

# 8

# MAKING LISTS

## Objectives

FUNCTIONS	saying 'Yes' and adding conditions
GRAMMAR	conditionals (review); mixed conditionals
VOCABULARY	phrasal verbs (2); alternatives to <i>if: suppose, provided, as long as, otherwise, unless</i>

## Student's Book pages 74–75

### READING

- 1 **SPEAKING** Books closed. As a lead-in, ask students: *How do you organise your revision before exams? How do you make sure you don't forget to do any homework? What can you do to be more organised?* Give students time to discuss the questions in pairs or small groups. Invite students to report back to the class on their discussions in open class.

Books open. If there is an interactive whiteboard (IWB) available in the classroom, this activity would best be done as a heads-up activity. Focus on the photos. Ask students to work with a partner and note down their answers. Regroup students into small groups to compare ideas and expand on their notes. You may like to suggest that students use this as an opportunity to review and practise comparative forms.

- 2 Tell students they are going to read a book review. To encourage them to read the text quickly, give them three minutes to read the review to find the answer.

#### Answer

A checklist

- 3 **2.08** Ask students to read the paragraph titles. Play the audio while students re-read the review and match the titles to the paragraphs. Ask them to underline the parts of the text that helped them choose their answers. Allow them to compare answers with a partner before whole-class feedback.

#### Answers

A 2 B 3 C extra title D 1 E 4 F 5

- 4 Give students time to read the questions. Encourage them to underline the key information in the questions that they will be looking for in the text. Students then read the text in more detail to find the answers. Suggest that they underline the parts of the text that support their answers. Students compare answers with a partner before whole-class feedback. Ask individuals to refer to the parts of the text that support their answers at this stage.

## Answers

- 1 The fact that no one was wearing a mask.
- 2 There were almost no infections over 27 months and it was estimated that around eight lives were saved.
- 3 A plane could crash; a skyscraper could fall down.
- 4 A lot of them weren't very enthusiastic because they thought it would be too difficult to use.
- 5 Because it's relevant for all people to avoid making mistakes.

- 5 **SPEAKING** Divide the class into pairs or small groups, roughly according to ability, to discuss the questions. Monitor but do not interrupt unless errors hinder comprehension. Make sure all students are speaking and encourage quieter students to give their opinions too. Nominate one or two students to report back to the class on their discussions.

## TRAIN TO THINK

### The 'goal setting' checklist

- 1 Ask: *What goals have you set yourself in the last year? Have your parents ever set goals for you? What goals have they set? Why is it important to set goals?* Students discuss the questions with a partner. Invite volunteers to report back to the class on their discussions and encourage reactions from the rest of the class.

Give students time to read through the ideas (a–h) and the checklist. Check/clarify: *approach, discipline*. Ask students to work individually to complete the exercise. Ask students to compare their answers in pairs, prompting them to justify their opinions and challenge each other's answers. Check answers in open class.

#### Answers

1 d 2 f, h 3 b, g 4 e 5 a, c, e

- 2 **SPEAKING** Working individually, students think of something they want to achieve. Perhaps elicit one or two ideas in open class to get them started. You could also give students time to work in pairs to brainstorm possible goals. Once they have something in mind, students make notes on points 1–5 in the checklist in order to define their goals. Monitor to help with vocabulary and ideas. As you monitor, make a note of some interesting checklists to come back to during feedback. Allow students to compare ideas in small groups and encourage them to give each other ideas on how to improve their checklist, for example, do they need to be more specific?

### Optional extension

Point out that goal-setting is often done in groups as well as by individuals. Divide the class into small groups and tell students they are going to set a goal for the group as a whole. Give examples: *form a band*; *organise an end-of-term party*; *set up a study group*; *start a tennis club*, etc.

Students work together to create a checklist. Regroup for students to share their ideas.

## Student's Book pages 76–77

### GRAMMAR

#### Conditionals (review)

- 1 Students complete the sentences individually and then look back at the book review on page 75 to check. Ask students to read through the table and work with a partner to complete it, using the sentences in Exercise 1 to help them.

