

In this unit, students will:

- discuss moving on from school; talk about the options for school students; complete Start-up tasks in preparation for all work in the unit
- read and understand an extract from a diary
- develop a close understanding of the text, its style, structure and vocabulary
- learn and practise correct use of passive reporting verbs
- revise brackets and dashes; learn about common expressions with unusual tenses
- learn and practise the correct use of echo tags
- learn and practise language of speculation
- listen to a conversation about arrangements for an absence at the festival
- discuss the features of a diary; write their own diary extract

Lesson 1 Start-up SB pp82–83

Lesson aims

SB skills:

- to read information about choices for young people after school
- to discuss different options for work, study or training
- to discuss students' future choices
- to check Start-up tasks
- to listen to a conversation about future choices then talk in groups about plans and aspirations
- to discuss important events in students' past lives

WB practice:

- to have completed all the tasks before the lesson in preparation for the class discussions and other activities in Lesson 1

Time division: a rough guide to a 40-minute lesson

- | | |
|--|---|
| ▶ Warm-up – 2 | ▶ Check Grammar in use and Listening/Speaking tasks – 6 |
| ▶ Reading and General discussion – 5 | ▶ Conversation focus – 8 |
| ▶ General questions – 5 | ▶ Writing, discuss events – 4 |
| ▶ Read and check Reading, Vocabulary, Grammar and Language practice tasks – 10 | |

Warm-up

- Ask students what they think studying at a university is like. Elicit their ideas.
- Ask if they know anyone studying at a university. Where? What subject?
- Ask what subjects they think they could study at a university that they do not study in school.
- Ask if any of the class is interested in any of those subjects.

Start-up: Moving on

Check that students have their WBs.

General discussion

- 1 Ask different students to read the information that is with the photos.
- 2 Discuss the information and the photos with the class. Ask appropriate questions for your students, e.g. *Do you agree that it is hard to think about future plans when you are studying hard for exams? Do you think practical skills are less important than academic skills? Why or why not? Do you know how to fix a leaking water pipe? What will you do in the future if you have this problem? Do you think it is a good idea for nurses to learn by working in a hospital? Why? If you start thinking about university, how will you find out about courses? Do you know anyone who has studied or is studying away from home? Was it a good experience for that person? Were there any problems?*

General questions

- 1 Ask each question of the class and elicit answers, especially from students who did not have the chance to answer in the general discussion.
- 2 Some students may be interested in further study. Elicit any plans they may have.
- 3 Some students may not have the choice so explain that young people can learn a lot by working in a real job. They get work experience early which they can add to their CV. It is also possible to study while working. Ask: *What do you think the advantages of that are?*
- 4 Ask about studying away from home. Again, this may not be an option for many students so be ready to let the class discuss the advantages of living at home.

Reading

Read the first statement. Elicit that a diary is written from the point of view of the writer.

Vocabulary

- 1 Ask the class if they recognised any of the words in the list. Do a quick check of meanings of previously unknown words.
- 2 Ask volunteers to explain the phrases. Elicit further ideas and comments as appropriate.
- 3 Students should be able to find simple explanations, e.g. *to get engaged*: **to agree to marry someone in the near future**
Harvard graduate: **a person who gained a degree from Harvard University in the USA**
it goes without saying: **it is a definite fact that does not need to be mentioned.**

Grammar

Read about passive reporting verbs. Read the next statement and ask the question. Some students may have read about this mystery and know more details, otherwise just ask for the answer to the question.

Language practice

- 1 **Punctuation** Read the punctuation for revision. Students should remember the answer to the question: **brackets for formal writing; dashes in informal writing.**
- 2 **Language use** Read the statement. Ask a volunteer to read the sentence. Ask another to say the tenses: **present and past.**

Grammar in use

- 1 Read the statement about an interview. Elicit students' ideas of three things to do beforehand. Accept sensible suggestions. These could include:
Think about the questions the interviewer might ask.
Prepare the answers.
Check how to get to the place where the interview is if it is a place you do not know.
Prepare tidy clothes to wear to the interview.
Prepare anything else needed for the interview the day before.
Get a good night's sleep beforehand.
- 2 Read the statement about echo tags and elicit answers to the questions.

Listening and speaking

- 1 Read the statement. Elicit meanings for *speculation*, e.g. **to consider or discuss why or how something has happened, happens or will happen.**
- 2 Read the next statement. Elicit who students think might be absent and their reasons. Accept any sensible reasoned answers.

Conversation focus

Track 2.09

- 1 Follow your usual procedure for introducing this track and playing it while the class listens.
- 2 Check answers together.

Audio script

Track 2.09 Unit 8 Start-up

Conversation focus

- Kurt: Hi, Liam. What're you up to?
Liam: Looking up university websites.
Kurt: I thought you were going to apply to study archaeology with Professor Barnes.
Liam: I liked the look of the archaeology course but now I'm not so sure.
Kurt: Oh? Why's that?
Liam: I looked at a careers website. Archaeology is very competitive.
Kurt: So what have you decided instead?
Liam: Nothing yet. There's a brilliant history course at Bay City University.
Kurt: Well, go there then.
Liam: Mmm. I'd have to live at home.
Kurt: What's wrong with that?
Liam: It will feel like going to school but just a bigger place. I want a completely different experience where I don't know anybody and I have to look after myself.
Kurt: Very adventurous.
Liam: What about you, Kurt?
Kurt: It's difficult. My father could help me get a job in a bank. I'd be able to study economics while I worked so I'd gain qualifications and earn at the same time.
Liam: That's not bad!
Kurt: Hmm ...
Liam: Well ...?
Kurt: The thing is, I've got really interested in journalism. My English is much better than my maths.
Giorgio: Oh, hi, guys. Could I use the computer?
Liam: Hi, Giorgio. Yeah, sure.
Giorgio: Can I close this university website?
Liam: Go ahead.
Giorgio: Thanks. I'm glad I don't have to start thinking about all that university stuff yet.
Kurt: But you're going to be an entrepreneur, aren't you, Giorgio? And make your first million before you're 23.
Giorgio: No, before I'm 21! Actually, I might decide to follow Gustav.

