


# WELCOME

Student's Book page 4–5

## A THAT'S ENTERTAINMENT


let and allow

1  1.02 Before the class, write these warm-up questions on the board: *How often do you do exams or tests at school? What is the total number of exams you take in a school year? In which subjects do you do the most tests or exams? Do you find it easy to revise for exams? Do your parents tell you to study more?* Ask students to discuss the questions in pairs. Monitor to ensure students are speaking in English and to praise those who are attempting to expand on their answers. The focus in this early stage in the course should be on creating a positive and supportive environment within which students feel at ease to communicate in English. After a few minutes, nominate two or three pairs to report back to the class on what they discussed. Invite reactions and comments from the rest of the class. Tell students they are going to read a conversation between two girls about exams.

Ask students to read the dialogue quickly, ignoring the gaps, to answer question 1 from Exercise 2: *How is Kim feeling? Why?* Ask students to compare answers in pairs and then do a quick whole-class check. In this type of gap-fill exercise, it is always a good idea for students to read the whole text first for gist understanding and then to read a second time to complete the spaces. Do number 1 in open class as an example, before students complete the exercise individually. Allow them to compare answers with a partner before playing the audio to check.

### Answers

1 feel 2 look 3 makes 4 cross 5 sound  
6 allowed 7 talent show 8 songs 9 let  
10 guitar 11 get

2  1.02 Before playing the audio again, ask students to answer as much as they can from memory. Allow them to do this in pairs. Students then listen to check their answers. Ask them to compare final answers in pairs before checking in open class.

### Mixed-ability

Challenge strong students to cover the dialogue and do this as a listening. Allow weaker students to look at the dialogue as they listen to find and check their answers.

### Suggested answers

1 She's angry because her dad says she's not allowed to be in the band which means she won't be able to play in the talent show next week. 2 It's four weeks until the exams finish. 3 She thinks Kim's dad is being unfair because Kim needs time to relax.

### Optional extension

Play the recording again for students to try shadow reading. Here, students try to speak the lines from the dialogue in time with the audio. This is a great way for students to practise producing features of connected speech, such as rhythm and intonation. It's also lots of fun.

3 **SPEAKING** To help students create their lists, elicit possible answers to the questions in open class first. Students make individual lists and then compare in pairs or small groups. Ask students: *How similar are your lists?* Ask pairs to report back on the similarities and differences. If students are interested in this topic, hold a discussion on the extent to which they agree with what their parents (don't) allow them to do.

### Music

The most obvious grouping is instruments vs. genres but encourage students to be creative and come up with their own groupings in pairs. If any pairs are struggling with this, suggest instruments vs. genres. During feedback, write instruments and genres on the board by eliciting the words that go with each. Also encourage students to describe different types of music and to explain the most important instruments within each genre. Ask students if they thought of any alternative ways of classifying the words.

### Possible answer

*Musical instruments:* drums, violin, guitar, piano  
*Musical genres:* classical, jazz, pop, rap

### Optional extension

If time allows and you have access to the Internet, put students in small groups and ask them to choose a piece of music that they all enjoy. They should make notes on at least three things they like about it. When groups are ready, ask them to present their piece of music in open class before watching a video clip on the Interactive Whiteboard (IWB) if you're using one. Hold a class vote to decide on the best piece.

## Verbs of perception

- 1 Books closed. Write these two lists of verbs on the board and ask students: *What's the difference between 1 and 2?*

1 *play, read, listen, drive*

2 *like, love, understand, want*

Elicit that the verbs in list 1 are action or dynamic verbs and those in list 2 are state verbs. Ask students if they know any verbs which could go in both lists and write correct answers on the board. Give students an example to get them started:

*I think you are great.* (state); *I am thinking of buying a new laptop.* (action)

Books open. Focus students' attention on the two sentences. Ask them to try to complete them in pairs before referring back to the conversation to check their answers. In open class, do a quick check and elicit/point out that *look* in sentence 1 could be replaced with *seem/appear*, while *look* in sentence 2 cannot since it refers to the action of looking at something. Next, ask students to match the sentences and rules, again in pairs, before a whole-class check.

### Answers

1 don't look 2 are you looking

### Rule

2, 1

- 2 Ask students to complete the dialogues in pairs. Point out that they should use two different forms of the same verb in each dialogue, one in *simple* and one in *continuous* form. Many languages use these forms differently from English, so you may like to focus on this difference and ensure students really understand it by asking students to translate the sentences into L1.

