



# Introduction

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## IA Grammar

### Past simple and present perfect

#### LESSON SUMMARY

**Grammar:** Past simple, present perfect simple and present perfect continuous

**Reading:** Comments about learning English

**Listening:** People talking about learning English

**Speaking:** Discussing personal experiences of learning English

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than five minutes on exercise 7. Set exercise 4 as homework.

#### LEAD-IN 3-4 MINUTES

- Write *Top Tips for Learning English* on the board. Ask students to work in groups and brainstorm ideas for learning English, e.g. *Listen to English songs, Read English language blogs.*
- Give students two minutes to discuss their ideas before asking one student from each group to write their ideas on the board. Keep the ideas on the board; they can be used in exercise 8.

#### Exercise 1 page 4

- Focus attention on the photos of the people and the speech bubbles. Ask: *What are these people talking about?* (their experiences and opinion of learning English)

- Ask students to read the speech bubbles and decide which experiences they share. For each speech bubble, ask students to raise their hands if they have a similar opinion, or if they have had a similar experience. Find out which speech bubble best describes the experiences of students.

#### Exercise 2 page 4

- Before students identify the tenses in the speech bubbles, write an example sentence for each tense on the board, e.g. *She travelled to London last year. He has never met an English person. We have been sitting here for ten minutes.* Quickly remind students how each tense is formed.
- Students read the speech bubbles and identify the tenses.
- Check answers as a class.

#### KEY

**Past simple** since I was a little kid; I struggled with English; I got a B

**Present perfect simple** I've never had the opportunity; I've come on in leaps and bounds; As soon as I've finished my exams; I've already passed First Certificate; I've just registered for the CAE exam

**Present perfect continuous** I've been learning English since ...

**For further practice of past simple, present perfect simple and present perfect continuous: Grammar Builder I.1 page 131**

- 1 1 wasn't 2 have suggested 3 swam, have attempted 4 has had, left 5 have (you) looked
- 2 1a 've read b 've been reading 2a has been staying 2b 've stayed 3a have been disappearing 3b 's disappeared 4a 's stopped 4b have been stopping 5a 've been swimming 5b has swum

#### Exercise 3 page 4

- Students complete the sentences.
- Check answers as a class and ensure that students explain their choice of tense.

#### KEY

1 phoned 2 have (you) known 3 has been running, moved 4 has belonged, left 5 've been waiting 6 's been working out 7 haven't met 8 've been looking for 9 Have (you) seen, bumped into

#### Exercise 4 page 4

- Students complete each sentence twice using different tenses. They then explain the difference in meaning.
- Go through the first sentences together. Elicit the two possible tenses (present perfect simple and past simple) and the difference in meaning. Students then work individually.
- Check answers as a class.

#### KEY

1 I haven't seen Kate for three months. (This suggests up until recently.) I didn't see Kate for three months. (This

- implies that I didn't see Kate for a period of time in the past.)
- 2 My grandad worked in that factory for many years. (He doesn't work there now.) My grandad has worked / has been working in that factory for many years. (He is still working there now.)
  - 3 Ryan texted me three times this morning. (He hasn't texted me since then. / It is no longer morning.) Ryan has texted me three times this morning. (He might text me again this morning.)
  - 4 I didn't visit Greece in the summer. (This means that I went to Greece in the past, but not in the summer.) I haven't visited Greece in the summer. (This suggests that although I have visited Greece at some time, it wasn't in the summer.)
  - 5 Harry played the piano for years, but he didn't make much progress. (He doesn't play any more.) Harry has been playing the piano for years, but he hasn't made much progress. (He still plays, but he still isn't good.)
  - 6 I didn't have any breakfast this morning. (It is no longer morning.) I haven't had any breakfast this morning. (This suggests that it is still morning.)
  - 7 Jack spent six years training to become a doctor. (His training is over.) Jack has spent six years training to become a doctor. (This suggests that he has recently become a doctor, or he is still training to become a doctor.)
  - 8 I used the same smartphone for at least two years. (I don't use the smartphone now.) I have been using / have used the same smartphone for at least two years. (I still have the smartphone and I still use it.)

