

UNIT

1

If I had the money ...

Aims and objectives**In this unit, students will learn:**

- second conditional
- If I were you ...*
- indefinite pronouns *everyone, someone, no one, anyone*
- words for computers
- to give advice
- to talk about people
- to talk about what they would do

Warm-up

Focus attention on the picture of Oliver, Claire, Karen, and Rick. Ask: *Where are they?* (at a café) *What are they doing?* (looking at a magazine) *What do you think they are talking about?* Tell students that the friends are talking about what they would buy if they had more money. Ask the class what they would like to buy if they could afford anything they wanted.

2 **1 Read and listen to the dialogue.**

- CLASS CD** Play the recording for students to listen and follow along in their books. Ask the following questions to check comprehension:
- What does Oliver want?* (a new laptop)
 - Why does he want one?* (so that he can watch DVDs anytime, anywhere)
 - What does Karen think he should use a laptop for?* (to do more studying)
 - Does Oliver think that this is a good idea?* (No, he doesn't.)
 - What is Karen's suggestion to Oliver?* (getting a job, for example, a paper route)
 - How does Rick think Oliver should earn money?* (by helping people with their computers)

Put students into groups of four and ask them to practice the dialogue. Ask one of the groups to act out the dialogue for the class.

Tapescript

See SB5, page 4

FOLLOW-UP

Discuss some of the issues from the dialogue with the class. Ask: *Do you think Oliver really needs a new laptop? What would you use a new laptop for? Do you think Rick should get a job? What kind of job should he do? What kind of job would you like to do to earn extra money?*

2 **Match the sentence halves.**

Model the first one for the class as an example. Encourage students to try and remember the facts. Ask students to compare their answers in pairs. Check answers.

Key

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

Get talking
Giving advice

3 **3 Listen and repeat.**

Play the recording, pausing after each sentence so students can repeat. Play a second time if necessary. Ask students to practice the dialogues with a partner. Ask some of the pairs to say the dialogues for the class.

Tapescript

See SB5, page 5

4 **Match the expressions and the pictures.**

Ask students to read through the expressions and match them to the pictures by writing the correct numbers in the boxes. Allow students to compare with a partner before you check answers with the class.

Key

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

5 Work in pairs. Make dialogues like those in Exercise 3.

Ask students to work in pairs. Have them take turns to tell each other what they need (for example, more exercise or some extra money) and what they should do to get it. Monitor the activity and help if necessary. Ask some of the pairs to present their dialogue to the class.

Language Focus

Vocabulary

Computer words

4 **1** Write the correct number of the words in the pictures. Listen and check.

Ask students to look at the pictures and match them with the words by writing the correct numbers in the boxes. Play the recording for students to check their answers.

Tapescript

- A 7 modem
- B 5 laptop
- C 6 DVD
- D 3 mouse
- E 4 keyboard
- F 1 CD-ROM
- G 9 printer
- H 10 speakers
- I 2 flat screen
- J 8 flash drive

Get talking

Talking about people

2 Work with a partner. Person A says one of the prompts, Person B finishes it. Then switch roles.

Ask students to work in pairs. One student is A and the other is B. A says one of the prompts for B to finish. Students then switch roles. Students continue in this way until they have gone through all of the sentences.

Grammar

Second conditional

1 Put the verbs into the correct places. Then check against the dialogue on page 4.

Ask students to complete the sentences by putting the verbs in the correct places. When they are finished, ask students to check their work by finding the sentences in the dialogue on page 4. Read through the explanation with the class and answer any questions students may have.

Key

- 1 I'd work harder if his classes were more interesting.
- 2 If you had a paper route, you'd earn some money.
- 3 If I had a built-in DVD player, I could watch my DVDs anytime, anywhere.

2 Circle the correct word.

Ask students to read the sentences and circle the correct word from the two options for each one. Refer students back to the explanation in the grammar box for help. Point out that *would / wouldn't* is only used once in a second conditional sentence. Check answers with the class.

