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**CAMBRIDGE ENGLISH**  
Language Assessment  
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# Cambridge English

**ELEMENTARY  
TEACHER'S BOOK**

# EMPOWER

# A2



**Tim Foster**

**with Ruth Gairns, Stuart Redman, Wayne Rimmer**





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# EMPOWER

**ELEMENTARY  
TEACHER'S BOOK**

**A2**

**Tim Foster**

**with Ruth Gairns, Stuart Redman, Wayne Rimmer,  
Lynda Edwards and Julian Oakley**

# Welcome to *Cambridge English Empower*

## A unique mix of learning and assessment

**Cambridge English Empower** is a new general English adult course that combines course content from Cambridge University Press with validated assessment from Cambridge English Language Assessment.

This unique mix of engaging classroom material and reliable assessment, with personalised online practice, enables learners to make consistent and measurable progress.

What could your students achieve with **Cambridge English Empower**?

## Teacher's Book contents

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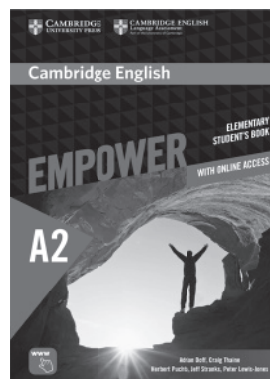
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## For Students



**Student's Book**  
with online access



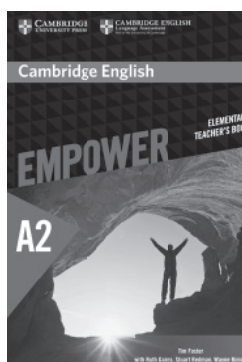
**Online Assessment**  
**Online Practice**  
**Online Workbook**

Student's Book also available as Interactive eBook

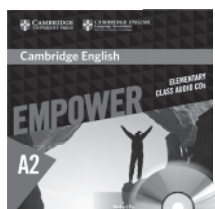
### Also available

- Student's Book (or eBook) without online access
- Print Workbook (with and without answers), with downloadable audio and video

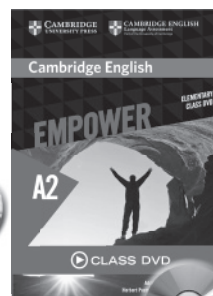
## For Teachers



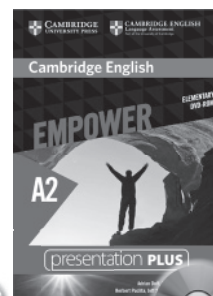
**Teacher's Book**  
with photocopiable  
activities and  
online access



**Class Audio**  
**CDs**



**Class DVD**



**Presentation**  
**Plus**

### Student's Book with online access

- Comes complete with access to Online Assessment, Online Practice, and Online Workbook – delivered via the Cambridge Learning Management System (CLMS)
- Syllabus informed by English Profile, the Cambridge English Corpus, and benchmarked to the CEFR



### Interactive eBook

- With the Interactive eBook, you can do the Student's Book activities in interactive form (specially designed for tablets), play all Class Audio and Video, check and display answers, control audio speed, create text and voice notes, and more.
- The Interactive eBook can be accessed with the Cambridge Bookshelf iPad app, or using the Cambridge Bookshelf Web Reader on a desktop or laptop computer, and can be used offline (after initial download).

### Online Assessment

- Validated and reliable assessment throughout the course – developed by experts at Cambridge English Language Assessment
- A learning-oriented approach – assessment that regularly informs teaching and learning
- A Unit Progress Test for every unit (automatically marked) – covering grammar, vocabulary, and functional language – plus a Unit Speaking Test
- Mid-course and end-of-course competency tests that cover all four skills and generate a CEFR report which reliably benchmarks learners to the target level

For more details about the **Cambridge English Empower** assessment package, and Learning Oriented Assessment, please see pages 7–8.

