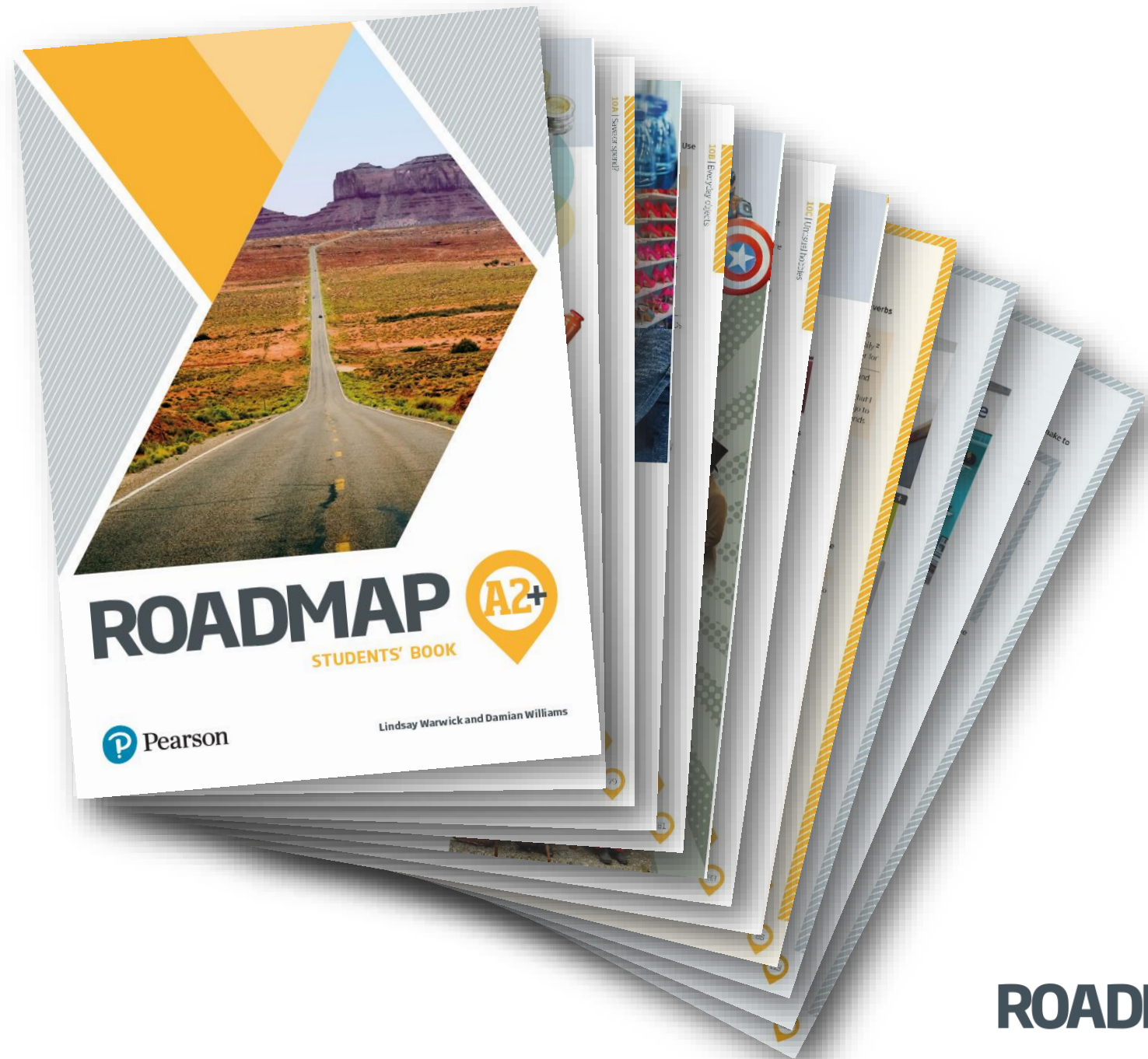


Every class is
different, every
student is unique.

Unit walkthrough











Unit walkthrough

Students' Book

- Clearly defined Global Scale of English **learning objectives at the start** of each lesson.
- Different topics for each lesson **maintain interest** and motivation.
- Striking images provoke interest** in the topic and provide a vehicle for teaching vocabulary.
- Key vocabulary is presented in context** and practised through personalised activities.

