



## Exam TASK

### Multiple-choice with four texts

- Students complete the Exam Task.
- Play the recording. Students listen and read again and check their answers.
- Get feedback. Elicit the meaning of *reassure* (to stop someone worrying), *aimed at* (written for) and *relevant* (important or connected to people's lives).

### ANSWERS

1 D 2 A 3 C 4 C 5 B 6 A 7 D 8 B

#### 6.1 ▶

As reading text on page 67.

- Brainstorm a list of circus skills, e.g. juggling, magic tricks, acrobatics, tightrope walking, stilt-walking and unicycling.
- Students discuss the questions in pairs.
- Get feedback. Do a class survey to find out the most popular circus skill.

your ideas

**EXTENSION:** Students search online to find an advertisement for the circus from the past (for example, the 1920s or the 1950s). They present their advertisement and say how they think the circus has changed since that time.

## Vocabulary

page 68

### sports

#### 1 6.2 ▶

- Show the photos. Elicit the sports that are being played and any other vocabulary, e.g. *net, racket, ball, score, marathon, pitch, court, track*.
- Play the recording. Students listen and do the matching exercise.
- They then think about the question and compare their ideas in pairs. Get feedback.

### ANSWERS

1 b 2 c 3 a

All three speakers talked about important misses / failures in their sports.

#### 6.2 ▶

#### Speaker 1

Somehow, I found myself at the other end of the pitch with the ball at my feet. It was a perfect chance to score. But then the defender deliberately knocked me over. The referee blew her whistle for a penalty. I got up to take it, but although my shot was on target, it was far too weak and the goalkeeper saved it easily. I'd missed my chance.

#### Speaker 2

I was in the lead – all the other runners were behind me. I only had one more lap to go. I was exhausted – I felt as if I'd run a marathon. I found the strength to keep going by imagining the medal I would get when I won the competition. This was my first ever competitive event as a track athlete, and I was on my way to victory. But ... as I approached the finish line, I tripped over and fell. The other runners all went past me.

#### Speaker 3

I stared at my opponent. It was the final set and I just needed this point to go through to the next round. And if I won that, I'd be through to the semifinal. And after that? Would I win my first ever trophy? Would I get the chance to represent my country at the Olympic Games? I threw the ball in the air, swung my racquet to hit it ... and missed completely.

#### 2

- Students complete the exercise, then compare their answers in pairs.
- Get feedback. Play the recording for speaker 1 from Exercise 1 again, and tell students to listen out for the words.

**EASIER:** Play the recording for speaker 1 from Exercise 1 again. Stop the recording at each word, and give students time to find the correct definition.

### ANSWERS

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

#### 3

- Students complete the exercise, then compare their answers in pairs. Get feedback.

**FAST FINISHERS:** Students write three new sentences using the words.

**EXTENSION:** Look for a video online of a famous race (such as from the Summer Olympics). Play the video with the sound off. As students watch the video, they write a description using the words.

### ANSWERS

1 in	4 victory
2 lap	5 marathon
3 competitive	6 medal

#### 4

- Students complete the exercise.
- Play the recording for Speaker 3 from Exercise 1 again for students to check their answers. Get feedback.

**EXTENSION:** Students look up information about a famous sports person. In pairs, they prepare a presentation about the player using the new words and phrases.

### ANSWERS

1 my opponent	4 semifinal
2 set	5 trophy
3 round	6 represent

- Students discuss the question in pairs.
- Get feedback. Then discuss positive things that students have experienced while playing sports.

your ideas

**GRAMMAR GUIDE: the *-ing* form and infinitives**

<b>-ing form</b>	<b>to + infinitive</b>
as the subject of a sentence or clause <i>Running keeps you fit.</i>	to explain purpose <i>I came to ask you a question.</i>
after prepositions <i>I'm not good at playing tennis.</i>	after some adjectives, e.g. <i>easy, difficult, afraid, scared, happy, glad, pleased, sad.</i> <i>I'm so glad to see you!</i>
after the verb <i>go</i> when we talk about activities <i>We're going camping next week.</i>	after <i>too</i> + adjective or adjective + <i>enough</i> <i>I'm too tired to go to the gym.</i> <i>It's hot enough to go swimming.</i>
after certain verbs and phrases <i>I miss playing football.</i>	after certain verbs and phrases <i>I promised to work harder.</i>

We use the infinitive (without *to*):

- after modal verbs  
*I'm sorry, but I must leave right away.*
- after *had better* and *would rather*  
*You'd better be on time.*  
*I'd rather go home now.*

We use *let* + object + infinitive to say that we give permission for someone to do something. In the passive we use the verb *be allowed to* to express the same meaning.

*My teacher let us leave early.* > *We were allowed to leave early.*

We use *make* + object + infinitive to say that someone is forced to do something, but in the passive we use *to + infinitive*.

*My parents make me study.* > *I am made to study (by my parents).*

After the verb *help*, we can use either *to + infinitive* or infinitive and the meaning stays the same.

