



All or nothing

READING

topic: future of advertising
 skill: identifying expansion or exemplification of points
 task: gapped text

GRAMMAR

ways of talking about the future
 verb phrases + prepositions

VOCABULARY

buying and selling
 separable and inseparable phrasal verbs
 nouns from phrasal verbs

LISTENING

topic: business start-ups
 skill: understanding points of view
 task: multiple matching

USE OF ENGLISH

open cloze
 word formation

SPEAKING

topic: gender pay gap
 skill: speculating
 task: long turn

WRITING

topic: a charity event
 skill: writing topic sentences
 task: report

SWITCH ON ▶

video: the scenic route
 project: trip around the world

Lead-in SB p63

Write the unit title *All or nothing* on the board and ask what the expression means (it is used to say that unless something is done completely, it is not acceptable, i.e. half-heartedness won't do – it's got to be all or nothing).

Ask students to look at the picture on page 63. Read the quote aloud and elicit ideas of what it means (people today are so busy thinking about money that they lose sight of what is really important in life or forget to be grateful). Students discuss the questions in pairs. Elicit some ideas.

Possible answers

- The child is enjoying the simple pleasure of feeling rain on his/her face. The photo contrasts with the quote because it shows someone who appears grateful for a small pleasure that doesn't cost anything.
- Spending time with friends and family, having some time alone, a break, working towards goals, etc.
- I value my phone the most because it contains my most important information and is the possession I use most often.
 - I was given a special locket by my late grandmother and I always wear it to remind myself of her.
 - I have a signed poster from one of my favourite stars who I was lucky enough to meet. It's more than a signature to me – it's the memory of meeting my idol.

extra

Ask: *To what extent do you think the quote reflects society in your country? Does it depend? If so, on what?*

Ask students to work in pairs to think of some simple pleasures that they are grateful for. Elicit some ideas.

To start

If you have the technology available, play an interesting advertisement in English. Discuss the techniques the advertisement uses to influence the buyer.

Ask students to work in pairs to see how many forms of the word *advertisement* they can come up with: *advertise* (verb), *advert*, *advertisement* (noun), *ad* (informal nouns), etc.

1 Share an example of something you've been persuaded to buy recently by an advertisement. For example, say: *Recently, I saw an online advert for a new kind of chocolate biscuit and I just had to buy a packet.* Check pronunciation of *persuade* [pə'sweɪd]. Ask students to discuss the questions in pairs then elicit some responses to each one.

Possible answers

- I'm a sucker when it comes to advertising, and I know it. I'm quite easily persuaded, especially when it comes to online advertising. The advertisers seem to know exactly what I'm looking for and put it right in front of me. Who am I to resist? For example, recently ...
 - I'm quite critical of advertisements and that helps me not to be taken in. For example, am I really going to be popular, rich and good-looking just because I wear a new fragrance? However, recently, I did buy ...
- My favourite advert at the moment would probably be the one for ... I say this because ...
One ad I really like is ... because ...
It's hard to top the advert for ... as ...

alternative

Students could show each other a favourite advertisement and discuss how persuasive it is, and why it is memorable for them.

Read on

extra: whole class

Focus students on the picture on page 65 and elicit/point out that it represents virtual reality (VR), which allows a person wearing a headset to watch or experience an environment produced by a computer that looks and seems real. Ask: *Have you ever tried VR? What is it like? How do you think the rise of virtual reality may change advertising?*

- Students discuss the question in pairs. Elicit some responses.

Possible answer

By 2030, I think most advertising will be done online and print advertising will be a thing of the past.
I'd say adverts are going to get more and more responsive to the individual. We might walk by the same billboard and it will show one advert to me, and a different one to you.
By then, heaps of people will have access to virtual reality headsets so we will be able to view online purchases much more closely before buying. Imagine walking around a hotel before you booked, or getting to walk around a university campus abroad before you enrolled – that's the future!

- Remind students that quickly reading for gist is an important strategy for understanding the main ideas in all the Reading and Use of English tasks, and will prepare them to answer the individual questions more accurately and efficiently. Give students three minutes to read the article and paragraphs to see if any of their ideas from Ex 2 were mentioned.

exam task: gapped text

Read through the exam tip with students, giving them time to follow the instructions in the second part. Elicit the answers.

C The highlighted phrases in paragraph iii all relate to the idea of personalisation, first generally (*that means personalisation; all about us*) and then with the specific example of personalised customer service operatives, based on what each individual finds attractive or not. Paragraph C gives other examples of personalised products: *As well as this, ... you'll be able to buy a robot friend ... use a small chip to measure how many times a day you blink, to assess your eye health and find the perfect mascara. Driverless public transport will interact with us all individually.*

The linking phrase *As well as this*, at the beginning of paragraph C, provides a clue that this paragraph is likely to fit after a paragraph where another example of a personalised product has been given.

- Ask students to do the remainder of this exam-style exercise.

- B (At the end of paragraph i, it says ... *the defining point of the whole film was when the proud creator of Hawking's world-famous voice synthesiser turned it on and announced, 'Welcome to the future.'* This moment is referred to in B as ... *a single moment summed up so wonderfully the extent to which technology can change lives for the better ...*)
- G (Paragraph ii ends with a question: *how is this going to happen?* i.e. how is every single advertising message going to be relevant to the receiver? Paragraph G responds directly to this: *To put it briefly, over the next ten years, advertising will move from communicating to predicting, and emoting ...*)
- C (See exam tip answer key above)
- E (Paragraph iv ends with the question *how will brands actually use it [VR]?* This question is referred to at the beginning of paragraph E: *That is where the imagination must take a leap because in reality, even the experts don't know.* Paragraph E goes on to speculate on how the question from paragraph iv might be answered: *A logical progression would be ...* and to give a current example of VR use *In fact, there is actually a VR advert now ...*)
- A (The first sentence in paragraph vi says *Wearable and connected devices will be providing the data to enable this targeting to become more detailed*, referring to *Screens and posters will display different images based on the information on your mobile* in paragraph A.)
- D (Paragraph vi ends with *We'll enter a store to hear our own playlist playing and be immediately directed to ...* This links to the similar example in paragraph D, *Tom Cruise walks past a number of digital ads that address him by name as he passes.*)

5 All or nothing

READING (Continued)

extra: whole class



Ask students: *What do you think the writer means by this sentence?*

... over the next ten years most marketing will become like the 'Amazon Recommends' feature, only bigger!

Point out that the writer is comparing ever more personal targeting with what companies like Amazon already do on their site where they suggest other things we may want to buy based on what we already have bought.