### Online Practice

- Personalised practice – automatically assigned according to each student's score in the Unit Progress Test, so their time is spent on what they need most
- Language presentations, practice activities, and skills-based extension activities for every unit
- Automatically marked

### Online Workbook

- Extra practice of all the grammar, vocabulary and functional language, plus extra writing
- Automatically marked

### Teacher's Book

- Detailed teacher's notes for every lesson, including extra tips, ideas and support, and answer keys
- Photocopiable activities – a range of communicative extra practice activities for every unit, including grammar, vocabulary, pronunciation, and Wordpower

### Online access for teachers

- To access **Cambridge English Empower's** unique online assessment and practice package, please go to **cambridgeclms.org/empower**, select 'Register' and follow the instructions.

### Presentation Plus

- With Presentation Plus, you can display all Student's Book material, play all Class Audio and Video, show answer keys, and more.
- Presentation Plus can be used with all types of interactive whiteboards, or with a computer and projector.

### Class DVD

- All the video material for the Student's Book, plus Video Extra

### Class Audio CDs

- All the listening material for the Student's Book

### Print tests

- Downloadable from **cambridge.org/empower**

For more information and extra resources, go to:  
**cambridge.org/empower**

# Course methodology

## A learner-centred approach

**Cambridge English Empower**, with its unique mix of learning and assessment, places the learner at the centre of the learning process. This learner-centred approach also applies to the course methodology – the Student's Book and additional resources provide a range of classroom materials that motivate learners, address their language needs, and facilitate the development of their skills.

## Supporting the teacher

**Cambridge English Empower** also supports the teacher through classroom methodology that is familiar and easy to use, and at the same time is flexible and creative. A number of key methodological principles underpin the course, enhancing the interface between learners and their learning, and between learners and teachers. **Cambridge English Empower:**

- 1 encourages learner engagement
- 2 delivers manageable learning
- 3 is rich in practice
- 4 provides a comprehensive approach to productive skills

## Measurable progress

This leads to motivated learners, successful lessons, and measurable progress. This progress is then measured by a uniquely reliable assessment package, developed by test experts at Cambridge English Language Assessment.

## Key methodological principles

### 1 Learner engagement

#### Getting Started

Each unit begins with a 'Getting Started' page, designed to engage learners from the very start of the unit – leading to greater motivation and more successful learning. It does this in three ways:

- **Clear learning goals** – 'can do' statements immediately focus learners on their objectives.
- **Striking images** that take an unusual perspective on the unit theme – this raises curiosity, prompts ideas and questions in the mind of the learner, and stimulates them to want to communicate.
- Short **speaking activities** that prompt a personal response – leading to longer-lasting learning and a sense of ownership from the start. These activities also offer a diagnostic opportunity to the teacher.

#### Remarkable texts and images

Throughout the course, learners encounter texts and images that inform, amuse, surprise, entertain, raise questions, arouse curiosity and empathy, provoke an emotional response, and prompt new insights and perspectives – this means that learners are consistently motivated to engage, read, listen, and communicate.

The texts have been carefully selected to appeal to a wide range of learners from a variety of cultural backgrounds. They have an international focus and flavour, and each text has a story to tell or a point of view to offer that will be of interest to learners. All texts are accompanied by receptive tasks that support the development of reading and listening skills.

#### Frequent opportunities for personal response

There are frequent opportunities to practise speaking throughout every lesson. These include **personalisation** tasks which make the target language in every unit meaningful to the individual learner. But not only that – there are also regular activities that encourage learners to respond personally to the content of texts and images. These **personal response** activities foster successful learning because they:

- make learning more memorable – so it lasts longer
- are inclusive – there is no 'correct' answer, so all learners can participate successfully
- promote spontaneous spoken interaction – this further enhances the learner's sense of freedom and ownership, enhances motivation, and makes learning more relevant and enjoyable

## 2 Manageable learning

A second core principle that informs **Cambridge English Empower** is recognition of the importance of manageable learning. This offers learners (and their teachers) reassurance that they will not be overwhelmed at any point in their learning journey, leading to more successful learning outcomes and sustained motivation. The **Cambridge English Empower** classroom material reflects the concept of manageable learning in three main ways:

- Syllabus planning and the selection of language
- Lesson flow
- Task design

### Syllabus planning and the selection of language

A key element in making learning material manageable concerns the selection of target language. In **Cambridge English Empower**, two powerful Cambridge English resources – the *Cambridge Corpus* and *English Profile* – have been used to inform the development of the course syllabus and the writing of the material. These resources provide reliable information as to which language items learners are likely to be able to learn successfully at each level of the CEFR (Common European Framework of Reference). This means learners using **Cambridge English Empower** are presented with target language that they are able to incorporate and use at that point in their learning journey, and they won't encounter too much above-level language in reading and listening texts. It also means that learners are not overwhelmed with unrealistic amounts of language because the *Cambridge Corpus* and *English Profile* are also able to give an indication of what constitutes a manageable quantity of language at each level.

### Lesson flow

Learning is also made more manageable through the careful staging and sequencing of activities. Every lesson starts with a clear 'Learn to ...' objective and ends with a substantial output task. Each lesson is comprised of several manageable sections, each with a clear focus on language and/or skills. Each section builds towards the next, and activities within sections do likewise. The final activity of each spread involves a productive learning outcome that brings together the language and the topic of the lesson, allowing learners to put what they have learnt into immediate use.

### Task and activity design

Tasks and activities have been designed to give learners an appropriate balance between freedom and support. Grammar and vocabulary presentations take a straightforward approach to dealing with the meaning and form of new language, and practice is carefully staged, with additional support in the

'Grammar Focus' and 'Vocabulary Focus' sections at the back of the book. Reading and listening activities allow learners to process information in texts in a gradual, supportive way. Speaking and writing activities are made manageable by means of clear models, appropriate scaffolding, and a focus on relevant sub-skills associated with a specific spoken or written outcome.

As an overall principle, the methodology throughout **Cambridge English Empower** anticipates and mitigates potential problems that learners might encounter with language and tasks. While this clearly supports learners, it also supports teachers because there are likely to be fewer unexpected challenges during the course of a lesson – this also means that necessary preparation time is reduced to a minimum.

## 3 Rich in practice

It is essential that learners are offered frequent and manageable opportunities to practise the language they have been focusing on – they need to activate the language they have studied in a meaningful way in order to gain confidence in using it, and of course meaningful practice also makes new language more memorable.

**Cambridge English Empower** is rich in practice activities and provides learners and teachers with a wide variety of tasks that help learners to become confident users of new language.

### Student's Book

Throughout each **Cambridge English Empower** Student's Book, learners are offered a wide variety of practice activities, appropriate to the stage of the lesson or unit:

- Ample opportunities are provided for controlled practice of target language.
- Many of the practice activities provide learners with an opportunity to personalise language.
- There are frequent opportunities for communicative spoken practice. Communicative practice activities are clearly contextualised and carefully staged and scaffolded, in line with the principle of manageable learning.
- Further spoken practice is provided in the final speaking activity in each of the A, B, and C lessons, providing the principal communicative learning outcome in each of these lessons.
- In the 'Grammar Focus' and 'Vocabulary Focus' pages at the back the Student's Book, there are more opportunities for practice of grammar and vocabulary, helping to consolidate learning.

- In the 'Review and Extension' page at the end of each unit, there are more opportunities for both written and spoken practice of target language.

### Teacher's Book

- Many learners find practice activities that involve an element of fun to be particularly motivating. Many such activities – six per unit – are provided in the photocopiable activities in the Teacher's Book, providing fun, communicative practice of grammar, vocabulary and pronunciation.
- The main teacher's notes also provide ideas for extra activities at various stages of the lesson.

### Other components

Through the Cambridge LMS, **Cambridge English Empower** provides an extensive range of practice activities that learners can use to review and consolidate their learning outside the classroom:

- The Online Practice component offers interactive language presentations followed by practice and extension activities. Learners are automatically directed to the appropriate point in this practice cycle, according to their score in the Unit Progress Test (at the end of Student's Book lesson C).
- The Workbook (Online or Print) provides practice of the target language after each A, B, and C lesson.