*Will you help me (to) clean the house?*

***-ing* form or *to + infinitive*?**

- Some verbs can be followed by an *-ing* form or *to + infinitive* with no change in meaning, e.g. *begin, bother, continue, hate, like, love, start.*  
*I loved tennis as a child, and I continued playing / to play as an adult.*
- Some verbs can be followed by an *-ing* form or *to + infinitive*, but the meaning changes, e.g. *go on, forget, remember, stop, try.*  
*They went on talking late that night. (They continued talking.) / They went on to talk about his new book. (They had been talking about something else, and then started talking about his book.)*

**1 6.3 ▶**

- Play the recording. Students listen and take notes of the problems the students mention with the different hobbies.
- In pairs, students discuss their ideas. Get feedback.

**EASIER:** Assign each student a number (1 or 2). Students with the number 1 should listen out for the problems described by the boy, and students with the number 2 should listen out for the problems described by the girl.

**ANSWERS**

They don't know what to talk about in a video blog.  
They don't live close enough to the sea for surfing.  
They don't want to spend loads of money.  
The girl hates poetry.  
She's a terrible painter.  
She doesn't know the first thing about jewellery.  
Learning new skills sounds like school.  
Their chair would probably fall apart.

**6.3 ▶**

- B: I'm bored.  
G: Me too. I need a new hobby to keep me from going crazy. Any thoughts?  
B: What about video blogging? Apparently, it's easy to get started.  
G: True, but what would we talk about? How bored we are?  
B: Er ... no. OK, so what else? Oh, hey, I've just remembered – I bookmarked an article a few months ago about cool new hobbies. It might give us some ideas. Just a sec ... aha ... here we are. What have we got? Surfing! Sounds fun.  
G: Yeah, but we don't live close enough to the sea to do it regularly. What else?  
B: Quad biking? What do you think?  
G: Er ... I think you need a quad bike ... or at least, the money to borrow one. No, it can't be anything that involves spending loads of money.  
B: OK, what about poetry writing? Or landscape painting? Jewellery making!  
G: Don't make me laugh! I hate poetry, I'm a terrible painter and I don't know the first thing about jewellery.  
B: OK, let's keep going. So we could start to learn a foreign language ... or we could start learning to code. Useful skills like that.  
G: True, but learning new skills sounds just like school to me. I'd rather have fun. I thought we were thinking about hobbies.  
B: OK. Here's a good one – woodwork. That might be interesting – to try to make something. We'd only need to get the wood. We could try to make a chair from pieces of wood. Then we could try sitting on it to see what happens.  
G: Are you kidding me? It'd probably fall apart! Maybe we could post a video of it on our video blog – to show other people what not to do!  
B: Hey ... You know what? I think you're onto something there. Why don't we try all of those hobbies once, and make a video about how we try to do each one? We could show what we learned, what we enjoyed, what we achieved.  
G: Yeah, and we should include what we got wrong, too. It might be funny to watch.  
B: OK. Let's give it a go. But we'd better start with something easy. Jewellery?  
G: OK, I'll try making some jewellery. As long as you promise not to laugh!

## 2

- Students complete the exercise, then compare their answers in pairs. Get feedback.

### ANSWERS

- 1 spending
- 2 laugh
- 3 to learn, learning
- 4 have
- 5 to make, sitting
- 6 start
- 7 to laugh

## 3

- Students match the rules with the sentences, then compare their ideas in pairs.
- Get feedback.

**TEACHING TIP:** Students may find it difficult to remember which verbs are followed by *to* + infinitive and which are followed by an *-ing* form. Knowledge of these verbs can help students speak more confidently and do well on exam tasks such as sentence transformation. Point out that we often use *-ing* forms to talk about an emotion, an experience or a process (e.g. *I enjoy running, She spends time practising the piano*), while we use *to* + infinitive to talk about a future result, such as a decision (e.g. *I planned to go out for dinner, We arranged to pick you up*).

**FAST FINISHERS:** Students write new sentences using the verbs in Exercise 2.

**EXTENSION:** Students look at the Grammar reference section on page 169, then work in pairs. Give each pair five verbs from the section, including verbs that take both forms (e.g. *admit, involve, manage, refuse, try, begin, go on, keep, promise, spend time*). Students write a sentence with each of the verbs they've been given.

### ANSWERS

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

## 4

- Students complete the rules, then check their answers in pairs.
- Get feedback. Choose students to read out each sentence and give the correct completed rule.

### ANSWERS

- a to + infinitive
- b to + infinitive
- c *-ing* forms
- d to + infinitive
- e *-ing* forms

## 5

- Students complete the exercise, then check their answers in pairs. Get feedback.

### ANSWERS

1 b 2 a 3 a 4 b 5 b 6 a

## 6

- Students skim the text to get a general idea of what it is about.
- They complete the exercise, then compare their answers in pairs. Get feedback.

**EASIER:** Go through the paragraphs one by one. After each paragraph, students look at the gaps and match them with the rules in Exercises 3 and 4. They then complete the text.