Ask students to work in pairs to answer this question: *How do you feel about the way brands can access our personal data in order to target us with personalised advertising? Why?*

- 5 Point out the first bold word in the article, *defining*, and demonstrate reading the word in context to deduce meaning: *For me, the defining point in the whole film was ...*. Ask students to look at definitions 1–8 and select the right one (significant). Students match the remaining words and definitions. Conduct class feedback.

1 defining 2 initial 3 buying into 4 emoting 5 spouses
6 generated 7 bulk 8 prospective

Sum up

- 6 Give students a few minutes to work in pairs to write a one-sentence summary for each point. Put students into groups to share.

Suggested answers

- 1 Stephen Hawking is the subject of the film *The Theory of Everything*; he was a very clever man who suffered from Motor Neurone Disease and uses a voice synthesiser.
- 2 Future advertising will target everyone personally, using detailed information about us gleaned from various sources.
- 3 Virtual reality will develop to make advertising more immediate, real and exciting.

extra: fast finishers



Ask students to read the comments about the article on the right-hand side of page 65. Ask: *Which do you agree with? Why?* Students write their own comment in under 50 words and post it in your private class online space. Alternatively, give students an opportunity to share their comments in small groups to compare their views.

Speak up

- 7 Ask students to discuss the question in pairs. Elicit some ideas. Then ask: *What else could you describe as a necessary evil?* (Possible answers: exercise, vegetables, work, study)

A necessary evil is something bad or unpleasant that you have to accept in order to achieve what you want. Someone who describes advertising as a necessary evil thinks that advertising is annoying, but we have to have it for companies to get their products or service noticed or so we are aware of what is available.

extra: whole class



Ask students to work in pairs. Say: *Think of a product that is popular today. Imagine using the technology and ideas outlined in the article to advertise the product in ten years' time. Design the advertisement or advertising strategy.* At the end of the activity, allow students to compare their ideas with the rest of the class to decide whose ideas are the most effective. Why?

Fun footer

Read the footer aloud. If you have internet access, search for this advert to show the class. Ask: *How do you think advertising has changed since the 1940s?*

To finish

In pairs, students plan a future advertising strategy for a popular product, using some of the technology and ideas outlined in the article. They should include: who the target audience is, what mediums of advertising they will use, where they will advertise, and what the advertisements will look/sound like. Ask each pair to share their strategy briefly with the class. Ask: *Whose ideas are most effective? Why?*

Alternatively, have an advertising strategy competition. Ask pairs to come up with a strategy to advertise the same nominated item, e.g. an upcoming event for your school, a smartphone, a pen. Pairs take turns to make a one-minute strategy pitch to the class or to groups for larger classes. Ask students to vote for the best strategy by secret ballot (anonymously on a piece of paper), giving a reason. Collect the papers and tally the votes to see who wins, and read the reasons aloud.

In preparation for the Grammar lesson, ask students to read the explore grammar box on page 66 and complete Exs 1 and 2. They can also read the Grammar file section on ways of talking about the future on page 150 or work through the PowerPoint Grammar Presentation. Ask students to note down any questions for discussion in class.

Presentation tool:

Unit 5, Reading

Workbook / Online Practice:


WB pp46–47

Extra Practice App

To start

If you haven't already asked students to do so in preparation for class, refer students to the *ways of talking about the future* section in the Grammar file on page 150 and read through it with students, asking questions to check they understand the main points. Ask students to complete Ex 1 on page 151 in class and go through the answers. Set Exs 2–3 for homework or for fast finishers to complete in the class.

explore grammar

→ SB p150 

1 Go through the PowerPoint Grammar Presentation. Students complete the example sentences in the explore grammar box, then compare in pairs. (Do not worry about the future in the past section yet.)

- A will move
- B is going to happen
- D will have developed
- E will have been mining
- G will be demonstrating

2 Students match the descriptions 1–7 with the sentences A–G. Go through the answers as a class.

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

watch out for

Some future time expressions are followed by the present simple, e.g. *Let's see how many things we can sell before the market closes; I'm not going to buy anything else until I get rid of some of my old stuff.*

extra: mixed ability



This activity is suitable to extend stronger classes. Read out the following pair of sentences twice or write on the board:

- 1 *I'll wait for you at the bus stop.*
- 2 *I'll be waiting for you at the bus stop.*

Tell students that the meaning is similar but not identical. Read the sentences one more time. Students discuss the difference in meaning in pairs then elicit some ideas.

(Suggested answer: In 1, the future simple indicated that the speaker is making the decision now, whereas in 2, use of the future continuous implies that this is part of an original plan or normal sequence of events.)

Repeat with the following sentence pairs.

- 1 *We're to arrive at 9.30 and to check in with security before going to the conference room.*
- 2 *We arrive at 9.30, check in with security, and go to the conference room.*

(In sentence 1, the use of the verb *be* + infinitive shows they've been officially requested to carry out a sequence of actions, whereas in 2, the present simple tells us that the details are on a schedule.)

- 1 *We'll grab something to eat after the cinema. The film will have finished by six.*
- 2 *We'll grab something to eat after the cinema. The film finishes at six.*



(In sentence 1, the film will end sometime before six, whereas in 2, the use of the present simple means that the published end time of the film is exactly six.)

- 1 *We're going to have a meeting next week.*
- 2 *We're having a meeting next week.*

(In sentence 1, the use of *going to* implies that there is a meeting planned/desired for next week, but with no confirmed time as yet, whereas in 2, the use of present continuous means that there is a confirmed time for the meeting/the meeting is definite.)

- 1 *They're about to leave.*
- 2 *They're leaving in ten minutes.*

(In sentence 1, they are on the point of leaving/will leave at any moment, whereas in 2, they've arranged to leave at a point and that point is in ten minutes.)

3   5.1 Ask students to read the survey questions 1–4. Play the recording while students take notes. Students compare their answers in pairs.

- 1 **A:** a pair of trainers for partner, jewellery for mother, voucher for brother
B: a house
- 2 **A:** keys on a chain
B: her nan's rings
- 3 **A:** everything else – chucked/hidden/abandoned/hoarded
B: donated to charity/passed on to friends
- 4 **A:** Apple products, new phone, production equipment, new clothes
B: stuff for house, white goods, food

5 All or nothing

GRAMMAR (Continued)

- 4 Refer students to the audioscript on pages 178–179 to underline the future forms.

1

Speaker 1: I think the next big thing I'm probably going to buy is maybe my partner a pair of trainers, some jewellery for my mother and I'll give my brother a voucher.

Speaker 2: I'm hoping my next big purchase is probably going to be a house because I've just turned twenty-three. Turning twenty-four next year and I was just thinking that if I don't get on the property ladder soon, I'm probably never going to make it.

