

# Units 5-6

### Activities

Identifying the function of communicative language

Categorising vocabulary  
Contextualising listening extracts

### Project

Extraordinary people

### Vocabulary

Aviation  
Restaurant  
Sport

### WARMER 1

**Game Vocabulary guessing** Put students into pairs and ask them to look at the pictures. Tell them they should write down five items of vocabulary that have a connection with each one. They cannot write words for anything they can see in the pictures, but they should write words that have an association with the picture, e.g. for picture A they might write *dangerous*. Students write their words in pairs.

Ask pairs in turn to read out their five words for one of the pictures, without saying which one it is for. Other students guess the picture.

### WARMER 2

**Game What are they saying?** Put students into pairs and ask them to imagine a speech bubble coming from the mouth of one of the people in each picture. They try to think of something amusing that each person is saying. Ask students in turn to read out their quotes, and get the class to choose the most amusing/original for each picture.

- Give students two minutes to complete the words and write them in the correct categories.
  - Allow students time to check their answers in pairs before you check with the whole class.

#### Answers

Aviation: *aircraft, flight, landing, passenger, pilot, plane*  
Restaurant: *fork, glass, menu, plate, soup, waitress*  
Sport: *club, game, goal, match, player, team*

#### Optional activity

Students work in pairs or small groups and add as many words as they can to the *Restaurant* category. Bring the vocabulary together on the board and ask students to write example sentences for five of the words.

- The aim is to introduce students to the main areas of communicative language they will cover in Units 5 and 6.
  - Focus on the two boxes and explain that they show the communicative language and topics/vocabulary that students will learn in Units 5 and 6. Students match six of the communicative aims 1-8 with the pictures A-F.

#### Answers

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

#### Optional activity

Students write another example sentence for each of the communicative aims 1-8. Monitor and help where necessary. Ask students to read out some of their sentences, and ask the class to decide which aim they go with.

- The aim of the activity is for students to contextualise short listening extracts by working out what kind of listening text each is from. Remind students that for this type of activity they should listen for the main gist, and should not worry if they don't understand every single word. Remind them that there is one text type they do not need.
  - Play the recording. Students match the extracts 1-3 with A-D.

#### 2.12 Recording

1  
Kinsey works at Madame Tussaud's in London. Starting at 7.30am, two hours before the crowds arrive, she moves through the museum, checking that all the models are undamaged. 'Richard Branson had a broken nose this morning,' she says. 'And Hitler had a broken ear. He's had several lately, I don't know why.'

2  
Bill Bryson, an American writer who had lived in Britain for ten years, returned to the USA to rediscover his homeland. He borrowed his mother's old Chevrolet and drove 13,978 miles through 38 states, keeping mainly to side roads and small towns. This is Bryson's description of a meal in a town called Littleton in New Hampshire.

3

INTERVIEWER  
BEN

What's the best holiday you've ever had?  
It was in Canada three years ago. Some friends invited us to stay in Nova Scotia – that's the east coast of Canada. So we went for two weeks, and while we were there we went whale-watching. We saw all kinds of whales and dolphins, and they came really close to the boat. It was magic.

**Answers**

1 C 2 D 3 B

**Optional activity**

Play the recording again and ask students comprehension questions, e.g. *Where does the person work?* (In a museum in London) *Where is the travel book about?* (the USA) *Where was the holiday to?* (Canada).

- 4
- Give students a few minutes to look through the *Extraordinary People Survey*. Deal with any vocabulary issues.
  - Students do the survey in groups of four, noting down any interesting or surprising answers.
  - Divide each group into pairs, and put pairs together into new groups of four. Students report on anything interesting or surprising that came up in their discussions.
  - Point out the 'Believe it or not!' fact at the bottom of the page. Ask students if they know any other strange or surprising facts like this about travel, or people who have travelled a lot.

**Extraordinary people project**

- Ask students to work individually and make a poster about an extraordinary person they would like to meet. It can be someone from history, a real person, or a fictional character. They should write a paragraph about why the person is extraordinary and why they would like to meet them. They should also illustrate their poster with illustrations or photos. Display the posters in class so that students can look at each others' work.

**Follow-up activities**

- ◆ Put students into pairs and ask them to choose three other vocabulary categories in the Topics and vocabulary box on page 60 and brainstorm vocabulary for them. Put pairs together to form groups of four, and ask them to compare their lists and add any more words that they can.
- ◆ Ask students which of the topics in the list they would like to learn more about at school. Students can discuss the question in pairs and choose one or two topics, then compare their answers in small groups and discuss any similarities or differences.

**HOMEWORK**

Ask students to interview someone else for the *Extraordinary People Survey* and to write down the person's answers. They can report back to the class in the next lesson.

MACMILLAN  
EDUCATION  
Sample marketing text © Macmillan Publishers LTD

## If the plot had succeeded ...

**Communicative aims**

Talking about unreal or imaginary past events

Expressing regret about the past

**Language**

Third conditional  
*wish/if only* + past perfect

**Pronunciation**

Sentence stress and weak forms

**Vocabulary**

Historical events

**WARMER**

**Game** *Date game* Write some important dates on the board, e.g. *5 November, 25 December, 14 February*. Include some national holiday dates from your own country. Give some information about one of the dates to the whole class, e.g. *It's a day when men give women red roses. It's called Valentine's Day*. The first student to shout out the correct date (14 February) wins a point for their team.

**Useful information**

On 5 November, there are large organised firework displays in major parks and some friends/families gather in their gardens for smaller firework parties. Many have bonfires and children make a model of Guy Fawkes to be thrown on to the bonfire and burned. Children learn the rhyme:  
*Remember, remember  
The fifth of November,  
Gunpowder, treason and plot.  
I see no reason  
Why gunpowder treason  
Should ever be forgot.*

the text. (All the words are in the text except *electricity, environment, flood*.)

**2.13 Recording**

See text on page 62 of the Student's Book.

**Answers**

*5th November is celebrated because a plot to blow up the British Houses of Parliament was prevented on that day in 1605.*

**3 AFTER READING**

- Students read the text again and match the beginnings and endings of the sentences. Remind them that there are two extra endings.

**Answers**

1 c 2 d 3 i 4 j 5 a 6 g 7 f 8 b

**Optional activities**

- Read out the story of Guy Fawkes, but include some incorrect information, e.g. *He attempted to blow up King William I*. Students shout *Stop!* every time they hear a mistake and correct the information.
- Write *The plot, The possible results, The actual results, Then and today* on the board. In pairs, students try to remember two pieces of information about each subject, with books closed.

**1 OPENER**

- The aim is to set the scene for the text in exercise 2.
- Ask the students to look at the pictures on the page and elicit that they show Guy Fawkes and fireworks. Ask students if they know anything about this event.
- Focus on the words in the box. Explain any words they didn't know. Ask students to work with a partner and predict which words will be in the text. Don't confirm answers at this stage.

**2 READING**

- Students read and listen to the text. Encourage students to read quickly and guess unfamiliar words from context. Explain that *catch someone red-handed* means to catch someone in the middle of doing something wrong and that if you *get away with something*, you are not caught or punished for your wrong-doing. Be prepared to translate *attempted, persecuted, conspirators, executed* and *poll*. Elicit the answer to the question, and check with the class which words from exercise 1 occur in

**Your response**

Ask students to work in pairs to discuss the questions. Ask some pairs to report back to the class.

