

## Reading SB page 5

### Stage 1 Get Ready!

- 1 Refer students to the photo and ask them what they think the article will be about. Read the reading skill box with the class. Students follow the suggestions and decide on the best title for the article.

#### ANSWER

C

### Stage 2 Read and Understand

- 2 1.2 Read out the questions and ask students if they can remember anything from their first reading to help them answer the questions. Play the audio for students to listen and read. Elicit the answers to the questions.

#### ANSWERS

The age gap is 60 years. They are good friends because they get on really well and they both love films.

- 3 Students complete the sentences with the correct names. Check answers, and discuss the evidence in the article for each answer.

#### ANSWERS

- |            |            |
|------------|------------|
| 1 Megan    | 4 Victoria |
| 2 Megan    | 5 Megan    |
| 3 Victoria |            |

#### Extra comprehension

Write the following questions on the board. Students read the article again and answer the questions.

- How long have Megan and Victoria known each other?
- What things did Megan use to do with her friends?
- What do Megan and Victoria do together?
- What does Victoria think will happen when Megan goes to university?

#### ANSWERS

- nearly three years
- not much, just hanging out
- go to museums, the cinema, the theatre, try out restaurants, or go for walks
- She thinks they will still be friends and she will go to visit Megan.

#### Extra language

Write the following verb forms on the board. Students work in pairs and race to find examples of the forms in the article. Write examples on the board and discuss how each verb form is used.

- |                      |                     |
|----------------------|---------------------|
| 1 present simple     | 6 used to           |
| 2 present continuous | 7 would             |
| 3 past simple        | 8 will              |
| 4 past continuous    | 9 future continuous |
| 5 present perfect    | 10 future perfect   |

#### SUGGESTED ANSWERS

- Most people hang around ...
- I'm having so much fun!
- They met when Megan and her family ...
- Megan was leaving the house ...
- I've got to know a lot more people ...
- I used to spend a lot of time ...
- I would only go out about once a week.
- So will they still be friends ... ?
- I'll be visiting her regularly.
- Soon they will have known each other ...

#### Reading Help

Starter Reading, WB p.3

Starter Vocabulary reference, SB p.110

Teacher's Resource Book

## Grammar SB pages 6–7

### Present and past tenses

Before students begin the exercises, review present and past tenses by doing the following Extra grammar task.

#### Extra grammar

Write the following on the board:

- |                               |                                    |
|-------------------------------|------------------------------------|
| 1 I <u>play</u> tennis        | A now.                             |
| 2 I <u>am playing</u> tennis  | B yesterday.                       |
| 3 I <u>played</u> tennis      | C at three o'clock this afternoon. |
| 4 I <u>was playing</u> tennis | D every Saturday.                  |

Ask students to name the underlined tenses, then match 1–4 with A–D and explain the different usages.

#### ANSWERS

- |                          |                       |
|--------------------------|-----------------------|
| 1 D (present simple)     | 3 B (past simple)     |
| 2 A (present continuous) | 4 C (past continuous) |

#### Grammar reference

The Grammar reference for the Starter unit on pages 95–98 has more information about present and past tenses. You could refer students to the Grammar reference now to help them with the practice exercises.

- 1 Students read the text and choose the correct answers. Check answers, and ask students to explain why each answer is correct, focusing particularly on choices between simple and continuous forms.

#### ANSWERS

- |               |                    |
|---------------|--------------------|
| 1 don't like  | 6 came up          |
| 2 arrived     | 7 Are you enjoying |
| 3 seemed      | 8 were dancing     |
| 4 felt        | 9 asked            |
| 5 was talking | 10 didn't remember |
- 2 Students complete the sentences with the correct form of the bold verbs. Remind them to be careful with irregular past forms.

**ANSWERS**

- 1 liked / used to like   2 let / used to let / would let  
 3 go out   4 'm / am not allowed   5 went   6 met  
 7 was talking; arrived   8 were   9 are not / aren't talking
- 3  Read the Language extra box with the class. Remind students that in the present simple and past simple we use the base form of the main verb in questions. Students write questions for the answers.

**ANSWERS**

- Where do you live?
- How old are you?
- Are you waiting for your friend?
- What were you doing when I called?
- Did you meet him after school yesterday?
- What are you studying?
- Where did they go?
- Which musical instrument did you use to play?

**Grammar practice**

The Grammar practice for the Starter unit on Workbook pages 83–84 has more exercises practising the present and past tenses presented in this unit. You could ask students to complete these exercises to help them consolidate what they've learned in this lesson. Remind students they can also refer to the Essential grammar section on Workbook pages 79–82 if necessary.

**Future forms**

Before students begin the exercises, review future forms by doing the task in the Extra grammar box below.

**Extra grammar**

Ask students the following questions:

- Do you think it will rain tomorrow?
- What are you doing at the weekend?
- What are you going to do in the summer holidays?

Write each question and an example answer on the board and discuss why each verb form is used.

**Grammar reference**

The Grammar reference for the Starter unit on pages 95–98 has more information about future forms. You could refer students to the Grammar reference now to help them with the practice exercises.

- 4 Students complete the sentences with the correct future forms.

**ANSWERS**

- |                        |                              |
|------------------------|------------------------------|
| 1 'll / will phone     | 4 's / is meeting            |
| 2 's / is going to ask | 5 'm / am going to introduce |
| 3 will be              |                              |
- 5 Elicit future continuous examples by asking students: *What will you be doing at eight o'clock this evening?* Write some responses on the board and remind students that we use the future continuous to talk about an action in progress at a particular point in the future. Students look at the diary and complete the sentences.

**ANSWERS**

- At five past eleven, she'll be taking Ana to the train station.
- At half past two, she'll be studying for the French exam with Maria.
- At quarter past nine, she'll be watching the basketball match with Carlos.
- Elicit an example of the future perfect. Ask students: *Will you still be doing your homework at one o'clock in the morning?* Elicit the full answer: *No, I will have finished it.* Students look at the diary and write the sentences. Remind them to be careful with irregular past participles.

**ANSWERS**

- She'll / Julia will have had lunch with her dad.
- She'll / Julia will have met Maria.
- She'll / Julia will have cooked dinner for Maria.
- Point out that this exercise includes examples of all the future forms in this unit. Students choose the correct answers. When you check answers as a class, discuss why each answer is correct.

**ANSWERS**

- |               |                      |
|---------------|----------------------|
| 1 won't be    | 4 won't have arrived |
| 2 'm visiting | 5 'll be lying       |
| 3 will go out | 6 's going to rain   |
- 8  Students answer the questions with their own ideas. Remind them to think carefully about which tense to use for each answer. Then students ask and answer the questions in pairs.

**ANSWERS**

Students' own answers.

**Extra grammar**

Ask students to write six more questions to ask a partner: two each with *will*, *going to* and the present continuous. Students ask and answer their questions in pairs.

**ANSWERS**

Students' own answers.

**Extra dictation**

Write the following sentences on the board and model their pronunciation at normal speed: *I'll see Tom. / I'll have seen Tom. / I'll be seeing Tom.* Point out that the pronunciation of the different future forms of a verb using *will* are very similar.

Dictate the following sentences. Students should listen carefully to hear the verb forms.

- We'll have finished by eight.
- They'll arrive at lunchtime.
- She'll be working tomorrow.
- I'll see you later.
- We're leaving at seven.
- They'll have arrived by lunchtime.

**Grammar practice**

The Grammar practice for the Starter unit on Workbook page 83 has more exercises practising the future forms presented in this unit. You could ask students to complete these exercises to help them consolidate what they've learned in this lesson.

## Get it right

9 Students correct the errors in the sentences.

### ANSWERS

- 1 Susie doesn't ~~likes~~ **like** dancing.
- 2 Correct.
- 3 Mark ~~use to~~ **used to** go out with my sister.
- 4 He was ~~talk~~ **talking** to a girl in the café.
- 5 Do you think that Juan **will** be at the party tonight?
- 6 When I was young, I ~~would~~ **used to** have a pet.

### Grammar Help

Grammar reference, SB pp.95–98

Grammar practice, WB pp.83–84

Starter unit Grammar, WB pp.4–5

Essential grammar, WB pp.79–82

Teacher's Resource Book

## Language Workshop SB pages 8–9

### Phrasal verbs: Relationships

- 1 🗣️ Read the rules about phrasal verbs with the class. Elicit other examples of phrasal verbs that students know, e.g. *sit down*, *come in*, *get up*. Students read the dialogue quickly and answer the question.

### ANSWER

She broke up with him because he was always letting her down by cancelling dates or arriving late.

- 2 Students find the bold phrasal verbs in the dialogue and write the infinitive forms. They then match them with the definitions. Encourage them to use the context to help them decide the meaning of unknown phrasal verbs.

### ANSWERS

- 1 let someone down
  - 2 go out with someone
  - 3 split up with someone
  - 4 ask someone out
  - 5 get over something
  - 6 chat someone up
- 3 🗣️ Students identify the phrasal verbs in the sentences and write the infinitive forms. Check these answers, and encourage students to use the context to try to guess the meanings of the phrasal verbs before they look in their dictionaries or search online. Check answers and tell students to write new phrasal verbs in their notebooks.

### ANSWERS

- 1 bring up = raise
- 2 hang out with = spend time with as a friend
- 3 look after = care for
- 4 look up to = show respect for
- 5 turn to = approach

### Extra phrasal verbs

Ask students to write their own answers to the questions in exercise 3, then ask and answer the questions in pairs.

### ANSWERS

Students' own answers.

### Extra phrasal verbs

Write the following sentences on the board. Ask students which sentence is grammatically incorrect, and why.

