

4 DILEMMAS

Objectives

FUNCTIONS	talking about hypothetical situations; expressing wishes; apologising and accepting apologies
GRAMMAR	first and second conditional (review); time conjunctions; <i>wish</i> and <i>if only</i> ; third conditional (review)
VOCABULARY	being honest; making a decision; <i>now</i>

Student's Book page 38–39

READING

- 1 As a warm up, tell students an anecdote that features a dilemma. For example:

I go to my friend's house. She's getting ready, so she tells me to wait in the lounge. There is a letter under a book on the table and I can read the first line. It says "Dear [FRIEND'S NAME]. I can't believe what you did." I don't know what to do. Should I read the rest of the letter?


Explain that this is a *dilemma*. Ask students to work with a partner and discuss what they would do in this situation. Elicit their ideas in open class.

Books open. Focus attention on the pictures and ask students to identify the dilemma in each one – there could be more than one possible answer in each case. Get them to discuss in pairs. If there is an interactive whiteboard (IWB) available in the classroom, this activity would best be done heads-up with books closed. After a few minutes, nominate students to share their ideas with the class.

- 2 Ask students to match each picture (A–C) with a question from the quiz, so only three of the eight questions will have a corresponding picture. Set a two minute time limit to encourage students to read quickly and focus on the task rather than on trying to understand every word. Ask students to compare answers in pairs before you do a whole-class check.

Answers

A 7 B 2 C 4

- 3  1.25 Check/clarify: *own up to something* (to admit to doing something wrong) and *to be stuck* (to not know the answer). Play the audio while students read and listen to the quiz, and answer the questions. Ask students to compare their answers with a partner. Ask: *Who is more honest, you or your partner?* During feedback, find out how many students got 'more As than Bs' and how many got 'more Bs than As'.

- 4 Tell students they are going to read some responses given by other people. Ask students to read the sentences and underline any words or phrases they don't understand. Clarify these in open class. Elicit that *I'd* is a contracted form of *I would*. Students work with a partner to match the responses to the questions. Check answers in open class.

Answers

a 4 b 3 c 5 d 7 e 1 f 8 g 6 h 2

Fast finishers

Ask students to reflect on what *it* and *them* refer to in the responses: a *it* = mum's vase; c *it* = a shirt; d *it* = the test answer; e *it* = a text message; g *them* = your parents; h *it* = €100.

TRAIN TO THINK

Thinking of consequences

- 5 Lead in by asking students how they solve dilemmas. Ask: *Do you ask somebody for advice? Do you toss a coin? Do you think about consequences?* Invite students to share their ideas with the class, and then tell students they are going to think of possible consequences for some of the situations in the quiz. Refer them to the examples on page 39 and try to elicit more possible consequences to ensure students are clear on what they have to do. You could divide the class into two groups (A and B) and ask pairs in group A to think of consequences for situations 1–4 and pairs in group B for situations 5–8 before regrouping As with Bs to report back on the consequences they came up with.

SPEAKING

Students discuss the questions in pairs. Encourage them to express their real opinions but to use English to do so. Monitor but avoid correcting mistakes unless these really hinder comprehension. The focus of this task is on fluency, not on controlled language practice. Listen to students' ideas in open class. Invite reactions, encouraging a supportive and positive environment within which students feel free to share their opinions.

Optional extension

Ask pairs to rank the situations in the quiz from most to least serious. Students then compare with another pair and try to agree on a ranking in their group of four. To extend fluency practice, write these questions on the board for students to discuss in their groups:

What would you really do in the eight situations? Would you do something different from the options in the quiz?

Can you think of any similar situations you've faced? What did you do?

Student's Book page 40–41**GRAMMAR****First and second conditional (review)**

- 1 Ask students to work in pairs and complete the sentences from the quiz then check them by referring back to the quiz before finally completing the rule.