**LANGUAGE WORKOUT OPTION**

If you want to pre-teach the language students will use in the following activities, you may like to go to the Language Workout box now.

**4 WRITING**

- Tell students they are going to complete some famous quotations. Ask students to look at the names of the

people the quotes are from, and elicit any information they know about the people.

- Tell students the quotes are all about imaginary events in the past. Do the first one with the class as an example. Students then work individually or in pairs to complete the quotations.

**Answers**

- 1 *had intended, would have given*
- 2 *had known, would have taken*
- 3 *hadn't started, would have raised*
- 4 *hadn't been, wouldn't have sent*
- 5 *would have happened, hadn't been*
- 6 *hadn't been, would have ended*

**5 PRONUNCIATION**

- Play the recording for students to listen and repeat the conditional sentences from Exercise 4. Ask students to underline the stressed words in each sentence. Pause the recording between sentences to check the stress and for students to repeat. Ask *What kind of words are stressed: content words or grammar words?* (content).
- Ask students about the pronunciation of *have* and *had* in the sentences. Highlight the weak pronunciation of *have* /əv/ and the contraction of *had* to 'd.

**2.14 Recording and answers**

- 1 If God had intended us to fly, he would have given us wings.
- 2 If I had known I was going to live this long, I would have taken better care of myself.

**LANGUAGE WORKOUT OPTION**

If you want to pre-teach the language students will use in the following activities, you may like to go to the Language Workout box now.

**6 SPEAKING**

- Ask students to look at the pictures and work with a partner to decide what the people might be thinking. Do the first one together as a whole class as an example. Remind students to use the past perfect.
- Ask different students to share their suggestions with the rest of the class. Accept a range of suggestions.

**Suggested answers**

- 1 *If only I'd saved the penalty.*
- 2 *I wish I hadn't had the accident.*
- 3 *If only I'd turned off the iron.*
- 4 *If only I'd brought a mobile phone.*
- 5 *I wish I'd filled up the car with petrol before.*

**Extension** Give one or two examples of sentence endings yourself, e.g. *I wish I'd known about the concert last weekend. If only I hadn't forgotten about the party!* Allow students time to complete the sentences individually. They then tell a partner. Ask some students to read their sentences to the class.

**7 LISTENING**

- Ask students to say what they would do/buy if they won the lottery, reminding them of second conditional forms.
- Ask students to guess what Sally King did with her lottery money, using the photo for ideas. Explain that students will hear her talking about how her life changed.
- Allow students time to read through the things in the list, then play the recording. Students tick the things in the list that Sally did and put a cross by the things that she didn't do.
- Students check their answers with another student, explaining how things would have been different if she hadn't won the lottery, as in the example.
- Ask a few students to say their answers to the whole class. Correct pronunciation as necessary.

**2.15 Recording**

Sally:

*When I won the lottery, it changed my life completely. Two years ago, I was living in a small flat in Manchester, and I was working as an accountant. And that was how I saw my life – I expected to stay in Manchester and be an accountant for the rest of my life. I'd always wanted to be an artist, to paint pictures, but I had to earn a living. And then I won two and a half million pounds – I still find it hard to believe.*

*I gave up my job immediately. Then I thought – I don't have to stay in Manchester, I can go anywhere in the world. In the end I decided to move to Italy because I love Italian food. So I sold my flat and bought an old farmhouse in the hills near Florence. And a few months later, I met Giorgio. We started going out together, and we got married last year. I'd never have met Giorgio if I hadn't won the lottery. Oh, and my dream has come true – I've taken up painting, and I sold my first picture last week! As I say, winning the lottery has changed my life.*

**Answers**

- |                      |                        |
|----------------------|------------------------|
| a give up her job ✓  | e stay in Manchester ✗ |
| b carry on working ✗ | f moved to Italy ✓     |
| c sell her flat ✓    | g meet Giorgio ✓       |
| d buy a farmhouse ✓  | h take up painting ✓   |

- She wouldn't have given up her job if she hadn't won the lottery.*
- She would have carried on working ...*
- She wouldn't have sold her flat ...*
- She wouldn't have bought a farmhouse ...*
- She would have stayed in Manchester ...*
- She wouldn't have moved to Italy ...*
- She wouldn't have met Giorgio ...*
- She wouldn't have taken up painting ...*

**Optional activity**

Students write a paragraph as if they were Sally, explaining how their life would have been different if they hadn't won the lottery. Give them the starter sentence: *Two years ago I won the lottery and it completely changed my life. If I hadn't won ...*

## LANGUAGE WORKOUT OPTION

If you want to pre-teach the language students will use in the following activities, you may like to go to the Language Workout box now.

## 8 WRITING

- Ask students to remember how history would have been different if the Gunpowder Plot had succeeded. Elicit some ideas, and check that students are using the third conditional correctly.
- Look at the examples in the Student's Book and, as a whole class, brainstorm and write on the board other important events, e.g. *the attack on the World Trade Centre, World War I/II, the invention of the microchip*.
- Students choose one of the events and write sentences saying what would/wouldn't have happened if things had been different. Monitor and help with vocabulary.
- Students check their own work for spelling, grammar and punctuation, before exchanging writing with a partner to read and check each other's work.

## LANGUAGE WORKOUT

- Ask students to look at the Language Workout box and complete the sentences. Confident students can complete first and then check, while others can look back at exercises 2 and 3 and then complete.
- Students turn to page 116 of the Language File to check their answers.

## Answers

*had, would have  
would have, had  
had  
had got  
hadn't caught  
third if wish*

- Highlight that:
  - third conditional sentences are generally formed with *if + past perfect, + would + have + past participle*. They often express regret or inability to change a past situation or event. Both the main and the conditional clauses refer to the past. The conditional clause can follow the main clause, but no comma is used in this case.
  - *If only/wish + past perfect* also express regrets about the past.
- Check students' understanding by asking questions about the examples, e.g. *Did the plot succeed? Did the King die as a result of the plot?*

## Optional activity

Ask students to find more examples of the third conditional in the text on page 62.

## PRACTICE

- Students do Practice exercise 14 on page 116 of the Language File. They rewrite the sentences using the words in brackets.

## Answers

- 1 *If only he hadn't failed his exams.*
- 2 *She wishes she'd got the message in time.*
- 3 *I wish I hadn't eaten so much!*
- 4 *If only you'd listened to me!*
- 5 *He wishes he'd learnt to play an instrument.*
- 6 *If only he hadn't lost his job.*

- Students do Practice exercise 15 on page 116 of the Language File. They complete the sentences with the correct form of the verbs. Allow students time to check their answers in pairs before you check with the class.

## Answers

- 1 *had had, would have won*
- 2 *had charged, wouldn't have missed*
- 3 *would have got, had booked*
- 4 *had listened, wouldn't have misunderstood*
- 5 *would have been able, hadn't lost*
- 6 *wouldn't have lost, had played*

## Follow-up activities

- ◆ Ask students to think of three important events or situations in their life so far and write them down, e.g. *I moved to this town seven years ago, I chose to study physics*. Students then mingle, asking questions, e.g. *How would your life have been different if you hadn't ...?*
- ◆ Remind students that Guy Fawkes was recently listed in the top 100 Great Britons. Tell students that they are going to make a list of the top ten people (living or dead) from their own country. Students make their lists individually, then share with a partner, and try to reach a new agreement on the top ten people. They then work in a group of four, a group of eight and eventually as a whole class.

