Money and shopping

LANGUAGE

used to ■ money verbs

9A He used to be poor

- **1** A Look at the title of the text and the pictures. Discuss the questions in pairs.
 - 1 Have you ever been to a Zara shop?
 - 2 What does Zara sell?
 - **3** Who is the man?
 - 4 What does the title of the text mean?
 - **B** Read the introduction and check your answers.

FROM ZERO TO ZARA

Today, he's one of the richest men in the world with a global business that is worth billions of dollars, but he used to be a poor boy from Galicia, in the north of Spain. This is the story of Amancio Ortega, the founder of the clothes company, Zara.

Amancio was born in 1936. His father was a railway worker and didn't earn much money. The family sometimes couldn't afford food and his mother used to ask for credit at the grocery store, but one day they said no. That was the moment Amancio decided to leave school and get a job. He was just 14.

Amancio's first job was in a shirt shop. He used to fold the shirts and deliver them to customers on his bike. Then he moved to another shop, where he learned a lot about the industry. Clothes used to be quite expensive and there wasn't much choice, so customers didn't use to buy many. Amancio realized that if he could produce more attractive clothes more cheaply, people would spend more money.



So, at the age of 27, and with just a little money that he'd saved, Amancio started his own business making pyjamas, which he sold to local shops. After borrowing some money from a bank, he began making other types of clothes and the business grew. In 1975, Amancio opened his first Zara shop and the company soon opened more shops in Spain.

Today, you can find Zara and the other fashion companies Amancio owns in 88 different countries around the world, but he still lives in Galicia, where he grew up.

| 2 | Order the events from 1–8. Read the text and check. a He worked in a shirt shop. b Zara expanded around the world. c He left school. d The first Zara shop opened. | e He started to produce other types of clothes. f Amancio was born in northern Spain. g He used his own money to start a business. h He asked the bank for some money. |
|---|---|---|
| 3 | What do you think Amancio Ortega is like? Why? | |
| 4 | A Match the halves to make sentences. Check your | answers in the text. |
| | Amancio decided to His mother used to Customers didn't use to He used to | a ask for credit.b buy many clothes.c leave school.d be a poor boy from Galicia. |
| | B Look at sentences 1–4 again and answer the ques | tions. Then read the Grammar box. |
| | Are the sentences about the past, the present or the Which sentence is an action that only happened or Which sentence is a situation that was true in the part of the sentences are actions that happened more to | nce? Which tense is it? ast, but isn't true now? |

Money and shopping

UNIT 9 OVERVIEW: This unit looks at different aspects of money and shopping. Sts read about the man who developed the Zara chain of clothes shops and a family who found an antique treasure in a family member's home. They then read about and discuss the problems of online shopping, and write a formal email complaining about an online purchase. In *Learning Curve*, Ethan and Kate talk to people about their reasons for going to a shopping centre.

LANGUAGE

Grammar *used to*; the passive

Vocabulary
Money verbs;

shopping

Pronunciation
used to/use to;
sentence stress

SKILLS

Listening Identifying attitude and opinion; filler expressions Writing

Formal emails; writing a formal email; noun forms of verbs

LANGUAGE

9A

9A He used to be poor

Sts read about the businessman who founded the Zara chain of clothes shops and discuss their own attitudes to spending and saving money. They practise using *used to* to talk about their childhood.

| Grammar Vocabulary used to Money verbs (be worth, borrow, can afford, charge, cost, earn, get paid, lend, owe, own, pay back, save, spend, waste) | Pronunciation used to/use to | Communication Asking and answering questions about the past using <i>used to</i> |
|--|------------------------------|--|
|--|------------------------------|--|

WARMER

Ask: Shopping: do you love it or hate it? Discuss with the class who enjoys shopping and who hates it. Encourage sts to give reasons for their answers and talk about their own experiences. Ask more questions to stimulate the discussion, e.g. What do you enjoy shopping for? What kinds of shops do you like? How could shopping be made more enjoyable for you?

- **1** A Sts discuss the questions in pairs. Get feedback from sts and discuss as a class what sts know about Zara shops. Encourage sts to speculate on who the man is, but don't confirm the answer yet.
 - **B** Sts read the introduction to check their answers. Check answers with the class.

Answers

- 1 Sts' own answers.
- 2 clothes
- 3 Amancio Ortega
- 4 Amancio Ortega started at zero, with no money, so he used to be poor, but Zara has made him rich.
- **2** Check understanding of *expanded*. Sts read the events and order them. They could do this in pairs. They then read the whole text to check their answers. Check answers with the class.

Answers

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

- **3** Read out the question and remind sts that the question *What is ... like?* asks about a person's personality. Sts discuss the question in pairs. Get feedback and discuss sts' ideas as a class. Encourage them to give reasons for their answers. You could use the opportunity to revise personality adjectives, e.g. *determined*, *ambitious*, *hardworking*.
- **4** A Sts match the halves to make sentences. They could work in pairs for this. They then check their answers in the text. Check answers, and check that sts understand all the sentences.

Answers

1 c 2 a 3 b 4 d

B Sts look at the sentences in exercise 4A again and answer the questions. They could do this in pairs. Check answers.

Answers

- 1 the past
- 2 sentence 1c; past simple
- 3 sentence 4d
- 4 sentences 2a and 3b

Grammar used to Actions that happened regularly in the past, but don't happen now: How **did** you **use to get** to school? We used to walk to school. We didn't use to take the bus.

Situations that were true in the past, but aren't

What **did** she **use to be** like?

She **used to be** quite shy. She **didn't use to be** very

Look! We use the past simple for an action that only happened once.

I went to the shops yesterday. NOT I used to go to the shops yesterday.



Go to Grammar practice: used to, page 128

- **Pronunciation:** used to/use to Listen to the sentences. How do you say the words in **bold**? Do they sound different? Listen again and repeat.
 - 1 His family used to be poor.
 - 2 He didn't use to earn much money.
 - 3 Did he use to work from home?

Go to Communication practice: Student A page 163, Student B page 171

6 Match the words in the box with definitions 1–6. Look at the highlighted words in the text on page 76 to help you.

| Personal | |
|----------|--|
| Best | |
| | |

| be worth | earn | can afford | spend | save | borrow |
|----------|------|------------|-------|------|--------|
|----------|------|------------|-------|------|--------|

- 1 have enough money to buy something 4 have a value of a certain amount of money
- 2 not use money and keep it in a bank 5 take money from someone but return it later _
- 3 use money to buy something 6 make money from work

Go to Vocabulary practice: money verbs, page 151

- Discuss the questions in pairs.
 - 1 What do you spend your money on?
 - 2 Do you find it difficult to save money?
 - 3 Do you own your home or do you rent it?
 - 4 Which professions earn the most money?
- **5** Have you ever borrowed money from a bank?
- 6 Do you have a car? How much is it worth?
- 7 Do you think footballers get paid too much money?
- 8 Do you ever waste money on things you don't need?
- 8 A 🔎 9.4 Listen to five people talking about their childhood. Match the topics in the box with the speakers.

| bedtime money toys holidays food |
|---|
| 1 Rachel 2 Angus 3 Freddy 4 Lucy 5 Sam _ |
| B 9.4 Complete the sentences with the past simple or <i>used to</i> form of the verbs in brackets. |
| Listen again and check. |
| 1 The first book I was Northern Lights. (buy) |
| 2 Our parents about us. (not worry) |
| 3 We for dinner every Sunday night. (go out) |
| 4 My granddad always me a story in bed at night. (read) |
| 5 I a Buzz Lightyear toy for my birthday one year. (get) |
| A In pairs, talk about your childhood. Use the topics in the boxes or your own ideas. |
| bedtime food money school TV |

(holidays) toys and games music)

I used to go to bed at 7.00 p.m. every night. What time did you use to go to bed?

B Tell the class some things that you found out about your partner.

He/She used to ... He/She didn't use to ...

Personal Best

9

Write ten sentences about you with the verbs from the Vocabulary practice.

🕦 Grammar

Read the Grammar box with sts about used to. Explain that we use *used to* for things that happened regularly in the past, and for situations that were true in the past. Point out that in negative sentences and questions, the form is *I didn't use to ...* and *Did you use to ...?* Read the Look! note with the class and point out that we don't use used to for actions that only happened once. Ask questions to check concept.

Concept check questions:

I used to like shopping – was this true in the past? (ves). *Is it true now?* (no). *I used to go shopping every week* – was this regularly, or just once? (regularly). Do I do it now? (no). I used to go shopping last Saturday - is this sentence correct? (no). Why not? (because we don't use used to for something that only happened once). I didn't used to buy many clothes – is this sentence correct? (no). What's the correct form? (I didn't use to).

Go to Grammar practice: used to, SB page 128/TB page

Sts will find more language reference, presentation and practice for used to here. Do these exercises with the class, or set them for homework, before continuing with exercise 5 of lesson 9A.

Remind sts to go to the app for further self-study grammar practice of used to.

5 (D) 9.2 Play audio track 9.2 and ask sts to listen carefully to how the words in bold are pronounced. See the SB page opposite for audio script. Sts discuss whether the words sound the same or different. Point out that the two forms sound the same because the final d is silent. Play the audio track again for sts to repeat the sentences.

Go to Communication practice

Divide the class into Student A and Student B. All 'Student A' sts should go to SB page 163. All 'Student B' sts should go to SB page 171. Go to TB page 339 for the teacher notes. Do the activity, then continue with exercise 6 of lesson 9A.

Sts match the words with the definitions, looking back at the highlighted words in the text on page 76 to help them. Check answers and that sts understand all the words.

Answers

1 can afford 2 save 3 spend 4 be worth 5 borrow 6 earn

Go to Vocabulary practice: money verbs, SB page 151/ TB page 315.

Sts will find more language presentation and practice for money verbs here. Do these exercises with the class, or set them for homework, before continuing with exercise 7 of lesson 9A.

PR Remind sts to go to the app for further self-study vocabulary practice of money verbs.

Allow sts time to think about their answers individually. Sts then discuss the questions in pairs. Ask pairs which of their answers were similar, and which were different.

8 A 9.4 Point out that for this exercise sts don't need to understand everything the people say, but just enough to match each person with a topic. Play audio track 9.4. See TB page 362 for audio script. Sts listen and match the people with the topics. Check answers.

Answers

1 money 2 holidays 3 food 4 bedtime 5 toys

B 9.4 Sts complete the sentences with the correct verb forms. They could work in pairs for this. Play audio track 9.4 again for sts to listen and check their answers. Check answers, and check that sts understand all the sentences.

Answers

- 1 bought 2 didn't use to worry 3 used to go out
- 4 used to read 5 got

3 x PRACTICE SB page 77, exercise 8B

- 1 Do the exercise as normal. Before you play track 9.4 for sts to check their answers, ask sts to mark the sentences a-e, where a is the answer they are most certain of and e is the one they are least certain of. Ask sts in turn to tell the class one of their a answers and explain why they are so certain about it. Move on to b answers etc, until you have discussed all the answers.
- Put sts into pairs. Look at the audio script and write on the board all the verbs that each person uses, e.g. Rachel: give, save up, have, spend, buy. In their pairs, sts try to remember what each person said. Play audio track 9.4 again for them to check.
- **3** Ask pairs to choose one person and prepare some questions to ask them, using the verbs on the board, e.g. (Rachel) Did your parents use to give you any pocket money? Sts can then role play an interview with the person.
- **9** A Allow sts time to think about their ideas individually and prepare some questions for their partner. Sts then work in pairs to talk and answer questions about their childhood. Encourage them to use their own ideas, as well as the topics in the boxes. Monitor while sts are working and note down any errors in the use of used to.
 - **B** Ask sts in turn to tell the class something they found out about their partner. Discuss as a class whose childhood experiences were similar. Correct any errors you noticed with used to in a brief feedback session.

PERSONAL BEST

Sts can practise the money verbs further. They write ten sentences about themselves using the verbs from the Vocabulary practice. Sts can compare sentences in pairs.

Write these sentence beginnings on the board for weaker sts:

I can't afford ... / I spend a lot of money on ... / I never waste money on ... / I want to save money for ... / I'd like to earn ...

Sts complete the sentences with their own ideas. They can compare their sentences in pairs.





9B What a bargain!