- 1 *Simon asked Rachel out.*
- 2 *Simon asked out Rachel.*
- 3 *Simon got Julia over.*
- 4 *Simon got over Julia.*

### ANSWER

Sentence 3 is grammatically incorrect. *Get over* is an inseparable phrasal verb, which means that the verb and preposition cannot be separated by the object; the object must come after the preposition. *Ask out* is a separable phrasal verb (the object can separate the verb and preposition). Tell students that it is a good idea to record transitive phrasal verbs in their vocabulary notebooks with a pronoun object to indicate whether they are separable or inseparable.

- 4 Read out the three headings and check that students understand *optimist*. Students complete the sentences with the correct form of the verbs. Point out that they need to look at the preposition after each gap to help them choose the correct verb to form a phrasal verb.

### ANSWERS

- 1 hang
- 2 chat
- 3 ask
- 4 let
- 5 turn
- 6 split
- 7 go

### Phrasal verbs extension

The Phrasal verbs extension on Workbook page 6 has further practice exercises to consolidate students' use and understanding of the phrasal verbs in this unit.

### Comparative and superlative adjectives

- 5 🗣️ Read the rules on comparative and superlative adjectives with the class. Point out that we use *-er* and *-est* with short adjectives, e.g. *small*, *smaller*, *smallest*. We use *more* and *most* with longer adjectives, e.g. *more exciting*, *the most exciting*. Point out the use of *than* in comparatives (e.g. *I'm taller than you*), and the use of *the* in superlatives, (e.g. *the tallest person in our class*). Students complete the sentences with the correct comparative and superlative form of the bold adjectives.

### ANSWERS

- 1 shorter
  - 2 the most intelligent
  - 3 the worst
  - 4 more challenging
  - 5 the best
  - 6 gentler
  - 7 the most expensive
- 6 Remind students that we use *far less*, *far more*, *much less* and *much more* with comparative adjectives (e.g. *far more important*), and we use *by far* with superlative adjectives (e.g. *by far the most important*). Read out the first sentence and elicit the rewritten sentence as an example. Students then rewrite the sentences.

### ANSWERS

- 1 That was by far the tastiest pizza I've (ever) eaten.
- 2 Hannah isn't as fit as her brother.
- 3 Craig's much stronger than I am / than me.
- 4 Asking someone out is far more difficult than I realized.
- 5 Ian isn't busier than Scott.
- 6 Josie is as tall as her dad.

### Extra vocabulary

Focus on the photo of the pizza and ask: *What is your favourite pizza and how much does it cost?* Elicit a few prices and descriptions, e.g. ham and mushroom.

Write the adjectives *cheap* and *expensive* on the board. Put students into pairs and give them two minutes to write as many sentences about their pizzas as they can, using comparative and superlative forms.

#### ANSWERS

Students' own answers.

### Get it right

7 Students correct the errors in the sentences.

#### ANSWERS

- 1 He's an hour late. I can't believe he's let me ~~up down~~ again!
- 2 This is the ~~worse~~ **worst** restaurant in town by far.
- 3 I really look ~~into~~ **up to** my sister and always ask for her advice.
- 4 Ray's upset because he's ~~hung~~ **split up** with his girlfriend.
- 5 This story is as fascinating ~~as~~ the last one she wrote.
- 6 I'm ~~the~~ **tallest** person in my family.

### Vocabulary reference

The Vocabulary reference for the Starter unit on page 110 has more information about phrasal verbs for relationships and comparative and superlative adjectives. You could refer students to the Vocabulary reference now to help them consolidate their understanding by completing the practice exercises on the page using the information to help them.

### Language Workshop Help

Vocabulary reference, SB p.110  
Phrasal Verbs extension, WB p.6  
Starter unit Vocabulary, WB p.6  
Teacher's Resource Book

## Writing SB page 10

### A narrative

#### Stage 1 Get Ready!

- 1 Check that students understand that a narrative is a story. Check they understand *dating*. Students read the narrative and the dating rules, then answer the questions. Discuss the answers as a class and encourage students to point out the text that supports their answers.

#### ANSWER

Rob broke rules 2, 4, and 5. He kept rules 1 and 3.

- 2  Read the writing skill box with the class. Ask students to find the time expressions and sequencing words in the narrative. Check they understand them all and point out the use of a comma after time expressions and sequencing words that come at the beginning of a sentence. Students complete the narrative with the correct time expressions and sequencing words.

#### ANSWERS

- 1 A few days ago
- 2 the next day
- 3 then
- 4 When
- 5 Next week

### Extra writing

Write the following prompts on the board:

- 1 *last week / José and Maria / arrange / go to the cinema*
- 2 *they / meet / outside the cinema / at seven o'clock*
- 3 *they / stand / in the queue / when / José / realize / he / forget / his wallet*
- 4 *he / run / home to get it / and they / miss / half the film*

Ask students to make sentences from the prompts using past tenses, then combine them into a narrative.

#### ANSWER

Last week, José and Maria arranged to go to the cinema. They met outside the cinema at seven o'clock. They were standing in the queue when José realized he had forgotten his wallet. He ran home to get it and they missed half the film.

### Stage 2 Do the task

- 4 Read the task in exercise 3 and the writing checklist with the class. Students read the narrative and answer the questions. Discuss the answers with the class.

#### SUGGESTED ANSWER

The narrative is not very good because it has grammar, word order, punctuation and spelling errors. The ideas have not been organized into paragraphs.

- 5 Read through the error types with the class and elicit an example of each one. Students read the narrative again to find the errors and identify them using the codes. Elicit answers from the class to check they have identified all of the errors before moving on to exercise 6.

#### ANSWERS

Next week (v)	eat (g)
guy really good-looking (w.o.)	¡ (p)
meet (g)	Unfortunately (sp)
jeans old (w.o.)	was asking (g)
wether (sp)	are seeing (g)

- 6 Students correct the errors in the narrative from exercise 4. Tell students to write the corrected narrative in their notebooks and divide the text into three paragraphs.

#### ANSWERS

Next ~~Last~~ week, I went to a concert with some friends. I met a ~~guy really good-looking~~ **really good-looking guy** called Karl, and I asked him out.

The next day, we ~~meet met~~ by the river. I was wearing my ~~jeans old old jeans~~. The ~~wether~~ **weather** was beautiful, and I had brought a picnic. We sat on the grass and ~~eat~~ **ate** the picnic. ¡Then it started raining! ~~Unfortunately~~ **Unfortunately**, his clothes got very wet.

When we said goodbye, I ~~was asking~~ **asked** for his telephone number. I hope we ~~are seeing~~ **will see** each other again.

- 7 Students write their own narrative. Remind them to organize their writing into clear paragraphs, and use a range of vocabulary to make their writing lively and interesting. Encourage students to refer to the model in exercise 1 and the time expressions and sequencing words in the writing skill box to help them.

### Writing Help

Starter unit Writing, WB pp.7–8  
Teacher's Resource Book

## Vocabulary SB page 11

### Adjectives: home and place

1 Focus on the photos and ask: *Which house do you prefer? Why?* Elicit a range of answers. Students then read the text and match it to the correct house. Focus on the bold adjectives in the text and put students into pairs to check the meanings. Encourage them to read the sentence around each bold word carefully, to try to guess the meaning before they check in their dictionaries. Discuss the meanings as a class.

#### ANSWER

B

2 Read out the first sentence and complete it with each adjective in turn. Elicit which one is correct. Students then read the sentences and choose the correct answers.

#### ANSWERS

1 A 2 C 3 D 4 B 5 D

#### Extra vocabulary

Point out the prefix *in-* in the adjective *inconvenient*. Write the following adjectives on the board and ask students to make opposites by adding the prefix *in-*, *im-*, or *un-*.

*possible comfortable necessary patient  
expensive happy*

#### ANSWERS

impossible, uncomfortable, unnecessary, impatient, inexpensive, unhappy

3   1.3 Tell students they are going to watch or listen to two people describing where they live. Allow students time to read through the adjectives. Play the video or audio. Students watch or listen and note down who mentions each word.

#### ANSWERS

**Bryan:** convenient, lively, noisy, ugly, modern, dark, cramped  
**Louisa:** picturesque, calm, peaceful, spacious, cool, warm, light, old-fashioned, inconvenient

4   1.3 Read out the question, then play the video or audio again. Students discuss in pairs which home they would prefer and why. Encourage them to use the sentence prompt and some adjectives from this page. Elicit answers from individual students.

#### ANSWERS

Students' own answers.

#### Extra phrasal verbs

Write the following words on the board and explain that they are all used as particles with the verb *come* to form phrasal verbs to do with home and place.

*on in round across*

Write the following sentences on the board. Students complete them with correct prepositions from the list.

Ask students to give a definition for each phrasal verb, then add them to their vocabulary notebooks.

- 1 My friend **came** \_\_\_\_\_ last night and we watched a film together.
- 2 **Come** \_\_\_\_\_, hurry up! We'll be late!
- 3 I **came** \_\_\_\_\_ some old photos in a cupboard.
- 4 Someone **knocked on** the door, so I shouted, '\_\_\_\_\_!'

#### ANSWERS

- 1 came round (visited)
- 2 come on (an exclamation used to encourage someone)
- 3 came across (found by accident)
- 4 Come in (enter)

### Vocabulary reference

The Vocabulary reference for Unit 1 on page 111 has more information about adjectives of home and place. You could refer students to the Vocabulary reference now to help them consolidate their understanding by completing the practice exercises on the page using the information to help them.

### Vocabulary Help

Unit 1 Vocabulary reference, SB p.111

Unit 1 Vocabulary, WB pp.12–13

Teacher's Resource Book

## Reading SB pages 12–13

### Stage 1 Get Ready!

1 Read out the statements and check that students understand *possessions*. Students discuss the statements in pairs. Encourage them to give reasons for their opinions. If necessary, give them structures for agreeing and disagreeing:

*I (completely) agree ...*

*I'm not sure whether ...*

*I don't agree at all ...*

*I (completely) disagree ...*

#### ANSWERS

Students' own answers.