10A Save or spend?

Goal: present money saving ideas
Grammar: first conditional
Vocabulary: money

Vocabulary

1 Work in pairs and discuss the questions.

- Do you prefer spending or saving money? Why?
- Are you careful about how much you spend?
- What do/don't you like spending money on?

2 a Read the Money survey and answer questions 1–7. Check you understand the meaning of the words and phrases in bold.

b Complete the sentences with the words and phrases in the box.

borrow	cash	credit	cost	earn
lend	pay for	save	spend	waste

- I don't **save** much money in my job so it's hard for me to _____ money for the future.
- I _____ all my money on video games because they _____ a lot!
- I'm always happy to _____ money to friends if they need it.
- I sometimes _____ money from my sister.
- I usually _____ things with _____. When I use a _____ card I spend too much.
- I often _____ money on clothes I never wear.

c Work in pairs. Compare your answers to the questions in the survey. Do you have similar spending habits?

1 Go to page 145 or your app for more vocabulary and practice.

Money survey

We'd like to know a bit more about your habits. Do you think about what you spend? Do you try to save money? Please read questions 1–7 and answer yes (✓) or no (x).

- Do you enjoy **spending money** on new things?
- Do you ever **waste money** on things you don't need?
- Do you prefer to **pay for** things by **credit card** or with **cash**?
- Do you sometimes buy things which **cost a lot** of money without thinking about it?
- Is it important for you to **save** some of the **money** that you **earn**?
- Do you ever **borrow money** from friends?
- Are you happy to **lend money** to friends?

Listening

3 a Work in pairs. You're going to listen to a podcast about saving money. Look at the topics below and say what you think you'll hear about each one.

- buying gifts
- food
- clothes
- waiting
- credit cards

I think they'll say that credit cards are not a good way to save money.

b **10.1 Listen to the podcast and answer the questions.**

- What five tips do the presenters give?
- Do they mention any of your ideas?
- Which do you think are the best tips?

c Match the sentence halves. Then listen to the podcast again and check your answers.

- If you make a list,
 - If you sell your clothes,
 - If you make something,
 - If you still want it after a month,
 - You won't do that
- a you'll spend more time on it but less money.
 b you can earn some extra money.
 c if you pay by card.
 d you'll know it's a good decision.
 e you'll only buy the food you need.

Grammar

4 Read the grammar box and choose the correct alternatives.

First conditional

Use the first conditional to talk about the result of an action in the **past/future**.

Use **if + present simple + will/won't + infinitive/-ing** to form the first conditional.

If you bake something, you'll spend less money.

It **is/isn't** possible to use other modal verbs such as **can** and **should** instead of **will**.

If you sell your clothes, you can earn extra money.

If you want to save money on transport, you should listen in.

The **if** clause can come first or second.

If you make a list, you'll only buy the food you need.
You'll only buy the food you need if you make a list.

5 a **10.2 Listen to the sentences and notice the pronunciation of 'll.**

- If you pay by cash, you'll spend less.
- If you bake your own bread, you'll save money.
- We'll save more if we go out less.
- You'll save money if you turn lights off.

b Listen again and repeat.

6 Complete the tips for eating out with **will** and the verbs in brackets.

- You **if find** (find) special offers if you **look** (look) online.
- If you _____ dinner early (eat), you _____ (get) a discount.
- If you go out for _____ (lunch) instead of dinner it _____ (be) cheaper.
- You _____ (save) money if you _____ (drink) tap water.
- Your bill _____ (be) lower if you _____ (share) a dessert with someone.
- If you _____ (have) coffee at home you _____ (save) enough money to eat out.

7 a Complete each sentence with your own ideas.

- If I have time tomorrow, I'll ...
 - If the weather's good/bad at the weekend, I'll/won't ...
 - I won't ... next week if ...
 - I'll/won't ... next month if ...
- If I have time tomorrow, I'll go swimming.*

b Work in pairs. Tell each other about your plans.