2

Speaker 1: Of all of my possessions, I have a pair of keys on a chain that my partner gave to me, and they're supposed to be the keys to our future house, so hopefully, I'll still have that in the future. If not, then I'll probably just chuck them away and I probably won't have the house ... if we broke up ... No, I'm joking!

Speaker 2: In ten years' time, I'll probably still have my nan's rings which she left me, one of which I'm wearing now. The other one, I leave at home 'cos I don't want to lose it. Hopefully, I'll still have those in ten years.

3

Speaker 1: With everything else I have, I will probably have either chucked it, hidden it under the bed, abandoned it completely in some sort of alleyway or just bin ... or hoard everything, possibly.

Speaker 2: I'll probably donate. Whatever I don't use, I usually donate to charity anyway or they get passed on to friends who don't have as much luck as I have financially.

4

Speaker 1: In five years' time, I will have spent money on some more Apple products, probably – probably a new phone again at some point. Hopefully, some production equipment for my personal stuff. Clothes, hopefully. Hopefully, I'll buy some new clothes at some point.

Speaker 2: I think in five years' time I will have probably bought, like, stuff for my house, so the white goods – fridge freezer, cooker, washing machine, that kind of thing, really – the expensive stuff. But other than that it'll be, like, I mean most people spend their money on food these days, don't they, really? Like, if you think about how much money you've spent on food in the last week, you could say it all adds up. So that's where most of my money goes.

extra: whole class



Elicit the meaning of *clutter* (a large number of things that are scattered somewhere in an untidy way), and ask students to discuss. Ask: *Do you own a lot of clutter? What is the best way to de-clutter (reduce the number of extra possessions you have)?*

- 5 Ask students if they have heard of the 100-thing challenge. Ask students to quickly read the article to find out what the challenge is, and how easy or difficult the writer finds it. (The challenge is to reduce your number of possessions to 100 or fewer. The writer has a lot of decisions to make, it doesn't seem like it will be easy.) Then ask students to complete the gaps in the article. Students compare their answers in pairs before checking as a class.

1 am moving

2 will have been sleeping

3 will fit

4 am going to have to

5 will be using

6 is going to be

7 will be

8 am going to give

9 will have thrown out

10 will just have

Speak up

- 6 Ask students to discuss the questions in pairs. Circulate, listening to future tenses, and noting down any areas which might require additional revision and if necessary, refer students to the relevant section of the Grammar file on page 150 to revise.

To finish

Ask students to reflect on the lesson in small groups, identifying the most useful things they learned and any questions they still have about using future forms. Encourage group members to respond to each other's questions. Ask a volunteer from each group to summarise the most useful learning and share any outstanding questions for other groups to see if they can answer them.

Presentation tool:

Unit 5, Grammar

Workbook / Online Practice:

WB p48

Photocopiable activity:

5A

Grammar reference and practice:

SB pp150–151

Audioscript and explore grammar video

VOCABULARY SB p67

buying and selling

To start

As a class or in small groups, brainstorm vocabulary related to buying and selling, especially any idioms. Make a note of the ideas so that they can be used in the 'To finish' exercise.



- 1 Ask students to complete the sentences then compare their answers in pairs. Go through the answers, eliciting the definitions, and demonstrating the pronunciation and stress (as underlined in the answers). Then ask students to make their own sentences with the verbs.

extra: mixed ability

If you have a mixed-ability class, encourage students to choose at least two of the verbs to write sentences for, and encourage stronger students to do more.

- 1 acquired (to obtain something by buying it or being given it)
- 2 consume (to eat or drink something; to use time, energy, goods, etc.)
- 3 accumulated (to gradually get more and more money, possessions, knowledge, etc. over a period of time)
- 4 collect (to get and keep objects of the same type, because you think they are attractive or interesting)
- 5 hoard (to collect and save large amounts of food, money, etc., especially when it is not necessary to do so)

Possible sentences

- 1 In 2018, her business was acquired by a larger company.
 - 2 Food may not be consumed on the premises.
 - 3 I just don't know how we've managed to accumulate so much clutter!
 - 4 I used to collect teddy bears but now I collect merchandise from concerts I've been to.
 - 5 I hoard clothes, I don't like to give any away even when they're worn out.
- 2  5.2 Play the recording and ask students to make notes on what each speaker says about spending habits. Elicit the gist of what each speaker said then ask if anyone knows someone similar, and in what way.
 - 3  5.3 Play the recording again for students to complete the collocations. Elicit the answers, and what each collocation means. Then ask students to think of something in each category and tell their partner about it.
 - 1 soft (a *soft touch* is someone from whom you can easily get what you want, because they are kind or easy to deceive)
 - 2 easy (an *easy prey* is someone who can easily be deceived or harmed)
 - 3 knock down (If a price is a *knock down*, it is heavily discounted)
 - 4 hard (a *hard sell* is a way of selling something in which there is a lot of pressure on you to buy. It can also be something that is difficult to sell or make popular.)
 - 5 insatiable (an *insatiable desire* is an extremely strong wish for something that cannot be satisfied in another way)
 - 6 sentimental (if something has *sentimental value*, it has a high worth based on or relating to your feelings. This may differ from an item's monetary value.)

- 4 Students complete the sentences, then refer them to the audioscript on page 179 to look for the same verbs/expressions and check their answers.

1 up 2 with 3 onto 4 up 5 without

explore language

Go through the explore language box with students. Elicit which of the verbs in Ex 4 are separable/inseparable (separable = *pass up*, *clutter up*; inseparable = *part with*, *hang onto*, *go without*). Point out that even if phrasal verbs are separable, this is optional. So, if students aren't sure if a phrasal verb is separable or inseparable, it is advisable not to separate it.

- 5 Students discuss the meaning of each bolded expression in pairs then write an alternative in their own words, using dictionaries to help if necessary. Elicit possible paraphrases from the class.

Suggested answers

1 make us react in the way they want
2 spend money 3 only spend what I need

- 6 Ask students to read the blog quickly to find out the writer's reasons for hoarding. (Hoarding was triggered by having to downsize when he/she was eleven. He/she assigns special meaning to items so throwing them away feels like losing a bit of his/her identity).

1 accumulated 2 cluttered 3 hoarded 4 chuck
5 sentimental 6 insatiable 7 keep 8 splashing 9 up
10 pass 11 with 12 dumping

Speak up

- 7 Students discuss the question in pairs. Elicit some ideas.

Fun footer

Ask students to read the footer. Ask: *Do you think this number is excessive? How do you think these children accumulated so many toys? How do you think these figures would compare to children in your own country?*

Ask students to work in small groups to make a list of the pros and cons of children owning so many toys for about five minutes.

