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7A Vocabulary

Spending power

LESSON SUMMARY

Speaking: Guessing which items are the cheapest and most expensive; a crafty customer questionnaire

Listening: A description of some of the world's most expensive products

Vocabulary: Shops and services; shopping nouns

Pronunciation: Placing stress on the correct syllable

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and omit exercises 5 and 8.

LEAD-IN 2–3 MINUTES

- Ask: *What's the most expensive thing you've ever bought?* Give students your own example, e.g. *I bought a car a few years ago. It cost £5,000. It was a bargain because it's a great car.*
- Elicit students' answers.
- Ask: *Where did you get the money for what you bought?*
- Pre-teach *save up for something* (to keep or not spend money so that you can use it later) and write the following questions on the board:
Did you save up for the thing yourself?
Do you think it's important to save up for things?
Do you look for ways to spend less money in shops?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 74

- Focus attention on the photos. Students then decide which is the cheapest and which is the most expensive. Write their guesses on the board.

Exercise 2 page 74

- Students practise saying the numbers and currencies in pairs. Make sure students can pronounce *dollar* /'dɒlə/, *euro* /'jʊərəʊ/ and *pound* /paʊnd/ correctly.
- Write more numbers with the currencies from exercise 2 on the board and ask students to practise saying them in pairs.
- Elicit more currencies that students know.

Exercise 3 2.30 page 74

- Tell students they are going to find out which things are the most expensive.
- Check that students know the value of the pound against their own currency.
- Play the recording for students to write the correct price.
- Check answers as a class. Ask students which prices surprise them the most and why.

KEY

1 £10,000 2 £3,500 3 £6,850 4 £12,000 5 £5,400
6 £500

Transcript

- 1 This cheese, called 'Pule cheese', comes from Serbia and it costs nearly a thousand euros a kilo. That's about £800. It takes 25 litres of milk to make just one kilo of the cheese – and it isn't cow's milk. The milk for this cheese comes from a rare breed of donkey.
- 2 This pair of melons cost over two million yen at an auction in Japan. That's £12,000! Fruit is a popular gift in Japan to say thank you to a friend or to your boss at work. Melons need to be perfectly round and exactly the right colour. Perfect apples and strawberries are also popular gifts – but these 'Yubari King melons' are the most expensive.
- 3 This pen, called the Mont Blanc Lorenzo di Medici fountain pen, costs £6,850. It's made of sterling silver and is engraved by hand.
- 4 How much is one flower worth? If it's this particular flower, the Gold of Kinabalu Orchid, then it's worth £3,500! Why? Because you can only find it in one place in the world – a park in Malaysia. The flower only grows between the months of April and May, and for long periods – many years, sometimes – it does not appear at all.
- 5 These are Nike trainers dipped in real gold! They were created by the designer 'Ju\$T Another Rich Kid'. He created five pairs of these Nike Air Dunks for \$5,400 each. The New York based artist – real name Ken Courtney – created the glitzy shoes as part of a collection called 'Indulgences (for the man who has everything)'.
- 6 How much do you usually pay for a haircut? If you're in New York City and want Orlando Pita to do it, you'll need to pay about \$800. That's £500. Is it worth it? Well, ask Madonna, or Gwyneth Paltrow, or Anne Hathaway. They all go to Orlando Pita when they need a haircut.

Exercise 4 2.31 page 74

- Check the meanings and pronunciation of the shops and services. You could ask questions to check comprehension, e.g.:
Where do you go to buy glasses? (optician's)
Where do you buy paint to decorate your house? (DIY store)
What service sells you a hot meal to eat at home? (takeaway)
Where do you go to wash your clothes? (launderette)
Where do you go if you want to buy a house? (estate agent's)
- Students match the products from exercise 1 to the shops and services.
- Play the recording for students to check their answers.
- Check answers as a class.

KEY

1 deli 2 florist's 3 stationer's 4 greengrocer's
 5 shoe shop 6 hairdresser's

Transcript

- 1 You can buy cheese at a deli.
- 2 You can buy melons at a greengrocer's.
- 3 You can buy a pen at a stationer's.
- 4 You can buy a flower at a florist's.
- 5 You can buy trainers at a shoe shop.
- 6 You can get a haircut at a hairdresser's.

Language note

We do not say *buy a haircut*; we say *have / get my hair cut* or *have / get a haircut*.

Exercise 5 2.32 page 75

- Play the recording for students to listen and repeat the shops and services words in exercise 4. Make sure they place the stress on the correct syllable in each word.
- Students answer the questions.

KEY

baker's bank butcher's charity shop chemist's
 coffee shop clothes shop cosmetics store
 deli (delicatessen) DIY store estate agent's florist's
 garden centre greengrocer's hairdresser's jeweller's
 launderette newsagent's optician's
 post office shoe shop stationer's takeaway
 The stress is usually near the beginning.

Transcript

See answer key.

Exercise 6 2.33 page 75

- Tell students they are going to hear six dialogues in shops. They have to listen and match each dialogue to one of the shops or services in exercise 4.
- Play the recording for students to record their answers.
- Check answers as a class.