### Extension: Fast finishers

- Write the following phrases on the board: *for three years*, *since I was a child*, *this afternoon*.
- Ask **fast finishers** to write two sentences for each phrase: one using the past simple and one using the present perfect simple or present perfect continuous.

### Exercise 5 1.02 page 4

- Read the instructions together and then play the recording. Remind students to focus on the students' problems as they listen.
- Check answers as a class.

#### KEY

- Speaker 1** speaking – thinking about what to say and saying it at the same time
- Speaker 2** listening – not being able to tell where one word ends and the other begins
- Speaker 3** vocabulary – there are so many words
- Speaker 4** pronunciation – distinguishing between vowel sounds, some vowel sounds are difficult, and intonation is also difficult
- Speaker 5** grammar and word order – because it is so different in Japanese

#### Transcript

**Speaker 1** Some people find English grammar difficult, but I've never really had a problem with grammar. I like learning rules. I guess it's just the way my mind works. What I find most challenging is speaking. You have to work out what to say and how to say it at the same time, and that's really

difficult. One thing you can do that helps with speaking is not to learn words in isolation but to learn them in context, in set phrases. So, for example, with a word like 'difference' you can learn 'make a difference', 'tell the difference', 'what's the difference between X and Y' and so on. I've memorised loads of set phrases like that and it really helps because they're always ready to use, at the front of my mind, so to speak.

**Speaker 2** Listening has been without doubt the most difficult area for me. The first time I went to Britain and had face-to-face conversations with native speakers, I was completely lost. I could hardly understand a thing. It was an incomprehensible stream of sound. I couldn't tell where one word ended and the next started! It didn't help that I was in Glasgow, where they have quite a strong accent. But then I started to watch British and American films with subtitles – it's no good if they're dubbed. I've probably watched thirty or forty films over the years and it's really helped to improve my listening skills.

**Speaker 3** What's the most difficult aspect of learning English? Well, I think it's learning vocabulary. There's just so much of it! Thousands of words. And it's quite difficult to remember them. But I've found the best way to improve my vocabulary is not necessarily to learn lists of vocabulary out of context, but to read lots. I've read quite a few stories and novels in English, for example Hemingway's *The Old Man and the Sea*, and *Holes* by Louis Sachar. I look at news websites too. I look up words when I really can't understand something – but I don't look up every word I don't understand. I find that words that I read again and again soon become part of my active vocabulary.

**Speaker 4** At first, I found pronunciation very difficult. I just couldn't get my tongue round some of the sounds, for example long and short vowels – like 'sit' and 'seat', but with practice my pronunciation has improved a lot. I still have problems with intonation, though. People's voices go up and down much more in English than in Spanish, and the stress patterns are very different. The only thing to do is practise a lot, and try to copy native speakers' pronunciation and intonation. Social media is good for that – I've been in touch for a while with a guy in America who's learning Spanish. That's really helped my English. And I've been helping him improve his Spanish too.

**Speaker 5** Grammar and sentence structure are the most difficult things in English. One good thing is that there aren't lots of inflections in English, so for example verb endings don't change too much. But in Japanese the word order is completely different from English. The verb is always at the end of the sentence. We also use tenses in a completely different way. For example, to say 'it was hot', we change the form of the adjective, not the verb. It's also difficult to choose which tense to use: should it be past simple or present perfect, 'will' or 'going to' ... or even present continuous? So you have to study the grammar really hard and do lots of grammar practice exercises.

### Exercise 6 1.02 page 4

- Play the recording again for students to identify how the speakers have overcome their problems.
- Check answers as a class.