Kurt: Why, what's he doing?
 Giorgio: He's hoping to get into one of the best music schools in Paris.
 Kurt: Wow. No wonder he's looking stressed.
 Florence: Oh, there you are, Giorgio. Have you done it?
 Giorgio: Just sent it to the printer.
 Liam: What is it?
 Florence: The cast list for the opera. Gustav hasn't had time to print it so we said we'd do it.
 Giorgio: Yeah, and guess what? Mimi's singing one of the main parts.
 Florence: She's going to be so pleased – terrified as well, probably – but so excited.
 Liam: Wow. Singing alongside *The River Boys*!
 All: Wow!

WB answers

- 1 Liam – a university course in archaeology or history
- 2 Kurt – job in a bank, journalism
- 3 Giorgio – entrepreneur, music school
- 4 Gustav – music school in Paris

Group conversation

- 1 Students work in small groups or pairs and talk about different options for study and training.
- 2 Remind them they may use the photos and word prompts to help them with ideas.
- 3 Go around listening as they work.
- 4 Invite one or two groups to speak while the rest of the class listens.

Writing

Read out the writing task. Ask volunteers to tell the class their important events.

Homework task

Students check the Unit 8 Word list at the back of the WB. They should look up any completely new words and check any they recognise but are not entirely sure of.

Lesson 2 Reading SB pp84–85

Lesson aims

SB skills:

- to discuss a diary extract before reading
- to read and understand the diary entries
- to discuss the features and evaluate the general effectiveness of the diary entries

WB practice:

- to practise vocabulary from the unit
- to use words from the unit to revise and extend students' vocabulary

Time division: a rough guide to a 40-minute lesson

- | | |
|-------------------|-------------------------|
| ▶ Warm-up – 4 | ▶ Vocabulary check – 5 |
| ▶ Pre-reading – 4 | ▶ Gist questions – 10 |
| ▶ Reading – 7 | ▶ Reading practice – 10 |

Warm-up

- Say definitions of some of the words in the Reading text.
- Students tell you the word.

Reading: *Bobbie-Jo's diary*

Give the class a moment or two to look at the two pages without discussion.

Pre-reading questions

- 1 *Looking at the text below the heading, what tells you this is a diary?* Elicit: **the sub-headings with the day and the date.**
- 2 *Do you think the writer enjoys writing?* Elicit students' responses.
- 3 *How can you tell?* Students should notice that the entries for each day are quite long so the writer probably enjoys spending time writing them. There is nothing to indicate that the writer does not enjoy keeping (writing in) her diary.

Reading

- 1 Play track 2.10 or read the diary extract to the class. Students listen and follow.
- 2 Explain any unknown words not in the Word list yourself, if necessary, to assist understanding.

Reading text vocabulary list for Unit 8 (in the order that the words appear in the text):

fiancée n *spirit* n *generosity* n *theory* n *hopeless* adj
doctorate n *assortment* n *prospective* adj
daughter-in-law n *asset* n *underway* adj *scour* v
combination n *spruce up* v *accordingly* adv
set off v (show up) *corporate* adj *commission* v *firm* n
firm adj *neuroscientist* n *astrophysicist* n *apace* adv
raise v (bring up) *mood* n *bound* adj *poised* adj
tongue-tied adj *prospect* n *awning* n *summerhouse* n
hubbub n *eagerly* adv *clash* v *dubious* adj *spell* n
troop v *sagely* adv *clap* n (thunderclap) *stay put* v
sag v *paddling pool* n *dash* v *stranded* adj *turn out* v
assumption n

After reading

Gist questions

Monday

- 1 *Who has Bobbie-Jo got to meet?* **her brother's fiancée, Serena**
- 2 *What are the main reasons she is worried about meeting Serena?* **she's clever and beautiful**
- 3 *What is happening on Saturday?* **Max is bringing Serena to dinner.**

Lesson 3 Reading comprehension SB p86

Thursday

- 4 Why has Bobbie-Jo not written in her diary for two days?
She's been wondering how to talk to her parents about her university course.
- 5 What course does she want to do? **literature and creative writing**
- 6 What do her parents want her to do? **study for a career like Max**

Sunday

- 7 What interrupted the family dinner on Saturday?
a thunderstorm
- 8 Who were left in the garden with the awning? **Serena and Bobbie-Jo**
- 9 Where did they go and what did they do? **into the summerhouse, they talked**
- 10 How is Bobbie-Jo feeling now? **brave enough to talk to her mum and dad**

Reading practice

- Students read to each other in pairs. Give each pair a section of the diary. Divide the third and longest section in two, splitting after ... *we dashed into the summerhouse* so that pairs are reading four different sections.
- Next, either: change over sections
or: ask four individuals to read the different sections that they have just practised while the rest of the class follows.

Homework after Reading

Students complete the WB Vocabulary page independently. Remind them to have dictionaries with them so that they can check definitions if necessary.

WB: Vocabulary (WB p82)

WB answers

Exercise 2 clash 3; firm 3; poised 1; prospect 3; raise 2; scour 2; spirit 1

Exercise 3 2 poised, 2; 3 spirit, 2; 4 firm, 2; 5 raised, 3; 6 scoured, 1

Exercise 4 set off – 2 show off; turn out – 1 happen

Exercise 5 a set off: start travelling b turn out: switch off

Exercise 6 1 I'm hopeless at 2 sets them off a treat 3 look a mess

Exercise 7 1 wisely 2 hurry 3 doubtful 4 variety 5 fast 6 period 7 starting 8 mixture 9 benefit 10 droop 11 certain

Exercise 8 1a 2d 3c 4g 5f 6e 7j 8k 9h 10b 11i

Lesson aims

SB skills:

- to ensure a good literal understanding of the diary extract
- to check understanding of colloquial phrases and expressions
- to discuss the style and language of the diary entries
- to discuss ideas and issues related to the events in the diary
- to give a personal opinion about the diary that students have read

WB practice:

- to re-read the diary extract independently
- to check literal understanding of the diary through a true/false/not stated exercise
- to complete a cloze activity using words with multiple meanings
- to complete a cloze activity using nouns and abstract nouns

EPB link: Test 5, Reading Q1, Q3

Time division: a rough guide to a 40-minute lesson

- | | |
|-----------------------------|---------------------------------------|
| ▶ Warm-up – 4 | ▶ 3 Style and language discussion – 6 |
| ▶ Re-reading – 5 | ▶ 4 Group opinions – 8 |
| ▶ 1 Literal questions – 6 | ▶ 5 Personal views – 5 |
| ▶ 2 Meanings of phrases – 6 | |

Warm-up

Give the students words from the unit. Ask them to explain what they mean, e.g. *fiancée*, *awning*, etc.