Answers

1 would ... do; broke 2 tell ... will trust

Rule

2, 1

Additional support

If your students need a bit more support with conditional structures, write this example (or one of your own) on the board: *If I found a wallet, I'd take it to the police station.* Ask students: *Did I find a wallet?* (no); *Is the situation real or imagined?* (imagined). Elicit that this is an example of the second conditional and that we form it with the past simple and would + base form.

Write this first conditional sentence on the board: *If I see John later, I'll buy him a coffee.* Ask students: *Is it possible that I will see John later?* (yes); *What do I plan to do if I see John?* (buy him a coffee).

Point out that the *if*-clause does not relate to the time we are speaking about; in the first conditional we use *If* + present to talk about the future and in the second conditional we use *If* + past to talk about an imaginary situation.

- 2 If you're short on time, set this exercise for homework. Even if you decide to do that, encourage students to read the whole text to get an overall understanding before attempting the exercise itself. To check gist understanding, ask: *What is the writer's dilemma about her birthday party?* (She doesn't want to invite Jan but if she doesn't, she worries that no one will come so she's not sure about having a party at all.) Students can do the exercise individually and then compare answers in pairs. Tell pairs that they should reach an agreement on their answers. This will encourage them to qualify and debate their choices. During feedback, check students' understanding by asking: *Is this a real or an imaginary situation?* (imaginary – in reality, Jan is mean to me); *Is this verb in the if-clause or the main-clause?* (if); *Should we use would or past simple?* (past simple).

Answers

1 wasn't / weren't 2 'd want / would want 3 didn't have
4 would care 5 don't invite 6 will come 7 don't have
8 won't get 9 wasn't / weren't 10 wouldn't be
11 knew 12 'd do / would do

Fast finishers

Ask students to write three sentences saying what they would do if they were the writer.

Workbook page 36 and page 123

Time conjunctions

- 3 Students complete the sentences individually and then compare with a partner. Also ask pairs to discuss the meaning of each of the conjunctions. Listen to some of their ideas during feedback. Elicit/explain that: *as soon as* = at exactly the same moment; *when* = at or around the same moment; *unless* = if not; *until* = up to a point in time; *if* introduces a condition.

Answers

1 if 2 when 3 as soon as 4 unless 5 until

Fast finishers

Ask students to write five sentences (three true, two false) describing their last weekend or holiday including the five time linkers. After feedback on Exercise 3, students read their sentences to a partner. Those listening try to decide which of the sentences are false.

Optional extension

If you're using an IWB, create two text boxes and copy and paste them nine times to make twenty boxes. Break up the three sentences below into (20) smaller chunks as indicated and write one chunk in each of the boxes. Mix the boxes up on the board and ask students to work in pairs to order the boxes and create three sentences as quickly as possible. Ask the first pair to finish to come to the board and drag and drop the boxes to make the correct sentences.

I/ didn't learn/ French until/ I/ lived/ in France.

As/ soon/ as she/ got up,/ she turned on/ the television /and watched/ the news.

If/ I were/ you,/ I would/ sell/ my bicycle.

- 4 Ask students to complete the sentences then compare with a partner. Ask: *How similar are your sentences?* Take feedback in open class. If you're short on time, set this exercise for homework.

Workbook page 36 and page 123



Be aware of common errors related to *if* and *when*, go to Get it right on Student's Book page 124.

VOCABULARY**Being honest**

- 1 Books closed. To introduce the topic of honesty, write *lies* on the board and ask students to work with a partner and think of occasions when they haven't

told the truth. Ask: *Are there any occasions where it's OK to tell a lie?* Give pairs a few minutes to discuss and then invite volunteers to share their ideas with the class. Books open. Pairs categorise the words. During whole-class feedback, check understanding of the five expressions by eliciting example sentences (*own up to something* came up in the reading on page 39).