**KEY**

**Speaker 1** learns set phrases, words in context, chunks of language

**Speaker 2** watches British and American films with subtitles

**Speaker 3** reads lots of short stories and novels and news websites

**Speaker 4** speaks to native speakers and uses social media

**Speaker 5** studies hard and does lots of grammar exercises

**Exercise 7** page 4

- Encourage students to complete the phrases from memory, but play the recording again if necessary.
- Check answers as a class, focusing on the correct pronunciation of *incomprehensible* /ɪn,kɒmpri'hensəbl/ and *tongue* /tʌŋ/.

**KEY**

1 context 2 set 3 stream 4 active 5 tongue  
6 stress 7 verb 8 word

**Exercise 8** page 4

- Students discuss their own problems with learning English and exchange ideas for solutions.
- Ask a few students to share their ideas with the class.
- Refer students back to the lead-in activity and ask if they can now add some more top tips to the list on the board.

**For further practice of language terms:****Vocabulary Builder IA** page 126

1 1 ellipsis 2 gerund, comment tag 3 adjectival noun 4 present participle 5 dependent preposition 6 cleft sentence 7 defining relative clause 8 result clause 9 non-defining relative clause 10 reduced relative clause 11 subordinating conjunction

2 Students' own answers

**Extra activity**

- Ask students to think about other times when they have overcome problems, for example when participating in sports or in other subject areas at school.
- Students discuss their experiences in pairs and then write a few sentences describing how they overcame their problems.
- Ask a few students to read out their sentences to the class.

**Learning outcome**

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use the past simple, the present perfect simple and the present perfect continuous correctly. I can talk about how I learn a language.*

**IB Grammar****Past tenses****LESSON SUMMARY**

**Grammar:** Past simple, past continuous, past perfect simple and past perfect continuous

**Reading:** A text about someone learning a new language

**Speaking:** Discussing different ways of learning a language

**SHORTCUT**

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than five minutes on exercise 6. Set Exercise 7 as homework.

**LEAD-IN 3-4 MINUTES**

- Write the following sentences on the board:
  - 1 *I was walking to the station when I saw Michael.*
  - 2 *I had walked to the station when I saw Michael.*
- Ask students to identify the tenses in both sentences. (1: past continuous and past simple; 2: past perfect simple and past simple) Then ask students to think about the difference in meaning: *Where was Michael in sentence 1? (on the way to the station) Where was he in sentence 2? (at the station)*

**Exercise 1** page 5

- Ask students to discuss the questions in pairs or groups.
- Ask a few students to share their ideas with the class.

**Exercise 2** page 5

- Students read the text quickly to find the answers to the questions. Emphasise that they do not have to understand every word of the text to answer these gist questions.

**KEY**

He learned French quickly. We know this because the girl in the café commented on his excellent French.

**Exercise 3** page 5

- Students read the text again to identify the tenses.
- Check answers as a class.

**KEY**

- 1 **Past simple** was, set up, woke up, wrote out, listened, ran, sang along, found, left, didn't go, went, met, commented
- 2 **Past continuous** was staying, was writing, was running, wasn't playing, was reading
- 3 **Past perfect simple** had learned, hadn't had, had decided, he'd read
- 4 **Past perfect continuous** he'd been working, hadn't been chatting, had been living

### For further practice of past tenses:

#### Grammar Builder I.2 page 131

- 1 1 both 2 b 3 b 4 both 5 a 6 both 7 b
- 2 1 bought / had bought 2 became, were talking / had been talking 3 had been writing, hadn't finished 4 broke, was putting 5 was sitting, had told 6 took, cleaned, left
- 3 1 ✓ 2 I hadn't been understanding – I didn't understand 3 it didn't snow – it wasn't snowing 4 she was falling – she fell 5 ✓ 6 she washed up – she was washing up 7 I hadn't been finishing – I didn't finish 8 ✓

#### Extra activity: Fast finishers

Write the following questions about the text on the board for **fast finishers** to answer:

*Which language did David learn at school? (Spanish)*

*What did he listen to in the morning? (language-learning CDs)*

*Name three sports he did while he was in France. (running, darts, boules)*

*Where did he meet the girl? (in a coffee shop in Paris)*

#### Language note: *innit*?

- Focus attention on the cartoon. Explain or elicit that *innit* is a dialect form of *isn't it*. Unlike standard question tags, which differ depending on the main verb and subject, *innit* is always used, e.g. *I'm hungry, innit?* (in place of *aren't I?*) or *You don't want this, innit?* (in place of *do you?*)
- Point out the use of the definite article *the* in *I mean the sister* instead of the possessive adjective *your*.

#### Exercise 4 page 5

- Go through the first sentence together. Students continue working individually or in pairs. Remind them that more than one answer is possible.
- Check answers as a class.

#### KEY

1 was getting / had been getting, rang 2 didn't get, had been / were 3 had, had been decorating 4 arrived, had left / was leaving 5 opened, had been raining, were 6 rehearsed / were rehearsing, took / was taking

#### Exercise 5 page 5

- Students read the *Look out!* box and answer the question.
- Check answers as a class.

#### KEY

a First my parents got home and then I tidied my room.  
b I tidied my room first and then my parents got home.

#### Exercise 6 page 5

- Students compare the pairs of sentences and explain how the meaning changes when the tense changes. Point out that sometimes the tense change does not affect the meaning.
- Check answers as a class.

#### KEY

- 1 no difference
- 2 a Tom was spending his money over a period of time.  
b Tom spent all his money and now he hasn't got any money left.
- 3 a We saw the man first and then he climbed onto the roof.  
b The man was already on the roof when we saw him.
- 4 a People started to cheer when I entered the room.  
b People were already cheering when I entered the room.
- 5 Essentially, the sentences are the same, but sentence a emphasises the action and sentence b emphasises that the action was completed.

#### Exercise 7 page 5

- Ask students to read the text quickly and check that they have understood the general meaning. Ask: *What incredible thing did Daniel Tammet do?* (He learned to speak Icelandic in one week.)
- Students then complete the text.
- They can compare their answers in pairs before you check answers as a class.

#### KEY

1 was travelling 2 had decided 3 had been surprising  
4 had astounded / astounded 5 had come / came  
6 was taking / had taken 7 had been learning 8 was struggling 9 wasn't making / hadn't been making  
10 changed 11 was absorbing / absorbed 12 was learning / had learned 13 appeared 14 succeeded

#### Exercise 8 page 5

- Students discuss their responses to the two texts in pairs. Remind them of some of the ideas they had for the final discussion activity in IA and ask if any of these ideas were mentioned in the two texts.
- Elicit tips, write them on the board and encourage students to make a note of them as they may be useful in the future.

#### Extension

Students work in groups or pairs to design a *Top Tips* poster about different ways to learn a language. They should include their own ideas and suggestions from the texts.

#### Learning outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use different past tenses correctly. I can discuss tips for learning other languages.*

# IC Grammar

## Articles

### LESSON SUMMARY

**Grammar:** Articles

**Reading:** A text about a London dialect

**Speaking:** Discussing formal and informal ways of speaking

### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and set exercise 6 as homework.

### LEAD-IN 3-4 MINUTES

- Write *accent* and *dialect* on the board. Elicit their meaning and the difference between them (*accent* = a way of pronouncing the words of a language that shows which country, area or social class a person comes from; *dialect* = the form of a language that is spoken in one area, with grammar, words and pronunciation that may be different from other forms of the same language).
- Ask: *Can you think of examples of different accents and dialects in your own language?*
- Elicit answers.

### Exercise 1 page 6

- Read the instructions together. Students discuss the question in pairs.
- Ask a few students to share their ideas with the class.

### Exercise 2 1.03 page 6

- Students read the text quickly and complete it.
- Play the recording for them to check their answers.

