's when both teams get the same score.*

- 1 fist, knockout blow, round
- 2 stroke, umpire
- 3 cue, table, chalk, pot, referee
- 4 goalpost, pitch, referee, dribble, round

- 2 Ask students to complete the task individually and then conduct class feedback. Elicit when the alternatives can be used and give or ask for examples, e.g. *He's won the game. They earned the fans' support. His intention was to get fit, but he found he was talented, too. You must follow your coach's orders. We saw the list of results on TV. The match started at 3.30.*

- 1 beaten 2 scored 3 motivation 4 rules 5 score 6 draw

Game on

Students play the game with a partner. Monitor and conduct feedback.

- 4 Students work in pairs to complete the task. Conduct class feedback and check answers. Ask: *Whose shoes would you like to follow in? Why? How competitive are you? Give examples of junk food. What is banned at this school?* Highlight the following words and ask students to use the context to guess the meanings: para C: *rundown basement* (room below ground in poor condition), *essentials* (necessary items), para E: *shoves* (pushes quickly), para F: *rebels* (doesn't follow rules), *period* (the end), para G: *taking on* (accepting).

- 1 fists 2 follow in his shoes 3 sneaking
 4 was up to 5 competitive 6 abomination
 7 dropped by 8 junk food 9 banned
 10 sparring

Sum up

- 5 Ask students to write five facts about Claressa. Refer them to the sentence beginnings. They compare their facts with a partner. Conduct feedback as a whole class.

Students' own answers.

Speak up

- 6 Students discuss the questions in small groups. Encourage them to use phrases for asking for and giving opinions, e.g. *In my opinion, I feel really strongly.* Monitor and ask questions if necessary. Conduct feedback and take a vote on the different questions. Ask for examples of different 'opinion phrases'.

Students' own answers.

To finish

In pairs, students take turns to roleplay an interview with Claressa. Ask them to think of some interesting questions to ask and some creative answers! Monitor and choose one interviewer and one 'Claressa' to roleplay as a whole class.

Homework

MyEnglishLab

- 3 Ask students what sports they have done or do at the moment. Tell them that they are going to listen to people talking about their favourite ways of keeping fit. Read through the list of activities a–d and check that students understand what the activities involve. Play the recording through. Check answers with reasons during class feedback. Elicit words students used to identify the activities, e.g. *climbing: rocks, roped up, mountain, helicopter, helmet; diving: lifeguard, swimming pool, high board; breakdancing: music, dance, urban music, moves; spinning: cycling, saddle, bottom sore*
- 4 Tell students that they now have to listen for detail. Read through the summaries with gaps first and ask students to fill in any words that they can remember. Play the recording again, pausing after each speaker to allow them to complete the sentences. Students compare their answers in pairs. Conduct feedback to check. Ask: *Would you like to do these activities. Why/Why not?*

- 1 rope 2 ankle 3 helmet 4 pool 5 scared 6 techniques
7 park 8 urban 9 in his teens 10 slides 11 glides 12 gym
13 pop 14 teams 15 saddle

► Tracks 5.1 and 5.2

Charlie: Hi, I'm Charlie and I love this activity. It freaked Mum out when I told her I was taking this up. She was sure I'd kill myself. But it's OK now. I go with a group, and our leader knows where the safe rocks and crags are for our age group. You're all roped up, too, so you can't just drop off a mountain or anything! You've got to follow the rules, though. One girl jumped off a low rock without her rope the other day and broke her ankle. They had to get a helicopter to take her to hospital. Poor kid. It looked really painful. Good job she was wearing a helmet!

Amanda: Is it my turn now? OK, well I'm Amanda and I got into this pursuit because of my older brother. He'd got himself a job as a lifeguard at a local swimming pool and he used to take me along every night for a swim. Anyway, they had this really high board there. I watched kids diving from it and it looked the coolest thing ever. And then when I tried it the first time, my heart was beating so fast. It's really scary, actually – you need to know the right techniques so you don't hurt yourself. But the coaches teach you that so you don't need to worry.