Answers

Positive behaviour: do the right thing; be open about something; tell the truth; own up to something

Negative behaviour: get away with something; hide the truth; tell a lie

- 2 Before students tackle this exercise, they need to read the text to get an overall understanding. Ask them to answer the following questions and check answers before students complete the conversation: *What did Dan do?* (He cheated in a test by copying from a classmate's paper.); *What does Ana think he should do now?* (She thinks he should tell the teacher what he did.) Point out that students only need to put one word in each gap.

Answers

1 cheated 2 get 3 own 4 tell 5 hide 6 open
7 told 8 do

Optional extension

Disappearing sentences: You'll need to write out the dialogues on the board or IWB for this one. Make AB pairs so that half of the class are A and half are B. Students practise the conversations in their pairs. Cover a small section of the dialogue, beginning from the right-hand side of the screen or board. Students repeat the dialogues in their same AB pairings trying to remember the whole thing, including the parts they can no longer see. Cover more and more of the dialogue, with students practising at each stage, until eventually nothing is left on the board. Ask for volunteers to perform for the class or have all As and all Bs perform in unison. This activity involving lots of repetition is a fun way for students to memorise useful chunks.

Workbook page 38

LISTENING

- 1 **SPEAKING** Books closed. To introduce the topic of sports stars and fictional characters, play a game in which students, in groups of five or six, take it in turns to say the name of a sports star to the class. There has to be a link between the sports stars (both Scottish, both play tennis, both called Andy etc.) The game needs to be fast-moving, so if a student cannot think of a sports star within ten seconds, they're out. Groups continue until one student remains. Before they begin, model the game with a couple of strong students. Repeat with fictional characters (both superheroes, both green, both wear glasses etc.) Books open. Focus attention on the photos and ask students to discuss with a partner what they know about the people/characters. Pairs should also make a list of difficulties each of them might face. If you're using an IWB, this would best be done as a heads-

up activity with books closed. During feedback, nominate students to share their ideas with the class and write them on the board.

- 2 **1.26** Tell students they are going to listen to a conversation between two teenagers, a boy and a girl. Tell them not to worry about understanding every word, but to focus on answering the question. Play the audio. Allow students to compare answers with a partner before checking in open class.

Suggested answer

They are playing a guessing game on the train

Audio Script Track 1.26

Maddy What time does this train get in?
Liam We arrive home at four.
Maddy Four?! That's another hour! I'm really bored.
Susie Would you like to borrow my magazine?
Maddy Thanks, Susie, but I've already read it. All of it. Twice.
Susie What else could we do?
Liam I know - who wants to play a game?
Susie I do! That's a great idea.
Maddy Depends. What is it?
Liam I call it 'Famous wishes'.
Maddy You call it?
Liam Yes. I made it up. Anyway, we each take turns to think of a famous fictional person to be and think of three wishes that the person might have. Then we say our wishes and the others have to guess who we are.
Susie OK - sounds fun.
Liam I'll go first so that you can get a better idea of how it works.
Susie OK.
Liam Just let me think of someone.
Maddy Come on, Liam! We haven't got all day!
Liam OK. I wish I could beat Nadal more often.
Susie Is it Djokovic?
Liam No, but that's a good guess. Try again.
Maddy It's easy. Andy Murray.
Liam Wait! I haven't finished.
Maddy You have. I've just guessed it. Anyway, you said it had to be a fictional person.
Liam You're right. I'll do another one ... Right. Got one. Um ... I wish Lois Lane knew who I really was.
Maddy Superman.
Liam You're supposed to wait until I've said three.
Maddy Well, it was too easy. You should make them more difficult.
Liam OK, you try, then.
Maddy Fine. Um ... I wish my boyfriend's parents liked me. If only our families wouldn't fight all the time. And ... I wish he wasn't a Montague.
Liam A what?
Maddy A Montague.
Liam I've no idea what a Montague is.
Maddy What?! You don't know what ...
Susie I know, I know! You're Juliet from Romeo and Juliet.
Maddy Yes, that's right, Susie. Montague was the family that Romeo came from, Liam. Her family, the Capulets, hated the Montagues, so ...