### Answers

1 'm tasting; tastes 2 smell; are ... smelling  
3 are ... feeling; feels

- 3 To remind students of Kim's situation, refer them back to Exercise 1 and ask: *What isn't Kim allowed to do next week?* (play in the concert). Tell students they're going to write a dialogue between Kim and her dad about this. Monitor and give suggestions for how students could use verbs of perception. Once they've finished writing their dialogues, give students time to practise them before inviting one or two pairs to perform them for the class.

## The big screen

- 1 **SPEAKING** Books closed. If you'd like a warm-up, ask students to write down the titles of three films that they have seen recently. Ask them to keep their titles a secret! Put students in pairs. Students take turns to describe the plot of each of the films they wrote down for their partner to guess the title. The first pair to guess all six titles wins. Monitor to ensure students are using English in their descriptions, but allow them to use translated titles if they do not know the English title.

Books open. Students work in the same pairs. During whole-class feedback, write an example for each film-type on the board and encourage class discussion to discover which the most popular genres are. If you have access to the Internet and time allows, you could take this opportunity to watch some trailers or favourite clips from some of the films.

### Optional extension

Put students into AB pairs. Ask As to sit with their backs to the board. Play a film trailer for a film your students will know, with the volume off. Bs watch the trailer and simultaneously describe it to their partners, who have to try to guess the film.

- 2 Students scan the article to answer the question. Set a time limit of two minutes to encourage quick scanning. Allow students to compare answers with a partner before checking in open class.

### Answers

action, comedy, drama, science fiction

- 3 Ask students to read the statements and underline key words to focus their reading. A statement is only *false* if there is information in the reading text explicitly contradicting it. If there is no information, the answer should be marked DS (*Doesn't say*). Students must only use information given in the text and not their general knowledge. As students do the exercise, urge them to underline key text in the article that supports their answers. During open class feedback, ask students to justify their answers by referring to the text they've underlined in the article.

### Answers

1 T 2 DS The text does say that he's been making films for more than 30 years but we don't know how old he was when he started. 3 F He has made a number of successful films for adults. 4 T 5 DS There's no mention of Oscars.

- 4 **SPEAKING** In open class, elicit the names of some well-known directors and the films they have directed. If students are not aware of the names of directors of their favourite films and they have internet access, allow them to search for their names. Put students into small groups for them to discuss the questions. You could give them the task of agreeing on the best director or best film so that their discussions are directed towards achieving some tangible outcome. This can motivate teens to speak more than they might otherwise do. Monitor and praise students' efforts to express their ideas in English. Listen to some of their answers in open class and invite reactions from other students. Ask: *Did you like this film too? Why (not)?*

**Optional extension**

To review narrative tenses, ask students which three past tenses are used in the extract. Elicit past simple, past continuous and past perfect. In open class, elicit the rules for the usage of all three tenses, referring to the grammar rules in units 1 and 2 if necessary. Tell students they are going to do a reading race. Write on the board:

*Read the extract and find...*

*9 irregular past tenses*

*9 examples of the past perfect*

*2 examples of the past continuous*

Instruct students to find the items as quickly as possible. Go!

- 3 **SPEAKING** Put students in small groups to discuss the questions. Ask each group to choose a secretary to make notes on the group's answers. Monitor, but as the focus is on fluency, avoid correcting mistakes. Instead, make a note of common errors – and also nice examples of language use – and write them up on the board, ensuring anonymity, for students to correct as part of whole-class feedback. Praise students who contributed nice language and also those who attempted to develop their ideas in English.

**WRITING****A reply to a letter asking for advice**

- 1 As a lead-in to this activity, ask students: *Do you ever read problem pages in magazines? What sort of problems do you read about?* Students read the letter and the reply and answer the questions. Students compare answers with a partner before a whole-class check.

**Suggested Answers**

1 Alan's problem is that the boy next door, his only friend since he moved town, calls other kids names and makes horrible comments and Alan doesn't want to be a part of this. 2 Susannah suggests that Alan asks himself if he thinks he could be friends with the boy if his behaviour was better.

- 2 Ask students to work individually to complete the sentences. During feedback, take the opportunity to review the use of modal verbs.

**Mixed-ability**

Weaker students refer to the letter and reply in order to complete the sentences. Stronger students complete the gaps from memory before checking in the letter and reply.

