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## IN THE PICTURE Buildings past and present

Talk about buildings and architecture

Pages 38–39

STAGE	TIME	FOCUS
<b>GET STARTED</b>		Play a game as an introduction to the topic of the lesson.
<b>RECALL AND READ</b>		Unscramble words to recall types of buildings and read descriptions of famous buildings.
<b>WORK WITH WORDS</b>		Learn new words to describe buildings and practice using them by describing buildings in your country. Watch a video giving clues about six well-known buildings and write the name and location of each and the century in which it was completed.
<b>EXTEND</b>		Learn idioms that contain words related to architecture.
<b>SPEAK</b>		Discuss your opinions of buildings and/or architecture with a partner.

### Get started

Divide the class into groups of three or four. Ask someone in each group to write the names of as many places where humans live as the group can think of (*apartment, bungalow, cave, hotel, palace, tree house*, etc.). Set a time limit of three minutes. The group that has the most correct words wins.

### RECALL AND READ

1

- Divide the class into pairs and ask students to unscramble the letters to make the names of buildings. Set a time limit of two minutes for this.
- Call on students to share the answers with the class. Check and drill pronunciation. To follow up, ask students to give examples of each type of building in their town, although there probably isn't a castle!

#### ANSWERS

1 museum 2 tower 3 theater 4 stadium 5 station  
6 castle 7 art gallery 8 concert hall

2

- Draw students' attention to the descriptions in the travel brochure and the pictures. Ask them to read the descriptions and match them to the pictures.
- Check answers as a class. Ask several students which of the tours they would most like to go on and why.
- Ask students to do the **Extend Your Vocabulary** exercise on page 133.

#### ANSWERS

A 3 B 1 C 4 D 5 E 2

### WORK WITH WORDS

3 1.36

- Point out that the words in the box appear in the descriptions of amazing tours.
- Divide the class into pairs and ask students to match the words to their definitions. Allow about four minutes for this.
- Play the track for students to listen and check their answers.
- Play the track again for students to listen and repeat the words, monitoring and drilling pronunciation.

#### ANSWERS / AUDIO SCRIPT 1.36

1 skyscraper 2 high-rise 3 office building 4 temple  
5 pyramid 6 palace 7 steps 8 column 9 arch  
10 spire 11 dome 12 façade

#### Extra activity

Write these words on the board and divide the class into pairs: *office, pyramid, spire*. Ask students to identify which word has a different sound.

With more confident classes, ask students to think of more words containing /ɪ/ but spelled using a or y. This will help raise awareness of the irregularities of English spelling and pronunciation (e.g., a: *luggage, surface, village*; y: *gymnasium, physical*).

#### ANSWER

*spire*  
All the others contain /ɪ/; *spire* contains /aɪ/: /'ɔːfɪs/, /'pɪrəmɪd/, /'spɪər/.

4a

- Divide the class into pairs and ask students to use the words in Exercise 3 to describe the buildings in the pictures.
- Draw their attention to the **PHRASE BYTES** box and encourage them to use the phrases in their conversations.
- You could ask students to describe one of the pictures for their partners to guess.
- Go around the class and monitor pronunciation and correct use of new vocabulary.

4b

- Ask students to think of examples in their country of as many of the buildings in the pictures as they can and to describe the buildings to their partners.
- With less confident classes, allow them a few minutes to take notes about what they want to say.

Extra activity

As a vocabulary extension activity, ask students to look at the descriptions in Exercise 2 and underline the adjectives used to describe buildings or parts of buildings. Ask them to write the adjectives in their word lists, and encourage them to use them in their descriptions of buildings in their own country. (See Teaching Tips, *Recording and recycling new vocabulary*, page 29.)

5 THE MOVING PICTURE

- Play the video for students to watch and take notes to find the information required. (See Teaching Tips, *Note taking*, page 31.)
- Allow some time after playing the video once for students to discuss possible answers in pairs.
- Play the video again for them to watch and check their answers before calling on students to share their answers with the class.

ANSWERS / VIDEO SCRIPT

- 1 The Taj Mahal, India, 17th century (1648)
- 2 The Leaning Tower of Pisa, Italy, 14th century (1372)
- 3 The Empire State Building, the USA, 20th century (1931)
- 4 The Parthenon, Greece, 5th century BC (438 BC)
- 5 Big Ben and the Houses of Parliament, England, 19th century (1859)
- 6 The Alhambra Palace, Spain, 14th century (1333)

There is no dialog for this video.

EXTEND

6

- Divide the class into pairs. Ask students to look at each idiom in bold and to choose the correct meaning. Encourage them to read the whole sentence to figure out the meaning from the context.
- Call on students to give the answers. Check that they understand the meaning of each idiom by asking them to give further examples; for example, *My mom hit the roof when I came home late from the party.*
- As a follow-up, ask students to talk to their partners about situations in their own lives in which they could use these idioms.

ANSWERS

- 1 b 2 a 3 a

SPEAK

7

- Divide the class into pairs or small groups and ask students to read the tasks.
- Explain that they can do one or both tasks and start the discussions. Encourage them to give complete answers and to ask their partners for more information.
- Invite students to share their ideas with the class.

MOVE BEYOND




Ask students to do the **Words & Beyond** exercises on page 133.

Homework

Ask students to write two descriptions of places they would like to visit. Encourage them to use the vocabulary from page 38 to help them. At the beginning of the next class, you can post the descriptions around the room for students to read. Then divide them into small groups to discuss which place they would most like to visit.

READING Lessons from the past

Understand opinions

STAGE	TIME	FOCUS
GET STARTED		Play a game to recycle words from the last lesson and to introduce the topic.
SPEAK AND READ		Talk about documentaries. Read a review and identify people's opinions (reading subskill).
REACT		Give your reaction to an opinion described in the review.

Get started

Play a game of *Backs to the Board* (see Games, page 33) to recycle the vocabulary from the last lesson and to introduce the topic. Make the last two words you write on the board *Geography* and *History*.

SPEAK AND READ

1

- Divide the class into pairs to discuss the questions.
- Invite students to share their ideas with the class.

2 1.37

- Elicit from the class what a review is (*an article in which someone gives opinions of a play, book, art exhibit, etc.*).

- Elicit what *anthropology* means (*the study of human societies*). Ask students to skim the review and check the topics that the documentary covers.
- Explain that they don't need to understand every word at this stage and that they should look for key words to help them. Set a time limit of three minutes for this.
- Let students compare their answers in pairs before you check them as a whole class. Don't play the audio at this point. It is an extra feature, and a suggestion for using it in class is included at the end of the lesson.

**ANSWERS**

All the topics are covered except geology.

**3a**

- Elicit from the class what words and expressions writers use to express their opinions (e.g., *I think, In my opinion, Great*).
- Draw students' attention to the **HOW TO** box and go through it with them.

**Alternative procedure: more confident classes**

Write the four headings from the **HOW TO** box on the board: *introduce opinions; evaluate something; make comparisons; introduce other people's opinions*. Divide the class into pairs and ask students to find and underline the words and phrases related to each heading in the text. Call on students to give the answers before going through the **HOW TO** box with them.

**3b**

- Ask students to read the review again in more detail and to decide who expresses an opinion about each thing.
- Encourage them to use the **HOW TO** box to help them. Set a time limit of 10 minutes for this.
- When you check answers, ask students to say whether each opinion is positive or negative, and why.