1 Go to page 134 or your app for more information and practice.

Speaking

PREPARE

6 a Work in pairs. You're going to present some money-saving tips. Think of five ideas and make some notes. Use the topics in the box to help you.

home clothes free time furniture
going out phone shopping transport travel

b Think about how you want to present your ideas. Use the Useful phrases to help you.

Here are some tips for when you want to save money. Firstly, going out is expensive. If you go out less, you'll save money quickly.

Useful phrases

Here are some tips for when you're (eating out).
 You should (make lunch, not buy it).
 If you (make lunch) you'll (spend less).
 It's a good idea to (stop buying coffee).
 If you (don't buy coffee), you'll (save over £10 a week).

SPEAK

5 a Work in groups and take turns to present your tips. Listen and make notes.

b What was the best tip you heard?

Develop your reading page 113

Unit walkthrough

Students' Book

- Short reading and/or listening texts featuring real-life information present grammar and/or vocabulary.
- Grammar rules are clearly highlighted and target language practised through form-based and communicative practice activities.
- Additional practice is provided on the mobile app and in the Grammar reference and practice bank at the back of the book.

10B Everyday objects

- Goal: share information
- Grammar: present and past passive
- Vocabulary: time expressions

Reading

- Work in pairs and discuss the questions.
 - What have you got in your bag or pockets at the moment?
 - What do you usually carry around with you?
 - Why are those things important?
- Read the introduction to the factfile. What's it about?
 - technology
 - how difficult life is
 - things we use all the time
- Choose the correct alternatives in the factfile. Then work in pairs and compare your answers. Do you agree?
- Go to page 151 and check your answers. Which facts are the most surprising/worrying/interesting?

Do you ever stop to think ... ?

Our lives are so easy today. There are objects to help us with everything we do. We have scissors to cut, pencils to write with and light bulbs to help us see in the dark. We can't really live without these objects, but do any of us ever stop to think about where they came from? Complete the facts below to find out how much you know about everyday objects.

- Over 820 million/20 billion pairs of shoes are bought worldwide each year.
- Around the world, one million plastic bottles are sold each hour/minute.
- Jeans were first made in 1873 by Jacob Davis/Levi Strauss.
- Around 2,500/8,500 pencils are made from one tree.
- The first scissors were used 350/3,500 years ago.
- Bluetooth technology is named after a king/shark.
- The first electric light was made by Thomas Edison/Humphry Davy.
- Your mobile phone is powered by more/less technology than the Apollo 11 spacecraft that landed on the moon.

Grammar

- Read the grammar box and choose the correct alternatives.

Present and past passive

Use **be/have* and the **infinitive/past participle* to form the passive.

Present passive: *Bluetooth technology is named after a king.*

Past passive: *The first scissors were used 3,500 years ago.*

Use the passive when you **know/don't know* who or what did an action (or if it's not important).
2,500 pencils are made from one tree.

If we want to say who or what did the action, we can use *by*.

Jeans were invented in 1873 by Jacob Davis.

- 10.3 Listen to the sentences. Notice the pronunciation of the verb *be*. Is it stressed or unstressed?

- Denim was first used in the 19th century.
- Jeans are worn by lots of different people.
- Jeans weren't invented until 1873.
- A lot of money is spent on jeans each year.

- Listen again and repeat.

Go to page 134 or your app for more information and practice.



- Complete the facts about chocolate with the correct passive form of the verbs in brackets.

The facts behind CHOCOLATE

- Chocolate ¹ _____ first _____ (make) in the Americas.
- In those days, it ² _____ (not eat), it was a drink.
- Cocoa beans ³ _____ (use) as money at that time.
- Chocolate ⁴ _____ (bring) to Europe by the Spanish in the 16th Century.
- Now, half of the world's chocolate ⁵ _____ (eat) by Europeans each year.
- Lots of sugar ⁶ _____ (add) to most chocolate today.
- These days, most cocoa beans ⁷ _____ (grow) in West Africa.
- Cocoa beans ⁸ _____ (not/ use) to make white chocolate.



Listening and vocabulary

- 10.4 Listen to an interview about chocolate and choose the alternatives you hear.
 - Chocolate was first made over 3,000 years ago/before.
 - It wasn't the same as the chocolate we have yesterday/nowadays.
 - From/For a long time it was drunk cold.
 - It was in the sixteenth century/years.
 - These/these days lots of sugar is added to most of the chocolate we eat.
 - Chocolate wasn't sweet about/until the 1500s.
 - At/During the 1800s, milk was added to chocolate too.
 - Over two-thirds of cocoa beans are grown in West Africa all/each year.

