

Overview

Lead-in	Vocabulary: Describing old things/buildings, etc.
3.1	Can do: Tell a clear and engaging story Grammar: Past Perfect Simple and Continuous Vocabulary: Time expressions Speaking and Pronunciation: How to... engage your listener Reading: Film heroes
3.2	Can do: Talk about inventions and reach an agreement Grammar: Articles Vocabulary: Materials Speaking and Pronunciation: Connected speech: elision How to... reach an agreement Listening: China
3.3	Can do: Give a clear, well-prepared talk expressing personal opinions Grammar: Adjectives and adverbs Vocabulary: Verb phrases with <i>take</i> Speaking and Pronunciation: Speech units Reading: The good old days? Listening: A prepared talk
Vocabulary	Making nouns
Communication	Can do: Tell a short anecdote
Writing bank	Write a clear, engaging narrative How to... engage your reader
Extra resources	ActiveBook and ActiveTeach

CEFR Can do objectives

- 3.1** Tell a clear and engaging story
3.2 Talk about inventions and reach an agreement
3.3 Give a clear, well-prepared talk expressing personal opinions
Communication Tell a short anecdote
Writing bank Write a clear, engaging narrative

CEFR Portfolio ideas

- a)** You have been asked to participate in a TV programme entitled *The Greatest Heroes of the Past*. Choose a historical figure and prepare a short presentation explaining why you think this person is a hero using the language in the How to... box on page 38. The class can vote on the greatest hero.
b) Think of a new invention (e.g. a machine for choosing which programmes to watch on TV). Make an advert, promoting this new product. Include the name, key features and benefits of the product.
c) Look at the photos on page 43. Imagine you work for a research company and are conducting a survey on people's shopping habits. Write a questionnaire on when, where and how people like to shop.
d) Write a short essay about a hero, explaining why the person is a hero and why you chose him/her.

Lead-in

OPTIONAL WARMER

Introduce the topic of *old and new*. Ask Ss to think about a place they know well and discuss what they know about the following topics: *one of the oldest buildings*; and *one of the newest buildings*. Prompt Ss by asking questions (e.g. *Where is it? When was it built? What's it for? Who built it? Is it open to the public? What do you like about it?*).

- 1** ► Focus Ss' attention on the photos and ask them to discuss the questions in pairs. If Ss do not know the places, give the information below.

Suggested answers

Main photo: the Glass Pyramid serves as the entrance to the Louvre museum, Paris. Built entirely of glass and metal, it is surrounded by three smaller pyramids. It was designed by the architect I. M. Pei and has become a landmark symbol of Paris. It was built about 1989.

Top photo: the Temple of Kukulcan, Mexico, is often referred to as *El Castillo* (the castle) and is located in Yucatán state in the ancient Mayan city of Chichen Itza. It is a step pyramid built over an earlier pyramid. It was built about 1200.

Middle photo: Sydney Opera House in Sydney, Australia has become an Australian icon. In the late 1950s, a competition was held for its design. The winner was Danish architect, Jørn Utzon whose evocative design of a ship at full sail creates a dramatic view. It was built about 1973.

Bottom photo: the Taj Mahal in Agra, India is often seen as a symbol of eternal love. Shah Jahan fell in love with Arjumand Banu Begum at first sight, when he was in his teens. Five years later he married her. From that time onwards, she became his inseparable companion. After she died while giving birth to their 14th child, Shah Jahan constructed this beautiful monument in her memory. Both of them are entombed there. It was built about 1653.

- 2a** ► Ask Ss: *What is the opposite of 'old'?* If Ss say 'young', ask: *What about a pair of jeans?* If Ss say 'new', ask: *What about a child?* Point out that different adjectives collocate with different things. Focus Ss' attention on the table. Ss find the three incorrect underlined adjectives.

Answers

- 1 ancient → antique
 4 elderly → old
 6 antique → ancient

- b** ► Ss work in pairs to ask and answer the questions. Get feedback from various Ss.

3.1 Heroes

In this lesson, Ss read a blog entry about the film *Avatar*. They discuss what it means to be a hero in today's world and choose a hero to describe to a partner.

Reading

OPTIONAL WARMER

Teach the meaning of these words: *blockbuster* (a book or film that is very popular, especially because of its exciting content) and *ingredients* (what you use to make a dish, e.g. flour, water, salt). Put Ss in pairs. Ask them to write a list of ingredients for a blockbuster film (e.g. a handsome hero, a villain, a beautiful girl in danger, a chase of some kind, a fight between the hero and the villain, etc.). Get feedback from the whole class by writing Ss' suggestions on the board.

1a ► Ss discuss the first two questions in pairs. Get feedback from various Ss and write up on the board the adjectives they use to describe their heroes.

b ► Ss look at the film poster and discuss the film. Get feedback on whether the majority of Ss have seen/liked this film.