**ANSWERS**

- 1 DS Dr. Swift's opinion is negative: he wasn't optimistic.
- 2 LD Lisa's opinion is positive: they're exotic, majestic, iconic, and beautiful.
- 3 B Lisa's opinion is positive: she thinks Dr. Swift's conclusions are right.
- 4 LD Lisa's opinion is negative: she suggests they're old-fashioned (from the 1970s).
- 5 LD Lisa's opinion is negative: she would have liked more diversity and more details about the lost civilizations.
- 6 LD Lisa's opinion is positive: she says it's thought-provoking, beautifully filmed, enjoyable, and well worth watching.

**Fast finishers**

Ask students to find three new words or expressions in the text to look up in a dictionary. Ask them to write definitions for the words for their partners to read and match to the words at a later stage in the lesson.

**4**

- Ask students to check the tips in the **HOW TO** box that helped them with Exercise 3b and to discuss them in pairs. Tell them to point out examples in the text.

**REACT****5**

- Elicit from the class some of the points Dr. Swift made in the documentary (e.g., *that societies would have survived if they had respected their environment*).
- Divide the class into pairs and ask students to talk about their reactions to the fourth paragraph and to say whether they agree with Dr. Swift's opinions.
- Invite students to share their opinions with the class.

**MOVE BEYOND**

Ask students to underline the adjectives in the text and to use a dictionary to find the meanings of any words they don't know. Ask them to write down any new words in their notebooks. They can test each other in pairs by giving definitions for their partners to say which words they are for.

**Recorded reading text**

▶ 1.37

Provide extra listening practice by asking students to close their books and take notes on the four topics the documentary covers: *Anthropology, Environment, Geography, History*. Play the track again for students to add more detail to their notes before dividing the class into pairs to use their notes to tell their partners what they know about the program. (See Teaching Tips, *Note taking*, page 31.)






**Homework**

Ask students to write a short review of an episode of a TV documentary or current affairs program. Remind them to use the phrases in the **HOW TO** box to help them give their opinions. They should write about 100 words. At the beginning of the next class, have them read their reviews in groups and talk about whether they've seen the programs and, if they haven't, whether they'd like to see them.

**GRAMMAR Conditionals**

Talk about the consequences of possible or imaginary situations

Page 41

STAGE	TIME	FOCUS
<b>GET STARTED</b>		Complete sentences and discuss them with a partner to recycle conditional structures.
<b>READ AND LISTEN</b>		Read and listen to a conversation to find the answer to a question.
<b>STUDY</b>		Learn about conditionals and find examples in the conversation.
<b>PRACTICE</b>		Practice using conditionals to complete and write sentences.
<b>SPEAK</b>		Use conditionals to talk about consequences in the past and the future.



## Get started

Write the following on the board:

*If I pass all my tests, ...*

*If I could go anywhere in the world, ...*

*If I'd been born at the time of the dinosaurs, ...*

See what students already know about conditionals. Ask them to complete the sentences so that they're true for them. Allow about three minutes for this before dividing the class into pairs to compare their sentences. Explain that they must ask their partner at least one follow-up question for each sentence. Circulate and provide feedback.

Invite students to share some of their sentences with the class and write some of their examples on the board. Elicit the conditional structure in each sentence and what each conditional is used for.

### ANSWERS

First conditional: future possibility

Second conditional: unlikely or imaginary situation in the present or future

Third conditional: imaginary situation in the past

## READ AND LISTEN

### 1 1.38

- To introduce the topic, ask the class when they last took a history test. Ask them if they did well and why or why not.
- Play the track for students to read and listen to the conversation and answer the question.
- Call on a student to give the answer.

### ANSWER / AUDIO SCRIPT 1.38

Because he was so busy with rehearsals for the school play that he didn't study enough (and so he couldn't remember anything about the Maya).

See Student's Book, page 41, for audio script.

## STUDY

### 2

- Go through the grammar explanations with the class and discuss the form and meaning of each structure. Then ask students to underline an example of each conditional form in the conversation. When you go over the answers, explain that in formal English, the correct second conditional form of the verb *be* is *were/weren't* for all subjects, but that in informal English, people often use *was/wasn't* for *I, he, she, it*.
- Explain that the conversation contains a lot of different conditionals and ask students what can replace *will* or *would* in some cases (*other modals*) and whether *if* can be replaced by different words (*yes*).
- Write the following sentence on the board and elicit possible endings for it: *If Don didn't have to practice for the school play ... (he would have more time / he would have passed his history test / he wouldn't be the school superstar).*
- Refer students to the Grammar Database on page 123.

### ANSWERS

**First conditional:** *I'm going to fail the course unless I do better; I might pass provided that I get a good grade on the project.*

**Second conditional:** *If you didn't have so many rehearsals for the school play, you'd have a lot of time.*

**Third conditional:** *I wouldn't have accepted the leading role if I'd known.*

**Mixed conditionals:** *If I weren't so busy, I'd have done better; But if you hadn't gotten the leading role, you wouldn't be the school superstar!*

## Extra activity

Write these pairs of sentences on the board. Divide the class into pairs and ask students to discuss the difference in meaning of each pair.

- 1 *I'll go to the party as long as you come to my house first.*  
*I'll go to the party unless you come to my house first.*
- 2 *If I had more time, I would study more.*  
*If I had more time, I might study more.*
- 3 *If I wasn't/weren't so busy, I'd have done better.*  
*If I hadn't been so busy, I'd have done better.*

### ANSWERS

- 1 *I'll only go to the party if you come to my house first* (and we can go together).  
*I'll only go to the party if you don't come to my house first* (and we decide to do something else).
- 2 *Would* is used for definite intention.  
*Might* is used for possible intention.
- 3 *If I wasn't/weren't so busy ...* is second conditional and is used for an imaginary situation in the present. He is busy at this time in his life, so he didn't have time to study for the test.  
*If I hadn't been so busy ...* is third conditional and is used for an imaginary situation in the past. He was busy at the time in the past when he needed to study, but he isn't busy anymore.

## PRACTICE

### 3

#### Exam-type task

- Refer students to the teacher's rules about the history project. Elicit from the class that each sentence has a first conditional structure, and remind them to use the grammar explanations to help them.
- Allow about five minutes for this. Let students compare their answers in pairs before calling on students to share their answers with the class.

### ANSWERS

- 1 as long as
- 2 Unless you write
- 3 don't copy
- 4 if your project isn't
- 5 provided that
- 6 you might not pass

### 4a

- Elicit from the class the difference in meaning between first and second conditionals.
- Ask students to write the verbs in the sentences and then to complete the sentences with their own ideas. Set a time limit of five minutes for this. Check and correct students' sentences while they work.

### 4b

- Divide the class into pairs and ask students to compare their sentences. Encourage them to say whether they agree with their partners.
- Call on students to share ideas with the class.

### ANSWERS

- 1 won't survive / may/might not survive / aren't going to survive
- 2 rise/rose
- 3 would/could/might be / will be
- 4 'll save / can save / may/might save / could save
- 5 gets/got
- 6 stop

## 5a

- Write the following sentence on the board: *I'd have bought the guitar if I'd had enough money.* Elicit what the long form of each *I'd* is. Point out that both *I would* and *I had* can be contracted to *I'd*.
- Divide the class into pairs and ask students to write the sentences. Encourage them to decide first which conditional is needed and to use the grammar explanations to help them.
- Go around the class providing correction and feedback.
- Call on students to share their answers with the class.

## ANSWERS

- The last ice age wouldn't have ended if Earth's climate hadn't changed.
- If humans cared more about the Earth, they wouldn't do / wouldn't have done so much damage to the planet.
- Dinosaurs would have survived until today if a meteorite hadn't wiped them out.
- If we hadn't invented guns and bombs, the world would be a safer place today.
- If the Easter Islanders hadn't cut down so many trees, deforestation wouldn't have occurred.
- We wouldn't know so much about the world if the internet hadn't been invented.