- Complete the sentences with the words in the box. Use Exercise 6 to help you.

ago century during each for nowadays these until

- Electric lightbulbs weren't used _____ the late nineteenth century.
- Gas was used to light homes _____ a hundred years.
- Chocolate milk was sold as medicine in the eighteenth _____.
- _____ day, 27,000 trees are used to make toilet paper.
- _____ no one uses the small pocket in jeans but they were originally designed for pocket watches.
- _____ days, more chocolate is eaten in Switzerland than in any other country.
- The first iPhone was made more than ten years _____.
- _____ the 1990s, most people listened to music on CDs.

- Complete the sentences so they're true for you.

- During my school days, I ...
- I used to ... but nowadays I ...
- I didn't ... until ...
- A few years ago, I ...
- Each year, I ...
- These days, I ...

During my school days, I did a lot of sport.

- Work in pairs and compare your sentences.

During my school days I did a lot of sport but nowadays I don't do any.

Go to your app for more practice.

Speaking

PREPARE

- Work in pairs. You're going to read some information about four things: the ballpoint pen, tomato ketchup, chewing gum and paper. First, discuss anything you already know about them.

I think there's a lot of sugar in ketchup.

- Student A: turn to page 157. Student B: turn to page 158. Follow the instructions and check the meaning of any words you don't know.

SPEAK

- Student A: tell your partner about the ballpoint pen and chewing gum. Student B: Listen to your partner and make notes.
- Student B: tell your partner about tomato ketchup and paper. Student A: Listen to your partner and make notes.
- What were the most interesting things you found out?

Develop your writing page 114

Unit walkthrough

Students' Book

8. Pronunciation is highlighted and practised in each lesson.
9. Carefully staged speaking tasks with 'models' and time to prepare build learners' confidence.
10. Relevant, meaningful tasks engage learners and prepare them for real life.

10c Unusual hobbies

- ▶ Goal: discuss hobbies and interests
- ▶ Grammar: review of tenses
- ▶ Vocabulary: hobbies and interests

Reading

- 1 a Look at the photos in the article and answer the questions.
 - 1 Who do you think these people are?
 - 2 What are they doing?
- b Read the article and check your ideas. Would you like to try any of these hobbies?
- 2 Read the text again and choose the correct alternatives.
 - 1 There are *more/fewer* Comic-Con conventions now than there used to be.
 - 2 The writer thinks everyone who goes to the event is *crazy/has a good time*.
 - 3 The Chrismans live in an old-fashioned house because they *want to/they don't have much money*.
 - 4 Their fridge doesn't *work/use electricity*.
 - 5 People from Little Woodham *think/live* like they are from the past.
 - 6 Little Woodham is used for *education/shopping*.

Grammar

- 3 Read the grammar box. Then match statements A–H to the underlined sentences in the article.

Review of tenses

- A Use the **present simple** to describe facts, things which are generally true or something that happens regularly. 7
- B Use the **present continuous** to describe something happening now or around now.
- C Use the **past simple** to describe finished actions or states in the past.
- D Use the **present perfect** to talk about unspecified actions in the past or an action which started in the past and is still true now.
- E Use **be going to + infinitive** for future plans.
- F Use **will + infinitive** to make predictions.
- G Use the **past continuous** to describe actions in progress in the past.
- H Use the **present continuous** for future arrangements.



I've just got back from Comic-Con. It's a popular comic book event which first started in San Diego in 1970, and now happens all over the world. People dress as their favourite comic characters. For example, when I walked in, **'Superman and Spiderman were having a conversation. It was great!**

But why do people do this? Some love it when people take their picture. Some like to meet people who have similar interests. Whatever the reason is, everyone has lots of fun! I really enjoyed it, and I'm sure **'I'm going to go** again.

