

Overview

Lead-in	Vocabulary: Learning and education
7.1	Can do: Describe a learning experience Grammar: Subject and object questions Vocabulary: Learning Speaking and Pronunciation: How to... describe a learning experience Reading: Mistakes that work ... Listening: Learning experiences
7.2	Can do: Describe a teacher from your past Grammar: <i>Used to</i> and <i>would</i> Vocabulary: Personal qualities (2), Word building Speaking and Pronunciation: Word stress in word building Reading: Extract from <i>Matilda</i> Listening: Memorable teachers
7.3	Can do: Carry out an interview Grammar: Modals of ability, past and present Vocabulary: Education Speaking and Pronunciation: Connected speech How to... carry out an interview Reading: It's never too late Listening: U3A, Old age
Vocabulary	Learning: idioms and phrasal verbs
Communication	Discuss options and make a decision
Writing bank	Summarise a short article How to... write a summary
Extra resources	ActiveTeach and ActiveBook

CEFR Can do objectives

7.1 Describe a learning experience

7.2 Describe a teacher from your past

7.3 Carry out an interview

Communication Discuss options and make a decision**Writing bank** Summarise a short article

CEFR Portfolio ideas

- With a friend, imagine you are interviewing applicants for a teacher's job in your school. Take turns to be the interviewer and interviewee. Video the interviews and the discussion that you have afterwards, discussing what you learned from the experience about teaching and about interviews.
- You have received an email from a friend. Tomorrow morning, he has to travel from his house on one side of town to attend an interview on the other side of town at 10:00 a.m. Reply to the email, suggesting all the possible travel options and then recommend the best option. Your friend doesn't have a car. Remember to mention all possible forms of transport.
- Choose an article that interests you from the Internet or from a magazine or newspaper and write a summary of it. Use the How to... box on page 159 to help you.

Lead-in

OPTIONAL WARMER

Write *education* on the board. Ss write down five words connected with education. Put Ss in pairs (A and B). Student A describes his/her words to student B without saying the word. Student B guesses the words. Ss swap roles and Student B describes their words for Student A to guess.

1 ► Focus Ss on the photos of different learning situations. Put Ss in pairs to discuss the first question. Get feedback from various pairs. Then discuss the second question with the whole class.

2 ► Focus Ss on the box and the table. Ss think of as many verb/noun collocations as they can and add the nouns to the correct column of the table. Monitor and help Ss with the meanings of any words they don't know. Copy the table onto the board. Ask various Ss to write nouns in the table on the board to create correct collocations. In pairs, Ss add more nouns to each verb in the table. Check the words Ss have added and write them in the correct column of the table on the board.

Answers

get: a degree, good marks

take: an exam, notes, a subject

do: a degree, an exam, a course, some research, a subject, your best, well at something

pass: an exam, a subject

fail: an exam, a subject

revise: notes, a subject

go: to a lecture, to class

make: a decision, a mistake, notes, progress, a suggestion

graduate: from university

3a ► Ss do the activity individually. Remind Ss that they may have to change the form of the verbs. Let Ss compare their answers in pairs before checking the answers with the whole class.

Answers

1 revise

3 taken

5 get

2 make

4 go

6 do, do

b ► Ss discuss the questions in pairs. Monitor and note down any errors. When Ss have finished, tell them you are going to read out some errors. Read out the errors and elicit the correct form from Ss.

OPTIONAL EXTENSION

If you feel Ss need extra practice, tell them to write five questions of their own using some of the collocations from the table. Then put Ss in pairs and tell them to take turns to ask each other their questions. Encourage Ss to self-correct. Go round the class and correct errors if necessary.

Answers

- 1 What were you learning? Why?
- 2 Why was the experience good or bad?
- 3 How did you learn?
- 4 Did you learn in a group or on your own?
- 5 Was it easy or difficult to learn?
- 6 How did you make progress?
- 7 Did you learn (any) useful techniques?

b ► Ss answer the questions individually and make notes about their learning experience. Go round and help Ss with vocabulary where necessary.

c ► Tell Ss they are going to describe their learning experience. Encourage Ss to think about how they can use the vocabulary from exercise 3 and the language from the How to... box in their descriptions. Ss then work in pairs, taking turns to describe their learning experiences and ask follow-up questions. Monitor the conversations and note down errors. Get feedback by asking Ss to tell you about their partner's experience and why it was good or bad. When Ss have finished, put some of the important errors on the board and ask various Ss to come up to the board and correct the errors. Praise Ss for correct use of target language.