## 5b

- Divide the class into pairs to discuss the statements. Ask them to say whether they agree with the statements and each other.
- Allow about five minutes for this before inviting students to share their ideas with the class.

## SPEAK

## 6

- Divide the class into A/B pairs. Ask Student As to turn to page 141 and Student Bs to turn to page 142.
- Ask students to take turns reading one of their situations aloud. Explain that they should discuss the consequences of each situation using conditionals. Provide a model if necessary; for example, Situation 1: *If the weather is hot and dry, we'll go to the beach. If it's cold and wet, we'll stay at home and watch movies.*

## Homework

Ask students to write eight discussion questions using conditionals. They should write two questions for each conditional form. You may want to give some examples:

*What will you do if it rains this weekend?*

*If you could meet anyone in the world, who would it be?*

*Where would you have gone on your last vacation if money had been no object? Why?*





*How would your life be different if you had been born in the USA?*

At the beginning of the next class, divide the class into pairs or small groups and have students ask each other their questions and discuss the answers.

## LISTENING AND VOCABULARY No regrets

## Recognize imaginary situations

Page 42

STAGE	TIME	FOCUS
GET STARTED		Talk about meeting famous people as an introduction to the topic.
SPEAK AND LISTEN		Talk about famous people and listen to a discussion program about regrets. Learn how to recognize imaginary situations (listening subskill).
REACT		Discuss your opinions of different statements with a partner.
WORK WITH WORDS		Learn about abstract nouns and practice using them.

## Get started

Ask students to think of three famous people (from the present or past) they'd like to invite to a party and what they'd talk to them about. Divide the class into small groups to talk about who they've chosen and why. Explain that each group must choose one person they'd all invite. Ask a person from each group to say what person they've chosen and their reasons why. If you have time, ask the class to decide on one person they all agree on.

## SPEAK AND LISTEN

## 1

- Divide the class into pairs and ask students to think of a famous person in each category and to write a question for each one. Set a time limit of five minutes for this.
- Ask each pair to choose their best question to tell the class. Ask the class to vote on the most interesting and imaginative question.

## Alternative procedure: less confident classes

Brainstorm names of famous people in each category to give the class some ideas before they start.

2  1.39

- Elicit from the class what *regret* means (*to feel sorry or sad about something you have said or done that you didn't like*).
- Play the track for students to listen to a discussion program about regrets and to say which job each person has.
- Let students compare their answers in pairs before you check them as a class. Play the track again if necessary.

## ANSWERS / AUDIO SCRIPT

 1.39

Sarah Law: writer David Brand: athlete  
Harvey Fellows: comedian Marina: singer

**Host:** Hello and welcome to *You Ask the Questions*, the show in which students from local schools get the chance to ask the people they most admire their questions. This week we're joined by David Brand, Sarah Law, Harvey Fellows, and, of course, Marina. Can we have the first question, please?

**Girl:** Marina's new album is called *Have No Regrets*. Do you regret anything you've done?

**Host:** Wow, that's a big question! Let's start with you, Sarah. Do you have any regrets?

**Sarah:** I wish you'd asked someone else first! I think we all sometimes feel a sense of disappointment and sadness when we look at our past and our present, and my two main regrets involve friendship. I think we often make our best friends while we're in school. I lost touch with the best friends from my youth, and I often wish I hadn't. And I sometimes regret being in such a lonely profession. As a writer, I spend a lot of time by myself, and I wish I had more contact with people.

**Host:** What about you, David?

**David:** Well, being famous gives you power. People listen to you. But that power brings responsibilities. For an athlete, one of those responsibilities is to be a role model for young people. I think playing sports, especially a team sport like basketball, teaches kids so many positive values, and I often visit schools to encourage kids to take up a sport. But when I do that, I actually regret not having done better in school. I often wish I could go back and finish my education. Sports are great, but you still need your degree for when you stop playing.

**Host:** What about you, Harvey?

**Harvey:** I think it was Albert Einstein who said, "Anyone who has never made a mistake has never tried anything new." And nowhere is this truer than in the world of humor. I'm sure all comedians regret something they've said or done to make people laugh.

**Host:** True, no doubt, but the question was "Do you regret anything you've done?"

**Harvey:** Well, there was one incident. I was on stage at a comedy club some years ago, and a guy at the front had fallen asleep. So naturally I made a joke about how boring my act was. Anyway, I had a glass of water in one hand, and someone shouted, "Pour it over his head!" And I did. I poured the water over his head. The guy was *not* happy, and I really wish I hadn't done it.

**Host:** I doubt he ever came back! Marina – your amazing success is no laughing matter. Any regrets?

**Marina:** Maybe it's because I'm younger than the other guests ... but, no, I have no regrets. Obviously, I've done some controversial things. But I don't regret them. I mean, suppose I was always nice and well-behaved. No one would even know who I was. In the music business, you have to get noticed somehow. So I use my freedom as an artist to shock people, and I have no fear of making mistakes. Of course, I wish I could sing like Tania Libertad. Imagine having her voice! I'd love to be able to sing boleros and salsa too. So I regret not being a better singer.

**Host:** That's very honest. OK, let's move on to our next question from the audience.

### 3a

- Elicit from the class what words and structures we use to talk about imaginary situations (e.g., *second and third conditionals*).
- Refer students to the **HOW TO** box and call on students to read the tips aloud. Elicit or provide examples of each rule.

### 3b 1.39

- Play the track for students to listen to the discussion program again and decide whether the sentences are true or false. If they're false, ask them to take notes to say why.
- Encourage them to use the tips in the **HOW TO** box to help them.
- Let students compare their answers in pairs. Monitor carefully here to see if students need to listen to the track again.
- Check answers as a class.

### ANSWERS / AUDIO SCRIPT 1.39

- 1 True
  - 2 False: She says being a writer is a lonely profession and that she spends a lot of time by herself.
  - 3 True
  - 4 False: He says he regrets not having done better in school.
  - 5 True
  - 6 False: He says he wishes he hadn't poured water on the guy's head.
  - 7 True
  - 8 False: She wishes she could, but she can't.
- See Exercise 2 for audio script.

### 4

- Refer students back to the **HOW TO** box and ask them to check the tips that helped them complete Exercise 3b. Divide the class into pairs and ask them to discuss which tips they used before asking students to share their answers with the class. (See Teaching Tips, *Using the audio script in class*, page 31.)

### 5a 1.40 **PRONOUNCE**

- Refer students to the extract from the program and elicit which words the presenter emphasizes the most. Play the track and ask them to underline the words.
- Call on a student to give the answer. Monitor pronunciation carefully and divide the class into pairs and ask students to practice saying the question.

### ANSWERS / AUDIO SCRIPT 1.40

The presenter emphasizes the two examples of *you* in the question: Do *you* regret anything *you*'ve done?  
That's because the panelist didn't answer the question about himself and the presenter wants to know if he has any regrets about something he has done.

See Student's Book, page 42, for audio script.

### 5b 1.41

- Ask students to practice saying the question in Exercise 5a with the emphasis on different words and ask them how this changes the meaning; for example, *Do you regret anything you've done? Do you regret anything you've done?*
- Divide the class into pairs and ask students to underline the word in each question that they think needs to be emphasized.
- Play the track for students to listen and check their answers.
- Play the track again for students to listen and repeat the sentences. Monitor pronunciation carefully and play the track again if necessary.

### ANSWERS / AUDIO SCRIPT 1.41

- 1 What do you regret?
- 2 What do you regret?
- 3 What do you regret?