Liam OK, OK, OK. We don't need a history lesson.
 Maddy It's literature, actually. Shakespeare. Have you ever heard of him?
 Liam Whatever. Susie, it's your turn.
 Susie OK. I wish my parents were alive.
 Liam OK.
 Susie I wish I had a bigger bedroom.
 Liam Go on.
 Susie If only my cousin wasn't so annoying.
 Liam Wait ...
 Maddy Do you want some help?
 Liam Sshh! Let me think.
 Maddy I wish I could kill Lord Voldemort.
 Liam Stop it.
 Maddy I wish my name wasn't HARRY POTTER!
 Liam You're such a pain, Maddy.
 Susie Maybe we should play something else.
 Maddy No! I'm just starting to enjoy this game. Your turn, Liam.

- 3 1.26 This exercise is closely modelled on Listening Part 4 of the Cambridge English: First exam. Ask students to read the questions and underline the key information they need to listen for. They could also try to predict answers before they listen again, based on what they remember from their first listening and/or their general knowledge. After listening, allow them to compare answers with a partner before checking in open class.

Answers

1 A 2 B 3 C 4 B 5 A 6 A

BACKGROUND INFORMATION

Harry Potter is the titular character in a series of seven fantasy novels by J.K. Rowling, all of which were made into highly successful films. He is a pupil at Hogwarts School of Witchcraft and Wizardry and his arch-enemy is the evil **Lord Voldemort**.

Andy Murray (born 1987) is a Scottish tennis player, winner of the US Open in 2012 and Wimbledon in 2013. Two of his main opponents are **Rafa Nadal**, winner of 14 Grand Slam titles and **Novak Djokovic**, winner of 9 Grand Slam titles.

Romeo and Juliet is a very famous play written by William Shakespeare. It tells the tragic story of the forbidden relationship between two young lovers who are the children of two feuding families, the Capulets and the Montagues.

Superman is a superhero who first appeared in comics in 1933. Hailing from Planet Krypton, he assumes the identity of Clark Kent, a reporter at the Daily Planet. Here he meets Lois Lane and proceeds to save her from super-villains on a regular basis.

GRAMMAR

wish and if only

- 1 Ask students to work with a partner to choose the correct fictional character from those mentioned in the listening. Check answers in open class.

Answers

1 Harry Potter 2 Juliet 3 Superman

Students complete the rule using the sentences from Exercise 1 to help them. Check answers in open class. Point out that the use of the past simple tense in number 1 is similar to the use of a past simple tense in the second conditional. It refers to a hypothetical, in this case a wish, about a present situation.

Rule

1 past simple 2 could 3 would(n't)

LANGUAGE NOTE

While we can use *If only* to replace *I wish* with the same meaning, *if only* is more emphatic and can sound rather dramatic – *If only he would call me!!*

We use *wish/if only + would (n't)* when we don't like something that another person does, for example, *I wish my dad would stop calling me Choochi*, or *I wish John wouldn't say bad things about me*. We cannot say *I wish I would...*

We don't normally use *would* with stative verbs, for example, **If only I would have an interesting book with me*.

- 2 Begin this activity by asking students who might have written each of the sentences (Liam, Maddy or either of them) so that they're clear on meaning of the sentences before they focus on form.

Answers

1 wasn't / weren't 2 would stop 3 had 4 wouldn't fight 5 wouldn't get / didn't get 6 could see

Fast finishers

Ask students to write three wishes of their own.

- 3 **SPEAKING** Remind students of the rules for 'famous wishes' as played in the listening or elicit them in open class. Students can read the instructions for Exercise 4 to check. Give them a few minutes to think of a fictional character and three wishes. Monitor and help with vocabulary. Divide the class into small groups for students to play the game. Wrap up by eliciting some examples in open class.

Optional extension

Tell students they are going to create some dialogues based on the fictional character's wishes. Give them this example:

Darth Vader: I wish I had a nicer voice.