OPTIONAL VARIATION

When you have got feedback about all of the learning experiences, ask Ss to choose the top five most difficult learning experiences the Ss have mentioned. In groups, Ss discuss which Ss had the most difficult learning experiences and why. Get feedback from the whole class.

Reading

6 ► Write the following words on the board: *light bulbs, crisps, bread, post-it notes*. Give Ss thirty seconds to work in pairs and discuss what the connection between the items might be. If Ss find this difficult, you could let them look at the title of the article as well. Get feedback from the whole class. Ss then read the text quickly to find the connection. Tell Ss not to worry about words they don't understand at this stage. Check the answer with the whole class.

Answers

The items were all invented after failures or mistakes.

7 ► Ss close their books. Write the numbers on the board and elicit how to say them. In pairs, Ss try to remember what the numbers refer to in the text. Ss then read the text again and write questions for the answers. Get feedback from the whole class. Elicit words or expressions in the text which Ss don't understand. Encourage Ss to answer each others' questions or to use a dictionary, before giving the explanations yourself.

Suggested Answers

- 1 How many ideas did Benjamin Franklin have that didn't work?/How many of Benjamin Franklin's ideas didn't work?
- 2 When was bread invented?/In which year BC was bread invented?
- 3 When did Spencer Silver invent a weak glue?/When was a weak glue invented?
- 4 When did Art Fry invent the post-it note?/When was the post-it note invented?
- 5 How much did an employee's mistake cost IBM (in dollars)?

8 ► Put Ss in groups of three or four to discuss the questions. Get feedback from the whole class.

9 ► Focus Ss' attention on the text at the bottom of the Lifelong learning box. Ask Ss: *Is there anything wrong in this text?* (Yes, there are mistakes). Explain that when we make mistakes, we need to understand what type of mistakes they are before we can correct them. Read through the Lifelong learning box with the whole class. Look at the example given in the text and then put Ss in pairs to check the text for mistakes and identify them using the correction code. Get feedback from the whole class and elicit corrections for each mistake. Ask Ss: *Do you use a code like this? Would it be helpful? Why/Why not?*

Answers

I started learning to drive (WF) when I ~~am~~ was (WT) seventeen. I was (M) very nervous. My father ~~taught~~ taught (Sp) me ~~in his car to drive~~ to drive in his car (WO) and ~~everytime~~ every time (Sp) I ~~did~~ made (WW) a mistake he shouted ~~to~~ at (WW) me. ~~it~~ It (P) took me a (M) long time to learn.

Grammar | subject/object questions**OPTIONAL GRAMMAR LEAD-IN**

Write the following questions on the board.

- 1 *What time did the class start?*
- 2 *Who arrived last in the class today?*

In pairs, Ss answer the questions. Elicit full-sentence answers and write them on the board below the questions. Ask Ss if they can see a difference between the two questions. Elicit that the first question contains an auxiliary verb and the second question doesn't. In pairs, Ss discuss why there is an auxiliary in the first question but not in the second. Get feedback from various pairs and elicit/explain that the first question is an object question, the second a subject question. Go on to look at the Active grammar box.

10 ► Put Ss in pairs to discuss the questions. Then get feedback from the whole class.

11 ► Read through the instructions with the Ss. Ss read through the Active grammar box and complete the rules. Let Ss compare their answers in pairs before checking the answers with the whole class. Then Refer Ss to Reference page 103 and give them time to read the notes.

Ask Ss: *When a Wh- question word is the object of the question, what word order do we use?* (normal question word order: question word + auxiliary + subject + verb) *When a Wh- question word is the subject of the question, what word order do we use?* (order of an affirmative sentence: question word + verb + object) *Do we need an auxiliary verb in a subject question?* (No). *Which is the most common type of question: subject or object questions?* (object questions)

Active grammar

Object questions: object
Subject questions: subject

12a ► Put Ss in pairs (A and A or B and B). Individually, Ss look at their own quiz statements and write a question for each statement. Remind Ss to decide whether an object or subject question is required. Ss compare their questions in pairs. Monitor and help where necessary.

Answers

Quiz A

- 1 Who painted *Guernica* in 1937?
- 2 When did Mozart start composing music?
- 3 Who discovered penicillin in 1928?
- 4 Which of the world's greatest scientists lived from 1879–1955?
- 5 Which famous city is nicknamed *The Big Apple*?
- 6 What invention is Guglielmo Marconi responsible for?
- 7 Which is the largest desert in the world?
- 8 Who wrote the best-sellers *The Da Vinci Code* and *The Lost Symbol*?
- 9 Which country is the oldest surviving republic in the world?
- 10 When did Tom Daley become the youngest ever male Olympics competitor?