**Answers**

1 ought to 2 you'd better 3 should definitely  
4 had better 5 it's a good idea

- 3 Ask students to read the reply again and answer the questions. Encourage them to underline key text in the reply as they do this. Check answers.

**Answers**

1 Paragraph 3 2 Paragraph 1 3 Paragraph 4  
4 Paragraph 2

- 4 Students read the second letter and work with a partner to come up with three pieces of advice for Susannah before they start writing. Ask students to write full sentences and perhaps to include a modal verb in each one. Monitor to help with any questions and check students are using modal verbs correctly. Make a note of any mistakes to review with the class before moving on to Exercise 5. You could pair weaker students so that they can write collaboratively.
- 5 This exercise can be set as homework or done as a collaborative writing activity in class with pairs of students working together. Tell students they are going to write a reply to Lara. They should expand on the sentences they wrote in Exercise 4 and follow the same paragraph format as in Exercise 3. Once students have completed their replies, ask them to swap them with another student to check for: **task completion** (Have they included all three pieces of advice from Exercise 4?); **communicative purpose** (Is it interesting and engaging to read?); **language** (Are modal verbs used effectively and correctly?); and **coherence** (Are adverbs of sequence appropriately used? Is it easy to identify and understand the key events of the story?)

Alternatively, collect students' writing for marking. When marking, check for the above points. Avoid focusing too much on accuracy, as a heavily marked piece of writing is more likely to de-motivate learners than to make them try harder next time. Write short feedback for each student, saying first what you liked about the reply, and two or three things they could improve on in the future. Make a note of any persistent errors, then go over these points in class (and bring in extra practice for them).

# 4 DILEMMAS

## Objectives

FUNCTIONS	talking about hypothetical situations; expressing wishes; apologising and accepting apologies
GRAMMAR	first and second conditional (review); time conjunctions; <i>wish</i> and <i>if only</i> ; third conditional (review)
VOCABULARY	being honest; making a decision; <i>now</i>

Student's Book page 38–39

## READING

- 1 As a warm up, tell students an anecdote that features a dilemma. For example:

*I go to my friend's house. She's getting ready, so she tells me to wait in the lounge. There is a letter under a book on the table and I can read the first line. It says "Dear [FRIEND'S NAME]. I can't believe what you did." I don't know what to do. Should I read the rest of the letter?*


Explain that this is a *dilemma*. Ask students to work with a partner and discuss what they would do in this situation. Elicit their ideas in open class.

Books open. Focus attention on the pictures and ask students to identify the dilemma in each one – there could be more than one possible answer in each case. Get them to discuss in pairs. If there is an interactive whiteboard (IWB) available in the classroom, this activity would best be done heads-up with books closed. After a few minutes, nominate students to share their ideas with the class.

- 2 Ask students to match each picture (A–C) with a question from the quiz, so only three of the eight questions will have a corresponding picture. Set a two minute time limit to encourage students to read quickly and focus on the task rather than on trying to understand every word. Ask students to compare answers in pairs before you do a whole-class check.

### Answers

A 7 B 2 C 4

- 3  1.25 Check/clarify: *own up to something* (to admit to doing something wrong) and *to be stuck* (to not know the answer). Play the audio while students read and listen to the quiz, and answer the questions. Ask students to compare their answers with a partner. Ask: *Who is more honest, you or your partner?* During feedback, find out how many students got 'more As than Bs' and how many got 'more Bs than As'.

- 4 Tell students they are going to read some responses given by other people. Ask students to read the sentences and underline any words or phrases they don't understand. Clarify these in open class. Elicit that *I'd* is a contracted form of *I would*. Students work with a partner to match the responses to the questions. Check answers in open class.

### Answers

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

### Fast finishers

Ask students to reflect on what *it* and *them* refer to in the responses: a *it* = mum's vase; c *it* = a shirt; d *it* = the test answer; e *it* = a text message; g *them* = your parents; h *it* = €100.

## TRAIN TO THINK

### Thinking of consequences

- 5 Lead in by asking students how they solve dilemmas. Ask: *Do you ask somebody for advice? Do you toss a coin? Do you think about consequences?* Invite students to share their ideas with the class, and then tell students they are going to think of possible consequences for some of the situations in the quiz. Refer them to the examples on page 39 and try to elicit more possible consequences to ensure students are clear on what they have to do. You could divide the class into two groups (A and B) and ask pairs in group A to think of consequences for situations 1–4 and pairs in group B for situations 5–8 before regrouping As with Bs to report back on the consequences they came up with.