KEY

2 newsagent's 3 clothes shop 4 jeweller's 5 florist's
 6 post office

Transcript

- 1 **Shop assistant** Can I help you?
Customer Yes. I'd like to buy two litres of white paint, please. Oh, and some paintbrushes.
SA Sure.
C Can I use this coupon?
SA I'm not sure. Can I see it? Oh, I'm sorry. It's too old.
C Really?
SA Yes. Look at this date. Use before 31 August 2009.
C Wow! I've had that a long time.
- 2 **Customer** Hi. I'm looking for a magazine. It's called *Great Train Journeys*. Have you got it?
Shop assistant Sure.
C How much is it?
SA It's £1.95.
C Really? That's very cheap!
SA Yes. It's on special offer this month. The normal price is £6.95.
C Oh, OK.
- 3 **Shop assistant** Hello. Can I help you?
Customer Yes. How much are these jeans, please?
SA I'm not sure. Is there a price tag?
C I can't see one.
SA It's usually here, near the top. Yes, there it is.
C £85? Sorry, they're far too expensive for me!
SA Well, we've got some cheaper pairs over there.
C Thanks.
- 4 **Shop assistant** Can I help you?
Customer Yes. I'm interested in the diamond ring that's in your window.
SA The one with the large diamond in the centre?
C Yes, that's right. Is it £2,500?
SA Yes. It's a bargain, isn't it?
C I don't know. That seems rather expensive ...
SA I realise it's a lot of money. But believe me, it's a big diamond for that price.

5 **Shop assistant** Hi. Are you just looking?

Customer No. I need some flowers for my aunt.

SA Is it her birthday?

C No, I'm going to see her in hospital.

SA Well, these roses are four pounds each. But if you buy twelve, I can give you a discount. You can have them for £35.

C Great! I'll take them.

SA Wonderful. And I hope your aunt gets better soon.

C Oh, she's fine. She's having a baby!

6 **Customer** Hi. I need to send this package to Brazil.

Shop assistant OK. Can you put it on there, please? I need to weigh it.

C Where? Oh, right. OK.

SA Thanks. So that will be ... £12.

C Yes, that's fine. Can I have a receipt?

SA Yes, of course. Just one moment.

Exercise 7 page 75

- Go through the vocabulary together and elicit the meanings of any words students already know. Pre-teach the remaining words.
- Students complete the sentences with the words.
- Check answers as a class.

KEY

1 special offer 2 bargain 3 price tag 4 sale
5 discount 6 coupons 7 refund 8 receipt
9 discount code

Extra activity: Fast finishers

Ask **fast finishers** to write as many sentences as they can using the shops and services in exercise 4 and the vocabulary in exercise 7, e.g. *I got a refund on a pair of glasses that I bought from the optician's.*

Exercise 8 2.33 page 75

- Play the recording again for students to record their answers.
- Check answers as a class.

KEY

Dialogue 1 – DIY store – coupon
Dialogue 2 – newsagent's – special offer
Dialogue 3 – clothes shop – price tag
Dialogue 4 – jeweller's – bargain
Dialogue 5 – florist's – discount
Dialogue 6 – post office – receipt

Transcript

See exercise 6.

Exercise 9 page 75

- Go through the *Recycle!* box together. Students then complete the questions with *Have you ever* and the past participle of the verb in brackets.
- Check students have completed the questions correctly.

KEY

1 Have you ever asked 2 Have you ever used
3 Have you ever compared 4 Have you ever waited
5 Have you ever seen

Exercise 10 page 75

- In pairs, students do the questionnaire.
- Find out who are the craftiest customers in the class.

Extra activity

- Ask students to make a question with *Have you ever ...?*, a word from exercise 7 and a shop or service from exercise 4.
- Each student asks their question and chooses another student to answer it. If the answer is *Yes, I have*, the other student must give further information using the past simple, e.g. *'Have you ever asked for a refund in a clothes shop?' 'Yes, I have. I bought some jeans but they were too small.'*

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about different shops and services. I can talk about prices in different currencies.*

7B Grammar

Second conditional

LESSON SUMMARY

Speaking: Describing a photo which shows the lives of the rich and poor in São Paulo, Brazil; discussing imaginary situations concerning money

Listening: A conversation about the importance of money

Grammar: The second conditional

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than five minutes on exercises 1 and 2. Exercise 4 can be set for homework.

LEAD-IN 2-3 MINUTES

- Ask: *Is there a big contrast between rich and poor in your country? What is life like for them?* Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Culture note: Favelas

A *favela* is a slum in Brazil and it usually lies within or just outside the boundaries of a city. The two Brazilian cities with the most favelas are Rio de Janeiro and São Paulo. Favelas first started to grow in the nineteenth century, when former slaves needed to find somewhere to live. The favelas grew much bigger in the 1940s and 1970s, when farm workers from rural communities moved to the cities to find work. Favelas typically have poor facilities and sanitation, which means that infant mortality is high. They are also a hotbed for violent crime. Despite São Paulo being Brazil's wealthiest city, it has 1600 favelas, which are home to a third of the city's population.

Exercise 1 page 76

- Focus attention on the instructions and the photo. Ask: *Where is São Paulo?* (Brazil) Tell students that it is the country's largest and wealthiest city. Explain that the area on the left of the photo is a *favela*.
- Students study the photo in pairs, describe what they can see, think about the contrasts and discuss the differences for the rich and poor in São Paulo.

Exercise 2 2.34 page 76

- Play the recording for students to listen and read the dialogue.
- Check the meaning and pronunciation of *exist* /ɪɡ'zɪst/ (to be found in the real world; to live), *swap* /swɒp/ (to give something for something else; to exchange), *essential* /ɪ'senʃ(ə)l/ (something completely necessary; something that you must have or do) and *equal* /'iːkw(ə)l/ (the same in size, amount, value, number or level).
- In pairs, students discuss who they agree with more and give reasons for their opinions.
- Ask a few students to share their ideas with the class.