2 ► Read through the list of topics with the class. Ss then read the blog entry quickly to find out which topics are mentioned. Give a two-minute time-limit for this. Explain to Ss that they will have an opportunity to read in more detail later.

Answers

1, 2, 4, 6

3 ► Ss read again, this time more slowly. They decide whether the statements are true or false. Encourage them to correct the false statements. Let them compare with a partner.

Answers

- 1 T
- 2 F (The old story of heroes and villains is brought into the 21st century by the vision and technological skill of the director)
- 3 F (He worked on the script in 1994 but not for several years)
- 4 T
- 5 F (*Avatar* was the first film to do this.)
- 6 F (We do not know that the writer is irritated by this)
- 7 T (Sully decides to do the right thing, even though this puts him in danger)

4 ► Ss discuss the questions in small groups. Get feedback from the whole class.

OPTIONAL EXTENSION

Write the following words on the board: *a hero, a celebrity, a champion, an idol*. Ask Ss to discuss what they think the difference is between these words and elicit adjectives to describe each one (*hero* = a person who is admired for doing something extremely brave; *a celebrity* = a living person who is famous and often in the news; *a champion* = a person who has won a competition, especially in sport; *an idol* = a person who is loved and admired by many people). Ss then write a definition for each term and give three examples of people in each category. Get feedback from the whole class.

Vocabulary | time expressions

5 ► Write the following sentences on the board.

As I was watching the film, people behind me were talking.
Then, I decided to leave the cinema.

Ask Ss if the underlined words refer to: a time before; a time after; a specific time; or actions at the same time. (*As* = actions at the same time; *Then* = a time after) Elicit that these are time expressions.

► Ss find the time expressions in the blog. They look at the surrounding words and decide what category each refers to.

Answers

a time before: *until I actually saw it; for the previous 12 years*
a time after: *after that; he decided; since he saw the epic film; from that point on*
a specific time: *in December 2009; at that time the technology wasn't available*
actions at the same time: *throughout the whole film; during its release; while I was watching*

6 ► Ss choose the correct option in each sentence.

Answers

- | | |
|----------------------|----------------|
| 1 During | 6 After that |
| 2 From that point on | 7 Since then |
| 3 For | 8 until |
| 4 in | 9 At that time |
| 5 throughout | 10 While |

Grammar | Past Perfect Simple and Continuous

7a ► Focus Ss' attention on the four examples in the Active grammar box. Without looking back at the blog, ask them to complete the sentences with the correct form of one of the verbs. Don't ask for feedback at this point.

Active grammar

- | | |
|---------------|---------------------|
| 1 had heard | 3 had been looking |
| 2 had started | 4 had been thinking |

b ► Ss check their answers in the blog.

c ▶ Ss now complete the rules in the Active grammar box.

Active grammar

- A Past Perfect Simple
B Past Perfect Continuous

d ▶ Ss discuss the questions about the four sentences in the Active grammar box with a partner. Deal with any difficulties during feedback.

Answers

Question 1

- 1 seeing the film *Avatar* (before I saw it)
- 2 2009
- 3 the release of the film *Avatar* (before it came out)
- 4 the point when Cameron began to work on the script for the film (before he started writing the script)

Question 2

sentence 4

OPTIONAL EXTENSION

Write the following sentences on the board.

- 1 *When he arrived at the cinema, the film started.*
- 2 *When he arrived at the cinema, the film was starting.*
- 3 *When he arrived at the cinema, the film had started.*

Elicit the sequence of events in the three sentences (1 first he arrived and then the film started; 2 he arrived during the opening scene of the film; 3 first the film started, then he arrived).

Write the following on the board: *When he arrived at the cinema ...* Ask Ss to think of a suitable ending using the Past Perfect Continuous (e.g. *... the film had been running for 10 minutes/he was disappointed because he had been hoping the others would wait for him*).

Ask Ss to suggest other example sentences and finish them in suitable ways to illustrate the time reference.

▶ Focus Ss' attention on the Reference section on page 47.

8 ▶ Ss choose the best option in each sentence.

Answers

- 1 had read
- 2 had been looking
- 3 had used
- 4 had been working
- 5 hadn't seen
- 6 had been watching
- 7 had been wondering
- 8 hadn't thought

9a ▶ Ss complete the sentences about themselves. Give one or two examples about yourself before they start to encourage them to write interesting information.

b ▶ Ss compare their sentences with a partner. They ask each other questions and give further detail about their answers. Get feedback from various students.

Speaking

OPTIONAL LEAD-IN

Write the following jobs on the board: *fire-fighter, nurse, heart surgeon, musician, teacher, TV presenter, soldier, actor, cleaner in a hospital, top model, mountaineer, ambulance driver, bus driver, taxi driver*. Put Ss in small groups. First, they decide which of these jobs has the highest/lowest earning potential. Then, they rank the jobs in order of who they think should earn the most money. Get feedback from the class and encourage Ss to give reasons.