Match the words in the box with pictures a-f.

discount till shopping centre cash queue receipt















Go to Vocabulary practice: shopping, page 151

- 2 Discuss the questions in pairs.
 - 1 Do you prefer to shop in shopping centres, department stores, small independent shops or online? Why?
 - 2 Have you ever found a bargain in the sales? If so, what was it?
 - 3 Do you always try on clothes in the changing rooms before you buy them? Why/Why not?
 - 4 How long do you keep a receipt after you have bought something? Why?
 - 5 Do you ever go window-shopping? Why/Why not?

| 3 № | 9.7 | Watch or listen to the first part of | Learning Curve. | Tick (✓) the best summar | y of what Ethan says. |
|-----|-----|--------------------------------------|-----------------|--------------------------|-----------------------|
|-----|-----|--------------------------------------|-----------------|--------------------------|-----------------------|

- **a** Shopping in the past was very different. **b** Shopping centres have a long history.
- **c** Shopping centres are the best place to find bargains.

Grand Bazaar (GB)? Watch or listen again and check.

1 It is over 600 years old. 2 Today it's a museum.

- 3 It has about 5,000 shops.
- 4 It has about 250,000 visitors per day. 5 It's almost 2,000 years old.
- 6 People used to live there.
- **5** A Tick (✓) Kate's opinion of the Grand Bazaar.
 - a She thinks it's an interesting place for tourists.
 - **b** She thinks it's a good place to go shopping. **c** She prefers modern shopping malls.
 - **B** Can you remember what words she used to give this opinion? Read the Skill box.





9B What a bargain!

Sts learn vocabulary related to shopping. They then listen to people talking about their reasons for going to a shopping centre and discuss their own attitudes to shopping centres.

Listening

Sts watch a video or listen to a recording of interviews with people in a shopping centre.

Skill

Identifying attitude and opinion

Listening builder

Filler expressions, e.g. *like, kind of, you see*

Vocabulary

Shopping (bargain, cash, changing room, deliver, department store, discount, exchange, fit, order, pay by credit card, pay with cash, queue, receipt, refund, return, shopping centre, the sales, till, try on, window shopping)

WARMER

Write on the board: Sale – 50% off! Ask: What do you think when you see this sign in a shop? Does it make you go into the shop? Are you more likely to buy something? Why?/Why not? Teach the word bargain. Find out who in the class loves getting a bargain, and who prefers to buy things when they need them.

1 Check understanding of the words in the box and pre-teach as necessary. Sts match the words with the pictures. Check answers.

Answers

a shopping centreb queuec tilld discounte receiptf cash

Go to Vocabulary practice: shopping, SB page 151/TB page 315.

Sts will find more language presentation and practice for shopping vocabulary here. Do these exercises with the class, or set them for homework, before continuing with exercise 2 of lesson 9B.



Remind sts to go to the app for further self-study practice of shopping vocabulary.

- **2** Sts discuss the questions in pairs. Ask some sts to tell the class something they learned about their partner.

Answer

b

Answers

1 GB 2 TM 3 GB 4 GB 5 TM 6 TM

5 A Discuss with the class what sts think Kate's opinion of the Grand Bazaar is. Sts then tick the corresponding box. Check the answer with the class.

Answer

b

B Ask sts if they can remember Kate's words to give her opinion. Elicit ideas from the class and see if, as a class, you can remember the exact words.

Answer

I think it's a great place to find bargains and hang out, and I love shopping there!

Skill identifying attitude and opinion

It's often important to understand what someone's personal opinion is.

- Listen for phrases that we use to give opinions: I think ..., I'd say ..., to be honest ..., etc.
- Listen for adjectives that describe feelings: boring, excited, upset, annoyed, pleased, etc.
- Listen for verbs that express attitude: look forward to, prefer, love, have to, etc.
- 9.8 Watch or listen to the second part of the show. Match the reasons for going to a shopping centre in the box with the three people.

see a film return something to a shop meet up with friends







- 7 A 9.8 Watch or listen again. Are the sentences true (T) or false (F)?
 - 1 Andrea is annoyed that her friends aren't coming.
 - 2 She doesn't like queues.
 - **3** Lohi is surprised at the size of the shopping centre.
 - 4 He thinks he made a mistake shopping there.
 - 5 Joan was angry because she couldn't exchange her jumper.
 - 6 She's pleased with her new jumper.
 - **B** Can you remember the words and phrases that helped you to answer the questions?
- **8** Discuss the questions in pairs.
 - 1 When did you last go to a shopping centre?
 - 2 Did you buy anything? If so, how did you pay?
 - 3 What were the last clothes you bought?
 - 4 Did you try them on?
- 9 (P) 9.9 Read what Andrea said. Can you understand it without the missing words? Listen and complete the sentences.

, I'm supposed to be meeting up with some friends, but ²_____, they _____, just texted me to say they're not coming. I'd say it's a bit rude really, but I can't do anything, so I'm just 4 looking around, window-shopping,

size of shops

Listening builder filler expressions

Fillers are words and phrases that speakers say to give themselves time to think. They don't really mean anything: So, I bought this jacket, like, a week ago, I mean, I wanted to kind of return it and, er, get a refund. Well, I don't have the receipt, you see, because I sort of lost it.

- 10 9.10 Read the Listening builder. Listen to the conversation and answer the questions.
 - 1 What is Jason doing at the shopping centre?

opening hours

2 Which filler expressions do you hear?

quality of products

11 In pairs, discuss how shopping has changed from the past. Use the topics in the boxes or your own ideas.

customer service

I think the quality of clothes used to be much better.

Personal Best

Use your ideas from exercise 11 to write a paragraph about how shopping has changed.

location

Skill

Read the Skill box with sts about identifying attitude and opinion. Point out that sts need to listen carefully to hear a speaker's opinion because the speaker might not state their opinion directly using expressions such as *I think/believe* ..., but may use more indirect ways, such as the ones mentioned in the Skill box. Point out that some comprehension questions, especially in exams, ask about speakers' attitudes, so it is important to learn to listen for these.

Answers

Andrea – meet up with friends

Lohi – see a film

Joan - return something to a shop

7 A Sts read the sentences. Play video/audio track 9.8 again for sts to watch/listen and decide if the sentences are true (T) or false (F). Check answers.

Answers

1 T 2 T 3 T 4 F 5 F 6 T

- **B** Discuss with the class the words and phrases each speaker used that helped them to answer the questions. You could play track 9.8 again if necessary.
- **8** Sts discuss the questions in pairs. Get feedback on their answers.
- **9 ••** 9.9 Point out the text in the speech bubble and ask sts to read it. Ask sts if they can understand it. Play audio track 9.9. See the SB page opposite for audio script. Sts listen and complete the sentences. Check answers and elicit or explain that the extra words are 'fillers' that have no real meaning.

Answers

1 Well 2 er 3 like 4 kind of 5 you know

★⇔ Listening builder

Read the Listening builder box with sts about filler expressions. Point out to sts that it is important to for them to recognize filler expressions so that they can ignore them and focus on the meaning they are listening for. Point out that some filler expressions use words that are meaningful in other contexts, e.g. *like*, *kind*, so it is a useful skill to recognize when they are being used as fillers. Ask questions to check concept.

Concept check questions:

Do speakers use fillers to change the meaning of what they're saying? (no). Do they use them when they need time to think? (yes). I really like this shop – is 'like' a filler or a verb here? (a verb). It's, like, a terrible restaurant – does 'like' have the same meaning in this sentence? (no, it's a filler). Do I like the restaurant? (no – it's terrible).

9.10 Audio script

F = Friend, J = Jason

- F: Hey Jason, what are you doing here?
- **J:** Oh hi. Well, I'm looking for some, er, new sports shoes.
- F: Oh right. Have you looked in Premium Sports?
- J: Yeah, I saw some great ones, but they didn't fit, you know. I mean, I asked for my size, but they didn't have any, like, in the shop.
- F: That's a shame.
- J: Yeah, but now I, kind of, know what I want, I can, like, look online, you know? I'll probably get them cheaper!
- F: Great! Do you want to go for a coffee?
- J: Yeah, let's go.

Answers

- 1 He's looking for some new sports shoes.
- 2 well, er, you know, I mean, like, kind of, like, you know
- 11 Read out the example answer and remind sts that we use *used to* to talk about situations and regular actions in the past. Sts work in pairs to discuss how shopping has changed. Get feedback and have a brief class discussion.

PERSONAL BEST

Sts can practise the shopping vocabulary and *used to* further. They write a paragraph about how shopping has changed, using their ideas from exercise 11. Sts can swap paragraphs and compare their ideas.

Weaker sts can practise the vocabulary and grammar by writing five sentences about their shopping habits in the past and the present, e.g. *I used to buy a lot of books, but now I don't buy many*. Encourage them to use the money verbs and shopping vocabulary. They compare their sentences in pairs.

EXTRA PRACTICE

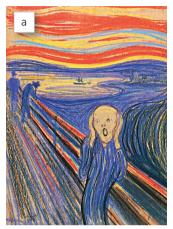
Sts work in groups of three. They take turns to use their phones to film their classmates asking and answering the questions about shopping in exercise 2. They could ask more questions using the shopping vocabulary from this lesson, e.g. Do you usually spend all your money or do you save some? Do you get annoyed if there is a queue at the till? Allow sts time to watch the films they have made.

9C Going, going, gone!

- 1 Ask and answer the questions in pairs.
 - 1 Have you ever been to an auction? Where was it?
 - 2 Have you ever bought anything on an online auction website?
 - 3 What did you buy? How much did you pay?

2 09.11 Look at the pictures. In pairs, match four of the prices in the box with the items that were sold at auctions. Listen and check.

\$5.000 \$100.000 \$4.6m \$75m \$120m \$1.8m









9.11 In pairs, try to complete the sentences. Listen again and check.

| 1 | The Scream was painted in | by Edvard Munch. |
|---|---------------------------|--------------------------|
| | The seream was painted in | by Eavara Prairies. |

- 2 This version is thought to be ______ by many experts.
- 3 The jacket was worn by Michael Jackson in the music video for ___
- 4 It's made of red and black _
- **5** The Aston Martin car was driven by Sean Connery in the _____ films.
- 6 Another car from the films was stolen in ___
- 7 Vegemite is eaten by millions of ______ every day.
- 8 This piece of toast was given to Niall Horan from on an Australian TV show.
- 4 Look at the words in **bold** in exercise 3. Answer the questions. Then read the Grammar box.
 - 1 Which grammar structure is used in the sentences?
 - 2 Which sentences are in the present tense? _____ Which are in the past tense? _
 - 3 How do we make this structure? The verb ______ + the _____ of the main verb.
 - 4 Which word do we use before the people who do/did the action? ___
 - 5 What is more important in the passive: the people who do/did the action or the action? ___

Grammar the passive

Present passive

Where **are** the cars **made**?

They are made in Italy.

They **aren't made** anywhere else.

Past passive

When was the book written? It was written in 1957.

It wasn't published until 2015.

Look! To say who does/did the action we use by.

The cars are made by factory workers. The book was written by Harper Lee.

Go to Grammar practice: the passive, page 129

9C Going, going, gone!

Sts hear how unlikely items are sold for large amounts of money at celebrity auctions, and they read a text about a family who found a valuable item in their father's house. They then practise using the passive by writing quiz questions to test their classmates.

| Grammar | Pronunciation | Communication |
|-------------|-----------------|---|
| The passive | Sentence stress | Talking about objects using the passive |

WARMER

Ask: Do you own anything that once belonged to a celebrity? Do you have any celebrity autographs? If sts have these things, encourage them to tell the class about them. If they don't ask: Would you like to own something like this, e.g. a pair of Lionel Messi's football boots, or a dress worn by Rihanna? Why? Why do you think that people like owning these things? Elicit answers from a range of sts.

- 1 Use the photo of the auctioneer to teach the meaning of *auction*. Elicit the names of some well-known online auction sites. Sts work in pairs to discuss the questions. Get feedback on their answers.
- **2 (D)** 9.11 Focus on the prices in the box with the class and elicit how they are said. Sts work in pairs to look at the pictures and guess how much the items were sold for at auction. Elicit a few ideas but don't confirm them. Play audio track 9.11 for sts to listen and check their answers. See TB page 363 for audio script. Check answers. Ask: Which price do you find the most surprising? Why?

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Answers
a $120m b $1.8m c $4.6m d $100,000
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3 (9.11) Sts work in pairs to complete the sentences with the correct words. Play audio track 9.11 again for them to listen and check their answers. Check answers.