## SPEAKING

Students discuss the questions in pairs. Encourage them to express their real opinions but to use English to do so. Monitor but avoid correcting mistakes unless these really hinder comprehension. The focus of this task is on fluency, not on controlled language practice. Listen to students' ideas in open class. Invite reactions, encouraging a supportive and positive environment within which students feel free to share their opinions.

**Optional extension**

Ask pairs to rank the situations in the quiz from most to least serious. Students then compare with another pair and try to agree on a ranking in their group of four. To extend fluency practice, write these questions on the board for students to discuss in their groups:

*What would you really do in the eight situations? Would you do something different from the options in the quiz?*

*Can you think of any similar situations you've faced? What did you do?*

## Student's Book page 40–41

**GRAMMAR****First and second conditional (review)**

- 1 Ask students to work in pairs and complete the sentences from the quiz then check them by referring back to the quiz before finally completing the rule.

**Answers**

1 would ... do; broke 2 tell ... will trust

**Rule**

2, 1

**Additional support**

If your students need a bit more support with conditional structures, write this example (or one of your own) on the board: *If I found a wallet, I'd take it to the police station.* Ask students: *Did I find a wallet?* (no); *Is the situation real or imagined?* (imagined). Elicit that this is an example of the second conditional and that we form it with the past simple and would + base form.

Write this first conditional sentence on the board: *If I see John later, I'll buy him a coffee.* Ask students: *Is it possible that I will see John later?* (yes); *What do I plan to do if I see John?* (buy him a coffee).

Point out that the *if*-clause does not relate to the time we are speaking about; in the first conditional we use *If* + present to talk about the future and in the second conditional we use *If* + past to talk about an imaginary situation.

- 2 If you're short on time, set this exercise for homework. Even if you decide to do that, encourage students to read the whole text to get an overall understanding before attempting the exercise itself. To check gist understanding, ask: *What is the writer's dilemma about her birthday party?* (She doesn't want to invite Jan but if she doesn't, she worries that no one will come so she's not sure about having a party at all.) Students can do the exercise individually and then compare answers in pairs. Tell pairs that they should reach an agreement on their answers. This will encourage them to qualify and debate their choices. During feedback, check students' understanding by asking: *Is this a real or an imaginary situation?* (imaginary – in reality, Jan is mean to me); *Is this verb in the if-clause or the main-clause?* (if); *Should we use would or past simple?* (past simple).

**Answers**

1 wasn't / weren't 2 'd want / would want 3 didn't have  
4 would care 5 don't invite 6 will come 7 don't have  
8 won't get 9 wasn't / weren't 10 wouldn't be  
11 knew 12 'd do / would do

**Fast finishers**

Ask students to write three sentences saying what they would do if they were the writer.

Workbook page 36 and page 123

**Time conjunctions**

- 3 Students complete the sentences individually and then compare with a partner. Also ask pairs to discuss the meaning of each of the conjunctions. Listen to some of their ideas during feedback. Elicit/explain that: *as soon as* = at exactly the same moment; *when* = at or around the same moment; *unless* = if not; *until* = up to a point in time; *if* introduces a condition.

**Answers**

1 if 2 when 3 as soon as 4 unless 5 until

**Fast finishers**

Ask students to write five sentences (three true, two false) describing their last weekend or holiday including the five time linkers. After feedback on Exercise 3, students read their sentences to a partner. Those listening try to decide which of the sentences are false.

**Optional extension**

If you're using an IWB, create two text boxes and copy and paste them nine times to make twenty boxes. Break up the three sentences below into (20) smaller chunks as indicated and write one chunk in each of the boxes. Mix the boxes up on the board and ask students to work in pairs to order the boxes and create three sentences as quickly as possible. Ask the first pair to finish to come to the board and drag and drop the boxes to make the correct sentences.

I/ didn't learn/ French until/ I/ lived/ in France.

As/ soon/ as she/ got up,/ she turned on/ the television /and watched/ the news.

If/ I were/ you,/ I would/ sell/ my bicycle.

- 4 Ask students to complete the sentences then compare with a partner. Ask: *How similar are your sentences?* Take feedback in open class. If you're short on time, set this exercise for homework.

