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C1

# studio

Advanced

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## 7A Power words

BUSINESS



## VOCABULARY // Advertising

1 a Read the title of the article and look at the photos. What do you think it's about?

b Read the article and check your prediction. Then answer the questions with a partner.

1 What does the first paragraph say about advertising? How does the writer emphasise this idea?

2 What points does the second paragraph make? Do you agree with them?

2 a Work in pairs. Match five of the words and phrases in bold in the article with the photos (A-E). Then decide what the others mean. Use the context or a dictionary for help.

b Can you think of other places where you see or hear ads? Make a list. Then compare lists with another pair.

3 Do the vocabulary exercise.

➔ p128 Language studio: Advertising

4 Work in groups. Answer the questions, referring to the types of ad in the article.

1 What ads do you find annoying? Why? Are there any you enjoy?

2 What ads do you think are most and least effective? Why?

3 Do you, or would you, pay not to see or hear ads on a digital service?

## Ad saturation

Advertising. It's everywhere. On billboards in the street, on posters on walls, windows and bus stops, on transit ads on the sides of buses and taxis. It's in the trees and marketing gimmicks at the mall, in jingles on the radio, the sponsorship on your favourite team's shirt, in commercial breaks where your favourite songs are used to sell cars and clothes, the product placement in your favourite series, in the books celebrities plug in chat shows, in the telemarketing calls at all hours. It's in customer reviews and testimonials online, in the mailing lists you don't remember signing up to, in the display ads all over website pages, in the pop-ups that you need to close to keep reading. And is that another article? No, it's a native ad that looks just like everything else on the page but is recommended just for you. Because you match the advertiser's demographics and form part of their target audience. Yes, we live in an ad-saturated world. But before you switch off, turn away or download ad blocking software, think about the other side of the coin, behind the ads are businesses that need to sell their products and services, businesses that would make no money at all without advertising. And remember that many of your favourite free websites would not be free if they were unable to fund themselves through advertising.

## LISTENING

5 a 4 Work in pairs. Listen to the introduction to a radio programme and answer the questions.

1 What's the guest's job?

2 What's she going to be talking about?

3 What are your answers to the host's question? Make a list.

b 4 Listen to the programme and write Chandra's 14 words. Then compare answers. How many of her words are on your list from exercise 5a?

6 Work in pairs. Match Chandra's words with why they are powerful. Then listen again to check.

a) We want instant gratification. b) We need to feel special. c) We want protection from danger. d) Time and money matter. e) Emotions trigger spending. f) We love a good deal. g) Being well comes first. h) We love a good deal. i) Being well comes first. j) Being different appeals. k) We want any faults to be fixed. l) We want any faults to be fixed.

7 WORDS IN CONTEXT Explain what the words and phrases in bold mean.

1 If a product is easier to use than its competitors, that's a strong **selling point**.  
2 We live in a world driven more and more by **instant gratification**.  
3 Some consumers are on the **lookout** for the very latest of everything.  
4 Our health is of the **utmost** importance to us.  
5 You is the **ultimate** marketing power word.

8 Work in small groups. Which of your words from exercise 5a were not mentioned on the programme? Explain why you think they should have been included.

## WORD MAKER // The suffix -ie

In the radio interview you heard the word freebie, which ends in the suffix -ie. To find out more, and to practise making words with -ie, do the Word maker exercise in the Language studio.

➔ p128 Language studio: The suffix -ie

## GRAMMAR // Comparison

9 a Complete the sentences with one word.

a) You can help save the planet too, something more people than \_\_\_\_\_ are taking into account.  
b) If that safety pledge comes with a guarantee ... so much the better.  
c) It's a claim you can make \_\_\_\_\_ stronger by offering a refund.  
d) Unique tells us this product is different \_\_\_\_\_ all its competitors.  
e) The more advertisers can appeal to our emotions, the \_\_\_\_\_ it will be to get us to buy on impulse.  
f) Love isn't number one but it's almost \_\_\_\_\_ powerful.

b Answer the questions with the words and phrases from exercise 9a.

Which...  
1 add emphasis?  
2 say two things are similar or different?  
3 shows how one increase affects another?

➔ p144 Language studio: Comparison

10 Choose the correct options to complete the advert.

What type of store could it be an advert for? With permanent discounts on more 'of / than a thousand products, we always have the 'most / very best offers on the most essential products. And with our regular three-for-the-price-of-two offers, you'll find that the more you buy, 'less / the less you spend, giving you 'even / more better value for money. It's all part of our price pledge. If you can find the same product for less in another store, we'll refund you twice as much 'as / than you paid. Save time too by using our automated check-outs. 'Less / Fewer queues mean you get 'much / very more time to spend on the things that matter most. The best for less. It's how we differ 'from / to the rest.

➔ PAIRWORK 7A What am I comparing?

## WRITING &amp; SPEAKING

11 a Work in pairs. Think of a product or service and write the script for a radio ad which would work in your country. Use as many of the ad power words as possible. You can use a name, but don't mention the type of product or service.

b Read your ad to other students. Can they guess what's being advertised? How persuasive do they find your ad?

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Listening 7A Cyber Homework WB p37 63

## LESSON SUMMARY

Students listen to an interview with an advertising executive and write a radio ad for a new product or service.

## LESSON OBJECTIVES

VOCABULARY Advertising

GRAMMAR Comparison

OUTCOME Write a script for a radio ad

## LESSON PATHWAY

Learn vocabulary about advertising

Listen to an interview with an advertising executive

WORD MAKER The suffix -ie

Study grammar for comparison

PAIRWORK What am I comparing?

Write a script for a radio advertisement

Read their ads to other students

## VOCABULARY // Advertising

1 Tell students to look at the photos and title of the article and ask them the question in **part a**. Elicit some ideas.

For **part b**, first ask students to read the article quickly and tell you if their predictions were correct. Then tell them to read it again more carefully and then discuss the questions. Afterwards, ask some students to share their ideas with the class

2 This exercise encourages students to share what they already know with other students and to guess meaning from context. Ask them to complete the matching exercise in **part a** and then check answers. Then ask them to discuss the meaning of the other words in bold and check answers (note that the Language studio activity in exercise 3 has definitions for these words). You could also teach students the popular acronym *BOGOF* (buy one, get one free). To start **part b**, say: *Close your eyes and try to remember all the advertising you saw on your way to class today. Think of all the places you might have seen ads – on your phones, billboards, transport.* Tell them to open their eyes and do the exercise in pairs, and then put them into groups of four to share their lists. Check ideas after they have finished and ask: *So, how saturated with ads are we?* and have a quick discussion.