Re-reading

Read the text again or play track 2.10.

Activity 1

- Ask the literal questions to check understanding and elicit oral answers.
- Students will need to look back and scan the text to find the more detailed answers.

Answers

- families get together, celebrate
- a Harvard degree; a doctorate in economics
- Bojo; it was all right when she was two but is now a complete embarrassment
- that she is an asset to the family
- He is a corporate lawyer. Her most recent work was a commission to write a business plan for the firm where Max works.

- 6 literature and creative writing
- 7 tongue-tied and awkward
- 8 two aunts, two uncles, one grandmother and an assortment of cousins
- 9 went indoors
- 10 They held onto the awning to stop it blowing away and when the rain became too heavy to hold it they let go and went into the summerhouse.

Activity 2

- 1 Give the class a time limit to match the phrases and meanings and answer the questions at the end.
- 2 They may do this in pairs or small groups.

Answers

1b 2a 3b metaphors

A metaphor describes something by expressing it as **being** something else or **acting** like something else; a simile describes something by saying it **is like** something else or **acts like** something else.

Activity 3

- 1 Divide the class into groups of 3–6. Students discuss the questions and note answers.
- 2 For question 2, remind them they are asked about character, not about behaviour or appearance (though they should think about these to help them work out what kind of character they show). Ask them to note reasons for the characteristics they identify.
- 3 Give them a time limit then ask individuals from different groups to answer.

Example answers

- 1 like a donkey standing next to a champion race horse
- 2 Students' own ideas. Accept any sensible ideas. Ask for reasons for their answers.

Suggestions could include the following but these may not be the only accurate ideas and students may express similar or different ideas in their own words. The evidence for each answer is given in brackets:

Bobbie-Jo's mother – proud (makes sure the house/meal are the best possible)

(is proud of Max's success)

perfectionist (everything has to be absolutely right)

ambitious (wants Bobbie-Jo to have a successful career)

determined (insists on new things for the sitting room even though her husband thinks them too expensive)

generous (invites lots of the family)

Bobbie-Jo's father – easygoing (lets his wife buy new things he thinks are overpriced)

optimistic (not worried about the prospect of a storm)

thoughtful (helps old ladies into the house)

ambitious (also wants Bobbie-Jo to have a good career)

Grandmother – inquisitive (arrives first so as not to miss anything)
 honest, straightforward (says what she thinks about Serena)
 intelligent (knows there is the prospect of a storm)
 practical (does not think they should eat outside)
 cooperative (goes outside even though she expects a storm)

- Serena – intelligent (qualifications and work)
 willing to help when there's a problem (holds onto the awning)
 sense of humour (laughs about getting wet)
 enquiring/thoughtful (had looked at Bobbie-Jo's work that Max showed her)
 sensitive (realises that Bobbie-Jo doesn't have confidence in her work and assures her that it is good)
 kind (spends time talking with Bobbie-Jo instead of wanting to go back into the house)
- 3 Students should recognise that Bobbie-Jo's writing is informal. She uses mainly short forms; she uses dashes for extra information; she uses an exclamation *Yesterday was quite a day!*; she uses some informal words and phrases, e.g. *I'm hopeless at ...*, *cousins grabbed ...*, *we dashed ...*

Activity 4

- 1 Give them a time limit to discuss the questions in the same groups or different ones.
- 2 Tell the groups to note ideas that most of them agree with but they should also note different answers where opinions are not the same.
- 3 Go around as they discuss their views and remind them they must note reasons for their answers where appropriate.
- 4 Ask different groups to answer each question. Give opportunities for other groups to add ideas to each answer.

Answers

- 1 She's hopeless at meeting people; she will feel like a donkey beside a race horse; she will look a mess beside Serena; she will seem tongue-tied and awkward.
- 2 She has been wondering how to talk to her parents about her university course; she does not want the same career as Max but she knows that her parents want her to follow him.
- 3 calm, peaceful
- 4 because she had seen Bobbie-Jo's writing and knew how good it was
- 5 Students' own ideas

Activity 5

- 1 Elicit individual opinions in answer to these questions.
- 2 Ask several students to respond and encourage as wide a variety of views as possible.

- 3 If you wish, ask students to write answers to these questions as part of their independent homework.

WB: Comprehension (WB p83)

Students should be able to complete all these exercises working independently.

WB answers

Exercise 1 1 T 2 F He is a corporate lawyer. 3 T
4 F They are very much in favour of Max marrying Serena.
5 F They met when Serena was commissioned to write a
business plan for the firm where Max works. 6 F She has
to take the application form to school on Monday. 7 NS
8 T 9 T 10 NS

Exercise 2 1 raised 2 firm (adj) 3 clashed
4 prospect

Exercise 3 1 congratulations 2 impression
3 combination 4 application 5 profession
6 assumptions

Lesson 4 Grammar SB p87

Lesson aims

SB skills:

- to read and understand a short text using passive reporting verbs
- to understand the structure and use of passive reporting verbs
- to change active reporting verbs to passive in sentences
- to structure correctly sentences using passive reporting verbs

WB practice:

- to practise changing sentences with active reporting verbs to passive
- to write correctly structured sentences using passive reporting verbs

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 3

▶ 2–5 Practice activities – 25

▶ 1 Reading – 5

▶ Grammar box – 7

Warm-up

- Remind students they know and have practised many reporting verbs, e.g. *say, tell, etc.*
- Tell students they are going to look at passive reporting verbs in this unit.
- Ask students to say when the passive form is used.

Elicit, e.g.