## REACT

### 6

- Divide the class into pairs and ask students to discuss the statements. Allow about five minutes for this before inviting students to share their ideas with the class.

#### Alternative procedure: less confident classes

Ask students to discuss statement 1 with their partners, and the pair who manages to discuss the statement for the longest is the winner. Monitor and offer guidance where necessary.



## WORK WITH WORDS

### 7a

- Elicit from the class what an abstract noun is (*a thing you can't see, like an idea, emotion, or personal quality*). Elicit some examples and write them on the board.
- Divide the class into pairs and ask students to try to associate each of the abstract nouns with a verb or adjective. Explain that there might be more than one adjective for each noun and encourage them to discuss the difference in meaning (e.g., *disappointed/disappointing*). With less confident classes, provide another example (e.g., *interested/interesting*).
- Call on students to share their answers with the class. Check and drill pronunciation.

### ANSWERS

disappointment - disappoint (v), disappointed, disappointing (adj)  
 failure - fail (v), failed, failing (adj)  
 fame - famous (adj)  
 fear - fear (v), fearful, fearless (adj)  
 freedom - free (v), free (adj)  
 friendship - befriend (v), (un)friendly (adj)  
 honesty - (dis)honest (adj)  
 humor - humor (v), humorous (adj)  
 power - power, empower (v), powerful, powerless (adj)  
 regret - regret (v), regretful, regrettable (adj)  
 sadness - sadden (v), sad (adj)  
 youth - youthful, young (adj)

### Extra activity

Play a game of *Pronunciation Mountain* (see Teaching Tips, page 32) with the words in Exercise 7a.

### 7b 1.42

- Ask students to number from 1 to 12 on a piece of paper. Then ask them to listen to the descriptions and write the word from Exercise 7a that matches each description.
- Let students compare their answers in pairs before playing the second part of the track for students to check their answers and repeat the nouns.
- Monitor and drill pronunciation carefully.
- Ask students to test their partners by taking turns describing one of the nouns for their partners to guess.

### AUDIO SCRIPT

- It's the ability to tell the truth.
- You feel this emotion when something frightens you.
- It's the opposite of happiness.

 1.42

- Most people want this part of their life to last as long as possible.
  - It's what most actors and singers want - for everyone to know who they are.
  - Politicians have this because they influence what people can and can't do.
  - It's the opposite of success. It's when you *didn't* do what you wanted to do.
  - You feel this when something wasn't as good as you expected.
  - It's what makes something funny.
  - You have this when you can do what you want to do.
  - It's what you have if you know someone well and like them.
  - You feel this when you did something and don't think it was a good idea now.
- 1 honesty 2 fear 3 sadness 4 youth 5 fame  
 6 power 7 failure 8 disappointment 9 humor 10 freedom  
 11 friendship 12 regret

### 8

- Divide the class into pairs and ask students to discuss the questions about the abstract nouns.
- Encourage students to use complete sentences in their answers and, if possible, to explain why, rather than just matching the nouns to the questions. Explain that they can also use any other nouns they know.
- Invite students from each pair to share their ideas with the class.

### MOVE BEYOND

Ask students to do the **Words & Beyond** exercises on page 133.

### Homework

Write on the board *Happiness is ...* and elicit some possible endings from the class. Explain that it could be something simple or funny; for example:

*Happiness is ...*

*... knowing that somebody loves you.*

*... waking up before your alarm goes off and knowing that you don't have to get up yet.*

*... licking the spoon when you're making a cake.*

Ask students to complete these sentences for homework:






*Happiness is ... ; Love is ... ; Friendship is ... ; Freedom is ... ; Wisdom is ... ; Courage is ...*

At the beginning of the next class, divide the class into small groups. Ask students to discuss their sentences and say whether they agree with each other.

## GRAMMAR Wishes and regrets: *I wish / If only*

Talk about wishes and regrets

Page 43

STAGE	TIME	FOCUS
GET STARTED		Talk about wishes as an introduction to the topic.
READ AND LISTEN		Read and listen to a conversation to find the answer to a question.
STUDY		Learn about <i>I wish</i> and <i>if only</i> and complete the explanations with examples from the conversation.
PRACTICE		Practice <i>I wish / if only</i> by completing a text and writing sentences.
WRITE AND SPEAK		Tell a partner about the wishes and regrets of people you know.

## Get started

Write on the board *make a wish* and *grant a wish* and elicit the difference in meaning from the class (*grant a wish: to allow someone to have or do something they want*). Explain that you've been given the power to grant them three wishes:

*Something they would change about their past.*

*Something they would change about the present.*

*Something they would like other people to change.*

Set a time limit of three minutes for students to think about their wishes before dividing them into pairs to discuss them with their partners.

Write your three wishes on the board; for example:

*I wish I had studied more at school.*

*I wish I could fly.*

*I wish people would stop damaging the environment.*

Elicit from the class which structure is used to express each wish. Invite students to tell the class about their wishes.

### ANSWERS

Past wish: *I wish* + past perfect

Present wish: *I wish* + simple past

Complaints: *I wish* + *would* + base form

## READ AND LISTEN

### 1 1.43

- Elicit from the class what a *doodle* is. Draw some examples on the board if necessary.
- Ask students to read and listen to the conversation between Bea and Gus and answer the question.
- Play the track. Call on a student to give the answer.

### ANSWER / AUDIO SCRIPT 1.43

Because she thinks he's too negative.

See Student's Book, page 43, for audio script.

## STUDY

### 2

- Refer students to the conversation in Exercise 1 and ask them to underline the four sentences that express wishes.
- Elicit whether they express a wish about the past, the present, or something they'd like someone else to change.
- Refer students to the grammar explanations. Divide the class into pairs and ask students to complete the explanations with examples from the conversation.
- Call on students to give the answers. Provide or elicit further examples of each structure if necessary.
- Refer students to the Grammar Database on page 123.

### ANSWERS

*I wish / If only: If only I could do something well; I wish I had your voice; I wish I hadn't stopped taking those lessons.*

*I wish / If only + would: I wish you'd stop being so negative.*

## PRACTICE

### 3

- Write the following sentences on the board and elicit how we express them as wishes:  
*I can't sing – I wish I could sing.*  
*I don't have time – I wish I had time.*  
*I'm not going on vacation this year – I wish I was/were going on vacation this year.*
- Remind students that for ability we use *wish* + *could* and that we can also use the past progressive for wishes.

- Go over the instructions and explain to students that for some of the answers, they might want to add *could*. Ask them to read the whole text before completing it to help them know which form to use in each blank.
- Check answers as a class.

### ANSWERS

1 could write    2 wasn't/weren't    3 had

4 could take / was/were taking    5 could take / was/were taking

6 didn't have to

### Fast finishers

Ask students to complete these sentences so that they are true for them:

*I wish I could speak ...*

*If only I could meet ...*

*I wish I had more time to ...*

At a later stage in the class, students can read the beginnings of the sentences aloud to a partner for the partner to guess the rest of the sentences.

### 4

- Explain to students that they have to complete the second sentence so that it has the same meaning as the first sentence in each case. Check that they understand the meanings of all the sentences before they begin.
- Give students five minutes for the task and remind them to use the grammar explanations to help them.
- Let students compare their answers in pairs before you check them as a class.

### ANSWERS

1 I hadn't argued with Holly

2 we hadn't done

3 she hadn't believed what José said

4 she'd listened to me

5 you'd invited her to your party

6 we'd been able to make up beforehand

### 5

- Ask students to write one sentence for each of the situations. Remind them that there may be more than one possible answer.
- Set a time limit of five minutes for this before allowing students to compare their answers in pairs.
- Check answers as a class.