- 3 Direct students to the Language studio on p128 to complete the exercise. Encourage them to do it from memory without looking at the article, working in pairs to recall the vocabulary. Check answers and go over the pronunciation of any problematic words.
- 4 Put students into groups and ask them to discuss the questions. Ask some students to share what they spoke about with the class.

#### ANSWERS

- 1b** 1 It says that we can't escape it – whatever activity we're involved in, advertising is present. The idea is emphasised by the long list of examples.  
2 Without advertising, companies couldn't make money. Without advertising, the websites we enjoy wouldn't be free.
- 2a** A transit ads B telemarketing C billboards  
D sponsorship E freebie

### LISTENING

- 5  27 Tell students they are going to listen to an interview with someone working in the advertising industry. Play the audio in **part a** and ask them to discuss the questions. Check answers, writing some answers for question 3 on the board.
-   28 Play the rest of the interview in **part b** and tell students to write down Chandra's words. Ask them to compare notes, then check answers.
- 6 Ask students to complete the exercise and then play the interview again so they can check answers. Go over answers on the board.

**LISTENING TIP** If students are using the App, give them control of the audio by asking them to listen to the interview on their own device. They can then pause or rewind sections. Give them a time limit so they don't take too long.

- 7 **WORDS IN CONTEXT** Tell students to read the words and phrases alone, using the transcript on p160 for extra support if needed, and then ask them to discuss their ideas in pairs. Check answers with the class. Draw attention to *the very latest* in sentence 3 and elicit its meaning (the newest product available). Give students time to write their favourite phrases in their notebooks.

**EXTRA ACTIVITY** Now students have just passed the halfway stage in the book, tell them to review their notes for words in context, which they should have built up over the first six units. Ask them to refer to their notes and test each other's memory on the meaning of some words and phrases.

- 8 Ask students to refer back to exercise 5a. Elicit an example of a word and then put them into groups to complete the task. After they have finished, ask someone from each group to share their ideas with the class.

#### WORD MAKER // The suffix *-ie*



Read the information and ask students if they know any other words ending in *-ie*. Write them on the board and elicit example sentences to clarify meaning. Direct students to the Language studio on p128 to complete the exercise. Check answers.

There are extra activities based on this audio in the e-book+.

#### ANSWERS

- 5a** 1 She's an ad exec (executive).  
2 the importance of choosing the right words in advertising
- 5b** easy, save, free, now, new, unique, safe, guarantee, proven, results, health, discover, love, you
- 6** a now b safe c results d easy e proven  
f discover g new h you i save j love k free  
l health m unique n guarantee
- 7** 1 feature that makes it easy to sell  
2 getting immediate satisfaction  
3 looking everywhere for / searching for  
4 the greatest (to emphasise how important it is)  
5 the best / the most important

### GRAMMAR // Comparison

- 9 Note that students will probably understand grammar for comparison, and that this is a revision activity which helps students explore what they already know. Ask students to do **part a** individually so you can monitor and assess their current knowledge. Check answers and clarify any doubts about grammar (form and meaning).  
For **part b**, do the exercise with the whole class using the board.

There is more information on comparison in the Language studio on p144.

- 10 Tell students to read the text quickly before they do the grammar exercise. Ask: *Who is the text directed at? What is it telling the reader?* (it's directed at customers in a shop and it's announcing improvements). Then ask them to do the exercise and compare answers with a partner before you check with the class.

## ANSWERS

- 9a** a) ever b) better c) even d) from e) easier f) as  
**9b** 1 than ever, so much the better, much  
 2 different from, as  
 3 the more ... the easier  
**10** 1 than 2 very 3 the less 4 even 5 as 6 Fewer  
 7 much 8 from

 **PAIRWORK 7A** What am I comparing?

 If students can't use the App, you can make black-and-white copies of the activity on p177 of this book, or download it from Helbling e-zone and print it in black and white or colour.

In this pairwork task, students take turns comparing two things, speaking for only one minute, while their partner works out what they are describing. Demonstrate the activity by comparing two things that are not on the students' lists. Speak for one minute, being careful not to mention the two things explicitly, and then ask: *What two things am I comparing? Have you got any questions for me so you know you are correct?* As students do the task, monitor to listen for good language and errors. Go over this after they have finished.

## WRITING &amp; SPEAKING

- 11** For **part a**, ask: *Do you listen to the radio? What kind of ads do you hear on the radio? What are the benefits of radio ads? What makes a good radio ad?* Write a few of their ideas on the board and explain the task. Give them time to think about what they might talk about and then put them into pairs to write and practise their ads. Remind them to focus on their pronunciation and to use pausing, emphasis and intonation to make their speech clear and interesting. In **part b**, put pairs together into groups of four or six so they can read each other their ads. Afterwards, ask: *Did you guess the product or service? Who had the most persuasive ad? Why?*

There is further practice on p37 of the Workbook. Use the Cyber Homework for 7A as extra practice for your class.

## LESSON TRANSCRIPTS

 **27 7A, exercise 5a**

**Mason:** It's almost eleven o'clock and time for the latest headlines from the newsroom. But before we take a break, let me just look ahead to my next guest this morning. Her name's Chandra Patel, she's an ad exec, and she's going to be talking about the importance of choosing the right words in advertising. So, if you're about to make your mid-morning coffee, here's a question for you. What do you think are the most powerful words in advertising? To find out, listen in after the news.

 **28 7A, exercise 5b**

**Mason:** Welcome back. Chandra, thanks for coming to talk to us again.

**Chandra:** It's always a pleasure.

**Mason:** Chandra, let's launch straight into your list.

**Chandra:** OK. And these are in no particular order except for the last one. First one up is *easy*. Why? We all lead busy lives, so if a product is easier to use than its competitors, that's a strong selling point.

**Mason:** Makes sense.

**Chandra:** Next up are *save* and *free*. Even the wealthiest amongst us like a good deal, and who can say no to a freebie? It's why phrases like 'buy two get one free' are used as often as they are. They tell us we're going to spend less of our hard-earned cash. And you can save time too. And help save the planet – something more people than ever are taking into account.

**Mason:** Definitely.

**Chandra:** Three interconnected words next – *now*, *new* and *unique*. We live in a world driven more and more by instant gratification, so *now* has a lot of power, especially if you can add a sense of urgency with phrases like 'Only three left' or 'Offer ends midnight'. As for *new*, research suggests that the pursuit of novelty is a deeply rooted human need, and some consumers are on the lookout for the very latest of everything. So *new* sells. As does *unique*. It tells us this product is different from all its competitors.