10 ▶ Focus Ss' attention on the photos. They discuss the two questions in pairs. Get feedback from the class and elicit three or four examples of 'modern-day heroes'.

11a ▶  1.17 Ask Ss to read the questions. Play the recording. Ss listen and answer the questions. Let them compare with a partner.

Answers

- 1 someone from 'real life' – his father
- 2 Ss' own answers

b ▶ Direct Ss to the extracts in the How to... box and explain that these are ways to keep your listeners interested in what you are saying. Teach the phrase rhetorical question (a question used for stylistic purposes, no answer is expected). Play the recording again. Ss listen and put the extracts in the order in which they hear them. Ss compare answers with a partner.

Answers

- 1 ... many people have different definitions of what a hero is
- 2 ... I would think of people who do things that we can learn from.
- 3 ... he was born in a mud-brick house in the Kalahari.
- 4 ... he told me that his father had once explained to him that ...
- 5 Now, what did he do?

12a ▶ Elicit the names of famous heroes from the whole class. These can be heroes from the past, books or films, modern times, etc. Accept all suggestions. Ask Ss: *Can you think of heroes who are not famous?* Elicit one or two examples of this. Ss choose a hero that they will talk about. It does not have to be someone famous.

▶ Give Ss time to prepare what they will say. Explain that they should think about why this person is a hero, what heroic deeds they have been involved in; what they know about the background and life of this person and why they chose this person as their hero. Alternatively, ask Ss to prepare for homework so that they can research particular details about their chosen hero before continuing with exercise 12b in the next lesson.

b ▶ Ss tell their partner about the hero they have chosen. Encourage Ss to ask questions as they listen.

3.2 Land of invention

In this lesson, Ss listen to a radio programme about China, including facts about life in both ancient and modern times and with a particular focus on Chinese inventions. Ss describe various objects and inventions and the materials they are made of. They discuss the most important inventions of all time.

Listening

China is a huge country with an incredibly long and rich history. One of the things ancient China is famous for is being a 'land of invention', credited with inventing many important things, from paper and umbrellas to gunpowder. Modern China is a fascinating place too, with 1.3 billion people – a staggering one fifth of the world's population. Agriculture has always been important but now there are many booming industries too, including the production of such things as toys, clothes, cars and electronic goods.

OPTIONAL WARMER

Introduce the topic of China by asking Ss to answer the following questions with a partner. Encourage them to guess even if they don't know.

Which 14 countries share a land border with China? (Mongolia, Russia, North Korea, Vietnam, Laos, Myanmar, Bhutan, Nepal, India, Pakistan, Afghanistan, Tajikistan, Kyrgyzstan, Kazakhstan)

What's the population of China? (1.3 billion)

What percentage of the world's population lives in China? (20%)

What's the capital of China? (Beijing)

What are the official languages? (Mandarin and Cantonese – there are also many dialects)

What famous Chinese people do you know?

1a ► Write the following headings on the board: *buildings, people, food, cities, transport*. Ss work in pairs and discuss the questions in relation to modern-day and ancient China. Get feedback from the whole class, writing Ss' ideas on the board. Elicit a list of things Ss think were invented in China. Accept all suggestions at this stage and write them on the board.

b ►  1.18 Play the recording. Ss listen to see if the speakers mention any of the things they talked about. Get feedback from the whole class, writing Ss' ideas on the board.

2 ► Ss read through the statements. Then, play the recording again. Ss check answers with a partner, giving their reasons.

Answers

- 1 T
- 2 NG (it is now the third-biggest economy in the world but how important it was before is not mentioned)
- 3 F (around 105 AD)
- 4 T
- 5 NG (loads could be carried by one person but who invented it is not mentioned)
- 6 T
- 7 T
- 8 F (15% of the economy is based on agriculture)
- 9 NG (these things are produced but we don't know if they are exported)
- 10 T
- 11 NG (it is growing but we don't know by how much)
- 12 T

3 ► Ss discuss the questions in pairs. Get feedback from various Ss.

4 ► Ask Ss: *Did you find the listening easy or difficult? Which questions were the most difficult/easiest to answer?* Direct Ss to the listening strategies in the Lifelong learning box. Ss read through these, then discuss the questions in pairs.

Grammar | articles

OPTIONAL LEAD-IN

Write these groups of sentences on the board.

A 1 *China is huge country.*

2 *China is a huge country.*

3 *China is the huge country.*

B 1 *Iron is an important export.*

2 *An iron is an important export.*

3 *The iron is an important export.*

Ask: *Which sentence in each group is correct? (Group A: 2; Group B: 1).* Don't ask for feedback at this stage – you might like to return to these sentences later in the lesson. Elicit what the grammar focus of this lesson will be (articles). Check that Ss know specific terms (*the* = definite article; *a/an* = indefinite article; no article = zero article).