## 4 A comprehensive approach to productive skills

Most learners study English because they want to use the language in some way. This means that speaking and writing – the productive skills – are more often than not a priority for learners. **Cambridge English Empower** is systematic and comprehensive in its approach to developing both speaking and writing skills.

### Speaking

The **C lesson** in each unit – 'Everyday English' – takes a comprehensive approach to speaking skills, and particularly in helping learners to become effective users of high-frequency functional/situational language. The target language is clearly contextualised by means of engaging video (also available as audio-only via the Class CDs), filmed in the real world in contexts that will be relevant and familiar to adult learners. These 'Everyday English' lessons focus on three key elements of spoken language:

- Useful language – focusing on the functional and situational language that is most relevant to learners' needs, and manageable within the target level
- Pronunciation – focusing on intelligibility and covering many aspects of phonology and the characteristics of natural speech, from individual sounds to extended utterances
- Conversation skills – speaking strategies and sub-skills, the 'polish' that helps learners to become more effective communicators

The final speaking task in each 'Everyday English' lesson provides learners with an opportunity to activate all three of these elements. This comprehensive approach ensures that speaking skills are actively developed, not just practised.

### Writing

Across each level of **Cambridge English Empower**, learners receive guidance and practice in writing a wide range of text types. The **D lesson** in each unit – 'Skills for Writing' – builds to a learning outcome in which learners produce a written text that is relevant to their real-life needs, appropriate to the level, and related to the topic of the unit. However, these are not 'heads-down' writing lessons – instead, and in keeping with the overall course methodology, they are highly communicative mixed-skills lessons, with a special focus on writing. This means that writing is fully integrated with listening, reading and speaking – as it is in real life – and is not practised in isolation. Each 'Skills for Writing' lesson follows a tried and tested formula:

- 1 Learners engage with the topic through activities that focus on speaking and listening skills.
- 2 They read a text which also provides a model for the later writing output task.
- 3 They then do a series of activities which develop aspects of a specific writing sub-skill that has been encountered in the model text.
- 4 They then go on to write their own text, in collaboration with other learners.
- 5 Process writing skills are embedded in the instructions for writing activities and encourage learners to self-correct and seek peer feedback.

Also, while the **A and B lessons** provide the main input and practice of the core language syllabus, they also provide frequent opportunities for learners to develop their receptive and productive skills.

In line with other elements of **Cambridge English Empower**, the texts used for skills development engage learners and provide them with opportunities to personalise language. Likewise, the tasks are designed in such a way as to make the learning manageable.

The extension activities in the Online Practice component (via the Cambridge LMS) also offer further practice in reading and listening skills.

### What is Learning Oriented Assessment (LOA)?

As a teacher, you'll naturally be interested in your learners' progress. Every time they step into your classroom, you'll note if a learner is struggling with a language concept, is unable to read at a natural rate, or can understand a new grammar point but still can't produce it in a practice activity. This is often an intuitive and spontaneous process. By the end of a course or a cycle of learning, you'll know far more about a learner's ability than an end-of-course test alone can show.

An LOA approach to teaching and learning brings together this ongoing informal evaluation with more formal or structured assessment such as end-of-unit or end-of-course tests. Ideally supported by a learner management system (LMS), LOA is an approach that allows you to pull together all this information and knowledge in order to understand learners' achievements and progress and to identify and address their needs in a targeted and informed way. A range of insights into learners and their progress feeds into **total assessment** of the learner. It also allows you to use all of this information not just to produce a report on a learner's level of competence but also to plan and inform future learning.

For more information about LOA, go to [cambridgeenglish.org/loa](https://cambridgeenglish.org/loa)

### How does Cambridge English Empower support LOA?

**Cambridge English Empower** supports LOA both informally and formally, and both inside and outside the classroom:

#### 1 Assessment that informs teaching and learning

- Reliable tests for both formative and summative assessment (Unit Progress Tests, Unit Speaking Tests, and skills-based Competency Tests)
- Targeted extra practice online via the Cambridge Learning Management System (CLMS) to address areas in which the tests show that learners need more support
- Opportunities to do the test again and improve performance
- Clear record of learner performance through the CLMS

#### 2 LOA classroom support

- Clear learning objectives – and activities that clearly build towards those objectives
- Activities that offer opportunities for learner reflection and peer feedback
- A range of tips for teachers on how to incorporate LOA techniques, including informal assessment, into your lessons as part of normal classroom practice

### 1 Assessment that informs teaching and learning

**Cambridge English Empower** offers three types of tests written and developed by teams of Cambridge English exam writers. All tests in the course have been trialled on thousands of candidates to ensure that test items are appropriate to the level.