**Mason:** What's next?

**Chandra:** Four words that sort of work together. *Safe*, *guarantee*, *proven* and *results*. All four make a strong appeal to basic human instincts – the need to avoid danger and uncertainty. So anything that promises to keep you and your loved ones *safe* is going to sell well. And if that safety pledge comes with a *guarantee*, the promise to repair or replace faulty goods, so much the better. Ads will often guarantee *results* too, reassuring us that our purchase will live up to expectations. It's a claim you can make even stronger by offering a refund if the customer isn't fully satisfied. We also like it when results are *proven*. Think of laundry detergent and toothpaste. *Proven* suggests results that are backed by science, helping customers to overcome their doubts about trying a new product. It's why customer reviews and testimonials play such a big role in advertising – it worked for me, it'll work for you!

**Mason:** Are we at number one yet?

**Chandra:** Not quite. But there are just three words to go, one of which is *health*. Our *health* is of the utmost importance to us, the one thing we value when all else fails. And healthy living has grown into a shared goal. Just look at the array of healthy food products out there!

**Mason:** Right!

**Chandra:** And then there are the words *discover* and *love*.

**Mason:** So love isn't number one?

**Chandra:** No, but it's almost as powerful. *Love* connects with our emotions, and the more advertisers can appeal to our emotions, the easier it will be to get us to buy on impulse. As for *discover*, it's a great word for millennials, who value experiences more than possessions. But it appeals to anyone who would like to break free from the routines in their life and try something different.

**Mason:** Before you tell us the number one word, let's take a look at what our listeners are saying on social media ... a lot of them chose the same word as I did – *love*.

**Chandra:** The number one word is in fact *you*.

**Mason:** *You*. Of course.

**Chandra:** *You* is the ultimate marketing power word. It appeals directly to the person at the centre of your universe. We all want things made just for us, taking our needs into account. And *you* – or *your* – emphasises feelings of ownership too. It's why *my* gets used so much in brand names.

**Mason:** Chandra, that was fascinating. And listeners, let's hear from any of you who think their words have been overlooked. And Chandra, I hope you'll come back again soon.

**Chandra:** I certainly will.





### VOCABULARY // Euphemisms

- Euphemisms are phrases that refer to something embarrassing or unpleasant in a polite or indirect way. Work in pairs and discuss the questions.
  - What euphemism is being used in the cartoon?
  - What does it mean?
- Discuss the meaning of the euphemisms in bold. In what situation might someone use them? Who might be speaking, and to whom?
  - Excuse me. Where are the **restrooms**?
  - John? Hello **between jobs** right now.
  - I think you're **being economical with the truth**.
  - She left the group due to **creative differences** with the other members.
  - I'm afraid we're going to have to let you go.
  - My grandmother was 101 when she **passed away**.
  - Your work **leaves a lot to be desired**.
  - Are you sure you want to run a marathon? You're no **spring chicken**.
  - Can we stop for a **comfort break**?
  - I see you **served time** when you were younger.
- Check your answers. Match the euphemisms with the phrases at the bottom of the page.
 

|                       |         |          |               |
|-----------------------|---------|----------|---------------|
| a visit to the toilet | did     | you not  | know any more |
| last                  | good    | personal | conflicts     |
| being                 | badly   | person   | conflicts     |
| spare                 | time    | in       | between       |
| words                 | to      | use      | in            |
| your                  | work    |          |               |
| to                    | be      | desired  |               |
| leaves                | a       | lot      | to            |
| be                    | desired |          |               |
| passed                | away    |          |               |
| due                   | to      | creative | differences   |
| with                  | the     | other    | members       |
| I                     | think   | you're   | being         |
| economical            | with    | the      | truth         |
| John?                 | Hello   | between  | jobs          |
| right                 | now     |          |               |
| Where                 | are     | the      | restrooms     |
| Excuse                | me      |          |               |

### READING & SPEAKING

- You are going to read an obituary for Carrie Fisher. What do you know about her? Can you complete the gaps in the heading?
  - Compare your answers with a partner, then read the obituary to check.
- You have been asked to write a one-paragraph bio of Carrie Fisher. Read the obituary again and decide what information to include. Make notes.
  - Compare your notes with a partner. Try and agree on what information should be included.
- WORDS IN CONTEXT** Work in pairs. Match five of the words and phrases in bold in the article with the definitions. Then find out the meaning of the remaining words in bold.
  - making your abilities seem less important – often in a humorous way
  - completely honest, with no information removed
  - attracting a lot of attention or being known in the media
  - very direct in giving your opinion
  - with carefully selected content
- Work in small groups and discuss the questions.
  - Was having famous parents a good or bad thing in Carrie Fisher's life?
  - How did she deal with mental health issues?
  - What does she say about women in Hollywood? Do you agree?
  - What do we learn about her personality?
- Share your reactions to Carrie Fisher. Do you find her interesting? Do you admire her? Why? / Why not?

### SPEAKING & WRITING

- Prepare to write an obituary for a person from history or a celebrity who has recently died. Follow these steps.
  - Choose a person.
  - Make notes on information to include and any further research you need to carry out.
  - Discuss your choices in pairs. Exchange advice about what to write.
  - Find phrases in Carrie Fisher's obituary to use in your work.
- Write your obituary of up to 200 words.



## Carrie Fisher obituary

Best remembered for \_\_\_\_\_, she later became a successful \_\_\_\_\_.

The actor and writer Carrie Fisher has passed away at the age of 60, four days after suffering a heart attack on a flight from London to L.A. Tributes immediately poured in from fans and fellow celebrities, with Star Wars co-star Harrison Ford describing her as 'a one of a kind ... funny and emotionally fearless'.

Carrie was born into Hollywood royalty, but didn't have an easy upbringing. Her mother was renowned actor Debbie Reynolds, who achieved stardom in the musical *Singin' in the Rain* (1952). Her father, Eddie Fisher, was a successful singer with his own TV show. They split up when Carrie was two, and she saw very little of her father when growing up. She had a difficult relationship with her mother, too, who famously poured baked beans on her hair during one of their constant arguments. Carrie retreated into books, which led to the family nickname 'the bookworm'.

When she was eighteen, Fisher made her film debut in the comedy *Shampoo* (1975). But it was her next role, playing Princess Leia in *Star Wars* (1977), that propelled her to international fame. In her memoir, Carrie confessed that she wasn't

impressed with the role, saying 'A lot of it was just running down corridors' in a hairstyle resembling 'hairy earphones'. However, she took part in four more movies in the franchise, the most successful in movie history.

Carrie's screen career continued with roles in movies *The Runaway Bride* (1999), Woody Allen's *Hannah and Her Sisters* (1986) and *When Harry Met Sally* (1989) amongst others, and appearances in TV shows like *30 Rock* (2007) and cult British sitcom *Catstrophe* (2015). She even played a satirical version of herself in *The Big Bang Theory* (2014), a testament to her self-deprecating sense of humour.