Key

- | | | |
|--------|-----------|------------|
| 1 had | 3 I'd get | 5 had |
| 2 went | 4 didn't | 6 wouldn't |

3 Write the verbs in the correct form.

Ask students to complete the sentences by using the correct form of the verb in parentheses. Allow students to compare with a partner before you check answers with the class.

Key

- | | | |
|--------------|--------------|-------|
| 1 knew | 3 was / were | 5 got |
| 2 would call | 4 would help | |

FOLLOW-UP

For further practice of the second conditional, write the following sentences on the board for students to complete with their own ideas:

If I weren't at school today ...

If I had a lot of money ...

If I saw a robbery ...

Get talking

Talking about what you would do

- 4** Work in pairs. Look at the prompts. Ask and answer.

Ask students to work in pairs. Look at the example together. Then have students take turns asking and answering similar questions about the situations in the box. Monitor the activity and help if necessary. Ask some of the pairs to ask and answer a question for the class.

If I were you Giving advice

- 5** Put the words in the correct order. Then check against the dialogue on page 4.

Tell students that as well as using the second conditional to talk about unreal situations, we can use it to give advice. Ask students to put the words in the correct order to make a second conditional sentence that offers advice. Then have students turn to page 4 and check their answer by finding the sentence in the dialogue.

Read through the explanation in the grammar box with the class and answer any questions students may have.

Key

If I were you, I'd use it to do more studying.

- 6** Match the sentences.

Ask students to match the problems with the correct advice. Allow students to compare with a partner before you check answers with the class.

Key

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

FOLLOW-UP

For freer practice of the second conditional for giving advice, ask students to write down three problems that they have (they don't have to be real). Students should then read their problems to their partner, who offers appropriate advice.

Indefinite pronouns

everyone, someone, no one, anyone

- 7** Complete the sentences. Then check against the dialogue on page 4.

Ask students to read the sentences and complete them with indefinite pronouns (*everyone, someone, no one, or anyone*). When they have finished, have them check their answers by finding the sentences in the dialogue on page 4.

Read the explanation in the grammar box with the class and answer any questions students may have.

Key

1 No one 2 Everyone 3 someone 4 anyone

- 8** Complete the sentences with the correct indefinite pronoun.

Ask students to read the sentences and complete them with the correct indefinite pronoun. Allow students to compare with a partner before you check answers with the class.

Key

1 Anyone / Anybody 2 no one / nobody 3 someone / somebody 4 Anyone / anybody 5 anyone / anybody 6 everyone / everybody

Get talking

Asking about how long

- 9** Complete the dialogues with the phrases above. Then listen and check.

Ask students to read the dialogue and complete it by putting the phrases in the correct places. Allow students to compare with a partner before you play the recording for them to check their answers. Play the recording a second time for students to repeat the sentences. Ask students to work in pairs. They practice the dialogue with their partner. Ask some of the pairs to act out the dialogue for the class.

Tapescript

See SB5, page 8

Key

1 Everyone in my class 2 I were you

FOLLOW-UP

For freer practice, ask students to work in pairs to write their own dialogue based on the one in Exercise 9. Have them use the first sentence, but follow on with their own ideas. Ask some of the pairs to act out their new dialogues for the class.

Skills

Reading

1 Read the dilemmas and match them to the pictures.

Ask students to read the dilemmas silently to themselves. They then match them to the correct pictures by writing the numbers in the boxes. Check answers with the class. Discuss the dilemmas with the class. Ask students what they would do in each of the situations.

Key

A 2 B 1 C 3

Listening

6 2 Listen to Carla and Derek talking about the dilemmas in Exercise 1. Circle T (True) or F (False).

Tell students that they are going to hear two people (Carla and Derek) talking about what they would do in the situations presented in Exercise 1.

Ask students to read the sentences before they listen. Then play the recording for students to circle T or F for each sentence. Play the recording a second time if necessary. Check answers with the class.

Tapescript

ANNOUNCER: Dilemma 1. Carla.