### ANSWERS

- 1 falling
- 2 to catch
- 3 to grab
- 4 slip
- 5 to warn
- 6 to catch
- 7 to stop
- 8 to climb
- 9 doing
- 10 putting
- 11 using

### MEDIATION SKILLS

- Encouraging discussion of concepts is mediation.
- In the Your ideas discussion, students should ask follow-up questions to help their partner develop their ideas in greater depth. This can include asking for reasons or examples, or clarifying particular details, e.g. *How many times / How long did you try? Why do you think you failed? What did you find difficult?*
- Pairwork discussion and Your ideas tasks can be used throughout the course to practise this mediation skill further.

- Remind students that *try* + *to* + infinitive is used to discuss attempting something difficult.
- In pairs, students discuss the question. They could think of something they've tried to cook, something technical on the computer, playing a new sport, learning something new, etc. Encourage them to ask follow-up questions to clarify details and to demonstrate interest in what their partner is saying.

your ideas

## Listening page 70

working out the missing information; complete the sentences

## 1

- In pairs, students discuss the questions. Remind them that *football* is called *soccer* in American English.
- Get feedback. The Exam Task will give the answer to question 2.

## 2

Go through the Exam Tip.

### Exam TIP

#### Working out the missing information

- The information that is in the sentence in the task is often spread over two or more sentences on the recording, so students need to follow the thread of the argument. For example, the sentence might refer to 'the ball game', but these words might be used two or three sentences before the information needed for the gap.

- Students look at the words before and after each gap and think carefully about the type of words they need.
- Get feedback.

#### SUGGESTED ANSWERS

- |                                 |            |
|---------------------------------|------------|
| 1 a noun, maybe a type of event | 3 a noun   |
| 2 a type of vehicle             | 4 a number |
|                                 | 5 a noun   |

## 3 6.4 ▶

- Play the recording. Students complete the sentences in Exercise 2.
- Don't get feedback at this stage as Exercise 4 will help students check their answers.

### 6.4 ▶

Huge numbers of people have taken an interest in watching women's football, especially the Women's World Cup. But players who competed in the first such event (in China in 1991) say things used to be very different.

In those days, big differences between men's and women's teams were taken for granted. One player from the 1991 team remembers being in France when she was a youth team member. The boys' team travelled on a big, beautiful bus and stayed in a hotel. The girls, on the other hand, stayed at a farmhouse and travelled around in a tiny bus.

The US women's team won the 1991 World Cup, but their victory attracted hardly any attention back home. When they arrived back to their country, there was no media there to greet them.

Since then, the US women's football team has gone on to win three more World Cups, so four times altogether, while the US men's team has never come close to winning even once. Moreover, ticket sales for US men's games used to generate much more money than women's, but in recent years the gap has almost disappeared. Over the last three years, these sales have generated about \$50.8 million for the women's games, compared with \$49.9 million for the men.

## 4 6.4 ▶

- Play the recording again.
- Students listen and answer the questions.
- Students check and correct their answers to Exercise 3.

#### ANSWERS

- The Women's World Cup. The first one was held in China in 1991.
- a tiny bus
- the victory of the US women's team
- four
- ticket sales

## 5 6.5 ▶

### Exam TASK

#### Complete the sentences

- Students look at the questions and predict what type of word will be needed in each gap, then compare their ideas with a partner.
- Play the recording. Encourage students to take notes if they are not sure of an answer. Then play the recording again.
- Get feedback. For items that students found particularly difficult, play the relevant section of the recording again and point out any words that refer back, e.g. *it's loved by ... , that doesn't mean ... , They simply wrote down ...* For sentence 9, point out the paraphrase *instead of having* on the recording, which means the same as *without the need for* in the sentence.
- Elicit the meaning of *rubber* (a strong natural substance that comes from a tree and is used to make things like car tyres), *evidence* (facts that prove something), *spectators* (people who watch a sports event) and *bounce* (to hit a surface then immediately leave it).

#### ANSWERS

- 265 million / 265,000,000
- nineteenth century / 19th century
- 3,000 / three thousand
- rules
- rubber
- (stone) courts
- feet or hands
- high ring
- war
- team thinking

### 6.5 ▶

It's no surprise that football is the world's most popular sport. It's loved by around 265 million people, and it's easy to play in any kind of park or field.

The modern game known globally as football dates back to England in the 19th century, but that doesn't mean the English invented the game. They simply wrote down the rules of games that had already been played for hundreds, or even thousands of years.

People in China were kicking balls into nets for sport over 2,000 years ago, but even they probably weren't the first to do it. In fact, the earliest version of most modern ball games as we play them today can be found in the Americas.

It's not clear where exactly in the Americas the game was invented, but it was popular across Mesoamerican cultures like the Aztecs and Maya, and began about 3,000 years ago. The sport had different names in different areas and the rules weren't the same, either. Sometimes people moved the ball by using bats. Other times, they moved the ball by bumping it with parts of their body.