Though memorable, none of her subsequent screen roles recaptured the impact of Princess Leia, but as her acting work became more intermittent, her reputation as a writer grew. In 1985 she published her first novel, the semi-biographical *Postcards from the Edge*. It became a critically-acclaimed bestseller and was turned into a movie of the same name in 1990. She went on to write two more novels.

In the 1990s she became one of Hollywood's most in-demand script



doctors, polishing screenplays for movies like *Sister Act* (1992). She also wrote the screenplay for *Thelma & Louise* (1991), a comedy starring her mother alongside screen legends Shirley Maclaine, Joan Collins and Elizabeth Taylor.

Carrie also wrote non-fictional accounts of her own experiences. These dealt frankly with the ups and downs in her life, including her struggle with depression and bipolar disorder. Her willingness to talk openly about these issues made her a high-profile mental health advocate.

She was also outspoken about how Hollywood treats women, revealing that she had been asked to lose weight for her appearances as Princess Leia in the *Star Wars* saga. 'They don't want to hire all of me – only about three-quarters!' she said about her role in *The Force Awakens* (2015). 'Nothing changes, ... I'm in a business where the only thing that matters is weight and appearance'.

In the final year of her life, Carrie took her candid, humorous outlook on life onto social media with a Twitter account that gained over a million loyal followers. Her tweets were spontaneous and unfiltered, unlike the highly curated offerings of other celebrities, and she was adored all the more for it.

Carrie is survived by her brother, Todd; her daughter, Billie Lourd; and her half-sisters, Jody Fisher and Tricia Leigh Fisher. ♦

## LESSON SUMMARY

Students discuss euphemisms, read an obituary for Carrie Fisher and then write an obituary for someone.

## LESSON OBJECTIVES

**VOCABULARY** Euphemisms

**OUTCOME** Write an obituary

## LESSON PATHWAY

Learn vocabulary about euphemisms



Discuss how euphemisms are used



Read an obituary for Carrie Fisher



Write an obituary



## VOCABULARY // Euphemisms

- Books closed, write *euphemisms* on the board and ask students what they are. Encourage them to look it up if they don't know. Books open, read through the exercise, directing students to the cartoon. Tell them to discuss the questions and then check ideas with the class.
- For **part a**, encourage students to make guesses in their pairs using the context of the sentences. Then, for **part b**, they complete the matching exercise to check their answers. Go through the answers, noting that *make you redundant* is also possible for sentence 5, and for sentence 10 we can also say *did time*.
- Direct students to the Language studio on p129 to complete the exercise. Check answers.
- Ask: *Do people use euphemisms in your culture?* and elicit an example. Then tell students to discuss the questions in groups of three or four. Afterwards, ask some students to share ideas with the class.

**EXTRA ACTIVITY** Ask students to try to translate some of the euphemisms in exercise 2. Write some of them on the board and see if the class agrees on the translation. Ask: *Can we translate euphemisms easily? Why or why not?* Encourage them to think about the connection between language and culture, and how sometimes it might be hard to translate things literally, due to cultural references.

## ANSWERS

- 1 1 The euphemism is 'with great potential'.  
2 It means that actually a lot of work is needed to make the flat suitable to live in.
- 2b 1 toilets 2 unemployed 3 lying  
4 personal conflicts 5 fire you 6 died  
7 isn't good enough 8 not young any more  
9 a visit to the toilet 10 spent time in prison

## Suggested answers

tributes – words that show your respect and admiration for someone  
poured in – arrived quickly and in large numbers  
Hollywood royalty – the most famous Hollywood celebrities  
propelled – pushed someone suddenly into a situation  
testament – proof (of)  
advocate – someone who publicly supports something

## READING &amp; SPEAKING

- 5 Books closed, ask students if they have heard of Carrie Fisher and elicit a few facts about her.  
Books open, ask students to look at the photos on p65 and do **part a** individually.  
In **part b**, ask students to compare their answers for the headings and then read the obituary to check their ideas. You don't need to do detailed feedback here, just have a brief discussion.
- 6 This exercise asks students to summarise the obituary and pick out key information. Make sure they are clear that they can only write one paragraph (about 100–150 words).  
Tell students to do **part a** and monitor to help with ideas and language.  
Put them into pairs to discuss **part b** and then have a short class discussion about what to include. You could write some bullet points on the board or create a mind map to illustrate the key points. There are no right or wrong answers here.
- 7 **WORDS IN CONTEXT** Direct students to the words in bold in the obituary and ask them to complete the exercise in pairs. Check answers with the class and ask students to make some sentences using the words in a way that will help them remember the meaning. Ask some students to read these out to the class. Remind students to record new vocabulary they want to remember in their notebooks.
- 8 Put students into groups of three or four and ask them to discuss the questions in **part a**. Ask them to think of examples and reasons for their opinions.  
Then, for **part b**, ask some students to share interesting things their groups discussed with the class and have a whole-class discussion.

There are extra activities based on this article in the e-book+.

## ANSWERS

- 5a The completed heading: Best remembered for *Star Wars*, she later became a successful writer.
- 7 1 self-deprecating 2 unfiltered 3 high-profile  
4 outspoken 5 curated

## SPEAKING &amp; WRITING

- 9 For **part a**, say to the class: *Do you know anyone else famous like Carrie Fisher, who you admire or find interesting? You now have the chance to write their obituary!* Ask some students to share examples and ask: *Why do you admire that person?* Have a short discussion and then tell students to read through the instructions and make notes and then share ideas and advice in pairs.  
For **part b**, tell students to write their obituary. They can refer to the article about Carrie Fisher for help.

**EXTRA ACTIVITY** Encourage students to read each other's obituaries and talk about them. For example, they could avoid using the person's name in their texts; other students have to read the obituary and guess who it is about. Alternatively, they could write their texts at home and share with their classmates to get some feedback and comments. They could also write this collaboratively, using a shared document online.

There is further practice on p38 of the Workbook.  
Use the Cyber Homework for 7B as extra practice for your class.

## 7C If only

STUDIO VIEWS



### READING & SPEAKING

1 a Work in pairs. Discuss the meaning of these motivational quotes. Do you agree with them? Why? / Why not?

Make it a rule of life never to regret and never to look back. Regret is an appalling waste of energy; you can't build on it; it's only good for wallowing in.

— Katherine Mansfield (writer)

You miss 100% of the shots you don't take.  
— Wayne Gretzky (ice hockey player)

I've learnt that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.