### SUGGESTED ANSWERS

1 I wish / If only they'd be quiet / wouldn't make so much noise.

2 I wish / If only he/she would stop coughing / wouldn't keep coughing.

3 I wish / If only he/she would talk more slowly / wouldn't talk so fast.

4 I wish / If only he/she would keep my secrets / wouldn't tell everyone my secrets.

5 I wish / If only he/she would give us less homework / wouldn't give us extra homework.

### Extra activity

Ask students to make a list of three things that annoy them when they're on public transportation; for example, *It annoys me when young people don't stand up for an older person.*

Ask them to tell a partner about their three complaints, saying how they wish people would change their behavior. Provide an example: *I wish young people would stand up for older people.*

Tell each pair to decide which two things annoy both of them the most. Ask the pairs to explain their choices to another pair. Then elicit ideas from the class.



## WRITE AND SPEAK

6a

- Ask students to look at the situations and write a sentence about four different people they know. Model this with some examples of your own; for example, *My mom wishes she had become a nurse. If only my brother had won his tennis match.*

6b

- Divide the class into pairs and ask students to share their sentences with each other. Encourage students to ask their partners questions about the situations.






## Homework

Ask students to write a short diary entry in the style of the one in Exercise 3. Tell them to include at least one wish about the present, one wish about the past, and one complaint. Students may write something personal, so at the beginning of the next class, make sure to ask for volunteers to read their diary entries to the class rather than calling on students.

## LANGUAGE BEYOND KNOW YOURSELF

Learn from your mistakes

Page 44

STAGE	TIME	FOCUS
GET STARTED		Talk about making mistakes as an introduction to the topic.
SPEAK AND READ		Discuss famous quotes about making mistakes.
DO		Talk about different situations and make conclusions about them.
REFLECT		Talk about the fear of making mistakes.
EXTEND		Talk about situations where you've made a mistake and what you can learn from mistakes.

## LIFE SKILLS LEARN FROM YOUR MISTAKES

When we make mistakes, it's easy to see only that we've failed in what we set out to do. Teenagers are at a particularly sensitive age, and making mistakes can be embarrassing and demotivating for them. It's important to let them know that mistakes are part of the learning process, and we can always learn from the mistakes we make in order not to repeat them. This is also true in their English classes, as they'll make more progress if they have the confidence to speak up and not be afraid to make mistakes.

## Get started

Write the following on the board:

*When I make a mistake in English class ...*

*... I feel embarrassed! Everybody's laughing at me!*

*... I make a note of the mistake so that I don't make it again.*

*... it makes me feel like I don't want to speak again in case I make another mistake.*

*... I don't care! Everybody makes mistakes, don't they?*

Divide the class into pairs and ask students to discuss which of the sentence endings they think is most true for them and why. Explain that they may choose more than one option.

Ask students to tell their partners about the last time they made a mistake and how they felt. Ask for volunteers to share their ideas with the class.

## SPEAK AND READ

1a

- Refer students to the pictures. Divide the class into pairs and ask students to discuss what they know about the people.
- Call on students to share their ideas with the class.

## MOVE BEYOND FOR TEACHERS

Albert Einstein

Einstein was born in 1879 in Ulm, Germany, and died in 1955 in New Jersey, USA. He was a physicist, and his most famous theory was the special theory of relativity, in which the famous equation  $E = mc^2$  is used. He was awarded the Nobel Prize for Physics in 1921.

Bram Stoker

Abraham (Bram) Stoker was a writer who was born in Dublin, Ireland, in 1847 and died in London in 1912. He's most famous for writing *Dracula* (1897), although he wrote 17 other books before he died.

Mahatma Gandhi

Ghandi was a lawyer and an antiwar activist born in 1869 in Porbandar, India. He died in New Delhi in 1948. He led a peaceful fight against discrimination against Indians by the British rulers. He was one of the most important political and spiritual leaders of all time, eventually helping to bring about Indian independence in 1947. He was assassinated in 1948 by a Hindu fanatic.

Jimi Hendrix

Hendrix was born in 1942 in Seattle, Washington, and died in London in 1970. He's known as one of the world's greatest rock guitar players. His most famous songs include "Purple Haze" and "All Along the Watchtower."

1b

- Ask students to read the quotes. Have a class discussion about what the quotes say about making mistakes and what students think of them. Refer them to the first **PHRASE BYTES** box and encourage them to use the phrases in the discussion. Use this as an opportunity to start talking about the importance of learning from your mistakes.

DO

2a

- Divide the class into small groups. Ask students to read the situations and discuss the questions with their group. Refer students to the second **PHRASE BYTES** box and encourage them to use the phrases in their conversations.

**SUGGESTED ANSWERS**

- Mari, Luis, and Elena made mistakes.  
 Mari made mistakes playing the violin because she was nervous.  
 Luis made a mistake with his cookies because he didn't read the recipe carefully.  
 Elena put her birthday party information online. We don't know why, but it was probably to make it easy for her friends to see it.
- Pablo is avoiding mistakes. It isn't good because to improve his English, he needs to practice speaking.

2b

- Ask students to match each conclusion to one of the situations with their groups. Ask them to discuss other typical or well-known examples of when these conclusions could be made. Encourage them to think of movies, books, or stories they know or examples from history.
- Ask for volunteers to share their ideas with the class.

**ANSWERS**

- 1 Pablo    2 Mari    3 Elena    4 Luis

**REFLECT**

3

- Draw students' attention to the **REFLECTION POINT** and ask them to read it.
- Discuss the questions as a class. Invite students to share their opinions. Encourage students to say whether they agree or disagree with each other.

**EXTEND**

4

- Refer students back to the statements in Exercise 2b and ask them to think of situations that apply to them.
- Ask them to think of how they behaved in each situation and if they'd behave differently now.
- Allow a few minutes of thinking time before having students discuss their situations in groups. (See Teaching Tips, *Speaking activity preparation*, page 30.)

**Extra activity**

Divide the class into pairs and ask them to write a short conversation based on one of the situations in Exercise 2a (e.g., between Mari and her friends, Luis and the family member, Elena and her parents, or Pablo and his teacher). Set a time limit of 10 minutes for them to prepare their conversations before asking them to act them out for the class.





With more confident classes, assign students in each pair a character and ask them to act out the conversations without writing them first.

**Homework**

Explain that Mari from Exercise 2a has written them an email to explain her situation. Ask students to write a reply, using what they've learned in this lesson to give her advice. Ask them to write 100–120 words. At the beginning of the next class, have students compare their emails in small groups or pairs.

**SPEAKING What do you think?**

Express and react to opinions

STAGE	TIME	FOCUS
<b>GET STARTED</b>		Play a game as an introduction to the topic of the lesson.
<b>SPEAK</b>		Work in groups to identify and discuss famous buildings and other structures.
<b>LISTEN</b>		Listen to three conversations and learn and practice useful phrases for expressing and reacting to opinions (speaking subskill).
<b>ACT</b>		Write and present two or three conversations about famous sights in a city.

**MOVE BEYOND FOR TEACHERS**

Speaking exams

Many speaking exams contain a collaborative task where students are required to interact with a partner, responding to what the person says and asking for his or her opinion. The phrases they'll learn and practice in this lesson will be very useful for this, as well as in real-life, natural conversation.

**Get started**

Play a game of *Just a Minute!* (see Games, page 33) with the following topics or adapt them and add your own: *Monuments in your city, Museums, Your favorite city, Tourism in your country, Travel.*

## SPEAK

1

- Divide the class into small groups to discuss the pictures. Allow about four minutes for this.
- Ask different groups to say what they know about the structures in the pictures.

