

Teacher's Guide

BBC

Exam Focus

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Preparation for
university entrance

Teacher's Guide



Exam Focus

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Introduction

Dear Teacher,

We are writing to you to introduce *Exam Focus*, our new course for upper secondary students. This course is the fruit of our many years' teaching, writing and developing materials. Our aim has been to produce a set of materials that will help you to be the best teacher you can be. In other words, we want to help you to create the optimum conditions for your students to learn English.

But first, a reality check!

We all know that learning a language is a messy, non-linear business: one step forward, two steps back, three steps forward and so on. Students learn at their own speed and in an order that suits them. Sometimes, despite your best efforts (fifty-seven lessons on the Present Perfect, for example!), things remain 'unlearnt'. Other times, students seem to learn things that you haven't even taught yet. How do they do that? It can be very frustrating.

It follows that writing language learning materials is not an exact science. A 'one size fits all' set of materials just doesn't exist. It can't. There are too many variables:

- The students – number, age, personality, attitude, life and learning experience, home support, class dynamic ...
- The school – syllabus, timetable, policies, ministry reforms, classroom environment, equipment ...

And most importantly, you:

- The teacher – your experience, your training, your beliefs, your motivation ...

So we accept that everybody's teaching context is unique and the perfect English course is an unattainable dream. That said, our own experience in the classroom has taught us to value three things above all when using teaching and learning materials: reliability, flexibility and credibility.

Reliability

Quite simply, we want the materials to work. We don't want the course to let you down in the classroom. So we've gone for a clean design, clear, easy-to-understand instructions and a wide variety of engaging topics, texts and tasks that have been combined in a logical way that will make sense to you and to your students. We are pragmatic. We've made it clear when a lesson starts and when a lesson ends. We don't want to give you any nasty surprises. We don't want to over-complicate things. The less time you spend setting activities up, the more time your students spend practising the language. And maximising language practice time is key – particularly for the core skills. Students learn by doing. They learn reading by reading more; listening by listening more; writing by writing more; and speaking by speaking more. Let's give them more time to 'do'.

Needless to say, the course covers all the necessary language work appropriate for the level and follows ministry guidelines and the Common European Framework of Reference (CEFR). We hope you will appreciate the stimulating and memorable way in which each carefully selected grammar structure and vocabulary item is presented. But we are well aware that presenting language is not even half the story. We have designed these materials so that they systematically recycle the language that has been presented. 'Use it or lose it' is our motto. You will discover that this course, with all its supporting print-based and digital materials, provides your students with the repeated exposure and practice they require. Reliability = trust. We are confident you will be able to trust *Exam Focus*.

Flexibility

One of the things we learnt early on in our careers is that you teach the students, not the lesson plan. There is no point in slavishly following a prescribed 'teaching path' through a set of materials if the students are not with you. Your ability to react to emerging classroom situations and adapt your lesson accordingly is a vital teaching skill. So while a course might provide you with a reliable framework that you feel comfortable with, you will always need options, you will always need variety, you will always need alternative ways of presenting and practising language. We strongly believe that a rigid unit structure does NOT have to be a teaching strait-jacket. The lessons themselves are brimful of different ideas, task-types and interesting information. Then the supplementary material we have developed, both print-based and digital, offers you almost limitless flexibility. You can give extra multiple choice grammar exercises, do a communicative A/B information-gap activity or watch a specially selected YouTube clip. Flexibility = choice. We think you will appreciate the range of choice in *Exam Focus*.

Credibility

So, while we are sure that a reliable and flexible course will help you, it's this third characteristic that really counts. You have to believe in the materials. You have to understand and assess the broad educational and methodological principles that underpin our materials and decide: Are the ideas and the approach credible? Do they reflect your own views of how languages are learned? We'd like to take this opportunity to summarise our thinking on this and explain what lies at the heart of *Exam Focus*. We can do this by grouping our thoughts under three words beginning with 'M': Motivation, Memory and Meaning.

Motivation

The American linguist and philosopher Noam Chomsky once said: *The truth of the matter is that about ninety-nine percent of teaching is making the students feel interested in the material. Then the other one percent has to do with your methods.* This is our starting point: students learn best when they are interested in the material. It's as simple as that. We may not have got it right every time for your particular teaching context, but our over-riding concern has been to select topics, texts and tasks that engage students both emotionally and intellectually. You need to organise the learning around things your students can relate to – things that are part of their life experience or things that they aspire to. An engaged learner is a more successful learner. We think course materials can play a big part in this key area of engagement.

Memory

'Learning is remembering', or so the adage goes. With the pressure all teachers are under to cover the syllabus, complete the course and finish the book we worry that not enough time is spent on recycling. Too much presentation, not enough practice. Systematic recycling of new language is a core feature of *Exam Focus*. There is a particular emphasis on vocabulary. *Without grammar little can be conveyed; without vocabulary nothing can be conveyed*, noted the linguist David Wilkins back in the 1970s. Words are the basic building blocks of any language but how many times do you need to see a new word before you truly acquire it? Ten? Twenty? Thirty times? It's definitely more than once! In the process of building their own personal lexicon, students using *Exam Focus* will devote valuable time to new vocabulary as well as learning a variety of ways of recording it.

Meaning

As the linguist and academic Rod Ellis reminds us: *It is the need to get meanings across and the pleasure experienced when this is achieved that motivates second language acquisition.* We are strongly opposed to mechanistic practice and drills where form dominates and meaning is irrelevant. If you ask your students to choose the correct quantifier in the question: *How much/many petrol is there in the car?* We're sure most of them will correctly choose 'much'. But they might also legitimately wonder whose car we are talking about. And then think, 'But I don't have a car. I've never bought petrol in my life. I can't even drive ...' Why not ask them to choose the correct quantifier in this question: *How much/many water do you drink?* Then, when they have chosen the correct quantifier, they can at least ask their partner the question. Information is exchanged; students practise their speaking; the exercise is meaningful, not meaningless. This is one tiny approach to learning that we passionately believe in. Don't practise language for the sake of it. Language exists to make meanings and our learning materials should reflect this.

These are some of the more important ideas that we hold dear. Over the years, they have influenced our teaching and our writing. Credibility = belief. We want you to believe in *Exam Focus*.

So now it's over to you. We'd like to take this opportunity to wish you and your students every success.

Our warmest regards,

Sue and Vaughan



Exam Focus unit walkthrough

Vocabulary lessons

+ corresponding lessons in *Exam Focus* Workbook with extra practice

SHOW WHAT YOU KNOW revises vocabulary students should already know thus enabling all the students in the class to start on the same level

Table of contents

BBC Video

Contextualised vocabulary presentation (listening or reading tasks)

Highlighted target vocabulary items

Unit 1 People

Vocabulary
Clothes and accessories • verb phrases of appearance and personality

SHOW WHAT YOU KNOW

1 In pairs, put the words in the box under an appropriate heading.

blond caring curly hair hard-working
outgoing selfish suit tall top trainers

Personality Appearance Clothes

2 Add more words to each list. Which words can you use to describe your partner?
Julia is tall with dark hair. She's hard-working and she usually wears...

3 Read the text about Facebook profile photos. Match photos 1-4 with descriptions A-D. There are two descriptions that you do not need.

A the pretty portrait
You put on some cool clothes, maybe some sunglasses, you do your hair, you look straight into the camera, and 'click'.
What it means: Look at me - I'm gorgeous, beautiful and successful!

B the strange close-up
You can just see one eye, or a mouth, or part of the face.
What it means: Hey, I'm creative and imaginative, but I'm also cool, sophisticated and stylish.

C the party shot
A group of friends at a party, laughing with their arms in the air.
What it means: I'm charming, I'm really popular, I'm one of the gang!

D the romantic shot
Two people with their arms around one another (or in extreme cases, kissing).
What it means: Look at me - I'm on a date, I'm going out with somebody! We're a couple! Are you jealous?

E doing something interesting
You're mountain climbing, scuba diving, bungee jumping or riding a camel in the desert.
What it means: I'm dynamic and adventurous and I like taking risks.

F you as a small child
You're in your late teens, but you post a cute photo of yourself as a toddler.
What it means: Look, I used to be cute and adorable, and I still am! And maybe I'm a bit immature and childish and I don't want to grow up.