- **when we do not know who did the action**
- **when it is not important who did the action**
- **when we do not want to say who did the action.**

Ask students why the passive voice might be appropriate when using reporting verbs.

Elicit/Prompt: **Sometimes people want to report things without saying exactly who said it.**

Activity 1

- 1 Ask one or more volunteers to read the text to the class. Other students follow in their books.
- 2 Point out the phrases in red. Ask individuals to read aloud the sentences where they appear.
- 3 Ask if there are any reporting verbs they do not already know. Explain, if necessary:
to rumour: to say an idea about someone or something without knowing that it is necessarily exactly correct
acknowledge: to admit, agree

Activity 2

- 1 Students identify the statements as true or false with the text covered.
- 2 Give them a time limit to do this.
- 3 In pairs, they look to see if they have the same answers. They may check to see who is right if there is any difference.
- 4 They correct the false statements.
- 5 Check answers by asking different pairs to respond.

Answers 1 F Max hasn't said much about her. 2 F She is thought to have been born in India. 3 T 4 T 5 F The family can't wait to meet her. 6 F She's dreading it.

Grammar box

Go through the first three lines of information with the class.

Ask students to read out the examples.

If you wish, write the examples on the board. Ask students to underline the structure on the board. Ask what the reporting verb is in each sentence. Elicit: **consider, believe, say.**

Do the same with the past tense sentences.

Tell students to look carefully at the list of verbs. Explain that being aware of these will help them to recognise the reporting structure in writing.

Activity 3

- 1 If you wish, let students do the activity in pairs first then check answers with the whole class.
- 2 Alternatively, if you think your class needs support, go through it with the class working together and let students practise again in pairs if there is time.
- 3 Point out that the subject of the verb has been underlined.

- Go through the example.
- Give the class a time limit to complete and go around listening as they work and check for accuracy.

Answers

- Her family is believed to live abroad.
- Bobbie-Jo is thought to be planning a career like her brother's.
- Serena is known to have worked hard for her doctorate.
- She is assumed to have been living in the USA for several years.
- Harvard is acknowledged to be an excellent university.
- Max and Serena are felt to be employed by successful companies.
- Max is rumoured to have been offered a new job.

Activity 4

- Follow the same procedure as for Activity 3.
- Point out that the subject of the verb is at the start of each sentence.
- Tell students to look back at the Grammar box if they forget the structure.
- Check answers by asking different pairs to say sentences.
- Check with the class that they are correct each time.

Answers

- Medicine is acknowledged to be a demanding profession.
- Innumerable plants and animals are known to live in the rainforests.
- Some rare species are thought to be dying out.
- An earthquake is believed to have destroyed the village.
- Nobody is assumed to have been living there.
- The gallery is said to be visited by large numbers of tourists.
- This picture is rumoured to have been painted by Picasso.

Activity 5

Students complete the sentences using their own ideas.

WB: Grammar (WB p84)

Students should be able to complete these exercises independently for homework.

WB answers

Exercise 1

- Both universities are considered to produce graduates of the highest quality.
- The number of tourists is thought to be increasing.
- Our sports teacher is rumoured to have been a professional footballer.

- He is said to have played in the national team.
- The government is thought to have been planning a change in the law.

Exercise 2

- The storm was believed to have been one of the fiercest in recent years.
- The rescue operation is assumed to be continuing.
- Many passengers and crew are known to have been rescued.
- These students are felt to be the best for many years.
- They are thought to be given extra lessons by their teachers.

Exercise 3 Students' own ideas

Lesson 5 Language practice SB p88

Lesson aims

SB skills:

- A Punctuation: to revise use of brackets and dashes
- B Language use: to study common expressions with unusual tenses

WB practice:

- A Punctuation: to practise punctuating with brackets and dashes accurately
- B Language use: to practise expressions with unusual tenses

EPB link: Test 5, Grammar and Vocabulary Q4, Q6

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 5

▶ B Language use – 20

▶ A Punctuation – 15

Warm-up

Write some sentences on the board. Ask students to identify the extra information that could be left out. Ask students to underline this information, e.g.

John Smith not his real name was interviewed in the TV programme.

The weather sunny and breezy was just right for sailing.

The winner was presented with the prize which was the latest mobile phone.

Sam, having been wearing a helmet and protective clothing, was unhurt in the fall.

A Punctuation: Brackets and dashes

Note: Students will need to search the text as well as follow the Language practice page.

- If you wish, students work in pairs. One SB is open at the Reading text, the other at the Language practice page. The students share the books and complete the tasks together.
- Read through the *Remember!* box with the class.
- Point out the sentences on the board where students have identified extra information.

Brackets

Read the information about brackets. Ask a volunteer to read the example.

Activity 1

Students look for another example.

Answer

Any one from:

Serena (even her name sounds elegant – I’m still known as Bojo at home, which was fine when I was two and couldn’t say my name but is now a complete embarrassment) will be coming for dinner ...

Now that Max is a successful corporate lawyer (he met Serena when she was commissioned to write a business plan for the law firm), ...

Dashes

- Read the information. Ask a volunteer to read the example.
- Ask what the extra information is: **there’s not much else to do when you’re stranded in a summerhouse.**
- Explain that this extra comment in the middle of a sentence is a very informal writing style.

Activity 2

Students scan the text to find another example.

Answer

... will be coming for dinner – a special dinner – with Max, my brother, on Saturday.

She still looked lovely – not like me – but somehow that didn’t matter anymore.

- Read the next box about afterthoughts.
- Point out the example. Ask: *What thought has occurred to Bobbie-Jo after she has said that her parents are keen on her following in Max’s footsteps?* Elicit: **Now they might want her to follow in Serena’s.**

Activity 3

Students search for another example.

Answer

– I’m still known as Bojo at home, ..., etc.

- Ask a student to read the note with the two bullet points.

Activity 4

- 1 Students read the sentence and identify the extra information. Ask a volunteer to read out the first and another to read out the second.