Transcript

See Student's Book, page 76.

Exercise 3 page 76

- Go through the *Learn this!* box together and ask students to complete the rules. They then find examples of the second conditional in the dialogue.
- Check answers as a class.

KEY

1 past simple 2 would 3 infinitive

The world would be much better if money didn't exist.

If money didn't exist, how would you buy things?

If you needed something, you would make it.

If you couldn't make it, you would swap with somebody else.

So if I wanted a new mobile phone, how would I get it?

If money didn't exist, life wouldn't be better for poor people.

If nobody had any money, everybody would be equal.

Extra activity

- Write the following true situations on the board:
We can speak English. We can communicate with other English speakers.
I have a car. I drive to work every day.
Favelas have terrible conditions. Their inhabitants have difficult lives.
We use money. We don't have to swap things with other people.
- Say: *These situations are real. Now imagine things were different.* Start the first sentence: *If we couldn't speak English, ...* and ask a student to complete the sentence.
- Students make conditional sentences in pairs.
- Elicit answers.

For further practice of the second conditional:

Grammar Builder 7B page 136

1 1 c 2 e 3 a 4 b 5 d

2 1 would do; spent 2 didn't watch; would be 3 hit; would cause 4 would slow; changed 5 applied; would get 6 visited; could 7 wanted; would start

3 2 If she liked swimming, she would go to the pool. / She would go to the pool if she liked swimming.

3 If he earned a lot of money, he would rent an apartment on his own. / He would rent an apartment on his own if he earned a lot of money.

4 If the Louvre Museum wasn't/weren't crowded, I would like it. / I would like the Louvre Museum if it wasn't/weren't crowded.

5 We would go on holiday this year if we could afford it. / If we could afford it, we would go on holiday this year.

6 If I understood my homework, I could finish it quickly. / I could finish my homework quickly if I understood it.

4 1 would you do; were 2 could; would you choose

3 Would you behave; weren't 4 would you feel; won

5 could; would you go 6 had to; would you take

Exercise 4 page 76

- Students first complete the clauses. They then match 1–6 with a–f.
- Check answers as a class.
- To check comprehension, go through each sentence and ask: *What is the real situation in each sentence?* (e.g. I don't need money, so I don't have a holiday job.)

KEY

1 d If I needed money, I would get a holiday job.

2 a If tablet computers didn't cost so much, I would ask my dad to buy one for me.

3 f I would be upset if the coffee shop in my village closed.

4 c I could buy clothes really cheaply if I shopped at the charity shop.

5 b If I had a credit card, I could shop online.

6 e If I didn't have a mobile phone, I would use my mum's laptop to send messages.

Extra activity: Fast finishers

- Ask **fast finishers** to think of six possible consequences of an imaginary world without money. Three should be advantages and three disadvantages.
- Write the sentence opener, *If there wasn't any money, ...* on the board and ask students to make six sentences.

Exercise 5 page 76

- Elicit the meaning of *money tips*. Ask: *What is the text about?* (saving money)
- Students read the tips. Check the meaning of *fortune* /'fɔːtʃʊn/ (a large amount of money or assets).

- Students complete the tips. With a **weaker class**, ask them to underline *if* in each sentence. Ask them which clause they are completing and which verb form they need for it.
- Check answers as a class.

KEY

1 would save 2 made 3 swapped 4 would get
5 sold 6 could

Language note

Save a fortune is an informal phrase commonly used in English. It means 'to save a lot of money'. We also say that expensive things *cost a fortune*, and that a person with a large salary *earns a fortune*.

Extension

Ask students to add more tips of their own. If they are struggling to think of ideas, write *food*, *transport* and *entertainment* on the board as prompts, e.g. *If we bought fewer takeaway meals, we would spend less money on food.*
People would save a fortune if they shared cars or used public transport.

Exercise 6 page 76

- Ask students to read the imaginary situations and make notes about the things they would do.

Exercise 7 page 76

- Ask a student what they would do in one of the situations in exercise 6, e.g. *If there were no shops in my town, I would travel to the nearest city to go shopping.*
- In pairs, students tell each other what they would do in each situation.
- Ask a few students to share their idea with the class. Then ask if they agreed with their partner.

Extra activity

- Refer students back to the photo in exercise 1.
Say: *Imagine life in a favela. What would your life be like? Then imagine life in a rich part of the city. How would life be better there?*
- Students discuss in pairs or groups.
- Ask a few students to share their idea with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about imaginary situations using the second conditional. I can give my opinion about the possibility of a world without money.*

7C Listening

Honesty pays

LESSON SUMMARY

Listening: The story of a homeless man who found a large sum of money

Exam topic: Working out the information you need from a question in a listening task

Vocabulary: Verbs to do with money

Speaking: Talking about money

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Omit exercises 5 and 9.

LEAD-IN 2-3 MINUTES

- Revise shopping vocabulary from Lesson 7A. Describe the nouns without saying them, e.g. *You go to this shop to buy glasses.* (optician's)
- Students must guess the words.
- Alternatively, write gapped words, e.g. o _ _ i _ ian's on the board for students to complete.

Exercise 1 page 77

- Students discuss the question in pairs. Monitor and check that they use the present perfect followed by the past simple to tell their stories.
- Ask a few students to share their idea with the class.