Joe: Hello, I'm Joe. I've never gone in for gym or team games. I mean, I don't belong to the school sports club or anything. No way I'd rather be out with the lads in the park, doing our own thing. I've always loved music. I used to dance around to all the boy bands when I was a little kid. But it wasn't till I was in my teens that I discovered dance – my type of dance. And urban music. We meet up – my friends and I – in the park. I bring along my boom box, and we practise our slides and glides. There are other kids doing it, so it's useful to watch and pick up some moves from them. It's incredibly relaxing, strangely enough, and it makes me feel amazing.

Sonja: Hey there. I'm Sonya. I'd never heard of spinning – that's spelt s-p-i-double n-i-n-g – until I visited our local gym. I was looking for the dance studio, but I opened the wrong door, and there were all these people cycling like mad to the most amazing pop music! I decided to have a go and after that I was hooked. It's good fun because you do it in teams, so it's quite competitive. You have to watch what you wear, though. Sitting on a saddle for an hour can make your bottom sore if you haven't got the right clothes!

Word XP

Write the word *collocation* on the board and elicit examples of different types. Then read through the Word XP box and write the patterns on the board. Match with examples already given and elicit other examples.

- 5 Write these verbs on the board: *do, make, take*. Ask students, in pairs, to write down as many words these collocate with as they can in a minute. Conduct feedback and put the collocations on the board. Students then do the task in pairs. Conduct feedback and add collocations to the lists. Ask questions to check comprehension: *Who in your family do you take notice of? Can you name someone you know who has made a fortune? When did you last ask someone to do you a favour? What was the last suggestion I made? How long is it before we take a break? Apart from exercising, what does you good? What makes you feel happy? When did you last make a wrong decision?* Ask students to discuss their answers to the questions in pairs. Monitor and listen for interesting answers. Conduct feedback and ask students to report what their partners said.

- 1 take 2 make 3 do 4 make 5 take 6 does 7 makes
8 made

To finish

Put students in small groups. They have to create a crossword by starting with a word of their own or one that you give them related to sport from the previous lesson and this page. Each student adds a word in turn to see how large a crossword they can compile with the words they have learned. Monitor and help out where you can. The group with the largest crossword wins.

Suggested starter words: *goalpost, motivation, breakdancing*

Homework

Workbook pages 28–29

MyEnglishLab

1 c 2 a 3 d 4 b

GRAMMAR (SB page 57)

To start

In pairs, students write some rules for a sport or game (three or four rules). Ask them to use the pattern *If you ... , you ...* and give an example on the board, e.g. *If you hit the ball off the table, you lose the point.* Ask for the rules during whole class discussion for the other students to guess the sport or game.

Grammar XP

Before reading through the Grammar XP box, ask students for the main patterns for conditional sentences to see how much they can remember, and put the patterns on the board with an example sentence for each. Then go through the different patterns in the box and give another example. If you know your class well, you can use examples involving them to personalise the lesson, e.g. *If Katy runs very well on Saturday, she'll win the inter-schools competition.* If not, use examples that are simple and clear, e.g.:

If James reads too much, he gets a headache.

If Jack passes his exams, he'll go to college.

If I had enough money, I'd buy a new laptop.

If I were you, I would go in for the competition.

If I had spent longer on my homework, I would have got a better mark.

After each section, concept-check by asking questions such as:

Zero conditional: Are we talking about one occasion? Are we talking about actions in the present, past or future?

First conditional: Will she definitely pass? How likely is it that she will pass?

Second conditional: Have I got enough money? Am I going to buy a new laptop?

Third conditional: Did I get a good mark? Did I spend a long time on my homework? Can I change the result?

Also, after each section, give some practice in production that also checks understanding. Give the first part of a condition for the students to complete, e.g.:

If I don't get enough sleep, I ...

If I have time tomorrow, I ...

If I lived in ... (capital city), I ...

If I hadn't gone to the party last night, ...