CARLA: I don't have a brother, but if I did have one, I'd want him to be my best friend. I think I'd do anything for him. If he asked me to give him an alibi, I'd give him one. Of course, I'd want to know why he wanted one. He would have to tell me that, at least. And if he didn't tell me why he wanted an alibi, I wouldn't give him one.

ANNOUNCER: Derek.

DEREK: My brother would never ask me, because he knows I would never give him one. We don't have a very good relationship. If my parents asked me where he was, I'd tell them.

ANNOUNCER: Dilemma 2. Carla.

CARLA: I'd hate it if this happened. What a horrible dilemma! If you told the teacher, the other students would hate you. I don't know what I'd do.

ANNOUNCER: Derek.

DEREK: I wouldn't say anything. If the teacher asked me what happened, I'd say that I didn't know. What could she do? It's not fair to put someone in that kind of situation.

ANNOUNCER: Dilemma 3. Carla.

CARLA: I'd pick it up and take a look inside. If there was an ID card in the wallet, I'd find the owner and give it back. If there wasn't an ID card in the wallet, I'd take it to the police station.

ANNOUNCER: Derek.

DEREK: If there was money in it, I'd keep the money and leave the wallet on the ground. No, I'm only joking! I'd take the wallet to the police station, or try to find the owner, if I could.

Key

1 F 2 F 3 F 4 F 5 T 6 T 7 F

Reading and speaking

3 Do the questionnaire. Put a check next to your answers. Then discuss them.

Ask students to read the questionnaire and put a check next to the answers that are best for them. When they have finished, ask students to work in pairs. Have them discuss each dilemma together and tell each other which answers they have chosen, giving reasons.

Discuss the questionnaire with the class. Decide on the best way to deal with each dilemma together.

A Song 4 U If I were you

7 4 Listen and complete the song using the words on the left.

Ask students to read briefly through the words of the song before they listen. Then play the song, having students write the words in the correct place. Play the song a second time so students can complete or check their answers. Play the song again so students can sing along.

Tapescript

See SB5, page 11

Key

- 1 were
- 2 sad
- 3 wheel
- 4 goodbye
- 5 had
- 6 would
- 7 weren't
- 8 road
- 9 goodbye

Writing for your Portfolio

5 Write dilemma questions with three answers. Put all the dilemmas together and make a class questionnaire. Compare your answers.

Ask students to write a dilemma question with three possible answers. Monitor and help if necessary. Make sure that the questions and answers are written in English.

Collect the dilemmas and tell students that you will be using them in the next class. Type up the questions into a single questionnaire when the class is over. The next time the class meets, distribute the questionnaires for students to complete. Discuss their answers as a class.

MORE fun with Fido

Give students a few minutes to read the cartoon. Ask: *What is Fido's dilemma?* (There is some food in the cat's bowl. He shouldn't eat it because it belongs to the cat, but he wants it.)

Learn MORE through English

Number challenges

Read the key words aloud and have students repeat after you. Then ask them to work in pairs and explain the meanings of the words to each other, using a dictionary to check the meanings of any words they don't know.

8 1 Work in pairs. Try to find the answers to these questions. Take notes. Then listen and check.

Ask students to read through the questions and try to figure out the answer to each one. You could warn students that the questions may not mean what they first appear to mean, but they will soon find this out for themselves.

Monitor and help if necessary, but don't reveal any of the answers. Play the recording for students to check their answers.

Discuss the activity with the class. Who got most correct answers?

Tapescript

SPEAKER 1: Alright, here we go! Task A. What's 50 divided by a half? The correct answer is, of course, 25! No, sorry, I'm joking of course. But many people do say 25, maybe because when they hear "a half", they divide 50 by two. The correct answer is 100. There are 100 halves in 50.

SPEAKER 2: Task B. Now, that was too easy for you, wasn't it? Read the question carefully. If there are three pizzas and you take away two, how many do you have? The correct answer is two of course: the two pizzas you have taken away!

SPEAKER 1: Task C. Well, 80 minutes and an hour and 20 minutes are exactly the same. So it takes him the same time, no matter whether he goes around the park clockwise or counterclockwise.