## ANSWERS

- Museo de Arte Latinoamericano de Buenos Aires (Latin American Art Museum of Buenos Aires); Buenos Aires, Argentina
- Burj Khalifa skyscraper; Dubai, United Arab Emirates; world's tallest skyscraper at 829.8 meters
- Gateway Arch, St. Louis, Missouri, USA; world's tallest arch at 192 meters

## LISTEN

2  1.44

- Ask students to listen, read, and match the conversations to the three pictures. Tell them not to worry about the blanks in the conversations at this point.
- Check answers as a class.

## ANSWERS / AUDIO SCRIPT

 1.44

1 Burj Khalifa 2 Gateway Arch 3 Latin American Art Museum of Buenos Aires

**Kayla:** There it is. One of the world's most famous skyscrapers. What do you think of it?

**George:** Wow, it's tall! But if you ask me, it's only famous because of its height.

**Kayla:** Do you really think so?

**George:** Yeah, I do. As far as I'm concerned, the Burj Al Arab hotel is much more impressive.

**Kayla:** What do you make of this?

**George:** To be honest, I don't really have an opinion. It's just a metal arch.

**Kayla:** I completely disagree. Look at the setting – the Mississippi River on one side, the huge office buildings behind it.

**George:** I see what you mean, but the arch itself is pretty ordinary.

**Kayla:** This is one of South America's best-known art galleries. What do you think?

**George:** It's ... different! But if you want my opinion, it's too modern. I prefer art galleries to be in beautiful old palaces.

**Kayla:** I'm not sure I agree. The way I see it, a modern building is the best place to see modern art.

**George:** I think that's true up to a point, but modern buildings all look the same.

**Kayla:** Well, let's go in and see if we agree about the art!

3  1.44

- Ask students to complete the conversation with the words in the box. Before they begin, check that they understand all the words in the box.
- Play the conversations again for students to listen and check their answers.
- Check answers as a class.

## ANSWERS / AUDIO SCRIPT

 1.44

See answers underlined in audio script in Exercise 2.

4a

- Refer students to the questions and ask them to underline the phrases in the conversations. Ask them to cover the **PHRASEBOOK** as they do this to discourage them from looking.

## ANSWERS

**Ask for an opinion:** What do you think of it?; What do you make of it?

**Give an opinion:** If you ask me, ... ; As far as I'm concerned, ... ; To be honest, ... ; If you want my opinion, ... ; The way I see it, ...

**Express strong disagreement:** I completely disagree.

**Disagree but recognize the other opinion:** Do you really think so?; I see what you mean, but ... ; I'm not sure I agree; I think that's true up to a point, but ...

4b  1.45

- Draw students' attention to the **PHRASEBOOK** and ask them to check their answers.
- Play the track for students to listen and repeat some of the phrases. Monitor pronunciation and intonation carefully and repeat the track where necessary. (See Teaching Tips, *Working on intonation*, page 32.)

## AUDIO SCRIPT

 1.45

- What do you make of this?
- What do you think?
- If you ask me, ...
- As far as I'm concerned, ...
- To be honest, ...
- The way I see it, ...
- Do you really think so?
- I see what you mean, but ...
- I'm not sure I agree.
- I think that's true up to a point, but ...

## Fast finishers

Ask students to add another phrase to each part of the **PHRASEBOOK** and compare their phrases with those of other students when they have finished.

## Extra activity

Ask students to draw a grid of six squares in their notebooks and to choose a phrase from the **PHRASEBOOK** to write in each square; for example:

<i>If you ask me ...</i>	<i>I completely agree.</i>	<i>Do you really think so?</i>
<i>I'm not sure I agree.</i>	<i>What do you think (of it)?</i>	<i>To be honest, ...</i>

Divide the class into small groups and explain that you'll give them a topic to discuss for two minutes. They must try to use the phrases they've written in the squares in their conversation. Monitor and offer help as necessary. If they use a phrase correctly, they can cross it off. The first person to use all his or her phrases correctly (or the most in two minutes) is the winner.

## ACT

5  1.46

- Refer students to the tasks and go through them with the class. Brainstorm names of cities and write them on the board to give them some ideas.
- Encourage students to use the phrases in the **PHRASEBOOK** in their conversations. Play the track for them to listen and repeat the phrases if necessary.



- Ask students to choose a city and to write two or three conversations about its sights. Go around the class offering support and feedback. Remind them not to mention the names of the sights they discuss or the name of the city.
- Put each pair with another pair to present their conversations. The other pair has to guess the city. If the class is small enough and you have time, ask each pair to perform their conversations for the rest of the class.







### Homework

Explain to students that they're going on vacation with a friend and they're trying to decide where to go. Ask them to write a short conversation with their friend, using the phrases in the **PHRASEBOOK** to help them. At the beginning of the next class, ask students to read their conversations with a partner.

## WRITING My travel advice

### Contrast ideas

Page 46

STAGE	TIME	FOCUS
GET STARTED		Take a quiz about monuments as an introduction to the topic.
SPEAK AND READ		Talk about Stonehenge and read a review of a Stonehenge tour.
STUDY		Learn how to use linking words to contrast ideas (writing subskill).
PRACTICE		Practice using linking words to complete sentences.
DISCUSS AND WRITE		Talk about a visit to an unforgettable place and write a review of the place.
SHARE		Read a partner's review and say whether you would like to visit your partner's place.

### Get started

Give a class quiz called *Where in the World?* Divide the class into small groups. Explain that you'll say the name of a famous monument and the first team to say the name of the country it's in gets a point. Award bonus points for the team who can say which city it's in.

*Colosseum (Rome, Italy)*

*Stonehenge (Amesbury, England)*

*Great Pyramid (Giza, Egypt)*

*Alhambra (Granada, Spain)*

*Taj Mahal (Agra, India)*

*Golden Gate Bridge (San Francisco, USA)*

*Chichen Itza (Yucatan, Mexico)*

*Machu Picchu (Cuzco, Peru)*

*Brandenburg Gate (Berlin, Germany)*

Divide the class into pairs and ask students to talk about which of these monuments they'd most like to visit and why.

### SPEAK AND READ

#### 1

- Refer students to the photo at the bottom of the page. Divide the class into pairs and ask students to discuss what they know about the monument and to take notes.
- Give them question prompts to help them: *What? Where? When? Why? How?*

#### 2

- Give students four minutes to read the review about the monument and to check the notes they took in Exercise 1.
- Let students compare their answers in pairs before you invite them to share their ideas with the class.

### STUDY

#### 3

- Divide the class into pairs to do the tasks. Set a time limit of three minutes for this.
- Call on students to share their answers with the class.

### ANSWERS

- Paragraph 1: To introduce the visit and the monument  
Paragraph 2: To give an opinion about the visit and more information about the monument  
Paragraph 3: To make a recommendation
- prehistoric, giant, unforgettable, awful, surprised, main, guided, informative, famous, sure, unsure, better, awe-inspiring (underlined adjectives express a personal opinion)

#### 4a

- Draw students' attention to the **HOW TO** box and go through it with them. Point out that *despite* and *in spite of* mean the same thing but that *despite of* is incorrect.

#### 4b

- Ask students to underline the linking words in the review and to notice the position they take in the sentences.
- Call on students to point out the linking words.

### ANSWERS

The visit was an unforgettable experience, in spite of the awful weather. / You don't notice the traffic when you're near the stones, however. / Despite its being such a famous monument, experts are still not sure whether it was a temple, a calendar, or something else. / And while they know where the stones came from, they're unsure of exactly how they were transported there. / Nevertheless, you could still feel their power despite the fact that there was a barrier around them. / Even though you'll have seen it hundreds of times in pictures, standing right by the stones is an awe-inspiring experience.