Cambridge English tests are underpinned by research and evaluation and by continuous monitoring and statistical analysis of performance of test questions.

**Cambridge English Empower** tests are designed around the following essential principles:

**Validity** – tests are authentic tests of real-life English and test the language covered in the coursebook

**Reliability** – tasks selected are consistent and fair

**Impact** – tests have a positive effect on teaching and learning in and outside the classroom

**Practicality** – tests are user-friendly and practical for teachers and students

#### Unit Progress Tests

The course provides an online Unit Progress Test at the end of every unit, testing the target grammar, vocabulary and functional language from the unit. The teacher and learner are provided with a score for each language area that has been tested, identifying the areas where the learner has either encountered difficulties and needs more support, or has mastered well. According to their score in each section of the test, the learner is directed either to extension activities or to a sequence of practice activities appropriate to their level, focusing on the language points where they need most support. This means that learners can focus their time and effort on activities that will really benefit them. They then have the opportunity to retake the Unit Progress Test – questions they got right first time will still be filled in, meaning that they can focus on those with which they had difficulty first-time round.

#### Unit Speaking Tests

**Cambridge English Empower** provides a comprehensive approach to speaking skills. For every unit, there is an online Unit Speaking Test which offers learners the opportunity to test and practise a range of aspects of pronunciation and fluency. These tests use innovative voice-recognition software and allow the learner to listen to model utterances, record themselves, and re-record if they wish before submitting.

#### Competency Tests

**Cambridge English Empower** offers mid-course and end-of-course Competency Tests. These skills-based tests cover Reading, Writing, Listening and Speaking, and are calibrated to the Common European Framework of Reference (CEFR). They provide teachers and learners with a reliable indication of level, as well as a record of their progress – a CEFR report is

generated for each learner, showing their performance within the relevant CEFR level (both overall and for each of the skills).

The **Cambridge Learning Management System** (CLMS) provides teachers and learners with a clear and comprehensive record of each learner’s progress during the course, including all test results and also their scores relating to the online practice activities that follow the tests – helping teachers and learners to recognise achievement and identify further learning needs. Within the CLMS, a number of different web tools, including message boards, forums and e-portfolios, provide opportunities for teachers and learners to communicate outside of class, and for learners to do additional practice. These tools can also be used by teachers to give more specific feedback based on the teacher’s informal evaluation during lessons. The CLMS helps teachers to systematically collect and record evidence of learning and performance and in doing so demonstrates to teachers and learners how much progress has been made over time.

2 LOA classroom support

Clear objectives

An LOA approach encourages learners to reflect and self-assess. In order to do this, learning objectives must be clear. In **Cambridge English Empower**, each unit begins with a clear set of ‘can do’ objectives so that learners feel an immediate sense of purpose. Each lesson starts with a clear ‘Learn to ...’ goal, and the activities all contribute towards this goal, leading to a significant practical outcome at the end of the lesson. At the end of each unit, there is a ‘Review your progress’ feature that encourages learners to reflect on their success, relative to the ‘can do’ objectives at the start of the unit. Within the lessons, there are also opportunities for reflection, collaborative learning, and peer feedback.