These ancient civilisations developed a way of making rubber balls which were used in the games. This was done thousands of years before modern rubber was invented. Thousands of these balls were made. They were heavy – up to 7 kilos each.



Archaeologists are still finding these balls, because so many of them were made. Other archaeological evidence of the game includes more than one thousand stone courts from Mexico to Costa Rica, each with room for plenty of spectators.

Aztec players had to bounce the ball without using their feet or hands. They tried to get it over a centre line and hit the back wall of their opponents' courts. They often had serious injuries, since the ball was so hard and heavy. If a player managed to get it into a high ring on the opposing team's side, that meant that they won the game.

Although it was an everyday sport, this ball game also held an important place in Mesoamerican cultures. It is thought that Aztec kings played it instead of having a war. They settled disagreements or arguments with a simple game of ball.

There are still questions about how the game used to be played. But the way it uses team thinking is still important today – in modern versions of the ball game and among the millions of children who kick balls around a park every day.

- In pairs, students discuss the questions. Get feedback.

your ideas

**EXTENSION:** For homework, students research the origins of another popular sport and prepare a short presentation.

## ANSWERS

They are most positive about late opening hours, music concerts and similar events, and half-price tickets on weekdays.

They are least positive about more cafés and restaurants, and free transport around the park.

### 6.6 ▶

- E: Now I'd like you to talk about something together for about two minutes. Imagine that an amusement park in your country wants to make some changes to attract more people. Here are some ideas that they are considering, and a question for you to discuss. Talk to each other about how successful these changes would be.
- G: OK, shall we start with late opening hours? Do you think that'd be successful?
- B: I think it might. The big problem with amusement parks is that a lot of people want to go at the same time – weekends – so the parks end up getting crowded. But if you extended the opening hours, you could fit a lot more people in.
- G: Yes, you're right. It's a great idea.
- B: Cool. What about more cafés and restaurants? Would that make a difference?
- G: I don't think so. I mean, if I were deciding whether to go to an amusement park, I wouldn't think about cafés and restaurants. I'd just kind of take for granted that I'd be able to get something to eat.
- B: Yeah, I agree. What's next? Free transport around the park. I suppose that might be useful if it's a huge park.
- G: Yeah, exactly. You don't want to waste too much time walking around everything.
- B: Yes, but in my experience, the biggest time waster is the queues. If they could make the queues shorter, no one would mind walking between the attractions.
- G: True. And I think free transport is a bit like restaurants – it doesn't really influence most people's decisions about whether to go or not.
- B: Yes, you're right. Let's go on, shall we? The next idea is music concerts and similar events. That could be a big attraction, I think.
- G: Absolutely. I might go for a concert and then try the rides while I was there.
- B: Me too. And I'd also be happy to go to a concert on a weekday evening, so that would help to spread out the crowds over the week.
- G: Good point. Shall we move on? The last one is half-price tickets on weekdays. That sounds like a good idea, doesn't it?
- B: I'm not sure. Most people have other commitments during the week.
- G: True, but think of it this way. Imagine you've just finished work or school and you've got a few hours free in the afternoon. There's no way you're going to buy a full-price ticket. But at half-price, there'd be the temptation to go not just once, but every week.
- B: Hmm, I'm not sure about every week, but I see your point. It'd definitely be effective.

## Speaking page 71

### justifying opinions; collaborative task

#### 1

- Show the photo. Use it to elicit the meaning of *amusement park*.
- In pairs, students discuss the questions.
- Get feedback. Make a list of the different rides students know, and encourage them to look up the names of any they don't know.

#### 2

- Students look at the ideas and think about the question. Encourage them to think about which ideas would be the most popular and which would earn more money for the park.
- Students compare their ideas in small groups.

#### 3 6.6 ▶

- Explain that before hearing the students discussing the question, they will hear the examiner's instructions. The examiner will pause briefly after explaining the question, in order to give the students time to think.
- Play the recording.
- Students take notes in response to the question.
- Get feedback.

**TEACHING TIP:** Students can organise their notes in a few different ways. One way is to make a T-chart where students write down the girl's and boy's ideas in columns. Alternatively, they can put a tick or a cross next to the ideas in Exercise 2.

#### 4 6.7 ▶

- Students make predictions about which idea the students will choose as the most successful.
- Play the recording for them to check their answers.

#### ANSWER

Music concerts and similar events

#### 6.7 ▶

- E: Thank you. Now you have about a minute to decide which idea would be most successful.
- G: OK, so ... We've already decided about cafés and restaurants ... and free transport, haven't we?
- B: Yes. In both cases, we said they were nice, but probably wouldn't make a difference to whether people decided to go to the amusement park or not.
- G: Right. So that leaves us with three other options. I think we were positive about all three of them, weren't we?
- B: Yeah. It's hard to choose just one though. Any thoughts?
- G: Well, we're focusing on which thing would be most successful at attracting more people, not just which thing we like best. So for me, it would have to be music concerts, because events like this would attract people who don't usually go to amusement parks.
- B: So we're saying that later opening hours and half-price tickets would be nice, but not very good at attracting new customers. Is that right?
- G: Yes. Are you happy with that? Music concerts and similar events?
- B: Yes. Absolutely.
- E: Thank you.