#### Extra speaking

Ask students to decide which three of their possessions they could not live without. In pairs, students tell each other about their choices and explain their reasons. Give students some useful expressions, for example:

*If I could only choose three items, I would choose ...*

*My ... is important to me because ...*

*I couldn't live without my ... because ...*

2 Read out the three possible alternative titles and check understanding of *survival* (= remaining alive in difficult conditions). Students read the article quickly and choose the best title. Remind them that when they read a text

for the first time, they shouldn't worry if they don't understand every single word. Check the answer, and discuss as a class why this is the most suitable title.

#### ANSWER

B

#### Extra comprehension

Students read the text quickly again and find:

- 1 *four possessions Hugh has now.*
- 2 *three possessions that he had in his flat in London.*

#### ANSWERS

- 1 a rucksack, a portable radio, a sleeping bag, a stove
- 2 a computer, a TV, a fridge-freezer

#### Focus on false friends

- 3 Students read the text quickly to find the false friends, then choose the correct definition. Tell students to read the words before and after the false friend to help them understand the meaning.

#### ANSWERS

- 1 demonstrate
- 2 achieved something
- 3 worried

#### Extra false friends

Write the following words and sentences on the board. Students complete the sentences with the correct form of the words in the list.

*prove try succeed happen anxious eager*

- 1 *I know he stole my pen, but I can't \_\_\_\_\_ it.*
- 2 *That was a loud bang – what \_\_\_\_\_?*
- 3 *My little brother always wants to help – he's really \_\_\_\_\_ to please.*
- 4 *I \_\_\_\_\_ to open the door, but it was stuck.*
- 5 *'You look \_\_\_\_\_ – what's wrong?' 'I'm waiting for my exam results.'*
- 6 *If you work hard, you should \_\_\_\_\_ in life.*

#### ANSWERS

- 1 prove 2 happened 3 eager
- 4 tried 5 anxious 6 succeed

#### False friends reference

The False friends reference on Workbook page 112 has a list of more false friends and short definitions to clarify their meaning.

### Stage 2 Read and Understand

- 4  1.4 Allow students time to read the statements, then play the recording while students listen and read the article. Students choose *true* or *false* for the statements and give evidence from the article.

#### ANSWERS

- 1 False – 'He does not even have a tent.' (paragraph 1)
- 2 True – '... he has quickly learnt how to make the river water safe to drink and how to cook in a hole in the ground.' (paragraph 2)

- 3 False – 'Before he started camping in the forest, he had been living in a comfortable flat in the centre of London.' (paragraph 3)
- 4 False – 'One reason is that he has been raising money for charity by asking people to sponsor him.' Also 'Hugh wanted to prove that it is possible to live a simpler life.' (paragraph 3)
- 5 False – 'But now that I know why he's doing it, I really respect him.' (paragraph 4)

#### Reading tip

Point out that students can save time by scanning the text quickly for key words (e.g. *tent*) or names (e.g. *Glenn Morgan*). They can then read that part of the text carefully to see if the meaning matches the statement.

#### Vocabulary reference

The Vocabulary reference for Unit 1 on page 111 has a list of unit vocabulary items and their pronunciation. You could refer students to the Vocabulary reference now to help them with their answers to exercise 5.

- 5 Students read the text again and write their answers. Remind students that they must not copy chunks from the text, but should use their own words as much as possible.

#### SUGGESTED ANSWERS

- 1 **Hugh works in London.**
- 2 **At night the forest is sometimes scary, and in winter it is very cold.**
- 3 **Hugh wanted to raise money for charity, so he asked people to sponsor him. He also wanted to show that it is possible to live a simple life.**
- 4 **Glenn Morgan respects Hugh.**
- 6  Students read the reading skill box. If students need more support, read through the steps as a class and make sure students understand everything. Read out the first sentence of the summary and point out that it explains the general theme of the text. Students read the summary and match the bold sentences with the reasons why they should not be included.

#### ANSWERS

- 1 B 2 C 3 A
- 7 Students find words in the text to match the definitions. Tell students to use the paragraph references to help them find the word in the text and look at the context to help them choose the correct definition.

#### ANSWERS

- 1 commuter 2 portable 3 boil 4 scary
- 5 a celebrity 6 respect

#### Extra vocabulary

Write the following words and phrases on the board. Students find them in the text and write a sentence or definition to show that they understand them.

- 1 *lifestyle (paragraph 1)*
- 2 *focus on (paragraph 2)*
- 3 *given it all up (paragraph 3)*

#### SUGGESTED ANSWERS

- 1 the way someone lives
- 2 concentrate on
- 3 stopped having it all

## Get set ... Go

8 Students discuss the questions in pairs. If necessary, give them a few useful phrases to help them express their ideas and opinions:

*I'd love / hate to live like Hugh, because ...*

*I (don't) think that modern life is too materialistic, because ...*

*We need to think more about ... than money and possessions.*

### ANSWERS

Students' own answers.

## Reading Help

Unit 1 Reading, WB p.9

False friends reference, WB p.112

Unit 1 Vocabulary reference, SB p.111

Teacher's Resource Book

## Grammar SB pages 14–15

### Perfect tenses

#### Stage 1 Get Ready!

1 🎧 Students read the rules and write the first person singular form of the bold verbs. Remind them that there are two ways of writing the verb forms: the full form, and the contracted form. Encourage them to write both forms.

### ANSWERS

I have / I've become

I have / I've been living

I have / I've been cooking

I had / I'd fallen

I had / I'd been living

I will / I'll have raised

I will / I'll have been living

### Grammar reference

The Grammar reference for Unit 1 on pages 98–101 has more information about the perfect tenses presented in this unit. You could refer students to the Grammar reference now to help them with the practice exercises.

#### Stage 2 Practise

##### Present perfect tenses

2 Do the first sentence together, discussing as a class why the present perfect is the correct tense (because we are not specifying a time). Students then read the sentences and choose the correct answers. Ask them to explain their answers. When checking answers, point out that sentences 1, 2 and 3 do not specify a time in the past, so we use the present perfect. Sentences 4, 5, and 6 all refer to a specific time in the past (on Saturday), so we use the past simple.

### ANSWERS

1 've / have finished 2 haven't seen 3 haven't done

4 did you do 5 did 6 paid

3 Students complete the sentences with the correct form of the bold verbs. Ask them to explain their answers when you check with the class.

### ANSWERS

1 haven't been sleeping

2 has lived

3 've / have been tidying

4 have visited

5 have been playing

6 haven't watched

### Extra grammar

For practice of the difference between *have been* and *have gone*, write these sentences on the board:

1 Why isn't John here?

A He's been on holiday.

2 Why is John so tanned?

B He's gone on holiday.

Ask students to match questions 1–2 with answers A–B and explain their answers.

### ANSWERS

1 B (John is away, so we use *gone*.)

2 A (John has come back, so we use *been*.)

### Extra grammar

For extra practice of *for* and *since*, write the following sentences on the board. Then ask students to complete them with *for* or *since*. Check answers, and use the sentences to illustrate the rule that we use *for* with a period of time (for example: *for three years*) and *since* with a point of time in the past (for example: *since 2002, since last year*).

1 I've been living here \_\_\_\_ three years.

2 I've known Paul \_\_\_\_ 2002.

3 We've been waiting \_\_\_\_ two hours!

4 I haven't seen her \_\_\_\_ last year.

### ANSWERS

1 for 2 since 3 for 4 since

### Past perfect tenses

4 Remind students that we use the past perfect for an action that happened before other actions in the past. Read out the first sentence and elicit the two actions (*I arrived at the party / Angela left*). Elicit which action happened first (*Angela left*), then elicit the correct verb form. Students then read the sentences and choose the correct answers. When you check answers, ask students to explain their answers, and elicit or point out that sentences 1, 3 and 4 use the past perfect simple because the action(s) happen before the other action in the sentence. Sentences 2 and 5 use the past simple because the actions happen at the same time or after the other action.

### ANSWERS

1 had already left 2 arrived 3 had directed

4 had gone 5 Did you go

5 Students read the story and complete it with the correct form of the bold verbs. Remind them to think about whether each action happened at the same time or earlier than the other actions.

### ANSWERS

1 had forgotten

2 had already left

3 had borrowed

4 hadn't returned

5 had been thinking

6 had been looking forward

### Extra dictation

Point out that the differences in pronunciation between the past simple, present perfect, and past perfect forms of a verb can be quite small. Dictate the following sentences and remind students to listen carefully for which tense is being used:

- 1 *They've lived there for ten years.*
- 2 *I'd never met him before.*
- 3 *We made a mistake.*
- 4 *She's already left.*
- 5 *I'd forgotten to bring any money.*

### Future perfect tenses

6 Refer students back to the rules for the future perfect and continuous on page 14. Read out the first sentence and elicit the answer as an example. Students then complete the sentences with the correct form of the bold words. When checking answers, you could elicit or point out that sentences 1, 2, 3 and 5 use the future perfect continuous because they focus on the duration of the action. Sentence 4 uses the future perfect simple because it focuses on a completed action.

#### ANSWERS

- 1 'll / will have appeared
- 2 'll / will have been waiting
- 3 will have been travelling
- 4 'll / will have had
- 5 'll / will have been dancing

### Mixed perfect tenses

7 Explain to students that this exercise brings together all the tenses they have studied in this unit. Students read the sentences and choose the correct answers. When you check answers, ask students to explain their answers and refer back to the rules on page 14 if necessary to explain them.

#### ANSWERS

- 1 've moved
- 2 've had
- 3 will have been studying
- 4 hadn't seen
- 5 'd been working
- 6 will have finished

### Focus on transformations

8 Explain that students need to rewrite the sentences using the bold words, and they may need to change the verb tenses. Students rewrite the sentences.

#### ANSWERS

- 1 I've been swimming since I was six.
- 2 By the time my parents got married, they had been going out with each other for ten years.
- 3 Sam has been living in Valencia since last year.
- 4 When I arrived, they had been waiting for an hour.