It may be helpful to copy the table onto the board and to ask students to come out and complete it with their answers. During feedback, ask concept-check questions to help clarify meaning and usage of each type of conditional e.g. *What does sentence 1 refer to: the past, present, future? Or does it refer to an imaginary situation? Does sentence 2 refer to the past or present? Were they wearing masks?*

#### Answers

- 1 run, will be 2 had worn, wouldn't have been
- 3 use, don't ... use 4 had, 'd want

#### Rule

- 1 present simple 2 1
- 3 present simple 4 future simple
- 5 4 6 past simple
- 7 2 8 *would(n't) have* + past participle

- 2 Do number 1 in open class as an example. Students work with a partner to complete the exercise. During feedback, refer to the rule in Exercise 1. Say sentences 1–4 for students to repeat. Check pronunciation and intonation.

#### Answers

- 1 b 2 d 3 c 4 a

#### Fast finishers

Ask students to write about what they would do if they found a million pounds.

#### Optional extension

Make AB pairs. Ask As to close their books and Bs to say the first half of the sentences for As to complete. After two minutes, students swap roles and repeat.

- 3 If you're short on time, set this exercise for homework but go through the example in class, as necessary. Remind students to refer to the rule while they complete the exercise. Allow students to compare answers with a partner before whole-class feedback.

### Mixed-ability

With stronger groups, ask students to close their books. Dictate the words in each sentence in random order for students to order correctly.

#### Answers

- 1 If you read books, you learn things about life.
- 2 You'll discover interesting things about pilots and doctors if you read it.
- 3 If Gawande wasn't a doctor, he wouldn't understand so much about this.
- 4 I wouldn't have found out about the importance of checklists if I hadn't read it.

### Optional extension

Write the following sentence endings on the board.

... *I would never have said it.*

... *I will cry.*

... *she wouldn't be in class now.*

... *he goes to the park.*

Ask students to write the beginning (first clause), encouraging them to be as imaginative as possible. Prompt them to think carefully about which conditional form (zero, 1st, 2nd, 3rd) they should use in each sentence. Get students to compare their sentences in small groups and come to an agreement on which are the most imaginative or humorous.

Workbook page 72 and page 125



Be aware of common errors related to the use of *would* in conditional sentences. Go to *Get it right!* on Student's Book page 125.

### VOCABULARY

#### Phrasal verbs (2)

- 1 Ask students to read the sentences and work with a partner to try to complete them. Ask students to look back at the text to check their answers. This stage could be done as a class competition with students racing to be the first to find all eight phrasal verbs in the book review. Check answers in open class.

#### Answers

- 1 came down with 2 turned out 3 run through
- 4 carried out 5 points out 6 comes up with
- 7 look into 8 work out

### Mixed-ability

At the initial gap-fill stage, ask students to cover the eight phrasal verbs in the word list. Stronger students can attempt to complete each sentence with a phrasal verb while weaker students complete them with any verb which would give the sentence meaning. All students then uncover the phrasal verbs. Stronger students check their answers while weaker students choose a phrasal verb to replace each verb they've come up with.

- 2 **SPEAKING** Put students into pairs to discuss the meaning of the phrasal verbs. Encourage them to brainstorm other situations in which the verbs could be used. Monitor to get a sense of how well students understand their meaning. Nominate students to share their definitions in open class. Clarify/check understanding as necessary.
- 3 Give students time to read the sentences. Students work with a partner to complete the exercise. During whole-class feedback, ask: *What is different about the verbs work out and point out?* Elicit/point out that all the phrasal verbs are inseparable apart from *work out* and *point out*.

### Answers

- 1 looking into 2 came down with 3 work out  
4 carried out 5 point out 6 run through 7 turned out  
8 come up with

### Fast finishers

Ask students to look back at reading exercises in previous units in the book and find more examples of phrasal verbs. Get them to use the context of the reading to work out the meaning of the verbs. They can use a dictionary to check.

### Optional extension

Divide the class into two groups. One group calls out a phrasal verb and the other group has 30 seconds to use it correctly in a sentence. In large classes, form four groups (ABCD) with A and B competing with each other, and C and D competing.