**PRACTICE**

5

- Refer students to the **HOW TO** box and tell them to use words from the box to complete the sentences. Point out that there may be more than one possible answer.
- Call on students to give the answers.

**ANSWERS**

- 1 whereas/while    2 Despite / In spite of  
 3 even though / although    4 in spite of / despite  
 5 However/Nevertheless    6 the fact that

**Fast finishers**

Ask students to write two more sentences using the linking words and leaving a blank where the linking word should be. Then have them give their sentences to a partner to complete.

**DISCUSS AND WRITE**

6

- Ask students to think of a place they've visited and explain that they're going to write a review of it in the style of the review in Exercise 2. Brainstorm some ideas to help them: *a museum, a zoo, an area of natural beauty, a park.*
- Go over the three points and give them a few minutes to make some notes to plan what they are going to say. Then divide the class into pairs to talk about the places they visited.

7

- Set a time limit of 10 minutes for writing. Remind students to use paragraphs, and encourage them to include descriptive adjectives. Also remind them to use the linking words in the **HOW TO** box to help them contrast ideas.
- Ask them to check their spelling, punctuation, grammar, and use of linking words carefully.

**Alternative procedure: less confident classes**

Provide a model on the board to help students plan their review. Explain that they don't need to use complete sentences at this stage but that they should make notes to help structure their writing; for example:

Paragraph 1: *Introduce visit and monument: The Sagrada Familia, Barcelona, Spain. Designed by Antoni Gaudi, 1890s. Still not finished!*

Paragraph 2: *Give an opinion ...*

**SHARE**

8

- Divide the class into pairs and ask students to read each other's reviews.
- When they have finished reading, ask them to tell their partners whether they would like to visit the place and why or why not. Encourage them to ask questions to get further information if necessary.

**Homework**

Ask students to write a review of a famous city that they've visited without saying the name of the place. Encourage them to use the **HOW TO** box to link their ideas, and tell them to write about 100 words. At the beginning of the next class, ask students to exchange reviews with a partner and to guess which city the partner's review is about.

**VOCABULARY Buildings and architecture**

1

- To lead in, brainstorm buildings and architecture vocabulary that students have learned in this unit.
- Ask students to match the words to the pictures.
- Let them compare their answers in pairs before you check them as a class.

**ANSWERS**

**Buildings:** 10 high-rise 11 office building 1 palace  
 8 pyramid 12 skyscraper 9 temple  
**Features:** 2 arch 6 column 5 dome 3 façade  
 4 spire 7 steps

**Abstract nouns**

2

- Elicit what a *mission statement* is (a short official statement that an organization writes about the work that it does and why it does it).
- Ask students to complete the mission statement with the abstract nouns they learned on page 42. Point out that there's a blank for each letter.
- Let students compare their answers in pairs before you check them as a class.

**ANSWERS**

1 humor 2 power 3 sadness 4 honesty  
 5 friendship 6 fear 7 disappointment 8 regret  
 9 fame 10 failure 11 freedom 12 youth

**Extra Resources**

Go to the Teacher's Resource Center at [www.macmillangobeyond.com](http://www.macmillangobeyond.com) for:

- downloadable audio and audio scripts for the Student's Book and Workbook;
- videos, video worksheets, and video scripts;
- extra vocabulary at two levels of difficulty;
- extra grammar at two levels of difficulty;
- culture lessons, with full teacher's notes;
- life skills lessons, with full teacher's notes;
- Speaking Database materials;
- the *Go Beyond Level 5* wordlist;
- test generator for generating/editing grammar and vocabulary tests for Units 1–4;
- downloadable PDF and Word tests for Unit 4 (all skills);
- tips for using the Grammar Database;
- extra reading materials;
- and more!

Go to Workbook pages 40–51 for further practice material.

**GRAMMAR Conditionals**

3

- Ask students to read the conversation quickly and to say what Ian and Sandy are talking about (*a new school that is being built*).
- Ask them to choose the correct options to complete the conversation. Remind them to read the text carefully to decide which conditional form is needed. Set a time limit of three minutes for this.
- Let students compare their answers in pairs before asking volunteers to read the conversation aloud.

**ANSWERS**

1 we'd 2 have left 3 as long as 4 I'd feel  
 5 we knew 6 have called 7 wasn't 8 provided that

**Wishes and regrets: I wish / If only**

4

- Ask students to read the text quickly and to say what type of text it is and what it's about (*an email of complaint about the school in Littletown*).
- Ask them to complete the email with the verbs in the correct form. With less confident classes, review the structures on the board first.
- Let students compare their answers in pairs and then choose volunteers to read the email aloud.

**ANSWERS**

1 could rebuild 2 had told 3 were/was 4 would come  
 5 hadn't asked



# PROGRESS CHECK UNITS 3&4

## Preparing for the Progress Check

### Vocabulary review

- Write these phrases with blanks on the board. (Answers are in parentheses.)  
*famous* \_\_\_\_\_ (for); *aware* \_\_\_\_\_ (of); *put* \_\_\_\_\_ (off);  
*start* \_\_\_\_\_ (up); *keep* \_\_\_\_\_ (on); *take pride* \_\_\_\_\_ (in).  
Ask students to work with a partner to complete them with the correct prepositions.
- Ask students to go to pages 28 and 32 to review (1) phrasal verbs and (2) adjective + preposition and verb + noun + preposition combinations.
- Ask them to write five sentences using the words and phrases, leaving a blank; for example, *My mom gets \_\_\_\_\_ me for not cleaning my room. (annoyed with).*
- When they have finished, ask them to read their sentences to their partners for their partners to complete them.
- Set a time limit of one minute for students to brainstorm words to describe buildings and architecture with their partners.
- Ask them to go to page 38 to check their answers, and give them two minutes to review the vocabulary.
- Have them play a game of *Not a Word* (see Games, page 33) with the words.

### Grammar review

- Write these questions on the board or dictate them.  
1 *Where do you think you'll be in 10 years?*  
2 *What are you going to do next weekend?*  
3 *What will you be doing at this time tomorrow?*  
4 *If you could speak any language in the world, what would it be?*  
5 *Is there anything you wish you could do?*
- Divide the class into pairs for students to ask and answer the questions. Encourage them to ask their partners for more information.
- After five minutes, stop them and ask them to identify the grammar they studied in Units 3 and 4 in the questions.
- Elicit the grammar points from them: Future tenses (page 31), Future progressive and future perfect (page 33), Conditionals (page 41), Wishes and regrets (page 43).
- Ask students to look at the grammar pages to review the grammar and to write five more questions to ask their partners using the structures.

### Optional warm-up activities

#### READ AND COMPLETE Exercise 1

- Write the word *happy* on the board and elicit that it is an adjective. Explain that we can form different words by adding prefixes and suffixes. Elicit different word forms of *happy* from the class and ask them to say what type of word it is (e.g., *happy, unhappy, happily, unhappily, happiness*).
- Point out that in word formation exercises it is important to know what type of word is needed in the blank and whether we need to change the word by making it negative if it's a verb or plural if it's a noun.
- Divide the class into pairs and ask students to read the letter and decide what type of word they need in each blank.

#### READ AND COMPLETE Exercise 2

- Write the following sentences on the board. Divide the class into pairs and ask students to write one word in each blank. (The answers are in parentheses.)  
*I went to the party \_\_\_\_\_ I had a lot of homework to do. (although)*  
*He won the record for having \_\_\_\_\_ longest hair in the world. (the)*  
*We should all give something \_\_\_\_\_ to our community - you know, try to help out our neighbors. (back)*

- Elicit answers from the class and ask them how they knew which word to put in the blanks; for example, *Although introduces a contrasting idea, superlatives always need the, and back is part of the phrasal verb give back.*
- Explain that this type of exercise tests your grammar, and it's very important to read the context first and decide what type of word is needed in each blank.