— Maya Angelou (writer)

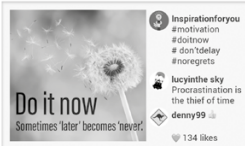
Your time is limited, so don't waste it living someone else's life.  
— Steve Jobs (entrepreneur)

Twenty years from now you will be more disappointed by the things that you didn't do than by the ones you did do, so throw off the bowlines, sail away from safe harbor, catch the trade winds in your sails. Explore, Dream, Discover.

— H. Jackson Brown (20th century American writer)

It is never too late to be what you might have been.  
— George Eliot (writer)

b Share any other motivational quotes you know with the class. Then discuss your personal opinion of motivational quotes. Explain if and how they work for you.



### VIDEO // Watch and listen



2 a In this Studio Views video, Isabella and Liam talk to psychologist Matthew Watts about personal regrets. Which five areas do you think are the top five sources of regret?

career choices wasting time  
education relationship decisions  
financial mistakes self-improvement  
pending conflicts unhealthy eating

b Watch or listen to the discussion and check your answers. Which is the number one source of regret in the West?

3 a Watch or listen again. Decide if the sentences are true or false. Correct the false sentences.

- 1 People don't usually regret their education choices.
- 2 Many people live lives designed to please other people.
- 3 Most regrets focus on actual past mistakes rather than on what could have been.
- 4 Nearly three quarters of people in a survey felt they hadn't lived up to their own ideals.
- 5 Most people are happy with the life they have lived.
- 6 Anger and guilt can be consequences of regret.
- 7 Regret has only negative outcomes.

b What is said about how regret affects older and younger people? Do you think this is true?

4 a **WORDS IN CONTEXT** Answer the questions about the words or phrases in bold.

- 1 Matthew says patients are often **guilt-ridden** because they weren't around when loved ones passed away. How can you say this is a different way?
- 2 People worry about **stopping out of their comfort zone**. Explain what this means by giving examples.
- 3 Matthew says his advice to avoid regrets might sound **trite**. What does he mean by that?

b Ask and answer the questions with a partner.

- 1 What is Matthew's advice to avoid regrets?
- 2 Do you agree with him or do you think his advice is true?
- 3 What other advice could you offer?

### VOCABULARY // Phrasal verbs: life experiences

5 a Complete the mini-dialogues with the correct form of these phrasal verbs. Two verbs have a similar meaning – use them as alternatives in one gap.

branch out (into) chicken out (of) creep up on  
dwell on go on (about) lighten up  
live up to measure up (to) move on revel in  
stand up (to) weigh on

- 1 A: What happened this morning? "\_\_\_\_\_ my mind. I can't stop thinking about it."  
B: I understand. But it wasn't your fault and I'm sure the boss will see it that way too.
- 2 A: My dad thinks I'm such a failure. I just can't \_\_\_\_\_ the person he'd like me to be.  
B: You're not a failure. You need to \_\_\_\_\_ him. It's time to \_\_\_\_\_ and live your own life.
- 3 A: I think we should \_\_\_\_\_ a new area of business and produce children's wear.  
B: Mmm, I'm not sure. I'm afraid I can feel a few doubts \_\_\_\_\_ me.
- 4 A: Come on, \_\_\_\_\_! It's no good worrying and \_\_\_\_\_ the past.  
B: You're right. I'm sorry for \_\_\_\_\_ it.
- 5 A: So, kite surfing tomorrow. I'm sure you'll \_\_\_\_\_ the danger, but I think I might give it a miss.  
B: You can't! \_\_\_\_\_ now!

b Work in pairs. Discuss who you think is speaking in each dialogue, and in what situation.

c Have you ever done the following? Describe the situation to a partner.

- 1 stood up to someone
- 2 chickened out of something
- 3 branched out into something new
- 4 measured up to a challenge

6 Do the vocabulary exercise.

→ p129 Language studio: Phrasal verbs: life experiences

### GRAMMAR // The unreal past

7 Look at these sentences about imaginary situations in the past. Then answer questions 1-4 opposite.

- 1 I **might have been happier** if I'd taken the risk.
- 2 I **wish I hadn't** studied economics.
- 3 I **would rather have** lived a different life.
- 4 If only I'd accepted, I could have taken part in Wimbledon!
- 5 **Supposing I had** had the courage of my convictions and not listened to other people?
- 6 If I'd **chosen** a different career, I wouldn't be working here.
- 7 What if I'd done that differently?



- 1 Which three sentences express regrets about the past?
- 2 Which three sentences express possibilities in the past?
- 3 Which sentence expresses a consequence in the present?
- 4 Which sentence expresses a consequence in the past?

→ p145 Language studio: The unreal past

8 a Write true sentences, using the words in bold in exercise 7.

I might have been happier if I'd studied science instead of languages.

b Exchange sentences with a partner. Check the grammar and make any necessary connections. Do you have any regrets in common?

### SPEAKING

9 Talk about your own regrets using these topics or your own ideas. Your regrets can be light-hearted like Liam's (I regret not having breakfast) or serious.

education healthy habits leisure activities  
relationships travel work



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Reading 7C Cyber Homework WB p39 67

## LESSON SUMMARY



STUDIO VIEWS

Students read about motivation, watch or listen to a video of an interview with a psychologist, talk about life experiences and share regrets.

## LESSON OBJECTIVES

**VOCABULARY** Phrasal verbs: life experiences

**GRAMMAR** The unreal past

**OUTCOME** Talk about regrets

## LESSON PATHWAY

Speak about motivational quotes



Watch or listen to an interview with a psychologist



Learn phrasal verbs about life experiences



Study the unreal past



Talk about regrets

## READING & SPEAKING

1 Put students into pairs to discuss **part a**. Monitor and help with language and ideas and then get feedback on the task briefly.

For **part b**, refer students to the image at the bottom of the page and ask: *What do you think this is trying to say?* Then ask students if they have read any other inspirational quotes, or *self-affirmations* as they are sometimes called. Ask if they think these types of quotes and statements can help us reflect and feel better. Ask students to share any quotes they know with the class and write some of the more popular ones on the board.

There are extra activities based on these quotes in the e-book+.

## VIDEO // Watch and listen

2 In this activity, you can use the Studio Views video or audio resources. Explain that in this discussion Isabella and Liam are speaking to a psychologist, who is talking about regrets. Ask them to read the topics in **part a** and discuss the question in pairs.

Read the instructions for **part b** with the class and play the video or audio. Repeat it if students want to watch or listen again and then check answers.

3 Ask students to read the questions in **part a** and discuss with a partner whether they think they are true or false. This will help them share information, recall details and predict content. Play the video or

audio and afterwards give students time to confirm their ideas with their partner and share what they understood. Then check answers.

For **part b**, students could discuss in pairs or as a class.