### KEY

1 the 2 a 3 – 4 the 5 a 6 The 7 – 8 the  
9 – 10 a 11 the 12 a

### Exercise 3 page 6

- Students summarise the facts from the text in pairs.

### Exercise 4 page 6

- Ask students to read and complete the *Learn this!* box.
- Go through the text in exercise 2 again, pausing for students to match each article with the rules in the *Learn this!* box.

### KEY

1 a or an 2 the 3 no article  
1 d such a good idea 2 c the young 3 a working-class Londoners, young working-class people, slang

### Extension: Fast finishers

- Ask **fast finishers** to look at the *Learn this!* box again and write sentences for the other article usage rules.
- Ask a few students to write a couple of their sentences on the board, leaving a gap in place of the article / no article. Get the class to decide how to fill the gap.

### For further practice of articles:

#### Grammar Builder I.3 page 132

- 1 1 a, the, a 2 a, a, a 3 a, the 4 the, –  
5 an, the, – 6 –, an, the
- 2 1 the 2 – 3 the 4 the 5 the 6 the 7 –  
8 an 9 a 10 a 11 a 12 – 13 – 14 an

### Language note: *innit?*

- Focus attention on the cartoon. Explain or elicit that *innit* is a dialect form of *isn't it*. Unlike standard question tags, which differ depending on the main verb and subject, *innit* is always used, e.g. *I'm hungry, innit?* (in place of *aren't I?*) or *You don't want this, innit?* (in place of *do you?*)
- Point out the use of the definite article *the* in *I mean the sister* instead of the possessive adjective *your*.

### Exercise 5 page 6

- Students read the sentences and think about the difference in meaning. They can refer to the *Learn this!* box if necessary.
- Check answers as a class.

### KEY

- 1 a The person speaking knows who Stephen King is.  
b The person speaking doesn't know who (the / this) Stephen King is.  
c The person speaking knows that the person calling is the famous author Stephen King.
- 2 a The offer is vague about the number of biscuits – have one or more.  
b The offer is specifically for one biscuit or two biscuits.
- 3 a We know which gym is being referred to.  
b This could be any local gym.
- 4 a This question is about school uniforms in general.  
b The speaker is referring to a particular school uniform.
- 5 a We know what gym is being referred to. There could be more than one manager.  
b We don't know which gym is being referred to. There is only one manager at the gym.

### Exercise 6 page 6

- Students complete the sentences.
- Check answers as a class.

### KEY

1 –, the 2 the, a 3 One, an, the 4 –, one, a, –, –  
5 –, the 6 a, one, the

### Exercise 7 page 6

- Students discuss the sentences in exercise 6 in pairs.
- You could hold a class vote. Ask a student to read out each sentence in exercise 6 and tell the class to raise their hands if they agree with the statement. Write the results on the board and find out which sentence students agree with most.



**KEY**

1 opinion 2 speculation 3 opinion 4 opinion  
5 speculation 6 speculation

**Exercise 3** 1.08 page 11

- Ask students to read the options and think about which options express facts. Remind them to listen for phrases that will help them to distinguish facts from opinions.
- Play the recording for students.
- Check answers as a class.

**KEY**

1 a 2 a 3 b 4 b

**Transcript**

**Speaker 1** It's well documented that malaria is the deadliest disease on the planet, causing millions of deaths every year. Genetic editing is, to my way of thinking, one of the best ways to fight the disease because it offers a long-term solution to the problem. The disease could be completely eradicated, which would be an amazing achievement.

**Speaker 2** I can see why parents don't want their babies to be born with genetic diseases, but the problem is, if you let people interfere with nature, where will it stop? Perhaps they won't want their children to have dark hair, or need glasses, or be slightly below average height. The laws that prevent scientists from creating 'designer babies' are getting weaker, and that is something that really concerns me. They need to be tighter. I'd imagine that medical science is developing other ways of dealing with hereditary conditions, so there really is no need to play God.