In fact I had such a good time **'I've decided** to try something different myself, so at the moment **'I'm looking** for other unusual hobbies that people do. For example, **'Sarah and Gabriel** Chrisman are having a hiking and cycling holiday this summer. **'They'll be** very easy to notice because **'they wear clothes from 100 years ago!** They also eat old-fashioned food, and even have furniture from that time – they haven't used a modern fridge since 2010. Their fridge uses real ice to keep the food fresh! The Chrismans do these things because they're really interested in how people lived in the 1880s and 1890s.

But it's not just individual people that dress up, whole villages do too! Little Woodham in the UK is a seventeenth-century living village, full of people who live like they are from that time. International film studios have used it in their films and schools often take children there to learn about how people used to live. You can see people doing typical jobs from that time, such as making clothes and pots, and even listen to a mother telling stories to her children. A good time to visit is at the beginning of May when they have a May Day festival, **'which was a big event** in the seventeenth century.



- 4 a 10.5 Listen to the sentences and notice the pronunciation of the contracted words (e.g. We're).
 - 1 We're having a party next week.
 - 2 I'm learning about different lifestyles.
 - 3 She's written many books.
 - 4 They've lived like that since they were children.
 - 5 I think you'll find it interesting.
- b Listen again and repeat.
- 5 a Use the prompts to write questions.
 - 1 What games / you / play / when / child?
What games did you play when you were a child?
 - 2 What / you / doing / yesterday / 8 p.m.?
 - 3 How long / live / your house?
 - 4 What / you / do / this evening?
 - 5 What / you / going / do / next weekend?
 - 6 What / you / think / the weather / like / tomorrow?
 - 7 What / you / read / at the moment?
 - 8 Where / you / live?
- b Work in pairs. Ask and answer the questions.
 - ▶ Go to page 134 or your app for more information and practice.

Vocabulary

- 6 a Read the tips about choosing a hobby. Which do you think is the best tip?

Choosing a hobby

How do you choose the right hobby for you? Here are some ideas to help you:

- 1 Choose something you're interested in. It might sound simple, but you should be excited about trying something new. Remember that you're doing this for fun!
- 2 Before you start doing something seriously, make sure it's good for you.
- 3 Find out about the hobby. Go online or talk to people to learn about it.
- 4 Join a club. This will keep you interested and it's great to spend time doing something with other people who also enjoy being part of a team.
- 5 If it gets hard, don't give up! It might be difficult at first, but you'll get better at it over time.

- b Find the phrases in the box in the text and underline them. Some of them are in different forms. Check the meaning of any words you don't know.

be part of a team do something for fun
find out about give up join a club
learn about something spend time doing something
start doing something try something new

- c Complete each sentence with one word. Use the phrases in Exercise 6b to help you.
 - 1 I'd like to _____ something new, like kite-surfing. But first I need to _____ out more about it.
 - 2 I recently _____ a football club. Some people there are really serious about it, but I just do it _____ fun.
 - 3 I love spending _____ repairing old cars. It's not easy but I'm learning more _____ it all the time.
 - 4 Andy wants to _____ something new. I suggested he could _____ doing cookery classes.
- 7 Work in pairs and discuss the question. Have you tried anything new or given anything up recently?

▶ Go to page 145 or your app for more vocabulary and practice.

Speaking

PREPARE

- 8 a 10.6 You're going to talk about your hobbies/interests. First listen to Megan and Rob and tick (✓) the hobbies/interests they mention.

chess collecting dolls football gardening
making model planes playing video games
running tennis

- b Listen again and answer the questions.

- 1 What did Megan buy every week?
- 2 How many planes did she make?
- 3 What was Rob interested in when he was a boy?
- 4 What does he like doing now?
- 5 Which hobby does Rob suggest for Megan?

- 9 Make notes about your own hobbies/interests.

Answer the questions below to help you.

- What hobbies/interests did you have as a child?
- What did you use to do?
- What hobbies/interests do you have now?
- Why do you like them?
- Have you ever joined a club or team?
- What hobbies would you like to try? Why?

SPEAK

- 10 a Work in pairs and discuss your hobbies/interests. Use the questions in Exercise 10 to help you.

A: So, Eva, do you have any hobbies?

B: No, not anymore, but I used to love photography.

- b Share three interesting facts about your partner's hobbies/interests with the class.