#### 5 6.6 ▶

- Go through the Exam Tip.

### Exam TIP

#### Justifying opinions

- If students imagine themselves in a particular situation, they can use phrases like *If I were in that situation, I think I would ...*
  - They should try to be specific about the problems that an option will solve, using phrases like *That's a good idea, because it ...*
  - If they disagree with their partners, they should try to be positive and polite, e.g. *I'm not sure I agree. Wouldn't it be a better idea to ...?*
- Play the recording from Exercise 3 again. Students listen out for the techniques the students use, and make notes about the language they used. Play the recording again if necessary.
  - Get feedback.

#### ANSWERS

- 1 b (the big problem with amusement parks is that ...)
- 2 c (if I were deciding whether to ...)  
f (I wouldn't think about ...)
- 3 a (in my experience)  
e (the biggest time waster is ... ; If they could make the queues shorter, no one would mind ...)  
f (it doesn't really influence most people's decisions)
- 4 c (I might go for a concert and then try the rides ...)
- 5 d (Think of it this way. Imagine you've just ...)

## 6

### Exam TASK

#### Collaborative task

- Go through the phrases in the Useful Language box. Choose two students to model the collaborative task.
- In pairs, students complete the collaborative task. The two students who modelled the task complete it again, but with different partners.
- As a class, discuss how students justified their answers.

**EXTENSION:** Students complete the collaborative task again, but with a different partner. This time, ask the same question, but change the target group to families, and give students five different options to choose from: a zoo, an aquarium, a children's library, a football pitch, a playground. ★

## Grammar page 72

### Question tags

#### GRAMMAR GUIDE: question tags

Question tags are short questions at the end of a sentence. We use them to invite someone to respond, or to check what we said is correct.

We use an affirmative question tag after a negative sentence, and a negative question tag after an affirmative sentence:

*There aren't many people here, **are there?***

*You'll be at volleyball practice later, **won't you?***

Verb in the sentence	Question tag
be, auxiliaries, modals: <i>You're not Sam,</i> <i>He's sleeping upstairs,</i> <i>They haven't been to Rome,</i> <i>She can swim,</i>	same verb: <b>are you?</b> <b>isn't he?</b> <b>have they?</b> <b>can't she?</b>
present and past simple: <i>He lives in New York,</i> <i>You play football,</i> <i>She doesn't speak English,</i> <i>I met you at Ben's party,</i>	correct form of do: <b>doesn't he?</b> <b>don't you?</b> <b>does she?</b> <b>didn't I?</b>
imperative: <i>Don't spend all your money,</i> <i>Call aunt Bessie,</i>	will: <b>will you?</b> <b>won't you?</b>

Irregular question tags:

*I am: Sorry, I'm always late, **aren't I?***

*Let's (= let us): OK, **let's all calm down, shall we?***

When the subject is a determiner or an indefinite pronoun, the subject in the question tag needs to be adjusted:

*Everyone works hard, **don't they?***

*That wasn't a clever thing to say, **was it?***

*Those T-shirts are great, **aren't they?***

## 1

- Students complete the matching exercise, then compare their answers in pairs. Get feedback.

**FAST FINISHERS:** Students change the sentences from affirmative to negative, and vice versa, and add the correct tag (e.g. *That's not a great idea, is it?*).

**EXTENSION:** In small groups, students think of a context for each question. They write a short question / answer conversation for each one.

### ANSWERS

1 c 2 e 3 a 4 b 5 d

## 2

- Students look at the sentences in Exercise 1 again and complete the rule (end).

## 3

- Students complete the sentences, then check their answers in pairs. Remind them to look out for irregular tags.
- Get feedback.

**EXTENSION:** In groups, each student writes a statement on a piece of paper (e.g. *It's sunny today.*). They take turns to choose a piece of paper and make a tag question by adding a tag to the sentence. Other members of the group answer the question.

### ANSWERS

1 isn't it                                      4 will you  
2 aren't I                                      5 hadn't they  
3 weren't there

## Indirect questions

### GRAMMAR GUIDE: indirect questions

Indirect questions are questions within another question or a statement. We use them when we want to sound more formal, polite or distant.

- We use the word order of a normal statement. When the question is within a statement, we don't need a question mark at the end.  
*I've been wondering where Janet could be.*
- We can include a question word.  
*Could you tell me where the stadium is?*
- When we expect the answer yes or no, we use the words *if* and *whether*.  
*Do you know if the match has started?*

## 4

- Choose a student to read the first sentence and example answer.
- Students complete the rest of the exercise, then compare their answers in pairs. Get feedback.

### ANSWERS

1 When does the party start?  
2 When does the film start?  
3 How much does a new printer cost?  
4 Did I lock the car?  
5 Have we met before?