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Answers
1 1895 2 the best 3 'Thriller'
4 leather 5 James Bond 6 1997
7 Australians 8 One Direction
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3 x PRACTICE SB page 80, exercise 3

- 1 Do the exercise as normal. Before you play audio track 9.11 to check answers, discuss with the class what each answer might be. Encourage sts to give reasons for their answers, and to say what they think they heard on the audio.
- **2** Ask sts to cover exercise 3 and just look at the pictures. Write the bold verbs from exercise 3 on the board in a random order. Sts work in pairs and try to remember the two sentences about each object. They can check by looking in their books.
- **3** Play audio track 9.11 again. Ask sts to listen and then, in pairs, write one more sentence about each object, e.g. *It was sold on eBay*. Pairs can then work together in groups of four. They read their sentences to each other and guess which object they refer to.

4 Sts look at the bold words in the sentences in exercise 3 and answer the questions. They could work in pairs for this. Check answers.

Answers

- 1 the passive
- 2 present tense: 2, 4, 7; past tense: 1, 3, 5, 6, 8
- 3 be, past participle
- 4 by
- 5 the action

Grammar

Read the Grammar box with sts about the passive. Explain that we use the passive when the action is more important than the person who did the action, or we don't know who did the action. Point out that the past participle stays the same for different tenses of the passive, but the verb *be* changes tense, e.g. from present to past. Read the *Look!* note and explain that we can use *by* to say who did the action of the verb. Ask questions to check concept.

Concept check questions:

We sold the book — active or passive? (active). The book was sold — active or passive? (passive). Paintings are sold here — present or past passive? (present). This painting was sold for \$1m — present or past passive? (past). It was bought to someone in China — correct? (no). Which word needs to change? (to — It was bought by someone in China). Someone in China bought it — same meaning or different meaning? (same meaning).

Go to Grammar practice: the passive, SB page 129/TB page 271.

Sts will find more language reference, presentation and practice for the passive here. Do these exercises with the class, or set them for homework, before continuing with exercise 5A of lesson 9C.

Remind sts to go to the app for further self-study grammar practice of the passive.

5 A 9.13 **Pronunciation:** sentence stress Listen and repeat the sentence. Pay attention to the <u>underlined</u> stressed words.

The picture was painted in 1945.

- 1 These clothes were worn by Lady Gaga.
- 2 These peaches are grown in Brazil.
- **3** The salmon is cooked with lemon.
- 4 The car was driven by Lewis Hamilton.
- 5 These watches are made in Switzerland.
- 6 The bridge was opened in 2010.

Go to Communication practice: Student A page 163, Student B page 171

6 Look at the picture and the title. What do you think the text is about? How much is the box worth? Read the text and check.

FAMILY FINDS 'LOST' TREASURE AT FATHER'S HOME



This beautiful wood and gold box was made in Japan in 1640. It is one of ten boxes that were made in Kyoto by Kaomi Nagashige, a well-known Japanese artist. However, this box was thought to be lost. In fact, the Victoria and Albert Museum in London had spent over fifty years searching for it. Unknown to the museum, the box was just one kilometre away in a Kensington house. It was bought by a French engineer for £100 in 1970 and, amazingly, it was used as a table for his television! After he died, his family decided to sell it and it was identified by art experts as one of the lost Japanese boxes from 1640. It went to auction, and was sold to the Rijksmuseum in Amsterdam for £6.5 million – making the family millionaires.

5 how much / the box / buy / for?

6 what / the box / use / for ?

7 who / the box / identify / by?

8 who / the box / sell / to / for £6.5 million?

- **7** A Use the words to make passive questions.
 - 1 what / the box / make of?
 - 2 where / the box / make?
 - 3 when / the box / make?
 - 4 who / the box / buy / by / in 1970?
 - **B** Ask and answer the questions in pairs.
- **8** Discuss the questions in pairs.
 - 1 Do you think the box is really worth so much money?
 - 2 How would you feel if you were the family of the French engineer?
 - 3 What is your most important possession? Would you ever sell it?
- 9 Answer the guiz guestions in pairs.

Quiz Time

- 1) Where are roubles used as money?
- 2 Who was *The Alchemist* written by?
- 3 When was penicillin discovered?
- 4 Which city in the USA is known as 'The Big Apple'?
- (5) How many Harry Potter films were made?
- **6** Which languages are spoken in Canada?
- **10** A In pairs, write five quiz questions with the passive form of the verbs in the boxes.

invent make sing direct wear write paint record know discover use win

B Swap quizzes with another pair and answer the questions.

Personal Best

Write about an important possession and say how much it is worth to you.

- **5** A 9.13 Point out that the underlined words in the sentences are stressed. Play audio track 9.13. See the SB page opposite for audio script. Sts listen and notice the stressed words. Play the track again for sts to listen and repeat.
 - **B** 9.14 Sts read the sentences and underline the stressed words. They then practise saying the sentences in pairs. Play audio track 9.14. See the SB page opposite for audio script. Sts listen to check their answers. Play the track again for sts to listen and repeat. Point out that the subject of the passive verb is always stressed, and the past participle is stressed, but the form of the verb *be* is unstressed, and *by* is unstressed.

Answers

- 1 These clothes were worn by Lady Gaga.
- 2 These peaches are grown in Brazil.
- 3 The salmon is cooked with lemon.
- 4 The car was driven by Lewis Hamilton.
- 5 These watches are made in Switzerland.
- 6 The bridge was opened in 2010.

Go to Communication practice

Divide the class into Student A and Student B. All 'Student A' sts should go to SB page 163. All 'Student B' sts should go to SB page 171. Go to TB page 339 for the teacher notes. Do the activity, then continue with exercise 6 of lesson 9C.

6 Sts look at the picture and read the title of the text.
Discuss with the class what the text might be about and how much the box is worth. Elicit ideas but don't confirm them. Sts read the text to check their ideas. Check answers.

Answers

The text is about a box that was made in Japan. It is worth $\pounds 6.5$ million.

7 A Sts write the questions in the passive. Remind them that some questions will use the present passive, and some will use the past passive. Sts could work in pairs for this. Check answers.

Answers

- 1 What is the box made of?
- 2 Where was the box made?
- 3 When was the box made?
- 4 Who was the box bought by in 1970?
- 5 How much was the box bought for?
- 6 What was the box used for?
- 7 Who was the box identified by?
- 8 Who was the box sold to for £6.5 million?

B Sts work in pairs to read the text again and ask and answer the questions. Check answers.

Answers

- 1 wood and gold
- 2 Japan
- **3** 1640
- 4 a French engineer
- **5** £100
- 6 a table for the engineer's television
- 7 art experts
- 8 the Rijksmuseum in Amsterdam
- **8** Sts discuss the questions in pairs. Get feedback from sts on their answers. See who in the class has something that they would never sell.
- **9** Read out the quiz questions and check that sts understand everything. Sts work in pairs to answer the questions. You could do this as a race, and allow sts to use their phones to find the answers online. Check answers, and see who managed to answer the most questions correctly.

Answers

- 1 in Russia
- 2 Paulo Coelho
- **3** 1928
- 4 New York
- 5 eight
- 6 French and English
- **10** A Sts work in pairs to write five quiz questions. Remind them to use the present and past passive. Sts could use their phones to check facts online if necessary.
 - **B** Put pairs together into groups of four to ask and answer their questions. Get feedback from sts and see which pairs answered all the questions correctly.

PERSONAL BEST

Sts can practise the language from this lesson further. They write about an important possession they have and how much it is worth to them. Encourage them to use the present and past passive. Sts can compare their paragraphs in pairs.

Weaker sts can close their books and work in pairs to write four sentences from memory about the Japanese box in the text in exercise 6. Encourage them to use the present and past passive. They can check their answers in the text.

9 skills

9D I'd like a refund

- 1 What are the advantages and disadvantages of online shopping? Discuss the questions in pairs.
 - 1 How often do you buy things online?
 - 2 What do you prefer to buy in shops? Why?
- 3 Have you ever had a problem with something you bought online?
- 2 Match the problems in the box with pictures a—e.

The wrong size was sent. It was broken or damaged. Part of the order was missing. The order arrived late / didn't arrive. I was charged too much.



- **3** Read the email and answer the questions.
 - 1 What are the three problems with Valerie's order?
 - 2 What did she pay extra for?

- 3 What does she want the company to do?
- 4 Would you use this company?



To: info@phonetastic.com

Subject: Problems with my order (P389746-D)

Dear Sir/Madam,

I am writing to complain about the problems I have had with my online order (P389746-D).

I ordered a red X3 smartphone from your website on 14 January and I paid \$4.99 extra for next-day delivery. I waited for one week, but nothing arrived, so I contacted your customer service team and I was told that it was on its way. However, the phone was only delivered yesterday – two weeks after I ordered it. Apart from the late delivery, there are two other problems with the phone. Firstly, it is the wrong colour. The phone I was sent is black – not red. And secondly, the screen is cracked. I have attached a photo so you can see what I mean. Because of these problems, I wish to return the phone and I would like a full refund, including the extra delivery charge. I look forward to hearing from you soon.

Regards

Valerie Lemoir

- **4** A Is the style of the email formal or informal? Why?
 - **B** Order the different parts of the email. Then read the Skill box.
 - a

 say what she wants the company to do
 - **b** complain about the late delivery
 - ${f c}$ give the reason for writing

- d close the email
- e explain the other problems
- f include a short and accurate subject line



Skill

writing a formal email

We often write formal emails to people who work for other companies and organizations.

- Use a formal greeting: Dear Sir/Madam, Dear Mrs Jones
- Order your paragraphs: reason for writing, explaining the situation, what you want to happen
- Avoid contractions: I am writing ... NOT I'm writing ...
- Use formal expressions: I contacted ... NOT I called ...
- Use passives to avoid being personal: I was told ... NOT They told me ...

9D I'd like a refund

Sts read a formal email complaining about an online order. They then choose a different problem with an online order and write a formal email of complaint.

| Writing | Skill | Text builder |
|---------------|------------------------|---------------------|
| Formal emails | Writing a formal email | Noun forms of verbs |

WARMER

Ask: Have you ever taken something back to a shop? What was it? Why did you take it back? What happened? Was the shop helpful? Elicit a range of answers and encourage sts to talk about their own experiences. Ask: If you're not happy with a shop, what can you do? Elicit the idea of sending an email to complain. Ask: Have you ever done this? What happened? Elicit a range of answers.

- 1 Sts discuss the questions in pairs. Get feedback on their answers and encourage sts to share their experiences with the class
- 2 Read through the problems in the box with the class and check sts understand everything. Sts match the problems with the pictures. Check answers.

Answers

- a I was charged too much.
- b It was broken or damaged.
- c The wrong size was sent.
- **d** Part of the order was missing.
- e The order arrived late/didn't arrive.
- **3** Sts read the email and answer the questions. Check answers.

Answers

- 1 The phone arrived two weeks late. It is the wrong colour. The screen is cracked.
- 2 next-day delivery
- **3** She would like a full refund, including the extra delivery charge.
- 4 Sts' own answers.

4 A Sts read the email again to decide if the style is formal or informal. Discuss the answer with the class, and discuss why it is formal.

Answer

It is formal because it is an email written to a company.

B Sts look at the email again and order the different parts. They could work in pairs for this. Check answers.

Answers

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

∦ Skill

Read the Skill box with sts about writing a formal email. Remind sts that it is much easier to organize a piece of writing if you plan it carefully before you start writing. Point out that it is important to give clear factual information in a formal email, and not to make it personal.

5 Choose the correct options to complete the reply from Suleiman.



To: valerie.lemoir@mailshop.com Subject: RE: Problems with my order (P389746-D)

¹Hi Valerie / Dear Ms Lemoir

I am writing ²with regard to / about your email of 29 January.

Firstly, ³ I'm very sorry about / please accept my apologies for the problems you experienced with our online ordering system, which was ⁴ unacceptable / really bad. Unfortunately, ⁵ the wrong software was installed / they installed the wrong software and this has caused some unexpected problems.

Therefore, I ⁶would be very happy to refund / don't mind refunding the money, including all delivery costs that ⁷you were charged / we charged you. Please ⁸tell me / advise me of a suitable date for our delivery team to collect the phone. ⁹In addition to this / Also, I would like to offer you a \$50-voucher to spend on any product at Phonetastic. I hope this is satisfactory, and we look forward to you shopping with us in future.