5 ▶ Ss look at the list of nouns in the box and then use them to complete the Active grammar box.

Active grammar

- B the Chinese
- C the story I told you before
- D the simplest invention
- E the moon
- F the Himalayas
- G the Republic of China
- H the Yangtze River
- I an inventor
- J a machine for making cast iron
- K China
- L cars
- M rice
- N wealth

▶ Focus Ss' attention on the Reference section on page 47.

6 ▶ Ss complete the sentences using the, a/an or the zero article. Ss compare their with a partner.

Answers

- | | |
|------------|-----------|
| 1 The/- | 5 a/the |
| 2 The/the | 6 a/a/The |
| 3 -/an/the | 7 The/- |
| 4 The/the | 8 a/- |

Pronunciation | connected speech: elision

7a ▶ Write the following on the board: *fish and chips* and *comfortable*. Ask Ss: *How do you say these?* Ss should be familiar with how we pronounce /fɪʃəntʃɪps/ and /kəmftəbl/. Explain what we mean by elision (when vowel sounds, consonant sounds or whole syllables are swallowed into the surrounding sounds so that they are omitted, particularly in connected speech).

▶ 1.19 Focus Ss' attention on the three sentences. Play the recording. Ss listen and identify the sounds which have almost or completely disappeared when these sentences are spoken in connected speech.

Answers

the words *a, the, I, for, of, that, and* are understressed and almost disappear

b ▶ Ss listen again and repeat the sentences.

8 ▶ Write the following topics on the board: *cuisines of the world; wild animals; countries to visit*. Ss read the three statements in exercise 7a again and then think about their own preferences in relation to the three headings. Ss then compare their ideas with a partner. Get feedback from various Ss.

Vocabulary | materials

9a ▶ Focus Ss' attention on the photos. In pairs, they describe the objects using the words from the box. Get feedback from the whole class, checking Ss understand all the words.

Answers

- A metal, plastic, rubber
- B metal, leather, rubber, plastic, glass
- C paper
- D metal, plastic, rubber
- E gunpowder; plastic
- F metal, rubber, wood
- G glass, metal

b ▶ Ss decide whether the words from the box are types of fabric or metal. They check answers in pairs, then as a whole class.

Answers

fabric: cotton, denim, lycra, silk, wool
metal: bronze, gold, iron, silver

10 ▶ Ask Ss to think of five things they own. In pairs, they describe each thing to each other using the words from exercise 9.

OPTIONAL VARIATION

Put Ss in pairs. They take turns to ask each other about five of their possessions (e.g. *bag, watch, jacket, hat, pen, iPod*). Ss have one minute to ask questions about each object without their partner saying what the object is. Then they guess what it is. You might want to give an example first. Use one student and ask about one of his/her possessions: *How long have you had it? Was it a present? Who gave it to you? Why? Where did you buy it? What do you like about it? What is it made of?* Get feedback from various Ss.

11 ▶ Ss match the underlined adjectives with the correct definitions. Ss check answers in pairs, then as a whole class.

Answers

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

12 ▶ Elicit important inventions and write them on the board (e.g. the computer, the TV, the airplane, the elastic band, money, the washing machine, etc.) Accept all suggestions. Ss think of an invention. In pairs, they take turns to guess each other's invention by asking yes/no questions. Encourage them to use the materials and adjectives in the previous exercises in their questions and to ask about where it was first invented (e.g. *Is it made of leather? Is it stretchy? Was it invented in Japan?*).

Speaking

13a ▶  1.20 Play the recording. Ss listen and answer the questions. Then they compare with a partner.

Answers

- 1 which is the most important invention
- 2 paper

OPTIONAL EXTENSION

Ask Ss: *Apart from paper, which other inventions do they discuss?* (gunpowder; the computer; the lightbulb; the wheel; the telephone). Write these on the board. Play the recording again. Ss make notes about what the two people say about each invention. (Gunpowder: a negative influence but very significant because it changed the power relations in global communities. Didn't have equal importance in every country; not influential from a positive perspective. Paper: changed how we communicate and document things; without paper, we wouldn't have other things, like computers; we still use paper. Computers: changed our lives fundamentally. The lightbulb, the wheel, paper: have become normalised, all invented a long time ago so we don't notice them. The computer, the telephone: we notice them.)

b ▶ Focus Ss' attention on on the How to... box. Play the recording again. Ss identify the phrases they hear. Ss compare answers in pairs, then in the audioscript on page 164. Get feedback, demonstrating typical intonation and stress patterns for this language. Remind Ss how to use intonation in order to sound tentative/confident in their opinions (Lesson 1.2).

Answers

If you take into account what a negative influence it's had ...
But then again, so is the lightbulb.
Communication, yes as you say, ...
Birthday cards, yeah you're right.
OK, paper it is.