5 1.11 Check the meanings of the clothes and accessories. Then listen again and decide which words you hear.

bangles baseball cap bracelet
designer dress gloves
hiking boots jeans mittens scarf shorts
silver ring suit sweatshirt tie tightie
trainers vintage sunglasses wristwatch
wet suit winter coat woollen hat jacket

6 Verb phrases to do with clothes. Match the verb phrases 1-6 with the definitions a-f.

1 It matches your shoes.
2 It fits you perfectly.
3 I get dressed after breakfast.
4 It suits you!
5 I get undressed in the changing room.
6 Give me 5 minutes, I'll get changed.

a put your clothes on
b take your clothes off
c clothes that are the right size
d take your clothes off and put different ones on
e clothes that are the right colour, style and size
f clothes that go with your eyes, hair or other clothes

7 Adjectives of appearance and personality. Match the adjectives in red in the text with the synonyms 1-6.

1 good-looking, attractive, cute
2 brave, strong
3 cool, elegant, sophisticated
4 childish, stupid
5 very nice, popular, adorable
6 cheeky, naughty

8 Choose the best alternative to complete the sentences.

1 Alex knows a lot about art and fashion. She's very *adventurous* / *sophisticated*.
2 Greg's really *cheeky*. I think boys are more *gorgeous* / *immature* than girls at that age.
3 He's a very nice young man. But he can be *cheeky* / *charming* sometimes.
4 What a beautiful baby! Look at her *cute* / *stylish* little nose!
5 The two older children are quite *rude*, but the youngest is absolutely *adorable* / *imaginative*.
6 Fiona doesn't ever go on holidays abroad. She's not very *stylish* / *adventurous*.

Reading lessons

+ corresponding lessons in *Exam Focus* Workbook with extra practice

Tips and strategies in EXAM FOCUS

A variety of texts appealing to teenagers

Real exam tasks

Reading Multiple choice: statements

1 Match part-words in box A with words in box B to make at least ten more family words.

A: ex- grand- great-great- half- in-law second- only

B: aunt brother daughter father grandfather grandmother husband mother nephew niece sister son uncle wife

2 Use different family words from Exercise 1 to describe yourself. Draw a diagram.

I'm Adam's great-grandson.

I'm Sue's son.

I'm Simon's nephew.

I'm Maria's brother.

3 In pairs, describe three people from your family. Who do you look like most?

4 Read the article. Which things 1-7 can you inherit from your parents and/or ancestors?

1 your height
2 your eye, hair and skin colour
3 your facial features
4 your lifestyle
5 poor eyesight
6 baldness
7 left-handedness

18 **EXERCISES** LEVEL 2 preparation for 10/11

TEEN SCIENCE

12 Who do you look like? Are you good-looking like your mum, well-built like your dad, fair-haired like your brother or sister, or really, really tall like your great-great-grandparent? Do people say you're just like your father, or just like your mother, or that you take after your grandparent in every way? Or do people ask where you come from because you look so different from the rest of your family?

Your genes are responsible for your appearance and your health. Half your genes are from your mother, the other half from your father. You are not identical to your mother or your father, but you probably look a bit like both of them. Or you may resemble one of your ancestors, for example a great-great-grandparent. But even if you are like other members of your family, you are unique. Your genes are different from everyone else's genes. The only people who have exactly the same genes are identical twins.

Some of the features you inherit from your parents are hair, eye colour, skin colour and facial features like the nose and shape of your nose.

You probably have the same hair colour as one of your parents, but this is not always true. Two dark-haired parents can have a blond or red-headed child. This happens when there was a blond or red-headed ancestor. It is common for red-headed children to have freckles, even if the parents don't have them.

The strongest, or dominant gene in eye colour is brown. If both parents have brown eyes, their children probably have brown eyes too. It's also common for two brown-eyed parents to have a blue-eyed child, but unusual for two blue-eyed parents to have a brown-eyed child. As well as eye colour you can inherit poor eyesight from your parents. So if you're short-sighted you're probably not the only person in your family who wears glasses.

Tall parents usually have tall children and short parents usually have short children. But this isn't always true - in fact, children are getting taller thanks to improved diets and healthier lifestyles.

50% of men with bald fathers will lose their hair. But the gene for baldness can come from the mother's family too - boys should look at their mother's father. They may take after him.

There are many different skin colours: from black, dark brown, brown, light brown to white. Most families share the same skin colour, but black parents can give birth to a lighter-skinned child if they have pale-skinned ancestors.

Usually, a black and a white parent have dark-skinned children because black is a dominant gene. But twin sisters Hayleigh and Lauren are exceptions. One twin is black, and the other is white. Hayleigh looks exactly like her black father and Lauren is the image of her white mother. This was only possible because their father had a white relative in his past.

Finally, if you are left-handed, or if you have dimples in your cheeks or chin, you can thank your genes.

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+ corresponding lessons in *Exam Focus Workbook* with extra practice

Grammar rules with extra practice
at the back of the book

- Personalised grammar activities

Audio scripts from the lesson are used in the Workbook to practise vocabulary

Pronunciation practice in PRONUNCIATION FOCUS

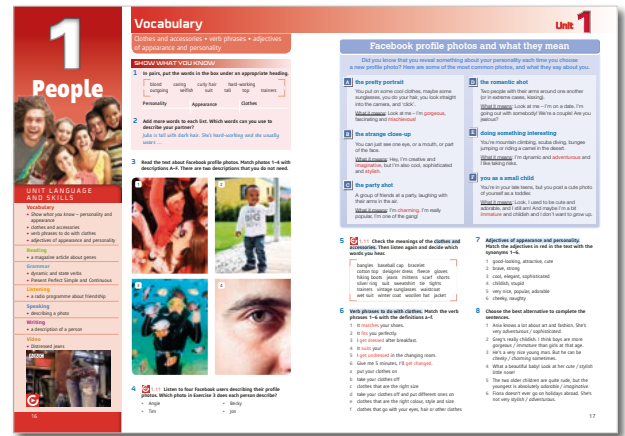
REMEMBER BETTER boxes with tips for learning and remembering new language

Extra practice in the Workbook

Overview of the components

Students' Book with Online Area

- 8 topic-based units divided into six main lessons: Vocabulary, Reading, Grammar, Listening, Speaking and Writing
- Starter unit consisting of 8 optional lessons for revision and consolidation
- Clear learning objectives for each lesson
- Quick Review to consolidate key vocabulary and grammar from the unit
- BBC video page which features clips from authentic BBC programmes
- Grammar reference and additional practice at the back of the Students' Book
- A word list for each unit at the back of the book with phonetic transcriptions
- Writing reference with tips for writing tasks, and a list of common errors in writing



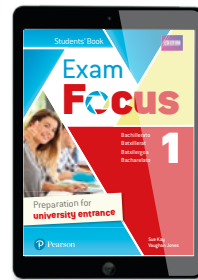
Online Area (powered by MyEnglishLab)

- Extra online activities to review and recycle the language from each unit
- BBC culture videos, Live Tutor grammar lessons plus additional practice exams
- Students enter the Online Area using the access code printed on the inside front cover of their Students' Book



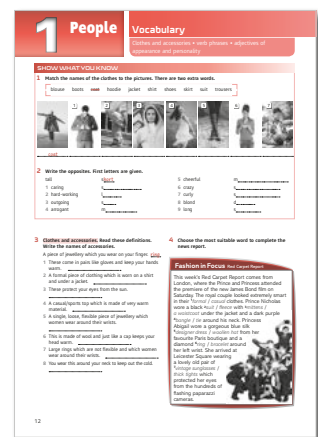
eText Premium

- The full Students' Book and Workbook in digital format
- All audio and video embedded within the exercises



Workbook

- Mirrors the Students' Book's unit structure and pagination
- Show What You Know* – catch-up exercises that ensure that all students start with the same input
- Show What You've Learnt* – test-format exercises that help students assess if they have mastered the material adequately
- Writing sections include a model text which students follow in their homework assignments. They also contain a *Show That You've Checked* box that helps students check their written assignments before handing them in to the teacher
- Self-check section to help students prepare for the *Exam Focus* tests
- A wealth of extra practice material including speaking practice, listening language practice, vocabulary practice and useful phrases for speaking and writing