Ask each group to share briefly with the class, then ask: *What advice would you give to a parent whose child has too many toys? How would you convince a child to clear out some of their toys?*

To finish

Return to the brainstorm(s) of buying and selling vocabulary from the 'To start' activity at the beginning of the lesson. Ask students to close their books. Ask: *What words/phrases can you add now?*

Presentation tool:

Unit 5, Vocabulary

Workbook / Online Practice:

WB p49

Photocopiable activity:

5B

Audioscript:

SB p179

Extra Practice App

LISTENING SB p68

To start

Start by brainstorming with the class some places where people can buy goods. Write ideas on the board, e.g. retail stores, markets, online shops, catalogues, online auction sites. Ask students to discuss in small groups what they think about shopping from each place, considering types of product sold, cost, convenience and any other factors.

Power up

1 Ask students to discuss the question in pairs, using a dictionary to clarify any words they are unsure of. Then elicit some ideas.

Possible answers

auction: where items are sold to the person who offers the most money for them, e.g. land, buildings, paintings, antiques, second-hand items

bargain: to try and get a lower price, e.g. at a market, or buying second-hand goods

barter: to exchange goods, work, or services for other goods or services rather than for money

haggle: to argue when you are trying to agree about the price of something, e.g. at a market

trade: when you exchange something you have for something that someone else has

Listen up

2 5.4 Play the recording while students note down what each retailer sells or how they make money.

- 1 clothing and jewellery online
- 2 redesigned/upcycled second-hand products such as cars and electric goods
- 3 previously owned trainers online
- 4 runs a swap shop online where customers arrange swaps of items such as games
- 5 uploads haul videos and retailers give her clothes for free in exchange for advertising

background

A *haul video*, as mentioned by Speaker 5, is a type of online video blog (vlog) where someone reviews a selection of items (a 'haul') they have bought (usually clothes or beauty products).

3 Ask students to underline key words in the tasks. In pairs, students discuss possible paraphrases and other ways of expressing key ideas. Encourage them to think of many possible ways the answers may be given in the recording. Elicit some ideas.

Task 1

- A recommendation
- B financial security
- C rise in popularity
- D cheap set-up
- E international opportunities
- F talent
- G lifestyle
- H help others

Task 2

- A reassured, big companies, partner
- B optimistic, expansion, different products
- C inspired, opportunity, international
- D encouraged, ethical business
- E hopeful, difference
- F excited, new type of business
- G surprised, grow quickly
- H convinced, better than competitors

exam task: multiple matching

The options in Task 2 here are slightly more detailed than would be in the Cambridge exam to give students more help at this stage.

4 5.5 Read the exam tip aloud. Point out, in relation to Task 2, that attitude and feelings (such as feeling reassured or optimistic) may be expressed or supported by intonation as well as wording. Then play the recording twice, if necessary. (Students will hear it a total of twice in the exam.) Go through the answers as a class. If students have found it difficult, refer them to the audioscript on page 179 to find the clues that answered each question.

Task 1

- 1 H (*I decided it would be a great way of supporting my favourite charity*)
- 2 D (*to sell something that required very little investment*)
- 3 C (*I can flip the trainers swiftly, so I'm not sitting on stock*)
- 4 E (*I can profit from the huge worldwide market*)
- 5 G (*I could dress in great stuff which I could never have afforded otherwise*)

Task 2

- 6 D (*meet the needs of customers without compromising future generations*)
- 7 H (*so I feel my business is already ahead of the game*)
- 8 B (*to use my current structure to trade other collectibles such as handbags, comics and watches*)
- 9 F (*experiment with setting up gaming nights so people who use the site can meet each other*)
- 10 A (*So much so that now that some major stores want to use me as an advertising outlet*)

5 Ask students to match the expressions with their definitions. If necessary, students could find and underline them in the audioscript on page 179, using context to deduce meaning.

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

extra: whole class



Ask students to think of:

- something that eats up your time
- an expression in English you've got the hang of using recently
- an item or brand that is hot property at the moment.

Put them into pairs to discuss their ideas.

Speak up

6 Students discuss the questions in pairs.

Fun footer

Ask students to read the footer. If you have the technology, show a haul video or part of one. Ask students to discuss in pairs: *How could you verify if the statement in the footer is true?* If students have internet access, give them five minutes to see if they can find any evidence to back up or refute the footer.

To finish

Ask students to work in pairs to discuss the kind of retail business they might enjoy running now or in the future. If students have internet access, they could try looking for ideas on an online small business idea generator, and share which was the most appealing idea and why.

In preparation for the next lesson, ask students to read the Grammar file section on verb phrases + prepositions on page 150 for homework and complete Ex 4 on page 151.

Presentation tool:	Unit 5, Listening
Workbook / Online Practice:	WB p50
Audioscript:	SB p179
Extra Practice App	

To start

Write the following questions on the board (without underlining) for students to discuss in pairs:

What is something you wish you had an aptitude for?

How could this school create more opportunities for students to practise English?

How could someone cultivate a strong relationship with new classmates or colleagues?

Elicit some responses to each question. Then ask students to find and underline the fixed phrase in each question.

1 Check students understand what a *fixed phrase* is (the standard combination of words used to express an idea, often a verb + a noun/adjective + a preposition). In pairs, ask students to think of possible strategies to remember fixed phrases. Elicit some ideas.

Possible answer

Repeating the phrase/copying it out; thinking of a situation where it applies personally and using it in a sentence; sorting the phrases into topics; recording the phrase in a vocabulary notebook (real or online).

explore language

↪ SB p150

2 Ask students to read through the explore language box and to find and underline the verb phrase with preposition in A. If students have already read the Grammar file on page 150 before class, ask if there were questions and go through the answers to the Grammar file Ex 4. Otherwise, refer students to the Grammar file and ask them to read through it then complete Ex 4 on page 151.

- A play a part in
- B play a bigger part in, play your part in
- C play a bigger role in

watch out for



Some prepositions are different in English to other languages. With those that are different to students' other language(s), students will need to take note to learn them carefully.

3 Students complete the sentences, then compare in pairs.

1 of 2 with 3 of 4 on 5 about 6 to/towards

extra: whole class



Ask students to underline the fixed phrases in the sentences in Ex 3. Students choose at least three phrases to write their own sentence, changing verb tense as appropriate.

(Fixed phrases: 1 *examine the evidence of*, 2 *has a strong relationship with*, 3 *identify the causes of*, 4 *based their theory on*, 5 *provide information about*, 6 *investigating attitudes to/towards*)

5 All or nothing

USE OF ENGLISH 1 (Continued)

- 4** Ask students to complete the questions, then compare their answers in pairs before checking as a class. With sentence 3, ask: *What is crowd-funding?* (a method of getting money for something, for example a new film or album, by asking people to give part of the money needed, often on the internet).