- 4 **WORDS IN CONTEXT** Ask students to do **part a** in their pairs so they can share knowledge and then check answers.  
Students can then discuss the questions in **part b** in pairs too, to respond to the interview. After they finish, ask: *What other advice did you think of?* and share ideas with the class.

#### ANSWERS

- 2b career choices, education, parenting conflicts, relationship decisions, self-improvement  
Education is the number one regret in the West.
- 3a 1F Most people say they regret the choices they made regarding education.  
2T  
3F Most regrets focus on things people could have done (but didn't), rather than the things they actually did.  
4T  
5F Many people would rather have lived a different life.  
6T  
7F Regret is a negative emotion in many respects, but it can have positive outcomes.
- 3b Older people tend to have more regrets and dwell on them. Many think about how their life could have been different. For younger people, regret is more positive as it can help them change their lives.
- 4a 1 riddled with guilt, full of guilt, (patients) often feel very guilty  
2 doing something they don't feel comfortable with (eg giving a presentation to a large group) or trying something they haven't done before (eg an extreme sport)  
3 obvious because a lot of people say it

#### VOCABULARY // Phrasal verbs: life experiences

- 5 For **part a**, tell students to read the verbs in pairs and discuss whether they know them. Then ask them to read the dialogues and complete the exercise individually, and afterwards compare ideas with their partner. Check answers with the class. Note that answers to 8 and 9 are similar, so clarify the difference: *dwelling on* can be thinking or talking; *going on about* is talking only (which is apologised for here).  
In **part b**, ask students to discuss the question so they can speculate further on the context and understand the meaning fully. Check ideas with the class (see suggested answers in the answer key).  
Then ask students to discuss the questions in **part c**.

- 6 Direct students to the Language studio on p129 to complete the exercise.

#### ANSWERS

- 5a 1 weighs on 2 live up to / measure up to  
3 stand up to 4 move on 5 branch out into  
6 creeping up on 7 lighten up 8 dwelling on  
9 going on about 10 revel in 11 chicken out
- 5b Suggested answers  
1 Two colleagues are talking at work. One has made a mistake and the other is comforting or reassuring them.  
2 Two friends are talking. One is worrying about their relationship with their father and the other is giving advice.  
3 Two business partners are talking. One is suggesting a new idea and the other is feeling uncertain about it.  
4 Two friends are talking. One is advising the other to stop thinking about the past and the other is apologising.  
5 Two friends are talking. One is backing out of an extreme sport and the other is trying to make them change their mind.

#### GRAMMAR // The unreal past

- 7 Tell students they are going to revise how to use conditionals. Ask them to do the exercise in pairs, and then check answers with the class. Try to encourage peer-teaching where possible.

**EXTRA ACTIVITY** Include this drilling activity to increase students' fluency when saying conditionals in the past. Student A reads the first half of a conditional sentence in exercise 7, and their partner finishes the sentence without looking at the book. Give them a couple of minutes to study the book before they start. Then tell them to swap roles and repeat the activity.

**PRONUNCIATION TIP** Students can find it hard to understand this language when they hear it – even if they understand it perfectly when they read it – because we use so many short forms and weak forms. To highlight typical things that happen in faster speech with these structures, do a dictagloss.  
1 Dictate the sentences below using short forms and weak forms (see the phonemic transcription to help you).  
*I might have been on time if the bus had come.*  
/aɪmaɪtʃəvbiːnɒntaɪm ɪfðəbʌsədkaɪm/  
*I would rather have had chicken than fish.*  
/aɪwʊdraɪðəvhaɪdʃɪkənðənʃɪʃ/

- 2 Ask students to listen and write what they hear. Then tell them to work in small groups and write the sentences in standard English. Check answers and display the sentences on the board if possible.



- 3 Ask students to analyse the differences between the way the phrases are written and how they sound. Ask: *What letters or words disappear or are hard to hear? What else happens?*
- 4 Go over ideas, showing this on the board clearly (suggested sections to focus on are in bold in step 1). Point out that we usually contract *had*, that we often use the glottal stop /ʔ/ and that we use the schwa a lot.

There is more information on the unreal past in the Language studio on p145.

- 8 Ask students to look at the example in **part a** and then write their own sentences, using the examples in exercise 7 to help them, as well as the Language studio. Tell them to read their partner's sentences and check their grammar, correcting where they see mistakes. Monitor and help. Then ask them to talk about the sentences they wrote.

**TEACHING TIP** Write one or two unreal past sentences on the board about regrets from your own life to lead into the next activity.

#### ANSWERS

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

## SPEAKING

- 9 Tell students that the aim here is to try to use the grammar in their speaking. Make sure they are clear on the fact they can share whatever they feel comfortable with, whether serious or not. Point to the example sentence in exercise 8 and tell students to ask you some questions to find out more information, eg *Why would you have been happier?* Answer the questions using the unreal past phrases in the speech bubbles if possible.  
Direct students to the topics in the box and give them one minute to think of what they will talk about.  
Encourage them not to write anything down. Then put them into pairs or groups of three and ask them to share experiences.

There is further practice on p39 of the Workbook.  
Use the Cyber Homework for 7C as extra practice for your class.

## LESSON TRANSCRIPTS

### 13 29 7C, exercise 2b

**Isabella:** I wish I could get out of the habit of second-guessing important decisions. It's an extremely bad habit.

**Liam:** Umm, yes, it is.

**Isabella:** Do you have any regrets?

**Liam:** Well, I'm already regretting not having breakfast ... No, seriously, I'm not really a regrets kind of guy. All those *should have done*s and *could have done*s ... that's just not me. But maybe one thing, I might have mentioned it before ... I was offered a tennis scholarship after college, but I turned it down. If only I'd accepted it, I could have taken part in Wimbledon instead of just watching it on TV!

**Isabella:** Liam. Please don't go on about that again. Remember: If you'd done that, you wouldn't have become a TV host – and you wouldn't be here working with us! ... Matthew, what can you tell us about the most common regrets?

**Matthew:** Well ... research has shown that it's usually career choices, relationship decisions, parenting conflicts and self-improvement that cause the most 'What if I'd done that differently' reactions. But the number one thing that most people say they regret ... and I'm talking about research done in the Western world ... is the choices they made regarding education.

**Liam:** Hmm. Do you mean people regret not working harder at school?

**Matthew:** Err ... In some cases, yes. But people often wish they'd chosen different subjects. Their subjects might have got them a good job, but they aren't really passionate about their work. Or they think 'Supposing I'd had the courage of my convictions and not listened to other people' – many people live somebody else's life and not their own. Having said that, I think young people today are better at following their dreams – if they have the right opportunities, of course.