MyEnglishlab

- Interactive Workbook with instant feedback; tips and remediation activities with grammar exercises
- All the Students' Book videos
- Downloadable Workbook audio and Self-assessment pages
- Review and End-of-Year tests assigned and released by the teacher
- Downloadable resources for teachers (Tests package, Exam Practice audio and answer key, Teacher's Resources)

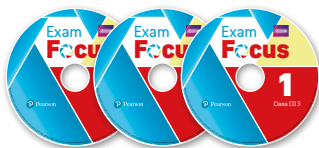


Teacher's Guide

- Students' Book pages interleaved with answer keys, additional activities, culture notes and audio and video scripts
- Workbook answer key and audio scripts also included
- Access code for Online Area and MyEnglishLab printed on the inside front cover of this Teacher's Guide

Class CDs

- Audio material for use in class including dialogues and listening activities from the Students' Book



- All the words and phrases from the word lists, and all audio material can be downloaded from: www.pearsonELT.es/examfocus

Teacher's Resource File

- The Teacher's Resource File includes a complete range of tests which can be used at different points in the course
- Each level has diagnostic, End-of-Unit, End-of-Term and End-of-Year tests
- All tests are available at two levels of difficulty to cater for mixed-ability
- The Teacher's Resource File also includes a wealth of extra practice worksheets for grammar and vocabulary and the four skills
- All tests are provided in PDF and editable formats

Active Teach

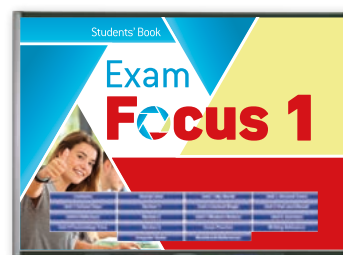
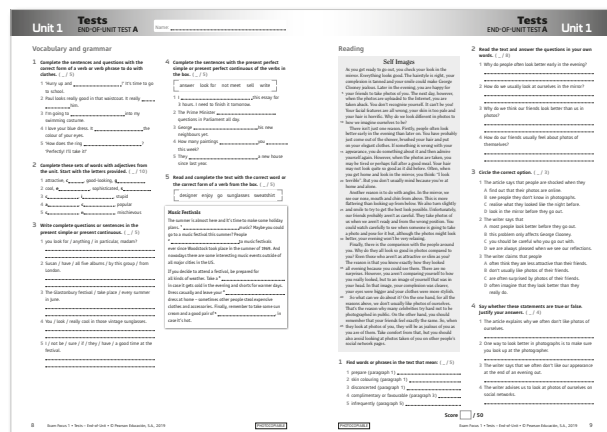
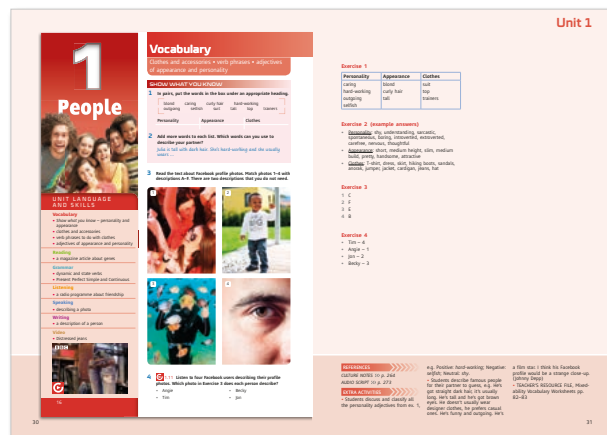
- Students' Book and Workbook pages with embedded audio and video; interactive activities and 'Show answers' functionality
- Teacher's photocopiable resources, including audio scripts and answer key
- Class and Workbook audio material with audio and video scripts
- Teacher's tool box for creating personalised vocabulary games, notes and adding Internet links

Test Generator

- An online tool for creating customised practice exams for each autonomous region's university entrance exam
- Audio files included for those regions with a listening exam

Website

- Additional information and support available on: www.pearsonELT.es/examfocus



Key concepts behind *Exam Focus*

The Global Scale of English

The Global Scale of English (GSE) is a standardised, granular scale that measures English language proficiency. Using the Global Scale of English, students and teachers can now answer three questions accurately:

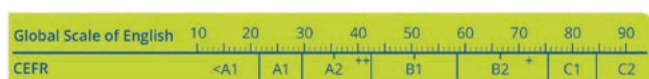


- 1 Exactly how good is my English?
- 2 What progress have I made towards my learning goal?
- 3 What do I need to do next if I want to improve?

Unlike some other frameworks that measure English proficiency in broad bands, the Global Scale of English identifies what a learner can do at each point on a scale from 10 to 90, across each of the four skills (listening, reading, speaking and writing) as well as the enabling skills of grammar and vocabulary. This allows learners and teachers to understand a learner's exact level of proficiency, what progress they have made and what they need to learn next.

The badging on the back of your coursebook shows the range of objectives that are covered within the content. Knowing this range helps you select course materials with the right level of support and challenge for your students to help them progress. It does not mean that students need to have mastered all the objectives below the range before starting the course, or that they will all be 'at' the top of the range by the end.

For more information about how using the GSE can support your planning and teaching, the assessment of your learners, and selecting or creating additional materials to supplement your core programme, please go to www.english.com/gse



Assessment for learning

With the GSE as the solid framework for syllabus design and assessment, *Exam Focus* offers a uniquely sound and comprehensive Assessment for learning package.

The aim is to enhance learning by supporting students in understanding what they know and what they need to do next, making them active in their own learning. At the same time, using Assessment for learning helps teachers to understand where their students are in their learning and make decisions about how to help students improve. When we talk about Assessment for learning, we're really talking about assessing students formatively, watching and listening to our students to see how much they understand and using this to help decide what we need to do next. This can be done during any activity in class or using a test from the Teacher's Resource File.

In *Exam Focus*, Assessment for learning techniques and activities have been integrated into each unit to give students an awareness of what and how they are learning and to give you, the teacher, lots of opportunities to assess how each student is doing. Each unit starts with the *Show what you know* section that encourages students to recall what they already know and instills confidence right from the beginning. Throughout the unit, you can use class activities and/or the tests in the Teacher's Resource File to check students' progress and deal with any issues as they arise. Consider using the tests in alternative ways: have students work on them together or mark each other's papers. Ask them to highlight areas for revision or further work. Rather than simply marking test questions right or wrong, indicate which answers are wrong and then ask students to work together to correct them, using their classmates' feedback, the Internet, or reference books to help them make the corrections.

The Workbook units finish with a Self check – a review of the grammar and vocabulary from the unit. The key to these exercises is at the end of the Workbook so that students can check their own answers.

Pearson Test of English General

The *Exam Focus* course can be used as part of the preparation for the Pearson Test of English General (PTE).

PTE General is the English language certificate that proves learners' English Language ability at any level. The test reflects the type of language that learners will encounter in a native speaking environment, using activities that students are familiar with from their classes. It integrates all four skills (listening, reading, speaking and writing) and focuses on assessing the ability of communicating in English, rather than test-taking skills.

In every unit of the Students' Book there are exercises flagged which help students to prepare for the exam.

PTE GENERAL LEVEL 2 preparation: Ex. 3/5

To find out more about PTE General, visit:

www.pearsonpte.com/pte-general

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Starter

1 Home sweet home


Grammar: Present tenses – review
Vocabulary: Houses

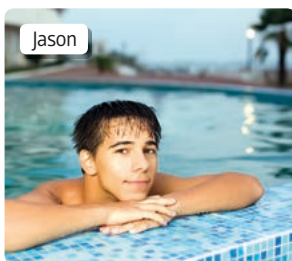
SHOW WHAT YOU KNOW

- 1 In pairs, complete the table with more words. Then describe your house to your partner.

| Locations | Types of house | Types of room |
|----------------|----------------|---------------|
| in the suburbs | a flat | a kitchen |

I live in a modern flat in the suburbs of ...

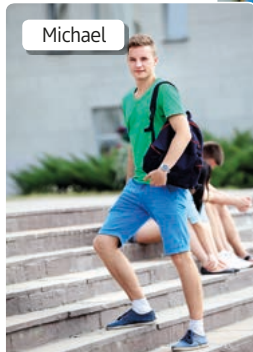
- 2  1.2 Look at the photographs and listen to three teenagers talking about their unusual homes. What advantages or disadvantages do they mention?




Jason



Ellie



Michael

- 3  1.2 Answer the questions with a name from Exercise 2. Then listen again and check.