10 Cheers! / With kind regards,

Suleiman Malik

Customer Services Manager

- 6 How did Suleiman try to solve the problem? Do you think Valerie will use the company again?
- **7** A Complete the sentences from Valerie's email with the words in the box. Check your answers in her email.

delivered delivery order ordered

- 1 I am writing to complain about the problems I have had with my online ______...
- 2 I _____ a red X3 smartphone from your website on ...
- 3 However, the phone was only ______ yesterday two weeks after I ordered it.
- 4 Apart from the late ______, there are ...
- **B** How does Valerie repeat her ideas without repeating the exact words?

Text builder noun forms of verbs

No change: $order \rightarrow order$ Noun ends in -sion: $decide \rightarrow decision$ Noun ends in -ment: $argue \rightarrow argument$ Noun ends in -ation: $inform \rightarrow information$ Noun ends in -y: $deliver \rightarrow deliver \rightarrow deliver$

- **8** Read the Text builder. Complete the sentences with the noun form of the verbs in brackets.
 - 1 There's a problem with the _____ on this credit card. (pay)
 - 2 We have received your ______ for the job. (apply)
 - 3 In ______, this is a serious problem. (conclude)
 - 4 I didn't receive an _____ for their mistakes. (apologize)
 - 5 He hasn't given me an _____ yet. (answer)
- **9** A PREPARE Choose a problem with an online order. Make notes about the details of the problem and what you want the company to do (e.g. contact you/exchange/refund).



B PRACTISE Use the Skill box to write a formal email complaining about the order. Repeat your ideas in different ways using noun and verb forms of words.

C PERSONAL BEST Swap emails with your partner. Tick (✓) three sentences you think are very good. Suggest three ways to improve his/her email.

Personal Best

Write the company's reply to your partner's email from exercise 9.

5 Sts read the reply from the company and choose the correct options to complete it. Check answers, and point out that the correct answers are all examples of formal language.

Answers

- 1 Dear Ms Lemoir 2 with regard to 3 please accept my apologies for 4 unacceptable 5 the wrong software was installed 6 would be very happy to refund 7 you were charged 8 advise me of
 9 In addition to this 10 With kind regards
- **6** Discuss the questions with the class. With the second

question, sts should express their own opinions.

Answer

He refunded the money, including the delivery costs, and offered her a \$50-voucher to spend on any product at Phonetastic.

Sts' own answers.

7 A Students complete the sentences with the correct words, then check their answers in the email on page 82.

Answers

1 order 2 ordered 3 delivered 4 delivery

B Discuss with the class how Valerie repeats her ideas without repeating the same words.

Answer

She uses both the verb and noun forms of the words.

★ Text builder

Read the Text builder box with sts about noun forms of verbs. Point out that some noun forms are the same as the verbs, but others change by adding different noun endings. Point out that there is no rule to say which ending will be used to form a particular noun, so sts need to learn them. Point out that it is a good idea to record related words when they record a new item of vocabulary. Ask questions to check concept.

Concept check questions:

Why do we sometimes use the noun and verb forms of the same word? (to avoid repeating the same word). Can we express the same ideas using the noun and verb forms of a word? (yes). Are some noun forms the same as the verb form? (yes). Are other nouns all formed in the same way from verbs? (no, they add different endings).

8 Sts read the sentences and complete them with the nouns formed from the verbs in brackets. Check answers.

Answers

- 1 payment 2 application 3 conclusion
- 4 apology 5 answer

3 x PRACTICE SB page 83, exercise 8

- 1 Do the exercise as normal. Check answers by asking individual sts to come and write each word on the board.
- 2 In pairs, sts write sentences with similar meanings, using the verb form of the words, e.g. *You paid with this credit card, but there's a problem with it.* Ask sts to read their sentences to the class, and discuss which sentence is clearer and briefer, the one with the verb or the noun.
- **3** In pairs, sts write three sentences using verbs from the Text builder box. Sts swap sentences with another pair and rewrite the other pair's sentences with a noun instead of a verb.
- **9** Sts follow the steps to write their own formal email.
 - A PREPARE Sts look at the pictures and read the four problems. Sts choose a problem to write about. They then make notes about the details they want to include.
 - **B** PRACTISE Sts use the email in exercise 3 on page 82 as a model and write their own email. Refer sts back to the Skill box on page 82 to help, and remind them to use verb and noun forms to avoid repeating the same words.
 - **C PERSONAL BEST** Sts work in pairs. They exchange their email with their partner, tick three sentences that are very good and suggest three ways the email could be improved. They then give feedback to each other. Encourage a spirit of peer support and cooperation.

PERSONAL BEST

Sts can practise writing formal emails further. They use the email in exercise 5 as a model, and write the reply to their partner's email from exercise 9. They could swap emails and repeat the feedback process in stage C of exercise 9.

Weaker sts can work in pairs and choose another of the problems in exercise 9. They can plan and write a formal email together. They can compare their emails in groups of four and repeat the feedback process in stage C of exercise 9.

EXTRA PRACTICE

Point out that when we use the noun form of a verb, we can often express an idea accurately, using fewer words, e.g. instead of saying *the costs involved in delivering something*, we can say *delivery costs*. Write on the board:

- 1 delivering something the next day
- 2 refunding all the money someone paid for something
- 3 the extra amount that we charge for delivering something
- 4 the team we use for delivering things

Sts work in pairs to rewrite the ideas using noun forms of the verbs. They can check their answers in the model texts on pages 82 and 83. Check answers with the class.

Answers

- 1 next-day delivery 2 a full refund
- 3 the extra delivery charge 4 our delivery team

Sport and fitness

LANGUAGE

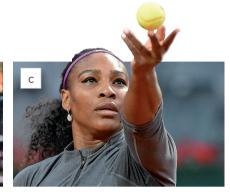
past perfect **sports** and competitions

10A Winning is everything

1 Dister and match the speakers with pictures a-c.







▶ 10.1 Complete the sentences with the words in the box. Listen again and check.

| | beat | win | match | race | umpire | athlete | medal | trophy | score | crowd | | | |
|---|--------|------|----------|--------|---------------------|---------|----------|-------------|----------|------------|-----|-----------------|------|
| 1 | | | | | | | | | | | | goal, now. He o | does |
| | | | | | Vas that c ig to | | | | Yo | u can hear | the | cheering. | |
| | | - | | | of the 100 | | | d Bolt is q | going to | win the go | old | again. | |
| G | o to V | ocah | ulary nr | actice | · snorts a | and com | netition | s nage ' | 152 | | | | |



Go to Vocabulary practice: sports and competitions, page 152

- **3** Discuss the questions in pairs.
 - 1 Do you prefer to watch or take part in sports?
 - 2 Have you ever won a medal or a trophy?
- 3 Would you like to be a professional athlete?
- 4 How have sports changed over the last 100 years?
- Read the text. What are the names of the athletes in the pictures?



TOUGHEST RACE

There are some difficult events in the Olympic Games, but nothing compares with the 1904 Olympic Marathon. One athlete almost died and the race ended in a public scandal.

The marathon started on an incredibly hot day in St Louis, in the USA, and there were lots of cars and horses on the dusty roads. One athlete, William Garcia, started coughing after he'd breathed in too much dust. It was so bad that he had to give up the race and was taken to hospital. Another runner, Len Tau from South Africa, eventually finished in ninth place, but he was disappointed because some wild dogs had chased him for over a mile in the opposite direction during the race!

Meanwhile, the first athlete to cross the finish line was an American, Fred Lorz. The crowd thought a local athlete had won so they started celebrating, but actually, Lorz had cheated. He'd felt ill during the race and had travelled 11 miles in a car! Fortunately, a spectator had seen Lorz getting out of the car one mile before the finish line and told the referee, so Lorz didn't win the gold medal.

The next runner to finish was another American, Tom Hicks. Hicks hadn't felt well either so his friends had given him a drink of eggs mixed with some chemicals to help him. However, this had made him feel even worse and, in the end, his friends had helped him walk the final part of the race. Even though he hadn't run the whole marathon on his own, the organizers presented Hicks with the gold medal after the hardest marathon of all time.

Sport and fitness 10

UNIT 10 OVERVIEW: This unit deals with the topic of sport and fitness. Sts read about the toughest marathon race ever and a female wheelchair rugby player. They discuss their own experiences of sport and which sports they would like to try. They also practise making enquiries. In Learning Curve, Marc decides to join a gym.

LANGUAGE

speech

Grammar Past perfect; reported

Vocabulary Sports and competitions;

parts of the body

Pronunciation 'd/hadn't contractions;

unstressed that

SKILLS

Reading Finding information **Speaking** Making enquiries;

being helpful in a text

LANGUAGE

10A Winning is everything

Sts read a text about the toughest marathon race ever.

| Grammar | Vocabulary | Pronunciation | Communication |
|--------------|---|------------------------|---------------------------|
| Past perfect | Sports and competitions (athlete, beat, cheat, crowd, draw, | 'd/hadn't contractions | Talking about pictures |
| | give up, lose, match, medal, player, race, referee, score, | | using the past simple and |
| | spectator, take part, trophy, umpire, warm up, win) | | past perfect |

WARMER

Write on the board: Sport is good for you/the most boring thing on TV/great fun. Ask sts to complete the sentence Sport is ... so it sums up their opinion. Sts can compare their sentences in small groups before feeding back.

10.1 Ask sts if they recognize any of the people in the pictures. Play audio track 10.1. See the SB page opposite for audio script. Sts listen and match the speakers with the pictures. Check answers, and elicit who the people in the pictures are (Usain Bolt, Theo Walcott, Serena Williams).

Answers

1 b 2 c 3 a

2 (D) 10.1 Check understanding of the ten words in the box and pre-teach as necessary. Sts complete the sentences with the correct words. Play audio track 10.1 again. Sts listen and check. Check answers with the class.

Answers

- 1 match, win, trophy, score
- 2 umpire, crowd, beat
- 3 race, medal, athlete

3 x PRACTICE SB page 84, exercise 2

- Do the exercise. Elicit possible answers for each gap before you play the audio track to check answers.
- Sts cover texts 1-3. Play audio track 10.1 again and ask sts to listen and note down the verbs that are used with each person in pictures a-c. In pairs, sts then try to recreate the three commentaries, using the verbs to help them. Play the track again to check.

Do the exercises on the Vocabulary practice page with the class. In pairs, sts then prepare an alternative commentary for one of pictures a-c, using different words from pages 84 and 152. Encourage them to use their imagination! Allow sts time to practise their commentary. Encourage them to speak quickly and make it sound exciting.

Go to Vocabulary practice: sports and competitions, SB page 152/TB page 317.

Sts will find more language presentation and practice for sports and competitions vocabulary here. Do these exercises with the class, or set them for homework, before continuing with exercise 3 of lesson 10A.

- Remind sts to go to the app for further self-study vocabulary practice of sports and competitions.
- **3** Sts discuss the questions in pairs. Ask some sts to tell the class something they learned about their partner.
- 4 Read out the title of the text and refer sts to the pictures. Ask sts when they think this race took place. Elicit a few ideas, but don't confirm them. Sts read the text to find the names of the four athletes in the pictures. Check answers.

Answers

a Tom Hicks b Fred Lorz c Len Tau d William Garcia

| 5 | A | A Read the sentences. Tick (\checkmark) the action that happened first: a or b ? | | | | | | | | |
|-----------|---|--|---------------------|--|------|---|--|--|--|--|
| | 1 2 3 4 | a Len Tau a The cro | 9 | d because al athlete had won , : | so b | b he'd breathed in too much dust. b some wild dogs had chased him for over a b they started celebrating. b the organizers presented Hicks with the | | | | |
| | gold medal. | | | | | | | | | |
| | В | B Look at the verbs in bold in exercise 5A and answer the questions. Then read the Grammar box. | | | | | | | | |
| | 1 2 3 | What tense are the actions that happened first? past simple / past perfect What tense are the actions that happened later? past simple / past perfect How do we form the past perfect? + | | | | | | | | |
| \square | | Grammar | past perfect | | | | | | | |
| | An action that happened before another action in the past: I had forgotten my keys so I couldn't open the door. I explained to my boss that I hadn't finished the report. Had you eaten anything before you went swimming? When I got to the party, my friend had gone. | | | | | | | | | |
| | G | o to Gramma | ar practice: past p | perfect, page 130 | | | | | | |



- 6 Pronunciation: 'd /hadn't Listen to the sentences. How do you say 'd and hadn't? Listen again and repeat.
 - 1 He'd breathed in too much dust.
- 2 He hadn't run the whole marathon on his own.
- **7** A Complete the sentences with the past perfect form of the verbs in brackets.
 - before the game. (not warm up)
- _ a rugby match before. (not see) **3** She ____
- 2 I knew they _____! (cheat)
- 4 We celebrated because he _____ a goal. (score)
- B (2)10.7 In pairs, say the sentences. Pay attention to the 'd/hadn't contractions. Listen, check and repeat.