Put students into groups of three to discuss the questions. Alternatively, ask students to move around the classroom, asking and answering questions with different people.

- 1 have 2 make 3 taking 4 create
5 impose (*have* is also correct)

- 5** Focus students on the picture and ask: *What is a pop-up shop?* Elicit some answers. Then ask some follow up questions such as *Do you know of any pop-up shops in this area? What are the advantages of setting up a pop-up rather than a permanent shop?*

A pop-up shop is a temporary shop, normally in a very limited space. Entrepreneurs may set up a pop-up shop to test the market for their product, sell seasonal products such as calendars, to supplement an online business, or to take advantage of a special rental rate on a retail space.

- 6** Ask students to read the article to find out about the Bray sisters' pop-up shop, and how successful it has been.

They were surprisingly successful and have made money from their pop-up shop.

exam task: multiple matching

Ask students to read the exam tip and complete the sentences. Elicit the answers.

- 1 to (before, because this is a fixed phrase)
2 first (after, because the word *last* indicates that *first* needs to go in the gap)

- 7** **e** Point out that this article is an exam-style open cloze task for Reading and Use of English, Part 2. Give students five minutes to complete the gaps then compare their answers in pairs before checking as a class.

- 1 to (noun + *to*-infinitive)
2 access (part of the collocation *gain access to something*)
3 are (present continuous)
4 every (part of the expression *every so often*)
5 from (part of the collocation *make money from something*)
6 had (past perfect sequence of tenses)
7 a (part of the collocation *have a positive influence*)
8 will/may/might/could (future perfect/modal perfect to talk about possibility)

Speak up

- 8** Put students into groups of three to discuss the questions. Elicit some ideas.

Possible answers

- 1 I'd like to sell mobile devices, mainly so that I could try the latest gadgets myself!
I'm a big sports fan, so what I'd really like to sell would be sports gear. I'd enjoy giving people advice on the best tennis racket or the most appropriate running shoes.
If I had a shop, it would sell gourmet chocolates. I reckon there's always a market for sweet things!
- 2 We like to have unique items to feel special and different.

Fun footer

Ask students to read the footer. Ask: *What are your initial thoughts about this café's practice?* Ask students to work in pairs to think of three questions they would like to ask about the cuddle café. If students have the facility, ask them to research answers to their questions online. Otherwise, ask students to research the answers to their questions for homework to feed back at the beginning of the next lesson. Ask: *After researching the café, did your opinion about the café change?*

To finish

Play preposition bingo with the fixed phrases from the lesson. Ask students to draw up a grid of 16 squares (with four columns and four rows). Ask them to fill each cell in the grid with one of the following prepositions (they will have to use some more than once): *to, for, of, with, on, about*.

Read one of the fixed phrases from the lesson without the preposition, e.g. *make a comment*. Elicit the preposition that follows (*on*). Students cross out one of those prepositions on their grid. Continue with other fixed phrases from the lesson. The first student to cross out four prepositions in a row in any direction and call out *bingo* is the winner.

Presentation fool:	Unit 5, Use of English 1
Workbook / Online Practice:	WB p51
Grammar reference and practice:	SB pp150-151
Photocopiable activity:	5C
Audioscript:	SB p179
Extra Practice App	

USE OF ENGLISH 2 SB p70

To start

Write the following words on the board: *workout, drawback, feedback, intake, breakthrough, hold up*.

Ask: *What do these words have in common? (They are all nouns formed from phrasal verbs.) What other nouns formed from phrasal verbs can you think of?*

Ask students to work in pairs to replace the underlined word in the following prompts with one of the words above, then discuss an answer for each prompt. Elicit some ideas.

- 1 the main disadvantage of buying things online
- 2 the most significant scientific discovery in the last century
- 3 the most effective exercise to get fit quickly

1 drawback 2 breakthrough 3 workout

1 Students discuss the question in pairs. Point out that in US English, *pocket money* is usually referred to as an *allowance*.

2  5.6 Play the recording then elicit answers to the questions.

Speaker 1: It helps children learn about managing money.
Speaker 2: It shouldn't just be given, but earned, to encourage motivation.

explore language

3 Go through the explore language box with students. For point A, point out that these nouns are from the phrasal verbs *pour down* and *break down*. For point D, point out that there are some verbs that may be written with or without a hyphen, e.g. *turnout*, *turn-out*. Refer students to the audioscript on page 179 to find examples for A–D. Elicit the answers, and for 1, point out the collocation, *economic downturn*.

1 downturn 2 cutbacks 3 upbringing 4 outset

4 Ask students to complete the email extracts with the prepositions. Conduct class feedback, pointing out that 7 is the only open compound word and the others are closed (one word).

1 setbacks 2 turnover 3 outlay 4 buyout 5 takeover
6 update 7 cover-up 8 crackdown 9 outcry 10 fallout


extra: whole class

Ask: *Which of the email extracts is more formal? How do you know?*

Elicit that the first email is more formal. There are no colloquialisms and no contractions, and more sophisticated vocabulary is used.

exam task: word formation

There are more items here testing nouns from phrasal verbs than would appear in the Cambridge exam as this reflects the focus of the lesson.

5  Point out that this exercise is practice for Reading and Use of English, Part 3. Students have to change the word in capitals to fit the gap. They may need to add affixes, change word form or form a compound word. Read the exam tip aloud. Give students six minutes to complete the exercise then ask students to compare their answers in pairs before checking as a class.

- 1 breakthroughs (plural noun to follow the quantifier *few* and plural verb form *have*)
- 2 unambitious (negative adjective to describe *us*; it's negative to match the same view in the explanation in the next clause: *it just means we need to work that much harder*)
- 3 inequality (noun following the determiner *this* and the subject for the verb *starts*; it's negative because the blog article has been talking about how the world is unequal)
- 4 extremely (modifier for the adjective *young*)
- 5 disgraceful (adjective as part of the form *find something + adjective*, where *find* means to have a particular feeling or opinion; it's negative because the writer finds the difference in pocket money unacceptable)
- 6 offspring (noun meaning someone's children)
- 7 overhaul (noun meaning to change a system or method in order to improve it)
- 8 outcry (noun from the phrasal verb *cry out*, meaning 'an angry protest by a lot of ordinary people')

extra: fast finishers

To extend stronger students, point out the additional Extend vocabulary list of nouns from phrasal verbs on page 160. Students could check any unknown words in a dictionary, then think of some ways to use them in sentences.

Speak up

6 Ask: *To what extent do you believe the survey results would be true in your country? Why?* In pairs, ask students to discuss the question. Encourage students to ask and answer some other questions about pocket money, such as *Is it a good idea to let kids spend all their pocket money, or should they be encouraged to save it? Why?* Conduct class feedback.