## 5

- In pairs, students discuss the question.
- Get feedback. Give examples to illustrate the difference in tone, e.g. *Where is the shop?* vs. *Could you tell me where the shop is?*

### ANSWER

to be more polite

## 6

- Students complete the rules, using the questions in Exercise 4 to help them.
- Get feedback.

**TEACHING TIP:** Common mistakes with indirect questions include using *do* and using question word order e.g. *I don't know what ~~do~~ you mean.*  
*Can you tell me where is room 105? → (where room 105 is?).*

**EXTENSION:** Students complete the following sentence stems with their own ideas:

- Can you tell me ... ?*
- I'm not sure if ...*
- I'd like to find out ...* ★

### ANSWERS

a statement  
b beginning

## Negative questions

### GRAMMAR GUIDE: negative questions

We use negative questions to express surprise or doubt, or when we expect someone to agree with us. We form them in the same way as affirmative questions, but with a negative auxiliary.

*Haven't you eaten yet?*

*Aren't we going to be late?*

Notice the form of formal negative questions.

*Did you not pick up the tickets?* (informal = *Didn't you ...?*)

## 7

- Students complete the exercise, then compare their answers in pairs. Get feedback.

### ANSWERS

1 weren't  
2 Didn't  
3 Isn't  
4 Hasn't  
5 Can't

## 8

- In pairs, students complete the rule (*agree*).
- Get feedback. Elicit ideas for which feeling in the rule each question in Exercise 7 shows. There may be more than one possible answer, so ask students to give their reasons. They will find out the correct answers in the next exercise.



9 **6.8** ▶

- Read out the functions.
- Play the recording. Students complete the exercise.
- Play the recording again for students to check their answers.
- Get feedback. How many of their predictions were correct?

**EASIER:** Pause the recording after each speaker and discuss students' ideas.

**EXTENSION:** Students write negative questions using these prompts: *Haven't you ...? Don't we ...? Isn't our class ...? Shouldn't you ...?* 🗣️

**ANSWERS**

1 d 2 a 3 c 4 e 5 b

**6.8** ▶

- 1 Why weren't you at practice yesterday? Everyone else managed to come, even though it was raining. Listen, if you want to be in the team, you need to train regularly. Is that clear?
- 2 Teresa says she saw you in the supermarket last week on Wednesday, but I thought you were in the mountains. Didn't you go hiking last week? Or did Teresa make a mistake?
- 3 Wow! Isn't that runner fast? I can't believe how fast he's going!
- 4 Is it OK if I sit here and have my lunch with you? Oh, it's so nice to eat outside in the sunshine, isn't it? Hasn't the weather been nice lately?
- 5 It's such a shame you don't want to come to our pool party. It's going to be amazing. Can't you swim?

**10**

- Read out the description of an 'escape room'. Ask if anybody has been in one.
- Students complete the conversation, then check their answers in pairs. Get feedback.

**ANSWERS**

1 we're	6 there's
2 Weren't	7 can't I
3 what the code is	8 there
4 Haven't	9 shall
5 there might	

**Use your English** page 73

phrasal verbs; prepositions; collocations; focusing on what you know; sentence formation

**Phrasal verbs**

**1**

- Students complete the exercise, then check their answers in pairs.
- Get feedback. Elicit the meaning of *clown* (a performer in a circus who makes people laugh – they often have a painted face and large shoes).

**EASIER:** Check understanding of the phrasal verbs before students do the exercise. Ask *What kind of things can you give up? Do you know of anything that has recently taken off?*

**FAST FINISHERS:** Students write a sentence about themselves that includes two phrasal verbs.

**ANSWERS**

1 gave up	4 keep up with
2 took off	5 burst out
3 knocked over	6 showing off

**Prepositions**

**2**

- Students choose the correct preposition to complete the sentences, then check their answers in pairs.
- Get feedback.

**ANSWERS**

1 for	4 on
2 onto	5 of
3 to	

**Collocations**

**3**

- Students complete the exercise, then compare their answers in pairs.
- Get feedback. Ask *Do you know anybody who doesn't take themselves seriously?*

**EXTENSION:** In pairs, students write three sentences about themselves using the expressions.

**ANSWERS**

1 take	4 make
2 come	5 know
3 putting	6 hold

**4**

- Go through the Exam Tip.

**Exam TIP**

**Focusing on what you know**

- If students aren't sure of the answer in this task, they should write as much as they can. Most sentences in English follow the order: subject + verb + object. If the sentence stem contains the subject, the next word they need to write is probably a verb.
- Students should check they have included all the details of the original sentence, and that the tense of their sentence is the same as the original sentence.

**Exam TASK**

**Sentence formation**

- Students complete the Exam Task, then compare their answers in pairs.
- Get feedback. Students give reasons for their answers.