Go to Communication practice: Student A page 164, Student B page 172

8 (D) 10.8 Complete the text with the correct form of the verbs in brackets. Use the past simple or past perfect. Listen and check.



There are eleven players in a football team, but in this team photo of Manchester United there are twelve - so who's the twelfth man? The team ¹_____(be) very excited after they ²_ (travel) to Germany for their Champions League match against Bayern Munich. The players ³______(line up) for a photo when suddenly Karl Power ⁴______(run) onto the pitch dressed in the Manchester United kit and ⁵______ (stand) next to them. Even though some of the players ⁶_____ the photographer still ⁷______ (take) the photo. Karl then (go) back to his seat to watch the match. Unfortunately, Manchester United ⁹_____ (lose), but Karl was happy because he (meet) his heroes!

A In pairs, write as many sentences as you can about the pictures. Use the past simple and past perfect. He was very disappointed because he'd lost the match.







B Tell the class your most interesting sentence. Who has the most original explanation?

Personal Best

Write about an occasion when you did something that you had never done before.

5 A Point out that each sentence has two halves, *a* and *b*, with two different actions. Sts read the sentences and tick the action which happened first in each case. They could work in pairs for this. Do the first one with the class as an example if necessary. Check answers.

Answers

1 b 2 b 3 a 4 a

B Sts look at the bold verbs in exercise 5A again and answer the questions. They could work in pairs for this. Check answers.

Answers

- 1 past perfect
- 2 past simple
- 3 had + past participle
- **Grammar**

Read the Grammar box with sts about the past perfect. Explain that the past perfect is the same for all forms (I/you/we/he had forgotten). Explain that we use the past simple to refer to past events in the order that they happened: I forgot my keys so then I couldn't open the door. We use the past perfect when we mention an event that happened earlier: When I got to the party, my friend had gone (= My friend went (left) earlier). Remind sts that a lot of common verbs have irregular past participles. Ask questions to check concept.

Concept check questions:

I celebrated after I had won the trophy – which action happened first? (I had won the trophy). Which form do we use for the action that happened first? (past perfect). Which verb do we use for the second action? (past simple). I won because I trained hard – is this a correct sentence? (no). Which action happened first? (I trained hard). Which verb form should it be? (past perfect – I won because I had trained hard).

Go to Grammar practice: past perfect, SB page 130/TB page 273.

Sts will find more language reference, presentation and practice for the past perfect here. Do these exercises with the class, or set them for homework, before continuing with exercise 6 of lesson 10A.

- Remind sts to go to the app for further self-study grammar practice of the past perfect.
- 6 10.6 Allow sts time to read the sentences. Play audio track 10.6 for sts to listen and notice the pronunciation of the contractions 'd and hadn't. See the SB page opposite for audio script. Play the audio track again for sts to listen and repeat.

7 A Sts complete the sentences with the past perfect form of the verbs in brackets. Check answers.

Answers

- 1 hadn't warmed up
- 2 'd cheated
- 3 hadn't seen
- 4 'd scored
- **B** 10.7 Sts work in pairs to practise saying the sentences, paying attention to the pronunciation of the contracted past perfect forms. Play audio track 10.7 for sts to listen and check their pronunciation. Play the track again for sts to listen and repeat. See the SB page opposite for audio script.

Go to Communication practice

Divide the class into Student A and Student B. All 'Student A' sts should go to SB page 164. All 'Student B' sts should go to SB page 172. Go to TB page 341 for the teacher notes. Do the activity, then continue with exercise 8 of lesson 10A.

8 10.8 Sts read the text and complete it with the correct form of the verbs. They should use either the past simple or the past perfect. (Note: in item 6, both tenses are possible.) Play audio track 10.8 for sts to listen and check their answers. See the SB page opposite for audio script. Check answers with the class, and ask: How do you think Karl Power felt after he had done this?

Answers

- 1 were 2 had travelled 3 had lined up 4 ran
- 5 stood 6 had noticed 7 took 8 went
- 9 lost 10 had met
- **9 A** Sts work in pairs to write sentences about the pictures using the past simple and past perfect. Encourage them to be creative and use their imaginations!
 - **B** Ask pairs in turn to read one or two of their sentences to the class. See who had the most original explanation for each photo.

PERSONAL BEST

Sts can practise the past perfect further. They write about an occasion when they did something they had never done before. Sts can compare their experiences in pairs.

Weaker sts could work in pairs and look at the pictures on page 84 again. They choose one or two pictures and write a sentence about them using the past simple and past perfect. Pairs can read their sentences to the class.

10 skills

10B Rock 'n' roll on wheels

| 1 | Look at the pictures and the title of the text on page 87. Answer the questions. 1 What are the Paralympic Games? 2 Have you ever seen a wheelchair rugby match? 4 What kind of person do you think Laura is? |
|------------|---|
| 8 | Skill finding information in a text |
| | When we want to find information in a longer text, we need to know where to look. Read the text quickly and understand the general topic of each paragraph. Read the question carefully and underline any key words. Match the question with the paragraph that has the information you need. Read this paragraph in detail to answer the question. |
| 2 | Read the Skill box. Then read the text quickly and match paragraphs A–G with topics 1–7. I how it feels to play wheelchair rugby 5 media interest in wheelchair rugby 6 the origins of the sport 7 the rules of wheelchair rugby 1 Laura's physical appearance 1 |
| 3 | Paragraph Answer How long does it take Tim to cross the court? Which movie did wheelchair rugby appear in? What other wheelchair sports are there? What is the official wheelchair rugby organization? Where does Laura have a bandage? How many players are on a wheelchair rugby team? Read the paragraphs and answer the questions. |
| 4 | Did you know anything about wheelchair rugby before you read the article? Would you like to watch a match? |
| 5 | Find the highlighted words in the text. 1 Which words come before nouns? 2 Which words come at the start of a sentence? |
| # + | Text builder giving examples |
| | Listing examples: I'd like to visit countries in south-east Asia, like Thailand and Vietnam. You shouldn't eat unhealthy food, such as pizzas or hamburgers. Look! We can also use for instance instead of for example with no change in meaning: She's had problems at work. For instance, she arrived late every day last week. |
| 6 | Read the Text builder. Complete the sentences with your own ideas. Compare your sentences in pairs. |

86

where it is played

1 Cheating has become very common in some sports. For example, ...2 My country has produced some famous sportspeople, like ...

B Tell another pair about your sport. Would you like to try this sport?

how popular it is

7 A In pairs, choose an interesting sport. Prepare a short talk about it. Use the ideas in the boxes.

famous players

how it feels to play

media interest

 ${\bf 3}$ Some sports can be quite dangerous, such as ...

the rules

10B Rock 'n' roll on wheels

Sts read a text about a young woman who plays wheelchair rugby.

| Reading | Skill | Text builder |
|-------------------------------|-------------------------------|-----------------|
| A text about wheelchair rugby | Finding information in a text | Giving examples |

WARMER

Ask: Have you ever played rugby? Do you enjoy watching it on TV? Is it a popular sport in your country? How do people play it? How is it different from football? Elicit what sts know about rugby and encourage them to talk about their own experiences and opinions of the sport.

1 Sts look at the title of the text and the pictures, and discuss the questions in pairs. Get feedback on their discussions.

∦ Skill

Read the Skill box with sts about finding information in a text. Explain that developing a methodical approach like this can help sts to find the information they need from a text more quickly. Point out that being able to find information in a text quickly is especially important in exams.

2 Point out that this task requires sts to read the text quickly to understand the general topic of each paragraph. You could set a time limit to encourage sts to read quickly. Sts read the text and match the paragraphs with the topics. Check answers.

Answers

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

3 A Point out that this task relates to the second bullet point in the Skill box. Sts read the questions and underline the key words, then match the questions with the paragraphs that have the information they need. Sts could work in pairs for this. Check answers.

Answers

- 1 How long, Tim, cross, court C
- 2 movie, wheelchair rugby, appear E
- 3 other wheelchair sports F
- 4 When, wheelchair rugby, invented B
- 5 official wheelchair rugby organization G
- 6 Where, Laura, bandage A
- 7 How many players, wheelchair rugby team D

B Sts read the paragraphs again to answer the questions in exercise 3A. Check answers, and discuss with the class how useful they found this approach to finding information in a text.

Answers

- 1 over three minutes
- 2 Murderball (2005)
- 3 skiing, tennis, sailing
- **4** 1977
- 5 International Wheelchair Rugby Federation
- 6 on her arm
- 7 four players

- 4 Sts discuss the questions in pairs. Get feedback on their answers. Ask if sts have seen or know about any other wheelchair sports, or if they have watched the Paralympic Games.
- **5** Sts find the highlighted words in the text and answer the questions. Check answers.

Answers

1 like and such as 2 For example

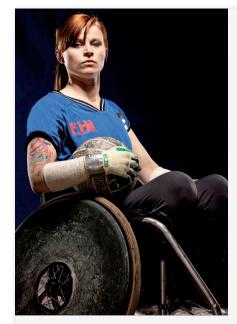
◆ Text builder

Read the Text builder box with sts about giving examples. Explain that the four expressions here all have similar meanings, but they are used in different positions in a sentence, so sts need to learn how each one is used. Point out that it is important to recognize the role of these expressions in a text, to understand that a particular part of the text is not a new point, but an example to support a point that has already been made. Point out the use of a comma after *For example* and *For instance*. Ask questions to check concept.

Concept check questions:

like, such as, For example, For instance – do they all have a similar meaning? (yes). What do we use them for? (to give examples). Are they all used the same way in sentences? (no). Which two expressions are used before a noun? (like and such as). Where are 'for example' and 'for instance' used? (at the beginning of a sentence). What do we put after these expressions? (a comma).

- **6** Sts complete the sentences with their own ideas, then compare their sentences in pairs. Ask some sts to read their sentences to the class.
- **7** A Sts work in pairs to choose a sport and prepare a short talk about it. With weaker classes, you could briefly revise the use of *must* and *have* to for rules. Monitor and help while sts are working. Encourage them to use *like*, *such* as, *For example* and *For instance* to give examples.
 - **B** Put pairs together into groups of four to give their talks and discuss which sports they would like to try. Ask some sts to tell the class what they learned from their classmates' talk.



Δ

The first thing I notice about Laura Sabetta is her arms. They're almost as big as my legs. The next thing I notice is a bandage on her arm. 'I often get injuries because we play to win,' the Argentinian athlete explains, '... it's rugby, after all.'

R

Wheelchair rugby has always been a tough, physical sport. Invented in Canada in 1977, it was first called 'Murderball'. As the sport's popularity grew, the name changed to the more serious 'wheelchair rugby'. It was a new name, but the game was just as violent.

C

People who have never played the sport might think of it as a fun way to spend an afternoon, but it's exhausting. Laura gives me a special wheelchair and I move slowly onto the court. I wear gloves, but it's very hard work pushing the chair using only my arms. Wheelchair rugby is played on a basketball court, which measures 28 x 15 metres, and it takes me over three minutes to cross it. Meanwhile, Laura has already finished warming up.

Sports interview:

Tim White meets wheelchair rugby player, Laura Sabetta

D

I'm soon happy to join the spectators and watch the match. Wheelchair rugby is a mix of basketball, rugby and ice hockey. Two teams of four players throw and carry a volleyball, trying to score goals. Players score when their wheels cross the line at the end of the court while holding the ball in their hands.

E

Wheelchair rugby's popularity exploded after it featured in the 2005 movie *Murderball*. Many of its players are now big names in Paralympic sports, like the movie's star, Mark Zupan. The sport is now played in more than 25 countries, such as Japan and the USA. So, however you look at it, wheelchair rugby is big news.

F

This places lots of responsibility on the players, as Laura explains. 'There are lots of sports opportunities out there for people who need a wheelchair, such as skiing, tennis and sailing. The important thing is making sure people know about them so they can take part. We also need fans. We want big crowds watching the game. That's why I'm doing this interview!'