-'s father is a teacher.
- often meets interesting people.
- has never been late for class.
- has lived in the same place since he/she was born.
- is living on a boat at the moment.
- doesn't have to make his/her bed.

- 4 Read REMEMBER THIS. Then complete the dialogue with the correct verb forms.

REMEMBER THIS

- The **Present Simple** describes facts, habits and routines.
- The **Present Continuous** describes activities in progress.
- The **Present Perfect** describes 1) finished actions in time 'up-to-now' or 2) unfinished situations that started in the past and continue now.

Note: *been* is the Past Participle of *go* as well as *be*.



Reporter: ¹Do you live (you/live) here?

Man: Yes, I do.

Reporter: How long ²..... (you/be) here?

Man: I ³..... (live) here for five years.

Reporter: ⁴..... (you/ever/live) in a real house?

Man: Yes, but I ⁵..... (prefer) my tree-house. My grandma ⁶..... (stay) with me at the moment.

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- 5 Complete the questions with the most appropriate tense: **Present Simple**, **Present Continuous** or **Present Perfect**.

- Where *do your parents come from* (your parents/come from)?
- Who (live) in your house, apart from you?
- Who usually (do) the cooking in your family?
- How long (you/be) at your current address?
- (your family/ever/move) house?
- How long (it/take) to get to school?
- (you/ever/go) to a really good house party?
- Why (you/learn) English?

- 6 In pairs, ask and answer the questions in Exercise 5.

Exercise 1

- **Locations:** in the city centre, in a slum, by the sea, in a village, in a town, on a housing estate, in the countryside
- **Types of home:** cottage, semi-detached house, detached house, eco house, terraced house, bungalow
- **Types of room:** bedroom, bathroom, living room, toilet, dining room

Exercise 2

Jason

- Advantages: meets lots of interesting people, uses the swimming pool, doesn't have to make the bed
- Disadvantages: it's hard when guests who have become friends leave

Ellie

- Advantages: can move around
- Disadvantages: it's too cold in winter

Michael

- Advantages: lives near friends, is never late
- Disadvantages: –

Exercise 3

- | | |
|-----------|---------|
| 1 Michael | 4 Jason |
| 2 Jason | 5 Ellie |
| 3 Michael | 6 Jason |

Exercise 4

- | | |
|-----------------|-----------------------|
| 1 Do you live | 4 Have you ever lived |
| 2 have you been | 5 prefer |
| 3 've lived | 6 is staying |

Exercise 5

- 1 do your parents come from
- 2 lives
- 3 does
- 4 have you been
- 5 Has your family ever moved
- 6 does it take
- 7 Have you ever been
- 8 are you learning

Exercise 6 (example answers)

- 1 My parents are from Galicia.
- 2 My parents, my sister and my grandfather.
- 3 In my family my mother usually does the cooking.
- 4 I've been here since 2006.
- 5 Yes, my family has moved house twice.
- 6 It takes me 20 minutes to get to school.
- 7 Yes, I have. I went to a great party at my friend's house last month.
- 8 I'm learning English because I want to get a good job.

REFERENCES

AUDIO SCRIPT >>> p. 273

EXTRA ACTIVITIES

- Students write six sentences about themselves, two using the Present Simple, two using the Present Continuous and two using the Present Perfect (four of them

should be true and two false), e.g. *I often go to the cinema. I'm reading a great book at the moment. I have lived here for three years.* Then, students work in pairs. They try to find out which of their partner's sentences are false by asking more questions, e.g. *What book are you reading? Why is it great?*

WORKBOOK

p. 8

NEXT CLASS

- Ask students to do *Show What You Know, National dishes* in the WB, p. 8.

Exercise 1 (example answers)

dates, egg, fish, grape, honey, ice cream, juice, kiwi, lemon, meat, nuts, orange, pasta, quail, rice, salad, tea, unpasteurised milk, vegetables, water, Xmas cake, yoghurt, zucchini

Exercise 2 (example answers)

| Countable nouns | Uncountable nouns |
|--|--|
| date – dates, egg – eggs, grape – grapes, kiwi – kiwis, lemon – lemons, nut – nuts, orange – oranges, quail – quails, vegetable – vegetables, X-mas cake – X-mas cakes, zucchini – zucchinis | fish, honey, ice cream, juice, meat, pasta, rice, salad, tea, unpasteurised milk, water, X-mas cake, yoghurt |

Exercise 3

- 1 B
- 2 A
- 3 C

Exercise 4

- | | |
|------------|------------|
| 1 some | 6 most |
| 2 a lot of | 7 much |
| 3 a few | 8 many |
| 4 Some | 9 few |
| 5 any | 10 lots of |

Exercise 5

- | | |
|----------|--------|
| 1 much | 5 some |
| 2 few | 6 any |
| 3 little | 7 any |
| 4 many | |

Exercise 6

- 1 I don't eat much pasta.
- 2 I don't eat much meat.
- 3 There aren't any good restaurants near my house.
- 4 I drink very little cola.
- 5 My mother doesn't bake many cakes.
- 6 I didn't have any cereal for breakfast.
- 7 I used to eat very few vegetables.
- 8 I don't do much cooking at home.

REFERENCES

CULTURE NOTES >>> p. 264

AUDIO SCRIPT >>> p. 273

EXTRA ACTIVITIES

- After doing ex. 3, students cover the texts and look at the pictures.

Then, in pairs they try to say as much as they can about each of the national dishes. If you like, they can note down key words and try to reconstruct the texts from them. Then, they compare to the originals. Discuss any problems or doubts with the class.

WORKBOOK

p. 8

NEXT CLASS

- Ask students to do *Show What You Know*, *Flashmob* in the WB, p. 9.

Starter

2 National dishes

Grammar: Quantifiers
Vocabulary: Food

SHOW WHAT YOU KNOW

1 In pairs, list a type of food or drink for each letter of the alphabet. Tell your partner about the food you like.
apple bread carrot

2 Complete the table with your words from Exercise 1 and write the plural form of the countable nouns.

| Countable nouns | Uncountable nouns |
|------------------------------------|-------------------|
| apple – apples carrot – carrots | bread |

3 Test your knowledge of national dishes in three English-speaking countries. Match descriptions A–C with countries 1–3.

1 England 2 Ireland 3 the USA

5 Read REMEMBER THIS. Then complete the dialogue with *any*, *some*, *many*, *much*, *few* or *little*.

REMEMBER THIS

- You use **a few/many** with countable nouns.
- You use **a little/much** with uncountable nouns.
- You use **any/some/a lot of/lots of** with both.

Note: **a little hope** and **a few friends** is more positive than **little hope** and **few friends**.



Reporter: How ¹**much** food do you have for breakfast?

Man: Just a ²..... pancakes with a ³..... honey on.

Reporter: How ⁴..... cups of tea do you drink?

Man: Not many. I have one cup with ⁵..... milk.

Reporter: Do you put ⁶..... sugar in your tea?

Man: No, I don't have ⁷..... sugar – I'm on a diet.

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6 Write sentences with the opposite meaning using one of the quantifiers in brackets.

- I eat a lot of pasta. (much / many)
I don't eat much pasta.
- I eat lots of meat. (many / much)
- There are some good restaurants near my house. (some / any)
- I drink a lot of cola. (very little / very few)
- My mother bakes a lot of cakes. (much / many)
- I had some cereal for breakfast. (any / many)
- I used to eat lots of vegetables. (very little / very few)
- I do lots of cooking at home. (much / many)

NATIONAL DISHES



It's a simple dish: you cook ¹**any** / **some** lamb, ²**a lot of** / **a little** potatoes and ³**a few** / **a little** onions together. ⁴**Much** / **Some** people add carrots and other vegetables, but experts say that the real stew doesn't have ⁵**any** / **some** other vegetables.



Roast beef and Yorkshire pudding is a popular dish for Sunday lunchtime, but ⁶**much** / **most** people say that fish and chips is the national dish. Unfortunately, it's been so popular that there isn't ⁷**much** / **many** cod left in the sea!



It's hard to choose one national dish for this huge country because there are so ⁸**many** / **much** regional dishes. But ⁹**few** / **little** people can resist the most popular dish in this country: a big hamburger with ¹⁰**any** / **lots of** chips and tomato sauce.

4 1.3 Read the descriptions again and choose the correct quantifier. Then listen and check.