### Exam tip

#### Sentence transformations

Point out to students that sometimes the order of events changes in the transformed sentence, so they must think carefully about which verb form to use to make sure the meanings stay the same.

### Get it right

9 Students correct the errors in the sentences. Remind them that the box contains grammar both from this unit and from the Starter unit.

#### ANSWERS

- 1 This time next month, Paul and Jake will have **been** living in their flat for two years.
- 2 I'm **looking** I've **been** looking after my little sister all day – I'm really tired.
- 3 Before he moved to Madrid, he **has had** never been to Spain.
- 4 When ~~you went~~ **did you go** to London?
- 5 It's cold in here. I think I'm **turning** I'll / I will **turn** on the heater.
- 6 This time tomorrow, I'm **flying** I'll / I will **be flying** to New York.

### Grammar practice

The Grammar practice for Unit 1 on Workbook pages 84–85 has more exercises practising the perfect tenses presented in this book. You could ask students to complete these exercises to help them consolidate what they've learned in this lesson. Remind students they can also refer to the Essential grammar section on Workbook pages 79–82 if necessary.

### Grammar Help

- Unit 1 Grammar reference, SB pp.98–101
- Unit 1 Grammar practice, WB pp.84–85
- Unit 1 Grammar, WB pp.10–11
- Essential grammar, WB pp.79–82
- Teacher's Resource Book

## Language Workshop SB pages 16–17

### so ... that / such ... that

1 🎧 Read through the rules with the class. Read out the first gapped sentence and elicit the correct missing word as an example. Students then complete the sentences with *so* or *such*. Ask strong students or fast finishers to translate the completed sentences.

#### ANSWERS

- 1 so 2 such 3 so 4 such 5 so
- 2 Students match the sentence halves. Remind them to use the rules to help them match the sentences so that they make sense.

#### ANSWERS

- 1 C 2 D 3 B 4 F 5 A 6 E
- 3 Students combine the sentences using the bold linkers.

#### ANSWERS

- 1 It was such a lovely house that we decided to buy it immediately.
- 2 The weather was so cold that there was ice on the windows.
- 3 The hotel had such horrible rooms that we left the next day.
- 4 The chair was so comfortable that I fell asleep while watching TV.

### Extra vocabulary

Ask students to rewrite the sentences in exercise 3 to change *so* to *such*, or *such* to *so*, for example: *It was such a lovely house that ...*; *The house was so lovely that ...*

#### SUGGESTED ANSWERS

- 1 The house was so lovely that we decided to buy it immediately.
- 2 It was such a cold day that there was ice on the windows.
- 3 The rooms in the hotel were so horrible that we left the next day.
- 4 It was such a comfortable chair that I fell asleep while watching TV.

### Focus on phrasal verbs

- 4 Students write the infinitive form of the phrasal verbs and match them with the definitions.

#### ANSWERS

- 1 break down; stop working
- 2 clear up; tidy
- 3 come over; visit
- 4 come in; enter

### Phrasal verbs extension

The Phrasal Verbs extension on Workbook page 13 has further practice exercises to consolidate students' use and understanding of the phrasal verbs in this unit.

### Noun suffixes

- 5 🎧 Read the rules with the class. Point out that there is sometimes a spelling change when a suffix is added to a verb, for example the final *-e* in some words is dropped: *organize – organization, locate – location*. Students use the suffixes to make nouns from the verbs, using a dictionary if necessary.

#### ANSWERS

appearance, connection, construction, decoration, dependence, employment, entertainment, invitation, performance, preference

- 6 Students complete the sentences with the correct nouns from exercise 5. When checking answers, write the nouns on the board for students to check their spelling.

#### ANSWERS

- 1 entertainment
- 2 construction
- 3 invitation
- 4 decorations
- 5 appearance

### Extra vocabulary

Write the following sentences on the board for students to complete with nouns formed from the verbs in brackets.

- 1 She had a feeling of (*disappoint*) when she failed her exam.
- 2 We need to reduce our (*depend*) on oil.
- 3 The rain spoiled our (*enjoy*) of our holiday.
- 4 After a short (*hesitate*), he accepted the invitation.

#### ANSWERS

- 1 disappointment
- 2 dependence
- 3 enjoyment
- 4 hesitation

### Question tags

- 7 🎧 Read the rules with the class. Point out that the main part of the sentence is a statement, and the question tag

turns it into a question. Students read the sentences and choose the correct answers.

#### ANSWERS

- 1 haven't you
  - 2 isn't it
  - 3 didn't they
  - 4 is it
- 8 Read out the first sentence of the dialogue and elicit the correct question tag as an example. Students then complete the dialogue with the correct question tags.

#### ANSWERS

- 1 isn't it
- 2 wasn't it
- 3 do they
- 4 hadn't they
- 5 haven't they

### Get it right

- 9 Students correct the errors in the sentences. Remind them that the box contains vocabulary from this unit and from the Starter unit.

#### ANSWERS

- 1 The house was ~~such~~ so expensive that they couldn't afford it.
- 2 There's a huge ~~differance~~ difference in the size of the two houses.
- 3 They're living in the east of Scotland, ~~are~~ aren't they?
- 4 You're upset now, but you'll ~~go~~ get over it eventually.
- 5 It's the ~~older~~ oldest house in the city.
- 6 Your flat is far ~~much~~ more modern than I expected.

### Vocabulary reference

The Vocabulary reference for Unit 1 on page 111 has more information about *so ... that / such ... that*, noun suffixes and question tags. You could refer students to the Vocabulary reference now to help them consolidate their understanding by completing the practice exercises on the page using the information to help them.

### Language Workshop Help

Unit 1 Vocabulary reference, SB p.111

Phrasal Verbs extension, WB p.13

Unit 1 Vocabulary, WB pp.12–13

Teacher's Resource Book

## Communicate SB pages 18–19

### Listening

- 1 🎧 Read the listening skill box with the class. Students think of one advantage and one disadvantage of living alone. Elicit students' answers, then, as a class, brainstorm ideas about what the people might say about living alone.

#### SUGGESTED ANSWERS

**Advantages:** You have more independence. You won't argue with family members if you aren't living with them.  
**Disadvantages:** You might be lonely. There is no one to look after you if you are ill. It is expensive.

### Culture note

In 2016, national surveys showed that 28% of all households in Britain were one-person households. Nearly 2.5 million of these were made of people aged between 45 and 64 years old, and this number has grown by over 50% in the last 10 years.

- 2 Students translate the words into their own language. Encourage them to use a dictionary to search for words

they do not know. Check students remember the difference between *housework* and *homework*.

### ANSWERS

Answers in students' own language.

- 3 1.5 Read out the question. Students read and listen to the first part of the conversation and answer the question.

### ANSWER

She moved out of her parents' house and now lives in her own flat.

- 4 1.6 Allow students time to read the points. Students listen again and put the points in the order they are mentioned. Alternatively, you could ask students to guess the order, based on what they remember from the first time they listened. They could then listen to check their answers.

### ANSWERS

- 1 Why Chloe moved out of her parents' house
  - 2 What Chloe's flat is like
  - 3 How much time Chloe spends on housework
  - 4 The advantages of living alone
  - 5 The advantages of living with your parents
  - 6 The disadvantages of living with your parents
- 5 1.6 Allow students time to read the questions and all the possible answers. Ask them to underline the key words in each line, for example in question 1:

A *she did no housework at all.*

B *she spent six hours a week doing housework.*

C *she washed her own dirty clothes.*

D *was lazy.*

Students listen and answer the questions. Play the recording as many times as necessary.

### ANSWERS

- 1 A 2 C 3 C 4 D 5 B

### Listening tip

If students find listening for specific information difficult, pause the recording after you hear the information for each question the first time you play the recording, and give students a moment to think about the answer.

### Exam tip

Point out to students that words from incorrect options may be mentioned in the recording, but they are often distractors, not the answer.

### Extra listening

1.6 Write the following statements on the board. Students listen and decide if they are true or false. Check answers and ask students to give evidence for their answers.

- 1 *Chloe always takes her dirty clothes home to be washed.*
- 2 *Chloe finds cooking relaxing.*
- 3 *Oliver's parents never worry about him.*
- 4 *Oliver's parents like his taste in music.*

### ANSWERS

- 1 False – 'Sometimes I still take my dirty clothes home to be washed.'

- 2 True – 'It helps me to relax.'
- 3 False – 'My parents still worry about me when I go out.'
- 4 False – 'I think they wish I would change my taste in music.'

### Dictation

- 6 1.7 Play the recording while students listen and write. If necessary, play the recording several times.

### ANSWERS

- 1 When I was living with my parents, I did absolutely nothing.
- 2 I've even been learning to cook, and I enjoy it.
- 3 My older brother has already left home, so it's just me and my parents in the house.

### Listening extra

For a further opportunity to practise listening skills, you could ask students to complete the Unit 1 listening exercises on Workbook page 16 at home.

### Communicate: Listening Help

Unit 1 Listening extra, WB p.16

Unit 1 Communication trainer, SB pp.118–119

### Speaking

- 7 1.8 Students read the dialogue and complete it with the phrases in the box. Play the recording while students check their answers.

### ANSWERS

- 1 First of all, we need to 2 next 3 Really
  - 4 What about the 5 Brilliant
- 8 1.8 Play the recording again and tell students to listen to the intonation used. Model each line of the dialogue with different students around the class. Students practise reading the dialogue in pairs.
- 9 Read the speaking skill box with the class. Students find four examples of positive reactions in the dialogue. Point out that intonation and a positive tone of voice are very important for helping you sound positive.

### ANSWERS

No problem. / Sure! / Good idea! / Brilliant!

### Extra pronunciation

Play the recording again and drill the intonation used in the expressions in exercise 9 with the whole class.

- 10 Explain to students that they are going to practise organizing a party. In pairs, students decide the order of the items they are going to discuss.