LOA classroom tips for teachers

In a typical lesson you’re likely to use some or perhaps all of the following teaching techniques:

- **monitor** learners during learner-centred stages of the lesson
- **elicit** information and language
- **concept check** new language
- **drill** new vocabulary or grammar
- provide **feedback** after learners have worked on a task

The table below summarises core and LOA-specific aims for each of the above techniques. All these familiar teaching techniques are a natural fit for the kind of methodology that informally supports LOA. An LOA approach will emphasise those parts of your thinking that involve forming evaluations or judgments about learners’ performance (and therefore what to do next to better assist the learner). The ‘LOA teacher’ is constantly thinking things like:

- *Have they understood that word?*
- *How well are they pronouncing that phrase?*
- *Were they able to use that language in a freer activity?*
- *How many answers did they get right?*
- *How well did they understand that listening text?*
- *How many errors did I hear?*
- *And what does that mean for the next step in the learning process?*

The **Cambridge English Empower** Teacher’s Book provides tips on how to use a number of these techniques within each lesson. This will help teachers to consider their learners with more of an evaluative eye. Of course it also helps learners if teachers share their assessment with them and ensure they get plenty of feedback. It’s important that teachers make sure feedback is well-balanced, so it helps learners to know what they are doing well in addition to what needs a little more work.

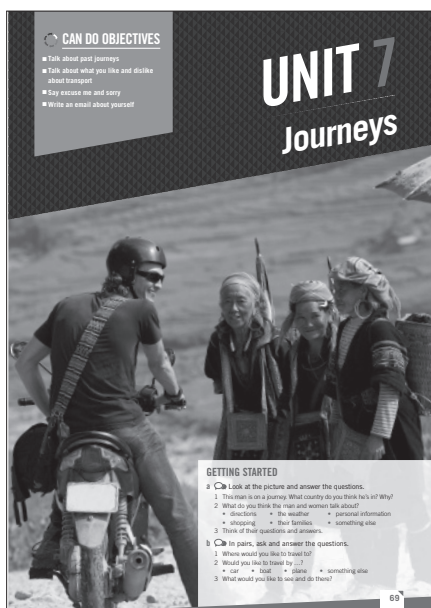
Teaching techniques					
	monitoring	eliciting	concept checking	drilling	providing feedback
Core aims	<ul style="list-style-type: none"><li>• checking learners are on task</li><li>• checking learners’ progress</li><li>• making yourself available to learners who are having problems</li></ul>	<ul style="list-style-type: none"><li>• checking what learners know about a topic in order to generate interest</li></ul>	<ul style="list-style-type: none"><li>• checking that learners understand the use and meaning of new language</li></ul>	<ul style="list-style-type: none"><li>• providing highly controlled practice of new language</li></ul>	<ul style="list-style-type: none"><li>• finding out what ideas learners generated when working on a task</li><li>• praising learners’ performance of a task</li><li>• indicating where improvement can be made</li></ul>
LOA aims	<ul style="list-style-type: none"><li>• listening to learners’ oral language, and checking learners’ written language, in order to:<ul style="list-style-type: none"><li>» diagnose potential needs</li><li>» check if they can use new language correctly in context</li></ul></li></ul>	<ul style="list-style-type: none"><li>• finding out if learners already know a vocabulary or grammar item</li><li>• adapting the lesson to take into account students’ individual starting points and interests</li></ul>	<ul style="list-style-type: none"><li>• checking what could be a potential problem with the use and meaning of new language for your learners</li><li>• anticipating and preparing for challenges in understanding new language, both for the whole class and for individuals</li></ul>	<ul style="list-style-type: none"><li>• checking that learners have consolidated the form of new language</li><li>• checking intelligible pronunciation of new language</li></ul>	<ul style="list-style-type: none"><li>• asking learners how well they feel they performed a task</li><li>• giving feedback to learners on specific language strengths and needs</li><li>• fostering ‘learning how to learn’ skills</li></ul>

# Unit overview

## Introduction

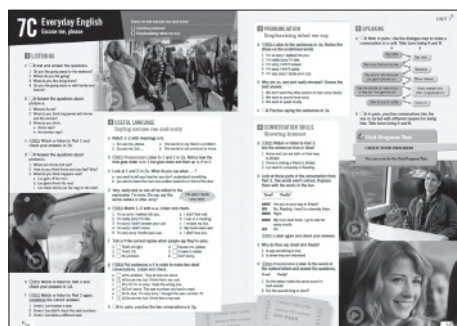
### Getting Started page

- clear learning objectives to give an immediate sense of purpose
- striking and unusual images to arouse curiosity
- activities that promote emotional engagement and a personal response