Workbook page 36 and page 123



Be aware of common errors related to *if* and *when*, go to Get it right on Student's Book page 124.

**VOCABULARY****Being honest**

- 1 Books closed. To introduce the topic of honesty, write *lies* on the board and ask students to work with a partner and think of occasions when they haven't

told the truth. Ask: *Are there any occasions where it's OK to tell a lie?* Give pairs a few minutes to discuss and then invite volunteers to share their ideas with the class. Books open. Pairs categorise the words. During whole-class feedback, check understanding of the five expressions by eliciting example sentences (*own up to something* came up in the reading on page 39).

### Answers

**Positive behaviour:** do the right thing; be open about something; tell the truth; own up to something

**Negative behaviour:** get away with something; hide the truth; tell a lie

- 2 Before students tackle this exercise, they need to read the text to get an overall understanding. Ask them to answer the following questions and check answers before students complete the conversation: *What did Dan do?* (He cheated in a test by copying from a classmate's paper.); *What does Ana think he should do now?* (She thinks he should tell the teacher what he did.) Point out that students only need to put one word in each gap.

### Answers

1 cheated 2 get 3 own 4 tell 5 hide 6 open  
7 told 8 do

### Optional extension

Disappearing sentences: You'll need to write out the dialogues on the board or IWB for this one. Make AB pairs so that half of the class are A and half are B. Students practise the conversations in their pairs. Cover a small section of the dialogue, beginning from the right-hand side of the screen or board. Students repeat the dialogues in their same AB pairings trying to remember the whole thing, including the parts they can no longer see. Cover more and more of the dialogue, with students practising at each stage, until eventually nothing is left on the board. Ask for volunteers to perform for the class or have all As and all Bs perform in unison. This activity involving lots of repetition is a fun way for students to memorise useful chunks.

Workbook page 38

## LISTENING

- 1 **SPEAKING** Books closed. To introduce the topic of sports stars and fictional characters, play a game in which students, in groups of five or six, take it in turns to say the name of a sports star to the class. There has to be a link between the sports stars (both Scottish, both play tennis, both called Andy etc.) The game needs to be fast-moving, so if a student cannot think of a sports star within ten seconds, they're out. Groups continue until one student remains. Before they begin, model the game with a couple of strong students. Repeat with fictional characters (both superheroes, both green, both wear glasses etc.) Books open. Focus attention on the photos and ask students to discuss with a partner what they know about the people/characters. Pairs should also make a list of difficulties each of them might face. If you're using an IWB, this would best be done as a heads-

up activity with books closed. During feedback, nominate students to share their ideas with the class and write them on the board.

- 2 **1.26** Tell students they are going to listen to a conversation between two teenagers, a boy and a girl. Tell them not to worry about understanding every word, but to focus on answering the question. Play the audio. Allow students to compare answers with a partner before checking in open class.

### Suggested answer

They are playing a guessing game on the train

### Audio Script Track 1.26

Maddy What time does this train get in?  
Liam We arrive home at four.  
Maddy Four?! That's another hour! I'm really bored.  
Susie Would you like to borrow my magazine?  
Maddy Thanks, Susie, but I've already read it. All of it. Twice.  
Susie What else could we do?  
Liam I know - who wants to play a game?  
Susie I do! That's a great idea.  
Maddy Depends. What is it?  
Liam I call it 'Famous wishes'.  
Maddy You call it?  
Liam Yes. I made it up. Anyway, we each take turns to think of a famous fictional person to be and think of three wishes that the person might have. Then we say our wishes and the others have to guess who we are.  
Susie OK - sounds fun.  
Liam I'll go first so that you can get a better idea of how it works.  
Susie OK.  
Liam Just let me think of someone.  
Maddy Come on, Liam! We haven't got all day!  
Liam OK. I wish I could beat Nadal more often.  
Susie Is it Djokovic?  
Liam No, but that's a good guess. Try again.  
Maddy It's easy. Andy Murray.  
Liam Wait! I haven't finished.  
Maddy You have. I've just guessed it. Anyway, you said it had to be a fictional person.  
Liam You're right. I'll do another one ... Right. Got one. Um ... I wish Lois Lane knew who I really was.  
Maddy Superman.  
Liam You're supposed to wait until I've said three.  
Maddy Well, it was too easy. You should make them more difficult.  
Liam OK, you try, then.  
Maddy Fine. Um ... I wish my boyfriend's parents liked me. If only our families wouldn't fight all the time. And ... I wish he wasn't a Montague.  
Liam A what?  
Maddy A Montague.  
Liam I've no idea what a Montague is.  
Maddy What?! You don't know what ...  
Susie I know, I know! You're Juliet from Romeo and Juliet.  
Maddy Yes, that's right, Susie. Montague was the family that Romeo came from, Liam. Her family, the Capulets, hated the Montagues, so ...