1 Ask students to complete the sentences in Exercise 1 and then compare answers with a partner. Monitor to see how accurate the class are and whether any patterns need more work. Conduct feedback and ask for sample answers. If necessary, concept-check the wrong answers. Ask students to think of alternative second parts for the sentences during whole class discussion.

1 I could have learnt/learned, had had

2 would have won, had not/hadn't hit 3 paid 4 Take, go

5 Would you have taken up, had been 6 stop, will/'ll put on

2 Focus students' attention on the photo and ask them to say what they can see and what they think the man is saying. Put *sin bin* on the board and check that students understand

the meaning (see SB page). Ask students to read through the text, ignoring the gaps, and ask them some general comprehension questions, e.g. *What sport does Anton play?* (rugby) *What was the problem with Anton's dad?* (He put too much pressure on Anton.) *Why did he go to Anton's matches?* (to support his son) *According to the writer, why can sport be good for you?* (It can give you a sense of achievement and be fun.) *How did Anton's dad react if Anton didn't do well?* (He got angry.) *What did Anton's dad do during this match?* (He argued with the referee.) *What happened to Anton's dad?* (He was sent to the 'sin bin'.)

Students read the text again and complete it with one word in each gap. Monitor and help where necessary. Conduct feedback and go through the answers and the reasons why, if necessary referring back to the Grammar XP box. Do students know anyone like Anton's dad?

1 have 2 was 3 been 4 will 5 Unless 6 did 7 would
8 stop 9 have 10 does

3 Students work in pairs to make the questions and then discuss them together. Monitor and comment, encourage or correct where necessary. Note any common mistakes. Conduct class feedback and ask students to report what their partners said.

1 What would you do/be doing if today was/were a holiday?

2 What do the rules say should happen if you ignore the referee in football?

3 Which sports person would you like to meet if you could choose?

4 Would your dad go and watch/to watch you if you did/were doing something really sporty next week?

5 Will you take some kind of exercise if the weather is OK next weekend? What will you do?

Speak up

4 Discuss the question with the whole class. Be prepared to give your own opinions, too. Find out which sport or activity is most popular in the class.

To finish

Play the third conditional chain game as a whole class or small groups if you have a large class. This can be a forward or a backward chain, e.g.

I got up late this morning. If I hadn't got up late, I wouldn't have missed the bus. If I hadn't missed the bus, I ...

OR

I left my smartphone on the bus. I wouldn't have left my smartphone on the bus if my friend hadn't texted me during the journey. My friend wouldn't have texted me during the journey if she hadn't missed the bus. She wouldn't have missed the bus if ...

If students do this in groups, compare the final sentences of their stories to see the different directions their conditionals have taken them in.

Homework

Workbook page 30

MyEnglishLab

Vocabulary

To start

Write on the board some examples of unhealthy food that you have eaten recently and ask what question you might be answering. Elicit the question: *What's the most unhealthy food you've eaten recently?* Students write down their own answer and compare it with a partner. Conduct feedback and list the types of food on the board. Then ask the class to vote on what they think is the most unhealthy food.

1 Discuss the question as a whole class.

Students' own answers.

2 Read through the phrasal verbs with the students and ask them to match them with their meanings in pairs. Conduct feedback and elicit example sentences.

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

Word XP

Put this sentence on the board: *I ran out of food yesterday, so I made a chip sandwich. That was very unhealthy!* Underline the phrasal verb and point out that some phrasal verbs have two prepositions. Read through the examples in the Word XP box with the students and remind them to record new phrasal verbs in their notebooks with an example sentence for each one.

3 Students do the exercise individually. Conduct class feedback.

1 up 2 with 3 of 4 to 5 up 6 out

4 Ask students to work with a partner and tell him/her about the things in the task. Give an example of your own first, e.g. *I can't put up with queuing for ages in a shop. It drives me mad.* Monitor and encourage and in feedback, ask for interesting examples.

Students' own answers.