Darth's friend: Why?

Darth Vader: If I had a nicer voice, I wouldn't sound so evil.

Darth's friend: Why don't you try wearing a different mask?

That might make your voice sound better...

Tell students they should follow a similar format, including a second conditional and some advice from the friend of the fictional character. Students write a dialogue in pairs and practise it. Invite volunteers to perform for the class.

Workbook page 37 and page 123

READING

- 1 **SPEAKING** A recording of this text is available with your digital resources. Books closed. As a lead-in to this topic, ask students to work with a partner and discuss things that they have lost or found. Listen to some of their stories in open class and find out who has found the most valuable or interesting items. Books open. Students discuss the situation with a partner and list four things they could do with the ring. Nominate pairs to share their suggestions with the class. Write their ideas on the board.
- 2 Tell students they are going to read a story about a man and a valuable ring. Students read to see if any of the suggestions they made are mentioned and to see what Billy did. Ask students to compare answers in pairs before whole-class feedback.

Answer

He took it to the jeweller's, and then kept it and gave it back to its owner.

- 3 Before students read the story again, elicit the names of the characters in open class. In pairs, students try to predict which character said each thing. Point out that the words do not appear in the text, they are sentences that the characters *could* have said.

Answers

- 1 Billy Ray Harris 2 Billy Ray Harris 3 The jeweller
4 Billy Ray Harris 5 Sarah Darling 6 Sarah Darling
7 Sarah's husband 8 Billy's sisters

- 4 **SPEAKING** To get students started, brainstorm possible actors and explain/ elicit the meaning of a *Hollywood ending* (a very happy ending) in open class. Put students in small groups to plan their film. Monitor and make a note of any mistakes but do not interrupt unless errors hinder comprehension. Instead, write these on the board, ensuring anonymity, to review at the end.
- 5 When students have completed the exercise, listen to their ideas in open class. Praise students who have original ideas as well as those with good English. Giving positive feedback like this will encourage students to be more adventurous in future tasks.

GRAMMAR

Third conditional (review)

- 1 Focus attention on the sentences and ask students to complete them in pairs. After checking answers, ask: *Are the situations in the past or the present?* (past); *Are they real things that happened in the past or imagined?* (imagined). Focus students on the verbs used and elicit the form of the third conditional. Write it on the board. Point out that *would* is often contracted to *'d* (for example in sentence 1: *he'd have seen*). Elicit/ explain that the sentences describe the consequences of an imaginary past action. Students complete the rule in pairs. Check answers.

Answers

- 1 had looked; 'd have seen 2 hadn't done; wouldn't have seen

Rule

- 1 past perfect 2 past participle

LANGUAGE NOTE

The *if*-clause can go at the beginning or the end. *Would* always appears in the main clause, not the *if*-clause.

- 2 Students work individually to complete the sentences. Let them compare answers with a partner. During feedback, point out that the *if*-clause and *would*-clause can be reversed and that in this case a comma is not required. Elicit examples of this e.g. *Sarah wouldn't have seen Billy if he had been on a different street.*

Answers

- 1 would/'d have seen; had/'d looked 2 would/'d have kept; hadn't returned 3 wouldn't have raised; hadn't put

Fast finishers

Ask students to write more third conditional sentences based on the text, e.g. *If Billy had sold the ring to the jeweller...*

- 3 Allow students to compare answers with a partner before whole-class feedback. If you're short on time, set this exercise for homework.

Optional extension

Write these sentence endings on the board:

- ..., *my mother wouldn't have made me stay at home.*
..., *they would have won the Cup.*
..., *I would have been very happy*
..., *they wouldn't have got married.*
..., *it wouldn't have broken.*

Elicit that these constitute the consequence of an imaginary past event, and that students now need to choose an imagined event. Elicit that students should use *if* + past perfect to complete the sentences.