Develop your listening
page 115

Unit walkthrough

Students' Book

11. English in action pages focus on functional language.

12. Each unit ends with a Check and reflect page that consolidates key grammar and vocabulary.

10D English in action

Goal: ask for clarification



Listening

- Work in pairs and discuss the questions.
 - Do you ever find it difficult to understand English? In what situations?
 - Do you ever find it difficult to understand people in your own language? When?
- 10.10 Listen to two conversations. How well do Kim and Tania understand the people they are talking to?**
 - Listen again and decide if the statements are true (T) or false (F).
 - Kim knows what a potluck party is.
 - At a potluck party, the guests cook at home then bring their food to the party.
 - People can arrive late to the party if they want.
 - Tania doesn't know what a DX4513 form is.
 - She needs to complete the form and first give it to Sally in Human Resources.
- Listen again. In which conversation (1 or 2) do you hear each of the Useful phrases?

Useful phrases

Asking for more information

What's a (potluck party)?
What do you mean (exactly)?

Asking someone to repeat something

(Sorry) can you say that again/repeat that (please)?

Saying you don't understand

I'm not sure what you mean.
(Sorry) I don't understand.

Saying you understand

OK, got it.
I see.

- 10.11 Listen to the phrases in the Useful phrases and underline the stressed words in each one.**
 - Listen again and repeat.
 - Complete the conversation with one word in each gap. Use the Useful phrases to help you.

A: I made chicken ¹ /al'frez/ last night. It was delicious!
B: I'm not sure what you ² _____. What's that?
A: Oh, it's a type of curry.
B: ³ _____ a curry?
A: It's a type of Indian food, a hot and spicy dish.
B: Ah, OK, ⁴ _____ it. What's in it?
A: Well, chicken, obviously. Also tomatoes, spices and lots of coriander.
B: What was the ⁵ _____ part?
A: Coriander. It's a kind of herb.
B: Oh, I ⁶ _____ I think in the US it's called cilantro.
- 10.12 Listen and check.**

PREPARE

- You're going to practise asking for clarification. First, choose two topics below to tell another student about. Think about what you want to say.
 - a dish or event or activity where you're from
 - a hobby or interest that you know a lot about.
 - something about your job
 - a place you've visited
 - an unusual food you've tried

SPEAK

- Work in pairs. Take turns to tell each other about your topic. Listen to your partner and ask for clarification. Use the Useful phrases to help you.

A: I'm going to talk about a *piñata*.
B: What's a *piñata*?
A: It's something which you break open to get sweets.
B: What do you mean exactly?



Check and reflect

- Match the sentences halves.
 - If the weather is nice this weekend,
 - I'll go to bed early tonight
 - If I earn a lot of money this year,
 - If I go to the supermarket when I'm hungry,
 - I shouldn't go out tonight
 - I might buy myself a new car.
 - We can have a picnic in the park.
 - I'll spend too much money on food.
 - If there's nothing to watch on TV,
 - if my teacher gives me lots of homework.
 - Work in pairs. Write different endings for sentences 1–5 so they are true for you. Take turns to read them to your partner and say which sentence they are finishing.
 - Complete the sentences with the correct form of the verbs in the box.
borrow cost earn lend pay save
1 I don't _____ for things with cash these days.
2 I never _____ money to people.
3 I don't spend more than I _____ each week. I don't like _____ money from my friends.
4 I can never _____ money. I don't have enough left at the end of the month.
5 In general, things _____ more money in shops than they do online.
 - Work in pairs. What was the last thing you borrowed from someone? What was the last thing you lent someone?
 - Choose the correct alternatives.
 - The book *1984* was/is written by George Orwell.
 - Coffee is *grow/grown* in my country.
 - Coffee *aren't/isn't* grown in the UK.
 - Last night's show was *watched/watching* by millions.
 - How many mobile phones *does/are* sold each year?
 - The chocolate bar *was/were* invented by JS Fry & Sons.
 - Complete the prompts so that they're true for you.
 - My favourite film was directed by _____.
 - _____ grown in my country.
 - _____ recycled in my town.
 - Correct the mistake in each sentence.
 - Cars were not common in my country about the 1950s.
 - I was born in the 20th years.
 - I couldn't drive a car during I was 16.
 - I don't write with a pen and paper much this days.
 - My country won the World Cup a few years before.
 - Work in pairs. Are any of the sentences true for you?
- Complete the text with the correct form of the verbs in brackets.