Starter

3 Flashmob

Grammar: Present Perfect and Past Simple
Vocabulary: Shops

SHOW WHAT YOU KNOW

- 1 In pairs, list the different types of shops in a main street or shopping mall you both know.
a supermarket, a shoe shop, a jeweller's, ...
- 2 Use your list from Exercise 1 to discuss which shops you go into regularly, sometimes or never.
- 3 Read the blog and choose the most appropriate tense. What is a 'flashmob'?

www.jackiesblog.eu



¹*Have you ever seen* Did you ever see a flashmob? I've just seen one for the first time. I was in the Central shopping mall this morning with my mum. When we ²*ve come out of* / *came out of* a clothes shop, we ³*ve heard* / *heard* loud music and ⁴*ve seen* / *saw* a woman who was dancing on her own. Then a few more people ⁵*have started* / *started* dancing. In the end, there were about forty people dancing. It ⁶*has been* / *was* really professional. After about ten minutes the music ⁷*has stopped* / *stopped* and they ⁸*ve walked* / *walked* away. It's one of the most exciting things I ⁹*ve ever seen* / *ever saw*.

Comments

I ¹⁰*ve just arrived* / *just arrived* at the Central mall now and I ¹¹*ve already heard* / *already heard* about the flashmob – everybody's talking about it. I'm sorry I missed it.

Tina17, 13th July 1:15 p.m.

I ¹²*saw* / *ve seen* the flashmob at the mall this morning – it was really exciting. I ¹³*ve just watched* / *just watched* a few more online. There are some really good ones!

Happydancer, 13th July 7:03 p.m.

I ¹⁴*haven't seen* / *didn't see* a flashmob yet, but my friends ¹⁵*have seen* / *saw* one when they were on holiday in Spain last summer.

Selly, 14 July 11:42 a.m.

- 4 Read REMEMBER THIS. Then complete the conversation with the Present Perfect or the Past Simple.

REMEMBER THIS

- You use the **Present Perfect** to talk about finished actions in time 'up-to-now'. You never say exactly 'when' they happened. You can use time expressions such as: *ever, never, just, already, (not) yet*.
- You use the **Past Simple** to talk about finished actions in past time. You usually say 'when' they happened. You can use time expressions such as: *yesterday, last Sunday, two weeks ago, in 1974, etc.*

I'm in the new mall. I ¹*ve just bought* (just/buy) a really nice pullover. I ²..... (see) it in a magazine last week.



I ³..... (not buy) anything at the new mall yet, but I ⁴..... (buy) a nice pullover online last weekend. I ⁵..... (already/wear) it a lot.

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- 5 1.4 Complete the conversation with the Present Perfect or the Past Simple. Then listen and check.

- R: Hi Simon. How are you doing?
S: Really well! I ¹*ve just finished* (just/finish) my exams.
R: Oh great. Lucky you. I ²..... (not finish/yet) – three more to go.
S: Oh well, good luck. Listen, ³..... (you/ever/see) a flashmob?
R: Yes, I ⁴..... (see) one on YouTube® yesterday. It ⁵..... (be) fantastic. But I ⁶..... (not see) a live one.
S: Well, I want to organise a flashmob for my sister's birthday. Will you help me? You have to learn a dance.
R: OK, sure. ⁷..... (you/ask) anybody else yet?
S: Yes, I ⁸..... (already/ask) lots of people. I ⁹..... (speak) to Sally five minutes ago and she said yes.
R: What music are we going to dance to?
S: Oh, we ¹⁰..... (not decide) yet, but there's plenty of time.

Exercise 1 (example answers)

clothes shop, bookshop, department store,
toy shop, café, newsagent, sports shop

Exercise 2 (example answer)

I regularly go into clothes shops, shoe shops,
bookshops and department stores. I sometimes go into
cafés and sports shops. I never go into toy shops
or newsagents.

Exercise 3

- 1 Have you ever seen
- 2 came out of
- 3 heard
- 4 saw
- 5 started
- 6 was
- 7 stopped
- 8 walked
- 9 've ever seen
- 10 've just arrived
- 11 've already heard
- 12 saw
- 13 've just watched
- 14 haven't seen
- 15 saw

A flashmob is a sudden and planned gathering of many
people at a particular place that has been arranged
earlier on an Internet website. They then separate and
leave quickly.

Exercise 4

- 1 've just bought
- 2 saw
- 3 haven't bought
- 4 bought
- 5 've already worn

Exercise 5

- 1 've just finished
- 2 haven't finished yet
- 3 have you ever seen
- 4 saw
- 5 was
- 6 haven't seen
- 7 Have you asked
- 8 've already asked
- 9 spoke
- 10 haven't decided

REFERENCES

CULTURE NOTES » p. 264

EXTRA ACTIVITIES

- In pairs, students write questions
about the text and comments in
ex. 3, e.g. *What has Jackie just seen*

*for the first time? Where was she?
Where was she before she heard the
music? Etc. Pairs swap questions
with another pair and answer them.
Check the questions with the class.*

WORKBOOK

p. 9

NEXT CLASS

- Ask students to do *Show What You Know; Money, money, money* in the
WB, p. 9.

Exercise 1 (example answers)

trousers, jeans, skirt, shirt, suit, coat, hat, gloves, scarf, shorts, T-shirt, jumper, tracksuit, boots, trainers, shoes, high-heeled shoes, sandals, socks, tights, jacket, hoodie, blouse, sweatshirt

Exercise 2 (example answers)

- 1 Items usually worn by women only: skirt, blouse, tights
- 2 Items usually worn by men only: shirt, boxer shorts
- 3 Outdoor items: coat, hat, gloves, scarf, jacket
- 4 Formal items: suit, high-heeled shoes
- 5 Items I would never wear: sweatshirt, stockings

Exercise 3

- | | |
|----------|---------|
| 1 more | 8 too |
| 2 than | 9 than |
| 3 richer | 10 the |
| 4 most | 11 than |
| 5 as | 12 the |
| 6 enough | 13 as |
| 7 more | |

Exercise 4 (example answer)

Tom is more like me than Zoey.

Exercise 5

- 1 too expensive
- 2 not old enough
- 3 not big enough
- 4 too mean
- 5 too dangerous

Exercise 6 (example answers)

- 1 What is the best item of clothing you have?
It's a vintage dress.
- 2 Who is the funniest person you know?
My friend Luke is the funniest person I know.
- 3 Where is the cheapest clothes shop in your town?
It's next to the department store in the town centre.
- 4 What is the most valuable possession you have?
It's an old record from the 1950. My grandad gave it to me.
- 5 Who is the most stylish celebrity you know?
I think Angelina Jolie is the most stylish celebrity. She always looks great.

EXTRA ACTIVITIES

- Students write comparative and superlative sentences and sentences with *enough* about themselves and their family and friends, e.g. *My dad is the tallest person in my family. My friend wears more fashionable*

clothes than most other people I know. My brother isn't old enough to go to secondary school. Give them five minutes to write as many as they can. Students share their sentences in pairs or small groups.

WORKBOOK

p. 9

NEXT CLASS

- Ask students to do *Show What You Know, At the movies* in the WB, p. 10.

Starter

4 Money, money, money

Grammar: Comparative and superlative adjectives

• *too* and *enough*

Vocabulary: Clothes

SHOW WHAT YOU KNOW

- In pairs, list all the clothes you can think of.
a tie, a dress, ...
- Put the words from Exercise 1 into the different groups 1–5. Some items can go into more than one group.
 - Items usually worn by women only: *a dress, ...*
 - Items usually worn by men only: *a tie, ...*
 - Outdoor items:
 - Formal items: *a tie, ...*
 - Items you would never wear: *a tie, ...*

- Complete these interviews using the words in the box.

as (x2) enough more (x2) most richer
than (x3) the (x2) too

TEEN ATTITUDES TO MONEY

We ask brother and sister Tom and Zoey about their attitudes to money and shopping

I think I'm very good with money. I don't have much money though because I'm still at school, but I'm ¹*more* careful than my brother. For example, he spends his birthday money as soon as he gets it. Also he's older ²..... me and has a weekend job, so he's ³..... than I am. To be honest, I think he's stupid with his money. The ⁴..... expensive thing I've ever bought is a leather jacket, and that was second-hand, so it wasn't ⁵..... expensive as a new one. I don't go out much – Tom says I'm not sociable ⁶....., but I just like staying at home.