## HOMEWORK

Students choose a special date from their own country and research what originally happened on this day and why it is remembered. They then write a paragraph explaining their findings and saying how things would have been different in their country if this event had not happened.

## WEBLINK

Students may like to visit [www.bonfirenight.net](http://www.bonfirenight.net) for more information on bonfire night and Guy Fawkes.

**Communicative aims**

Expressing obligation and lack of obligation

**Language**

*must(n't), have to and need to*  
*don't have to, don't need to and needn't*

**Pronunciation**

Contrastive stress

**Vocabulary**

Routines  
Qualifications

**Optional aids**

Follow-up activity 1: sticky labels with job titles, one per student

**WARMER 1**

Students see how many words they can make from the unit title *Extraordinary people*. Students may not use a letter more than once unless it appears more than once in the title itself. The student with the greatest number of words wins.

**WARMER 2**

*Tourist attractions*. Elicit suggestions for the world's most visited cities, e.g. *Paris, London, New York, Sydney*. Write these on the board. Students then discuss with a partner what the most famous tourist attractions are in each. After a few minutes, nominate a student to describe one of the cities and its attractions, without saying the city's name. Other students listen and identify the city.

**Useful information**

Madame Tussaud was a French model-maker born in 1761 who worked with wax. She came to England at the time of the French Revolution. She eventually set up her collection of wax models in Baker Street, London. This developed into Madame Tussaud's waxwork museum, one of London's top attractions, which includes models of historical figures as well as current stars. The Jorvik Viking Centre was set up after an archaeological dig in the centre of York unearthed well-preserved remains of 10th century Viking buildings. The Centre is a living museum where visitors can experience life at that time through these archaeological finds. The London Aquarium is on the South Bank of the Thames, near the London Eye, and has 350 species of fish in 2.5 million litres of water.

at this stage. Explain that *wax* is the material from which candles are made. Students decide which job is dangerous (working at the London Aquarium).

**2.16 Recording**

See text on page 64 of the Student's Book.

**3 AFTER READING**

- Students read the text again and answer the questions.

**Answers**

- Because he is a wax model.
- She checks that the models are undamaged.
- She doesn't want to melt the wax.
- Smells.
- No, two or three times a week.
- Because a machine does it.
- George is a male name for a female shark.
- Because there are other people with her and she's never had any scary moments.
- So that visitors can see the fish clearly.

**Your response**

Ask students to work in pairs to discuss the questions. After a few minutes, put pairs together into groups of four to compare their answers. Ask a student from each group to report back on their discussions.

**Optional activity**

Students choose one of the people from the text and write three questions that they would like to ask them. They then role play an interview with another student taking the role of Jo, Mark or Jeanette.

**1 OPENER**

- The aim is to set the scene for the text in exercise 2.
- Ask *Do you recognise these famous British tourist attractions? What are they called and where are they?*

**Answers**

A Madame Tussaud's B Jorvik Viking Centre  
C London Aquarium

**2 READING**

- Students read and listen to the text. Encourage them to guess unfamiliar words from context and set a short time limit, so that students read for gist only

**4 PRONUNCIATION**

- Ask students to make sentences correcting the statements 1–6 about the text in exercise 2. Point out the example given for number 1.
- Play the recording of the first sentence only and ask students to identify the stressed word (*London*). Establish that we stress the new, corrected or contrasting information.
- Ask students to predict the stressed words in the other sentences. Then play the recording, pausing between each sentence to check the stress. Play the recording

again, pausing after each sentence for students to repeat.

**2.17 Recording**

- 1 Jo Kinsey works in London, not York.
- 2 Richard Branson had a broken nose, not a broken leg.
- 3 There are 400 photographs of each model, not 200.
- 4 Mark Shepherd creates smells, not sounds.
- 5 George is the largest shark, not the smallest.
- 6 Jeanette Ewart is 23 years old, not 25.

**Extension** Students write down a further sentence about each job which contains a false fact. They then swap sentences with a partner and correct their partner's sentences. Correct their pronunciation if necessary.

**Optional activity**

Students write a sentence about themselves, containing one false fact. Ask students in turn to read out their sentence, and see if anyone can correct it.

**LANGUAGE WORKOUT OPTION**

If you want to pre-teach the language students will use in the following activities, you may like to go to the Language Workout box now.



**5 LISTENING**

- Focus on the three pictures and job titles and check that students understand them. Allow students time to read through the list of qualifications.
- Point out the system of ticks and crosses students must use, then ask them to work in pairs to guess which qualifications are necessary for each job.
- Play the recording for students to check their predictions and complete the chart with a tick for *have to*, a cross for *needn't* and two crosses for *mustn't*.

**2.18 Recording**

Radio presenter:

Hello and welcome to *Where next?*, the programme which answers your questions about interesting and exciting jobs for when you leave school. Today we're going to look at three jobs: flight attendant, yacht crew and, believe it or not, human cannonball!

First, we've had lots of emails asking about jobs as flight attendants. Flight attendants look after passengers on planes, serving food and drinks and being responsible for safety. Lots of young people would like this job and competition is quite strong. You must be over 21 and you must be over 1.5 metres tall – so you can put baggage above the seats on the plane. But you mustn't be over 1.88 metres or you'll hit your head on the ceiling! Flight attendants work long hours – up to 16 hours a day – and have to open and close heavy doors, so you must be physically fit.

A driving licence isn't needed but you must speak two foreign languages. Many flight attendants have a university degree but it's OK without one. As you're responsible for safety you must have safety training and of course it goes without saying that you must be willing to travel.

The next job is as a member of the crew of a yacht, helping to sail it and keep it clean. Many yachts are in great places in the Mediterranean and the Caribbean and if you like sun and sea, it's the job for you. One problem is that obviously there are more jobs in the summer than in the winter! There isn't an age limit so teenagers can apply. Your height doesn't matter either but you have to be quite strong to help sail the yacht, so top physical fitness is essential.

A driving licence isn't important but you must be able to speak at least one foreign language. A university degree isn't needed but safety training is. You must have done a five-day safety training course. And the job is about travelling so you will never be in the same place two days in a row.

And our third job is working in a circus as a human cannonball. Not the first job people think of but we have had emails asking about work in a circus. It doesn't matter what age you are, and if you're short that's OK. But you can't be over 1.88 metres or you won't be able to get into the cannon! Physical fitness is essential as you will fly through the air across the circus tent. You usually must be able to drive so that you can help the circus move from town to town. It's not necessary to be able to speak a foreign language or have a degree. Safety is of course important but there aren't any special training courses. And like our other two jobs this is one where you move from place to place. So if the circus is for you, we hope your career as a human cannonball goes with a bang!

For more information on how to apply for these jobs please go to our website [www.millan.com](http://www.millan.com).