Exercise 2 2.35 page 77

- Focus attention on the question. Students discuss in pairs what they think the man did.
- Elicit ideas and write them on the board.
- Play the recording for students to check their ideas.
- Check the answer as a class.

KEY

He found a lot of money in a shopping centre, but although he was homeless, he handed it in to the police.

Transcript

Glen James didn't expect to get a reward for what he did. He thought he was just doing the right thing. But because of his honesty, this poor, homeless man from Boston now has enough money to live comfortably.

Last February, James, who has been homeless for five years, was in a shopping centre when he noticed a bag on the floor. Nobody was near it. He picked it up and looked inside. He couldn't believe his eyes. There was \$42,000 in cash and traveller's cheques in the bag. James didn't think for one moment of keeping the money. He left the shopping centre and stopped a police car that was passing, and handed the bag to them. The bag also contained passports and tickets and the police soon found the owner of the bag, a Chinese student who was visiting Boston.

When Ethan Whittington, a manager at an advertising agency, heard the story on the news, he decided to help James. He wanted to make life better for him.

Twenty-six-year-old Whittington set up a website where people could donate money to James. He hoped to raise \$50,000 but soon there was over \$100,000. James is surprised and delighted at receiving the money. 'I was only doing the right thing,' he says. 'Now I'll have enough money to open a bank account!'

Exercise 3 page 77

- Go through the strategy together. Give a few examples to further illustrate the strategy, e.g.
Where do you live? (The information is a place.)
What did you do last night? (The information is one or more activities.)
- Students decide what type of information is needed in each gap.
- Check answers as a class.

KEY

1 verb 2 place 3 noun 4 people 5 person
6 noun 7 number

Exercise 4 2.35 page 77

- Tell students that the gaps in exercise 3 follow the order of information in the recording.
- Play the recording again for students to complete the gaps. Students should make a note of key words as they listen.
- Check answers as a class.

KEY

1 has been homeless 2 a shopping centre
3 money 4 to the police 5 Chinese student
6 website 7 over \$100,000

Transcript

See exercise 2.

Exercise 5 page 77

- Revise the structure of the second conditional: *if* + past simple, *would* + verb.
- Students discuss the question in pairs. Encourage them say what they would and wouldn't do.
- Ask a few students to share their ideas with the class.

Exercise 6 page 77

- Ask students to find the pairs of verbs and check their answers.
- Elicit or pre-teach the meanings of the other verbs.

KEY

borrow – lend; buy – sell; get a refund – give a refund;
save – spend

Extension

- Call out the verbs from exercise 6 and ask students to make short sentences with them.
- Encourage students to record new vocabulary in this way; contextualizing new vocabulary helps them to learn it.

Exercise 7 page 77

- Ask students to read the questions. They should then think about what words they expect to hear in each situation and predict the kind of information they need to answer the questions.

Exercise 8 2.36 page 77

- Play the recording for students to answer the questions.
- Check answers as a class.

KEY

1 in a clothes store
2 other people, like her family and friends
3 by (credit) card 4 £6 a week
5 a week after she bought it

Transcript

- I was in town last week looking for a present for my friend Amy. I looked in loads of shops but I couldn't find anything. Finally I went into a clothes store. It's not a good idea to buy clothes for people unless you know them really well, but I found a nice scarf. Amy is quite fussy but hopefully she'll like it. I'll keep the receipt in case she wants to take it back. Anyway, I was about to pay for it, when I dropped some coins on the floor. And as I picked them up I noticed a £10 note on the floor. I handed it to the shop assistant and she said she'd keep it in case anyone came back for it.
- I'm always short of money. I don't get much pocket money and I seem to spend it as fast as I get it. I don't think I waste money on things I don't need. In fact I prefer to spend money on other people, like my family and friends. Anyway, I ran out of money last week and I really need some for a cinema ticket. My friend Sam offered to lend me some money, but I already owe him money so I asked my sister, Leia. She said she was short of money herself so she said no. I guess I'll have to borrow from Sam again.
- I bought a baseball cap yesterday. But as I was leaving the check-out I noticed that the shop assistant had overcharged me. I was paying by card and I didn't check the amount before I entered my PIN. Anyway, I'm sure the price ticket on the shelf was £10, but she charged me £15. I complained and tried to get my money back. She refused. I said, 'You have to sell things for the price that is marked on the shelf.' She said I was wrong and I got a bit cross, but it didn't help. She said, 'You can have all the money back but I can't give it to you for £10.' I bought it anyway, but I'm glad I did. Although it's quite expensive, it's a brilliant cap.
- It's always a mistake to buy things in a sale. OK, so everything is much cheaper, but I always ask myself, 'Would you buy it if it was full price?' If the answer is 'No, probably not', then I don't buy it in the sale. In fact, I prefer to buy really good quality clothes and I don't mind paying a bit more for them. There's a lovely leather jacket that I want but it costs so much! I only get £6 a week from my parents so I'll have to wait a while before I can afford it. I'm sure Dad would lend me the money if I asked him, but I'd rather not.
- Last month I borrowed some money from my parents to buy a necklace. I don't normally spend a lot of money on myself, and I don't normally borrow money, either. But I fell in love with this necklace, although it cost far more than I normally spend on jewellery. Even my mum thought it was expensive. She said, 'Why don't you save up for it?' and tried

to persuade me not to buy it. But I didn't listen. I bought it anyway. A week after I bought it, I decided I didn't like it after all so I decided to return it to the shop. But I couldn't find the receipt. The sales assistant refused to give me a refund or to exchange it, which is fair enough. I've wasted a lot of money, and I owe my mum £60!