Workbook page 37 and page 124

VOCABULARY

Making a decision

- 1 Books closed. To lead in to the exercise, ask questions like those suggested below. Get students to answer them quickly, without thinking. Students put their hands up to indicate their choices. Count the votes for each. You could nominate students to explain their choice and to try to persuade others to change their minds.

Apple or PC?
Bicycle or car?
Dog or cat?
Snapchat or Facebook? etc

Books open. First, students should read the text to get an overall understanding. Ask: *What decision is the boy trying to make?* (whether to buy a red or blue T-shirt). Next, students match 1–8 with the underlined words in the text. Check answers in open class.

Answers

1 b 2 d 3 g 4 f 5 h 6 e 7 a 8 c

- 2 **SPEAKING** Give students time to consider the questions and make notes before they begin speaking. Ask them to try to use vocabulary from Exercise 1. One approach would be to ask students to tell the truth in their answers to four of the questions and invent answers for the other two. Partners should try to guess which answers were invented. This gives them a reason to listen. While they're speaking, monitor and make a note of any good language you hear to praise during whole-class feedback.

Optional extension

Call out either the verb or the noun from the collocations in Exercise 1, and elicit the whole phrase. For example, you say: *make up or mind*, students say: *make up your mind*. Once you've demonstrated this with one or two examples, pairs take turns to test each other in the same way.

Workbook page 38

THINK VALUES

Doing the right thing

- 1 Give an example of your own to get students started, for example: *My friend had to decide what to study at university. Her parents wanted her to be a doctor, but she wanted to study Art. She decided on Art. Her parents were unhappy at first, but soon realised it was right for her.* Students work in small groups and list five typical difficult decisions. Listen to their ideas in open class. Working individually, students decide on their own difficult decision and make notes on their answers to the questions. Monitor to encourage students to include as much detail as possible but don't worry about the accuracy of their language at this point.
- 2 Check understanding of the paragraph. Ask: *Did the writer sit next to the new student?* (yes); *Does she wish she hadn't?* (no); *Why?* (They're best friends now.) Point out the use of the third conditional. Students write a similar paragraph by developing their notes from Exercise 1.
- 3 Put students into small groups for them to read each other's paragraphs. Each group chooses one story which is read out for the class to vote on the best one overall.

WRITING

A diary entry about a dilemma

If time is short, students can do the preparation in class and complete the writing at home or this can be done in class with pairs of students writing together.

Ask students to make notes on points 1–3 before writing their diary entry. You could also ask students to make a note of any vocabulary they could use in their diary entry, as well as some third conditional sentences to encourage them to use language from the unit. On completion, students exchange their texts with another pair for them to give feedback on each other's writing. Ask students to comment on grammar, content and organisation.

Student's Book page 44–45

PHOTOSTORY: episode 2

And the hole gets deeper

- 1 Focus attention on the photos and elicit the names of the characters. Pairs should try to answer the questions by looking at the photos, without reading the conversation. Give them a couple of minutes for this. If you're using an IWB, this would best be done as a heads-up activity with books closed. During feedback, write students' predictions on the board.
- 2 **▶▶ 1.27** Play the audio. Students read and listen to check their answers. During feedback, refer to students' ideas from Exercise 1 to see if they predicted correctly.

Answers

1 Jeff is holding a motorcycle helmet. 2 Chloë, a friend of Mia's.

DEVELOPING SPEAKING

- 3 Ask students what they think happens next and ask them to brainstorm possible endings for the story. Students work in groups with one student in each group acting as secretary and taking notes. During whole-class feedback, write students' ideas on the board to refer back to once they have watched the video. Don't give away answers at this stage.
- 4 **▶▶ EP2** Check/clarify: *go-kart, pretend to do something, a trick*. Play the video for students to check their answers. During feedback, refer to students' ideas on the board. Who guessed correctly?
- 5 Students complete this exercise in pairs. Monitor and help with any difficulties. Play the video again to check answers, pausing for clarification. Also elicit corrections of the false statements during feedback.