**Answers**

	Flight attendant	Yacht crew	Human cannonball
Be over 21 years old:	✓	✗	✗
Be over 1.5 metres tall:	✓	✗	✗
Be over 1.88 metres tall:	✗✗	✗	✗✗
Be physically fit:	✓	✓	✓
Have a driving licence:	✗	✗	✓
Speak a foreign language:	✓	✓	✗
Have a degree:	✗	✗	✗
Have safety training:	✓	✓	✗
Be willing to travel:	✓	✓	✓

- Students then talk with a partner about the qualifications for the three jobs. Encourage them to use a range of expressions to express obligation and lack of obligation, e.g. *have to*, *must*, *don't have to*, *needn't*, *mustn't*. Ask individual students to tell the class what qualifications are and aren't necessary for each job.

**LANGUAGE WORKOUT OPTION**

If you want to pre-teach the language students will use in the following activities, you may like to go to the Language Workout box now.

## 6 WRITING

- Tell students that they are going to write two paragraphs for the class magazine, about the qualifications needed for two of the jobs from exercise 5. Give them a ten-minute time limit to produce their paragraphs.
- Monitor, help with vocabulary and note down any errors or examples of good language. With fast-finishers, highlight where they have made mistakes and encourage them to self-correct. Fast-finishers can also think of a suitable title for their writing.
- Students check their own work for spelling, grammar and punctuation, before exchanging with a partner to read and check each other's work, and selecting the best paragraphs for the magazine.
- Go through a few examples of good language or errors with the whole class, writing corrections on the board for students to copy down.

**Extension** Students can work individually or in pairs to choose another unusual job and write a paragraph about the qualifications needed for it. With weaker classes, brainstorm ideas for unusual jobs with the whole class first.

## LANGUAGE WORKOUT

- Ask students to look at the Language Workout box and complete the sentences. Confident students can complete first and then check, while others can look back at exercises 2 and 3 and then complete.
- Students turn to page 116 of the Language File to check their answers.

## Answers

*must have to needs to had to doesn't, have to needn't*

- Highlight that:
  - *must, have to* and *need to* all indicate obligation; *don't have to, don't need to* and *needn't* indicate lack of obligation; *mustn't* means you're not allowed to do something.
  - *must* has no past form. Use *had to* or *needed to*.
  - *needn't* is followed by the bare infinitive, without *to*, although *need* is followed by the full infinitive with *to*.
  - We use *didn't need to/didn't have to* to talk about lack of obligation in the past.

- Check students' understanding by asking questions about the examples, e.g. *Is it necessary for Mark to heat the oil himself?*
- Drill the examples from the Language Workout box for pronunciation practice. Highlight the weak pronunciation of *must*, the pronunciation of *(don't) have to* /hæftə/ and the weak pronunciation of *to* /tə/.

## PRACTICE

- Students do Practice exercise 16 on page 116 of the Language File. Introduce the theme of sayings/proverbs by giving an example from your own country or sentence 1 from the exercise. Elicit the meaning of the saying and find out if students agree or disagree.
- Students complete the remaining sentences with the correct form of the verbs in brackets. Encourage them to think about the wider meaning of each sentence to guide their choices.
- Check the answers by asking different students to read out each sentence. Correct pronunciation as necessary.

## Answers

1 *must* 2 *don't have to* 3 *mustn't*  
4 *needn't / don't need to* 5 *don't have to*  
6 *had to* 7 *needed to* 8 *needn't / don't need to*

## Follow-up activity

**Game** *Guess your job* Before the lesson, prepare some job names on sticky post-it notes, enough for one per student. Stick one on each student's back, so that they cannot see it but other students can. Students must guess their own job by walking around the room, asking yes/no questions, e.g. *Do I have to be physically fit? Do I have to wear special clothes? Do I need to help other people?* With a less confident class, brainstorm possible questions first and write them on the board. With a confident class, include some unusual jobs, e.g. *personal shopper, funeral director, film extra, food taster, yoga teacher*.

## HOMEWORK

Students interview someone they know about their job and qualifications, using the chart in exercise 5 and their own ideas. They could choose a friend, relative or person working in the school. They should bring their interview questions and answers to the next lesson.

## WEBLINK

Students may like to visit these sites for more information [www.madame-tussauds.co.uk](http://www.madame-tussauds.co.uk), [www.visitsealife.com/london](http://www.visitsealife.com/london), [www.jorvik-viking-centre.co.uk](http://www.jorvik-viking-centre.co.uk)

Revision and Extension p71

Language File p116

Workbook Unit 5 Lesson 2 pp52–53

Photocopiable worksheet p176, notes p158



## What could have happened to them?

**Communicative aims**

Making deductions  
Speculating about the past

**Language**

*must have* and *can't have*  
*could/may/might have*

**Pronunciation**

Sentence stress and weak forms

**Vocabulary**

Aviation  
Phrasal verbs with *up*

**Optional aids**

Exercise 6 Optional activity: small cards  
Follow-up activity 1: descriptions and explanations of 'unusual' situations

**WARMER 1**

If the students did the homework from the last lesson, they can show or talk about their interviews to other students, explaining who they interviewed, what the person's job requirements are and whether or not they would like to do their job.

**WARMER 2**

Focus on the pictures and the title of the text. Ask students what they know about Amelia Earhart and the history of aviation. Ask *When was the first flight?* (the Wright brothers, 1903), *When was the first flight across the Atlantic?* (Charles Lindbergh, 1927). Elicit other information that students know.

**WARMER 3**

Tell students that they are going to read a text about flying. Give them one minute to write a list of six words or phrases they expect to find in the text. Write their ideas on the board as a word map with *FLYING* in the centre. After students have read the text in exercise 2, check how many of their words they found. The winning student is the one who found the most words.

**1 OPENER**

- The aim is to introduce the context for the reading in exercise 2.
- Ask students to look at the photo and map and guess what the woman pilot did. Accept all suggestions but don't confirm the answer yet.

**2 READING**

- Students read and listen to the text, checking their predictions and answering the question. Encourage them to guess unfamiliar words from context. If you did Warmer 3, ask students how many of their words they found. Check that students understand *solo* by asking *How many people?* Explain that you *set* or *break a record* by being the best/fastest, etc. in a particular task and *to be short of* means having very little left. Be prepared to translate *attempt*, *no trace*, *fuel* and *abduct*.

**2.19 Recording**

See text on page 66 of the Student's Book.

**Answers**

Ex1: She was the first woman to make a solo flight across the Atlantic, in 1932.

Ex2: They didn't complete the flight because they went missing. No-one knows what happened to them.

**3 AFTER READING**

- Students read the text again and decide if the sentences are true, false or if no information is given. Ask them to underline or write down the words in the text that helped them decide on their answers.
- Check the answers as a class before students write corrections for the false sentences. Monitor and help where necessary.

**Answers**

1 False. She was the first woman to fly solo across the Atlantic.

2 True

3 No information

4 No information

5 False. They disappeared over the Pacific Ocean.

6 True

7 True

8 False. It can't have blown up in mid air because it had used up most of its fuel.

9 False. They were possibly US spies. (They may have been.)

10 True

**Optional activity**

Fast-finisners can find and write down words to do with flying in the text, e.g. *pilot*, *solo flight*, *crash*, *landing*.

**Your response**

Put students into pairs to discuss the questions. Ask pairs to report back to the class.