Workbook page 74

## LISTENING

### Why do we make lists?

- 1 **SPEAKING** Books closed. As a lead-in, write a list on the board outlining what you are going to do/have done in the lesson today. Ask: *Do you think this is a useful list? Who for? Why?* Students discuss in pairs or small groups. Listen to some of their ideas in open class. Ask: *Would you like me to write up a list like this at the beginning of every lesson?*
- Books open. If there is an IWB available in the classroom, this activity would best be done as a heads-up activity. Focus on the lists. Ask students to discuss the questions in pairs. Regroup students into small groups to compare ideas. Nominate students to report back on their group's discussion in open class and note their answers on the board to refer to during feedback on Exercise 2.
- 2 **2.09** Tell students they are going to listen to an interview with a social psychologist. Ask them to listen for which of the ideas on the board are mentioned.
- Allow them to compare answers with a partner before feedback in open class.

### Answer

People write lists for the following reasons: to organise information, to remember things, to focus their mind, to reduce stress by making them feel they're in control, to make them feel good about themselves

### Audio Script Track 2.09

- Brian The world is full of lists! Every time I turn on the TV there's a programme like 'the 50 best horror films of all time' or '100 great football moments'. The Internet is full of 'top ten' this and 'top ten' that sites. My guest today is Katy Spencer, a social psychologist. Katy, why are we so crazy about lists?
- Katy Hi, Brian, and yes, you're right. List-making has become incredibly popular and you know, it's not a bad thing, because there are a number of reasons why making lists can be good for us. If I were more organised, I would have made a list of them, I suppose. But I'm not organised, so I haven't. But seriously, I can tell you, there are really five reasons. One reason why lists are so popular these days is because we're surrounded by new information all the time, lots of it. People make lists to try and organise this information. But I think the most obvious reason we make lists is to help us remember things. I don't know about you but I often find myself standing in the supermarket, and I'm thinking 'If I had made a list then I would know what to buy.'
- Brian I know exactly what you mean. OK, so lists help our memory. What else?
- Katy Well, lists are also a really good way of focusing our minds. For example, imagine you're planning a party. When you write down all the things you need to do, you're making sure that you won't forget anything essential.
- Brian Oh, right.
- Katy And here's another good thing. Making this kind of list can really help reduce stress.
- Brian How exactly?
- Katy Well let's take my party list as our example. Organising something like a party is often really quite stressful. Have I got enough food and drink? Where's everyone going to sit? What kind of music should I play?
- Brian Absolutely.
- Katy Well, when you sit down and make the list, it immediately relaxes you, because it gives you the feeling that now you've got some kind of control over things. Maybe you haven't got any control at all, but you feel like you have! The list shows you what needs to be done and now you can concentrate on doing it.
- Brian Right! But what about those people who make lists like, all the airports in the world they've been to, or their 20 favourite songs?
- Katy They're what I call 'me' lists, they're all about the person writing them. And I think people write them because it makes them feel good about themselves. They can see what they've done in their lives. They feel good because they've done things, been places, that sort of thing.
- Brian So, making lists to help you feel important? Interesting ... but I don't think anyone sensible does that, do they?
- Katy Don't say that. I've made loads of lists like that!
- Brian Oh, sorry! Anyway, Katy, thanks for coming in this morning. That was really interesting and you're now in my list of 'top five people I've interviewed'!

- 3 **2.09** Students may like to work in pairs and try to answer the questions from memory before listening to the audio again. Where they can't remember, they can note down types of word appropriate to each space. Play the audio again for students to check and complete their answers. Allow them to compare answers with a partner before checking in open class.

### Answers

1 organise 2 memory 3 focus 4 stress 5 feel good

- 4 **SPEAKING** You may like to match the first list as a group, to clarify the exercise. Students work in pairs or small groups to discuss which list(s) corresponds to which reason(s). Nominate individuals to describe one of the lists as feedback.

### Possible answers

The world's top five capital cities: to organise information  
 The shopping list: to aid your memory, focus your mind  
 Top five action films: to organise information  
 Party list: to aid your memory, to reduce stress

- 5 **SPEAKING** Before starting the discussion, give students some time to work individually and think about their answers to the questions before they discuss in pairs. Monitor and encourage students to go into detail and give reasons for their answers. Avoid error correction unless errors really hinder comprehension. The focus of this task is on fluency, not on practice of structures or lexis. Listen to some of their ideas in open class.