My best friend's name ¹ _____ (be) Sandy. She was born in New York, but when she was seven her family ² _____ (move) here to Sydney. I ³ _____ (know) her for 13 years and we get on really well. Once, when I ⁴ _____ (have) problems at school, she ⁵ _____ (help) me, and I passed all my exams. At the moment she ⁶ _____ (study) maths at university, so I don't see her much, but I ⁷ _____ (stay) with her next weekend. I'm going to go to university one day. I think we ⁸ _____ (be) great friends for the rest of our lives.
 - Complete the prompts with sentences about you.
 - I've never ...
 - I hope one day I'll ...
 - Last week I ...
 - I've known ...
 - Next year I'm going to ...
 - Work in pairs. Compare your sentences with a partner.
 - Complete the sentences with the correct form of the verbs in the box.
be do find join spend start try
 - Before you _____ doing a new sport it's a good idea to have a health check with your doctor.
 - I'd like to _____ a running club.
 - When I was a child I _____ a lot of time playing video games.
 - Some people hate studying history, but I _____ it just for fun!
 - The best way to _____ out about a hobby is to speak to people who already do it.
 - I've always _____ interested in cars.
 - Phil _____ something new every year.

Reflect

How confident do you feel about the statements below? Write 1–5 (1 = not very confident, 5 = very confident).

- I can present money-saving ideas.
- I can share information on a topic.
- I can ask and answer questions about hobbies and interests.
- I can ask for clarification.



Unit walkthrough

Students' Book

- Each **Develop your** lesson has a clearly defined genre-related goal and a focus that teaches sub-skills related to the genre.
- Special **Focus boxes** highlight reading, listening and writing sub-skills such as identifying the main ideas in a text, guessing the meaning of words from context, identifying positive and negative attitudes, organising ideas, using paragraphs, explaining reasons and results, using time expressions and linkers etc.
- Practice exercises** ensure learners can recognise and use the sub-skills in focus.
- Follow-up questions round up the lesson and provide **opportunities for further discussion**.
- The **Develop your** skills lessons can either be done in class following the main lessons they are linked to, or they can be used for homework.

10A Develop your reading

Goal: understand a blog post
Focus: identifying opinions

- Work in pairs. How much time do you spend doing the activities below? How do you feel when you do them?
 - cooking
 - travelling to work
 - cleaning
- Read the first paragraph of the blog post and answer the questions.
 - What do most people spend 5-17 hours a year doing?
 - What does the writer do for an hour every day?
- Read the Focus box. What's the difference between an opinion and a fact?

Identifying opinions

An opinion is our own idea or something we believe. To identify an opinion, look for expressions such as *I think*, *I feel*, *In my opinion* and *For me*.

I think people spend too much time at work.
I feel that I don't have enough time.
In my opinion, a great way to save time is to work from home.

For me, phones are the biggest waste of time.
Texts also often contain facts. A fact is a piece of true information.
She lives in Moscow.
I do six hours of exercise a week.
There are 24 people in the class.

Develop you reading lessons provide practice of specific genres, such as stories, articles, reviews, factual texts, reports, social media and blog posts.

10B Develop your writing

Goal: write a description of an object
Focus: order of adjectives

- Have you ever been to a lost property office? Why?
- Read the lost item report and answer the questions.
 - What has Andy lost?
 - When did he lose it?
 - Where does he think he lost it?
 - What was it made of?

Lost item report

Name: Andy Davis
Email: andydwk@emil.co.uk
Date item was lost: 19th June
Time item was lost: 5:30 pm.

Where the item was lost:
I travelled between Manchester and Bolton with my walk in my coat pocket. When I left Bolton station at around 5:30, I realised the wallet wasn't there. I think it fell out somewhere between platform 5 and the exit.

Detailed description of lost item:
It's an old, brown, leather wallet. It's made by Werles and the name is on the front. Inside the wallet, there's a £20 note and about £8 in coins. There's a credit card and my driver's card as well as my driving licence. There's also a small, thin, silver key. It's on a round, metal key ring from Moscow.