To finish

Ask students to work in pairs to create a crossword using eight nouns from phrasal verbs from this lesson. Note: this can also be done using an online crossword generator. If you don't have printing facilities, look for a crossword generator which allows students to share and solve online. Pairs swap with another pair and race to see who can complete the word search first.

Presentation tool:

Unit 5, Use of English 2

Workbook / Online Practice:

WB p52

Audioscript:

SB p179

Extra Practice App

SPEAKING SB p71

To start

Before class, find out what the gender wage gap is in your country, for example, in Britain in 2016, the median hourly rate for male workers was 9.4% higher than female workers. Ask students to guess what the difference is.

Put students into small groups to discuss the following questions:

- 1 Do you think addressing gender wage gap should be a priority? Why/Why not?
- 2 What can governments do to crack down on gender pay inequality?

Power up

- 1 Focus students on the picture and ask them to discuss whether they think a male model gets more, less or the same as a female model.


Possible answers

- It's highly likely that he gets paid more because of the pervasive gender pay gap that seems to be a global problem.
- It's a guess on my part, but I'd say he gets about the same as a female model.
- The likelihood of him being paid less is quite low, but maybe I'll be surprised.

- 2 Ask students to read the extract. Ask students to discuss in pairs whether they agree with the writer's points, and encourage them to give reasons for their choices.

Possible answers


- I find the writer's views objectionable because it feels like he/she is belittling women's concerns about the gender pay gap by calling them 'moans'.
- I totally agree with the writer, male models deserve equal pay because they are doing the same job.
- I'd tend to agree that men are becoming bigger consumers of beauty products and fashion than they used to be.

- 3  5.7 Ask students to look at pictures A–C. Play the recording for students to work out which two questions she is answering but don't check the answer yet. (The answers are in Ex 4.)

extra: whole class 


For weaker classes, you could read the following questions for them to select from:

- 1 Do you think the people earn the same as their male/female counterparts?
- 2 Is this a good thing?
- 3 Why do you think this is?
- 4 How could they change the situation?
- 5 How do you think they feel about it?

- 4  5.8 Play the recording for students to hear what the student was asked. Write the answer on the board for students to use in Ex 6.

Compare two of the photos and say whether you think they earn the same amount as their male counterparts, and why you think this is.

useful language: speculating

- 5  5.9 Play the recording for students to complete the phrases. Point out that these phrases are examples of hedging – using moderate rather than absolute language to present a reasonable argument and sound more polite. Ask students to read the useful language box on speculating. Ask students to put an asterisk next to a few of the phrases that they haven't used before (or haven't used often) as a reminder to try them out in Ex 6.


1 may 2 thinking 3 far 4 well 5 right 6 would

extra: mixed ability 

Ask students to individually practise reading aloud the student's answer in audioscript 5.7 on page 179. Weaker students and classes may especially benefit from this opportunity to practise the phrases in context and develop fluency.

exam task: long turn  SB p162

As the focus of the lesson is related to the long turn, there are no Listening Candidate Questions as would be in the Cambridge exam.

- 6  Read through the exam tip. Point out that the long turn is Part 2 of the Speaking Paper and requires students to speak for one minute about pictures they are given, and then answer a question about the other candidate's pictures. Put students into pairs to complete the tasks. If you haven't already, write the following task from Ex 3 on the board: *Compare two of the pictures and say whether you think the people earn the same as their male counterparts. Why do you think this is?*

Possible answer

Page 71

Referring to pictures B and C, both concern women who are working in fields that have been typically dominated by men. In B, the woman is a politician, and it looks like she is giving some sort of address, to the European Union maybe? The woman in the other picture has a completely different sort of job – driving a lorry. So, although the skillsets for the two jobs are completely different, it's highly likely that both these women work long hours, and I could be wrong but from their expressions, I'd guess that both find their jobs satisfying.

Now, about the pay, I'd say that the politician is paid equally to a male in the same position. As far as I can gather, for many political positions there is a set salary, so gender wouldn't affect her pay packet, in theory anyway.

As for the lorry driver, in all probability she isn't paid as well as a man in the same role. Frustrating as this is, I say it because I do know that the gender gap exists across so many industries, and I highly doubt logistics is an exception.

There's a chance this driver has a forward-thinking employer who has taken measures to address the pay gap. It might also depend where she lives, maybe it's in a country which has laws and policy to fight discrimination and inequality.

Page 172

So, I'm going to talk about the pictures of the football players and the actor. On the face of it, the jobs don't have much in common, although I suppose you could say that they both need to practise to perform their best. Here, the pictures show the footballer mid-performance whereas the actor must have received that award for a performance she's already done. I think it's a foregone conclusion that both these women are at the top of their respective fields, I could tell that from the sponsored jerseys and the trophy.

Despite excelling at what they do, in all probability, both of these women are being paid far less than their male counterparts, I think I'm right in that. The reason I say this is because I've seen a lot of reports on social media about female actors being paid a fraction of their male co-stars, and getting quite angry about it, which isn't surprising. When it comes to footballers, it is sometimes said that female sports stars are paid less because spectators aren't as interested, but I think that's only because females haven't been broadcast as much, so it's a bit of a vicious cycle. So, even if the likelihood of this footballer being paid the same as a male is extremely low at this point in time, I do hope we'll get there in the not too distant future.

extra: mixed ability

If you have weaker students in your class, give students the option to repeat the task in Ex 3 with the same pictures as in the recording, so that students can focus on language rather than having to generate new ideas. Encourage students to time each other for one minute, and to use the useful phrases from Ex 5. Students could swap tasks and repeat for extra practice.

Speaking extra

- 7 Point out the collocation *valid reason* in question 3. Remind students to give reasons and examples for their answers. Circulate, noting down any misuse of the phrases for speculating for the 'To finish' activity. Elicit some ideas for each. Ask: *What assumptions are made in the wording of question 4?* Elicit that it assumes families include two parents, a male and female, and they are married. In fact, families are extremely varied.

To finish

Play 'sheep out' with some of the phrases of speculation from Ex 5.

Draw on the board gaps for each word, e.g
..... (I could be wrong but ...)

With books closed, students take turns to guess a word, if it is correct, write it in the gap. If it is incorrect, draw part of a sheep on the board. If the class guess the phrase before you complete the sheep, they win. Put students into small groups to play again.

Presentation tool:	Unit 5, Speaking
Workbook / Online Practice:	WB p53
Speaking file:	SB p162
Audioscript:	SB p179

WRITING

SB pp72-73

To start

Ask: *What events are held to fundraise (raise funds/money) for charities in your country?* Brainstorm some ideas with the class. Possible answers: fair/gala, quiz night, ball/dance, charity auction, cake stall, book stall, concert and fitness events, such as running.