Zoey, 16

I'm ⁷..... generous than Zoey. In fact, I'm probably ⁸..... generous! If I have money, I spend it. I'm richer than Zoey because I work at the weekend but she's more careful ⁹..... me, so she always has money and I never have any. Actually, I think Zoey's ¹⁰..... meanest person I know! My clothes are more expensive ¹¹..... Zoey's, but I buy expensive clothes because people who make cheap clothes have ¹²..... worst working conditions in the world. I spend a lot of money on going out. Zoey isn't ¹³..... popular as I am so she stays at home more!



Tom, 17

REMEMBER THIS

You use comparative and superlative adjectives to compare things.

- Short adjectives: add *-er/the -est*, e.g. shorter/the shortest
- Long adjectives: add *more/the most*, e.g. more fashionable/the most fashionable
- Irregular adjectives:
good/better/the best
bad/worse/the worst
far/further/the furthest

Note: You use *too* + adjective or *not* + adjective + *enough* to show there is a problem with something.

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- Read REMEMBER THIS. Then complete the sentences with *too* or *not enough* and the adjective in brackets.

- I'd like to buy designer clothes, but they are *too expensive*. (expensive)
- I want to learn to drive but I'm (old)
- I'd like a larger bed, but my room is (big)
- My brother never lends me money because he is (mean)
- My parents won't let me have a motorbike. They say it is (dangerous)

- Complete the questions with superlative forms using the adjectives in the box. Then ask a partner your questions.

bad cheap funny good intelligent
interesting stylish valuable

- What is item of clothing you have?
- Who is person you know?
- Where is clothes shop in your town?
- What is possession you have?
- Who is celebrity you know?

- 1.5 Listen and check your answers in Exercise 3. Who is more like you: Zoey or Tom?

Starter


5 At the movies

Grammar: Future forms
Vocabulary: Books and films


SHOW WHAT YOU KNOW

- 1 Use the table to think about what you have watched or read this week.

| Things you watched | Things you read |
|--------------------|------------------|
| documentaries | poems |
| video clips | textbooks |
| adverts | detective novels |
| action films | song lyrics |

- 2  1.6 Listen to Emma and Luke arranging to go to the cinema. When is the new *Hunger Games* film coming out and when do they arrange to see it?



- 3  1.6 Complete the diaries with the events in the box. Then listen again and check your answers.

Football 9.30 Dentist
7.00 Babysitting Wedding

Emma's diary


| | Friday | Saturday | Sunday |
|------------|--------------------|--------------------|--------|
| Morning: | | | |
| Afternoon: | | ² | |
| Evening: | ¹ | | |

Luke's diary

| | Friday | Saturday | Sunday |
|-----------|--------|--------------------|--------------------|
| Morning | | ³ | |
| Afternoon | | | ⁴ |
| Evening | | | |

- 4 In pairs, explain why Emma and Luke can't go to the cinema on Friday evening, Saturday afternoon or evening, or Sunday afternoon. What future form do you use?

Emma can't go to the cinema on Friday evening because she ...

- 5  1.7 Choose the most appropriate future form in this second conversation between Emma and Luke. Then listen and check.

Emma: Hi Luke, what time is it?

Luke: 2 o'clock in the afternoon. ¹I'm going to / I'll buy the cinema tickets online – are you sure you're coming?

Emma: Yeah – what time?

Luke: It starts at 7.30 but ²I'm going to / I'll get there early. We want good seats, don't we?

Emma: Yeah, we do.

Luke: ³I'm going to / I'll get a lift with my mum. Do you want us to pick you up?

Emma: Please.

Luke: OK. ⁴We're going to / We'll pick you up at 6.45. OK?

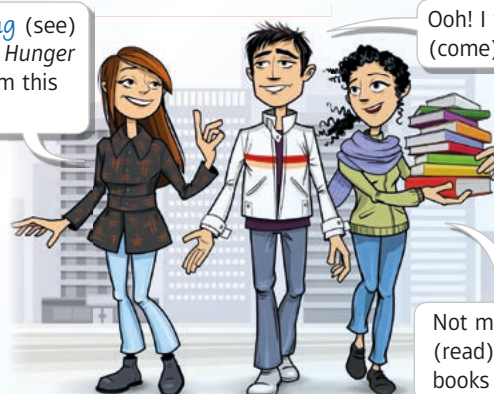
Emma: Great. ⁵I'm going to / I'll buy the popcorn!

- 6 Read REMEMBER THIS. Then complete the cartoon captions with appropriate future forms.

REMEMBER THIS

- You use the **Present Continuous** for future arrangements. You often mention a time, a date or a place.
- You use **be going to** for future intentions. You have already decided to do something and you tell people about it. You also use it for predictions based on what you can see or what you know.
- You use **will** for spontaneous decisions. You often use expressions like: *I think I'll ...*, *I'll probably ...*, *Don't worry, I'll ...*. You also use it for future predictions.

I ¹'m seeing (see) the latest *Hunger Games* film this evening.



Ooh! I think I ²..... (come) with you!

Not me, I ³..... (read) the books first.

Grammar Focus page 116

- 7 Complete the sentences with an appropriate future form of the verbs in brackets.

- I ¹'m going (go) to the cinema on Saturday.
- It's very cold. It looks like it (snow).
- I haven't got any plans this evening. I (probably watch) TV.
- My friend (have) a big 18th birthday party next month.
- I don't think England (win) the next World Cup.
- I've decided that I (not get married).

Exercise 1 (example answers)

Things you watched

films, TV series, the news, cartoons, comedy shows, quiz shows, reality shows, sports programmes, football matches

Things you read

romantic novels, comics, recipe books, travel guides, instructions, adventure stories, fairy tales

Exercise 2

The film is coming out on Friday.
They arrange to see it on Sunday evening.

Exercise 3

- 1 7.00 Babysitting
- 2 Wedding
- 3 9.30 Dentist
- 4 Football

Exercise 4

- Emma can't go to the cinema on Friday evening because she is babysitting.
- They cannot go on Saturday afternoon or evening because she is going to a wedding.
- They cannot go on Sunday afternoon because Luke is playing football.
- The Present Continuous

Exercise 5

- 1 I'm going to
- 2 I'm going to
- 3 I'm going to
- 4 We'll
- 5 I'll

Exercise 6

- 1 'm seeing
- 2 'll come
- 3 'm going to read

Exercise 7

- 1 'm going
- 2 's going to snow
- 3 'll probably watch
- 4 is having
- 5 will win
- 6 'm not going to get married

REFERENCES

CULTURE NOTES >>> p. 264

AUDIO SCRIPT >>> p. 273

EXTRA ACTIVITIES

- After doing ex. 7, students work in pairs. They interview their partner

to find out the information about them, e.g. *Are you going to go to the cinema on Sunday? Do you think it will snow? Have you got any plans for this evening? If not, will you watch TV? Etc.*

WORKBOOK

p. 10

NEXT CLASS

- Ask students to do *Show What You Know, City life* in the WB, p. 10.

Exercise 1

- | | |
|-------------------|----------------------|
| 1 healthcare | 4 economic growth |
| 2 life expectancy | 5 public transport |
| 3 food production | 6 traffic congestion |

Exercise 2 (example answers)

- healthcare
- urban planning, social justice, rubbish collection, property tax, road works, air pollution

Exercise 7

- 1 the
- 2 the
- 3 a
- 4 a
- 5 the; the
- 6 a; a; the

Exercise 3

Jack Ng has invented a vertical farm because there is a lack of space in his city to grow food.

Exercise 4

- | | |
|-------|--------|
| 1 The | 7 The |
| 2 Ø | 8 Ø |
| 3 Ø | 9 a |
| 4 a | 10 a |
| 5 a | 11 the |
| 6 Ø | 12 Ø |

Exercise 5

- | | |
|-------|-----|
| 1 Ø | 4 a |
| 2 Ø | 5 a |
| 3 the | 6 a |

Exercise 6

- 1 Food is mainly produced in the countryside.
- 2 The cheapest form of public transport is the bus.
- 3 Education and healthcare are free.
- 4 My grandfather was a farmer, but my parents moved to the city.
- 5 Life expectancy grew in the twentieth century.
- 6 A city can have a population of millions these days.