G

Getting involved is easy. There's plenty of information online. For example, there's the website of the International Wheelchair Rugby Federation at www.iwrf.com. It's also quite easy to find a match in most large towns if you just want to watch. Many people only watch the sport once every four years at the Paralympic Games, but as Laura tells me, 'For people like me, this isn't a hobby. Since I lost the use of my legs it's been my life'



Personal Best

Write five more questions about the wheelchair rugby interview.

PERSONAL BEST

Sts can practise finding information in a text further. They read the text again and write five questions to ask a classmate. Sts swap questions with another student and find the information in the text to answer their partner's questions.

With weaker sts, write these questions on the board:

- 1 Which three sports is wheelchair rugby a mix of?
- 2 What kind of ball is used?
- 3 Who is Mark Zupan?
- 4 Why is Laura doing this interview?

Sts work in pairs to decide which paragraph the information they need will be in, then find the information to answer the questions. Check answers.

Answers

- 1 basketball, rugby and ice hockey
- 2 a volleyball
- 3 the star of the movie Murderball
- 4 because the sport needs fans

EXTRA PRACTICE

Write the following gapped sentences on the board:

- 1 I often get injuries because we play to ____.
- 2 I'm happy to join the ____ and watch the match.
- 3 Players ___ when their wheels cross the line at the end of the court.
- 4 We want big ___ watching the game.

Sts complete the sentences from memory, using words for sports and competitions that they learned in lesson 10A. They can check their answers in the text. Check answers with the class.

Answers 1 win 2 spectators 3 score 4 crowds

EXTRA PRACTICE

Put sts into pairs and ask them to prepare and role play an interview with Laura. Tell them they should use information from the text on page 87, and they can also use their imagination to add more details. With weaker classes, you could brainstorm some questions for the interviewer to ask, e.g. Why are you wearing a bandage? Why do you enjoy wheelchair rugby? Monitor and help while sts are working. Ask some pairs to perform their role play for the class.

10 LANGUAGE

10C He said it had changed his life

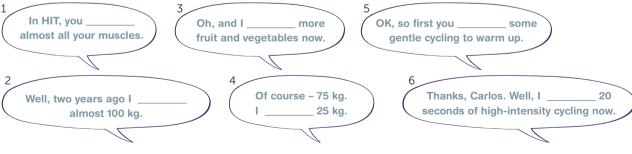
1 Match the words in the box with the parts of the body.

| | chest | knee | shoulder | elbow | neck | wrist |
|---|-------|------|----------|-------|------|-------|
| 1 | | | 3 _ | | | 5 |
| 2 | | | 4 _ | | | 6 |



Go to Vocabulary practice: parts of the body, page 153

- **2** A Look at the poster. Discuss the questions in pairs.
 - 1 How much exercise do doctors recommend you do each week?
 - 2 Is it possible to get fit doing three minutes of exercise per week?
 - 3 What do you think 'high-intensity training' is?
 - **B** 10.10 Listen to an interview and check your answers.
- 3 Discuss the questions in pairs.
 - 1 How much exercise do you do per week? What do you do?
 - 2 Do you believe that high-intensity training works? Why/Why not?
 - 3 Would you like to try high-intensity training? Why/Why not?
- **4** A **10.10** Complete the sentences about what Carlos and Vicky said. Listen again and check.
 - 1 Carlos said that in HIT you used almost all your _____.
 - 2 Carlos said two years ago he had weighed almost _____ kg
 - 3 Carlos said he was eating more _____ and ____ now
 - 4 Carlos said that he had lost _____ kg.
 - 5 Carlos told Vicky that first she would do some gentle cycling to
 - **6** Vicky told Carlos she was going to try _____ seconds of high-intensity cycling.
 - **B** Look at the sentences 1–6 again and answer the questions.
 - 1 Which two verbs do we use to report what someone says in the past? ___
 - 2 Which verb do we use when we say who the person is talking to? _____
 - 3 Is it always necessary to use that with these verbs? Yes / No
- **5** A 10.11 Listen carefully to what Carlos and Vicky said. Write the verbs they used.



- **B** Compare the verbs in exercise 5A with the verbs in exercise 4A. How have they changed? Then read the Grammar box.
- 1 present simple →
- past simple
- **4** present perfect →

2 past simple →

- 5 will \rightarrow
- **3** present continuous → _____
- 6 am/are/is going to \rightarrow _____

10C He said it had changed his life

Sts listen to an interview about high-intensity training. They then practise interviewing a partner and reporting what their partner said.

| Grammar | Vocabulary | Pronunciation | Communication |
|-----------------|--|------------------------|-----------------------------|
| Reported speech | Parts of the body (ankle, arm, back, bone, brain, cheek, chest, chin, elbow, finger, foot, forehead, hand, heart, knee, lips, muscle, neck, shoulder, skin, stomach, thumb, toes, wrist) | Unstressed <i>that</i> | Reporting what someone said |

WARMER

Ask: How fit are you? Is exercise an important part of your life? Is it important for you to be fit? Why?/Why not? Discuss the questions with the class and encourage as many sts as possible to join in and express their own opinions.

1 Check understanding of the words in the box and pre-teach as necessary. Point out the silent *k* in *knee*. Sts match the words with the parts of the body in the photo. Check answers.

Answers

1 shoulder 2 neck 3 chest 4 wrist 5 elbow 6 knee

3 x PRACTICE SB page 88, exercise 1

- 1 Do the exercise as normal. To check answers, write 1–6 on the board and elicit all the possible answers that sts have chosen for each one. Where a word occurs next to more than one number, discuss with the class which is the correct answer.
- **2** Ask sts to cover the word box in exercise 1. They work in pairs and take turns to say a number from the picture. Their partner must say the correct word. Ask sts to continue doing this, gradually speeding up until they can do it perfectly.
- 3 Do the exercises in the Vocabulary practice section with the class. Sts then work in pairs to add four more numbers to the picture in exercise 1, each corresponding to a word on page 153. Pairs can work together in groups of four to test their classmates.

Go to Vocabulary practice: parts of the body, SB page 153/TB page 319.

Sts will find more language presentation and practice for parts of the body here. Do these exercises with the class, or set them for homework, before continuing with exercise 2A of lesson 10C.

Remind sts to go to the app for further self-study vocabulary practice of parts of the body.

- **2** A Sts look at the poster and discuss the questions in pairs. Elicit some possible answers, but don't confirm them.
 - **B** 10.10 Play audio track 10.10 for sts to listen and check their answers. See TB page 364 for audio script. Discuss the answers as a class.

Answers

- 1 150 minutes
- 2 Yes you use almost all your muscles in HIT.
- 3 It's intensive exercising for three minutes per week.
- **3** Sts discuss the questions in pairs. Get feedback from sts on their discussions and hold a brief class discussion.
- **4** A 10.10 Sts complete the sentences with the correct words from memory. Play audio track 10.10 again for sts to listen and check their answers. Check answers with the class.

Answers

- 1 muscles 2 100 3 fruit, vegetables4 25 5 warm up 6 20
- **B** Sts look at the sentences in exercise 4A again and answer the questions. They could work in pairs for this. Check answers.

Answers

- 1 said (say) and told (tell) 2 told (tell) 3 No
- **5** A 10.11 Allow sts time to read the gapped sentences. Point out that sts only need to write the verbs that Carlos and Vicky used, in the forms they used. Play audio track 10.11. See the SB page opposite for audio script. Sts listen and write the verbs. Check answers.

Answers

- 1 use 2 weighed 3 'm eating 4 've lost 5 'll do 6 'm going to try
- **B** Sts compare the verbs in exercise 5A with the ones in exercise 4A, and note down how they have changed. Sts could work in pairs for this. Check answers.

Answers

- 1 past simple 2 past perfect 3 past continuous
- 4 past perfect 5 would 6 was/were going to



Grammar reported speech

Direct speech: Reported speech:

'I play tennis.' She said (that) she played tennis. 'Vicky tried HIT.' He said (that) Vicky had tried HIT. 'lt's raining.' They said (that) it was raining. 'She **hasn't arrived** yet.' You said (that) she hadn't arrived yet. 'I'll help you.' You said (that) you would help me. 'We're going to call you.' They said (that) they were going to call me.

'Ravi can't come to work.' She said (that) Ravi couldn't come to work.

Look! We use *told* to say who the person talked to: *She told me* (that) she played tennis.



Go to Grammar practice: reported speech, page 131

6 10.13 Match the sentences in the box with the people. Listen and check.

I go to the gym to meet my friends. I'll tell my husband because he needs to lose weight. I can't do HIT at my age! I've tried it, but I hurt my shoulder.







4 Jamila said that



- Pronunciation: weak form of that Listen to the sentences. <u>Underline</u> the stressed words. How do we pronounce that? Listen again, check and repeat.
 - 1 Carlos said that HIT was very popular.

2 Kurt told Vicky that

- 2 He told me that I should ask some other people what they think.
- **8** A Complete the sentences using the information from exercise 6.
 - 1 Rosa said that **3** Barry told her that
 - **B** (2) 10.15 In pairs, practise saying sentences 1–4. Pay attention to the pronunciation of that. Listen, check and repeat.
- **9** In pairs, ask and answer the question *What did ... say?* Use reported speech to answer the questions. A What did José say? B He said that he ...





Go to Communication practice: Student A page 164, Student B page 172

- **10** A In pairs, ask and answer the questions. Make notes of your partner's answers.
 - 1 Have you ever run a long distance?

 - **3** What are you going to do this weekend?
- 4 Can you play any unusual sports?
- 2 What was the first film you saw at the cinema? 5 What series are you watching on TV at the moment?
 - 6 What are you doing after the lesson today?
- **B** Work with another student. Report what your first partner said about questions 1-6.

Personal Best

Think of a news story or an interview with a sportsperson. Write what the person said.

Grammar

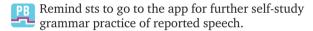
Read the Grammar box with sts about reported speech. Explain that we use reported speech to report what someone else has said. Explain that in reported speech all verbs move back in time by one tense, so present simple becomes past simple, etc. Read the <code>Look!</code> note and explain that we use <code>told</code> to say who someone talked to. Point out the difference in use between <code>say</code> (<code>He said that he was fit</code>) and <code>tell</code> (<code>He told me that he was fit</code>). Point out the common errors: <code>He said me that he was fit</code>. <code>He told that he was fit</code>. Ask questions to check concept.

Concept check questions:

When do we use reported speech? (to report what someone else has said). How do verbs change in reported speech? (they move one tense back in time). I like sport – what did I say? (You said that you liked sport). I can't play tennis – what did I say? (You said that you couldn't play tennis). He said me he was very fit – is this a correct sentence? (no). How can you correct it? (He said he was very fit/He told me he was very fit).

Go to Grammar practice: reported speech, SB page 131/TB page 275.

Sts will find more language reference, presentation and practice for reported speech here. Do these exercises with the class, or set them for homework, before continuing with exercise 6 of lesson 10C.



6 (D) 10.13 Check that sts understand *lose weight*. Sts read the sentences and match them with the people in the pictures. Play audio track 10.13. See TB page 364 for audio script. Sts listen and check their answers. Check answers with the class.

Answers

Rosa: I can't do HIT at my age!

Kurt: I go to the gym to meet my friends. **Barry**: I've tried it, but I hurt my shoulder.

Jamila: I'll tell my husband because he needs to lose

weight.

7 •• 10.14 Allow sts time to read through the sentences. Play audio track 10.14. See the SB page opposite for audio script. Sts listen and underline the stressed words. Check answers, playing the audio track again for sts to confirm which words are stressed. Elicit that *that* is not stressed and is pronounced with the weak vowel /ə/. Play the audio track again for sts to listen and repeat.

Answers

- 1 Carlos said that HIT was very popular.
- 2 He <u>told</u> me that I should <u>ask</u> some <u>other people</u> what <u>they think</u>.
- **8** A Refer sts back to the answers in exercise 6, eliciting who said what. Sts complete the sentences with that information. Remind them to make the changes necessary in reported speech. Check answers.

Answers

- 1 she couldn't do HIT at her age
- 2 he went to the gym to meet his friends
- 3 he'd tried it, but he'd hurt his shoulder
- 4 she'd tell her husband because he needed to lose weight

B 10.15 Sts work in pairs and practise saying the sentences in exercise 8A, paying attention to the pronunciation of *that*. Play audio track 10.15. Sts listen and check their pronunciation. Play the track again for sts to listen and repeat.