Answers

(even her name sounds elegant – I’m still known as Bojo at home, which was fine when I was two and couldn’t say my name but is now a complete embarrassment)
– a special dinner –

- 2 Ask if anyone can say the sentence that is left. Elicit: **Serena will be coming for dinner with Max, my brother, on Saturday.**
- 3 Ask what the afterthought is. Elicit that it is part of the information inside the brackets.

Answer

– I’m still known as Bojo at home, which was fine when I was two and couldn’t say my name but is now a complete embarrassment

B Language use: Expressions with unusual tenses

It’s time + past tense

Read out the first structure and the information in the first box. Ask a volunteer to read out the example.

Activity 1

- 1 Give students a minute or two to write two sentences. They may do this in pairs.
- 2 Elicit sentences from several pairs and check with the class that they are correct.

- Ask a pair to read out the joke in the speech bubbles.
- Explain this is an old ‘schoolboy’ joke that most English people know.
- Read the information in the next box.
- Ask two good readers to read out the examples.

Activity 2

- 1 Give students a moment or two to note down endings.
- 2 Elicit answers from one or two pairs.

Future tense based on present facts

- Read the information in the box.
- Ask a volunteer to read the example.

Activity 3

- 1 Ask the question.
- 2 Elicit: **She based her remark on the sound in the sky.**

Activity 4

- 1 Ask two pairs of students to read the pairs of lines.
- 2 Point out how the present continuous and present perfect in the first sentence of each pair is followed by the future tense in the response.

- 3 Give students a few moments to make up two examples of their own.
- 4 Elicit sentences from different pairs.
- 5 Ask the class to check that the tenses are correct in the second sentence.

Future tense for predictable events

- Read the information in the box.
- Ask a volunteer to read the example.
- Write the sentence on the board and underline *will*.

Activity 5

- 1 Give students a minute to make up an example.
- 2 Elicit ideas from several pairs.

- Read the next information box.
- Ask a volunteer to read the sentence.
- Ask if students knew this fact about bears.

Activity 6

- 1 Ask them to think of true facts they know about wildlife and make up a sentence using the structure.
- 2 Elicit several examples from the class.

WB: Language practice (WB p85)

Students should be able to complete these exercises independently. If you wish, spend a few minutes going through the page with the class to check they understand the tasks.

WB answers

A Punctuation

Exercise 1

I can't come tomorrow – I wish I could – as I have to go to the dentist in the morning. I hope you have a really great time and that you'll tell me all about it – every single detail – when you get back.

Exercise 2

The most challenging part of the expedition (apart from crossing the desert) was the voyage across the sea. The boats (which were only made of wood) were hard to sail and they had no compass to guide them.

Exercise 3

I can't go on the trip – not that I wanted to go anyway.

B Language use

Exercise 1

Note: Any of the three phrases is grammatically correct but the sentences have been written to give a context in which more or less annoyance/criticism is expressed and students should choose the most appropriate phrase. Do not mark an error if a different phrase has been used. However, check that the following verb is in the past tense.

Example answers

- 1 Our flight's in three hours. It's time we set off for the airport.
- 2 You're nearly twenty-five! It's about time you decided on a career.
- 3 It's high time you realised how lucky you are to be so good at sports.
- 4 My car has broken down again! It's time I bought a new one.
- 5 It's one in the morning and it's high time we said goodbye and went home.

Exercise 2

- 1 Listen! The telephone is ringing.
That will be Grandma – she always phones at this time.
- 2 A car has just arrived outside.
I think that will be the taxi I ordered.
- 3 There is someone at the door.
That will be Aunt Sue. She said she would come this morning.
- 4 I heard a knock at the door just now.
That will be the delivery service. I am expecting a parcel today.

Lesson 6 Grammar in use SB p89

Lesson aims

SB skills:

- to listen to and understand a short conversation between the students
- to learn the structure of echo tags
- to form and use echo tags correctly to show agreement or disbelief

WB practice:

- to practise echo tags for agreement
- to practise echo tags for disbelief

EPB link: Test 5, Grammar and Vocabulary Q1, Q2, Q3, Q5

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 3

▶ Grammar box – 5

▶ Listening/Reading – 7

▶ Independent practice – 5

▶ Activities 2–5 – 20

Warm-up

Write a few statements on the board. Ask students to give you the correct question tag, e.g.

It's Sunday today, (isn't it?)

We won't be in school in August, (will we?)

It was raining yesterday, (wasn't it?)

Birds can't swim, (can they?)

Activity 1

Pre-listening questions

- 1 Look at the photo. What are these people wearing? **academic caps and gowns**

Do you know what they have just done? **just been awarded a university degree**

Who wanted to apply for a course at London University? **Tasha**
What course was it? **film and photography**

- 2 Get ready to play track 2.11.
- 3 Explain to students that they should listen carefully to the intonation in these echo questions because they are used to express different reactions to the preceding statements.
- 4 Students listen and follow in their books.
- 5 Point out the echo questions.
- 6 Tell students they will get the chance to practise the correct intonation during the lesson.
- 7 If necessary, explain *fortnight* = a period of two weeks.

Activity 2

- 1 Ask the questions and elicit oral answers from around the class.
- 2 Encourage them to look up and not check the text again.

Answers

- 1 She's had some great news.
- 2 to go to London for an interview (next month)
- 3 about a fortnight
- 4 not much / only a little
- 5 that she wasn't going
- 6 because she's not sure that she's good enough to get on the course

Grammar box

Go through the information about agreement.

Ask volunteers to read the dialogue lines. Help the readers of the echo tags to get the right intonation, with a falling tone on the last word.

Write the examples on the board.

Read the next information and point out the rules (use of affirmative/negative) in the examples on the board.

Go through the information about disbelief.

Ask two pairs to read the dialogue lines. Remind them that *disbelief* = *surprise* so the last word is spoken with a rising tone.

Give them a chance to try it then correct it if they get it wrong.

Read the rules for use of affirmative/negative.

Write the examples on the board and point out the usage.

Read the last part of the information and the words that make a sentence negative.

Ask a pair to read the examples. Remind them to think about intonation:

agreement = falling tone

disbelief = rising tone.

Independent practice

Ask students to identify the different types of echo tag in the dialogue.