Answers

1 F Chloë phones Jeff. 2 T 3 T 4 F Jeff makes a film of his dad driving a go-kart. 5 T 6 F Jeff pretends that he's hurt his wrist. 7 T 8 F Chloë wants to see Jeff again.

PHRASES FOR FLUENCY

- 1 Ask students to locate expressions 1–6 in the story on page 44 in order to identify who says them. Students compare answers with a partner and discuss possible translations. Monitor to try to avoid discussions slipping into L1 completely.

Answers

1 Flora 2 Jeff 3 Chloë 4 Chloë 5 Flora 6 Leo

- 2 Do number 1 in open class as an example before students continue the exercise by themselves. During feedback, say the sentences for students to repeat.

Answers

1 I was wondering if; Between you and me 2 What's with; Believe it or not 3 Any chance; Are you out of your mind

PRONUNCIATION

For practice of consonant-vowel word linking, go to Student's Book page 120.

WordWise

now

- 1 Students work with a partner to complete the exercise. During feedback, elicit or explain the meaning of the five phrases and give further examples.

Answers

1 b 2 d 3 e 4 c 5 a

- 2 If you're short on time, set this exercise for homework. Encourage students to refer to the definitions from Exercise 1 to help them choose the correct word or phrase. Ask students to compare answers with a partner before whole-class feedback.

Answers

1 now 2 now and again 3 just now 4 now
5 now that

Workbook page 38

FUNCTIONS

Apologising and accepting apologies

- 1 Books closed. To introduce this topic, tell students that you have done something wrong and you have to apologise for it, for example, you accidentally hit another teacher's car this morning and damaged it. Ask students to suggest ways of apologising and try to elicit some of the expressions from the exercise.

Books open. Ask students which of the phrases they came up with, appear in Exercise 1. Students complete the exercise in pairs. Check answers.

Answers

Apologising: I'm so sorry. I feel awful about this. I don't know what to say. I'm so ashamed

Accepting apologies. No problem. That's / It's OK. Don't worry about it. No worries.

- 2 Check/clarify: *spilled, bumped into*. If appropriate, students could record their conversations and play them back to check their own pronunciation. They can then repeat the exercise and hear improvements.

Invite some of the groups to act out their dialogue for the rest of the class. Choose confident students or ask for volunteers.

Student's Book page 46–47

CAMBRIDGE ENGLISH: Towards First

THINK EXAMS

LISTENING

1 1.30 Part 1: Multiple choice

Answers

1 B 2 B 3 A 4 C 5 B 6 B 7 A 8 C

Audio Script Track 1.30

You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

1 You hear a boy talking about how he got his name.

Sometimes I'm surprised I ever got a name at all. You see, my dad's Portuguese and my mum's English and they had real trouble choosing a name. Of course, my dad wanted to go for a Portuguese name and my mum wanted one that was more English. But they decided it was only fair to choose a name that was easy to say in both languages. The problem was that there aren't really that many options and since they already had three boys, they were running out of names. I spent the first two weeks of my life nameless. And what did they come up with in the end? Bob!

2 You hear a girl talking on her phone.

Well, the thing is that Mum says if I want a sleepover for my birthday, then I can only have two friends. So that would be you and Julia, but what about Lucy? I mean, she's not going to be happy, is she? I begged Mum to let me have three, but she says if I want to invite more friends, then it's got to be a party or a cinema trip. She says my room's not big enough for four of us to sleep in. I said we could sleep in the living room, but she said, 'No way'. I suppose I could have a party. It would probably be fun, but a sleepover's way more fun. I don't know. What do you think?

3 You hear part of an interview with a footballer.

Interviewer So what's the hardest part of your job?