Liam OK, OK, OK. We don't need a history lesson.  
 Maddy It's literature, actually. Shakespeare. Have you ever heard of him?  
 Liam Whatever. Susie, it's your turn.  
 Susie OK. I wish my parents were alive.  
 Liam OK.  
 Susie I wish I had a bigger bedroom.  
 Liam Go on.  
 Susie If only my cousin wasn't so annoying.  
 Liam Wait ...  
 Maddy Do you want some help?  
 Liam Sshh! Let me think.  
 Maddy I wish I could kill Lord Voldemort.  
 Liam Stop it.  
 Maddy I wish my name wasn't HARRY POTTER!  
 Liam You're such a pain, Maddy.  
 Susie Maybe we should play something else.  
 Maddy No! I'm just starting to enjoy this game. Your turn, Liam.

- 3 1.26 This exercise is closely modelled on Listening Part 4 of the Cambridge English: First exam. Ask students to read the questions and underline the key information they need to listen for. They could also try to predict answers before they listen again, based on what they remember from their first listening and/or their general knowledge. After listening, allow them to compare answers with a partner before checking in open class.

#### Answers

1 A 2 B 3 C 4 B 5 A 6 A

#### BACKGROUND INFORMATION

**Harry Potter** is the titular character in a series of seven fantasy novels by J.K. Rowling, all of which were made into highly successful films. He is a pupil at Hogwarts School of Witchcraft and Wizardry and his arch-enemy is the evil **Lord Voldemort**.

**Andy Murray** (born 1987) is a Scottish tennis player, winner of the US Open in 2012 and Wimbledon in 2013. Two of his main opponents are **Rafa Nadal**, winner of 14 Grand Slam titles and **Novak Djokovic**, winner of 9 Grand Slam titles.

**Romeo and Juliet** is a very famous play written by William Shakespeare. It tells the tragic story of the forbidden relationship between two young lovers who are the children of two feuding families, the Capulets and the Montagues.

**Superman** is a superhero who first appeared in comics in 1933. Hailing from Planet Krypton, he assumes the identity of Clark Kent, a reporter at the Daily Planet. Here he meets Lois Lane and proceeds to save her from super-villains on a regular basis.

## GRAMMAR

### wish and if only

- 1 Ask students to work with a partner to choose the correct fictional character from those mentioned in the listening. Check answers in open class.

#### Answers

1 Harry Potter 2 Juliet 3 Superman

Students complete the rule using the sentences from Exercise 1 to help them. Check answers in open class. Point out that the use of the past simple tense in number 1 is similar to the use of a past simple tense in the second conditional. It refers to a hypothetical, in this case a wish, about a present situation.

#### Rule

1 past simple 2 could 3 would(n't)

#### LANGUAGE NOTE

While we can use *If only* to replace *I wish* with the same meaning, *if only* is more emphatic and can sound rather dramatic – *If only he would call me!!*

We use *wish/if only + would (n't)* when we don't like something that another person does, for example, *I wish my dad would stop calling me Choochi*, or *I wish John wouldn't say bad things about me*. We cannot say *I wish I would...*

We don't normally use *would* with stative verbs, for example, *\*If only I would have an interesting book with me*.

- 2 Begin this activity by asking students who might have written each of the sentences (Liam, Maddy or either of them) so that they're clear on meaning of the sentences before they focus on form.

#### Answers

1 wasn't / weren't 2 would stop 3 had 4 wouldn't fight 5 wouldn't get / didn't get 6 could see

#### Fast finishers

Ask students to write three wishes of their own.

- 3 **SPEAKING** Remind students of the rules for 'famous wishes' as played in the listening or elicit them in open class. Students can read the instructions for Exercise 4 to check. Give them a few minutes to think of a fictional character and three wishes. Monitor and help with vocabulary. Divide the class into small groups for students to play the game. Wrap up by eliciting some examples in open class.