5 Focus attention on the photo with the article and the title. Ask for descriptions of the photo and predictions of what the article might be about. Students read the article, ignoring the gaps, and see whether their predictions were right. Then they read to complete the gaps with the correct words from the options given. Remind students to see whether they have an idea of a word for the gap before looking at the options. Also remind them that the word they choose must both fit structurally and make sense in the sentence. Students complete the exercise individually. Conduct feedback and check answers.

Elicit why the answers are correct and the other options do not work. Fast finishers can write three gap-fill sentences using some of the incorrect options for their partner to complete.

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

Speak up

6 Students discuss the question in pairs. Monitor and comment to encourage or to show interest. In feedback, bring interesting points into open group discussion.

Students' own answers.

To finish

Draw two boxes on the board labelled A and B. In one write the verbs: *come, make, put, go, stand, look, do, run, get*. In the other write the words: *out, up, with, for, round, along, forward, from, away, to*. In two teams, students take turns to choose a verb from Box A and two words from Box B and construct a sentence using them. A correct sentence earns two points, a correct phrasal verb earns one point. The other team can 'steal' a point by making a correction.

Homework

Workbook page 29

MyEnglishLab

SAMPLE UNIT

To start

Give pairs of students a minute to write down as many things you can eat for breakfast as they can. Which pair has the longest list? Put the items on the board. Find out which student ate the biggest breakfast today and which items he/she ate.

Grammar XP

Write on the board:

I'm quite hungry. If I'd had a good breakfast, I wouldn't be hungry now. Ask what sort of conditional this is and elicit that it is a mixture of third and second conditionals.

Go through the Grammar XP box with the students, as before, concept-checking each pattern, and put the statement for each condition on the board to clarify.

What am I doing now? What did I fail to do? (I didn't come up with a good idea. I'm asking you.)

Are there a lot of fast food places near the school? What did this fact cause the school to do in the past? (There are a lot of fast food places near the school. Because of this, the school made the kids stay in.)

Is the result of the past action or present situation definite? (They didn't introduce healthy school meals earlier. Now, I'm overweight.)

I have a sweet tooth. (I ate a large dessert.)

1 Students complete the task individually. Check answers during feedback and ask for alternative endings for the conditions, e.g. *If I'd done more training during the holidays, I would be much fitter.*

1 I'd done 2 wanted 3 wouldn't have asked 4 had had
5 hadn't trained 6 have gone

2 Ask students to finish the conditions in Exercise 2 individually and then compare their answers with a partner. Monitor and feed back interesting answers during whole class discussion.

Students' own answers.

3 Focus students' attention on the photo and article title. Ask what they can see in the photo and whether they would enjoy a breakfast like this. Read the advertisement with the students. Ask whether they have any idea what a breakfast in the countries mentioned might be like. Ask what they think a *Kids Breakfast* would consist of. Students read through the dialogue, ignoring the gaps, to see whether they are right. Students then complete the dialogue individually and check answers with a partner. Conduct feedback.

1 had/'d eaten 2 would/'d be 3 didn't love
4 wouldn't have gone
5 wouldn't be feeling/wouldn't feel
6 would/'d be 7 ate

Speak up

4 Discuss the question with the whole class.

Students' own answers.

To finish

Give students three minutes to design, in pairs, a new breakfast for the Breakfast Bar and give it a name. The class vote on the best breakfast.

Homework

Workbook page 31

MyEnglishLab

LISTENING (SB page 60)

To start

Mime cooking or making something to eat for the students to guess. In pairs, students mime cooking or preparing something for their partners. Ask the funniest to mime for the class.

Power up

1 Focus students' attention on the photo and ask what they can see. Ask students to discuss the questions in pairs. Conduct feedback.

Students' own answers.

2 Students work in pairs to group the words. They can use dictionaries if necessary. Conduct feedback and check answers. Clarify meanings of any unfamiliar words.

Food: cereal, fry-up, icing, ingredients, starve, tuna, wholemeal

Health: breakdown, chiropractor, painkiller

Sport: dedication, podium, swimsuit

Listen up

3 Read through the topics and tell students they will hear people speaking in eight different situations. They have to listen to each situation and match it with a topic. They should not look at the questions for situations 1–8 in Exercise 4 yet. Play the recording and pause after each situation to give students time to check through the topics and choose. Conduct feedback and check answers.