Quiz B

- 1 Which islands did Christopher Columbus discover in 1492, before he discovered America?
- 2 Who painted the Sistine Chapel?
- 3 What song about London was a huge hit for Lily Allen in 2006?
- 4 Which European country has the smallest area?
- 5 Which team bought Cristiano Ronaldo for \$163 million?
- 6 Who wrote the song *Imagine* in 1971?
- 7 What did Laszlo Biro invent?
- 8 Which is the world's longest river?
- 9 Which of the world's most famous writers lived from 1564–1616?
- 10 When did Hong Kong become part of China again?

b ► Now put Ss in different pairs so each Student A is working with a Student B. Ss ask each other their quiz questions. Ss give their partners a point for each question answered correctly. When they have finished, Ss count the points and check who won the quiz. Get feedback from the whole class and discuss which questions Ss found most difficult.

13 ► In pairs, Ss write their own quiz questions and answers. Encourage Ss to include both subject and object questions in their quiz. Go round and check the questions Ss are writing. Ss read out the questions for other pairs and see if they can answer them.

OPTIONAL EXTENSION

Put Ss into pairs. Ss think of five facts they think they know about their partners. Ss write down the five things. Ss then think of questions for these five facts. The questions must include subject and object questions. If the original five questions don't include both subject and object questions, tell Ss to change some of them to include both types of questions. Ss now ask their partner the questions and compare their partners' answers with the answers they predicted.

7.2 Great teachers

Roald Dahl wrote many very successful books for children such as *James and the Giant Peach* which was turned into an animated film and *Charlie and the Chocolate Factory*, which was also made into a film, starring Gene Wilder. A new version of the film was released in 2005, starring Johnny Depp. *Matilda* was also turned into a film, starring Danny De Vito. Roald Dahl also wrote for adults. His short stories are famous for having an unexpected twist at the end of them. Some of his stories were televised in Britain as *Tales of the Unexpected*.

In this lesson, Ss read about a young girl's experience of her very first teacher and learn more vocabulary connected with personal qualities. They then listen to two people talking about their teachers. Through this context they learn about word building and how to stress different forms of the same word. This is also the context for the grammar focus on the uses of *used to* and *would*. Finally, Ss talk about a good or bad teacher from their past and write an entry about them for a website.

Reading and speaking

OPTIONAL LEAD-IN

Dictate the following words taken from the *Matilda* extract: *exercise book, pencils, headmistress, strict discipline, argue, liquidise, laugh, eager*. Check that Ss understand these words and phrases. In pairs, Ss discuss how these words and phrases could be related to a first day at school. Get feedback from the whole class.

- 1** ► Put Ss in pairs to discuss the questions. Then get feedback from the whole class.
- 2a** ► Ss look at the picture and discuss the question. Let Ss compare their ideas with another pair before getting feedback from the whole class. Write the Ss ideas on the board.
- b** ► Tell Ss that the teacher in the picture is Miss Trunchbull from *Matilda* by Roald Dahl. Ss read the extract quickly to check their predictions from exercise 2a. Tell Ss not to worry about any words or expressions they don't understand at this stage. Get feedback from the whole class.

Suggested Answers

Miss Trunchbull sounds very strict and quite frightening. She 'insists upon strict discipline', 'can liquidise you like a carrot' and 'deals very severely with anyone who gets out of line'.

- 3** ► Ss read the text again more carefully and do the task individually. Ask Ss to underline the parts of the text which give them the answers and to correct the false sentences. Let Ss compare their answers in pairs before checking the answers with the whole class.

Answers

- 1 T
- 2 F ('You have all brought your own pencils, I hope.')
- 3 T
- 4 F (eleven years of schooling, six of which are spent at Crunchem Hall)
- 5 F (Miss Trunchbull is the headmistress.)
- 6 T
- 7 F (She advises them not to argue with Miss Trunchbull.)
- 8 T (eager)

- 4** ► Ss do the activity individually and then compare their answers in pairs. Check the answers with the whole class. Check if there are any other words or expressions in the text that Ss don't understand.

Answers

- 1 making people obey rules
- 2 do what I suggest
- 3 act like a good child
- 4 disagree with someone by talking or shouting
- 5 reply rudely
- 6 punishes

- 5a** ► Ss do the activity individually and then compare their answers in pairs. Check the answers with the whole class.