## LANGUAGE WORKOUT OPTION

If you want to pre-teach the language students will use in the following activities, you may like to go to the Language Workout box now.

## 4 WRITING

- Focus on the example sentence, and do another example with the whole class if necessary. Students then work individually or in pairs to rewrite the remaining sentences.

## Answers

- 1 *She must have been very brave.*
- 2 *She can't have slept during her solo flight.*
- 3 *They might have survived.*
- 4 *They could have landed on a desert island.*
- 5 *Aliens can't have abducted them.*
- 6 *The plane could have come down in the sea.*
- 7 *They may have got lost.*
- 8 *She must have loved flying.*

## Optional activity

Students underline the expressions in the original sentences 1–8 which indicated certainty or lack of it, e.g. *I'm sure, perhaps.*

**Extension** Ask students to use the structures in exercise 4 to give their own ideas about what happened to Earhart and Noonan.

## 5 PRONUNCIATION

- Play the recording for students to listen and repeat the sentences and identify the stressed words in each sentence.
- Pause the recording between sentences to check the stress. Ask students *What happens to 'have'?* Establish that it is pronounced as a weak form /əv/. Drill *must have, can't have, might have, could have* and *may have* as single units.

## 2.20 Recording and answers

- 1 *She must have been very brave.*
- 2 *She can't have slept during her solo flight.*
- 3 *They might have survived.*
- 4 *They could have landed on a desert island.*
- 5 *Aliens can't have abducted them.*
- 6 *The plane could have come down in the sea.*
- 7 *They may have got lost.*
- 8 *She must have loved flying.*

## Optional activity

Students can practise saying their own sentences from the Extension activity with the correct pronunciation.

## 6 VOCABULARY

- Tell the students to complete sentences 1–8 with the verbs from the box. Remind students that they may have to change the form of the verbs. Point out that these are all phrasal verbs with *up*.
- Ask students to read out their sentences to the whole class to check the answers.
- Students identify which of the phrasal verbs were in the text in exercise 2. Check that students understand the meaning of the verbs by asking them to explain or translate, e.g. *blow up* = *explode*.

## Answers

1 *used* 2 *grows* 3 *blow* 4 *made* 5 *ended*  
6 *sum* 7 *woke* 8 *took* 9 *looked*  
In exercise 2: *blow up, use up, end up*

## Optional activities

- Fast-finishers put the phrasal verbs on cards for the Vocabulary box, writing a definition or example sentence on the reverse.
- Game** *Phrasal verb tennis* Write the phrasal verbs on the board and divide the class into two teams. One team 'serves' a phrasal verb to the other team, i.e. chooses one for the other team to put into a sentence. The other team wins a point for making a correct sentence, before in turn 'serving' a different phrasal verb to the other team. Erase phrasal verbs from the board as they are used. With stronger classes, you could include and revise phrasal verbs with *down* from page 41.

## LANGUAGE WORKOUT OPTION

If you want to pre-teach the language students will use in the following activities, you may like to go to the Language Workout box now.

## 7 SPEAKING

- Tell students that they are going to read about four more unexplained mysteries and suggest explanations.
- Focus attention on the four pictures and ask students to describe what they can see. Give students a few minutes to read the mysteries and think about any possible explanations, making brief notes if they like. Elicit that the *crew* are the people working on a plane or ship.
- Students work with a partner to discuss their ideas for what might have happened. Point out the example sentence beginnings to remind students to use the grammar from the lesson.
- Ask a few students to share their ideas for each mystery with the whole class. You could have a class vote on who has the most plausible explanation.

## 8 WRITING

- Tell students that they are going to write about an unexplained mystery, from this lesson or elsewhere, for the class magazine. Remind students that they

can make one up if they prefer and that they should describe the event and what they think happened. With weaker classes, you could brainstorm ideas for other unexplained mysteries with the whole class before students start writing.

- Monitor, help with vocabulary and note down any errors or examples of good language.
- Students check their own work for spelling, grammar and punctuation, before exchanging their writing with a partner to read and check each other's work. Encourage discussion of alternative explanations for the mystery.
- Go through a few examples of good language or errors with the whole class, writing corrections on the board for students to copy down.

### LANGUAGE WORKOUT

- Ask students to look at the Language Workout box and complete the sentences. Confident students can complete first and then check, while others can look back at exercises 2 and 3 and then complete.
- Students turn to page 117 of the Language File to check their answers.

#### Answers

*must have can't have have have ended  
have been might have  
must have can't have*

- Highlight that:
  - *must have* and *can't have* both indicate that the speaker feels sure, either that something happened or didn't happen.
  - we don't use *mustn't have* to say we are sure something didn't happen. Instead we use *can't have*.
  - *could/may/might have* can all be used to speculate about what possibly happened.
- Check students' understanding by asking questions about the examples, e.g. *Is it possible that the plane ran out of fuel? Is it possible that they were spies?*

### PRACTICE

- Students work individually to do Practice exercise 17 on page 117 of the Language File.

#### Answers

- 1 *It must have been a mistake.*
- 2 *She can't have seen me.*
- 3 *She might have looked the other way.*
- 4 *She could have fallen over something.*
- 5 *She may have wanted to talk to me.*

### Follow-up activities

- ◆ **Game** *Telepathy* Before the class, prepare a few 'unusual' past situations and an explanation for each, e.g. *A farmer found a 'crop circle' on his land* (aliens must have landed there during the night), *There was no one in the street in London in the middle of the day* (England must have been playing in the World Cup final and everyone was at home watching). Read out a situation and ask students to work with a partner to write down their explanation. Then read the actual explanation. If they match, students score a point. Repeat with other situations. The pair with the most points are the winners.
- ◆ Divide students into groups of eight students. Ask them to imagine that they are producing a television documentary about an unsolved mystery. It could be a mystery from the lesson or another that might attract media coverage. Students decide on their roles in the show, e.g. director, presenter, writers, experts to be interviewed, witnesses to be interviewed. They then rehearse their show, including presentation and analysis of the mystery, before performing to the other groups.

### HOMEWORK

Students choose five of the phrasal verbs from exercise 6 and write sentences using them. They then use dictionaries to find three new phrasal verbs with *up* and their meanings, and use them in three more sentences.

### WEBLINK

Students may like to visit [www.unexplained-mysteries.com](http://www.unexplained-mysteries.com) to read about more mysteries.

Revision and Extension p71

Language File p117

Workbook Unit 5 Lesson 3 pp54–55

Photocopiable worksheet p177, notes p158

## Integrated Skills

## Contrasting facts and ideas

## Skills

**Reading** Connecting ideas: magazine article about women's football  
**Listening** Completing a text

**Speaking** Discussing male/female equality  
**Writing** Paragraphs contrasting male and female situations

## Learner independence

Thinking skills  
 Word creation: adjective suffix *-ous*

## Vocabulary

Sport  
 Useful expressions

## WARMER 1

Draw a word map with the word *FOOTBALL* in the centre on the board. Ask students to brainstorm vocabulary on the theme and add it to the word map. You could include *score a goal, take a penalty, player, goalkeeper, referee, match, team, defence, supporter*.