#### Optional extension

Tell students they are going to create some dialogues based on the fictional character's wishes. Give them this example:

*Darth Vader: I wish I had a nicer voice.*

*Darth's friend: Why?*

*Darth Vader: If I had a nicer voice, I wouldn't sound so evil.*

*Darth's friend: Why don't you try wearing a different mask?*

*That might make your voice sound better...*

Tell students they should follow a similar format, including a second conditional and some advice from the friend of the fictional character. Students write a dialogue in pairs and practise it. Invite volunteers to perform for the class.

Workbook page 37 and page 123

## READING

- 1 **SPEAKING** A recording of this text is available with your digital resources. Books closed. As a lead-in to this topic, ask students to work with a partner and discuss things that they have lost or found. Listen to some of their stories in open class and find out who has found the most valuable or interesting items. Books open. Students discuss the situation with a partner and list four things they could do with the ring. Nominate pairs to share their suggestions with the class. Write their ideas on the board.
- 2 Tell students they are going to read a story about a man and a valuable ring. Students read to see if any of the suggestions they made are mentioned and to see what Billy did. Ask students to compare answers in pairs before whole-class feedback.

### Answer

He took it to the jeweller's, and then kept it and gave it back to its owner.

- 3 Before students read the story again, elicit the names of the characters in open class. In pairs, students try to predict which character said each thing. Point out that the words do not appear in the text, they are sentences that the characters *could* have said.

### Answers

1 Billy Ray Harris 2 Billy Ray Harris 3 The jeweller  
4 Billy Ray Harris 5 Sarah Darling 6 Sarah Darling  
7 Sarah's husband 8 Billy's sisters

- 4 **SPEAKING** To get students started, brainstorm possible actors and explain/ elicit the meaning of a *Hollywood ending* (a very happy ending) in open class. Put students in small groups to plan their film. Monitor and make a note of any mistakes but do not interrupt unless errors hinder comprehension. Instead, write these on the board, ensuring anonymity, to review at the end.
- 5 When students have completed the exercise, listen to their ideas in open class. Praise students who have original ideas as well as those with good English. Giving positive feedback like this will encourage students to be more adventurous in future tasks.

## GRAMMAR

### Third conditional (review)

- 1 Focus attention on the sentences and ask students to complete them in pairs. After checking answers, ask: *Are the situations in the past or the present?* (past); *Are they real things that happened in the past or imagined?* (imagined). Focus students on the verbs used and elicit the form of the third conditional. Write it on the board. Point out that *would* is often contracted to *'d* (for example in sentence 1: *he'd have seen*). Elicit/ explain that the sentences describe the consequences of an imaginary past action. Students complete the rule in pairs. Check answers.

### Answers

1 had looked; 'd have seen 2 hadn't done; wouldn't have seen

### Rule

1 past perfect 2 past participle

### LANGUAGE NOTE

The *if*-clause can go at the beginning or the end. *Would* always appears in the main clause, not the *if*-clause.

- 2 Students work individually to complete the sentences. Let them compare answers with a partner. During feedback, point out that the *if*-clause and *would*-clause can be reversed and that in this case a comma is not required. Elicit examples of this e.g. *Sarah wouldn't have seen Billy if he had been on a different street.*

### Answers

1 would/'d have seen; had/'d looked 2 would/'d have kept; hadn't returned 3 wouldn't have raised; hadn't put

### Fast finishers

Ask students to write more third conditional sentences based on the text, e.g. *If Billy had sold the ring to the jeweller...*

- 3 Allow students to compare answers with a partner before whole-class feedback. If you're short on time, set this exercise for homework.

### Optional extension

Write these sentence endings on the board:

..., my mother *wouldn't have made me stay at home.*  
..., they *would have won the Cup.*  
..., I *would have been very happy*  
..., they *wouldn't have got married.*  
..., it *wouldn't have broken.*

Elicit that these constitute the consequence of an imaginary past event, and that students now need to choose an imagined event. Elicit that students should use *if* + past perfect to complete the sentences.

Workbook page 37 and page 124

## VOCABULARY

### Making a decision

- 1 Books closed. To lead in to the exercise, ask questions like those suggested below. Get students to answer them quickly, without thinking. Students put their hands up to indicate their choices. Count the votes for each. You could nominate students to explain their choice and to try to persuade others to change their minds.

*Apple or PC?*  
*Bicycle or car?*  
*Dog or cat?*  
*Snapchat or Facebook? etc*