### SUGGESTED ANSWERS

- 1 prepare food 3 organize music
- 2 move the furniture 4 clear up

- 11 Read the Useful language box with the class and check understanding of the sequencing expressions. Students ask and answer the questions in pairs, using exercise 10 and the Useful language box to help them.

### ANSWERS

Students' own answers.

### Speaking tip

Remind students that intonation is very important for showing that you are friendly and enthusiastic. 'Flat' intonation can make you sound bored or unfriendly. Suggest to students that they practise saying phrases from the speaking dialogues in each unit using suitable intonation, until it feels more natural to them.

## Pronunciation

- 12 1.9 Play the whole recording once for students to listen to the words. Then play it again while students listen and repeat. Point out that in families of related words, the word stress is not always on the same syllable, for example *prefer* versus *preference*.
- 13 1.10 Students underline the stressed syllable in each word. They could work in pairs for this. Play the whole recording once while students listen and check their answers. Then play it again while they listen and repeat.

### ANSWERS

- 1 exist existence                      4 advertise advertisement  
2 construct construction            5 perform performance  
3 organize organization

### Speaking reference

The Speaking reference on Workbook pages 108–109 has a list of key phrases from each unit that can be a useful reference summary for speaking tasks and revision.

## Communicate: Speaking Help

Speaking reference, WB pp.108–109  
Teacher's Resource Book

## Writing SB pages 20–21

### A description of a place

#### Stage 1 Get Ready!

- 1 Students read the blog post and answer the question. As a follow-up question, ask: *Would you like to live in this place? Why? / Why not?*

### ANSWER

No. The writer wouldn't like to live in the house in Coober Pedy because it would be depressing not to be able to look out of the window and see the sky.

### Culture note

While many homes in the UK contain a basement below ground, it is still not common for people to build whole houses underground. There are fewer than 100 underground homes in the UK, but they are common in Almería and areas of France and Tunisia. Underground homes use up to 75% less energy than those above ground. Interesting fact: One underground home near Manchester in the UK has five bedrooms, a swimming pool and a sauna. It is worth over £2.5 million.

- 2 Students read the blog post again and find the adjectives the writer uses to describe Coober Pedy and the bedrooms. When you check answers, elicit other adjectives that could be used to describe the place and the rooms, e.g. (place): *friendly, remote*; (rooms): *small, comfortable*.

### ANSWERS

- A Coober Pedy – small, peaceful  
B the bedrooms – quiet, dark

### Extra speaking

Elicit other unusual or exotic kinds of houses, for example tree house, igloo or houseboat, and write them on the board. In pairs, students discuss their advantages and disadvantages, and decide whether they would like to live in any of them.

- 3 Read the writing skill box with the class. Point out that we use linkers of addition to add similar information, not contrasting information. Students find the linkers of addition. When you check answers, draw attention to the position of the linkers, and the use of commas. Point out that not all linkers are used in the same position in a sentence.

### ANSWERS

It is also famous for ... / In addition, it was cool ... / Moreover, it was very comfortable.

- 4 Students choose the correct position for the linkers.

### ANSWERS

- The houses are built underground, and there are underground shops as well.
- The flat is very modern. In addition, it has a view of the beach.
- The houses are cool, and they are also spacious.
- The garden has many fruit trees. For example, there's an apple tree, an orange tree and a lemon tree.

### Extra writing

Write the following sentences on the board. Students rewrite them as a paragraph, using linkers of addition.

*My uncle's house is set in beautiful countryside. / It is surrounded by trees. / It is quite close to the sea. / The kitchen is modern. / It is large and spacious. / The rest of the house is very nicely decorated.*

### SUGGESTED ANSWER

My uncle's house is set in beautiful countryside. It is surrounded by trees, and it is also quite close to the sea. The kitchen is modern. Moreover, it is large and spacious. In addition, the rest of the house is very nicely decorated.

### Stage 2 Do the task

- A Read the task in exercise 5 with the class. Students choose a house to describe. Brainstorm rooms and parts of a house: *bedroom, bathroom, living room, dining room, hallway, kitchen, study, conservatory, garden, garage, roof*. Write the words on the board. Ask students to write one adjective to describe each part of the house and use them to prepare their notes.
- B Read the paragraph plan with the class. Students make notes for each paragraph of their description. Point out the way the model progresses from an overall description (paragraph 1) to specific details (paragraph 2), before concluding with the writer's opinions (paragraph 3).
- C Read the Useful language box with the class and check understanding of the phrases. Students choose two or more phrases to use in their description.

D Students write their description. Read the reminders as a class. Remind students to use the description on page 20 as a model and to check their spelling and punctuation. Encourage students to include a range of adjectives and adverbs to make their description lively and interesting.

### Writing reference

The Writing reference on Workbook pages 94–95 has step-by-step support for students in planning, organizing and writing a description of a place. Remind students that they can refer to this section to help them with the writing task and encourage them to use the 'Think about language' section for useful phrases to improve their writing.

### Get it right

6 Students correct the errors. Remind them that the box contains language both from this unit and from the Starter unit. Check answers as a class and ask students to explain each error.

#### ANSWERS

- 1 The living room is spacious and ~~as well~~ bright **as well**.
- 2 ~~On~~ **In addition**, it is always very cool.
- 3 The ~~more~~ **most** interesting thing about the house is its location.
- 4 She cleaned the car and ~~short after~~ **shortly after** she tidied her room.
- 5 First of all, he cleaned the room, and **the next day** he bought some furniture.
- 6 ~~Final~~ **Finally**, she decided which colour to paint her room.

## Unit review SB page 22

### Grammar

1 Students find and correct the errors in the sentences. (5 marks)

#### ANSWERS

- 1 Have you ~~began~~ **begun** redecorating your flat yet?
  - 2 I ~~hadn't wanted~~ **didn't want** to see the film last week.
  - 3 When Jack arrived, Tina was angry. ~~She's~~ **She'd / She had** been waiting for him for an hour!
  - 4 Correct.
  - 5 By next month, he will have been ~~worked~~ **working** as an architect for 30 years.
- 2 Students choose the correct answers to complete the dialogue. (10 marks)

#### ANSWERS

- 1 Has she arrived 2 saw 3 moved 4 's moved
- 5 have 6 will have lived 7 lived 8 had 9 'd lived
- 10 wanted

### Vocabulary

3 Students choose the best word from the box to complete the sentences. Remind them that there is one word or phrase they won't need. (7 marks)

#### ANSWERS

- 1 spacious 2 picturesque 3 convenient 4 modern
  - 5 light 6 cramped 7 warm
- 4 Students choose the correct answers to complete the sentences. (8 marks)

#### ANSWERS

- 1 in 2 clear 3 over 4 down 5 lively
- 6 picturesque 7 ugly 8 noisy

### Writing

5 Students copy the description into their notebooks, then find and correct the five errors. If necessary, you could offer clues to help them get started. (5 marks)

#### ANSWERS

- 1 There was an amazing view of the mountains from my bedroom window, and ~~as well~~ I could see a river **as well**.
- 2 **In addition**, my bedroom had a secret door ~~in addition!~~
- 3 **For example**, there were ~~for example~~ my favourite toys and my diary.
- 4 The house was warm, and it was **also** spacious ~~also~~.
- 5 **Moreover**, ~~so~~ did I ~~moreover!~~

### Writing Help

Writing reference, WB pp.94–95

Unit 1 Writing, WB pp.14–15

Teacher's Resource Book

## Unit review SB page 22

### Grammar

1 Students find and correct the errors in the sentences. (5 marks)

#### ANSWERS

- 1 Have you ~~began~~ **begun** redecorating your flat yet?
  - 2 I ~~hadn't wanted~~ **didn't want** to see the film last week.
  - 3 When Jack arrived, Tina was angry. ~~She's~~ **She had** been waiting for him for an hour!
  - 4 Correct.
  - 5 By next month, he will have been ~~worked~~ **working** as an architect for 30 years.
- 2 Students choose the correct answers to complete the dialogue. (10 marks)

#### ANSWERS

- 1 Has she arrived 2 saw 3 moved 4 's moved
- 5 have 6 will have lived 7 lived 8 had 9 'd lived
- 10 wanted

### Vocabulary

3 Students choose the best word from the box to complete the sentences. Remind them that there is one word or phrase they won't need. (7 marks)

### Review Help

Unit 1 Cumulative review, WB p.17

Unit 1 Exam practice, WB p.18

Exam reference, SB pp.134–135

Teacher's Resource Book

## Vocabulary SB page 23

### Communities

- 1 🎧 Check that students understand the meaning of *community*. Read through the issues in the box and check that students understand them all. Focus on the photos, and elicit what they show and how they relate to the issues in the box. Students then discuss the issues in pairs and rank them in order of importance. Have a general class discussion and see if the class can agree on the order.

#### ANSWERS

Students' own answers.

- 2 Students read the survey and complete the sentences with the correct bold words. Allow students to use a dictionary if necessary. Check answers with the class and check understanding of all the new words.

#### ANSWERS

- 1 Homelessness 2 neighbours 3 unemployment  
4 election 5 politics

#### Extra vocabulary

Write the following definitions on the board. Students read the survey again and find words to match the definitions.

- 1 *a feeling that motivates people*
- 2 *take part in an election and say who you want to win*
- 3 *working without being paid*

#### ANSWERS

- 1 spirit 2 vote 3 volunteering

#### Vocabulary tip

Remind students that when they record new vocabulary, it can be helpful to record it in topic sets or word family sets. There are different ways of recording it visually: spider diagrams, labelled diagrams and tables can all help to organize vocabulary sets and make the words easier to remember.

- 3 🎥🎧 1.11 Allow students time to read the issues. Play the video or audio. Students watch or listen and write who mentions the issues, and which issue both mention.

#### ANSWERS

**Daisy:** unemployment, homelessness, charity  
**Adam:** politics, election, health, homelessness, community  
They both mention homelessness.