14a ▶ Make a list of all the inventions which have been mentioned in the lesson and write them on the board (*gunpowder, the umbrella, the wheelbarrow, paper, fireworks, machine for making cast iron, the computer, the lightbulb, the telephone, the wheel, etc.*). Ss choose one invention (it doesn't have to be on the list) which they consider to be the most important invention of all time. Give Ss time to prepare notes about their reasons for choosing this invention.

b ▶ Put Ss in small groups. They each put forward the invention they chose and explain their reasons. Ss must discuss the different inventions and try to agree on which one is most important. Remind them to use the language from the How to... box. Get feedback from each group.

OPTIONAL EXTENSION

Put Ss in groups. Ask them to try to come up with an idea for a new invention (e.g. a machine for peeling oranges; a machine for turning pages of your book while you are lying on a beach). Elicit one or two ideas first, then Ss prepare to give a presentation about their invention. They must include the following points: the name; the key features (e.g. what it is made of, how it works, what it is used for, etc.); and the benefits of the invention. Ss present their ideas to the whole class. Then they vote for the best invention.

3.3 The good old days?

In this lesson, Ss read several blog entries on the topic of globalisation and the so-called 'good old days' of the past. Ss give their own views about the positive and negative effects of these changes on our lives. They also prepare and deliver a short oral presentation.

Over the last few decades, the phenomenon of globalisation has changed the world. Many people now complain that 'every high street is the same' with the same shops appearing in high streets in London, Tokyo, Moscow and Buenos Aires. Some people fear that the individual character and culture of different countries is being eroded and that the world is becoming too uniform. Others view it differently, however, seeing globalisation as a positive thing, with increased choice and diversity available to a much larger number of people.

Reading

OPTIONAL WARMER

Focus Ss' attention on the photos. Ask: *Which photo depicts modern shops? How do you know?* Put Ss in pairs. They discuss how shopping has changed in the past 40 years. Write the following headings on the board to help focus their discussion: *types of shops; the Internet; opening hours; locations; money; price.*

1a ► Ss discuss the question in pairs. Get feedback from the whole class.

b ► Ss read the blog and discuss the questions.

2a ► Tell Ss that they are going to read two different responses to Oliver's blog. Put Ss in pairs (A and B). Ask Ss A to read the text on page 148 and answer the questions; B to read the text on page 149 and answer the questions. Ss then compare their answers with a partner who read the same text. Go round the class monitoring. Don't ask for feedback at this point.

b ► Ss regroup into pairs so that Ss A work with Ss B. Ss tell each other about what they read.

Answers

Student A's text

- 1 mostly disagrees
- 2 'the tyranny of geography' – when people had restricted choice according to where they lived
- 3 There is a huge amount of choice in his high street.
- 4 to show that there are shops from many different countries in one high street
- 5 He says we can now choose much more how we want to be and what we want to do (not defined by our nationality/place we live)

Student B's text

- 1 mostly disagrees
- 2 She says that different variations of food are being created and that is good.
- 3 no
- 4 a type of English which is used for people to communicate with other non-native speakers
- 5 A single language is when everyone speaks one language (e.g. English) and a common language is when people speak their own language but can also speak English, so can communicate with each other.

3 ► Explain that people often refer to this period as the good old days. Ask: *Why do you think is this?* Ss discuss the three questions, giving their reasons.

OPTIONAL EXTENSION

Ask Ss to think about their grandparents' generation. Ask: *Would you like to have lived in that period? Why/Why not?* Put Ss in small groups. They make a list of five advantages and five disadvantages of living in the 'good old days' when their grandparents were young.

Grammar | adjectives and adverbs

OPTIONAL LEAD-IN

Write the following sentences on the board and ask Ss what the difference is between the underlined words and why.

I have strong opinions about this.

I disagree strongly with what he's saying.

(*strong* = an adjective, describing the noun 'opinions';

strongly = an adverb describing the verb 'disagree')

Then, write the following words on the board: *differently, good, ugly, well, different, never, hard.*

Ask Ss to put them into two groups: adjectives and

adverbs (*differently*: adv.; *good*: adj.; *ugly*: adj.;

well: adv.; *different*: adj.; *never*: adv.; *hard*: adj./adv.).

4a ► Ss read the example and then choose the correct options in the Active grammar box.

Active grammar

A nouns

B before

b ▶ Read through rule C with the whole class. Remind Ss that we can use adverbial phrases as well as adverbs (e.g. *in the corner, last year*).

▶ Explain that there are different positions for adverbs (and adverbial phrases) in a sentence. Ss look at the sentences (1–10). They match the adverbs and adverbial phrases with the categories given in the Active grammar box. There are 10 sentences and 9 categories.

Active grammar

1 b)	6 g)
2 c)	7 e)
3 d)	8 h)
4 f)	9 a)
5 c)	10 i)

▶ Remind Ss that when an adverb goes before the main verb in the middle of a sentence, this means after an auxiliary verb (e.g. *I have frequently shopped on Sunday; I frequently shop on Sundays*).