- Read the report again. What adjectives does Andy use to describe each item?
 - The wallet: old...
 - The key
 - The key ring
- Look at the order of adjectives in the lost item report. Write some adjectives to describe items in it. Use the Focus box to help you.

Develop your listening lessons provide practice in different types of listening such as short talks and monologues, conversations, radio interviews and discussions.

10C Develop your listening

Goal: understand a TV interview
Focus: recognising discourse markers

- Work in pairs and discuss the questions.
 - Do you like watching reality TV programmes? Why/Why not?
 - Would you like to take part in a reality TV programme? Why/Why not?
- Read the programme information and answer the questions.
 - What do the people on the TV programme have to do?
 - How can they win the prize?
 - How much money can they win?

Recognising discourse markers

When we speak we often use words, phrases or sounds to give us time to think. Some common sounds we use are um, er and oh.

Oh, I've seen that programme before.
I thought it was a bit um, boring.
I, er, really liked that new, er, reality TV programme.

Some common words and phrases we use are *Let me see*, *well*, *you know*.

Let me see, I think it's about an hour long.
Well, you can stay in if you like.
If you, you know, an interesting experience.

These words, phrases and sounds don't help with the meaning of a sentence, but recognising them can help you focus on the more important words.

10.8 Listen and complete the extracts from the interview with the word, phrase or sound you hear.

1. I liked it at first but I miss... I miss my family.

2. He's always there for me and... I just miss him lots.

3. ..., the fact in the house was terrible.

4. ..., I think the thing I miss the most is the clothes.

5. So yeah, ..., I'm really sad to be leaving!

10.9 Listen to Jackie leaving the house. Number the questions the presenter asks her in the order you hear them.

- Do you have anything to say to the people still in the house?
- How are you feeling right now, Jackie?
- What are you going to do when you get home?

10.10 Listen to Jackie leaving the house. Write true (T) or false (F).

- Jackie doesn't like her time in the house.
- Jackie wants to go home.
- Jackie doesn't want to see her family.
- Jackie knows what she's going to do when she gets home.
- Jackie wants to have a nice meal.
- Jackie lives the people in the house.

10.11 Work in pairs. Do you use any sounds, words or phrases in your language to give you time to think? How do you use most often?

Develop your writing lessons provide practice of specific genres such as stories, formal and informal emails, blog posts, descriptions, invitations and reviews.

Unit walkthrough

Students' Book

The Workbook contains a wide variety of grammar, vocabulary and functional language exercises that review all the areas covered in the Students' Book. It also features additional listening, reading and writing practice.

- Extensive practice of grammar, vocabulary and functional language** covered in the Students' Book.
- Additional listening, reading and writing practice** to further develop learners' knowledge and mastery of skills.
- Full answer keys and audio scripts** are provided at the back of the book.

The collage displays five pages from a workbook, each featuring a different exercise type:

- Page 10 (Reading):** Titled "Buried treasure", it includes a reading passage and exercises 1-4. Exercise 1 asks to read the article and choose the best summary. Exercise 2 asks to put facts in order. Exercise 3 asks to choose correct alternatives. Exercise 4 asks to match words in bold in a text with definitions.
- Page 10A (Vocabulary):** Titled "Money", it includes exercises 1 and 2. Exercise 1 asks to complete missing words in sentences. Exercise 2 asks to match sentence halves.
- Page 10B (Grammar):** Titled "Grammar", it includes exercises 1 and 2. Exercise 1 asks to choose correct alternatives for verb forms. Exercise 2 asks to complete sentences with correct verb forms.
- Page 10C (Grammar):** Titled "Grammar", it includes exercises 1 and 2. Exercise 1 asks to complete text with continuous or present perfect brackets. Exercise 2 asks to complete text with present perfect brackets.
- Page 10D (Functional language):** Titled "Functional language", it includes exercises 1 and 2. Exercise 1 asks to choose correct alternatives for phrases. Exercise 2 asks to complete conversations with phrases in boxes.
- Page 10 (Listening):** Titled "Listening", it includes exercises 1 and 2. Exercise 1 asks to listen to a radio programme and answer questions. Exercise 2 asks to listen again and determine if sentences are true or false.