10.15 Audio script

- 1 Rosa said that she couldn't do HIT at her age.
- 2 Kurt told Vicky that he went to the gym to meet his friends.
- 3 Barry told her that he'd tried it, but he'd hurt his shoulder.
- 4 Jamila said that she'd tell her husband because he needed to lose weight.
- **9** Focus sts' attention on the example. Nominate a student to ask the question. Elicit the main changes that are needed to put the answer in the speech bubble into reported speech (*I* → *He*; *can't* → *couldn't*; *I've* → *he'd*; *my* → *his*). Nominate a second student to answer the question in full. Sts continue in pairs. Take feedback.

Answers

- 1 What did José say? He said that he couldn't go running because he'd hurt his ankle.
- 2 What did Sara say? She said that her train was delayed so she was going to be late.
- **3** What did Laura say? She said that their teacher was wearing a leather jacket.
- 4 What did David say? He said that if I was/we were tired, he'd make me/us a coffee.

Go to Communication practice

Divide the class into Student A and Student B. All 'Student A' sts should go to SB page 164. All 'Student B' sts should go to SB page 172. Go to TB page 341 for the teacher notes. Do the activity, then continue with exercise 10A of lesson 10C.

- **10** A Allow sts time to think about their answers individually. They then ask and answer the questions in pairs, and make notes of their partner's answers.
 - **B** Allow sts time to write sentences reporting what their partner said in exercise 10A. Put sts into new pairs to tell each other what their previous partner said about questions 1–6. Ask some sts to tell the class.

PERSONAL BEST

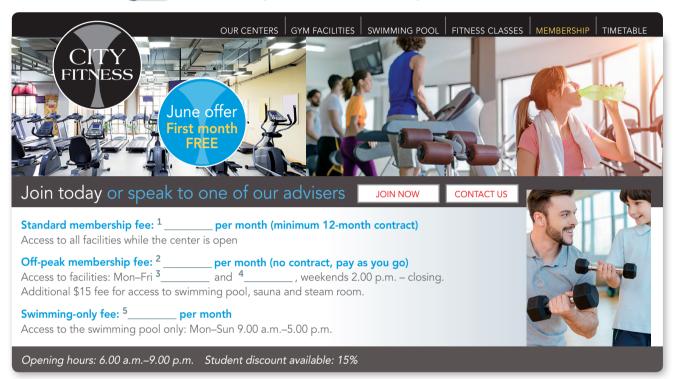
Sts can practise reported speech further. They think about an interview with a sportsperson that they have read or listened to and write what the person said. They can work in small groups to tell their classmates about their interview.

Weaker sts can work in pairs and write three more questions to ask their classmates about sport. Encourage them to use a range of different tenses in their questions. Put pairs together into groups of four to ask and answer their questions and note down their classmates' answers. Sts then work in their pairs to write sentences reporting what their classmates said. Ask some pairs to read their sentences to the class.



10D Could you tell me ...?

- 1 Discuss the questions in pairs.
 - 1 What are the best ways to keep fit?
- 3 What would be important for you if you joined a gym?
- 2 Have you ever thought about joining a gym? 4 Look at the webpage. Would you join this gym? Why/Why not?
- ▶ 10.16 Watch or listen to the first part of Learning Curve. Why does Marc want to join the gym?
- 10.16 Watch or listen again and complete the webpage with the correct information.



- 4 (D) 10.17 Match the halves to complete Marc's enquiries. Listen and check.
 - 1 Could I speak to someone a the cost, please?
 - 2 Could you tell
 - 3 Could you give me some c thing.
 4 I'd like to ask about d off-pe

 - 5 Just one more
 - 6 So can I double-check
- **b** information about that?
- d off-peak membership.
- e about joining the gym?
- f me about the cost?

Conversation builder making enquiries Starting enquiries politely: Asking for additional information: Could I speak to someone about ...? I'd also like to ask about ... I was told ... Is that true? Could you give me some information about ..., please? Excuse me, I was hoping you could help me. Just one more thing. Do you ...? Can I double-check? Do you ...?

5 Read the Conversation builder. Choose three subjects in the boxes. In pairs, make enquiries about City Fitness. Use the information on the webpage to answer.

student discount opening hours swimming-only membership June offer how to join



10D Could you tell me ...?

Sts hear a conversation in which someone makes an enquiry at a gym. They then practise making enquiries and using intonation to be helpful when responding to enquiries.

Speaking

Sts watch a video or listen to a conversation in which someone makes enquiries at a gym.

They then practise making enquiries and being helpful when responding to enquiries.

Conversation builder

Making enquiries

Skill

Being helpful

WARMER

With books closed, write the following gapped expressions on the board: *go to the* ____, *spend time at the* ____, *be a member of a* ____, *join a* ____, ___ *equipment*, *a* ____ *workout*, ___ *facilities*. Put sts into pairs and ask them to guess the word that can be used in all the expressions. Tell them the word is connected with exercise. Check answers and see who managed to guess *gym*. Point out to sts that they should pay attention to words that collocate with other words when learning new vocabulary.

- **1** Sts discuss the questions in pairs. Get feedback from sts on their answers.
- 2 10.16 All the D lessons in this level which focus on speaking skills are accompanied by video (i.e. an episode of *Learning Curve*). In this episode, Marc wants to join a gym. Read out the question, then play video/audio track 10.16. See TB page 364 for video/audio script. Sts watch/listen and answer the question. Check the answer.

Answer

He wants to get in shape/get fit.

Answers

1 \$99 **2** \$59 **3** 10 a.m. to 12 p.m. **4** 3 p.m. to 6 p.m. **5** \$30

4 10.17 Sts match the halves to complete Marc's enquiries. Play audio track 10.17. Sts listen and check their answers. Check answers with the class, and make sure sts understand all the enquiries.

10.17 Audio script

- 1 Could I speak to someone about joining the gym?
- 2 Could you tell me about the cost?
- 3 Could you give me some information about that?
- 4 I'd like to ask about off-peak membership.
- 5 Just one more thing.
- 6 So can I double-check the cost, please?

Answers

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

3 x PRACTICE SB page 90, exercise 4

- 1 Ask sts to match the sentence halves as normal. To check answers, read out each sentence beginning and ask: *Which ending? Why?* Discuss all the answers sts have chosen before you play audio track 10.17 for sts to check their answers.
- 2 Put sts into pairs and ask them to cover the sentence beginnings 1–6. They look at the endings a–f and try to remember the correct beginnings.
- **3** Sts work in their pairs and cover the sentence endings. They write alternative endings for the sentences. Put pairs together into groups of four to read their sentence endings to each other. The other pair must try to guess the correct sentence beginnings.

tonversation builder

Read the Conversation builder box with sts about making enquiries. Point out that the expressions for starting enquiries are all followed by a noun, e.g. *Could I speak to someone about the opening hours?* Point out that in English the language for making enquiries is quite formal and indirect, as a way of being polite. Ask questions to check concept.

Concept check questions:

Could I speak to someone about ...? – Is that starting an enquiry? (yes). Can I double-check. Do you ...? – is that asking for additional information? (yes). Excuse me, I was hoping you could help me – starting an enquiry or asking for additional information? (starting an enquiry). Just one more thing – starting an enquiry or asking for additional information? (additional information).

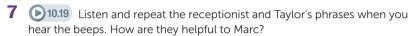
5 Elicit a few example enquiries from the class. Allow sts time to prepare some enquiries individually. They then work in pairs to make their enquiries and respond. They swap roles and practise again. Monitor while they are working, and correct any errors with the phrases in a feedback session at the end.

| 6 | A • 10.18 | Watch or listen to the second part of the show. Does |
|---|-------------|--|
| | Marc decide | e to join the gym? |

B 10.18 Are the sentences true (T) or false (F)? Watch or listen again and check.

| Marc thought Taylor worked at a different centre. | _ |
|---|---|
|---|---|

- 2 Taylor likes this centre because it's small.
- 3 The receptionist told Marc about all the facilities.
- 4 Taylor offers Marc a free training session as a special offer. _
- 5 Marc wants to start training slowly.





Skill being helpful

There are different ways to be helpful in English, especially with colleagues and customers.

- Use friendly intonation to show you are happy to help.
- Make offers and suggestions: Would you like me to ...? Shall I ...? I'll ... if you want.
- Check the person is satisfied: Does that sound OK? Is there anything else I can help you with?

8 A Read the Skill box. Are phrases 1–6 answers to questions (A), offers and suggestions (O) or checking the customer is satisfied (C)?

- 1 The nearest one is on the corner of Sutton Street.
- 2 Do you have any other questions?
- 3 I think it costs about \$20 to the city centre.
- 4 I'll just print you a map of the area.
- **5** Would you like me to write that down for you?
- 6 Is there anything else you'd like to know?
- **B** 10.20 Listen and repeat phrases 1–6. Pay attention to the intonation.

Go to Communication practice: Student A page 164, Student B page 172

- **9** Discuss the questions in pairs.
 - 1 Have you ever worked with customers or the public? What did you do?
 - 2 What's the most difficult thing about working with customers or the public?
 - 3 Have you ever had a bad experience with customer service? What happened?
 - 4 Can you think of a good experience with customer service? What happened?

10 A PREPARE Choose one of the situations. Use the phrases and your own ideas to prepare questions.



Holidays in the USA Best city to visit Cost of flights



Medicine for the flu How often to take it Other advice to feel better



Running shoes Best type for long distance Colours and sizes

B PRACTISE In pairs, make enquiries using your questions. Your partner should try to answer your questions and be as helpful as possible.

C PERSONAL BEST Were you a satisfied customer? What could your partner do differently to be more helpful? Choose another situation and make more enquiries.

Personal Best

Write down five questions you could ask in a restaurant.

6 A 10.18 Read out the question, then play video/audio track 10.18. See TB page 365 for video/audio script. Sts watch/listen and answer the question. Check answers.

Answer

Yes, Marc decides to join the gym.

B 10.18 Allow sts some time to read the sentences. In pairs, they decide whether they are true or false. Play track 10.18 again for sts to listen and check their answers. Check answers with the class.

Answers

1 T 2 F 3 F 4 T 5 T

7 Play audio track 10.19 for sts to listen and repeat the <u>underlined</u> phrases after they hear the beeps. Discuss with the class how the phrases are helpful to Marc, e.g. by offering to give him more information.

10.19 Audio script

- 1 Yes, hi. Could I speak to someone about joining the gym? Oh, sure! I can help you with that. (BEEP)
- 2 Thank you, you've been very helpful. You're welcome. Is there anything else I can help you with? (BEEP)
- 3 If you want, you can even take a free class. (BEEP)
- 4 So do you want to hear more about your free training session? (BEEP)

Skill

Read the Skill box with sts about being helpful. Explain that using 'flat' intonation can make you sound unfriendly and not interested, whereas using more varied intonation can help you to sound friendly and helpful. You could discuss with sts whether the ways of being helpful are similar or different in the sts' own language and culture.

8 A Sts read the phrases and decide whether they are answers to questions, offers and suggestions or checking the customer is satisfied. Sts could work in pairs for this. Check answers, and check that sts understand all the phrases.

Answers

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

B 10.20 Play audio track 10.20. See the SB page opposite for audio script. Sts listen and repeat the phrases, paying attention to intonation.

Go to Communication practice

Divide the class into Student A and Student B. All 'Student A' sts should go to SB page 164. All 'Student B' sts should go to SB page 172. Go to TB page 341 for the teacher notes. Do the activity, then continue with exercise 9 of lesson 10D.

- **9** Sts discuss the questions in pairs. Get feedback on sts' answers and hold a brief class discussion.
- **10** Sts follow the steps to have a conversation with a partner.
 - A PREPARE Sts work in pairs to look at the pictures and choose a situation, then prepare some questions to make enquiries. Refer them back to the Conversation builder box on page 90 for help. Tell them they can make notes if they like, to help when they practise their conversation.
 - **B PRACTISE** Sts work in their pairs and practise making their enquiries. Their partner should answer the questions and try to be as helpful as possible. Refer them to the Skill box on page 91 for help. Encourage them to use a good range of intonation to sound friendly and helpful. Sts can swap roles and practise again.
 - **C PERSONAL BEST** Sts choose another situation and practise again. Encourage them this time to work without making notes first, and try to improvise their conversation, using the phrases in the Conversation builder box and the Skill box to help them. Get feedback from sts on how easy or difficult they found it to sound friendly and helpful.

PERSONAL BEST

Sts can practise making enquiries further by writing five questions they could ask in a restaurant. They can work in pairs to make their enquiries and respond by being helpful.