**Speaker 3** Humans have always used science and technology to improve on what nature has provided. I guess a pair of glasses was the first example of that. And later, hearing aids. The way I see it, genetic science is no different. People are already using it to improve their DNA. And in twenty years' time, it will be common practice to make yourself more intelligent and healthier by editing your own genes. I'm not saying it's a good thing or a bad thing – I'm just saying it's inevitable. You can't stop progress.

**Speaker 4** The whole idea of gene editing is really dangerous because to my mind, it will make the existing divisions between rich and poor even bigger. When the technology exists to create designer babies, only the rich will be able to afford it. So their children will be healthier, more intelligent and more athletic than the children of poorer people. Even today, it's been shown that about 90 per cent of people in positions of power – whether that's politics or business – come from well-off families. But if we allow gene editing, it will be impossible for somebody from a poor family to do well in the world because they won't have all the advantages of these 'super-humans'. The human race will split in two, with a group of super-rich people who are genetically enhanced.

**Exercise 4** 1.08 page 11

- Play the recording again for students to identify the phrases that each speaker uses.
- Pause the recording after each speaker and write the phrases on the board. Ask students to decide which phrases express opinions and which express speculation.

**KEY**

**Speaker 1** to my way of thinking, ... (opinion)

**Speaker 2** I'd imagine that ... (speculation)

**Speaker 3** I guess ... ; (speculation) The way I see it, ... (opinion)

**Speaker 4** to my mind, ... (opinion)

**Exercise 5** 1.09 page 11

- Students listen to a debate and identify which point is stated as fact rather than speculation.
- Give students a minute to read the points before playing the recording. At this point they do not have to understand every word to do the task.
- Check the answer as a class.

**KEY**

d

**Transcript**

**Presenter** Today in the studio we have geneticist Dr Martin Hapgood. And also the independent MP and chair of the parliamentary ethics committee on genetics, Miriam Bennett. If I may begin with you, Doctor Hapgood. Gene editing is a type of technology that's developing very quickly, isn't it?

**Dr Hapgood** Yes, it is. The principle hasn't changed though – basically, gene editing means changing a specific part of a DNA sequence in order to improve it in some way. Usually that means correcting something in the sequence that causes a hereditary disease or some other kind of unwanted condition.

**Presenter** I see. So what has changed?

**Dr Hapgood** Well, gene editing used to be very time-consuming and imprecise. Now there's a new technique that makes it a lot faster and more accurate. It's called CRISPR. And it's created a lot of exciting new opportunities.

**Presenter** But not everybody is excited by them. Some people are rather concerned. Is that not the case, Miriam Bennett?

**Ms Bennett** Yes, it is. One of the things that particularly concerns me is the fact that any changes to human DNA are permanent, in the sense that they will be handed down from generation to generation. We still don't understand the technology well enough to be making this kind of permanent change.

**Dr Hapgood** I don't see it that way. For a start, the idea that any changes to human DNA are permanent and irreversible is simply untrue. If we have the technology to change the DNA in a certain way, we have the technology to change it back again.

**Ms Bennett** But that's very unlikely to happen, isn't it?

**Dr Hapgood** Well, only because the changes we might make are likely to be positive changes – to eradicate diseases, for example. So why would anyone want to reverse that change? Wouldn't it be unfair to introduce these genetic diseases back into the population?

**Ms Bennett** Well, of course. But you're assuming that the scientists involved in this technology have perfect control over it. I'm afraid I don't really accept that! Science has a habit of overreaching itself.

**Dr Hapgood** But that's what regulations are for. And at the moment, the international regulations are working well.

**Ms Bennett** Are they? I'm not so sure. It's impossible to monitor what is happening in every laboratory all around the world. For all we know, a laboratory somewhere in China is working on producing designer babies right now.