► Tracks 5.3 and 5.4

1

Helen: Hi, Pam. It's me, Helen. I know you're up to your eyes today and you're probably trying to finish off the project right now. I'm just calling about going to tennis this evening. I wanted to say that I definitely will need picking up if that's still OK for your dad. And thanks a lot for the offer! I think we said 6.30-ish so that we can get in a quick swim first. Don't forget your swimsuit! I won't be able to stay for a snack afterwards as I'm meeting up with Dave to go to the cinema and we'll most likely eat later anyway. Hope you get the project finished OK! Call me back when you've got a minute. Bye!

2

A: Dave – hi! How did you get on with the cup cakes last night? I was thinking about you. I hope the recipe was clear and that you had everything you needed.

B: Well, it was certainly interesting to try. It was my first attempt at cooking anything and it took ages! Everything would have been absolutely fine if my sister Jenny hadn't been looking over my shoulder all the time and giggling. It was all going really well until it came to the icing. I just got a bit distracted by her comments and I made a bit of a mess of it. It looked more like mashed potato! Try one! They taste much better than they look!

3

Man: The latest celebrity chef TV show was broadcast last night on Channel 9 after weeks of publicity and general hype! Dave March's new way of looking at traditional recipes obviously whetted the appetites of a lot of people as it was watched by a staggering number of viewers – and it didn't disappoint. The first programme in the eight-part series also went down well with the critics, although there were a few unkind tweets about what he was wearing. Can you believe it? His guests in the studio included some famous faces, and they were evidently enjoying the food he cooked. A book of recipes from the series will be on sale shortly. Should be worth a look – maybe a good Christmas present?

4

A: You're looking really tired. Are you OK? I'm so sorry I couldn't come round earlier to help with the decorating.

B: That's OK. I couldn't get down to it anyway. It's my back. It's really hurting and I don't think I could lift a paintbrush!

A: This isn't the first time, is it? Have you seen a doctor?

B: Well, I've been taking painkillers, but there's not much doctors can do.

A: There's a chiropractor I go to for my shoulder – when I've been overdoing the tennis. You could get him to have a look at it. You never know.

B: OK, cheers. Worth a try.

5

A: Hiya. Are you hungry? I'm just about to make a sandwich – a healthy one, mind you, with wholemeal bread and tuna!

B: Thanks, but I've just had a fry-up for breakfast – a full English: eggs, sausages, fried bread – the works! It was brilliant.

A: What? What about this diet you're supposed to be on? You should have had cereal and orange juice like I did. You're a nightmare. You're either eating loads or starving yourself. You'll never lose weight!

B: You can talk! I've seen you raiding the fridge after dinner when you're a couple of days into a diet! I just like my food too much and I have to admit I don't have much self-control.

6

Man: It hasn't been easy. Getting to the top in my sport has required a lot of dedication and sacrifices. It's the same in most sports, isn't it? But I've got no regrets. Since that moment when I saw my first Olympic Games on TV, I haven't wanted to do anything else with my life. Getting to be on that podium became my entire focus! It completely turned my world around. I went from being an overweight teenager with no confidence at all, who couldn't stand up for himself in any situation, to doing what I do now – swimming for my country. A life in sport helps you in so many different ways, I just can't recommend it enough.

7

A: What an interesting programme that was on stress last night. I'm really enjoying this series of documentaries.

B: Yeah. I didn't realise how badly it can affect some people.

A: It makes you wonder if there's any way you can actually escape stress. It seems like it's part and parcel of everything we do these days – from studying to working to travelling!

B: I know what you mean. That programme was a tad scary. I've been thinking about it and, you know, my dad never stops working. Well, perhaps he ought to slow down a bit. I don't want him getting ill like those people on the programme.

A: Yeah. But remember, these programmes do show the worst-case scenarios. They like to be dramatic.