## GRAMMAR

### Mixed conditionals

- 1 **2.10** Ask students to complete the sentences with the words or phrases in the list. Let them compare answers with a partner before playing the audio to check answers.

### Answers

1 were, would have 2 had, would

- 2 Give students time to read the instructions and the rule. Students work in pairs to complete the rule. Check answers. Give further examples for clarification, as necessary. Remind students that it is possible to start conditional sentences with the *would* clause.

### Rule

1 2 2 1

- 3 If you're short on time, set this exercise for homework. Ask students to work individually to write sentences to describe situations 1–5. Get them to check in pairs prior to a whole-class check.

### Answers

- 1 If Anna and Dan hadn't had a big argument, they would be talking to each other.
- 2 If we'd left early, we wouldn't be late now.
- 3 If I had a good memory, I wouldn't have forgotten her birthday.
- 4 If I had eaten breakfast, I wouldn't be hungry now.
- 5 If he'd paid attention, he'd be able to do the homework.

### Fast finishers

Ask students to write alternative *would* clauses for sentences 1–5.

- 4 Give an example of your own or elicit possible answers to number 1 in open class, to get students started. Divide the class into mixed-ability pairs. Adapt the time-limit according to the level of your class. To vary the pace and encourage an element of competition, tell students they should write as many sentences as possible in the time available. When the time is up, find out who has written the most sentences and ask the winning pair to share their sentences with the class.

Workbook page 73 and page 125

## PRONUNCIATION

For pronunciation practice of weak forms with conditionals go to Student's Book page 121.

Student's Book pages 78–79

## READING

- 1 **SPEAKING** A recording of this text is available with your digital resources.

Books closed. As a lead-in, elicit the names of ten school subjects studied by your students and write them on the board. Divide the class into pairs for students to agree on a ranking of their lists from most to least interesting, useful or difficult. You could start them off by tasking them to rank them by 'most interesting' and then assign 'most useful' and/or 'most difficult' to any fast finishers.

Books open. Students work with a partner to discuss the question. Ask students to make notes on any lists they've seen. Nominate one or two students to share their ideas with the class.

- 2 Set a three-minute time limit to encourage students to read the blog quickly for this initial reading-for-gist task. Allow students to compare answers with a partner before feedback in open class.

### Answers

- 1 Because no one sent him a list.
- 2 In the blog archive.
- 3 He wants them to send him lists.

- 3 Give students time to read the sentences. Check/clarify: *rub*, *warthog*. Point out that students need to decide which of the top ten lists the sentences *might* be found in. Students read the blog more carefully in

order to complete this exercise. Ask them to compare answers in pairs before a whole-class check.

### Answers

a 9 b 2 c 1 d 4 e 3

- 4 **SPEAKING** Ask students to work individually to decide which five lists they would like to read in full, and why, before they begin discussing in pairs. Listen to some of their choices in open class and have a show of hands to find out which lists were most popular.

#### Optional extension

If students have access to the Internet, ask them to do a search for one of the lists, in pairs. Give students time to make notes on the information they find. Put pairs together to make groups of four to share the most interesting information they found.

- 5 **SPEAKING** Students work in pairs to choose a category and make a list. Monitor and help with ideas. Encourage students to be as funny and imaginative as possible when choosing and creating their lists. Put three pairs together to form groups of six and ask students to feed back on their lists within their groups.

## THINK VALUES

### Lists

- 1 Ask students to tick the sentences they agree with (they can choose more than one).
- 2 **SPEAKING** Divide the class into pairs or small groups for students to compare their choices. Monitor and help with vocabulary as necessary. Encourage students to give reasons for their choices and to try to use conditional sentences in their discussions where possible. Note down any repeated errors related to conditionals and elicit corrections during feedback. Also, invite students to share their opinions in open class.
- 3 Students complete the exercise individually. Ask them to compare answers in pairs. During feedback, nominate one or two students to share their ideas for list number 7.

#### Optional extension

Students work in pairs to write one of the top ten lists mentioned in Exercise 3. Monitor and help with vocabulary and ideas if necessary. If you have space, display the completed lists on the walls and ask pairs to circulate and discuss whether or not they agree with the choices.