Power up

- 1 Students discuss the questions in pairs, then elicit some ideas.

Possible answers

- 1 to evaluate whether a similar event should be run in future; to make recommendations for future events; to report back to interested stakeholders; to know who helped so they can be thanked
- 2 As a fundraiser, the most helpful thing to know is likely to be the total amount of money raised.
- 3 poor turnout; running out of food/drink/products; someone getting hurt; technical problems; bad weather

Plan on

- 2 Focus students on the picture of a school fair and ask: *What things might be sold at a fair like this?* Then ask students to read the writing task. Elicit what you have to write about and who will read the report.

Describe the fair, saying how successful it was and what is recommended. The organising committee will read the report.

- 3 Students read the report individually, then discuss the questions in pairs. Elicit the answers.

- 1 It's formal because it is supposed to be objective and is often written for a person in authority.
- 2 To help organise the information clearly.
- 3 explaining, describing, suggesting
- 4 Yes, in the 'Recommendations' part only.

exam tip

Read through the exam tip with the class, giving students time to complete the questions. For more information on reports, refer students to the Writing file on page 168.

- 1 The fair = describe the fair; Results = how successful it was; Recommendations = what you would recommend
- 2 It's roughly the same, so that the information is balanced for the reader.

- 4 Students complete the questions in pairs.

- 1 to say what the report will talk about
- 2 a general point
- 3 the details

5 All or nothing

WRITING (Continued)

5 Students identify the topic sentences in each paragraph.

This report gives information about the charity fair which was recently held at our school.

The fair was very successful, raising over £2,500 for the charity.

Due to its success, it would definitely be sensible to run this fair again, but there are a couple of improvements that could be made.

6 Ask students to read and select the topic sentence. Elicit the answer, and how we know.

Sentence 1 (It is general, it does not include detail or specific information.)

7 Students write a topic sentence for the paragraph in pairs, ensuring that it is a general introduction and in a formal style. Elicit some topic sentences.

Possible answer

Some stalls were more popular than others.

useful language: making recommendations

8 Students look for possible replacements. Point out that it is good to have a range of phrases to use to avoid repetition. Point out the additional phrases in the useful language box.

Possible answers

- 1 describes, explains
- 2 demonstrate, indicate, illustrate
- 3 Like this
- 4 think about, bear in mind
- 5 could, may, might
- 6 In summary, To sum up, To conclude

extra: whole class



Tell students that you have received an email from a teacher at another school who is organising a charity concert. Unfortunately, they haven't sold many tickets and the concert is next week. Say: *Work with a partner to think of at least three ideas I can send to the teacher to speed up ticket sales. Use some of the phrases from the useful language box. Ask each pair to share one of their ideas.*

Possible answer

You should do some online advertising – it's the best way to get the word out about a fundraiser.

You might need to drop the price or offer a special such as buy two tickets, get one free.

It may be a good idea to ask a local radio station if they could promote the concert for free, seeing as it is for charity.

Write on

9 Students read the task and underline the details they need to include. Elicit the answer.

Describe the quiz night, explain how successful it was and make recommendations for the next quiz night.

10 Students complete 1–4 individually then work in pairs to check their ideas. Circulate and offer guidance where needed.

exam task: report

→ SB p168

11 e You could set this task for homework along with Ex 12. Encourage students to read the checklist in Ex 12 before submitting their report.

Model answer

Report on the school quiz night

This report gives information about the quiz night which was recently held at our school. The report explains what took place at the quiz night, how successful it was and gives recommendations for future events.

The quiz night

The quiz night was organised to fundraise for our upcoming exchange trip to our sister school in Wales. Around 100 attendees worked in teams to answer general knowledge questions about a wide range of topics. The evening was hosted by our deputy principal. There was a range of prizes on offer, generously donated by local businesses. Light refreshments were included in the ticket price.

Success

Overall, it appears the quiz night was a great success as over \$2,000 was raised for the trip. In addition, anecdotal feedback indicates that people thoroughly enjoyed the evening. The atmosphere was lively and as well as making money, it provided an opportunity for the school community to socialise.

Recommendations

Because of its success and popularity, I would highly recommend running a similar quiz night next year, albeit with a few changes. I would suggest involving the students in the preparation and running of the event. For example, they could be involved in decorating the hall or serving supper. Another idea which could make a little bit of extra money on the night would be to have a raffle or charity auction. Finally, there were a few minor sound issues at the beginning of the night which could be avoided with more thorough testing beforehand.

Improve it

12 This task could be completed at home before bringing the completed report to class to share.

13 Ask students to swap reports with a partner. Finally, collect in the reports and give feedback related to the assessment points in Ex 12. Remember to note and comment on ways that the report has met the assessment points in addition to providing constructive feedback on ways to improve it.

To finish

Point out that a report is a common form of writing used in the workplace. In pairs, ask students to write down three professions on a piece of paper. Ask each pair to swap with another group and speculate how often a person in each profession might write reports, and what the reports might be about. Ask each pair to share their ideas about one of the professions they discussed.

Presentation tool:

Workbook / Online Practice:

Writing file:

Unit 5, Writing

WB pp54–55


SB p168

The scenic route


- 1 Read the questions aloud. Point out that *trade-off* is a noun from a phrasal verb and elicit what it means (a balance between two opposing things, e.g. *There has to be a trade-off between quality and quantity if we want to keep prices low*). Put students into groups to discuss the questions.

extra: whole class 

Focus students' attention on the picture. Say: *We are going to watch a video about Jordon Cox, the 'coupon kid.'* Ask: *Do you ever use coupons? What other ways can you get discounts or special deals?*

- 2  Ask students to close their books so they don't read ahead. Before playing the video, ask students to speculate in pairs why Jordon didn't take the train home from an outing one day, and what he might have done instead. Then ask students to watch the video to check their ideas.

Jordon searched online for alternative ways home after discovering that his planned train journey from the North East of England to his home in the South East was very expensive. He found he could travel home via Berlin and still save money, and so took the opportunity to have an adventure in one of his bucket-list cities.

- 3  Give students time to read the questions and elicit what a *carbon footprint* is, (the amount of carbon dioxide that a person or organisation produces by the things they do, used as a way of measuring the amount of harm they do to the environment). Play the video again then ask students to discuss their answers in pairs.

1

Bus and train from Sheffield to East Midlands Airport
Flight to Berlin
Train from airport to Berlin city centre
Train back to Berlin airport
Flight to London Stansted
Bus home

(three trains, two flights and two buses = seven journeys altogether)

2 Possible answers

- Yes. The donation only cost £4 so he still would have come in under his initial budget, and his money-saving story would have been intact. If he cared enough about it to find out what he could do, I like to think he did pay.
- No. It's clear that Jordon won't spend a penny more than he needs to. In the interview, while he said he had done the research, he didn't confirm he had paid it. I think he did the research because he knew he would be asked the question and wanted to have an answer ready for the media.