- 4 🎥🎧 1.11 Read out the question, then play the video or audio again. Students discuss in pairs who they agree with and which issue they think is the most important. Have a brief class discussion on their ideas.

#### ANSWERS

Students' own answers.

### Vocabulary reference

The Vocabulary reference for Unit 2 on page 112 has a list of unit vocabulary items and their pronunciation. You could refer students to the Vocabulary reference now to help them consolidate their understanding by completing the practice exercises on the page using the information to help them.

### Vocabulary Help

Unit 2 Vocabulary reference, SB p.112

Unit 2 Vocabulary, WB pp.22–23

Teacher's Resource Book

## Reading SB pages 24–25

### Stage 1 Get Ready!

- 1 Read the statements with the class and check that students understand them. Students then discuss in pairs which statements they agree with. Encourage them to give reasons for their opinions. If necessary, give them structures for agreeing and disagreeing:

*I (completely) agree ...*

*I don't agree at all ...*

*I'm not sure whether ...*

*I (completely) disagree ...*

#### ANSWERS

Students' own answers.

- 2 Students read the article quickly and answer the question. Remind them not to worry at this stage if they don't understand every word of the article. Ask students to give reasons for their answers.

#### ANSWER

B

### Culture note

Results from a 2016 volunteering survey showed that around 27% of people do voluntary work on a regular basis. Common forms of volunteering include charity work – not only working directly for charities, but also raising money for them and working in charity shops. Some people help to run sports clubs and other organizations for young people.

### Focus on false friends

- 3 Students read the text quickly to find the false friends, then choose the correct definition. Tell students to read the words before and after the false friend to help them understand the meaning.

#### ANSWERS

- 1 help 2 unhappy 3 understanding

### Extra false friends

Write the following words and sentences on the board. Students complete the sentences with the correct form of the words in the list.

*attend assist poor pay attention*

- 1 If you don't \_\_\_\_\_ in class, you won't learn anything.
- 2 When I was young, my family was quite \_\_\_\_\_ – we never had much money.
- 3 I'm learning to speak French – I \_\_\_\_\_ classes on Tuesday evenings.
- 4 If you need help, our staff will be happy to \_\_\_\_\_ you.

#### ANSWERS

- 1 pay attention 2 poor 3 attend 4 assist

### False friends reference

The False friends reference on Workbook page 112 has a list of more false friends and short definitions to clarify their meaning.

## Stage 2 Read and Understand

- 4 🎧 1.12 Read the reading skill box with the class. Allow students time to read the questions and all the options. Ask them to highlight the key words in the options, and think of synonyms for them. Discuss some possible synonyms with the class. Play the recording while students listen and read. Students then choose the correct answers.

#### ANSWERS

- 1 C 2 C 3 B 4 A 5 A

### Reading tip

Point out to students that the correct option will match the meaning in the text exactly. Point out that they can check this by finding the relevant part of the text, then reading that part carefully and reading the option again. If the meanings match exactly, it is the correct option.

### Vocabulary reference

The Vocabulary reference for Unit 2 on page 112 has a list of unit vocabulary items and their pronunciation. You could refer students to the Vocabulary reference now to help them with their answers to exercise 5.

- 5 Students read the text again and write their answers. Remind students that they must not copy chunks from the text, but should use their own words as much as possible.

#### SUGGESTED ANSWERS

- 1 They didn't have any support from family or friends.
- 2 The charities helped them to train and find a job they enjoy.
- 3 They now both feel very positive about the future.
- 6 Students find words and phrases in the text to match the definitions. Point out that when they find a word that they think matches one of the definitions, they can read the sentence again and substitute the definition. If the sentence makes sense, then the word matches the definition.

#### ANSWERS

- 1 deal with 2 disadvantaged 3 get back on your / their feet 4 struggled 5 turn their / your life around

### Extra vocabulary

Ask students to close their books. Write the following sentences on the board. Students complete the sentences with the correct prepositions, then check their answers in the text.

- 1 Most of us can turn \_\_\_\_\_ family and friends \_\_\_\_\_ help.
- 2 Charities provide real support \_\_\_\_\_ young people \_\_\_\_\_ this situation.
- 3 He donated his final payment to fund projects \_\_\_\_\_ young people.
- 4 Sonya struggled \_\_\_\_\_ school and was arrested \_\_\_\_\_ shoplifting.
- 5 She visited children \_\_\_\_\_ serious illnesses.

#### ANSWERS

- 1 to; for 2 for; in 3 for 4 at; for 5 with

### Get set ... Go

- 7 Students discuss the questions in pairs. If necessary, give them a few useful phrases to help them express their ideas and opinions:

*One of the biggest problems is ...*

*If I could change something, I'd change ...*

#### ANSWERS

Students' own answers.

### Reading Help

False friends reference, WB p.112

Unit 2 Reading, WB p.19

Unit 2 Vocabulary reference, SB p.112

Teacher's Resource Book

## Grammar SB pages 26–27

### Stage 1 Get Ready!

#### Conditionals

- 1 🎧 Read the rules about conditionals with the class. Students read the text on page 24 again and find two conditional sentences. Elicit which type of conditional they are. Make sure you elicit examples of first, second and third conditionals.

#### ANSWERS

- If you had a problem that you couldn't deal with, what would you do? (second conditional)  
Kelly wouldn't have succeeded if she hadn't had this help. (third conditional)  
If I hadn't had Alisha's support, I wouldn't have stuck with my studies. (third conditional)  
If I hadn't made that call, I would probably have gone to prison ... (third conditional)  
... if I work hard, I will achieve something. (first conditional)  
... anyone can turn their life around if they try hard ... (first conditional)

### Grammar reference

The Grammar reference for Unit 2 on pages 101–102 has more information about the conditionals presented in this unit. You could refer students to the Grammar reference now to help them with the practice exercises.

### Grammar tip

Remind students that we use the present simple in the *if* clause of a first conditional sentence, for example: *If I see John, I'll tell him.* NOT *If I'll see John, I'll tell him.*

Remind students that the clauses in conditional sentences can go in either order. We use a comma after the *if* clause when it comes at the beginning of the sentence. For example: *If I see John, I'll tell him.* BUT *I'll tell John if I see him.*

## Stage 2 Practise

### Conditionals

- 2 Students match the sentence halves. Remind them that they can look at the rules in exercise 1 if they need help. Point out that some of the sentences begin with the *if* clause and some begin with the result clause. Check answers, and point out the use of *If I were you, I'd ...* (rather than *If I was you, I'd ...*) in sentence 5 as a common structure used to give advice.

#### ANSWERS

- |                        |                        |
|------------------------|------------------------|
| 1 E first conditional  | 5 G second conditional |
| 2 D second conditional | 6 F third conditional  |
| 3 C first conditional  | 7 H second conditional |
| 4 A third conditional  | 8 B first conditional  |

- 3 Students read the sentences and choose the correct answers. Remind them to read the whole sentence each time and think about what type of conditional it is, in order to choose the correct verb form. When checking answers, encourage students to also identify what type of conditional each sentence is.

#### ANSWERS

- 1 would have 2 campaign 3 had 4 won 5 will be  
6 would enjoy 7 would vote 8 hadn't had

### Extra dictation

Dictate the following sentences to the class, telling students to listen very carefully and write the contracted verb forms. Then ask students to rewrite each sentence using the full forms.

- If you'd told me, I'd have waited for you.*
- I'd be really pleased if I passed my exam.*
- If I see Carlo, I'll tell him.*
- He'd have loved that film if he'd seen it.*
- If he worked harder, he'd get better results.*

#### ANSWERS

- If you had told me, I would have waited for you.
- I would be really pleased if I passed my exam.
- If I see Carlo, I will tell him.
- He would have loved that film if he had seen it.
- If he worked harder, he would get better results.

### Extra pronunciation

The difference in pronunciation between the verb forms used in the result clause of the three types of conditional sentence can be quite small. Write the following forms on the board, then model their pronunciation at normal speed:

1st conditional: *I'll see him if he's there.*

2nd conditional: *I'd see him if he was there.*

3rd conditional: *I'd have seen him if he'd been there.*

### Extra speaking

Write the following prompts on the board. Students complete the sentences with their own ideas, then discuss their answers in pairs. Ask students to explain their answers.

- If I ever get the chance to do it, I will ...*
- If I knew how to, I would ...*
- If I had been born 100 years ago, I would have ...*

#### ANSWERS

Students' own answers.

- 4 Refer students back to the rules on *as long as*, *providing that* and *unless* in the rules on page 26. Students read the sentences and complete them with the correct words. Point out that *providing that* is more formal than *as long as*.

#### ANSWERS

- |             |             |
|-------------|-------------|
| 1 providing | 4 providing |
| 2 Unless    | 5 unless    |
| 3 as long   | 6 As long   |

### Extra grammar

Write the following sentences on the board. Students rewrite them using *unless*.

- You will fail your exams if you don't work harder.*
- We won't have a barbecue if it isn't sunny.*
- You can't help people if they don't want to help themselves.*

#### ANSWERS

- You will fail your exams unless you work harder.
- We won't have a barbecue unless it's sunny.
- You can't help people unless they want to help themselves.

### Wishes and regrets

- 5 Read the rules about wishes and regrets on page 26 with the class. Read the example with the class and make sure students understand the task. Students complete the sentences. Explain that *won't* in sentence 1 means *refuse to* and refers to the present, not the future.

#### ANSWERS

- I wish you would speak to me.
- I wish you hadn't gone home early.
- I wish we hadn't had an argument.
- I wish you would answer the phone.
- I wish we had finished our conversation.

- 6 Students complete the sentences with their own ideas, then compare their answers in pairs. Ask some students to read their sentences to the class. See which students have written similar sentences.

#### ANSWERS

Students' own answers.