Exercise 9 2.36 page 77

- Play the recording again for students to match the speakers with the sentences.
- Check answers as a class.

KEY

1 E 2 A 3 B 4 F 5 C

Transcript

See exercise 8.

Exercise 10 page 77

- Students complete the sentences with the money verbs in exercise 6.
- Check answers as a class.

KEY

2 borrow 3 lent 4 saving 5 bought 6 charged
7 spend 8 cost 9 sold

Extra activity: Fast finishers

Ask **fast finishers** to think of a time when they did not have enough money for something they really wanted and use their experience to write a few sentences, using as many of the words in exercise 6 as possible. They can write about a true experience or invent one.

Exercise 11 page 77

- Students ask and answer the questions in pairs. Monitor and check that students are forming their questions and answers correctly.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can work out the kind of information I need to complete a listening task. I can say what I would do if I found a large amount of money. I can discuss different situations using verbs to do with money.*

7D Grammar

Past perfect

LESSON SUMMARY

Reading: An article about a man who lost something precious

Grammar: Past perfect

Speaking: Explaining why things have happened using the past perfect

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than five minutes on exercise 1. Exercises 5 and 6 can be set for homework.

LEAD-IN 2-3 MINUTES

- Tell a story about a time you lost some money, e.g. *A few years ago my aunt gave me a card and a pair of socks for my birthday. I was a bit disappointed and threw the card away. A few days later she rang and asked me how I was going to spend the £100! I realized I had thrown the money away! I went straight to the bin and luckily the money was still there.*
- In pairs, students tell each other stories about losing money or something valuable.
- Ask a few students to share their stories with the class.

Exercise 1 page 78

- Check the meaning and pronunciation of *treasure* /'treʒər/ (something that is very valuable).
- Ask students to describe the photo and elicit or pre-teach *rubbish dump* (a place where rubbish or waste material from factories, etc. is left).
- Go through the instructions together and check the meaning of *hard drive* (a part of a computer that reads and stores data). Ask: *What would happen if you lost your hard drive?* and elicit answers.
- Students read the text and answer the questions. If necessary, explain that bitcoins are a form of digital money. Like all currencies, they can increase and decrease in value. People can avoid charges for credit cards by purchasing things with bitcoins.
- Check answers as a class.

KEY

Howell's hard drive is in an enormous rubbish dump.
It is worth \$7.5 million.
No, he didn't find it.

Extension: Fast finishers

- Write translations of *take apart* and *throw away* on the board. The write the following questions about the text: *How many bitcoins were on James' hard drive?* (7,500) *Why do you think he had forgotten about them?* (They were worth almost nothing when he bought them.) *Why had he taken his computer apart?* (He had spilled a drink on it.) *Why did he never find the hard drive?* (The rubbish dump was enormous and he had thrown the hard drive away three months earlier.) *How do you think he felt when he realized what he had done?*
- Ask **fast finishers** to answer the questions.

Exercise 2 page 78

- Students find the examples of the past perfect in the text.
- Check answers as a class.
- Go through the *Learn this!* box together. Point out that *after* always goes before the clause with the past perfect, not the past simple. We usually put *when* before the past perfect clause too.
- Students complete the rule.
- Check answers as a class.

KEY

had thrown ... away; had risen; had increased; had taken ... apart; had spilled; had kept; had sold; had ... forgotten; hadn't saved
1 had 2 hadn't

Exercise 3 page 78

- Focus attention on the two sentences.
- With a **weaker class**, ask students what happened first and what happened second in sentence 1. Do the same for sentence 2.
- As a class, explain the difference in meaning.

KEY

- 1 Howell threw the computer away and then forgot about the bitcoins.
- 2 Howell had forgotten about the bitcoins before he threw the computer away.

For further practice of the past perfect

Grammar Builder 7D page 136

- 6 1 had eaten 2 had forgotten 3 had grown
4 had missed 5 had written; had made 6 had seen
- 7 1 couldn't; had left 2 ate; had never eaten
3 found; had lost 4 met; had been born
5 didn't play; had hurt 6 was; had rained
- 8 2 After we'd bought a newspaper, we had a coffee.
3 After we'd played tennis, we went home.
4 When my cousin phoned, I'd gone to sleep.
5 When we arrived at the match, Messi had scored two goals.
6 When their mother got home, the children had done the housework.

Exercise 4 page 78

- Students complete the sentences.
- Check answers as a class.

KEY

- 1 left; had forgotten 2 had ... bought
- 3 had ... closed 4 hadn't been 5 had gone

Exercise 5 page 78

- With a **weaker class**, remind students that *after* must go before the clause with the past perfect verb. Then ask them which word they must omit in each pair of sentences (then).
- Point out that if the past perfect clause comes before the main clause, we separate the two clauses with a comma.
- With a **stronger class**, you could tell students to reverse the order of the clauses in each sentence, and point out that this does not affect meaning, e.g. *I went home after I had bought a lottery ticket.*
- Check answers as a class.

KEY

- 2 After I'd been to the cosmetics store, I went to the hairdresser's.
- 3 After I'd paid for the flowers, I left the shop.
- 4 After Jim had done some shopping, he caught the bus home.
- 5 After my dad had left university, he became a teacher.
- 6 After the chemist's had closed down, a charity shop opened in the same building.