**Isabella:** But isn't it true that people usually regret the things they didn't do, you know like Liam's tennis scholarship ... er ... things people could have done ... rather than the things they actually did?

**Matthew:** Yes, that's, that's usually the case. People tend to have an ideal view of themselves which is usually impossible to measure up to. Well, in a recent study by Cornell University, 72% regretted that they hadn't lived up to their own expectations. Well, older people, in particular, as the years creep up on them, let regrets weigh on them. They tend to dwell on what might have been if they'd taken a risk or if they had stood up to somebody in a particular situation. Many of them would rather have lived a different life.

**Isabella:** Now that really is depressing! ... Regret can also intensify into anger and guilt, right?

**Matthew:** Yes, it can – yes, this is usually the case with people who feel they have made an error. In my work as a psychologist, I see a lot of patients, mostly middle-aged, who are guilt-ridden because they weren't around when a loved one passed away. I also see a lot of patients who are angry with themselves for chickening out of something they really wanted to experience but didn't because they were worried about stepping out of their comfort zone.

**Liam:** So what you're saying is that regret is a really negative emotion.

**Matthew:** It is in many respects, but it can actually be used in a very positive way.

**Liam:** It can?

**Matthew:** Yes, it allows us to process a situation and then change our behaviour – or move on. Well, for example, a lot of people wish they hadn't lost touch with friends or regret not expanding their social circle. But once you've recognised that, then you can make an effort to renew or maintain a friendship – or branch out and make new friends. Well, for younger people in particular, it can be a motivator, ... even a game-changer if taken seriously.

**Isabella:** Yes, I can see that. Er ... so, Matthew, what would your advice be to people who want to avoid having regrets?

**Matthew:** Well, it sounds trite but ... just live in the present. Don't be always worrying about the past or looking to the future. Lighten up, take risks and just revel in living life to the full.

## 101 THINGS TO DO IN ENGLISH

## 7 Make a business pitch

### GET READY

- 1 Work in groups. You have decided to start a business or offer a service in your area, and ask for a loan from the bank to set it up. Decide on an idea and think about these things.
  - Businesses or services that need improving: how could they be improved? For example, sustainability (eg reducing packaging); convenience (eg offering home delivery) or local participation (eg markets).
  - A useful business or service that doesn't exist in your area or a new, creative, venture.



- 2 Brainstorm ideas and think about what qualities these businesses or services would need to have.

People really need ... in our area.

We could provide organic / sustainable / convenient / attractive / social / ...

This would attract young / old / busy / creative / ... people.

We could market it on social media / ...

Our business would need to be competitive in terms of price / have the right location / ...

### WATCH



- 3 a Watch Lucy's two-minute pitch to a bank to apply for an investment loan. What is her business idea and what are its two main aims?

- b Were you convinced by Lucy's proposal? Would you offer her a loan? Why? / Why not?

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### STUDY

- 4 Put the headings in the correct place in the table. There are two extra headings.

- a) Describing future dreams
- b) Ending your pitch
- c) Explaining where information is available
- d) Giving details and examples
- e) Promoting yourself
- f) Explaining your idea
- g) Talking about cooperation and competition

| I'm going to revolutionise ...        | I have a strong track record of ... |
|---------------------------------------|-------------------------------------|
| I'm excited to tell you about ...     | My key strengths are ...            |
| Imagine (a community dining room) ... | I am confident that ...             |
| I envision / envisage ...             | What motivates me is ...            |
| I plan to partner with ...            | This will set us apart from ...     |
| My larger dream would be ...          | In ten years I see myself ...       |
| Thank you for your attention.         | I appreciate your time.             |

- 5 a Say the phrases in exercise 4 out loud. Underline the main stress. Then listen and check your answers.

- b Practise saying the phrases.

### PRACTISE

- 6 a Look back at your idea for a new product or service from exercise 1. Use the phrases in exercise 4 to structure your ideas, and make notes for a two-minute pitch to the bank.

- b Practise your pitch. Pay attention to intonation - think about the main words that need stressing.

- c Film your pitch, being clear and confident. Watch it and re-record it if you're not happy with the delivery of your pitch.

- d Show your pitch to the class. Answer questions. If you're not sure how to answer immediately or need to gain time, use one of these phrases.

That's a very good question.  
That's a question I've given a lot of thought to.  
Well, it depends.  
It's difficult to say but ...

## GET READY

- 1 Direct students to the lesson title and ask: *What is a pitch?* (a short sales presentation for a business idea). There may be a TV series about this that you can refer to. Explain to students that they are going to deliver a pitch, but first they need to think of some ideas and learn some language. Put them into groups and read through the instructions. Give them some time to think of ideas.
- 2 Ask students to look at the speech bubbles and suggest what might go in the gap for the first one (suggested answers: better options for buying healthy food, more varied restaurants, co-working spaces, allotment gardens, places you can rent tools and household equipment). Tell them to work in their groups to write ideas for each speech bubble. Monitor and help with language and ideas.

## WATCH

- 3 14 Direct students to the video still in **part a** and tell them they are going to watch a business pitch. Play the video and ask students to answer the question.

Tell students they are going to watch it again and this time they have to think about how persuasive the speaker is. Play the video again for **part b** and ask students to discuss the questions in pairs. Ask the class: *Were you convinced by her pitch?*

## ANSWERS

- 3a Business idea: to set up a community dining room  
Aims: 1 provide a healthy meal for busy people with long working hours, 2 provide companionship / community connections across generations

## STUDY

- 4 Ask students to look at the headings for each section in the table in **part a**. Ask: *Did you notice Lucy doing these things in the video?* Then tell students to complete the exercise.

After students have compared their answers in pairs, check answers. Remember that there are two extra headings.

- 5 30 Write *I'm going to revolutionise ...* on the board, and ask students to predict which word is stressed (*revolutionise*, with the underlined syllable carrying the main stress). Encourage them to read the phrase aloud to work it out. Then tell them to complete **part a** in pairs. To check answers, tell students to listen and play the audio. Give them some time to change any sentences they think are wrong. Explain that we use sentence stress to help us sound convincing.

## LESSON SUMMARY

Students discuss businesses and services they could set up in their local area and then create a pitch and deliver it to the class.

## LESSON PATHWAY

Speak about local business and services

Brainstorm ideas for setting up a new business

Watch a video of a business pitch

Study language for making a pitch

Practise sentence stress

Prepare and deliver a business pitch

In **part b**, ask them to listen again and say the phrases along with the audio. Then give them a minute or two to practise in their pairs.

**EXTRA ACTIVITY** Tell students to act out the whole conversation using the transcript. Ask them to focus on their pronunciation and their stress in key phrases. If they want, they could watch the video once more before they do this, to focus just on pronunciation.