**KEY**

1 choosing a different kind of life 2 a setback  
 3 persuaded her to follow / pursue the correct course of action 4 a future event that causes worry 5 behave in an unacceptable way  
 Sentences 1, 3 and 5 relate to a journey. Sentences 2 and 4 relate to difficulties in life.

**Exercise 9** page 14

- Students discuss the question in pairs or small groups.
- Ask one or two students to share their ideas with the class.

**Extra activity: Fast finishers**

Write the following questions on the board for **fast finishers** to answer:

*How old was Walt Disney when he left school?* (sixteen)

*What was Oprah Winfrey's mother's job?* (a housemaid)

*Why did Hawking's father think there was a problem with Hawking's health?* (because he was tripping and falling frequently)

*How did Jay Z start off in the music business?* (He formed his own label with some friends and sold CDs from the back of a car.)

**Lesson outcome**

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about overcoming obstacles. I can talk about which obstacles in life are the most difficult.*

**1G Speaking****Interview****LESSON SUMMARY**

**Speaking strategy:** Using long complex sentences

**Speaking:** Talking about yourself and your opinions

**Listening:** An exam interview with two students

**Use of English:** Choosing the best option to complete a sentence

**SHORTCUT**

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than three minutes on exercises 1 and 7. Exercise 5 can be set as homework.

**LEAD-IN 3-4 MINUTES**

- Write three headings on the board: *THE PRESENT*, *THE PAST* and *THE FUTURE*. Tell students, in pairs, to imagine they are going to interview a classmate. Give them two minutes to think of one question for each heading, e.g.  
 the present: *What's your favourite subject at school?*  
 the past: *When did you start learning English?*  
 the future: *Which country would you most like to visit?*
- Get students to choose a partner and ask one of their questions.

**Exercise 1** page 16

- Students work in pairs, asking and answering the questions. They can also use their questions from the lead-in activity.

**Exercise 2** 1.11 page 16

- Go through the Speaking Strategy together.
- Tell students to listen to the interview and identify which student uses more complex sentences, a wider variety of vocabulary and more complicated grammar. Emphasise the importance of including all these elements in an interview.
- Play the recording for students to listen.
- Check the answers as a class.

**KEY**

1 Student 2 2 Student 2 3 Student 2

**Transcript****Candidate 1**

**Examiner** First of all, I'd like to know something about you. Tell me something about your home life.

**Candidate 1** Well, I live in a three-bedroom flat with my parents and my younger brother. My aunt and uncle live in a flat in the same block, so we see them often. They come round for meals two or three days a week, and we go to theirs. They haven't got any children, and they've always treated me and my brother as if we were their son and daughter. It's nice having two sets of parents!

**Examiner** Yes, I can imagine. And what about hobbies? Do you have any time for those?

**Candidate 1** Music is a hobby for me. I play the piano and the guitar. I used to have piano lessons, but I've stopped those now. I've never had guitar lessons – I taught myself. I'd like to play in a band one day. Oh, and also, I've been doing karate for two years. But to be honest, I don't get a lot of time for hobbies, given that I have to do all my school work and my jobs around the house.

**Examiner** I see. And finally, could you tell me something about your career ambitions, if you have any? And in particular, why you need a high level of English.

**Candidate 1** Yes, well, I want to become a doctor. That means studying science at school and then medicine at university. All medical students are expected to have a good level of English, but I'm keen to speak the language really well. I'd like to spend some time in the USA after university. That's always been my ambition.

**Examiner** Thank you!

**Candidate 2**

**Examiner** I'd like to begin by asking you some questions about yourself. Firstly, tell me about your home life.

**Candidate 2** Sure. Although I was born in Barcelona, we now live in a detached house just outside a village, on the coastal road. It's a very quiet spot and very attractive, what with the sea in the distance and the mountains behind us. There are five of us in the house – me, my parents and my two brothers – and we all get along well most of the time, although it has to be said that I do argue with my brothers from time to time, particularly with the younger one. But I guess that's normal for families.