Exercise 6 page 78

- Go through the phrases together and check their meaning.
- Pre-teach *court* (the place where crimes are judged) and *take someone to court*.
- Ask students to read the text before they complete it. With a **weaker class**, ask questions about the text to guide students towards the correct information before they start writing, e.g.
Why was he delighted? (He had won the lottery.)
Where did he buy his ticket? (at the newsagent's)
What was the problem? (He had lost his ticket.)
- Students complete the text.
- Check answers as a class.

KEY

- 1 had won the lottery 2 had bought his ticket
- 3 hadn't checked the numbers 4 had lost his ticket
- 5 had taken the lottery company 6 had lost

Exercise 7 page 78

- Ask students to read the situations and events and think of possible reasons for them.

Exercise 8 page 78

- In pairs, students take turns to ask and answer about the situations and events and compare their ideas.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about events that happened at different times in the past using the past perfect and the past simple. I can understand a text about a man who lost a lot of money because he had thrown his hard drive away.*

7E Word Skills

Verb + infinitive or -ing form

LESSON SUMMARY

Reading: A text about 'showrooming'

Word skills: Verb + infinitive or -ing form

Exam topic: Using a dictionary to find verb patterns

Dictionary work: Analysing how dictionaries show verb patterns

Speaking: Using the verbs *avoid*, *can't stand*, *don't mind*, etc. to talk about yourself

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercises 6 and 7 can be done for homework and exercise 8 can be done in the next lesson.

LEAD-IN 2–3 MINUTES

- Write the following questions on the board:
Where do you usually buy things? In shops or online? Which is cheaper?
Do you ever compare prices?
- Students answer the questions in pairs.
- Elicit answers.

Exercise 1 page 79

- Ask students to describe the photo and guess what the woman is doing.
- Elicit answers.

KEY

(Possible answer) *She is checking a price on the internet.*

Exercise 2 page 79

- Students read the text. Ask:
Why has Kate started charging \$5 for looking? (Because people are only looking and not buying anything.)
Where are they buying things? (in larger stores or on websites)
- Students answer the questions in pairs.
- Check answers as a class.

KEY

1 'Showrooming' is when people visit a shop, examine a product, and then buy it online.

Extension

- Ask:
Do you get a better service in smaller shops?
Why? / Why not?
Do you think it's fair to pay a little extra because you get this additional information?
- Elicit students' answers.

Exercise 3 page 79

- Go through the *Learn this!* box together.
- Students then do the task.
- Check answers as a class.

KEY

infinitive decide, pretend, refuse, fail, prefer, expect, choose
-ing form keep, spend (time), can't stand, avoid, end up, risk

Exercise 4 page 79

- Go through the strategy together. Students then answer the questions.
- Ask: *What makes it easier to find an example sentence?* (It is in italics.)
- Check answers as a class.

KEY

1 **a** refuse **b** avoid **c** hate
2 **a** hate **b** avoid, refuse

Extra activity: Fast finishers

Ask **fast finishers** to write their own sentences with the words in the exercise 4. In the case of *hate*, they should write a sentence with an infinitive and a sentence with the *-ing* form. They should write two sentences each for *avoid* and *refuse*.

Exercise 5 page 79

- Refer students back to the lists they made in exercise 3.
- Students find the verbs in their dictionaries and add them to their lists. Remind them to check the meaning of the verbs as well.
- Check answers as a class.

KEY

infinitive agree, offer, promise
-ing form admit, enjoy, mind

Exercise 6 page 79

- Students complete the sentences with the infinitive or *-ing* form.
- Check answers as a class.

KEY

1 to phone 2 stealing 3 shopping; to shop
4 to order; queueing 5 eating out 6 to give
7 to pay 8 going

Exercise 7 page 79

- Students write sentences about themselves. Monitor and check that they are using the infinitive and *-ing* forms correctly.

Exercise 8 page 79

- In pairs, students read each other their sentences and compare them.
- Ask: *Have you learned anything new about your partner?* Elicit answers. With a **stronger class**, ask students to include another verb + infinitive or *-ing* form in their answers, e.g. *Yes. I thought Paulina couldn't stand watching horror movies, but she loves watching them.*

Extra activity

- Ask:
Are smaller shops important for your local high street and the people that use them?
Do you think showrooming, larger stores and online shops are causing problems for smaller shops?
- Students discuss the questions in pairs.
- Elicit answers.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can identify and use different verb patterns. I can find the correct verb pattern using a learner dictionary.*

7F Reading

Aaron Levie

LESSON SUMMARY

Reading: An article about Aaron Levie, the CEO of an IT company called Box

Exam topic: Looking for words suggesting connections to missing sentences in a gapped sentences task

Speaking: Describing how you would live if you were a millionaire

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than three minutes on exercise 1. Exercise 7 can be done for homework and exercise 8 can be done in the next lesson.

LEAD-IN 2-3 MINUTES

- Ask: *Who wants to be a millionaire?* To those who answer yes, ask: *How are you going to become rich?* Elicit their answers.
- Ask: *Who doesn't want to be rich? Why not?* Elicit students' answers.

Exercise 1 page 80

- Ask students to read the learning objective (*I can understand an article about an unusual millionaire*).
- Focus attention on the photo and ask: *How might the man be unusual?* Elicit answers.
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2 page 80

- Students read the first two paragraphs and check their guesses in exercise 1.
- Check answers as a class.
- Ask: *Why is Aaron Levie an unusual millionaire?* (He doesn't live like a typical wealthy person. For example, he loves tinned spaghetti and never takes holidays.)