## ANSWERS

- 4** 1f 2e 3g 4a 5b  
**5a** I'm going to revolutionise ...  
 I'm excited to tell you about ...  
Imagine (a community dining room) ...  
 I envision / I envisage ...  
 I have a strong track record of ...  
 My key strengths are ...  
 I am confident that ...  
 What motivates me is ...  
 I plan to partner with ...  
 This will set us apart from ...  
 My larger dream would be ...  
 In ten years I see myself ...  
 Thank you for your attention.  
 I appreciate your time.

 **PRACTISE**

- 6** Students can do their pitch in groups, individually or in pairs. Regardless of this, they will use the ideas brainstormed in their groups in exercise 1. Make it clear that the pitches have a time limit of two minutes, and they should be as close to two minutes as possible. Reassure students they will get plenty of time to prepare and practise their pitches. If they do it in groups, they can decide who speaks. Explain the task in **part a** and give students time to create their pitch and prepare what they will say. Monitor and help with language and ideas. For **part b**, give them time and space to rehearse their pitch. If they are doing this individually, you could pair them up to give each other feedback. For **part c**, students could do this at home. This means they might be more relaxed and able to re-record and analyse their pitches. If this is not possible, try and give them space in the school to do this somewhere quiet. For **part d**, students should share their recordings. They could give their pitch to the whole class or do this in smaller groups to make it less intimidating and to take up less class time. Remind students to ask questions and quiz the presenters after their pitches.

Try to make this as much fun as possible, to keep it light-hearted but competitive. Volunteers could give their pitch in front of the videoscape, if you can project it in your classroom.

Ask a few students whose pitch they think was the best and why.

There is further practice on p40 of the Workbook. Use the Cyber Homework for 101 7 as extra practice for your class.

## LESSON TRANSCRIPTS

 14 **101 7, exercise 3a**

Good morning, I'm Lucy Allen and I'm going to revolutionise how you eat dinner. Yes, how you eat dinner. Let me explain.

One of the daily problems that many busy people face is trying to combine long working hours with shopping and cooking a healthy meal. Furthermore, many people who are single don't like eating alone. Going out to eat or ordering takeaway food is usually expensive, often unhealthy and doesn't solve the problem of lack of companionship.

So, I'm excited to tell you about my solution to this problem. Imagine a community dining room where everyone in the local area has the opportunity to eat together. I researched this concept in the area where I live and discovered there could be a very high demand for this kind of service.

I envision selling pre-paid tickets on the dining room website for each meal up to a week in advance. In addition, there could be the possibility to eat at a lower price in return for help in the kitchen. This way we can keep staff costs down and help a number of lower-income guests.

I have a strong track record of working in the community as a volunteer fundraiser and as an adult literacy teacher. I am also a passionate hobby cook. My key strengths are determination and thinking outside the box to solve problems. I plan to partner with a small but dedicated team which includes a professional chef and other trained staff. This will set us apart from other community eating programmes run by volunteers, where quality is sometimes inconsistent and the service can be haphazard. Our aim will be to deliver delicious, high-quality meals using organic ingredients sourced from a local farm, and with a focus on fresh vegetables. I am confident that we can turn a profit by serving a high number of people and offering tasty, traditional dishes.

What motivates me is the chance to make a difference in my community. As well as providing dinner for busy people, I would like to facilitate a coming together of community members across generations, outside as well as inside the dining room.

My larger dream would be to widen the service to include self-serve breakfast. In ten years I see myself in a supervisory role, overseeing several community dining rooms and perhaps also in a position to give back some of the profits to the community.

Thank you for your attention, I appreciate your time.

 30 **101 7, exercise 5a**
**Explaining your idea**

I'm going to revolutionise  
 I'm excited to tell you about  
 Imagine a community dining room  
 I envision / I envisage

**Promoting yourself**

I have a strong track record of  
 My key strengths are  
 I am confident that  
 What motivates me is

**Talking about cooperation and competition**

I plan to partner with  
 This will set us apart from

**Describing future dreams**

My larger dream would be  
 In ten years I see myself

**Ending your pitch**

Thank you for your attention.  
 I appreciate your time.

# REVIEW 7 & 8

Ask students to work through the exercises in pairs. Monitor and help with explanations and corrections. For more information on the Review sections see p16. For more practice go to:

- CLIL Project 4 on Helbling e-zone
- Writing 4 on SB p119
- Workbook pp45-46

**7** 1 start 2 way 3 revolutionise 4 envisage  
5 confident 6 apart 7 agree 8 turn 9 track  
10 stress

## PAIRWORK

This pairwork task recycles vocabulary from pp62–76. Ask students to read the relevant instructions and check they are clear on the task. Tell students to refer back to the lessons if they need to.

Write some answers to a simple question on the board, eg *Red for clothes, but blue for my home and black for a car.*

Ask: *What's the question?* (answer: What's your favourite colour?) Demonstrate the task with a confident student if you think they need further support, and then tell them to do the task in pairs. Monitor and make a note of errors and good language. Go over this language after they have finished speaking.

### ANSWERS

- 1** 1 up 2 go 3 creative 4 between 5 dwelling  
6 on 7 branch 8 live
- 2** 1 One thing I love doing on my birthday is eating out with Chloe.  
2 It's always Chloe who chooses the restaurant.  
3 No sooner had we walked in than I heard a huge cheer.  
4 Only then did I realise what Chloe had planned.  
5 Such was my surprise that I couldn't say a word.  
6 I don't normally like parties, but I did enjoy that one. / Normally I don't like parties, but I did enjoy that one.
- 3a** 1 deforestation 2 emissions 3 fossil  
4 renewables 5 biodegradable 6 plugging  
7 sponsorship 8 jingles 9 pop-ups 10 billboards  
11 modesty 12 altruism 13 reciprocation  
14 bigotry 15 rivalry 16 scratching 17 crunching  
18 slurping 19 jingling 20 fizz / fizzing
- 4a** 1 E 2 E 3 E 4 S 5 S 6 E
- 4b** 1 Have you (tried) 2 (haven't) tried ASMR  
3 (don't) try ASMR 4 (I don't think) there is any benefit 5 (I'll make) an ASMR video 6 I'll (open)
- 5** 1 hadn't accepted 2 'd found 3 hadn't become  
4 wouldn't have 5 much 6 the harder 7 less  
8 from 9 the better
- 6a** 1 newbie 2 techie 3 veggie 4 baddies 5 hoodie  
6 biggie
- 6b** ASMR: autonomous sensory meridian response  
FBI: Federal Bureau of Investigation  
VIP: very important person  
UFO: unidentified flying object  
ET: extraterrestrial  
ESP: extrasensory perception