8

Woman: If you're wondering where to go for that special meal, then I've got the answer. Look no further than the new vegetarian restaurant, The Eagle, in Gold Street. It's got everything! It's easy to get to, with a bus stop immediately outside and access to a good-sized car park. And when you're looking at the menu, you'll be amazed by the range. Whoever said that vegetarian food is boring obviously needs to go there! It serves food that I have never even heard of – let alone tasted! Magic! And in addition to this, if you need any information about nutrition or ingredients, just ask the very informative waiters. The Eagle gets booked out quickly, so reserve a table well in advance. You won't regret it.

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

4 Ask students to read the questions, but not the options. See whether any students can remember any of the answers from the first listening. Read the options for Question 1 and play the recording. Give students time to choose their answer. Check their ideas and give the correct answer. Let students read the questions and options before playing the next three questions with pauses in between. Let students look at the final four questions and the options before playing these sections straight through. This procedure could change depending on whether you have a stronger or weaker group. Conduct feedback. Play each section again to find the clues for the answers.

1 C (I wanted to say that I definitely will need picking up)

2 B (I just got a bit distracted by her comments)

3 A (it didn't disappoint)

4 A (You could get him to have a look at it)

5 C (You're either eating loads or starving yourself)

6 A (when I saw my first Olympic games on TV ... Getting to be on that podium)

7 C (That programme was a tad scary ... I don't want (my dad) getting ill like those people)

8 B (It serves food I have never even heard of)

5 Read through the phrases and ask students whether they can identify which speakers used them. Students do the matching task in pairs. Conduct feedback and check answers. Ask students to write three sentences including three of the items. Ask for examples in feedback.

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

To finish

Ask students in pairs to choose the names of five famous types of food or names of meals and to write them in anagram form. Do one yourself first on the board as an example, e.g. IZZAP (pizza). Students swap with another pair to solve the puzzles. Monitor and note down interesting ones to put on the board for the whole class to try.

Homework

MyEnglishLab

SPEAKING (SB page 61)

To start

Ask students to complete a short survey about their lifestyles. You can print out the questions or put them on the board. Students answer the questions and compare their answers with a partner. During feedback, find out who the class think has the healthiest and the least healthy lifestyle. Questions:

How many hours do you sleep every night?

How often do you go for a long walk?

How much exercise or sport do you do a week?

How much time do you spend on the computer or watching TV?

How much fruit do you eat?

Power up

1 Discuss the question with the whole class. If necessary, students can prepare some ideas in pairs first.

Students' own answers.

2 Read through the question and the five points with the students. Ask them, in pairs, to note down some things they could say about the different points, including positive and negative ones if possible. Give an example: *Holidays are good because you relax and don't get too stressed. But you might eat a lot or get sunburned.*

Students' own answers.

3 Tell students they are going to listen to two students completing the task from Exercise 2. These students only talk about three of the points. Which ones? Play the recording and during whole class discussion, ask which points from the task they talk about. Then play the recording again and ask them to answer the next three questions in pairs. Conduct feedback.

Refer to the Exam advice and emphasise that it is a good idea NOT to try to rush through all the points. The examiners prefer students to talk well about a couple of points rather than give a quick sentence about all of them.

► Track 5.5

A: OK, shall we start with this one? Eight hours' sleep every night. Hmm, what do you think?

B: I'm not sure. Yeah, it's true that you need to get enough sleep – otherwise you can't concentrate the next day, can you?

A: That's a horrible feeling – when your head is all ... what's the word?

B: Fuzzy! Like full of wool! I know what you mean. But I think how much sleep you need depends on the person.

A: You're right. Some people, like my sister, need ten hours! And others, like my dad, don't need more than six. Me, too.

B: Sorry – are you saying that you need eight or six?

A: Six. I need about six. If I don't get that, I feel awful. And I think you're more likely to go down with illnesses, too, if you don't get your sleep.

B: Absolutely. What about this one: 'Eat everything you like, but not too much'? Yes, that's about not doing anything to excess.

A: Sorry, you've lost me ... to excess?

B: Yeah, like not too much exercise or too little.