Answers

- 1 behave
- 2 (strict) discipline
- 3 take, advice
- 4 argue
- 5 deals severely

- b** ► Ss change three of the sentences so that they are true for them and then compare their sentences in pairs. Elicit new sentences from various Ss.

Vocabulary | personal qualities

- 6a** ► Ss may need dictionaries for this exercise. Ss check the meaning of the words in the box in pairs, using dictionaries if necessary and decide which words are the qualities of a good or a bad teacher. Let Ss compare their answers with another pair. Then get feedback from the whole class and check understanding.

Answers

Good: calm, clear, encouraging, enthusiastic, imaginative, inspiring, interesting, knowledgeable, patient, tolerant, understanding
 Bad: boring, frightening, strict
 Note: *strict* can also be a positive quality if it is fair and not too severe.

- b** ► Ss do the activity individually and then check their answers in pairs. Check the answers with the whole class.

Answers

- | | |
|-----------------|-----------------|
| 1 boring | 4 knowledgeable |
| 2 patient | 5 strict |
| 3 understanding | 6 encouraging |

OPTIONAL EXTENSION

Each student chooses one word from exercise 6. Ss shouldn't tell anyone their word. They then have thirty seconds to behave in a way that illustrates that personal quality. The rest of the class guess which quality is being shown.

Listening

Rastafarianism or the Rastafari movement is an African-centred religious movement which developed in Jamaica in the 1930s. Its followers worship Haile Selassie, the former Emperor of Ethiopia. It is not a highly organised religion, more a way of life. Many male believers style their hair in dreadlocks.

OPTIONAL LEAD-IN

Write the word *mathematics* on the board. Elicit from Ss that this is a school subject. Also elicit what Ss expect to learn about in a mathematics lesson. Give Ss thirty seconds to brainstorm more school subjects and then put them all on the board. Make sure all Ss understand what is taught in each lesson.

7a ▶  2.13 Read through the instructions with the Ss and then play the recording. Check the answers with the whole class.

Answers

Mr Halsworth – History	Mrs Sharp – Physics
Miss Matthews – Music	Mr Ford – Religious Studies

b ▶ Tell Ss that the words from exercise 6a will help with this activity. Make sure Ss understand that they should note down all the important points they hear about the teachers, not just their good and bad points. Then play the recording and let Ss compare their answers in pairs before checking the answers with the whole class. Get feedback on the other points Ss noted down.

Answers

Mr Halsworth – boring, shouted a lot
Miss Matthews – inspiring, patient
Mrs Sharp – frightening, strict (she would punish you)
Mr Ford – knowledgeable, patient (never lost his temper)

Vocabulary | word building

8a ▶ Write *interest*, *to interest*, *interesting* on the board and elicit the names of the different forms (noun, verb, adjective). Tell Ss that we can make different word forms by changing them slightly. This is called word building. Explain or elicit how you can change words (use a prefix or suffix). Ss then complete the table individually. Tell Ss they may find some of the answers on page 96. Ss then check their answers in pairs before getting feedback from the whole class. Don't confirm any answers at this point.

Answers

- 1 imagine, imaginative
- 2 knowledge, knowledgeable
- 3 frighten, frightening
- 4 encouragement, encouraging
- 5 inspire, inspiration
- 6 tolerate, tolerant
- 7 boredom
- 8 clarification

OPTIONAL VARIATION

This activity could be done as a dictionary task to give Ss confidence in finding different word forms in a monolingual dictionary.

b ▶ Focus Ss on the suffixes 1–7. Make sure Ss remember what a suffix is and refer them back to page 45 if necessary. Ss do the activity in pairs. Ask them to think of an example for each suffix. Then get feedback from the whole class. Finally, see if Ss can come up with any other suffixes that could be used e.g. *-ist*, *-ism*, *-al*.

Answers

- | | |
|-----|-----|
| 2 N | 5 N |
| 3 A | 6 A |
| 4 N | 7 A |

Pronunciation | word stress in word building

9a ▶  2.14 Read through the words with the Ss and check the differences in meaning/form. Elicit the meaning of stress and how to mark stress. Put Ss in pairs to practise saying the words and mark the stress. Then play the recording for Ss to check their ideas. Check the answers with the whole class.

Answers

- 1 bored – boring
- 2 inspire – inspiration
- 3 encourage – encouragement
- 4 enthusiasm – enthusiastic
- 5 fright – frightening
- 6 imagine – imagination
- 7 knowledge – knowledgeable

b ► Ss do the task quickly individually. Then check the answers with the whole class. Finally, play the recording again and drill the words chorally and individually.