KEY

Aaron Levie runs an IT company. 'Box' is a good name because the company offers a way of storing data.

Exercise 3 page 80

- Go through the strategy together. Then go through the instructions together and make sure students understand what they have to do.
- Students do the task.
- Check answers as a class. Then elicit other words which could be used for the same purposes, e.g.
similarity: *also, as well, in addition*
cause / result: *as a result*
a different option: *alternatively*
contrast: *however, nevertheless*

KEY

1 contrast 2 similarity 3 cause / result 4 contrast
5 a different option

Exercise 4 page 80

- Ask students to read the text quickly for gist and to focus in detail only on the sentences following the gaps.
- Students match the sentences to the gaps in the text.
- With a **weaker class**, write the following sentence openers on the board to help students choose the correct sentences:
1 *He is worth about \$100 million, but ...*
2 *In the office, he also ...*
3 *Nobody wanted to risk lending them money because ...*
4 *Money doesn't interest Levie ...*
5 *When he doesn't have a meeting in a burger bar, he ...*
- Do not check answers at this point.

KEY

1 F 2 D 3 A 4 E 5 C

Exercise 5 2.37 page 80

- Play the recording for students to check their answers.
- Ask *why the other two sentences do not match the text*. (B almost matches the information in gap 1, it but does not match *however*. G almost matches gap 3, but is not a reason why no one wanted to lend them money.)

Transcript

See Student's Book page 80.

Exercise 6 page 80

- Ask students to read the questions and see if they can remember if they are true or false.
- Students read the text again and check their answers.
- Check answers as a class. Ask students to read out the sentences in the text that support their answers.

KEY

1 F 2 T 3 T 4 T 5 T

Extra activity: Fast finishers

- Write the following questions on the board:
What time does Aaron Levie usually finish work? (after midnight)
How fast did Box grow at the beginning? (It grew quickly.)
Did Levie finish his degree? (No, he didn't.)
How much did he pay himself at the beginning? (\$500 a month)
How did Levie and Smith contact potential investors? (They wrote them letters.)
How far is Levie's apartment from work? (six minutes' drive away)
- Ask **fast finishers** to answer the questions.

Exercise 7 page 80

- Ask students to find the highlighted words and guess their meanings from the context.
- They then match the words with the definitions.
- Check answers as a class. Check the pronunciation of *entrepreneur* /ˌɒntrəprəʊnɜː/. Explain that the abbreviation CEO stands for Chief Executive Officer.

KEY

1 income / salary 2 salary 3 entrepreneur 4 funding
5 profits 6 CEO 7 contracts 8 investors

Exercise 8 page 80

- Students take turns to ask and answer the questions.
- With a **stronger class**, ask students to include words which suggest similarity, a cause or result, a different option or a contrasting point, e.g. 'Would you eat in burger bars if you were a millionaire?' 'Yes, I would because I love burgers. However, I wouldn't eat in them as often as Aaron Levie!'

Extra activity

With a **stronger class**, ask students write more questions to continue the activity in exercise 8. As prompts write the following words on the board: *cars, clothes, famous people, charity*, but encourage students to think of their own ideas.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about an unusual millionaire. I can look for connections in a text to find missing sentences. I can describe how I would live if I was a millionaire.*

7G Speaking

Photo comparison and presentation

LESSON SUMMARY

Speaking: Using language for describing photos; discussing fschool clubs; giving a presentation on what schools should spend money on

Exam topic: Using set phrases to give opinions, justify them and structure a speech

Listening: Two students talking about what schools should spend money on

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Omit exercises 2, 4 and 7. However, go through the phrases in 2 and 7 quickly and remind them to use them in the speaking activity on page 142.

LEAD-IN 2-3 MINUTES

- Ask: *Describe your ideal school. What is your timetable like? What are the facilities like?*
- Students discuss the questions in groups.
- Ask a few students to share their ideas with the class.

Exercise 1 page 82

- Focus attention on the photos. Then go through the school vocabulary together.
- Students match two photos with two places.
- Check answers as a class.

KEY

1 hall B playing field

For further practice of school vocabulary: Vocabulary Builder 7G page 120

1 1 corridor 2 head teacher's office 3 stairs
4 gym 5 science lab

Exercise 2 page 82

- Go through the language for describing photos and revise the meaning of the phrases. Ask what can go after *must be* or *can't be*. (an adjective or a noun)
- Ask students to describe the photos in detail using the phrases.
- Elicit students' descriptions.

Exercise 3 page 82

- Focus attention on the two photos. Ask students to quickly make a list of similarities and differences. Ask: *How are the photos similar? How are the photos different?*
- Monitor and help where necessary.
- Ask a few students to share their ideas with the class.

Exercise 4 page 82

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 5 page 82

- Go through the instructions together and make sure students understand what they have to do.
- Ask: *What school trips have you been on? What do you learn from them?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 6 2.38 page 82

- Go through the task together.
- Play the recording for students listen and note which of their ideas are the same, and which are different.
- Check answers as a class.