**ANSWERS**

- 1 tell me whether there are
- 2 should make wild animals
- 3 a really clever combination of
- 4 when the treasure hunt starts
- 5 Why didn't anyone tell
- 6 doesn't (really) appeal to me

- In pairs, students discuss the first question. Then they change partners and discuss the second question.
- Get feedback.

## Writing page 74–75

planning and organising a report; reporting information effectively; writing a report

### Learning FOCUS

#### Planning and organising a report

- Remind students that a report is analytical and much less personal than an article.
- A report often uses headings that give the main points covered in the paragraphs.
- Ask students how they think a report should be structured (introduction, three or four main paragraphs, conclusion).

### MEDIATION SKILLS

- Explaining the information provided in graphs, charts and other visuals is mediation.
- In the activities on this page, students are guided through the process of interpreting numerical data and explaining the information both in speech and in writing. The Useful Language box gives phrases to help them with this.
- You can give students further practice of this mediation skill by encouraging them to look at English-language news articles that include graphic data.

## 1

- Go through the Learning Focus box.
- Students read the example task and answer the questions, then discuss the questions in pairs.
- Get feedback.

### SUGGESTED ANSWERS

1 the cinema manager

2 to highlight why the cinema isn't more popular and to suggest how to attract more customers

## 2

- Show the diagrams. Elicit that these are bar graphs, as they show the data as a series of different height bars on a graph.
- Students discuss the questions in pairs.
- Get feedback.

## 3

- Choose students to read sections of the example report aloud.
- Students look at the graphs again as they read the report and try to answer the questions. They then discuss the questions in pairs.
- Get feedback. Elicit the meaning of *screening times* (the time films are shown), *vast majority* (easily the most people) and *marketing campaigns* (a set of activities to persuade people to buy something).

### ANSWERS

The writer hasn't included information about the selection of films, or suggested a better range of snacks. Not many people mentioned either of these in the survey, so the writer probably didn't think it was worth including in their report.

## 4

- Students complete the exercise, then check their answers in groups.
- Get feedback. Invite a different group to give feedback on each section of the report.

### ANSWERS

The vast majority of people ...: about 90%

Almost one third ...: about 30%

Well over half of interviewees ...: about 60%

The most popular suggestion was ...: more than 50%

Almost a quarter of interviewees ...: 24%

More than a quarter of respondents ...: 26%

one in ten interviewees ...: 10%

## 5

- Go through the information in the graphs again. Elicit a number for each bar and write it on the board.
- Students use the statistics to write their paragraph.
- Remind them to use the Useful Language.

**EASIER:** If students have trouble thinking of ideas for their paragraphs, suggest that they consider one of the following ideas: *improving the selection of films*; *selling discounted season tickets*; *making the cinema feel less old-fashioned*. They should explain how they would do this and what kind of customers it might attract. ★

## 6

- Go through the Exam Tip.

### Exam TIP

#### Reporting information effectively

- Reports are more formal than other types of writing. Elicit features of informal writing that students should avoid (e.g. contractions, colloquial expressions, some phrasal verbs like *hang out*).
- Students should support their points clearly with data and statistics.

- Give students time to read through the Exam Task. There is a lot of information to take on board, so they may need some time to do this. Remind them to make notes. Elicit the meaning of *falling sharply* (going down very fast).
- Ask *Which information is the most interesting to you? Which is the most surprising?*
- Students choose three or four sections that they would like to write about and write their plan.

## 7

### Exam TASK

#### Writing a report

- Students complete the Exam Task.
- Remind them to use the Useful language to help them.

**TEACHING TIP:** Writing tasks can be given as homework, or can be organised as timed activities in class. As students get closer to taking their exams, it can be helpful for them to practise writing tasks under exam conditions.

## 8

- Students read through the checklist and tick the things they did.
- In pairs, students discuss their checklist, then make any necessary changes to their task.

**EXTENSION:** Ask pairs to read each other's report and to tick the things their partner has included, using the Reflection Checklist.

## Video page 76

### Will future robots and AI take over?

#### Useful vocabulary

*butler* (n): the chief servant in a house  
*deadly* (adj): can cause death  
*evil* (adj): immoral or wicked  
*get out of* (phr v): to avoid doing something, such as a chore  
*human-like* (adj): something that has human characteristics  
*idiosyncrasy* (n): a type of behaviour that is strange or unusual  
*innovative* (adj): very modern, new or advanced  
*maid* (n): a woman who cleans houses  
*menial* (adj): not requiring much skill  
*parkour* (n): a sport where you run and jump through urban environments  
*portray* (v): to represent someone or something in art or literature  
*rebel* (v): to rise up against someone or something

#### Before you watch

## 1

- Elicit or teach the meaning of *menial*, *parkour* and *rebel* (see Useful vocabulary).
- In pairs, students discuss the questions.
- Get feedback.

**EASIER:** Ask *What jobs would you like a robot to do for you or your family?* (e.g. do your homework, tidy your room, do the shopping, cook dinner). Discuss the questions as a class.