Answers

-tic and *-tion* change the stress

c ► Put Ss in pairs to practise saying the words. Then play the recording and drill chorally and individually.

Grammar | *used to* and *would*

OPTIONAL GRAMMAR LEAD-IN

Write the following sentence prompts on the board.

1 *When I was five I used to like ___ at school.*

2 *When I was five I would often ___ at school.*

Ss complete the sentences so they are true for them and then compare their answers in pairs. Elicit sentences from various Ss. Ask Ss why we use the underlined words.

10a ► Refer Ss to the audioscript on page 172 and ask them to complete sentences 1–5 first. Ss then read the rules A–D and choose the correct options. Check the answers with the whole class. Refer Ss to Reference page 103. Give Ss time to read through the notes and ask any questions.

Active grammar

A repeated actions

- 1 'd/would
- 2 used to

B *used to* + verb

- 3 used to
- 4 didn't use to

C *Would*

- 5 'd

D *use to*

b ► Ss do the activity individually. Let Ss compare their answers in pairs before checking the answers with the whole class.

Answers

He used to shout so much he 'd go red ...

She used to make me sit at the front ...

... she would punish you.

He used to teach us ...

... not even when we used to ...

11 ► Ss do the activity individually. Let Ss compare their answers in pairs before checking the answers with the whole class.

Answers

- | | |
|----------|--------------|
| 1 use to | 4 used to be |
| 2 both | 5 both |
| 3 both | 6 used to be |

12 ► Ss do the activity in pairs and then compare their answers with another pair. Get feedback from the whole class.

Answers

- 1 use to be
- 2 used to like
- 3 didn't use to watch
- 4 used to live
- 5 didn't use to go
- 6 use to eat
- 7 used to do
- 8 didn't use to behave

13a ► Ss do the activity individually. Make sure Ss notice that numbers 1 and 6 are questions which they should answer.

b ► Put Ss in pairs to compare their sentences. Encourage Ss to ask follow-up questions. Monitor and note down any errors. Get feedback from various pairs. Then write any important errors on the board and encourage Ss to self-correct.

Speaking

14a ► Ss think about a good or bad teacher from their past that they do not have now and write notes using the questions 1–6. Tell Ss that it isn't necessary to write full sentences. Monitor and help Ss as necessary.

b ► Put Ss in groups of three or four. Ss take turns to talk about their teachers and ask follow-up questions. Encourage Ss to use *used to/would* as appropriate. Monitor the conversations and note down any errors. When Ss have finished, write the errors on the board and encourage Ss to correct them. Finally, praise Ss on the correct use of *used to* and *would*.

Writing

15 ► Ss write a website entry about a favourite teacher from their past, using their notes from exercise 14. Monitor and help Ss where necessary. When Ss have finished writing, ask various Ss to read out their entries for the class.

7.3 It's never too late

In this lesson, Ss listen to a radio programme about a university for older people and read texts about people starting a new career late in life. Through this context, Ss learn more vocabulary connected with education and the modals of ability, past and present. They also study the pronunciation of connected speech and, at the end of the lesson learn and practise the language of conducting an interview.

Vocabulary | education

OPTIONAL LEAD-IN

Write *university* on the board. Give Ss one minute to brainstorm words they can think of related to universities. Then get feedback from the whole class. Ask Ss: *What subjects can you learn at university? What other activities can you do at university? At what age do you go to university?*

1 ▶ Read through the instructions and questions with the whole class. Check understanding of the words in bold. Put Ss in pairs to discuss the questions and then get feedback from the whole class, discussing the reasons for their answers.

OPTIONAL EXTENSION

In pairs, Ss construct sentences with the words they studied in exercise 1 to show that they have understood the meaning.

Listening

2a ▶  2.16 Read through the instructions and tell Ss to take notes on what makes this university different from the universities they described in exercise 1. Play the recording. Let Ss check their answers in pairs before getting feedback from the whole class.

Answers

You can't take a degree or any kind of formal assessment.
The students are all over fifty-five.
There are branches all over the world.

b ▶ Put the Ss into pairs (A and B). Play the recording again. Ss A answer the first set of questions and Ss B answer the second set. Don't ask for feedback at this point.

c ▶ Ss A and B now share the answers to their questions. Check the answers with the whole class.

Answers

Student A

- 1 3,000
- 2 They find out what people want to learn and bring them together.
- 3 It keeps their brain active./It's their first chance to do something which interests them./It's a social activity.
- 4 They made a return visit to South Africa.
- 5 They go to lectures with the regular university students.