A: Oh, I see what you mean. A little cake's OK, but not too much!

B: Yeah – well, to put it another way, some people say 'a little of what you like does you good'!

A: Oh yes, I'm with you there!

B: Then we've got 'Have a good work–life balance'. I agree that it's important to get the balance right.

A: How do you mean?

B: Well, it's like – it's important to work hard, but you need to find time to have a good social life, too.

A: OK, I get you. So, you don't get too stressed out. That's a good point. Some people get too wrapped up in their work.

B: Like my brother. He's always working. He needs to get a life!

1 eight hours' sleep; eat everything you like, but not too much; have a good work–life balance

2–4 Students' own answers.

4 In this part of the test, students need to interact with each other rather than just taking turns to speak. This means asking questions and commenting on what their partner has said. Sometimes they need to ask for an explanation if they don't understand something, or say something in another way to help their partner understand. Play the recording again and get students to complete the extracts individually. Conduct feedback to check. Divide the class into two groups. Play the extract again and get students to repeat the sentences from A and B to practise the pronunciation and intonation.

1 what's the word 2 are you saying that 3 you've lost me 4 I see what you mean, to put it another way 5 How do you mean?, OK, I get you

5 In pairs, students write the phrases from Exercise 4 in the correct columns. Practise the phrases by asking students to work in pairs to complete this activity. They write a short paragraph about a party they've been to, a celebration or an evening out, trying to include some difficult words or expressions if they can. Then they read the paragraph very quickly to their partner, who must interrupt to ask for clarification as often as possible, using the phrases from the grid, e.g.

Column 1: How do you mean? What's the word? You've lost me. Are you saying that ...? Column 2: To put it another way ... Column 3: I see what you mean. OK, I get you.

Students' own answers.

Speak up

6 Ask students, in pairs, to look again at the task in Exercise 2 and to think of another point that could be included. Put ideas on the board, e.g. *Do lots of exercise and sports. Have interesting hobbies. Have lots of friends.* In pairs, students discuss the points not included in the recorded conversation and one more from the board. Encourage them to use as many phrases from Exercise 5 as they can. Conduct feedback and ask which phrases they managed to use.

Students' own answers.

7 Students do the task on page 151. Monitor and conduct feedback. Remind students to use the phrases they have learned in this lesson.

Students' own answers.

To finish

Students play *Just a minute* in small groups. Topics can include: *My favourite meal, A sport that I can't stand, My favourite celebrity chef, How to make a sandwich* or other topics that you feel would interest them and be appropriate.

Homework

MyEnglishLab

WRITING (SB pages 62–63)

To start

Write on the board: *The age limit for learning to drive should be raised by two years.* Ask students, in pairs, to write down two points for the idea and two points against. Tell students to imagine these are points to be included in an essay. Have a vote on what their conclusion would be: in favour or against? (But do not have a discussion at this point.)

Power up

- 1 Focus students' attention on the photos. Ask them to describe what they can see. In pairs, they discuss the question. Conduct feedback and ask for comments.

Students' own answers.

- 2 Ask how students get to school and how many of them cycle. Students read the magazine article. Ask: *What does the article say about bikes in London?* (There is a public cycle scheme.) *What points does Adele make about the benefits of cycling?* (gets cars off the streets, cuts traffic jams and air pollution, keeps people fit, cheaper than cars).

Students' own answers.

Plan on

- 3 Students read the essay question and, in pairs, discuss what the third point could be. Ask for their ideas as a whole class.

Students' own answers.

- 4 Students read the essay. Ask whether they think it is a good introduction and why. Ask them to read the two conclusions and say which they think is better and why the other is not so good. Indicate which phrases are useful for conclusions: *To conclude, I would say that Although there are advantages, there are disadvantages, too. It really depends*

B because it is impersonal and summarises succinctly.