**Examiner** I'm sure it is. Now, could you say something about your hobbies?

**Candidate 1** I prefer to do outdoor activities, like cycling and rock-climbing. I'm also very keen on water sports, particularly surfing. However, even though we live very near the coast,

- 7 So terrified was he that he hid behind the sofa.
- 8 Down fell the tree / Down the tree fell with a tremendous crash.
- 9 Had I known you were a vegetarian, I would have cooked something different.

#### Exercise 4 page 24

- Go through the second *Learn this!* box together. Students find two examples of the structures in the text in exercise 1.
- Elicit ideas about the rules for forming sentences. Ensure that students understand that in examples 3, 4, 5, 6 and 7, the verbs change from positive to negative or vice versa.

#### KEY

No sooner had we hidden ourselves among the bushes than it began to rain. (structure 1)

Neither have his powers of induction ever been better used. (structure 3)

#### For further practice of inversion of subject and verb (2): Grammar Builder 2.3 page 137

- 1 2 No sooner had Ben arrived than he started an argument.
- 3 Nowhere could the manager find the keys to the safe.
- 4 Little did we know that grandad was so ill.
- 5 Not only did Liam let me stay in his flat, but he also let me use his car.
- 6 Not until it was too dark to see did we stop working.

#### Exercise 5 page 24

- Students rewrite the sentences.
- Check answers as a class.

#### KEY

- 1 No sooner had she finished her homework than she went out.
- 2 Not for one second would I doubt George's honesty.
- 3 Under no circumstances should books be removed from the reference library.
- 4 Not only was it dishonest, but it was also illegal.
- 5 Not until I'd finished the book did I go to sleep.
- 6 Josh has never tried skiing. Neither / Nor has he ever been snowboarding.
- 7 Nowhere could I find a phone box.

#### Exercise 6 page 24

- Students work in pairs to complete the sentences with their own ideas. Monitor and check that students form the sentences correctly.

#### Extra activity: Fast finishers

- Write the following sentence stems on the board for **fast finishers** to complete with their own ideas:  
*So excited was I to ... that I ...*  
*Were you more ... you would ...*  
*Not for one moment would I imagine that ...*  
*Under no circumstances would I ever ...*
- They can then compare their sentences with a partner.

#### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use adverbials at the start of a sentence. I can use inversion for emphasis.*

## 2E Word Skills

### Compounds

#### LESSON SUMMARY

**Vocabulary:** Compound adjectives

**Reading:** An article about an internet hoax

**Listening:** An internet hoax

**Speaking:** Giving opinions about internet hoaxes

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercises 1 and 2. Exercise 7 can be set for homework.

#### LEAD-IN 3-4 MINUTES

- Write the following on the board: *old-f... , kind-h... , cold-b... , open-m... , middle-a... , well-m... , heart-b...*
- Challenge students, in pairs or small groups, to complete the compound adjectives. (old-fashioned, kind-hearted, cold-blooded, open-minded, middle-aged, well-meaning, heart-broken)
- Elicit a sentence for each compound adjective on the board.

#### Exercise 1 page 25

- Focus attention on the photo. Ask:  
*Who is the man in the photo? Why is he famous?*  
*What animal is in the photo? Why is the photo strange?*
- Check that students understand *internet hoax*.
- Students discuss their ideas in pairs, but do not confirm answers to the questions yet.

#### Exercise 2 page 25

- Students read the text to check their ideas. Remind them that they do not need to understand every word to do so.

#### Exercise 3 page 25

- Go through the *Learn this!* box together.
- Students read the text again and identify the different types of compound adjectives and the compound noun.
- Check answers as a class.

#### KEY

- 1 highly respected, best-known
- 2 Oscar-winning, record-breaking
- 3 cold-hearted, good-humoured
- 4 news-worthy
- 5 two-time, 60-year-old, full-scale
- 6 wind-up

#### Exercise 4 page 25

- Students match the words.
- Check answers as a class.