SPEAKER 2: And here's the answer to Task D. The driver's name is, well, the driver is YOU, so the driver has your name, of course!

SPEAKER 1: Tricky one, that one, wasn't it? And now here comes another tricky one: Task E! The question says that "each of the friends paid \$9. The waiter kept \$2, so the total is \$29." Here's the mathematical problem. The \$2 should not be added to what the three friends paid; the \$2 should be subtracted!

Key

- a 100
- b 2 pizzas
- c the times are the same
- d your name
- e subtract the \$2 and you have the correct answer

2 Practice this magic number trick yourself first. Then show it to a friend.

Ask students to read the instructions for the magic trick. Before they try it on a friend, they should practice it themselves. At the end of the process, students should have the number 9. If they don't, then they have done something wrong! Ask students to work in pairs to practice the magic trick again. Have them tell their partner what to do at each stage. Ask students to switch roles and practice the trick again. For homework, ask students to find someone new to try their magic trick on.

9 3 Mini-project Make a magic square for someone's birthday

1 Ask students to read about making a magic square. When they have finished, focus attention on the magic square that Lisa has made for her mother. Ask them to check that all of the numbers in the horizontal, vertical, and diagonal rows add up to 37.

2 Ask students: *How do you make a magic square?* Listen to their suggestions, but do not say whether they are right or wrong.

3 Tell students that you are going to play the recording for them to find out the correct way to make a magic square.

Play the recording for students, pausing at appropriate intervals for students to take notes on how to make a magic square. Play the recording a second time for students to complete their notes. Discuss the process with the class. Did anyone guess it correctly?

Tapescript

SPEAKER 1: It's easy to adapt the square to any number above 22 you want to make the magic square for. Look at the two squares in your book on page 13. Imagine you want to create a magic square for someone who is 29. First copy all the numbers in the light boxes across from the square on the left. Do not write in the shaded boxes, OK? Got that? Fine. Then look at the number that should go in the shaded box in the first horizontal row. The magic number for the grid on the left is 37, Lisa's mother's age. If you want to create a square for someone who is 29, you have to do a little math. The difference between 37 (Lisa's mother's age) and 29, is 8. So you have to subtract 8 from each of the numbers that should go into the shaded boxes, and that's it! So the correct numbers in the square on the right would be:
 First row: $8 - 11 - 9 - 1$
 Second row: $8 - 2 - 7 - 12$
 Third row: $3 - 11 - 9 - 6$
 And the last row: $10 - 5 - 4 - 10$

Ask students to think of a friend or family member who has a birthday soon. Ask them to make a magic square for this person. Remind them that the special number they use must be higher than 22.

FOLLOW-UP

Ask students to work with a partner. Each student thinks of a number more than 22 that is special to them. Students make a magic square for their partners.

UNIT

2

Into the wilderness

Aims and objectives**In this unit, students will learn:**

- to make deductions
- causative *have*
- words for vacations
- to give reasons
- to talk about vacation plans
- to make deductions

Warm-up

Tell students that they are going to read some emails from Oliver to his friend Sam. They are about his plans to visit Botswana with his parents. Ask students if they know where Botswana is. If there is a map in the classroom, ask for a volunteer to find Botswana.

Write the following questions on the board as a prediction task. Ask students to write their answers without opening their books:

Where is Botswana? (Botswana is in southern Africa. It's just north of South Africa. It's east of Namibia and south of Zambia.)

About how big is it? (about the size of Texas)

How many people live there? (1.5 million)

1 Oliver is going to Botswana with his parents. Read the emails he writes to his friend Sam back home.

Ask students to read the emails silently to themselves and find the answers to the warm-up questions. Whose predictions were the most accurate?

Ask the following questions to check comprehension:

Are Oliver and his parents going on a relaxing vacation? (No, They are going to Botswana to show people how to use the water they have in a better way.)

Does Oliver know anything about Botswana? (Yes, he does. He researched it on the Internet.)

When did Oliver find out that he was going to Botswana with his parents? (yesterday)

Is he excited about the trip? (Yes, he is.)