Transcript

1 I'd like to start by saying that I don't believe schools spend enough money on any of these things. The reason I say that is that very few students in our school play musical instruments, and not many do sport either, except PE, which is a lesson. Not only that, we hardly ever go on school trips, perhaps just once a year. Now, let's move on to the question of which of the three schools should spend the most money on. If I have to choose just one, I'd say that we should spend the most on music. I'll tell you why I think that. First, there are lots of opportunities for students to do sport outside school. In my town, for example, there's a sports centre where we can swim, go to the gym, play squash, basketball, football and so on. Second, students often go on trips and holidays with their parents. So there's no need for the school to spend money on school trips. Finally, and most importantly, very few people have musical instruments at home, and not many parents play musical instruments themselves. So without encouragement and help from the school, most students will miss out on music. To sum up, I believe that schools should spend money on all these things, but music is the most important.

- 2 First of all, we need to ask ourselves if schools should spend money on music, sport and school trips at all. In my opinion, they should use the money for things like books and computers. However, let's look at which of the three deserves the most money. As I see it, sport is the most important. There are a number of reasons why I believe this. First, many teenagers nowadays are unfit. They need to do more sport at school. Second, music isn't very important. Most people just prefer to listen to music. Very few actually want to play musical instruments. And if they do, they can teach themselves guitar at home. Finally, although school trips are fun and help students to relax and make friends, sport is even better for doing these things. All in all, I take the view that schools should spend more on sport than on music or school trips.

Exercise 7 2.38 page 82

- Go through the instructions together and make sure students understand what they have to do.
- Check answers as a class.
- Encourage students to read out the key phrases and check pronunciation and intonation.

KEY

I'd like to start by saying ...

The reason I say that is ...

Now let's move on to (the question of) ...

I'll tell you why I think that.

First, ... Second, ... Finally, ...

To sum up, ...

First of all, we need to ask ourselves ...

There are a number of reasons why I believe this.

All in all, ...

Transcript

See exercise 6.

Extra activity: Fast finishers

Ask **fast finishers** to make sentences describing how they would spend money on their school, e.g.

I'll go for IT equipment because a good knowledge of IT will help students to get good jobs in the future. I don't think money for excursions will be as good because children can have fun at weekends and in the holidays.

Exercise 8 page 82

- Go through the task together. Then ask students to refer back to the phrases in exercise 2, 3 and 7 and to make a note of a few they would like to use.
- Give students a minute to brainstorm as many words as they can associated with the pictures in the task.
- They then spend a minute preparing their answer.
- Students take turns to do the task.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can compare and contrast photos. I can understand two candidates deciding what schools should spend their money on. I can compare photos and discuss what schools should spend money on.*

7H Writing

An opinion essay

LESSON SUMMARY

Reading: An essay on how you would spend a million euros to help other people

Exam topic: Starting sentences with a variety of expressions

Writing: Writing an opinion essay on how you would spend a million euros to help other people

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than three minutes on exercise 1. Exercise 6 can be set for homework.

LEAD-IN 2-3 MINUTES

- Ask:
What could the government improve on in your country?
What are the biggest problems in your country?
- Give students a minute to discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 83

- Refer students to the task above the two speech bubbles. Ask them to think of three things they would spend the money on.
- Elicit answers and write them on the board. Keep them on the board for later in the lesson.

Exercise 2 page 83

- Students read the ideas in the essay and decide which one they prefer.
- Elicit students' choices and reasons.

Exercise 3 page 83

- Go through the questions together.
- Students discuss the questions in pairs.
- Check answers as a class.

KEY

1 five 2 5 3 2 4 3 & 4 5 1

Exercise 4 page 83

- Go through the strategy together. Students then answer the questions.
- Check answers as a class.
- Ask students to suggest alternative sentence starters for some of the sentences without changing the meaning, e.g.
Firstly, I would donate ...
In my opinion, more sport at school ...
Lastly, I would buy a new bike.

KEY

(Possible answers)

1 As I see it

2 Furthermore

3 If I had €1 million, it would be easy to find three good ways to use the money. If he had a new bike, he wouldn't do that.

- 4 They could probably start building immediately if I gave them half a million euros. The teachers would find it far easier to teach sports and PE if they had new equipment.
- 5 He borrows mine all the time, even though he's got one, because mine is better.

Extra activity: Fast finishers

- Write *If I had one million euros, ...* on the board.
- Ask **fast finishers** to copy it in their notebooks and complete it, e.g. *I would build my school a new swimming pool.*
- Students then start a new sentence by making an *if* clause from the main clause of the previous sentence: *If I built my school a new swimming pool, ...* They then complete this sentence. Students continue the activity, and see how many connected second conditional sentences they can make.

Exercise 5 page 83

- Refer students back to their ideas for spending a million euros in exercise 1. They can use these or other ideas to complete the table.
- Students then think of reasons to justify their choices. Ask them to brainstorm the possible effects of spending the money in pairs, e.g. *improve air quality – children have fewer illnesses, people live longer, need less money for healthcare*
- Monitor and help with grammar and vocabulary where necessary.
- Students discuss their choices and reasons in pairs.
- Ask a few students to share their ideas with the class.

For further practice of money prepositions:

Vocabulary Builder 7H page 120

3 1 on 2 for 3 to 4 for 5 in 6 off 7 for
8 from 9 on 10 to 11 for

Exercise 6 page 83

- Students write a forum post.
- You could write the following checklist on the board to help students while they are writing:
Use the second conditional to describe imaginary actions.
Use the present simple to state facts.
Start your sentences with a variety of phrases.
Start second conditional phrases with the if clause or the main clause.
- Students use the *Check your work* box to edit their posts.

Extra activity

- Ask students to read their essays to the class.
- The class vote for the best choice and the most convincing argument.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write a post suggesting how to spend a million euros. I can use a variety of phrases to start my sentences.*