- 7 Ask students to read the dialogue quickly, ignoring the options. To check comprehension, ask: *What have Juan and Xabi decided to do?* (They've decided to start a new basketball club.) Students read the dialogue again and choose the correct answers.

#### ANSWERS

- |          |                        |
|----------|------------------------|
| 1 was    | 4 as long as           |
| 2 unless | 5 started              |
| 3 could  | 6 wouldn't have closed |

#### Focus on transformations

- 8 Explain that the rewritten sentences will not have exactly the same meaning, but will be conditionals or sentences expressing wishes or regrets, based on the prompts. Students rewrite the sentences.

#### ANSWERS

- If Maria stopped buying clothes, she could / would be able to save some money.
- The sports centre wouldn't have closed if people had used it.
- Unless you help, I won't be able to do it.
- I wish you would help me.

#### Get it right

- 9 Students correct the errors in the sentences. Remind them that the box contains grammar both from this unit and from Unit 1.

#### ANSWERS

- I wish you ~~won't~~ **wouldn't** do that!
- I wouldn't have missed an important call if you ~~didn't take~~ **hadn't taken** my mobile phone.
- I won't find my school bag ~~unless you will help~~ **unless you help me / if you don't help me**.
- I ~~am waiting~~ **'ve / have been waiting** here for three hours already.
- By the time he arrives, we ~~have finished~~ **will have finished** our dinner.
- Who has ~~win~~ **won** the election?

#### Grammar practice

The Grammar practice for Unit 2 on Workbook pages 85–86 has more exercises practising the conditionals presented in this unit. You could ask students to complete these exercises to help them consolidate what they've learned in this lesson. Remind students they can also refer to the Essential grammar section on Workbook pages 79–82 if necessary.

#### Grammar Help

Unit 2 Grammar reference, SB pp.101–102

Unit 2 Grammar practice, WB pp.85–86

Unit 2 Grammar, WB pp.20–21

Essential grammar, WB pp.79–82

Teacher's Resource Book

## Language Workshop SB pages 28–29

### too / (not) ... enough

- 1 🎧 Read the rules with the class. Use the example to demonstrate that we can make pairs of sentences with similar meanings using *too* and *(not) ... enough*, e.g. *It was too late. / It wasn't early enough*. Students read the sentences and choose the correct answers.

#### ANSWERS

- |                      |                 |
|----------------------|-----------------|
| 1 too                | 4 to understand |
| 2 to walk            | 5 isn't enough  |
| 3 responsible enough |                 |

- 2 Read out the example and point out that the two sentences have a similar meaning. Point out that we put *too* before an adjective or adverb (*too big*), but we put *enough* after the adjective or adverb (*big enough*). Students rewrite the sentences.

#### ANSWERS

- She didn't arrive early enough to vote.
  - This room is too small for the meeting.
  - I'm not tall enough to see who's speaking.
  - She ran too slowly to win the race.
  - I'm not confident enough to become a politician.
- 3 Read out the first sentence of the text and elicit the correct word to complete it. Point out to students that they need to think carefully about the meaning of each sentence in order to choose the correct word. Students complete the text with the correct words in the box.

#### ANSWERS

- 1 too 2 don't 3 to 4 enough 5 too

#### Extra vocabulary

Write the following pairs of sentences on the board. Students combine each pair into one sentence using *too / (not) ... enough*. Do the first one with the class as an example.

- This coffee is very hot. I can't drink it.
- Paul is very young. He can't watch that film.
- That team isn't very good. It won't win the match.
- Sam doesn't work very hard. He won't pass his exams.
- That book was really boring! I couldn't read it.
- He didn't run very fast. He didn't catch the bus.

#### ANSWERS

- This coffee is too hot (for me) to drink.
- Paul is too young to watch that film.
- That team isn't good enough to win the match.
- Sam doesn't work hard enough to pass his exams.
- That book was too boring (for me) to read.
- He didn't run fast enough to catch the bus.

#### Focus on phrasal verbs

- 4 Students write the infinitive form of the phrasal verbs and match them with the definitions.

#### ANSWERS

- |                             |                     |
|-----------------------------|---------------------|
| 1 go up = rise              | 3 set up = create   |
| 2 look after = take care of | 4 shut down = close |

### Phrasal verbs extension

The Phrasal Verbs extension on Workbook page 23 has further practice exercises to consolidate students' use and understanding of the phrasal verbs in this unit.

## Negative prefixes

- 5 Read through the table with the class and point out that the prefix changes the meaning of each adjective to make it negative. Students make the adjectives negative, using their dictionaries or the internet to help them. Check answers, then ask students if they can work out any rules for when we use the prefixes *il-*, *ir-*, and *im-* (*il-* + *l-*, for example *illogical*; *ir-* + *r*, for example *irresponsible*; *im-* + *m* or *p*, for example *immovable* or *impossible*). Point out that there are exceptions, for example *unlicensed*, *unreasonable* and *unprepared*.

### ANSWERS

- |             |                 |
|-------------|-----------------|
| 1 unkind    | 4 illogical     |
| 2 impolite  | 5 irresponsible |
| 3 dishonest | 6 insensitive   |
- 6 Students complete the definitions with the correct negative adjectives. When you have checked their answers, students could work in pairs to write example sentences for some of the adjectives. Ask some pairs to read their sentences to the class.

### ANSWERS

- |                         |               |
|-------------------------|---------------|
| 1 intolerant            | 4 insensitive |
| 2 illogical; irrational | 5 dishonest   |
| 3 disobedient           |               |
- 7 Students complete the sentences with the correct negative adjectives. Point out that the prefixes are unstressed (the stress remains in the same place as the original word).

### ANSWERS

- |              |               |
|--------------|---------------|
| 1 illegal    | 4 insensitive |
| 2 impolite   | 5 dishonest   |
| 3 impossible |               |

## Get it right

- 8 Students correct the errors in the sentences. Remind them that the box contains vocabulary both from this unit and from Unit 1.

### ANSWERS

- I'm not ~~enough tall~~ **tall enough** to reach the top shelf.
- It's too late ~~changing to change~~ **to change things now**.
- You're really ~~unresponsible~~ **irresponsible** if you don't vote.
- It was ~~so such~~ a serious crime that he went to prison.
- Did you receive the ~~invitemen~~ **invitation** to our party?
- You didn't vote, ~~didn't did you?~~ / You ~~didn't did~~ vote, didn't you?

## Vocabulary reference

The Vocabulary reference for Unit 2 on page 112 has more information about *too* / (*not*) ... *enough* and negative prefixes. You could refer students to the Vocabulary reference now to help them consolidate their understanding by completing the practice exercises on the page using the information to help them.

## Language Workshop Help

Unit 2 Vocabulary reference, SB p.112

Phrasal Verbs extension, WB p.23

Unit 2 Vocabulary, WB pp.22–23

Teacher's Resource Book

## Communicate SB pages 30–31

### Listening

- 1 Read the task with the class and ask students what they know about the Amazon jungle. Students translate the words into their own language. Encourage them to use a dictionary to search for words they do not know.

### ANSWERS

Answers in students' own language.

### Culture note

The Amazon jungle in South America is an area of tropical rainforest which covers around 7 million square kilometres. It includes land belonging to nine different countries, including Brazil, Argentina and Peru. Some of the tribes who live in the Amazon jungle follow a way of life that has not changed for thousands of years, but they are coming under increasing pressure from deforestation, the spread of farming, and oil and gas exploration in the area. It is not known exactly how many 'lost tribes' there are living in the Amazon jungle, as there may be some who have never been seen and never had any contact with the modern world.

- 2 1.13 Read the listening skill box with the class. Ask students to read the title of the presentation and discuss as a class what they might hear. Read out the three topics and check that students understand them. Students then listen to the introduction and choose the correct topic.

### ANSWER

B

- 3 1.14 Allow students time to read the sentences and possible endings. Students then listen to the full presentation and choose the correct endings. When you check answers, discuss what helped them to choose the correct answers.

### ANSWERS

1 A 2 B

- 4 1.14 Refer students back to step 3 in the listening skill box. Allow them time to read the questions and all the options, and think about what kind of information they need to listen for. Students listen to the presentation and choose the correct answers. Play the recording as many times as necessary. When checking answers, you could play the recording again, pausing to focus on each correct answer.

### ANSWERS

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

### Listening tip

Point out to students that important words are often stressed. Listening for stress and intonation, as well as for meaning, can help them to follow the flow of a presentation or conversation and pick out the important parts.

### Exam tip

Point out to students that, in the exam, they can use the time before they hear the recording to study the questions and options, to predict facts, opinions and vocabulary that will be mentioned in the listening. Remind them that they will hear the recording twice, so they can also use the time before the second listening to repeat this, and think about what they have already understood and what they might hear the second time they listen.

### Extra listening

1.14 Write the following questions on the board. Students answer the questions, then listen again to check.

- 1 How many people are there in the Sapanawa tribe?
- 2 How did charities help the Sapanawa?
- 3 What is special about the area where they live now?
- 4 What were the Sapanawa scared of in the jungle?
- 5 What does Professor Blake think should we do about other 'lost tribes'?

#### ANSWERS

- 1 There are 35 people in the tribe.
- 2 They learned the Sapanawa's language.
- 3 It is protected by the Brazilian government.
- 4 They were scared of wild animals and thunderstorms.
- 5 We should leave them alone and respect them.

### Dictation

- 5 1.15 Students read the three sentence beginnings. Play the recording while students listen and write. If necessary, play the recording several times.

#### ANSWERS

- 1 However, if they continue to adapt to our world, their lives will soon become very different.
- 2 If they hadn't left the jungle, perhaps they wouldn't have survived.
- 3 Well, if we don't take action against the criminals operating in the Amazon jungle, there will be no safety for other uncontacted tribes.

### Listening extra

For a further opportunity to practise listening skills, you could ask students to complete the Unit 2 listening exercises on Workbook page 26 at home.