Footballer That's a tough question. I mean, there are a few things I suppose I find difficult. I guess most people might think it would be all the training, but I really like that. No, that's no problem at all. Um, the fans can be a bit cruel at times, especially if you've had a bad game. That can be difficult, but as long as you try your best, they're usually OK. They forgive you pretty quickly. I suppose it must be having to work every Saturday and not being able to spend time with the kids. That can be tough.

4 You hear two friends talking about a camping trip.

Steve You do a lot of camping, don't you, Alan? Got any advice?

Alan Steve, you're not going camping, are you? I don't believe it. I never thought I'd see you ...

Steve I know, I know. I thought I'd give it a go.

Alan You'll love it. It's brilliant.

Steve So what do I need, then? I mean, I've got nothing.

Alan OK, well, obviously you need a tent. You should go for something light and easy to put up. Then you'll need a sleeping bag and something to cook on. Again, go for something light. Remember, you've got to carry everything. Keep it light. That's the secret.

Steve Actually, my dad's going to take us to the campsite, so that's not such a problem.

Alan What?! You're getting a lift to the campsite? That's not camping!

5 You hear a local news report.

When street cleaner Clive Roberts found a brown paper bag containing £10,000 inside one of the bins he was emptying, he didn't think twice about what to do with it. He walked straight to the nearest police station and handed it in. He thought that he might keep it never entered his mind. Clive, who's been praised by the local police for his actions, might still discover that honesty is the best way: if the money isn't claimed within the next 30 days, he'll find himself £10,000 richer.

6 Two friends are talking about a party.

Chloë Josh, I'm so sorry I missed your party.

Josh That's all right, Chloë. Though everyone asked where you were. What happened?

Chloë You're not going to believe it. My dad made us all get up early to go on a really long bike ride. Anyway, I was already feeling tired because I hadn't slept well. It was the last thing I needed. But you know my dad.

Josh He wasn't taking no for an answer.

Chloë Exactly. So we got back at about two and I thought I'd just watch a bit of TV before getting ready for your party and...

Josh You dozed off in front of the TV.

7 You hear a girl talking about a difficult decision.

Man So what's the most difficult decision you've ever made, Ally?

Ally It was probably when I had to choose which subjects to take at school. I was only 13 and I had to choose which nine subjects to study at exam level. The problem was that I wasn't really sure what I wanted to do with my life, so it was tricky knowing which exams I'd need. My dad was saying I should do all the sciences because that would lead to a good job – I should say that he's a scientist. Although I didn't want to let him down, I thought, 'This is my life I'm making decisions about and one thing I do know is that I don't like science.'

8 You hear a book review on the radio.

Wild Country by Margaret Johnson is a short novel written for learners of English. My teacher recommended it to give me some extra reading practice. I was really happy to be able to read a book in English, so that made me feel good. I should say I'm not a big fan of romantic stories but I really enjoyed it. It had quite a bit of adventure too, to keep things exciting. But I think what really brought the story alive were the main characters, Tess and Grant. They were really convincing and I loved the way that their relationship slowly grew stronger. I would highly recommend this book to all learners of English.

TEST YOURSELF UNITS 3 & 4

1 VOCABULARY

Answers

1 make 2 products 3 cheat 4 name 5 get away with 6 call 7 logo 8 tell 9 chain 10 own up to

2 GRAMMAR

Answers

1 go 2 went 3 when 4 until 5 unless 6 better

3

Answers

- 1 You shouldn't ~~to~~ talk to me like that. It isn't nice.
- 2 If they ~~wouldn't be~~ **weren't** so expensive, I'd buy some of those chocolates.
- 3 I wish you ~~don't~~ **didn't** live so far away.
- 4 Your eye looks bad – I think ~~you~~ **you'd** better go to the doctor.
- 5 If it hadn't rained, we ~~had~~ **would have** gone to the beach yesterday.
- 6 If only we ~~can~~ **could** see you more often.

4 FUNCTIONAL LANGUAGE

Answers

- 1 ought; could stay 2 mustn't; I'd better not
- 3 can't; were 4 wouldn't have; we'd told