Student B

- 1 200,000
- 2 Philosophy/Mandarin Chinese/Latin
- 3 It keeps their brain active./It's their first chance to do something which interests them./It's a social activity.
- 4 They went on a twenty-one day study tour of Central Europe.
- 5 They do community work, such as teaching English.

d ▶ Play the recording again. Ss underline the words in bold in exercise 1 that are used during the listening. They should also listen to what is said about them. Get feedback from the whole class.

Answers

- 1 courses, academic, subjects
- 2 formal assessment, exam
- 3 lecture, seminar
- 4 distance learning
- 5 degree, subject

Reading

3a ▶ Put Ss in pairs (A and B). Ss A read the three texts on pages 98–99. Ss B read the three texts on page 149. While reading, Ss make notes on each of the four topics. Tell Ss not to copy directly from the text, but to write the information in their own words. If there are any words or phrases that Ss don't understand, encourage them to answer each other's questions or to use a dictionary before asking you.

b ▶ In their pairs, Ss take turns to describe the three people they have read about. Ss then decide which of the old people is the most remarkable and why. Let Ss compare their answers with another pair before getting feedback from the whole class.

Speaking and listening

4 ▶ Put Ss in different pairs to discuss the questions. Get feedback from the whole class.

5 ▶  2.17 Read through the instructions and the questions with the Ss. Play the recording and then check the answers with the whole class.

Answers

- 1 N
- 2 P
- 3 E
- 4 P
- 5 N

OPTIONAL EXTENSION

Play the recording again. This time, Ss take notes on how Eben and Polly answer the questions from exercise 4. In pairs, Ss then compare their notes with their own answers to exercise 4. Get feedback from the whole class.

Grammar | modals of ability, past and present

OPTIONAL GRAMMAR LEAD-IN

Write five sentences on the board about yourself and your present and past abilities. Use the following modals of ability in your sentences: *can*, *could*, *was able to* and *managed to*. Ss can ask you follow-up questions to find out more about your abilities. Discuss the use of the modal verbs of ability in the sentences with the class.

6a ► Use this task as a revision activity. Make sure Ss have covered the texts on pages 98–99. Ss then do the task individually. Get feedback from the whole class but don't confirm any answers.

b ► Put Ss in pairs to compare their answers and then check the texts for the correct answers. Finally, check the answers with the whole class.

Answers

- 1 managed to
- 2 can
- 3 can't
- 4 can
- 5 couldn't
- 6 managed to
- 7 was able to
- 8 couldn't

7 ► Ss work through the Active grammar box in pairs. Then get feedback from the whole class. Go back to exercise 6a and elicit reasons for each answer, using the information in the Active grammar box. Then refer Ss to Reference page 103. Give Ss time to read through the notes and ask any questions they might have.

Active grammar

	General ability	Succeed in actually doing something
<i>can/can't</i>	✓	
<i>could/couldn't</i>	✓	
<i>be able to/not be able to</i>	✓	✓
<i>manage to/not manage to</i>		✓

OPTIONAL VARIATION

When Ss have finished reading the Reference, ask Ss: *Which modal verb do we use when we are talking about general ability in the present? (can) Which modal verb do we use when we are talking about general ability in the past? (could) When do we use was able to? (when we talk about general ability in the past or a particular situation in the past) Which modal verb do we use if we want to emphasise that the action is difficult? (manage to) Which modal verbs can we use in the negative when we are talking about one particular moment? (couldn't, wasn't able to, didn't manage to)*

8 ► Make sure Ss understand that there could be more than one answer. Ss do the activity individually and then compare their answers in pairs. Make sure Ss give reasons for their answers. Finally, check the answers and reasons with the whole class.

Answers

- 1 been able to, managed to
- 2 can't
- 3 be able to
- 4 wasn't able to, couldn't
- 5 was able to, managed to

9 ► Ss complete the task individually. Let Ss check their answers in pairs before checking the answers with the whole class. Make sure Ss can give reasons for their answers.

Answers

- | | |
|--------------|--------------|
| 1 managed to | 4 managed to |
| 2 managed to | 5 could |
| 3 managed to | 6 managed to |
| | 7 could |

Pronunciation | connected speech

10a ►  2.18 Focus Ss' attention on the pairs of sentences. Play the recording for Ss to tick the sentence they hear. Let Ss compare their answers in pairs before getting feedback from the whole class.

Answers

- | | |
|---------------------------|---------------------------|
| 1 I could do it. | 3 They were able to play. |
| 2 He wasn't able to stop. | 4 I managed to do it. |

b ►  2.19 Read through the instructions and the three examples of connected speech. Make sure Ss understand them. Play the recording and ask Ss to listen for examples. Get feedback from the whole class.