## While you watch

## 2

- Play the video. Students match the robots with the descriptions, then check their answers in pairs.
- Get feedback.

**EXTENSION:** Ask *Which of these robots is the most useful? Why?*

### ANSWERS

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

## After you watch

## 3

- Students complete the summary.
- Play the video again for students to check their answers.
- Get feedback.

**EXTENSION:** In pairs, students discuss the following quotations. Ask *Do you agree or disagree with these ideas?*

- *Real-life robots have nothing to do with the robots of our imagination.*
- *In the future, robots will rule the world.*
- *When robots can tell jokes, that's when we should be worried.* 🌟

### ANSWERS

1 rebel  
2 evil  
3 influence  
4 level  
5 process  
6 creativity

## 3

Let's face it. One of the worst things about 'adulthood' is having to clean.

If we can get out of it in any way, we'll do it. And since machines are made to make our lives easier, it makes sense we want a machine made to clean.

But in sci-fi, we want to go one further. We want a robot to do it for us.

In fact, the first time the word 'robot' was even used was way back in 1920, in a Czech play called Rossum's Universal Robots.

Which was about ... yep ... you guessed it – Robotic maids and butlers ... the robots rebel, but that's a story for another time.

The important thing is, what was once just a play is now pretty close to becoming reality.

Let's find out how the science fiction inspired science reality.

Sci-fi has long imagined a future with robots. But has often portrayed them as one dimensional: fully good, or fully evil.

Early sci-fi robots sometimes tried to destroy humanity ... But often, they were helpful assistants – doing menial chores for humans.

'Carpets a bit dirty? Leave it to Robert. He's the perfect household help, alright.'

Like Rosie, the Jetsons family's housekeeper, who cooked, cleaned and helped the kids with homework.

Most homes today don't yet have robot butlers, but, in 2002 robotics company iRobot introduced the Roomba – a robotic vacuum that could automatically clean floors. Colin Angle, co-founder of iRobot, cites Rosie the robot as an inspiration for the Roomba, saying 'People kept asking, "When do I get Rosie?"' She had a huge influence on the industry.'

Thanks, Rosie!

Robots that move more like animals or humans have long been in development.

Some even exceed human abilities. Like that!

Boston Dynamics robots can open doors, carry heavy objects and do parkour.

Sci-fi has also imagined artificial intelligence inside machines that can think and problem-solve at a human-like level.

One of the first complex sci-fi portrayals of AI is in *2001: A Space Odyssey*, co-written by Arthur C. Clarke and director Stanley Kubrik.

Marvin Minsky, an early AI researcher at MIT, advised Kubrick on the depiction of AI computer HAL 9000. HAL 9000 could speak...

'Good afternoon, Mr Amer.'

play chess ...

'Bishop takes knight's pawn.'

and make plans ...

'Open the pod bay doors, Hal!'

Deadly plans.

'I'm sorry, Dave. I'm afraid I can't do that.'

Today, many of us have AI in our homes, in the form of assistants Alexa and Siri – which are friendly – we hope. But as helpful as AI might become, it stops short of processing human idiosyncrasies and emotion ...

'Sorry, I didn't quite get that.'

an issue illustrated in sci-fi by Star Trek's android Data.

'You told a joke!'

'Yes!'

'I am not laughing.'

'Yes.'

'Perhaps the joke was not funny.'

'No, the joke was funny. It's you, Data.'

So, Rosie led to Roomba, and now we have Alexa.

With innovative jumps like that, it's hard to imagine where robots and AI go from here. In sci-fi, it may be revolution ...

'Will robots take over the world?'

'Yes, and the revolution is set for a week from Saturday.'

But in reality, it's whatever we have the creativity to program for.

Now stop procrastinating and go and do the laundry. It's not going to wash itself ... yet.

- Brainstorm examples of smart technology (e.g. refrigerators, light switches, heating and music controls, shopping assistants, home security devices).
- In pairs, students discuss the questions.
- Get feedback. Students give reasons for their answers to the second question.

**EXTENSION:** In small groups, students design a robot and prepare a short presentation. Their presentation should include the following information:

- name of the robot
- picture of the robot
- what it can do
- how much it costs

Students present their robots. At the end, take a vote on the best robot. ★

## Review page 154

### ANSWERS: VOCABULARY

#### 1

1 d 2 f 3 c 4 a 5 b 6 e

#### 2

1 keep 4 knocked  
2 give 5 showing  
3 burst

#### 3

1 onto 4 in  
2 to 5 of  
3 about 6 at

### ANSWERS: GRAMMAR

#### 4

1 cycling, warming up  
2 Living, to go  
3 to play, to form  
4 Training, getting up  
5 swimming / to swim, to get  
6 scoring, to lose  
7 slow down, to finish

#### 5

1 hasn't it 4 weren't there  
2 didn't they 5 shall we  
3 aren't I 6 won't we

#### 6

1 me what we are waiting for  
2 didn't you go  
3 if / whether the ticket includes  
4 Wasn't the party  
5 if / whether John has gone out