### Lesson C

- functional language in common everyday situations
- language is presented through video filmed in the real world



### Unit Progress Test

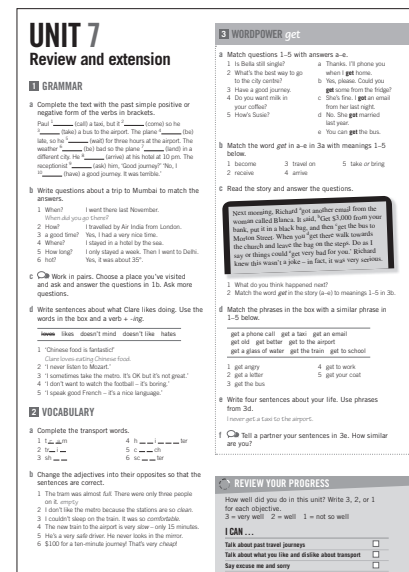
- covering grammar, vocabulary and functional language

Also available:

- Speaking Test for every unit
- mid-course and end-of-course competency tests

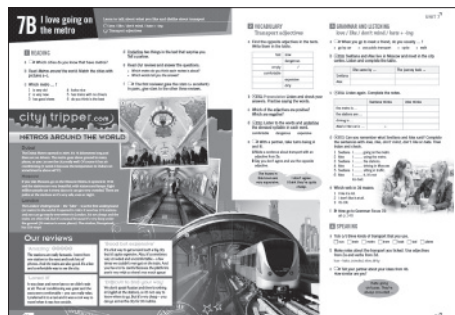
### Review and Extension

- extra practice of grammar and vocabulary
- Wordpower vocabulary extension
- 'Review your progress' to reflect on success



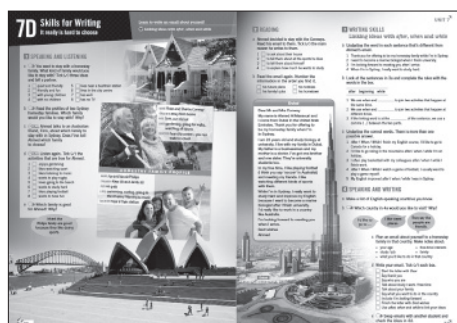
### Lesson A and Lesson B

- input and practice of core grammar and vocabulary, plus a mix of skills

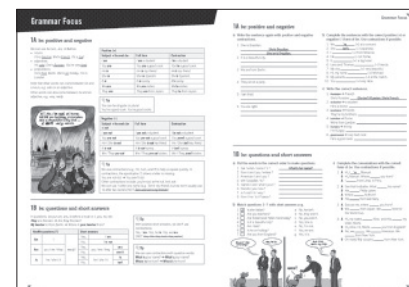
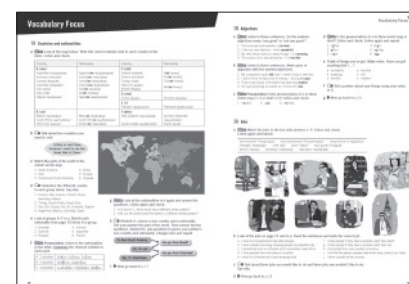


### Lesson D

- highly communicative integrated skills lesson
- special focus on writing skills
- recycling of core language from the A, B and C lessons



For extra input and practice, every unit includes illustrated **Grammar Focus** and **Vocabulary Focus** sections at the back of the book.



# Lessons A and B

## Grammar and Vocabulary and a mix of skills

**Clear goals**  
Each lesson starts with a clear, practical and achievable learning goal, creating an immediate sense of purpose.

**Learner engagement**  
Engaging images and texts motivate learners to respond personally. This makes learning more memorable and gives learners ownership of the language.