▶ Explain that the *-ly* suffix in adverbs is generally unstressed. Model the sentence stress in sentences 2, 4, and 7 to demonstrate how we usually stress adverbs of certainty, comment and manner in sentences in order to give effect. Ss practise saying these sentences.

▶ Focus Ss' attention on the Reference section on page 47.

5 ▶ Ss decide if the underlined words are adjectives or adverbs. Refer them back to rules A and C in the Active grammar box if necessary. Ss compare their answers with a partner.

Answers

- 1 *lovely* = adjective; *lonely* = adjective
- 2 *lively* = adjective; *silly* = adjective
- 3 *fine* = adjective/adverb
- 4 *deadly* = adjective
- 5 *high* = adverb; *well* = adverb
- 6 (*got up*) *early* = adverb; *early* (train) = adjective
- 7 *friendly* = adjective; *ugly* = adjective

6 ▶ Ss write the missing adverb or adverbial phrase in the correct place. Remind them that sometimes two different places may be possible and refer them back to rule D in the Active grammar box. Get feedback from the whole class.

Answers

- 1 I definitely want to try the local food when I'm in Thailand.
- 2 I accidentally spilt my coffee all over my new jacket. / I spilt my coffee all over my new jacket accidentally.
- 3 I work in a really modern building on the 19th floor.
- 4 I went on a tour of the six capital cities in Europe last month. / Last month I went on a tour of the six capital cities in Europe.
- 5 I'm quite shy about practising my English in shops. However, I'm going to try.
- 6 My grandmother has never been on a plane in her whole life.
- 7 The new building is expertly designed to be both attractive and practical.
- 8 I learned Spanish quickly before I went travelling to Spain.

7a/b ▶ Ss choose the correct option in order to complete the pairs of sentences. Get feedback from the whole class, then ask Ss to practise asking and answering the questions with a partner.

Answers

- 1 a completely
b complete
- 2 a late
b lately
- 3 a definitely
b definite

Vocabulary | verb phrases with *take*

8 ▶ Put Ss in pairs. They read through the sentences and try to work out the meaning of the underlined verb phrases. Ask Ss which words and phrases in the sentence helped them deduce the meaning.

Answers

- 1 taking control or responsibility for something
- 2 to be very surprised because something is very beautiful or exciting
- 3 to cope calmly with things without making a fuss
- 4 to believe that something is true without thinking about it or making sure
- 5 like something or someone
- 6 to participate in something, usually a group game or activity
- 7 to understand what you read, hear or see
- 8 to start to increase/improve/become more popular

9 ▶ Ss complete the sentences with the correct form of the phrases in exercise 8. Ss compare answers with a partner.

Answers

- 1 take it for granted
- 2 took part in
- 3 taken over
- 4 took my breath away
- 5 took off
- 6 took (it) in her stride
- 7 take in
- 8 take to

10a ▶ Ss choose the correct option for each question. Ss compare answers with a partner.

Answers

- 1 taking over
- 2 take it in your stride
- 3 taken off
- 4 take in
- 5 took to

10b ▶ Ss discuss the questions in pairs. Get feedback from various Ss.

Pronunciation | speech units

11 ▶ Write the following sentence on the board and say it: *Ladies and gentlemen let me introduce you to Mary Smith who is going to talk to you today about shopping.* Ask: *What kind of language is this? How do you know?* (a speech/talk) Elicit how and why the way that we speak during a speech is different to normal conversation (we are slower, clearer, pause more to make it easier for the audience to follow what we're saying and to highlight key information). Say the sentence again naturally. Ask: *How many pauses are there?* (three, after *gentlemen*, *Smith* and *today*).

▶  1.21 Focus Ss' attention on the topics from the box. Play the recording. Ask Ss to close their books and to listen and identify the topics mentioned in the talk.

Answers

small, local shops; large supermarkets; good service; fresh food

12a ▶ Focus Ss' attention on the audioscript on page 44. Explain the // symbol, which indicates where the speaker paused. Play the recording again. Ss listen and mark the places where they hear a distinct pause. Ss compare answers, then listen again to check answers.

Suggested answers

I really like the town where I live // and I think one of the main reasons is that, // in terms of shopping, // there is a lot of variety. // The main street has many different types of shops. // Some of them are run by local people // and they have been there for a long time. // I like going into these shops // because you get very good service. // They are always very helpful and friendly. // Also, if you're buying food, // like vegetables, meat or fish, for example, // the food is always fresher, tastier and cheaper than in the large supermarkets. // There is one large supermarket in the main street // which is very convenient for lots of the basic things you need to buy. // I'd say that I'm very lucky // because there is such a good variety of shops in walking distance of where I live. // I have a mixture of local shops and large supermarkets // and therefore I have the best of both worlds.

b ▶ Ss look at the pauses they have marked. Ask: *Is there any pattern to these pauses?* Elicit/explain that the pauses often occur in the following places: at the end of sentences; between clauses linked by words like *and*, *therefore*, *because*, *also*; and before and after a phrase which gives additional information.