#### LISTEN Exercise 3

- To lead in, ask students to tell their partners how they feel about their future career plans.
- Explain that while listening they must match the summaries to the speakers. Remind them that the speakers won't use the exact words in the options. Ask them to work with their partners to think of possible synonyms or similar expressions that the speakers might use.
- Elicit the words and structures that students can listen for to recognize imaginary situations before asking them to go to page 42 to check.

#### WRITE Exercise 4

- Ask students to read the ad. Divide the class into pairs and ask students to discuss whether they'd like to take part and to answer the question in the ad.
- Draw their attention to the task and elicit who they are writing to and why (*their school principal; to ask for permission to take part in a TV series*). Ask them to talk about what reasons they'd give in order for their principal to allow them to go.
- Elicit possible endings for these sentences to remind students how to contrast ideas (page 46):  
*In spite of the cold weather, ...*  
*Despite missing school for weeks, ...*  
*Although I'll be far from home, ...*

## Doing the Progress Check

#### READ AND COMPLETE Exercise 1

- Refer students to the **Test-Taking Tips** and go through them with the class. Encourage students to use the tips as a step-by-step guide to doing the exercise.
- Explain that spelling is important in this part of a test and that if they spell a word incorrectly, they lose credit. Make sure they read their work carefully after completing the exercise to check their spelling.

#### ANSWERS

1 honesty    2 Unfortunately    3 proud    4 unsuccessful  
5 youth

#### READ AND COMPLETE Exercise 2

- Refer students to the **Test-Taking Tips** and go through them with the class.
- Set a time limit of two minutes for students to read the text quickly and to say what it's about. Explain that reading the text first will help them understand the context.
- Set a time limit of five minutes for students to complete the description, using the **Test-Taking Tips** to help.

#### ANSWERS

1 despite    2 come    3 for    4 was    5 as

#### LISTEN Exercise 3

##### ▶ 2.01

- Refer students to the **Test-Taking Tips** and go through them with the class.
- Set a time limit of 30 seconds for students to read through the options and underline important words.
- Remind them that there are three options they don't need.

# PROGRESS CHECK UNITS 3&4

- Point out that speakers may mention more than one of the options, but only one is correct. Remind them that it is important to listen when you play the track a second time in order to check their answers.

## ANSWERS / AUDIO SCRIPT

▶ 2.01

1 D 2 G 3 A 4 E 5 B

**Narrator:** You will hear five short excerpts in which teenagers talk about their future career plans. Choose what each person says from the list (A–H). There are three extra letters that you do not need to use.

**Speaker 1:** I've always been fascinated by architecture, ever since I can remember. There was a big office building near our house with a glass façade, and I loved how the light made patterns on the steps in front of it. I used to imagine buildings were mountains and I was an explorer. And the amazing thing is, if you look at buildings, you'll always find surprises, things you've never seen before. So I'd really love to design buildings and create the sort of magical landscapes I dreamed I was in when I was a kid. I doubt I'll get into college, though. My grades just aren't that good.

**Speaker 2:** I've always put things off and waited to see what happens next, and I think my career will be the same. I'll get around to thinking about it someday, but I have another goal first: to see the world. I don't want to be one of those people who say, "I wish I'd traveled before I started working." If I could, I'd go right now, but I'll have to wait until I'm 18. I'm sure I'll be able to figure out a way to pay for it, doing jobs here and there to pay for accommodation, food, and flights.

**Speaker 3:** I don't know. It's hard to say. The world of work seems such a long way off. But my favorite subject's history, and that's what I'd like to study in college if I can. People have this idea that it's boring, but the world would definitely be a better place if we'd learned the lessons that history could teach us. Anyway, suppose I study history in college ... that would open up a number of options, like teaching, of course. But the skills I learn by studying history can be used in a whole range of jobs, so who knows?

**Speaker 4:** My dream's to earn a living as a musician. Classical music's not an option because I didn't take up the violin until I was 11, and they say that if you don't start when you're four, you'll miss out on the chance to play professionally. Just think, someone who started at four will have been playing for 12 years by the time they get to my age! Although I wish I'd discovered music a little earlier, I think I have a lot of natural ability, so I'm sure I'll find work playing another kind of music. And to be honest, I'm not really a big fan of classical music.

**Speaker 5:** Well, I'm really into computers and apps and things, and IT's where all the jobs are these days, isn't it? At one point I wanted to study computer science, but my math isn't very good. If only I'd paid more attention, like my teachers said! But IT's not just about coding; it needs people who are good at coming up with ideas too. And that's one of my strengths. So my plan is to start up a business and get people to do the coding for me.

## WRITE Exercise 4

- Go through the task with the class. Make sure they understand that they aren't writing a response to the ad but an email to their school principal asking for permission, as they already have a place on the program.
- Refer students to the **Test-Taking Tips** and go through them with the class, eliciting some features of formal writing (e.g., no contractions).
- Ask students to use the **Test-Taking Tips** as a checklist when they plan their writing, and remind them to check their writing for content, organization, and language when they've finished.
- Allow 30 minutes for them to write their emails.

## MODEL ANSWER

Dear Mr. Jones,  
I am writing to ask your permission to participate in a new TV series in which teenagers from different countries build a cabin in Alaska and live there for two months. I have already applied and been accepted, provided that you give me permission.

Although I would have to miss a lot of school, I believe that this is a unique opportunity, and I would learn many things about coping in difficult situations. All the participants speak English together, so it would give me a chance to improve my English. I would also love to be able to learn more about different cultures and how teenagers live in different countries. I promise that I will work hard to catch up with all the work I miss while I am away.

I hope you will consider my request and allow me to take part in the program.

I look forward to hearing from you.

Sincerely,

[Student's name]

## After the Progress Check

### Optional activity

This activity will help lighten the atmosphere after the Progress Check, and it follows up on the vocabulary and grammar covered.

- Divide the class into pairs. Give students 10 minutes to write a short conversation between two friends about visiting a new place. Explain that they'll be given two points for every grammar point from Units 3 and 4 they use correctly and one point for each new vocabulary item they use.
- Ask students to perform their conversation for the class. The pair with the most points wins.

### Feedback and Extension

After the Progress Check has been graded, provide feedback to the class as a whole and individually as far as possible. Ask students which parts they found the most difficult and how they think they could improve their grades for next time.

### READ AND COMPLETE Exercise 1

- Review each of the answers. Ask students to say what type of word is needed in each blank, and invite them to the board to write the answers to check spelling.
- Ask students to say whether they agree with what Edward says and whether they would join the group.

### READ AND COMPLETE Exercise 2

- Review the answers, asking students to give reasons for their answers.
- Ask students if they'd like to go to the Heyerdahl seminar.

### LISTEN Exercise 3

- Go through the answers, asking students to give more details to justify their answers.
- Set a two-minute time limit for students to discuss in pairs what they remember about what each speaker said.
- Hand out a copy of the audio script and ask students to underline where the answers are. Clear up any confusion if students have made mistakes.
- If the class has found the exercise difficult, play the track again for them to listen and read at the same time.
- Ask them to look up new vocabulary in their dictionaries.

### WRITE Exercise 4

- Divide the class into pairs and ask students to try to correct their errors themselves. Circulate to offer feedback, support, and further correction.
- You could take a selection of common errors and write them on the board or dictate them for students to correct.