Answers

- 1 was able, wasn't able, weren't able
- 2 couldn't do, managed to
- 3 were able

c ▶ Play the recording again and drill the sentences chorally and individually, correcting any problems.

OPTIONAL EXTENSION

Put Ss in pairs and give them some time to prepare example sentences with other words (*not could, were able to, managed to*) to show the three examples of connected speech. Pairs then say their sentences for the rest of the class. The class has to identify which example of connected speech is being exemplified.

Speaking

11a ▶ Read through the instructions with the Ss. Then give Ss time to think and make notes.

b ▶  2.20 Play the recording. Ss take notes on what Jake says in response to the prompts from exercise 11a. Get feedback from the whole class.

Answers

- 1 He can knit.
- 2 He can drive and cook.
- 3 He could sing.
- 4 He managed to climb three peaks (mountains).

c ▶ Remind Ss that Jake was taking part in an interview. Elicit the questions that the interviewer asked. Ss then turn to the audioscript on page 172 to check. Give Ss time to read through the How to... box. Elicit the difference between initial questions and follow-up questions. Elicit/explain that initial questions are indirect questions. Ss then prepare their own questions to ask their partners.

OPTIONAL EXTENSION

As part of exercise 11c, you can play the recording again, stopping after each question and drilling the questions with the Ss to get the pronunciation right. Ss can also mark the stress.

d ▶ Put Ss in pairs to interview each other. Ss use their prepared indirect initial questions and follow-up questions and the notes they prepared in exercise 11a. Monitor and make a note of any problems. Then ask some of the Ss to report their discussions to the rest of the class. Go over any problems you heard whilst monitoring.

7 Vocabulary | learning: idioms and phrasal verbs

In this lesson, Ss find out about idioms and phrasal verbs and practise them. They are also encouraged to find out about the origins of idioms.

OPTIONAL WARMER

Write the following on the board.

hit the roof
get cold feet
over the hill

Elicit from Ss what the words mean. Tell Ss that these are examples of *idioms*. In these phrases, the words don't mean what they seem to mean. Encourage Ss to think, in their own language, about what the phrases might mean. If Ss still cannot guess, then provide example sentences to help them work out the meaning. Put Ss in pairs and encourage them to translate idioms from their own language into English. Get feedback from the whole class.

1a ▶ Read through the instructions and the example with the Ss. Make sure Ss understand that they are identifying the school subject. Ss do the activity individually and then check their ideas in pairs. Finally, check the answers with the whole class.

Answers

- 2 Mathematics
- 3 Biology
- 4 Music
- 5 Art
- 6 Geography
- 7 Foreign languages
- 8 Chemistry/Physics/Science

b ▶ Elicit from Ss what the words in bold are (*idioms*). Ss then do the activity individually before checking answers with their partner. Get feedback from the whole class.

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

2 ▶ Do this activity with the whole class. Elicit why Ss think the pictures match the idioms. Encourage Ss to think of pictures for the remaining idioms.

Answers

- A bookworm
- B give someone a hand
- C teacher's pet
- D pass with flying colours

3 ▶ Focus Ss on the Lifelong Learning box and read the first sentence. Put Ss in pairs (A and B). Refer Ss A to page 149 and Ss B to page 150 and give them time to read. While Ss are reading, write the following idioms on the board: *haven't got a clue, bookworm, learn by heart, teacher's*

pet, pass with flying colours, a piece of cake. Write more idioms on the board as distractors if you wish. Ss tell their partner about the idioms without mentioning the idiom directly. Partners should guess which idiom from the board is being described. Finally, get feedback from the whole class, making sure Ss have identified the correct idioms. Ask Ss if they know the origin of any idioms in their own language.

OPTIONAL LEAD-IN

Write the following phrasal verbs on the board: *pick up, pass out, put off*. Ask Ss what types of verbs these are (phrasal verbs). Ask Ss what makes up a phrasal verb (a verb and a particle or particles). Make sure Ss understand that the preposition changes the meaning of the verb. Encourage Ss to guess what the phrasal verbs mean. If Ss cannot guess, then provide example sentences to help them work out the meaning. Once Ss understand, brainstorm any other phrasal verbs that Ss know and put them on the board. Encourage Ss to make sentences to show what they mean.

4a ► Ss do the activity individually. Let Ss check their answers in pairs before getting feedback from the whole class.

Answers

1	b	4	c
2	e	5	a
3	d		

b ► Ss do the activity individually. Then check the answers with the whole class.