▶ Explain that we also sometimes pause for effect, to highlight key information for the listener. Compare: *The food is fresher, tastier and cheaper.* and *The food is fresher, // tastier // and cheaper.*

▶ Focus Ss' on the pronunciation bank on Speech units on page 161.

Speaking

13a ▶ Tell Ss that they are going to give a short presentation. They choose one of the topics given. Ss prepare notes about what they will say for their presentation.

b ▶ Ss practise giving their presentation with a partner. Encourage Ss to give each other feedback. They should focus on the following points: clear organisation of ideas; presentation style – speaking in a slow, clear way, making frequent pauses; maintaining good eye contact). Give Ss some time to make any necessary changes or improvements to their presentations.

▶ Ask one or two Ss to volunteer to give their presentations to the whole class. Do not spend too long on this.

OPTIONAL EXTENSION

Ss work in groups of three, so that each student is working with others who have prepared presentations on different topics. Ss give their finalised presentation to the others in their group. Get feedback from the whole class. Ask: *Was it easier/more difficult doing it a second time?*

3 Vocabulary | Making nouns

OPTIONAL WARMER

Write the following words on the board: *neighbourhood, happiness, journalist*. Ask Ss what kind of words they are and how they know (nouns/they have noun endings). In pairs, Ss write a list of as many noun endings as they can, and an example for each. Get feedback from the whole class.

Then, put Ss into small groups and give a name to each (team 1, team 2, team 3, etc.). Team 1 starts. They provide a noun ending (e.g. *-ion, -ist, -ity*). Each member of team 2 must think of a noun with that ending. Team 2 then thinks of a new noun ending and each member of team 3 must think of a noun with that ending. Each team gets one point for each correct noun they think of. The team with the most points at the end wins. You may find it more useful to wait until after exercise 2 to do the second part of this activity.

1a ► If you did the optional warmer, ask Ss to look through the rules and see which ones they thought of and which they did not.

► Put Ss in pairs. They read the rules and examples given and think of more examples for each category. Get feedback from the whole class.

b ► Ss take turns to test each other on correct noun endings.

2 ► Ss complete the sentences with the correct noun form of the word in brackets. Encourage Ss to use dictionaries if necessary. Ss compare answers with a partner.

Answers

1 employer	6 communication
2 childhood	7 violinist
3 happiness	8 reduction
4 supervisor	9 development
5 flexibility	10 excitement

3 ► Ss work with a partner to find the incorrect noun in the list and correct it.

Answers

1 production	4 typist
2 enjoyment	5 modernity
3 employment	6 development

4a ► Put Ss in small groups. Elicit one or two examples of an opening sentence in a story (e.g. *Mary looked with pleasure at her new invention ...; The writer stared out of the window, lost in thought ...; It was with an air of inevitability that Peter opened the door and walked into the office ...*). Each student writes the opening sentence of a story on a page. The sentence must contain one of the nouns from exercise 1a. Ss then pass on their page to another student in the group. The next student continues the story by writing one more sentence, again containing a noun from exercise 1a. They pass their page on to the next

student who continues the story in the same way. Continue in this way until everyone has written approximately three sentences for each story. Tell Ss when there is only one minute left, so that each student can write a final sentence for the story on the page they have in front of them.

b ► Each student should have a different story in front of them. They prepare to read the story aloud to the others in their group. Give Ss time to decide on how they will read the story and where they will pause while reading aloud. Remind Ss of the exercises which they did on speech units in Lesson 3.3.

c ► Ss read their stories aloud to the others in the group. Ss decide which story was the best in their group.

OPTIONAL EXTENSION

Ss choose one of the stories from their group. They prepare a good draft of this story, proofing and re-drafting until they are happy with the language and style of the story. Collect the stories and either photocopy these to make a collection of class stories or display them around the room for Ss to read at their leisure over the next few lessons.

3 Communication

In this lesson, Ss talk about and listen to someone talking about school subjects. Ss prepare and tell each other short anecdotes about their school days.

OPTIONAL WARMER

Ss compare the education system in England with that in their own country. Ask Ss: *At what age do children start leave/school/take public exams?* (children in England have to go to school aged 5–16, but some stay until 18. At 16, they take an average of eight public exams known as ‘GCSEs’ (General Certificate in Secondary Education), in a variety of subjects. Students can stay at school or go to a Sixth-Form College to do an average of three ‘A-levels’ (advanced-level exams). They need A-levels in order to go to university.

1 ▶ Ss discuss the questions in pairs. Get feedback from the whole class.

2a ▶  1.22 Ss read through the questions with the class. Play the recording. Ss listen and answer the questions. Ss compare answers with a partner.