### Communicate: Listening Help

Listening extra, WB p.26  
Teacher's Resource Book

### Speaking

- 6 1.16 Students read the dialogue and complete it with the words and phrases in the box. Play the recording while the students check their answers.

#### ANSWERS

- |                     |                   |
|---------------------|-------------------|
| 1 I don't know      | 4 kind of you     |
| 2 Is there anything | 5 It's no trouble |
| 3 I could           |                   |
- 7 Play the recording again and tell students to listen to the intonation used. Model each line of the dialogue with different students around the class. Students practise reading the dialogue in pairs.
- 8 Read the speaking skill box with the class. Point out that some modifying adverbs make the meaning of the adjective stronger, e.g. *really small*, but some modifying adverbs make the meaning of the adjective less strong, e.g. *quite small*. Students find three examples of modifying adverbs in the dialogue. Discuss with the class how each one changes the meaning of the adjective.

#### ANSWERS

I'm a bit stressed. / That's really kind of you. / I'm very happy to help.

- 9 Students add the bold modifying adverbs to the sentences. Remind them to think about the position of *quite*.

#### ANSWERS

- 1 John is a really kind person.
- 2 I'm a bit worried about finding a job.
- 3 That's quite a difficult problem.
- 4 Shoplifting is a fairly common crime.
- 5 Housing is becoming quite expensive.

### Extra pronunciation

Model the intonation of the sentences with modifying adverbs in exercise 6 for students to repeat. Tell students they should listen for the stress in each sentence.

- 10 Read the diagram with the class, then read through the Useful language box and make sure students understand all the phrases. Identify the parts of the dialogue where students will use the Useful language. Students then prepare their dialogues in pairs. Set a time limit (for example, five minutes) for this task.

#### ANSWERS

Students' own answers.

### Speaking tip

Point out to students that it can be helpful to learn phrases as pairs, e.g. for offering help and responding. Writing and learning example mini-dialogues can help with this, e.g. A: *I'm happy to drive if that's any help.* B: *That's very kind of you.*

- 11 Students practise their dialogues in pairs. Students take turns to be Student A and Student B. Go around the class monitoring and helping with language and intonation.

## Pronunciation

- 12 ⑩ 1.17 Ask students what types of word have a final -s (plural nouns and verbs in the third person singular). Tell them that the pronunciation rules are the same for both. Students practise the words in pairs. Play the recording while students check their pronunciation.
- 13 ⑩ 1.18 Students put the words in the correct group, according to the pronunciation of the final -s. Play the recording once while students check their answers. Then play it again while they listen and repeat.

### ANSWERS

/s/: helps, likes, tickets, websites  
/z/: ideas, organizations, strangers  
/ɪz/: prizes, sandwiches, watches

### Extra pronunciation

In pairs, students take turns to say the singular form of a regular noun or the base form of a verb (not from exercise 13). Their partner should give the correct pronunciation of the plural form of the noun or the third person singular form of the verb.

### ANSWERS

Students' own answers.

### Speaking reference

The Speaking reference on Workbook pages 108–109 has a list of key phrases from each unit that can be a useful reference summary for speaking tasks and revision.

### Communicate: Speaking Help

Speaking reference, WB pp.108–109

Unit 2 Communication trainer, SB pp.120–121

Teacher's Resource Book

## Writing SB pages 32–33

### An opinion essay

#### Stage 1 Get Ready!

- 1 Students read the essay quickly and choose the best summary. Check answers and ask students to justify their choices with evidence from the text.

### ANSWER

C

### Culture note

In the UK, the Labour Party (centre-left), the Conservative Party (centre-right) and the Liberal Democrats (liberal) are the main parties in national politics. The Scottish National Party and Plaid Cymru are popular in Scotland and Wales respectively. The situation in Northern Ireland is more complex, with different political parties in government.

- 2 Students read the essay again and find the expressions to answer the questions.

### ANSWERS

- 1 Personally, I think that ... , In my view, ...  
2 It is clear that ... , It is a fact that ...  
3 🗨️ Read the writing skill box with the class. Use the examples to emphasize that the linkers of purpose show

us why someone does something or something happens. Students decide which of the linkers of purpose are followed by an infinitive, and which are followed by a subject and verb.

### ANSWERS

*In order to, to, and so as to* are followed by an infinitive. *So (that)* is followed by a subject and verb.

- 4 Read the task and look at the example with the class. Students join the sentences using the bold linkers.

### ANSWERS

- 1 Tim became a politician **so as to** improve society.  
2 I've brought a microphone **so that** the audience will be able to hear us.  
3 She wrote to her local politician **to** complain about the roads.  
4 We need to register with the council **in order to** vote.

### Extra writing

Ask students to read the essay again and find five examples of modal verbs. Discuss the meaning of the modal verb in each example, and explain that we often use modal verbs in opinion essays as a way of expressing or modifying our opinion. Then write the following sentences on the board and ask students to rewrite them using a suitable modal verb. Check answers and encourage students to use modal verbs in their writing.

- 1 *Politics sometimes seems confusing to young people.*  
2 *It is possible they will become more interested as they get older.*  
3 *It is very important that we encourage young people to vote.*  
4 *Young people have a duty to vote.*

### ANSWERS

The five modal verbs in the text are:

politics can be boring = politics is sometimes boring / we all need to vote = it is extremely important that we all vote / we cannot complain = it is not reasonable for us to complain / we should all pay attention = it is important for us to pay attention / we should vote = it is important for us to vote

- 1 Politics can seem confusing to young people.  
2 They might become more interested as they get older.  
3 We need to encourage young people to vote.  
4 Young people should / ought to vote.

### Extra dictation

With books closed, dictate the following sentences. To check answers, ask some students to write their answers on the board, and check spellings and punctuation.

- 1 *In my view, politics is very important.*  
2 *We should vote in order to improve society.*  
3 *Personally, I think that politics is interesting.*

## Stage 2 Do the task

**A** Read the task in exercise 5 with the class. Students discuss in pairs whether they agree or disagree with the statement. If necessary, give them a few phrases for giving opinions, and agreeing and disagreeing. Ask students to report back on their discussions and write good ideas on the board under the headings *For* and *Against*, for example:

### For

*Very few young people join political parties.*

*Not many young people vote in elections.*

*Young people think that politics isn't relevant to their lives.*

### Against

*Young people care a lot about issues that affect them.*

*Young people want to improve society.*

**B** Read the paragraph plan with the class. Refer students back to the essay on page 32 and demonstrate how it matches the plan. Students use the plan to make notes for each paragraph of their essay.

**C** Read the Useful language box as a class. Students choose two or more phrases from the box to use in their essay.

### Writing tip

Remind students that it is important not to use the same phrases repeatedly in a piece of writing. Encourage them to learn a range of phrases with similar meanings so that they can vary the ones they use in their writing.

**D** Students write their essay. Remind students to use the model on page 32 to help them. Remind them to use linkers to organize their ideas and different expressions to introduce facts and opinions. Remind them also to check their spelling and punctuation.

### ANSWERS

Students' own answers.

### Writing reference

The Writing reference on Workbook pages 96–97 has step-by-step support for students in planning, organizing and writing an opinion essay. Remind students to refer to this section to help them with the writing task and encourage them to use the 'Think about language' section for useful phrases to improve their writing.

## Get it right

**6** Students correct the errors. Remind them that the box contains language both from this unit and from Unit 1. Check answers as a class and discuss each error.

### ANSWERS

- 1 ~~My view~~; **In my view**, young people are interested in politics.
- 2 I want to vote so **as** to express my opinions about society.
- 3 They met **in** order to discuss the problem.
- 4 Politicians must be very confident, and ~~further~~ **furthermore** they should enjoy making speeches.
- 5 I think we should do something about poverty and ~~as well~~ **crime as well**.
- 6 The hospital looks very old. ~~More over~~ **Moreover**, it is too small for this town.

## Writing Help

Writing reference, WB pp.96–97

Unit 2 Writing, WB pp.24–25

Teacher's Resource Book

## Unit review SB page 34

### Grammar

1 Students find and correct the errors in the sentences. (5 marks)

### ANSWERS

- 1 I wish I ~~would have had~~ tickets for the concert next Saturday.
- 2 We'll buy the new computer game **if unless** it's very expensive.
- 3 If I ~~would have had~~ more time, I would do more work for charity.
- 4 He ~~won't wouldn't~~ have gone to the party if he'd known Jackie was going too!
- 5 Correct.
- 2 Students choose the correct answers to complete the dialogue. (10 marks)

### ANSWERS

- 1 'd 2 come 3 'll 4 as long as 5 won't 6 If  
7 wouldn't have 8 could 9 were 10 'd

### Vocabulary

3 Students choose the best word from the box to complete the sentences. Remind them that there is one word or phrase they won't need. (7 marks)

### ANSWERS

- 1 community 2 neighbours 3 charity  
4 homelessness 5 unemployment 6 politics  
7 government  
4 Students choose the correct answers to complete the sentences. (8 marks)

### ANSWERS

- 1 up 2 election 3 down 4 after 5 up 6 charity  
7 poitics 8 health

### Writing

5 Students copy the essay into their notebooks, then find and correct the five errors. If necessary, you could offer clues to help them get started. (5 marks)

### ANSWERS

- 1 It is **a fact** that homelessness can destroy people's lives.
- 2 Firstly, it is important to reduce the amount of poverty in our society, so **as** to stop people from ending up on the streets.
- 3 Secondly, we should provide more help for homeless people, **in** order to help them find a home.
- 4 It is essential that people have a good place to live, ~~that so so that~~ they can work and live well.
- 5 ~~Sum up~~ **To sum up**, homelessness is an important problem and we must ~~to~~ do more to tackle it.

## Review Help

Unit 2 Cumulative review, WB p.27

Unit 2 Exam practice, WB p.28

Exam reference, SB pp.134–135

Teacher's Resource Book