REFERENCES

CULTURE NOTES >>> p. 264

EXTRA ACTIVITIES

- Before beginning the lesson, students brainstorm nouns, related

to life in cities, e.g. *public transport, traffic, fast food*, etc. The team with the most words writes them on the board, and the other teams add any others. Teams get one point for each correct answer and the team with the most points wins.

WORKBOOK

p. 10

NEXT CLASS

- Ask students to do *Show What You Know, Growing up* in the WB, p. 11.

Starter

6 City life


Grammar: Articles, *a/an* or *the*, no article
Vocabulary: City life

SHOW WHAT YOU KNOW

1 In pairs, match the words to make common compound nouns related to life in cities.

- | | |
|------------|--------------|
| 1 health | a transport |
| 2 life | b congestion |
| 3 food | c growth |
| 4 economic | d expectancy |
| 5 public | e production |
| 6 traffic | f care |

2 Which words join to make one word? Add more words.

3  **1.8** Listen to the information about a city project. What has Jack Ng invented and why?

Vertical farms in Singapore

¹ The biggest problem that megacities have is how to provide ² food, ³ water and other basic necessities for their inhabitants. One small country may have found ⁴ solution: Singapore, made up of 63 islands, is ⁵ country which is famous for ⁶ innovation.

⁷ tiny country in Southeast Asia has very little space to grow ⁸ food as it has very little space for green areas or agriculture. But


Jack Ng, ⁹ farmer, has invented ¹⁰ vertical farm. It only produces a few different kinds of vegetable at the moment, but there are plans to expand ¹¹ vertical farm to include ¹² more plants.



Photo courtesy of Sky Greens Singapore



<http://www.newscientist.com>

4  **1.8** Read and decide which articles to use in the text. Then listen again and check.

5 Read **REMEMBER THIS**. Then complete the cartoon captions with an appropriate article.

REMEMBER THIS

- You use the indefinite article *a/an* to talk about something for the first time when it means 'one of many'. You also use it with jobs.
- You use the definite article *the* with special periods, with superlatives and with ordinal numbers. You also use it when talking about something that is unique, such as the *countryside*, or known or already mentioned to the other speaker.
- You don't use articles when you talk about things in general or with abstract nouns. You also don't use articles with continents, countries or cities. Exceptions: the Netherlands, the USA, the UK.

A: I love ¹ nature and ² plants. Do you go to ³ countryside?



C: I bet you always have ⁶ good breakfast where you're there!

B: My father's ⁴ farmer. I often help him at weekends. He has ⁵ lot of animals.

Grammar Focus page 117

6 Choose the correct article *a*, *the* or *Ø* (no article).

- (The/A/Ø) food is mainly produced in (the/a/Ø) countryside.
- (The/A/Ø) cheapest form of public transport is (the/a/Ø) bus.
- (The/A/Ø) education and (the/a/Ø) healthcare are free.
- My grandfather was (the/a/Ø) farmer but my parents moved to (the/a/Ø) city.
- Life expectancy grew in (the/a/Ø) twentieth century.
- (The/A/Ø) city can have a population of millions these days.

7 Complete the questions with *a/an* or *the*. Then ask a partner the questions.

- Do you live in *the* countryside?
- Have you ever been to UK?
- Did you have big breakfast this morning?
- Would you like to be farmer?
- Are you oldest student in class?
- Are you using pen or pencil to do exercise?

Starter 7 Growing up

Grammar: Modal verbs for obligation and permission
Vocabulary: Education

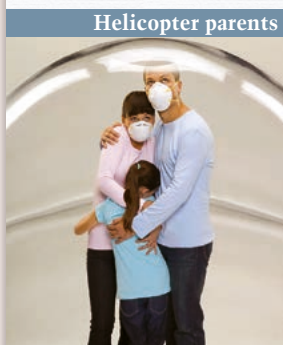
SHOW WHAT YOU KNOW

- 1 In pairs, list school and university subjects you can think of.
English, Maths, Music, ...
- 2 Categorise your list according to 1) interest, 2) difficulty and 3) usefulness.
- 3 Read about different types of parents. Choose the correct modal verb or verb phrase.



Tiger parents are strict and say their children ...

- 1 *needn't* / *must* be the No 1 student in every subject except PE and Drama.
- 2 *have to* / *aren't allowed to* play the piano or violin only and *must* / *mustn't* play any other instrument.
- 3 *need to* / *don't have to* show respect for them.
- 4 *can* / *are not allowed to* play computer games or watch television.



Helicopter parents are overprotective and say their children ...

- 1 *can't* / *must* do anything dangerous.
- 2 *can't* / *need to* find their own strengths and weaknesses.
- 3 *have to* / *aren't allowed to* discuss their problems and worries with them.
- 4 *must* / *can't* call them regularly when they are not at home.



Hipster parents are non-traditional and say their children ...

- 1 *mustn't* / *are allowed to* do more or less whatever they want.
- 2 *have to* / *needn't* be top of the class.
- 3 *don't have to* / *mustn't* follow many rules – they can usually make their own decisions.
- 4 *can* / *must* call them by their first names instead of 'Mum' and 'Dad'.

- 4 Read REMEMBER THIS. Then complete the cartoon captions with *to* if necessary.

REMEMBER THIS

You use *must*, *need to*, *have to*, *can* and *be allowed to* to talk about obligation and permission.

| | |
|---------------|--|
| Necessary | <i>have to/need to/must</i> |
| Not necessary | <i>don't have to/don't need to</i> |
| Permitted | <i>can/be allowed to</i> |
| Not permitted | <i>can't/mustn't/not be allowed to</i> |

Note: You usually use *have to* (NOT *must*) and *can't* (NOT *mustn't*) to talk about rules or arrangements.

Can I ¹ *Ø* go out this evening?

Well, you *must* ²..... do your homework first. Then you *need* ³..... practise your violin.

And you *mustn't* ⁴..... be late for bed because you *have* ⁵..... get up early ...

Grammar Focus pages 117–118

- 5 Complete the questions with words from the box. Then ask a partner the questions.

be allowed to *can* *have to*

- 1 Do you *have to* learn the violin?
- 2 watch TV in your room?
- 3 keep your phone on overnight?
- 4 have regular house parties with your friends?
- 5 arrive home before midnight?
- 6 keep your bedroom clean and tidy?

- 6 1.9 In pairs, guess the missing words. Then listen and check.

THE STRICT TEACHER: She stands at the front of the class and you ¹ *have* to listen to her. When she asks a question, you're not ²..... to call out the answer. You have to put your hand in the air. You ³..... talk in class and you have to do your homework on time, no excuses.

THE RELAXED TEACHER: The opposite of the strict teacher. You are allowed ⁴..... call out answers and sometimes, you ⁵..... call him by his first name. You have ⁶..... do your homework, but you ⁷..... need to do it exactly on time. But there are rules. You ⁸..... use your phone in class, and when you talk to your classmates, it ⁹..... to be about the subject of the lesson.

Exercise 1 (example answers)

French, Spanish, IT, PE, Geography, History, Science, Medicine, Law, Engineering, Architecture, Teacher training, Psychology, Philosophy, Biology

Exercise 2

Students' own answers

Exercise 3

Tiger parents

- 1 must
- 2 have to; mustn't
- 3 need to
- 4 are not allowed to

Helicopter parents

- 1 can't
- 2 can't
- 3 aren't allowed to
- 4 must

Hipster parents

- 1 are allowed to
- 2 needn't
- 3 don't have to
- 4 can

Exercise 4

- 1 Ø
- 2 Ø
- 3 to
- 4 Ø
- 5 to

Exercise 5

- 1 Do you have to
- 2 Can you/Are you allowed to
- 3 Can you/Are you allowed to
- 4 Can you/Are you allowed to
- 5 Do you have to
- 6 Do you have to

Exercise 6

- | | |
|-----------|-----------------|
| 1 have | 6 to |
| 2 allowed | 7 don't |
| 3 mustn't | 8 can't/mustn't |
| 4 to | 9 has |
| 5 can | |

REFERENCES

CULTURE NOTES » p. 264

EXTRA ACTIVITIES

- In pairs or small groups, students make a list of ideal rules for school using all the different modal verbs,

e.g. *You can arrive at school when you want each day. You don't have to do any homework. Teachers must make the lessons interesting.* etc. They compare their lists. If you want, they can vote on the best rules or you can make a set of class rules.