- 5 Ask students as a whole class what the third point is and whether this is the same one they had chosen. What are their opinions on this?

safety / danger

Language XP

Remind students that in an essay, they need to balance points in favour and points against a statement. Read through the useful phrases with them and ask which two were used in the essay. To practise the phrases, ask students as a whole class to use phrases from the list to rephrase comments or information from the essay, e.g. *Many people are in favour of cycling to work or school.*

- 6 Focus students' attention on the phrases in the Language XP box. Ask them to find the two phrases that are used in the essay in Exercise 4.

there is a downside to, It is quite clear that

Write on

- 7 Focus students' attention on the photo and elicit what it shows (a school sports day). Discuss the question as a whole class. Give an example of your own to help the discussion forward.

Students' own answers.

- 8 Students read the emails and then, in pairs, note down points made in favour of and against sports competitions for children at school. Conduct feedback and put the points on the board. Ask students to find expressions in the emails that mean: *soon* (coming up), *finish after everyone else* (come last), *I couldn't run at all* (I had two left feet), *making you feel bad in front of others* (humiliating), *is the best* (beats them all hands down).

For: prepares you for life

Against: fear of failing, humiliation

- 9 Discuss the questions as a whole class.

Students' own answers.

- 10 Students read the task and, in pairs, discuss a possible third point to include. Conduct feedback and put ideas on the board.

Students' own answers.

Language XP

Read through the words and phrases in the Language XP box and check understanding by giving or eliciting examples if necessary.

- 11 Give students time to plan their essays in note form and remind them to group notes into paragraphs. They then write their essays. Monitor and help with ideas. When they have finished, ask them to swap essays with a partner to read and compare.

Students' own answers.

Model answer

Today we hear more and more about how important it is to learn to be competitive, because after we leave school, there will be competition in nearly all aspects of our working lives. We shall need to compete to get a job, to get promotion and if we work in business, then we'll have to compete for customers. Many people are in favour of introducing children to competition at an early age through sports. But is this really a good thing to do?

It is quite clear that doing sport is good for children's health and it should be encouraged, but it does not have to be competitive. They can get health benefits from regular gym or sports lessons.

If we make children enter sports competitions, it can be fun for the ones that are good at running and swimming. However, for children who aren't good at sports, it can just make them feel humiliated and ashamed.

What we have to remember is that we all have to deal with competition later in life, so why not enjoy the periods when we don't have to, like childhood?

To finish

Give students three minutes to write down as many new words connected with sport and health as they can remember from this unit. Conduct feedback. Which pairs remembered the most words?

There is additional writing practice on page 158 of the Students' Book.

Homework

Workbook pages 32–33

MyEnglishLab

SWITCH ON (SB page 64)

A knockout sport

1 Refer students to the photo and elicit what they can see. Ask them to guess the answer to the question. Play the video for them to check.

B

2 Students answer the questions in pairs. Play the video again to check answers.

1 (any of these ideas) She has become a role model. Her success has inspired them. She has made them want to excel at boxing. She has made boxing acceptable for girls. They want to become Olympic champions, too.

2 no difference at all

3 Because her mother stopped her; she didn't want her to be hit.

3 Discuss the question as a whole class. Ask if there are any other sports that men dominate in and whether women should be encouraged to participate in them, e.g. Formula 1 motor racing.

Students' own answers.

Project

4 Explain the survey to the class. In pairs, they can add as many other questions to the list as they wish. Students use the survey before the next class to ask the questions of people they know and to record their answers. In the next class they should compare notes with their original partners and collate the results. They then present a report on their findings to the class.

Alternatively, before the class, one student in each pair reads the report while the other student films him/her. They then exchange clips with other pairs in class time. Conduct feedback and collate the results of the surveys on the board.

Students' own answers.

REVISION (SB page 65)

1

1 came up with 2 unless it rains

3 didn't follow/broke the rules

4 wouldn't be so tired 5 If I had enough money 6 do me a favour

2

1 C 2 A 3 B 4 C 5 B 6 C

3

1 referee 2 court 3 cue 4 score 5 a helmet 6 served

4

1 make 2 do 3 raided 4 take 5 beat 6 boosted

5

1 out 2 round 3 up 4 with 5 up 6 with

SAMPLE UNIT