Is Botswana in South Africa? (No, it isn't. It's just north of South Africa.)

Does it rain a lot in Botswana? (No, most of Botswana is desert.)

Is English the only language that people speak in Botswana? (No, English is the official language, but most people speak both English and Setswana.)

2 Answer the questions below.

Ask students to read the questions and write their answers. Check them with the class.

Key

- 1 To show people how to use the water they have in a better way.
- 2 He has to have his passport photo taken.
- 3 Its about the same size in area, but only 1.5 million people.
- 4 Because most of Botswana is desert.
- 5 English and Setswana
- 6 Gabarone

FOLLOW UP

Ask students to work to pairs to make a dialogue between Oliver and Sam. Sam asks questions about Botswana for Oliver to answer. Students can use Oliver's second email on page 14 for information.

Get talking
Giving reasons

10 3 Listen and repeat.

Play the recording, pausing after each line so students can repeat. Play the recording a second time for students to repeat again.

Ask students to work in pairs to practice the dialogues. Ask some of the pairs to act out a dialogue for the class.

Tapescript

See SB5, page 15

11 **4** Match the pictures with the activities. Then listen and check.

Ask students to look at the pictures and match them with the activities by writing the correct numbers in the boxes. Allow students to compare with a partner before you play the recording for them to check their answers.

Tapescript **Key**

- A 5 see the Statue of Liberty
- B 4 go mountain climbing
- C 8 relax on a beach
- D 3 go camping
- E 9 go horseback riding
- F 2 go surfing
- G 1 go on safari
- H 6 go hiking
- I 7 go skiing

5 Check the activities you want to do on vacation and decide which of the places below is the best place to do them. Work with a partner and make up similar dialogues to those in Exercise 3.

Ask students to look at the activities from Exercise 4 again and put a check next to the ones that they would like to do on vacation. They then look at the list and decide which ones would be the best places to do the activities they have chosen. Ask students to work in pairs. They make up dialogues based on the ones in Exercise 3, but using the activities and places they have chosen. Monitor the activity and help when necessary. Ask some of the pairs to act out one of their dialogues for the class.

Language Focus

Vocabulary Vacation words

12 **1** Listen and complete the phrases using the words on the left.

Ask students to read through the list of verbs and the endings of the phrases. Tell them that you are going to play them a list of vacation phrases and they must write down the verb that begins each phrase. Point out that there is more than one

correct answer for each phrase.

Play the recording, pausing after each phrase to allow students to write the verb that they hear.

Play the recording a second time for students to complete or check their answers.

Tapescript **Key**

- 1 book a flight
- 2 take a trip
- 3 make a hotel reservation
- 4 rent a car
- 5 look at a map of the area
- 6 check the area out on the web
- 7 find out what to do there
- 8 buy a dictionary

2 Work with a partner. Student A: Close your book. Student B: Ask four questions to see how many verbs Student A can remember from Exercise 1. Switch roles.

Ask students to look through the list of phrases in Exercise 1 again. Tell them that they are going to be tested on their memory of the phrases and the order in which they appear.

Ask students to work in pairs. Student A asks about one of the phrases. Student B says what it is from memory. After A has asked four questions, the students switch roles and repeat the activity. Monitor and help if necessary.

Get talking Talking about vacation plans

13 **3** Listen and complete the dialogue with the correct words.

Ask students to read the dialogue and then to listen to the recording. Play the recording again and ask them to complete the dialogue.

Tapescript

- A:** Where are you going on vacation this year?
- B:** We're going camping near the coast. I'm going to learn surfing and windsurfing.
- A:** Cool! Have you booked a flight?
- B:** Yes, we have.
- A:** Have you made a hotel reservation?
- B:** No, we haven't. It's a camping trip!

Key

- 1 vacation
- 2 surfing
- 3 booked
- 4 made
- 5 camping

Sounds right

Question intonation

14 **4 Listen and repeat.**

Play the recording, pausing after each speaker so students can repeat. Play the recording a second time for students to repeat again.