WORKBOOK

p. 11

NEXT CLASS

- Ask students to do *Show What You Know, My technology* in the WB, p. 11.

Exercise 1

- 1 download music
- 2 log on to Facebook
- 3 print a document
- 4 chat online
- 5 follow somebody on Twitter
- 6 switch on your desktop computer
- 7 click on an app
- 8 type in your password
- 9 visit a website
- 10 change your profile photo

Exercise 2

- | | |
|--------------|---------------|
| 1 play | 4 use |
| 2 'll get | 5 won't sleep |
| 3 won't have | |

Exercise 3

- | | |
|--------------|-----------------|
| 1 would; buy | 3 were; spent |
| 2 had to | 5 would; travel |

Exercise 4

The Second Conditional

Exercise 5

- 1 had; would buy
- 2 had to; wouldn't be able to
- 3 wouldn't care; texted
- 4 had; would blog
- 5 would go back; could

Exercise 6 (example answers)

- 1 If I *get* some money for my next birthday, I'll *save* it.
- 2 If I found £1,000 in the street, I'd take it to the police station.
- 3 If I don't have any homework this evening, I'll go to my friend's house.
- 4 If I could drive, I'd visit my cousins.
- 5 If my parents won the lottery, they would be very happy.
- 6 If I lived to be 150, I would travel all over the world.

REFERENCES

CULTURE NOTES >>> p. 264

AUDIO SCRIPT >>> p. 273

EXTRA ACTIVITIES

- Before beginning the lesson, students brainstorm technology nouns, verbs or expressions in

teams, e.g. *laptop, mobile phone, chat online, download*, etc.

- Then, in pairs, students write as many sentences as they can using these words and first and second conditionals: *If I had a blog ...*, *If you use social networking ...*

WORKBOOK

p. 11

NEXT CLASS

- Ask students to do *Show What You Know* in the WB, p. 12.

Starter

8 My technology

Grammar: First and Second Conditionals

Vocabulary: Science and technology

SHOW WHAT YOU KNOW

1 In pairs, match words and phrases to make common collocations.

- | | |
|----------------|-------------------------|
| 1 download | a to Facebook |
| 2 log on | b your desktop computer |
| 3 print a | c your password |
| 4 chat | d profile photo |
| 5 follow | e somebody on Twitter |
| 6 switch on | f music |
| 7 click | g on an app |
| 8 type in | h online |
| 9 visit a | i document |
| 10 change your | j website |

2 Complete the First Conditional statements with the correct form of the verbs. Which statements do you agree with?

- If you **play** (play) video games all the time, you won't be a happy, healthy person.
- You (get) bad marks at school if you don't stop spending so much time online.
- You (not have) any real friends if you use social networking.
- If you (use) social networking, you'll lose your privacy.
- You (not sleep) very well if you go online just before you go to bed.

3 Complete the Second Conditional questions in the questionnaire with the correct form of a verb in the box.

be buy have to spend travel

4 Read REMEMBER THIS. Which conditional structure do you use to show that something is not real, or not probable now?

REMEMBER THIS

- You use the **First Conditional** to predict the future result of an action.
- You use the **Second Conditional** to talk about the likely present or future result of an imaginary action.

If you get me a new computer, I'll do the dishes every night.



If we got you a new computer, we'd never see you!

Grammar Focus page 118

5 1.10 Complete the extracts from the conversation. Then listen and check.

- If I **had** (have) €500 to spend, I (buy) new speakers.
- If I (have to) give up my phone, I (not able to) go online.
- I (not care) if my friend (text) someone else the whole time.
- If I (have) time to blog, I (blog) about music.
- I think I (go) to 1970 if I (can).

6 Complete the sentences with an appropriate conditional form. Make them true for you.

- If I **get** (get) some money for my next birthday, I'll **save it**.
- If I (find) £1,000 in the street, ...
- If I (not have) any homework this evening, ...
- If I (can) drive, ...
- If my parents (win) the lottery, ...
- If I (live) to be 150, ...

MY TECHNOLOGY

- What **would** you **buy** if you had €500 to spend on technology?
- If you give up one of your devices (laptop, phone, etc.), which one could you live without?
- If you with a friend and the friend the whole time texting someone else, how would you feel?
- If you had a blog, what would you blog about?
- If you could time travel, what time you to?

1

People



UNIT LANGUAGE AND SKILLS

Vocabulary

- Show what you know – personality and appearance
- clothes and accessories
- verb phrases to do with clothes
- adjectives of appearance and personality

Reading

- a magazine article about genes

Grammar

- dynamic and state verbs
- Present Perfect Simple and Continuous

Listening

- a radio programme about friendship

Speaking

- describing a photo

Writing

- a description of a person

Video

- Distressed jeans



16

Vocabulary

Clothes and accessories • verb phrases • adjectives of appearance and personality

SHOW WHAT YOU KNOW

- 1 In pairs, put the words in the box under an appropriate heading.

| | | | |
|----------|---------|------------|-------------------|
| blond | caring | curly hair | hard-working |
| outgoing | selfish | suit | tall top trainers |

Personality

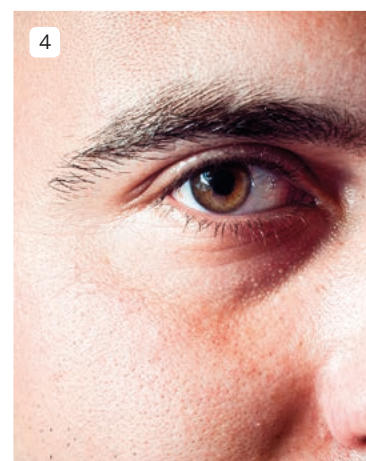
Appearance

Clothes

- 2 Add more words to each list. Which words can you use to describe your partner?

Julia is tall with dark hair. She's hard-working and she usually wears ...

- 3 Read the text about Facebook profile photos. Match photos 1–4 with descriptions A–F. There are two descriptions that you do not need.



- 4 1.11 Listen to four Facebook users describing their profile photos. Which photo in Exercise 3 does each person describe?

- | | |
|---------|---------|
| • Angie | • Becky |
| • Tim | • Jon |

Exercise 1

| Personality | Appearance | Clothes |
|--------------|------------|----------|
| caring | blond | suit |
| hard-working | curly hair | top |
| outgoing | tall | trainers |
| selfish | | |

Exercise 2 (example answers)

- **Personality:** shy, understanding, sarcastic, spontaneous, boring, introverted, extroverted, carefree, nervous, thoughtful
- **Appearance:** short, medium height, slim, medium build, pretty, handsome, attractive
- **Clothes:** T-shirt, dress, skirt, hiking boots, sandals, anorak, jumper, jacket, cardigan, jeans, hat

Exercise 3

- 1 C
- 2 F
- 3 E
- 4 B

Exercise 4

- Tim – 4
- Angie – 1
- Jon – 2
- Becky – 3

REFERENCES

CULTURE NOTES >>> p. 264

AUDIO SCRIPT >>> p. 273

EXTRA ACTIVITIES

- Students discuss and classify all the personality adjectives from ex. 1,

e.g. Positive: *hard-working*; Negative: *selfish*; Neutral: *shy*.

- Students describe famous people for their partner to guess, e.g. He's got straight dark hair, it's usually long. He's tall and he's got brown eyes. He doesn't usually wear designer clothes, he prefers casual ones. He's funny and outgoing. He's

a film star. I think his Facebook profile would be a strange close-up. (Johnny Depp)

- TEACHER'S RESOURCE FILE, Mixed-ability Vocabulary Worksheets pp. 82–83

Unit 1

Exercise 5

- Tim: baseball cap, suit, tie
- Angie: vintage sunglasses, jacket, cotton top
- Jon: sweatshirt, jeans, trainers
- Becky: wet suit

Exercise 6

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

Exercise 7

- | | |
|---------------|---------------|
| 1 gorgeous | 4 immature |
| 2 adventurous | 5 charming |
| 3 stylish | 6 mischievous |

Exercise 8

- | | |
|-----------------|---------------|
| 1 sophisticated | 4 cute |
| 2 immature | 5 adorable |
| 3 cheeky | 6 adventurous |

WORKBOOK

pp. 12–13, including *Show What You've Learnt*

NEXT CLASS

- Students bring in photos of other members of their family.