Answers

- Tasha: It is, isn't it? (agreement)
Ramon: You won't, will you? (agreement)
Todd: You aren't, are you? (disbelief)
Rudi: You didn't, did you? (disbelief)
Lucie: But you are, aren't you? (disbelief)

Activity 3

- 1 Go through this activity with the whole class.
- 2 Point out the example. Ask a volunteer to read the statement. Model the correct question tag (falling tone) for the students. Remind them that agreement = falling tone.
- 3 Elicit answers from individuals.
- 4 Ask the class if each answer is correct. Invite them to help make any necessary corrections.

Answers 2 She does, doesn't she? 3 We are, aren't we? 4 He will, won't he? 5 It wasn't, was it? 6 He did, didn't he? 7 He can, can't he? 8 She didn't, did she?

Activity 4

- 1 Set up this activity in the same way as Activity 3.
- 2 Remind the class: disbelief = rising tone.

Answers 2 She didn't, did she? 3 You can, can't you? 4 There isn't, is there? 5 He doesn't, does he? 6 She will, won't she? 7 It isn't, is it? 8 It hasn't, has it?

Activity 5

- 1 Students do this activity in pairs. Go around as they speak and listen for grammatical accuracy and correct intonation.
- 2 Ask different pairs to say dialogue lines while the class listens and checks.
- 3 Encourage other pairs to help correct any mistakes.

Answers

- 1 He doesn't, does he? / He does, doesn't he?
- 2 You haven't, have you? / You have, haven't you?
- 3 He can't, can he? / He can, can't he?
- 4 They didn't, did they? / They did, didn't they?
- 5 They don't, do they? / They do, don't they?
- 6 They don't, do they? / They do, don't they?

WB: Grammar in use (WB p86)

Students complete this work independently.

WB answers

Exercise 1

- 2 They are, aren't they?
- 3 She does, doesn't she?
- 4 He should, shouldn't he?
- 5 They weren't, were they?
- 6 It has, hasn't it?
- 7 She will, won't she?
- 8 You didn't, did you?

Exercise 2

- 2 It hasn't, has it?
- 3 He didn't, did he?
- 4 He doesn't, does he?
- 5 You will, won't you?
- 6 They do, don't they?
- 7 I can, can't I?
- 8 You weren't, were you?

Exercise 3

- 2 She doesn't, does she?
- 3 We haven't, have we?
- 4 They didn't, did they?
- 5 They don't, do they?
- 6 You can't, can you?

Exercise 4

- 2 He does, doesn't he?
- 3 It is, isn't it?
- 4 He did, didn't he?
- 5 They have, haven't they?
- 6 They could, couldn't they?

Warm-up

Ask for the definition of *speculation*: **to consider and discuss why something is happening or happened; or to discuss what has happened.**

Ask the class to think of three situations where people speculate about something.

Give students a moment to think of ideas. If they need prompting, advise them to think of people whose job it is to find out why something has happened or what has happened.

Elicit their ideas, e.g. **detectives trying to solve a crime; scientists trying to understand a process; archaeologists looking at ancient ruins.**

Functions of English: speculating (guessing) about the present and the past

Activity 1

- 1 Point out the questions in the speech bubble. Explain that this is the mystery that they will speculate on.
- 2 Tell students to look at the expressions for speculating about the present.
- 3 Read them to the class.
- 4 Explain that the negative statements *He can't be ...* are also speculative in the context of guessing/discussing something.
- 5 Give students a few minutes to think of some ideas.
- 6 Elicit sentences from different pairs.
- 7 Check for the correct expressions. Ask other students to help correct if necessary.

Activity 2

- 1 Go through the expressions then let students work in pairs as they did for Activity 1.
- 2 Go around as they speak and check for accuracy.
- 3 Ask several pairs to say their sentences and help the class to correct any errors.

Activity 3

- 1 Give the class time to think about these questions in pairs and note down their answers.
- 2 Elicit answers from different pairs.
- 3 Check with the class that they agree.
- 4 Make sure everyone has understood the different levels of probability.

Answers

certain: He must be ill. He must be sleeping. He must have missed the bus. He must have been working late last night.

perhaps: He might/may/could be ill. He might/may/could be sleeping. He might/may/could have missed the bus. He might/may/could have been working late last night.

Lesson 7 Listening and speaking SB p90

Lesson aims

SB skills:

- to learn and practise language for speculation
- to complete listening comprehension tasks based on a conversation held by the festival committee

WB practice:

- to order words in sentences expressing speculation
- to complete a dialogue based on the conversation students heard

EPB link: Test 5, Listening Q1, Q2, Speaking Q1, Q2

Time division: a rough guide to a 40-minute lesson

► Warm-up – 4

► Listening comprehension – 18

► Functions of English – 18

impossible: He can't be ill. He can't be sleeping. He can't have missed the bus. He can't have been working late last night.

Activity 4

Group conversation

- 1 Students work in groups of 3–4. They look at each situation and guess/speculate as to the reasons.
- 2 Go around listening as they speak and check for accuracy.
- 3 Give them a time limit then invite the groups to guess with one or two sentences for each of the situations in turn.

Listening comprehension

Activity 1

- 1 Explain the task to the class.
- 2 Give students a moment to look at the questions.
- 3 Play track 2.12. Students listen.
- 4 Elicit oral answers.

Audio script

Track 2.12 Activities 1 and 2

Ramon: This is nice. We should have meetings outside more often.

Rudi: Well, there was nowhere to sit in the library.

Lucie: I know! Who were all those students?

Rudi: And what on earth were they doing?

Todd: Guys, guys! Can we get this meeting started? There isn't much of the lunch break left.

Ramon: Sure. Sorry, Todd. What are we discussing?

Todd: Well, Tasha's away in London but the festival won't wait. We've got to make a decision: who's going to take over Tasha's role?

Rudi: What was she responsible for?

Lucie: The music programme and refreshments.

Todd: Can we manage everything between us or should we recruit some new helpers?

Ramon: Well, the music programme is a lot of work and a big responsibility.

Todd: That's true.

Rudi: I tell you who'd love to take over the music programme.

Ramon: Who's that?

Rudi: Gustav! He'd be great. He's so organised and efficient.