Answers

1	down to	4	up
2	about	5	through
3	up		

5a ► Make sure Ss understand that they only need to complete five of the sentences. Ss do the activity individually.

b ► Put Ss in pairs to compare their sentences. Ss must ask at least one follow-up question for each of their partner's sentences. Monitor and take note of important errors. Write the errors on the board and encourage Ss to self-correct. Praise Ss for correct use of the idioms about learning.

7 Communication

In this lesson, Ss practise memorisation and learn how to memorise things. Through this context, they learn language for discussing opinions and making decisions.

OPTIONAL WARMER

Ask Ss to think about the earliest memory they have. Ss share their earliest memories with a partner. Then get feedback from various Ss. Elicit why they think they remember this memory. Explain that there is usually a reason why we remember something.

1a ► Make sure Ss have their books closed before you begin this activity. Tell Ss that they are going to look at a picture and will have one minute to remember everything. Tell Ss to open their books and time one minute before getting them to close their books again.

b ► With their books closed, Ss quickly write down as many objects as they can remember.

c ► With the whole class, check what Ss remembered and find out who remembered the most and the fewest objects. Then elicit which method Ss used for remembering the objects.

2 ► Give Ss a few minutes to read the article or read it as a whole class. Check for understanding and any new vocabulary. Then put Ss in small groups to discuss the questions. Get feedback from the whole class.

3 ► Keep Ss in the same groups. Give the groups a minute to decide which memorisation technique they are going to use.

4a ► Tell Ss that will have three minutes to look at another page and memorise all the phrases. Tell them to turn to page 149 and start the clock.

b ► At the end of the three minutes, Ss close their books. Give Ss time to write down as many words and phrases as they can, using their chosen memorisation technique. Ss then check their answers in their groups.

c ► Get feedback from the whole class. Elicit which group did best/worst and which technique they used. Elicit from Ss which technique they think is the most effective.

Review and practice

1 ▶

Answers

- 1 Who phoned me last night?
- 2 When does he get the train?
- 3 Who taught her to play the piano? / Who did Maria teach to play the piano?
- 4 Why did he fail the exam?
- 5 What fell on the floor?
- 6 Who lives in that house?
- 7 Which office did she run into?
- 8 How did they meet?

2 ▶

Answers

- | | |
|-----------------|-----------------|
| 1 would get | 7 used to live |
| 2 would stay | 8 would spend |
| 3 use to have | 9 use to go out |
| 4 used to love | 10 would stay |
| 5 use to study | 11 would read |
| 6 used to think | 12 would dream |

3 ▶

Answers

- 1 Sam used to smoke but now he has given up.
- 2 (correct)
- 3 Tomas would to go to the market every day with his father.
- 4 Emil used to love riding horses on the beach.
- 5 (correct)
- 6 Tom didn't use to have a girlfriend, but now he has lots!
- 7 Myra used to being be a dancer when she was younger.
- 8 She would dance danced for me one time when I came to visit.

4 ▶

Answers

- 1 be able to
- 2 are you able to
- 3 could, was able to
- 4 managed to, was able to
- 5 can't
- 6 couldn't, wasn't able to

5 ▶

- | | | | |
|---------|-----|-----|-----|
| Answers | 2 c | 4 d | 6 d |
| 1 d | 3 a | 5 c | 7 a |

Writing bank

See page 159 of the Students' Book

1 ▶ Ss read the article and answer the questions.

Answers

- 1 because she has always considered Asia her home
- 2 for low income people to access basic English lessons using a voice call or text
- 3 Yes, because all the mobile phone operators are offering the service at discount rates and in less than two weeks they've had half a million calls.

2a ▶ Ss read the article again and match the summaries with the paragraphs.

Answers

- | | |
|-----|-----|
| 1 D | 5 C |
| 2 G | 6 F |
| 3 E | 7 A |
| 4 B | |

2b ▶ Ss decide which three paragraph summaries from exercise 2a are not main points of the article.

Answers

- 1, 4 and 7

3 ▶ In pairs, Ss read the two summaries and choose the best one. Get feedback from the whole class, with Ss giving justifications for their answers.

Answers

- A is the best summary because it includes all the main ideas.

4 ▶ Ss complete the How to... box by choosing the correct words in italics.

Answers

- 1 the main idea
- 2 Cut out
- 3 shorter text

5 ▶ Ss read the article on page 93 and then use the How to... box to help them write a summary. Ss then share their summaries with a partner who suggests corrections. Finally, build a model summary on the board.