## VOCABULARY

**Alternatives to *if*: *suppose, provided, as long as, otherwise, unless***

- 1 Books closed. To focus students on the vocabulary, write the five alternatives to *if* on the board and ask: *What do these words mean? What do they have in common?* (They are all alternatives to *if*.) Listen to some of their ideas but do not comment at this stage.

Books open. Ask students to read the Look! box and then to work in pairs and match the sentence halves from the blog. Check answers in open class.

### Answers

1 c 2 b 3 e 4 a 5 d

- 2 Ask students to work in pairs, encouraging them to refer to the sentences in Exercise 1 to help them. Check answers in open class. Prepare to give example sentences of your own to clarify meaning, as necessary.

### Answers

1 as long as/provided 2 suppose 3 unless  
4 otherwise

- 3 Ask students to work individually to choose the correct option in each sentence. Let them compare answers with a partner before a whole-class check. During feedback, check understanding by asking students to rephrase the sentences using *if*.

### Answers

1 provided 2 otherwise 3 provided 4 unless  
5 as long as 6 Suppose

#### Fast finishers

Ask students to review Grammar Exercise 3 on page 77 and see which of the sentences could be rewritten using alternatives to *if*, and rewrite them.

Workbook page 74

## FUNCTIONS

### Saying 'Yes' and adding conditions

- 1 Give students time to read the sentences before they begin discussing who could be talking to whom in pairs. Do the first one in open class to demonstrate the activity. Tell them there is not one correct answer. Encourage strong students to think of various situations for each sentence. Listen to some of their ideas in open class.
- 2 Ask pairs to rewrite the sentences. Tell them to refer to the vocabulary section for help if necessary. Again, you could do the first one in open class as an example. Monitor to deal with any problems and to support weaker students. Check answers.

### Answers

1 You can borrow it as long as you drive it really carefully.  
2 Yes, you can go to the party, provided you promise to be home by 11 o'clock.  
3 I'll get really bad marks unless you help me.  
4 I'll fix it as long as you let me play games on it.  
5 Close the door, otherwise it'll get cold in here.  
6 Yes, you can practise, provided you don't make a lot of noise.  
7 Suppose you could play the guitar – what kind of music would you play?

- Students read the questions and make notes individually. Ask them to try to think of at least two conditions for each one.
- Students work in pairs to create their own dialogues. Monitor to check they are adding conditions correctly. Invite volunteers to perform their dialogues in open class.

### Mixed-ability


Weaker students can write their dialogues and practise them before trying to act out their dialogue without looking at their notes. Stronger students can be encouraged to be more spontaneous and perform dialogues on the spot.

## Student's Book pages 80–81

## CULTURE

### BACKGROUND INFORMATION

**The Seven Ancient Wonders of the World:** the Great Pyramid of Giza (in modern-day Egypt); the Hanging Gardens of Babylon (whereabouts unknown); the Colossus of Rhodes (a 30m statue on the Greek island of Rhodes, destroyed by earthquake in 226 BCE); the Lighthouse of Alexandria (a 130m lighthouse in Egypt which survived until the 13th century); the Mausoleum at Halicarnassus (an ornate tomb in modern-day Turkey destroyed by earthquakes in the 12th–15th Centuries); the Temple of Artemis (a Greek temple in modern-day Turkey destroyed in 401 AD); and the Statue of Zeus (a 13m statue in Greece, destroyed in the 5th century AD. Only the Great Pyramid remains (mostly) intact today.

- Put students into small groups to discuss the question. Elicit answers in open class and make a list on the board. If you have access to the Internet in the classroom, search for images of any 'wonders' mentioned by students and discuss why they might be on the list.
-  **2.13** First, ask students to look at the photos and guess the answers. Play the audio while students read and listen to the article to check their predictions. Ask students to check their answers with a partner before feedback in open class.

### Answers

Petra is the oldest.  
Christ the Redeemer is the newest.

- Give students a minute or two to read the sentences and circle the key information that they need to look for. Students read the text again in order to answer the questions. Tell them to underline information in the text that helped them. Students check answers with a partner. During feedback, ask students to justify their answers by quoting the text they have underlined.