- 4 Students discuss the questions in pairs. Elicit some ideas.

Possible answers

- 1 • Agree. Time is far more valuable than money. You may save 10% on your grocery bill by searching online or in magazines for deals and coupons, but you'll never get back the two hours you spent hunting them down.
 - Neither agree nor disagree. With lots of cost comparison websites, promotional codes online, and signs in store announcing sales, finding ways to buy something for less has become second nature and we likely do it every day without really thinking about it. Jordon's just an extreme example.
 - Disagree. Jordon clearly has his priorities right. He is not a victim of the consumer society and he plays it so that he profits in terms of valuable life experiences which I think are much more important than saving a few hours here or there.
- 2 I think Jordan's story will certainly make commuters more aware of how they plan their travel. It could be that they save thousands if they plan their journey more effectively. But on the whole, I think people are more preoccupied with how to spend their money than save it these days!

Project

- 5 Put students into groups of three to plan their journey. Students could complete step 4 for homework then re-group in the next lesson to compare their routes.

Students produce an annotated poster presentation of their three routes showing the maps and timetables for each journey in a visually appealing way.

Alternatively, they can produce a digital presentation with a slide for each journey and present it via computer. They can include photos of interesting sights along the routes. For each presentation, ask the rest of the class to vote on their preferred route.

extra: mixed ability 

With a mixed ability class, consider extending strong students by designating them as leaders of each group.

alternative: project 

You could give students a choice of which project they do.

- 1 Students work in small groups to think of an idea for a 'swap shop'. Ask them to decide:
 - 1 which types of things they could swap.
 - 2 how they could organise swaps so they are fair.
 - 3 where and how the swaps should be available.

Groups present their ideas to the class and students vote for the best swap shop.
- 2 Students work in small groups to make a 'haul' video. Ask students to:
 - 1 decide what items to review.
 - 2 think about what to say, with each student taking part.
 - 3 film the haul video, and edit it.
 - 4 share it on an online space for other students to view.

If you are at a tech-free school, students could present their ideas to the rest of the class.

5 All or nothing

SWITCH ON (Continued)

In preparation for the next class, ask students to read the Independent learning questionnaire on page 74, and prepare to discuss questions 1–4. This will allow more time in class for discussion, and will give students a chance to reflect on the questions so producing more considered answers. It will also provide weaker students with a chance to prepare notes and content to help them participate more fully in the discussion.

Presentation tool:

Unit 5, Switch on

Switch on video script:

TB p180

INDEPENDENT LEARNING

SB p74

Listening and speaking

- 1 Put students into small groups to discuss the questions. Then elicit some ideas.

Possible answers

Being a good listener will help you improve your speaking skills because you can use and learn phrases and intonation that you hear. Speaking involves producing oral language. Listening involves understanding oral language. Conversation requires both listening and speaking skills.

- 2 Ask students to reflect on the listening they have done in the unit, including listening to recordings, the Switch on video, and the teacher and classmates.

Possible answers

- 1 global skills: listening for gist, understanding attitude/opinion of the speaker
specific skills: listening for details
- 2 Students' own answers.
- 3 Listening to podcasts, watching English TV, taking opportunities to have conversations.

- 3 Encourage students to look back at the Speaking lessons from each unit to remind themselves of each speaking skill and give examples in their answers.

- 4 Students discuss the question in pairs then elicit a few responses. Encourage students to review the exam tips from the speaking lessons. Remind students of the Speaking file on page 162.

- 5 After students have written down their two action points, ask them to share with a partner. Make a note to check in the next Independent learning section to ask who has taken action.

UNIT CHECK

SB pp 75–76

If possible, complete the Practice activities in class because they involve pair work, and Review Ex 1 because it features Listening practice. The other activities may be completed in class or set for homework.

Practice

- 1 Possible answers

I'm exhausted from my at the gym. (workout)

I'm applying for a scholarship for the August (intake)


My parents always joke that they know where their get their good looks from. (offspring)

Starting a business usually involves an initial of funds. (outlay)

I had a job interview yesterday but I won't know the until next week. (outcome)

- 2** 1 faint (chance), insatiable (desire), sentimental (value), soft (touch), downward (spiral)
 2 *An idiom used to say it is a very suitable time for something to happen, especially when it should have happened sooner. (the time is ripe)*
An idiom which means to give a warning that something may happen. (give a heads up)
An idiom which means learn how to do something or use something. (get the hang of something)
An idiom used to say you are in a position where you are more advanced or more successful than your competitors. (ahead of the game)
3 Possible verbs to use: clutter (up), flip (out), flood (with), cover (up), stumble (across).

Review

- 1**  5.10
 1 It's going to get worse.
 2 She says they will keep on posting them.
 3 Companies will start to lose customers.
 4 She says she'll be spending all her time sorting out ads.
 5 She isn't going to pay attention to the ads.
 6 Companies will get the message.
- 2** 1 will get, will expect
 2 will be helping, we've opened up, 're going to
 3 will have used, will expect
 4 I've sold, I'll go
 5 going to be, have been
 6 will the ad be, I'll have to
- 3** 1 are we going to do 2 will wait
 3 was just going to do, will start 4 will be 5 will have done
 6 is going to take up/'s taking up
- 4** 1 identify the reasons for
 2 play a part in
 3 investigate attitudes towards
 4 provide the information for
 5 demonstrate(d) an aptitude for
 6 create more opportunities for
- 5** 1 going (intention)
 2 on (verb phrase + preposition)
 3 nor (double negative) (or is also possible)
 4 about (future in the present/past)
 5 not (contrast linker)
 6 give (fixed phrase)
 7 will/can (future/ability)
 8 are (present continuous)

- 1** 1 have risen, we'll all be living
 2 does the exam finish, try
 3 will win, will want
 4 will be, we land, going to
 5 I've finished, I'll shut
 6 going to be, have been travelling
- 2** 1 will (all) be saying 2 will have had 3 will be getting
 4 starts 5 will get 6 am going to try 7 will meet 8 are
 9 will be heading 10 are starting 11 are going to apply
 12 will be/are going to be
- 3** 1 is going to be a long
 2 the company will have opened
 3 will be consulting (with) local people
 4 is bound to flood (again) unless
 5 are to be held
 6 once you've landed to
- 4** 1 of 2 a 3 more 4 has 5 in 6 are 7 will
 8 going/planning

Presentation tool:

Unit 5, Unit check

Workbook / Online Practice:

WB pp55

Audioscript:

SB pp179-180