Ramon: And we can be sure that he won't try to cancel the pop concert this year!

Lucie: Certainly not! He's *The River Boys'* greatest fan!

Rudi: Shall I ask him?

Todd: Please do. And let me know what he says straight away.

Ramon: What about the refreshments?

Todd: I don't think we need to ask anyone else to help, do we?

Lucie: I'm happy to help with that. The art exhibition isn't taking up too much of my time.

Todd: Great. Thanks, Lucie. Tasha kept all the details about the refreshments in this folder. Here you are.

Lucie: Thanks.

Rudi: Have you got her folder for the music programme, Todd? Shall I give it to Gustav?

Todd: Let's wait and see if he wants to get involved first.

Rudi: Sure. That makes sense.

Ramon: Has anyone heard from Tasha, by the way? She must be having a great time.

Lucie: I texted her but I haven't had a reply.

Todd: That's strange.

Ramon: She could've lost her phone.

Rudi: She might've been mugged like you were last year, Lucie.

Lucie: Oh, don't say that!

Todd: Well, I'm sure we'll hear from her sooner or later.

Lucie: I hope so. I can't wait to hear about her interview at the university.

Answers 1 Tasha 2 Who is going to take over Tasha's role.

Activity 2

- 1 Give the class time to read through the questions.
- 2 Play track 2.12 again. Students listen and note answers.
- 3 Be prepared to play the track a third time if necessary.

Answers

- 1 outside
- 2 There was nowhere to sit.
- 3 the music programme and the refreshments
- 4 He could take over the music programme.
- 5 He's so organised and efficient.
- 6 the refreshments; the art exhibition isn't taking up too much of her time
- 7 a folder with all the details about the refreshments
- 8 nobody
- 9 She could have lost her phone; she might have been mugged.
- 10 She wants to hear about her interview at the university.

Activity 3

- 1 Give groups a time limit to discuss their answers to the first two questions.
- 2 Ask each group to report back on their discussion.
- 3 Ask the third question of students around the class. If anyone has had an interview, ask them to say a bit about it.

WB: Listening and speaking (WB p87)

Students complete these exercises independently.

WB answers

Functions of English

- A: Can you explain Bill's absence?
B: I think he may have overslept.
- A: Why are Jane's eyes so red?
B: She must have been crying.
- A: Tommy seems to be exhausted.
B: He could have been working too hard.
- A: The bell is ringing.
B: Surely we can't be late!
- A: Laura isn't having breakfast.
B: She might be sleeping.
- A: I didn't hear the news.
B: You can't have been listening.

Listening comprehension

- Todd: make, manage, recruit, helpers
Ramon: programme, responsibility
Rudi: bet, take over, perfect, efficient
Ramon: cancel, pop
Lucie: Certainly, fan
Rudi: ask
Todd: do, let, straight
Ramon: refreshments
Lucie: happy, exhibition, taking up, time
Todd: kept, details, folder, better
Rudi: music
Todd: Let's, see, involved
Rudi: Sure, sense

Lesson 8 Writing features SB p91

Lesson aims

SB skills:

- Writing features: to investigate features of a personal recount in the form of a diary
- Writing assignment: to write two diary entries before and after an event

WB practice:

- to complete the planning sheet for the SB Writing assignment

EPB link: Test 5, Writing Q1, Q2

Time division: a rough guide to a 40-minute lesson

► Warm-up – 3

► Writing assignment: SB explanation – 5

► Checklist – 17

► WB planning in class time – 15

Warm-up

Hold a short discussion about diaries.

Ask: *Have you ever kept one? How long for?*

Have you ever read one written by someone else?

Is it difficult to keep a diary? Why?

Do you think it's a good thing to be able to look back at how you felt about things in the past? Or can you remember past events quite clearly?

Why do you think people don't keep diaries so much these days?

Writing features: Autobiographical writing

Read the summary statement in the box at the top of the page.

Checklist

Use the notes to help students understand and identify features correctly to prepare them for their own writing.

► 1st person

Find examples of the first person in Bobbie-Jo's diary entries.

There are many examples students can find, elicit four or five, e.g.

I'm hopeless at meeting anyone ... I'm still known as Bojo at home ... I haven't written anything for two days ... I really don't know what to do ... I was about to follow ... We stared at each other ...

► Tenses

Find examples of each tense in the extracts.

Students scan the text: there are several examples for each tense, e.g.

present tenses for the situation as it is now: *I have to meet someone ... The preparations are underway.*

past tenses for reflecting on things that have happened:

... Yesterday was quite a day! ... We got talking ... Talking to Serena ... was just like having a chat with a friend.

future tenses for thinking about things to come: *Serena ... will be coming for dinner ... perhaps meeting Serena will put Mum and Dad in such a good mood ... perhaps ... they'll be even firmer*

► Facts

Find examples of factual information about:

- **the Saturday celebration – reasons / preparations**
- **Max**
- **Serena**

There are several facts for each one. Check they are facts not opinion. Students may find many correct facts as well as these examples:

the Saturday celebration: *A blue and white striped awning was fetched ... Grandma and my elderly aunts arrived first ... We were more than half-way through dinner, when there was a terrific crash from the sky. ... suddenly the heavens opened.*

Max: *Max, my brother, ... a successful corporate lawyer ... he met Serena when she was commissioned to write a business plan ... Max had shown her some of my work ...*

Serena: *Harvard graduate ... doctorate in economics ... was commissioned to write a business plan for the law firm ... in a deep shade of rose pink.*

► Thoughts and feelings

What does Bobbie-Jo admit to her diary about:

- **meeting Serena?**
- **herself?**
- **her future plans?**

Other answers may be correct; these are examples:

meeting Serena: *I can't imagine a worse prospect than Saturday evening*

herself: *I'm hopeless at meeting anyone. I'm bound to look a mess beside Serena. I know I'll appear tongue-tied and awkward.*

her future plans: *I probably should stop making assumptions about my parents ... stop making assumptions about what I can and can't do ... should start believing in myself a bit more.*

► Reflection

Discuss Bobbie-Jo's feelings after the event.