Tapescript

See SB5, page 16

5 Work with a partner. Talk about your vacation plans. Use the language below.

Ask students to think about vacation plans that are real or imaginary. Put students in pairs and ask them to make dialogues about their plans, similar to those in Exercise 3 and 4. Monitor the activity and help if necessary. Ask some of the pairs to act out their dialogues for the class.

Grammar

Making deductions

1 Complete the sentences with one word. Then check against the text on page 14.

Ask students to read the sentences and complete them with *must* or *can't*. When they have finished, have them check their answers by finding the sentences in the text on page 14. Read the grammar explanation with the class and answer any questions students may have.

Key

- 1 must
- 2 can't

2 Circle the correct option.

Ask students to read the sentences and circle the

correct option for each one. Check answers with the class.

Key

- 1 must
- 2 must
- 3 can't
- 4 can't
- 5 must
- 6 can't

3 Write deductions about these people. Use the words below to help you.

Ask students to look at the example. Ask: *Is the man happy? How do we know?* Establish that if we have evidence that he is happy because he is smiling, he *must* be happy. Ask students to write sentences for the rest of the pictures. Check answers with the class.

Key

- 1 He must be happy.
- 2 She can't be old enough.
- 3 He can't be very intelligent.
- 4 She must be hungry.
- 5 He must be Italian.

Get talking

Making deductions

4 Work in pairs. A: choose sentences from column A. B: choose a suitable answer from column B. Switch roles.

Ask students to work in pairs. Student A says one of the sentences from column A and Student B responds with a suitable response from column B. Students then switch roles and repeat the activity. Have students continue in this way until all the sentences have been used. Monitor the activity and help when necessary. Ask some of the students to say a sentence and response for the class.

Key

- A** I haven't eaten for six hours.
B You must be hungry.
- A** I have lost the CDs I bought yesterday.
B You must be sad. / You must be angry.

A Linda told me she's broken my MP3 player.

B You must be sad. / You must be angry.

A I'd like another burger.

B You've already eaten two. You can't be hungry.

A Can you get me another sweater, please?

B You already have three. You can't be cold.

FOLLOW UP

For further practice, say the following sentences for students to make responses:

I didn't sleep at all last night.

Somebody has stolen my bike.

I don't want anything for lunch.

I'd like to give you all 100 Euros!

Causative *have*

5 Put the words in the correct order. Then check against the text on page 14.

Ask students to put the words in the correct order to make the sentences. Then have students check their answers by finding the sentences in the text on page 14.

Read the grammar explanation with the class and answer any questions students may have.

Key

Going to have my passport photo taken
They have had their equipment flown out to Botswana.

6 Complete the phrases with one of the verbs on the right.

Ask students to complete the sentences with the correct verbs. Allow students to compare with their partners before you check answers with the class.

Key

1 to have your hair cut/dyed

2 to have your room painted

3 to have your hair dyed/cut

4 to have your bike fixed

5 to have a window fixed

6 to have a carpet changed

7 Look at the pictures and talk about what David and Hannah have had done.

Ask students to look at the pictures of David and Hannah. Tell them that in the pictures each person has had three things done. Ask students to work in pairs to write sentences about what they have had done.

Check answers with the class.

Key

David

He's had his hair cut.

He's had his window fixed.

He's had his shelf fixed.

Hannah

She's had her room painted.

She's had her hair dyed.

She's had her bike fixed.

FOLLOW UP

For further practice, ask students to draw "before and after" pictures of someone, similar to those in Exercise 7. The "after" picture should show that the person has had several things done. Have students swap pictures with a partner and tell each other what the people have had done.

Infinitives of purpose

8 Join the sentences together. Use *to* and *because*.

Ask students to rewrite the pairs of sentences as one, joining them with *to* or *because*. Allow students to compare answers with a partner before you check them with the class.

Key

1 Mary bought a new dress because she wants to wear it to the party. / Mary bought a new dress to wear to the party.

2 John called me because he wants to invite me to the party. / John called me to invite me to the party.

3 Ben bought a new bike because he wanted to get some exercise. / Ben bought a new bike to get some exercise.