With weaker sts, brainstorm some questions to ask in a restaurant as a class. Make notes on the board. Brainstorm a few possible answers to each question and discuss how they could be made more helpful. Sts then work in pairs and take turns to make the enquiries. Their partner must respond and be helpful. Encourage sts to use a range of phrases from the Conversation builder box to make enquiries, and from the Skill box to be helpful.

EXTRA PRACTICE

As a class, brainstorm some questions to ask in a hotel, e.g. the cost of rooms, time of breakfast, etc. Write all the ideas on the board and brainstorm some possible helpful responses. Put sts into groups of three. They take it in turns to role play a conversation in a hotel in which one person makes enquiries and the other responds in a helpful way, while the third person in their group uses their phone to film the conversation. Sts can swap roles and practise again. Watching themselves on film will help sts to evaluate how polite and helpful they sound, and how confidently they use the phrases in the Conversation builder box and the Skill box.

Grammar

- 1 Cross (X) the sentence which is NOT correct.
 - 1 a I used to have a bike, but then I sold it.
 - **b** I had a bike, but then I sold it.
 - c I used to have a bike, but then I used to sell it.
 - 2 a Cervantes wrote Don Quixote.
 - **b** Don Quixote was written by Cervantes.
 - c Cervantes was written Don Quixote.
 - **3** a He'd gone home because he'd forgotten his wallet.
 - **b** He went home because he'd forgotten his wallet.
 - c He'd forgotten his wallet, so he went home.
 - 4 a Emma said, 'I'll be on time.'
 - **b** Emma told me she would be on time.
 - c Emma said me she would be on time.
 - **5** a She didn't used to do much exercise.
 - **b** She didn't do much exercise.
 - c She didn't use to do much exercise.
 - **6** a The radio was invented by Marconi.
 - **b** The radio is invented by Marconi.
 - c Marconi invented the radio.
 - **7** a He was late because he had missed the bus.
 - **b** He missed the bus, so he was late.
 - c He had been late so he had missed the bus.
 - 8 a Pete said he was seeing the film before.
 - **b** Pete said he had seen the film before.
 - c Pete said, 'I've seen the film before.'
- 2 Use the words in brackets to write sentences that mean the same as the first sentence.
 - 1 Someone stole my car last week.
 - My car _____ someone last week. (stolen)
 - 2 Neil said, 'I haven't been to Greece.'
 - Neil said that _____ to Greece. (been)
 - When I was young I played the piano.

 I ______ the piano. (used)
 - 4 They make Vespas in Italy.
 - Vespas _____ in Italy. (are)
 - **5** We ate our soup. Then he brought the drinks.
 - When he brought the drinks, we _____ our soup. (had)
 - 6 Kelly said, 'I don't need any help.'

Kelly _____ any help. (me)

- 7 I didn't take an umbrella and I got wet.
 - I got wet because I _____ an umbrella. (took)
- 8 I wasn't a very shy child.

When I was a child, I _____ very shy. (be)

3 Complete the text with the correct form of the verbs in brackets.

| HOW | NOT | TO LO | SE Y | OUR | PET |
|------|-----|-------|------|-----|-----|
| 1 | | | | | 2 |
| - 65 | | | | - | 99 |
| | | | | | 9 |
| 20 | | | | | 89 |
| 733 | | 1 | | | |
| 334 | | | | | |

Fumie Takahashi, a 64-year-old woman from Japan, was very happy when the police 1 _____ (tell) her that they 2 _____ (find) her pet parakeet, Piko Chan. But what was amazing was that the bird 3 _____ (tell) the police its own address!

Mrs Takahashi ⁴_____ (use / have) another parakeet, but it escaped and flew away. So, when she bought Piko Chan, she taught it to repeat her street name and house number. Last Sunday, Piko Chan escaped, too, when the door to its cage ⁵_____ (leave) open. It flew to a nearby hotel and after a few hours, it ⁶_____ (take) to the police station by a guest.

The police ⁷_____ (say) that the bird ⁸____ (be) silent for two days and they hadn't known what to do with it. Eventually, however, Piko Chan surprised them all when it ⁹____ (tell) them where it ¹⁰____ (live).

If Piko Chan escapes again, it'll probably be found even more quickly. Its photo has appeared in newspapers all over Tokyo, and Mrs Takahashi recently took the bird to a press conference, where it told journalists its address again.

Vocabulary

1 Put the words in the box in the correct columns.

receipt till ankle crowd knee refund medal queue referee cheek beat chin

| the body | sports | shopping |
|----------|--------|----------|
| | | |
| | | |
| | | |
| | | |
| | | |

Grammar

1 Sts read the sentences and decide which one in each group is not correct. Check answers and discuss as a class why the sentences are incorrect.

Answers

1 c 2 c 3 a 4 c 5 a 6 b 7 c 8 a

2 Sts rewrite the sentences using the words in brackets. Check answers.

Answers

- 1 was stolen by
- 2 he hadn't been
- 3 used to play
- 4 are made
- 5 had eaten
- 6 told me (that) she didn't need
- 7 hadn't taken
- 8 used to be
- **3** Ask sts to read the text through quickly for general meaning. Ask: *How did the police find out where the bird lived?* (it told them its address). Sts read the text again and complete it with the correct verb forms. Check answers.

Answers

- 1 told
- 2 had found
- 3 had told
- 4 used to have
- 5 was left
- 6 was taken
- 7 said
- 8 had been
- 9 told
- 10 lived

3 x PRACTICE page 92, exercise 3

- 1 Do the exercise as normal. To check answers for each gap, ask sts to put up one hand if they think they know the answer, and two hands if they feel certain they know it. Ask those who put up one hand why they are not sure. The sts who are certain can explain.
- 2 Ask sts to cover the text in exercise 3. Write the bracketed verbs in order on the board. Sts then work in pairs to try to retell the story, using the verbs on the board to help them. They can look at the text again to check
- 3 Divide the class into three groups, A, B and C. A are Mrs Takahashi, B are a police officer and C are the parakeet. Put sts into pairs within their groups. They prepare to retell the story in the first person, from the point of view of their character. Tell them they can add more details, to make their story more interesting. Ask pairs in turn to tell their stories to the class. Encourage them to speak at a natural speed, and use intonation to make their story sound interesting.

Vocabulary

1 Sts put the words in the box into the correct columns. Check answers. As an extension, sts could write two or three sentences using some of the words.

Answers

the body: ankle, knee, cheek, chin sports: crowd, medal, referee, beat shopping: receipt, till, refund, queue 2 Complete the conversation with the correct words.

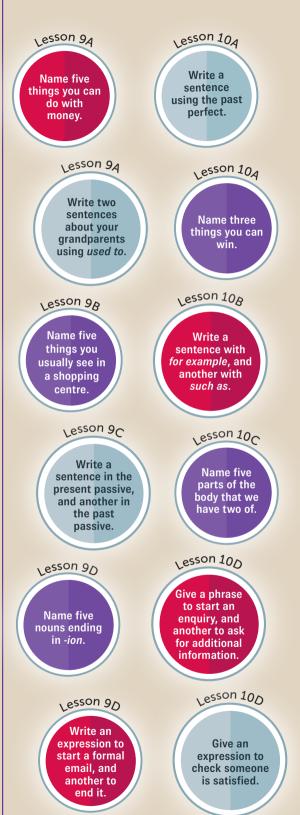
Lena These jeans look amazing! Where is the ¹c <u>hanging</u> r<u>oom</u>? **Peter** Over there, but can you ²a _ __ to buy them? I didn't think you had much money at the moment. **Lena** Probably not. I don't ³g ____ until the end of the month. Can I ⁴b some money from you? **Peter** You already ⁵o _____ me 50 euros! **Lena** I'll ⁶p _____ b ____ all the money at the end of the month. I promise. **Peter** OK, ⁷t _____ o ____ the jeans. If they 8f ______ you, I'll think about it. **Lena** Thanks Peter! There's a 70% ⁹d _____ them today, they're a real 10b Peter OK, Lena.

3 Circle the word that is different. Explain your answer.

| 1 | win | draw | lose | score |
|---|--------------------|---------------------|-------------|------------------|
| 2 | earn | borrow | lend | pay back |
| 3 | bargain | queue | discount | the sales |
| 4 | return | exchange | deliver | refund |
| 5 | finger | thumb | chest | hand |
| 6 | medal | umpire | trophy | race |
| 7 | knee | elbow | shoulder | forehead |
| 8 | shopping centre | department store | supermarket | changing room |

| | centre | store | | | room |
|-----|----------------|------------|--------------|--------------|--------------------|
| Cho | oose the cor | rect wo | ord to cor | nplete | e the sentences. |
| 1 | 1 | my par | ents \$100. | | |
| | a refund | ٠, | | | pay back |
| 2 | We | ther | n 2−1. | | |
| | a won | b | scored | С | beat |
| 3 | I'm not buy | ing any | thing. I'm j | ust _ | |
| | a spending | j b | getting p | aid c | window shopping |
| 4 | You can on | ly use y | our | t | o move the ball. |
| | a brain | b | heart | C | foot |
| 5 | | | | | ır |
| | a cash | b | refund | С | receipt |
| 6 | There was a | a | of 60, | 000 a | at the game today. |
| | a spectato | r b | crowd | C | athlete |
| 7 | How much | do you | | in yo | our job? |
| | a earn | b | be worth | С | borrow |
| 8 | You need to | | before | e a m | atch. |
| | a cheat | b | give up | С | warm up |
| 9 | Look how lo | ong the | · | _is! | |
| | a queue | b | till | С | bargain |
| 10 | The day after | er the n | narathon, | my _ | were so tired |
| | a back | b | bones | С | muscles |
| 11 | | , , | er it was e | asy to | touch my |
| | but now I c | | | | |
| | a toes | b | fingers | С | thumb |

Personal Best -



2 Sts read the conversation and complete it with the correct words. Check answers.

Answers

- 2 afford
- 3 get paid
- 4 borrow
- 5 owe
- 6 pay back
- 7 try on
- 8 fit
- 9 discount
- 10 bargain
- **3** Sts read the sets of words and circle the one that is different. Check answers, and ask sts to explain in each case why the word is different.

Answers

- 1 score (the others are all to do with the results of a match or game)
- 2 earn (the others are all to do with borrowing money)
- **3** queue (the others are all to do with shopping in 'the sales')
- 4 deliver (the others are all to do with taking something back)
- 5 chest (the others are all to do with hands)
- 6 umpire (the others are all things you can win)
- 7 forehead (the others are all joints)
- 8 changing room (you can buy things in all the others)
- **4** Sts read items 1–11 and choose the correct words to complete them. Check answers.

Answers

1 b 2 c 3 c 4 c 5 c 6 b 7 a 8 c 9 a 10 c 11 a

3 x PRACTICE SB page 93, exercise 4

- 1 Do the exercise as normal. To check answers, ask for a show of hands according to who thinks each answer is correct. Discuss as a class why each option is correct or incorrect.
- 2 Ask sts to cover the exercise, then write the correct answers on the board. Sts work in pairs and try to remember the sentences. Set a time limit and do this as a game. When the time is up, see which pair has remembered the most answers correctly.
- 3 Ask sts in their pairs to write a second sentence to follow on from each sentence in the exercise, using one of the incorrect answers, e.g. *I owe my parents \$100. I'll pay them back next week*. Pairs then work together in groups of four. They read their second sentences to each other in a random order. The other pair must match each sentence with the correct sentence in the exercise.

Personal Best

At the end of each *Review and practice* double-page spread, there is a *Personal Best* section. The aim here is to provide a quick challenge to change the pace and allow for language recall and personalization.

These questions and prompts give sts the opportunity to revise a number of language and skills points from the preceding two units in a more productive way. The points being revised are referenced according to which lesson they appear in (e.g. Lesson 9A). They cover grammar, vocabulary and text builder language from reading and writing lessons and conversation builder language from speaking lessons. Sts work individually, in pairs or in groups, according to the class dynamic and the time available. Set a time limit if you would like to add a competitive element. Encourage sts to refer back to the relevant lessons if they are having difficulties. The aim is for them to respond to the prompts and engage with the target language in a personal way. Their answers will vary. Monitor and help as necessary and get feedback on sts' answers.

WORKBOOK REVIEW AND PRACTICE

Students will find two pages of Review and Practice at the end of each unit of their Workbooks.

Unit 9, pages 54 and 55 Unit 10, pages 60 and 61