Answers

- No, he has good memories of school but his life has been much more interesting and rewarding since he left school.
- Learning a language – it opens opportunities for work and travel.
- He has a career in marketing; he finds it interesting and enjoyable (but he is not passionate about it and regrets that he did not pursue his passion for drama while he was at school).
- If you have a passion for something, you should follow it in order to lead a more fulfilling and happier life.

b ▶ Read through the half sentences with the class, checking they understand the phrases. Ensure Ss understand the structure of *I wish I had (I'd)...* (used to express past regrets). Ss reflect on their schooldays and complete the sentences to make them true about themselves.

c ▶ Ss compare their answers with a partner. Encourage them to ask questions and give more detailed explanations in their answers.

3a ▶ Ss look again at the questions in exercise 1. They choose one to focus on. Explain that they are going to write a short anecdote about their school days. Tell them that it can be something funny or sad, something they regret or enjoyed, something that had a big influence on their lives, etc. Give Ss time to think of an anecdote and write about it.

b ▶ Ss practise how they will read their anecdote aloud to the others. Remind them of the focus on speech units and pausing from Lesson 3.3.

4 ▶ Ss take turns to tell each other their anecdotes in small groups. Get feedback from various Ss. Ask: *Who had a positive/sad/funny memory?*

3 Review and practice

1 ▶

Answers

- We had been walking for twenty minutes when it started to rain.
- Today I bought that leather bag that I had seen online
- When I got to the party, Jack had already gone home.
- ✓
- While Cristina was sitting on the bus, someone stole her gold watch.
- ✓
- Someone finally answered the phone after I'd been waiting for ten minutes.
- As soon as I saw her at the party, I realised I had met her before.

2 ▶

Answers

- | | |
|----------------------|-------------------------|
| 1 had been working | 5 had wrapped up |
| 2 had you been doing | 6 Had you been learning |
| 3 had stolen | 7 had been running |
| 4 had been thinking | 8 Had you read |

3 ▶

Answers

- She lives in Alexandra Road. It's not far from the antiques shop.
- People say that the British are reserved.
- I'm not sure but I think I'd like to be an architect when I grow up.
- Don't forget your sun cream. The sun is very strong today.
- ✓
- We stayed at a very nice hotel in Barcelona.
- That was one of the best books I've read for ages.
- Shall we sit in the garden for a while?

4 ▶

Answers

- | | |
|-------------------------|-------------------------|
| 1 a badly b bad | 3 a perfect b perfectly |
| 2 a careful b carefully | 4 a well b good |

5 ▶

Answers

- | | | |
|--------------|--------------|----------------|
| 1 enormous | 3 quickly | 5 surprisingly |
| 2 incredibly | 4 completely | 6 certain |

6 ▶

Answers

- stretchy → itchy
- head → breath
- fashion → trendy / fashionable
- of → in
- while → during
- time → hand
- on → in
- White → Since

3 Writing bank

1 ▶

Answers

- 1 an entry for a short story competition in an International English magazine
- 2 c
- 3 b

2 ▶

Answers

- 1 to going back
- 2 moved since/hadn't been
- 3 slowly/rough; took my breath away
- 4 I felt disappointed/I was expecting

3 ▶

Answers

- 1 the shock of getting off the bus and seeing the huge shopping centre in the village; images of the peaceful village where he grew up
- 2 mainly past tenses: Past Simple to narrate the story and describe feelings (e.g. *I went; I walked; I saw; I felt disappointed; I felt worried; It mattered to me*); Past Perfect Simple to describe things that had happened before he got off the bus (*had lived there; I had remembered; had changed; had moved with the times*, etc.); Past Perfect Continuous to describe feelings that continued up to the point of getting off the bus (*had been looking forward to*); Past Continuous to set the scene (*was shining; was expecting*)
- 3 time expressions: *for a long time; 15 years ago; since then; in the days before I went; for years before that; on the day I went; as I got nearer; immediately; from that point on*
linkers: *as; also; however; but; so; in fact* (to keep the story moving along; to create immediacy; to identify which period of time (before or after arriving in the village) to link sentences and ideas in the text)
- 4 adjectives: *excited, special, worried, peaceful, traditional, rough, large, modern, trendy, new, beautiful, busy, thriving*
adverbs/adverbial phrases: *beyond recognition, at the edge of the village, slowly, right in front of my eyes, immediately, under the trees in the main square*
verb phrases: *looking forward to, took my breath away, expecting the worst, moved with the times*
- 5 paragraph 1: to introduce the idea of going back to the village where the writer had grown up and how the writer felt about this
paragraph 2: immediate reactions on getting off the bus in the village
paragraph 3: further feelings as the writer walks through the village

4a ▶ Ss choose one of the ideas from exercise 1 and plan their writing.

b ▶ Ss write short stories. Ss can swap and read each other's stories when they have finished.