## WARMER 2

**Game** *Play or pass* Organise students into teams. Read out a word and ask team A to spell it. Possible words include: *succeeded, destruction, strength, aquarium, regularly, physically, flight, fuel, disappearance*. Team A can choose to spell it or pass it to another team. If team A spells it correctly, they win a point. If they spell it incorrectly, they get no points. If they pass it to team B, team B has to spell the word – they can't pass it on. If team B gets the spelling right, then team B gets the point. If team B gets the spelling wrong, then team A gets the point. Continue with the next word, starting with a different team. The winner is the team with most points.

## Answers

1 *Introducing Marigol* 2 *Early days* 3 *A discovery*  
 4 *Her career* 5 *A review* 6 *A surprise decision*  
 7 *A new continent* 8 *The future*

## Optional activities

- ◆ Students add any extra football vocabulary from the text to their word map from Warmer 1.
- ◆ Write the paragraph topics on the board. With books closed, students try to remember one piece of information from each paragraph. They can compare answers with a partner.

3

- Ask the students to match highlighted words in the text with definitions 1–9.

## Answers

1 *female* 2 *confesses* 3 *round* 4 *male* 5 *wasteland*  
 6 *quarter-finals* 7 *knocked out* 8 *courageous*  
 9 *division*

## Optional activity

Fast-finishers can mark the stress on the words with more than one syllable, then check in a dictionary. They can say the words to the class with the correct stress when other students have finished.

## 1 OPENER

- The aim is to set the scene for the text in exercise 2.
- Ask students *What does the photo show?* They discuss the questions about women's sport. Ask a few students to share their ideas with the class.

## 2 READING

- Students read the text and match the paragraphs with the topics. Encourage them to guess unfamiliar words from context and not worry about the highlighted words, which will be dealt with in exercise 3. Be prepared to translate *tricked* and *have a nose for something*.
- Check the answers as a class, asking students to justify their choices where appropriate.



2.21 Recording

See text on page 68 of the Student's Book.

4

- Ask the students to find an example of *whereas* and *while* in the text. Establish that they are used to contrast facts or ideas.

## Answers

*Maribel got £600 a month, whereas a top male player got £60,000.*  
*The Mexican women's team reached the quarter-finals, while the men's team were knocked out in the first round.*

**Optional activity**

Ask students to talk to a partner about themselves, their likes and dislikes to find three differences between them. Suggest they can talk about the sports, music or TV programmes they like. They then tell a different partner about the differences, using *while* and *whereas*, e.g. *I like soap operas whereas Julia doesn't like them.*

**5 LISTENING**

- Ask students to read the text about Maribel and another female footballer, Hanna Ljungberg, and complete any gaps that they can for Maribel. For those that they can't yet complete, they should guess what sort of information is missing, e.g. a number or an adjective. Give students time to compare their ideas in pairs.
- Play the recording. Students listen and complete the remaining gaps.
- Check the answers together as a class.

**2.22 Recording and answers**

The most famous woman footballer in Sweden is called Hanna Ljungberg and she played for Umeå IK in the north of the country where she was born in 1979. Hanna started playing football when she was seven years old in the Umeå Football Festival. She joined the national team in 1996 when she was seventeen and her first match was against Spain. She has played in 97 international matches and scored 54 goals. Hanna missed the 1999 World Cup through injury and has often been injured. In April 2006 she was taken to hospital when the French goalkeeper knocked her unconscious in the Algarve Cup. 'Football can be dangerous sometimes,' she says. Hanna also has a great sense of humour. When her team were playing in the UEFA Women's Cup Hanna and another player hid in the wardrobe of the room where the team coach and assistant coach were staying. When the men were asleep the players jumped out of the wardrobe and poured cold water over them! 'We must have been there for three hours,' Hanna said, 'before we got them.' In 2005 Perugia, an Italian men's team, asked her to join them but she refused. 'I prefer to play in Sweden,' she said. 'And I'm not sure I would be allowed to play in a men's team.' And her dream? 'Playing in one of the big competitions is great and winning a big championship would be really nice.' Hanna retired from football in 2009 because of injury.

Both Maribel Dominguez and Hanna Ljungberg are well known international footballers. Maribel has scored 46 goals in 49 international matches, whereas Hanna has scored 54 goals in 97 internationals. Maribel started playing when she was **nine**, while Hanna started when she was **seven**. Maribel joined the Mexican team when she was **20**, whereas Hanna joined the Swedish team when she was **17**. Maribel played in the **1999** World Cup in the USA but Hanna **didn't**. Both women are **professional** footballers and both were asked to play for **men's** teams. Neither did. Hanna retired in **2009**, whereas Maribel continues to play in Spain.

**6 SPEAKING**

- Divide students into small groups to discuss the questions about male and female footballers and other differences in opportunities for men and women. Try to ensure a mix of male and female students in each group. Ask each group to report back to the class and encourage other students to agree and disagree with each group's ideas. Continue with a class discussion if students are interested.

**7 GUIDED WRITING**

- Tell students that they are going to write three paragraphs for the class magazine contrasting the situation of men and women in their country. They could choose three topics from their discussion in exercise 6 and write a paragraph on each. Tell them to mention the advantages/disadvantages of each gender and try to decide which it is easier to be. Remind students to use *whereas* and *while* for contrast.
- Monitor and help with vocabulary and use of *whereas* and *while*. Note down any errors or examples of good language.
- When they have checked their own work, students read that of other students, noting which gender most students felt it was easier to be.
- Go through a few examples of good language or errors with the whole class, writing corrections on the board for students to copy down.

**8 LEARNER INDEPENDENCE**

- The aim is to encourage students to think about their learning and how to revise groups of words or phrases.
- Students make their word map. Remind them of the football word map if you did Warmer 1. Ask students to take their word maps home, try the technique and report back on how it went.

**Optional activity**

In later lessons, students can bring in their word maps, show and explain any new words on them to other students and swap word maps to take home.

**9 WORD CREATION**

- Ask students if they can remember the adjective from the text in exercise 1 meaning *brave* (Answer: *courageous*). Write the suffix *-ous* on the board and elicit other adjectives ending in this suffix.
- Students use the suffix *-ous* to make adjectives from the nouns in the box. Check the spelling of the adjectives and explain that *superstitious* people believe in good and bad luck. Drill the adjectives.
- Students use the adjectives to complete the sentences. Check the answers as a class.

**Answers**

1 courageous 2 luxurious 3 dangerous 4 superstitious  
5 infectious 6 nervous 7 spacious 8 poisonous

**Optional activity**

Students choose four of the adjectives and write personalised sentences using them, e.g. *I always get nervous before exams*. Ask some students to read their sentences to the class and correct any mistakes.

**EXTRA PRACTICE**

If you would like to give your students more practice in forming words with endings in *-ous*, please see the Vocabulary EXTRA! Worksheets on the Teacher's Resource Site ([www.macmillanenglish.com/inspiration](http://www.macmillanenglish.com/inspiration)).

**10 PHRASEBOOK**

- Students look through Unit 5 to find the expressions.
- Play the recording for the students to listen and repeat the expressions. Check with students where in the unit each expression was used.
- Students write a six-line dialogue using at least three of the expressions.