### Answers

1 Petra 2 Taj Mahal 3 The Colosseum  
4 Great Wall of China 5 Machu Picchu  
6 Christ the Redeemer 7 Chichén Itzá

- VOCABULARY** Ask students to cover the definitions. Give them two minutes to find the highlighted words in the article and discuss their possible meanings

with a partner, using the context provided by the article to help them. Students uncover the definitions to check their ideas and complete the exercise. Check answers in open class.

### Answers

1 abandoned 2 bury 3 flourished 4 hostile  
5 icon 6 spectacles 7 succession 8 carved

## SPEAKING

In pairs or small groups, students discuss the questions. Make a note of any nice expressions in English that students use during the activity. At the end write them on the board for the whole class to copy, and for you to praise the student who used them. Invite students to report back to the class on their discussions. Also focus on any recurring errors and elicit corrections during feedback.

## WRITING

### Essay

- Draw students' attention to the photo. Ask: *What do you know about the Simplon Tunnel? Why do you think it is special? When and how do you think it was built?* Get students to speculate in pairs before they read and check. Set a two-minute time limit to encourage students to read the essay quickly to check predictions and answer the questions. Allow students to compare answers in pairs before whole-class feedback.

### Answers

Because they were the longest tunnels in the world when they were built. / They were a big engineering achievement at the time.

- Ask students to work in pairs and try to find the five mistakes. This can be done as a class competition with pairs competing to be first to find the mistakes. Check answers.

### Answers

- a spelling mistake – 9
- a mistake with the verb tense – 4
- a mistake which is the wrong choice of connecting word – 6
- a preposition mistake – 1
- a mistake which is a missing word – 2

- Students work in pairs to correct the mistakes. If you're using an IWB, project the text onto the board to refer to during feedback. Check corrections in open class.

### Answers

1 in 2 the 4 took 6 during 9 than

- This exercise is designed to get students thinking about the mistakes they make when writing. Ask students to work individually to note down their answers to each question. If available, ask students to refer to pieces of writing they have recently produced

to help them create a checklist. When students have completed the exercise, make small groups for students to compare ideas and checklists.

- 5 Ask students to choose a modern wonder and make notes on reasons for their choice. Monitor to help with vocabulary and ideas. Get them to share ideas in pairs or small groups. *Can they add any ideas or reasons for why it would be a good choice for a modern wonder of the world?*
- 6 Encourage students to make a plan before they begin writing their essays and to organise their writing as outlined in the instructions. They should also refer to their checklist of past mistakes once they've written it. Alternatively, this could be done as a collaborative writing activity in class with pairs of students writing their essays together. On completion, ask students to exchange their essays with another pair for them to read and correct any grammatical errors, using the checklists they created earlier.

#### Optional extension

Ask students to work in pairs to create a peer feedback checklist and use it to comment on each other's writing so they're also feeding back on things like content and organisation, as well as accuracy.

Student's Book page 82–83

## THINK EXAMS

### READING AND USE OF ENGLISH

#### 1 Part 2: Open cloze

##### Answers

1 on 2 if/provided 3 by 4 have 5 out 6 an  
7 long 8 will

Workbook page 71

### TEST YOURSELF UNITS 7 & 8

#### VOCABULARY

1

##### Answers

1 down 2 about 3 up 4 unless 5 worried  
6 flourishes 7 succession 8 through 9 forward  
10 point

#### GRAMMAR

2

##### Answers

1 would be 2 will have 3 are going 4 will  
5 would have 6 will be

3

##### Answers

- 1 It's Diana's birthday next Friday and she ~~will have~~ **is having** a party on Saturday.  
2 I would have been happy if he ~~would have~~ **had come**.  
3 If I hadn't made so many mistakes, I would ~~win~~ **have won** the tennis match.  
4 This time tomorrow, ~~I'm lying~~ **I'll be lying** on a beach in the sun.  
5 If I ~~had been~~ **were/was** taller, I wouldn't need the ladder.  
6 We must finish cleaning the kitchen before our parents ~~are arriving~~ **arrive**.

### FUNCTIONAL LANGUAGE

4

##### Answers

- 1 no, bright 2 provided, a good 3 unless, cheer  
4 if, as long