- **Did it turn out as she expected?**
- **Was it better or worse?**
- **Has it affected her future plans? In what way?**
- **What lesson has she learnt?**

Go through these questions with the class. Elicit oral answers. Encourage students to say as much as they can. Ask them to point out words/phrases from the text to justify their answers.

Example answers

It didn't turn out as she expected: *Yesterday was quite a day! It's funny how things turn out.*

It was better than she expected: *Talking to Serena in the summerhouse was just like having a chat with a friend. ... She still looked lovely ... but somehow that didn't matter anymore.*

It has affected her future plans: *She is planning to stop making assumptions about her parents; she is planning to talk to them about the application: I think I'm feeling brave enough ..., etc. She is planning to get advice from Serena if she needs it: Even if it doesn't go well, I know who I can talk to for advice.*

She is planning to believe in herself a bit more.

She has learned that ... you can't always judge by appearances ... if you make assumptions about people without knowing them you can get things completely wrong.

Writing assignment

- 1 Read through the Writing assignment with the students to ensure they understand what is required.
- 2 Ask students to turn to pp88–89 in their WBs.

- 3 Go through the planning pages. These are very straightforward. Tell the students to follow them closely in order to achieve the correct writing outcome for the task.
- 4 Explain that if there is no significant event they can or want to write about in their own lives, they may make something up. Alternatively, they can base their recount on something that has happened in their lives but change a lot of the facts and detail.
- 5 Explain that they do not need to include direct speech in the recount if they prefer not to. The example they read was written by a keen creative writer who chose to make direct speech part of her style but they do not have to do the same.

WB: Unit 8 Self-assessment (WB p90)

- 1 This page is for students to complete in their own time.
- 2 Check the page and monitor progress at a convenient point or in a 9th lesson before going on to Unit 9.

Revision 4 (Units 7 and 8) (WB pp91–92)

WB answers

Exercise 1 1 let 2 make 3 made 4 makes 5 lets
6 let

Exercise 2 1 dare (to) 2 help (to) 3 helped (to)
4 dared (to) 5 dare (to) 6 help (to)

Exercise 3 1 Haven't you? 2 Doesn't she? 3 Is it?
4 Are they? 5 Won't I?

Exercise 4

- 1 The prisoners were rumoured to have escaped.
- 2 The president is known to be arriving on Tuesday.
- 3 The tunnel is believed to be completely dark inside.

Exercise 5

- 1 The rocket is believed to have been launched successfully.
- 2 The astronauts are reported to be well.
- 3 The project is thought to have been a success.

Exercise 6 1 It is, isn't it? 2 I haven't, have I?
3 He did, didn't he? 4 They were, weren't they?

Exercise 7 1 You haven't, have you? 2 It was, wasn't it?
3 It isn't, is it? 4 They will, won't they?

Exercise 8

'Come here!' the teacher exclaimed crossly. 'Why are you late?' she asked.

Exercise 9

- 1 I'd left my homework behind – how silly that was – and I had to go back for it.
- 2 The castle (which dates from the tenth century) is full of history.

Exercise 10 1 the lion's tail 2 Mum's scarf 3 the strength of the storm 4 the danger of the situation 5 the page of the book 6 Anna's bag

Exercise 11 1 started 2 will be 3 will spend

Exercise 12 1 chase 2 fight 3 paper 4 noise 5 choice 6 scream

Exercise 13 1 set off 2 turn out

Life skills 2: Personal statement

SB pp92–93

Aims

To learn about a **personal statement**:

- what it is for
- how to write relevant information
- how to set it out.

Page 92

Read the information in the box. Explain that the statement expands on some of the information that is in a CV. It gives the person reading the statement a clearer idea of the interests and outlook of the applicant and why he or she feels well-suited to the course of study or job applied for.

Getting started – the first draft

- 1 Read through the information about what students should include and how they should begin the statement. In particular, point out the last three points which detail the content.
- 2 Make sure students understand that this is their personal account of themselves and their opportunity to catch the reader's eye and stand out from the crowd.

Proofreading

- 1 There should be no doubt in students' minds as to the importance of this process before thinking of sending their statement to a university or employer.
- 2 Advise them to check things when writing the first draft. The more that mistakes are eliminated in the first draft, the fewer the mistakes that will creep into the final draft.

The final copy

The look of your personal statement

- 1 The same advice as was given for the CV applies to the personal statement.
- 2 Point out again the need for clear, simple layout that is easy to follow.

The content of your personal statement

- 1 Read through the points.
- 2 Emphasise the benefit of reading the statement aloud.

Page 93

- 1 Go through the example as you did for the CV. Ask different students to read out sections then go through the notes in the red boxes.
- 2 Aim to help the class to understand the need to write information that is relevant to the course or job applied for. They should not write information that does not help the reader to assess their suitability for a job or the appropriateness of a particular course of study. Writing, e.g. *I've always loved football and playing computer games. I do not really enjoy meeting people and I cannot bear the sight of blood* is not likely to help them get a place to study medicine.
- 3 Point out how Kurt has written about himself to show that he is genuinely interested in the subject he has applied for and he knows how he wants to use the course of study for his future career.

WB: Life skills 2 (WB pp122–123)

- 1 Go through p122 with the class. Point out that they have several choices.
- 2 Remind them that the statement must be written to fit the situation they have chosen.
- 3 The application to join the festival committee is made easier by the inclusion in the advertisement of several requirements.
- 4 Students who choose this option should include information in their CV which shows how they can fulfil or have experience of these requirements.
- 5 Students choosing to write a personal statement to go with an application for a course, career or part-time job will have to think about what the requirements might be and then write relevant information for those requirements.
- 6 Encourage them to write detailed notes.
- 7 Remind them that they do not need to write more than 150 words so relevant details should be briefly mentioned.
- 8 Go around as they work and check for the suitability of their notes for their intended audience.
- 9 If you wish, check this notes page for all students before they write the first draft on p123.
- 10 Emphasise the necessity to proofread and correct mistakes before they make a final copy.

Note: If you are not planning a 9th lesson (see Unit 1, p39), set the Start-up preparation work to be completed before Lesson 1 of Unit 9.