**2.23 Recording and answers**

*I don't know why.* (Lesson 2, exercise 2)

*Which isn't a good thing, really.* (Lesson 2, exercise 2)

*You needn't worry.* (Lesson 2, exercise 2)

*What could have happened?* (Lesson 3, exercise 2)

*In other words ...* (Lesson 4, exercise 2)

*I just wanted to be given the chance.* (Lesson 4, exercise 2)

**Optional activities**

- ◆ Students think of another sentence in which they might use each expression, e.g. *I don't know why I find maths so difficult.*
- ◆ Students can add expressions which they like to their Personal Phrasebook. Be ready to help with translation if necessary.

**Follow-up activities**

- ◆ Students work in small groups to design a questionnaire for both males and females to see if there are differences between the sexes. Questions might include *What is your favourite possession? What do you think is a good age to get married? How important is sport for you?* Students then interview at least five males and five females, analyse their results and report back to other groups on any interesting results.
- ◆ Ask students to brainstorm ideas for features that could be included on a website about football, e.g. *football vocabulary lists, interviews with players, reports on matches, football quizzes*. Different groups of students create different material for the website, before pooling their work. This can be displayed in the classroom or made into computer files.

**HOMEWORK**

Ask students to make a list of ten words that they associate with females and ten with males. They could be gender specific words, e.g. *waiter/waitress* or words which they personally consider more male or female. Ask them to bring them to the next lesson to share their ideas.

MACMILLAN  
EDUCATION

Sample marketing text © Macmillan Publishers LTD

**WEBLINK**

Students may want to visit [www.thefa.com](http://www.thefa.com) for information about British football, including women's football.

Revision and Extension p71

Workbook Unit 5 Lesson 4 pp56–57

## Inspiration EXTRA!

## Optional aids

Action: magazine pictures on card, one per student

## LANGUAGE LINKS

- Focus on the picture. Ask *Do you find it easy to learn languages? Why do some people learn languages more easily than others?* Elicit students' ideas.
- Read the questions about the text with the class, and ask students to discuss the questions with a partner. Explain the word *hemisphere*. Ask students to read the text to check their ideas. Check answers with the class.

## Answers

*We use the front part of the left hemisphere to produce speech, and the back part of the left hemisphere to understand it.*

## Optional activity

Ask students to read the text again and answer comprehension questions, e.g. *When did humans start to develop language? (100,000 years ago) When did different languages start to develop? (30,000 years ago) What natural ability do all children have? (the ability to speak) What language skills do children have to learn? (reading and writing).*

- Ask students what languages they know that we read and write from right to left, e.g. *Arabic, Chinese, Japanese and Hebrew.*

## GAME LINK-UP

- The aim of the game is to recycle vocabulary from Unit 5. Draw the grid in the Student's Book on the board.
- Go through the instructions with the class and draw their attention to the example. Show how teams could link e.g. *C to A, B or J* and point out that they can zigzag. Emphasise that teams should try to block each other.
- Divide the class into two teams and play the game. Each time a team wins a square, circle the letter (in a different colour for each team) on the grid.
- Questions to ask (answers in brackets):  
*What A is a fish tank? (aquarium)*  
*What B is a large fire outside? (bonfire)*  
*What C is a room under a building? (cellar)*  
*What D is measured in metres or kilometres? (distance)*  
*What E means blow up? (explode)*  
*What F is the opposite of success? (failure)*  
*What G is a group of people who may cause trouble? (gang)*

*What J reports the news on TV, the radio or in the press? (journalist)*

*What M is the opposite of female? (male)*

*What P is a secret plan to do something bad? (plot)*

*What Q is the last four games in a competition? (quarter-finals)*

*What R is on top of a building? (roof)*

*What S means alone? (solo)*

*What T means across the Atlantic? (transatlantic)*

*What W are models made of at Madame Tussaud's? (wax)*

*What Y is a large expensive sailing boat? (yacht)*

## SKETCH THE BREAK-IN

- The aim is for students to enjoy using their English while also getting valuable stress and intonation practice. Ask the students to look at the cartoon. Ask *How does the apartment look? What do you think has happened? How do the people feel?*
- With a more confident class, play the recording with books closed. Then play it again with books open. With a less confident class, play the recording once while the students follow in their books, and then once again with books closed.

## 2.24 Recording

*See text on page 70 of the Student's Book*

- Check that students understand that the mess is due to the son and his friends, and not to a burglary! Ask students if they have ever been in a similar situation with their own family.
- Divide the class into three equal groups and play the recording again, with one group repeating in chorus as *Woman*, one as *Man* and the other as *Sam*. Encourage students to produce weak forms of *have /əv/* in *can't have, must have*, etc.
- Ask the students to close their books and play the recording again. Then ask the students to work in groups of three and perform the sketch aloud. Choose several groups to act out the sketch in front of the class.

## Optional activities

- ◆ Make an audio or video recording of students performing the sketch.
- ◆ Students discuss in pairs what rules, if any, they have for tidiness/parties/inviting friends in their own homes.

**REVISION**

Lesson 1

**Answers**

- 1 *If only he hadn't failed his exams.*
- 2 *She wishes she hadn't got the message.*
- 3 *I wish there had been more food.*
- 4 *If only I hadn't taken your advice.*
- 5 *She wishes she had backed up her computer.*
- 6 *If only he hadn't stayed in his job.*

Lesson 2

Students' own answers.

Lesson 3

**Answers**

- 1 *What can have happened to him?*
- 2 *He must have been tired of the publicity.*
- 3 *He may have gone to stay with friends.*
- 4 *He might have had an accident.*
- 5 *He could have wanted a holiday.*
- 6 *He can't have decided to give up football.*

**EXTENSION**

Lessons 1–3

Students' own answers.

**YOUR CHOICE!**

- The aim is to give students more learner independence and help them to identify their preferred way of learning. Encourage students to choose an activity that they feel less comfortable with if they want a challenge or are aware that they need practice in a particular area.
- Monitor and help groups. Check answers if necessary, or provide written answers for groups to check their own work against.

**CONSTRUCTION**

**Answers**

- 1 *needn't* 2 *don't have* 3 *needn't* 4 *don't have*  
 5 *needn't* 6 *don't have* 7 *needn't* 8 *needn't*

**REFLECTION**

**Answers**

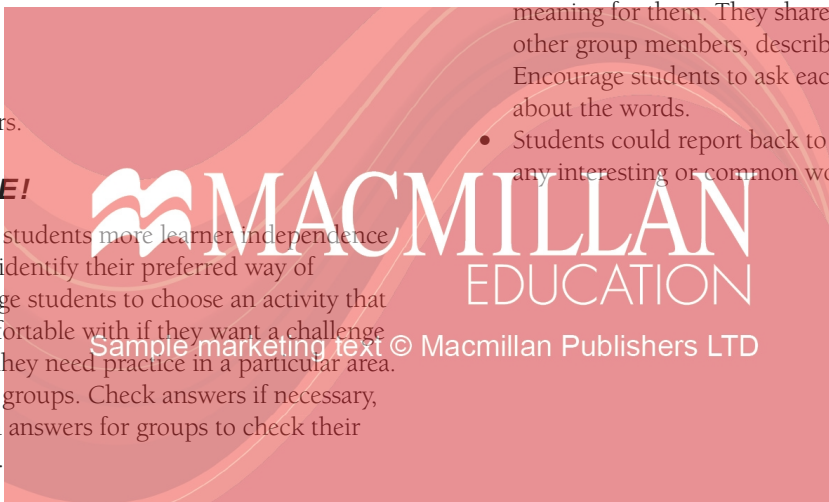
- 1 a, c, f 2 g, i 3 d 4 b, e, h

**ACTION**

- Students work in small groups.
- A student holds a picture up and flashes it at the other students, who speculate on what they think they saw.
- The student who guesses correctly takes the next picture and repeats the activity.

**INTERACTION**

- Students work in small groups.
- They think of five English words which have special meaning for them. They share their words with the other group members, describing why they are special. Encourage students to ask each other further questions about the words.
- Students could report back to the rest of the class on any interesting or common words in their group.





# Saying the right thing

## Useful information

With most shops in the UK now open on Sundays, and a number of shops offering 24-hour opening during the week, shopping is probably Britain's favourite hobby. London's Oxford Street is Europe's longest shopping street and it includes the largest fashion store, Topshop, which sells clothes for men and women and even has its own radio station, Radio Topshop. Top London department stores are Selfridges, Harrods and Harvey Nichols. Britons, like Americans, are increasingly shopping in out-of-town shopping centres, where supermarket chains such as Tesco and Sainsbury's sell clothing, music and electrical goods alongside food.

## WARMER

Ask *Do you enjoy shopping? How often do you go shopping? What things do you enjoy buying?* Ask students to discuss their shopping habits in pairs. Ask some students to report back to the class and encourage them to use *while* and *whereas* to show differences between them and their partner.

## 1 READING

- Ask students to look at the photo. Ask *What does it show? Who might shop here? What could they buy? What phrases do we often use when shopping?*
- Tell students to read the questionnaire about shopping skills and choose the best answers for each question.
- Encourage students to deduce the meaning of unknown vocabulary from context or ask *What does ... mean?* Be prepared to translate or explain *fit, tight* and *lime green*. A *fiveer* is a colloquial expression for a five-pound note.
- Students compare their choices with a partner.
- Play the recording for students to check their answers. Pause between questions and elicit why the other two answers are less appropriate, focusing on register/formality, use of vocabulary and intended meaning.
- Students turn to page 120 to read the explanations and compare them with their own.

### 2.25 Recording

1

ASSISTANT Hello – do you want any help?  
CUSTOMER No, thank you, I'm just looking.

2

CUSTOMER Oh – I need some new jeans.  
Excuse me, could I try these on, please?  
ASSISTANT Yes, of course. The fitting rooms are over there.

3

CUSTOMER They're a bit tight. Do you have them in a larger size?  
ASSISTANT Yes, I think so – here you are. Try this pair.

4

ASSISTANT Here's a lovely jacket. It's the latest colour.  
CUSTOMER It doesn't really suit me. Green isn't my colour. Have you got a blue one?

ASSISTANT How about this one?

CUSTOMER It's very smart. How much is it?

ASSISTANT Er, it's £150.

CUSTOMER Sorry, that's a bit too expensive for me.

5

CUSTOMER Oh dear, I haven't got enough money. Would you mind lending me five pounds?

FRIEND Not at all – here you are.

## Answers

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

## Optional activity

Students could practise reading the dialogues with the correct answers, making an effort to sound polite, or even act out the dialogues in pairs.

## 2 VOCABULARY

- Students complete the sentences with verbs from the questionnaire.  
Answers

1 match 2 wear 3 suit 4 wear 5 suit 6 try

## 3 SPEAKING

- With books closed, elicit phrases for making requests. Students then look at the box to see if the phrases for making requests match their own suggestions.
- Drill the example request and some of the phrases used in requests, modelling polite intonation in requests and enthusiastic intonation (or lack of it) in the responses.
- Students work with a partner to make requests for 1–9, using the phrases. Their partner responds appropriately. They then change roles and practise again.
- Ask one or two pairs to repeat one of their requests and responses to the rest of the class.

## 4 LISTENING

- Set the contexts for the listening by asking students to look at the photos.
- Students work with a partner to predict if the phrases in the list would be heard in a hostel, railway station or bank.
- Students then decide whether a tourist would hear or say each phrase.
- Play the recording for students to check their predictions.

- Drill some of the phrases for pronunciation practice, highlighting question intonation where appropriate.

**2.26** Recording

**Bank**

TOURIST *Could I change 100 dollars into euros?*  
 CLERK *Yes – can I see your passport?*  
 TOURIST *Yes, of course.*  
 CLERK *Right – how would you like the money?*  
 TOURIST *Tens and twenties, please.*  
 CLERK *Here you are – and here’s your receipt for the exchange.*  
 TOURIST *Thank you.*

**Railway station**

TOURIST *Can I have a ticket to Oxford, please?*  
 CLERK *Single or return?*  
 TOURIST *A day return, please.*  
 CLERK *That’ll be £19.50 – thank you. Here’s your change.*  
 TOURIST *When’s the next train?*  
 CLERK *There’s one in five minutes.*  
 TOURIST *Which platform does it leave from?*  
 CLERK *Platform 10.*  
 TOURIST *Do I have to change?*  
 CLERK *No, that’s a direct train.*  
 TOURIST *Thank you very much.*  
 PA *The next train to depart from platform 10 is the 9.15 to Oxford – calling at Reading, Didcot Parkway and Oxford. Platform 10 for the 9.15 to Oxford.*

**Hostel**

TOURIST *Good evening – I’d like a room for tonight, please.*  
 RECEPTIONIST *Have you made a reservation?*  
 TOURIST *No, I’m afraid not.*  
 RECEPTIONIST *That’s no problem. Single or double?*  
 TOURIST *Sorry?*  
 RECEPTIONIST *Would you like a single or a double room?*  
 TOURIST *Oh, single please, with a shower if possible.*  
 RECEPTIONIST *That’s fine – would you mind filling in this form, please?*  
 TOURIST *No, of course not.*

**Answers**

1 B 2C 3A  
 Tourist says sentences 1, 2, 7, 8, 9, 13, 15.  
 Tourist hears sentences 3, 4, 5, 6, 10, 11, 12, 14.

**5 ROLE PLAY**

- Students work with a partner to choose one of the situations in exercise 4 and act out a similar conversation. With a less confident class, give students plenty of time to prepare what they are going to say before doing the role play.
- Students change roles and act out another situation.

**6 MINI-PROJECT ADVERTISING**

- With weaker classes, brainstorm ideas with the whole class first. Talk about advertisements students know and why they are successful, e.g. using celebrities, using popular music. Students then discuss and prepare their own ideas and look for advertisements in magazines or online. Students can do this in class or for homework.
- Students then write a paragraph about each advertisement they have chosen. Monitor and help with vocabulary. With fast-finishers, point out errors and encourage them to self-correct.
- Ask students to present their work with the advertisements they have written about. Pin students’ work around the classroom for everyone to look at. You could have a class vote to decide on the most popular or successful advertisement.



Sample marketing text © Macmillan Publishers LTD

**WEBLINK**

Students may like to visit [www.oxfordstreet.co.uk](http://www.oxfordstreet.co.uk) for more information about Europe’s longest shopping street.