**Regular speaking activities**  
Frequent speaking stages to get students talking throughout the lesson.

# 7A We didn't plan our trip

**Learn to talk about past journeys**

- G Past simple: negative and questions
- V Transport



## THE SILK ROAD

More than 2,000 years ago, China began looking for new places in Europe to sell products such as silk. Different routes opened and these routes were called the 'Silk Road'. It was a difficult journey and could take six months on foot. Today, companies such as Hewlett Packard use the 'New Silk Road' to transport laptops between China and Germany by train – and it only takes 13 days! The Old Silk Road is also very popular now with tourists – more than 50 million tourists visit Xi'an, the city at the start of the Old Silk Road, every year.



### 1 READING

a Look at maps 1–3. Which journey would you like to go on? Why?

b Read *The Silk Road* and answer the questions.

- Which journey in 1a does it describe?
- Was it always a tourist route?

c Read *Travelblog* and match the texts with pictures a and b.

d Read the blogs again. Who do you think said each sentence after their trip, Murat (M) or Ingrid (I)?

- I saw some unusual sports on my trip.
- We made sure our bags were light.
- Sometimes we didn't want to get on our bikes.
- The places we stayed in were usually two-star.
- I needed to show my passport a lot.
- We loved seeing where people lived.


e Whose trip do you think was better? Why?



### MY BEST TRIP EVER!!

MURAT AKAN

It really was a great trip and I can remember so many amazing things that we did. For example, when we were in Kyrgyzstan, we saw some very exciting competitions with horses. We didn't understand them, but it was a lot of fun! We didn't normally travel much more than 300 kilometres a day – and sometimes less – but one day we travelled 500! I slept well that night! We stayed in hotels, but we didn't use luxury hotels because they were too expensive. There was only one thing we didn't like – going from one country to another. The border police checked everything again and again and it took a long time – six hours one day!



**Manageable learning**

The syllabus is informed by *English Profile* and the *Cambridge English Corpus*. Students will learn the most relevant and useful language, at the appropriate point in their learning journey. The target language is benchmarked to the CEFR.

**UNIT 7****2 VOCABULARY** Transport

a Match the words in the box with pictures 1–8.

aeroplane (plane) scooter tram ship  
helicopter coach ferry train



b Which kinds of transport:

- do people often use to go on holiday?
- do people normally use to get to work or school?
- are unusual for people to use in your country?
- do you normally use?

c Now go to Vocabulary Focus 7A on p.166

**3 GRAMMAR** Past simple: negative

a Complete the sentences from Ingrid's blog.

- 1 We \_\_\_\_\_ go very far at all.
- 2 We didn't \_\_\_\_\_ to take anything that we didn't \_\_\_\_\_.

b Look at the sentences in 3a and complete the rule.

To make the past simple negative, we use:  
\_\_\_\_\_ + the infinitive

**MY DREAM JOURNEY ON THE SILK ROAD** INGRID LEIDENROTH

This was my dream holiday!! It wasn't a fast way to travel, but there was a lot to see and a lot of time to think! Before we left, we packed our bags very carefully because we didn't want to take anything that we didn't need (too heavy!). Some days we travelled about 80 kilometres, but other days – when we were tired – we didn't go very far at all. And sometimes, when we were very tired, we didn't want to cycle and we got lifts on trucks. We didn't plan our trip very carefully, and we often changed our plans. We slept in tents next to the road and watched the stars for hours. The best thing about travelling this way is that you can meet the people who live there. They were interested in us and wanted to find out about our trip. We even saw inside a traditional home – a yurt – and had dinner with the family!

**4 LISTENING**

a You can also travel along the Silk Road by bus or train. Which would you prefer to do?

b Klara talks to her friend Hans about the Silk Road. How did Hans travel?

c Listen again and underline the correct answers.

- 1 Country started in: *Turkey / Russia / China*
- 2 Cities visited: *Samarkand / Tashkent / Kabul / Almaty*
- 3 Change trains: *yes / no*
- 4 Price: *\$2,500 / \$25,000*

d Listen again. Are the sentences true or false?

- 1 Hans thinks the train is the best way to travel on the Silk Road.
- 2 He liked visiting the cities in Central Asia.
- 3 He didn't like the train very much.
- 4 He didn't think the trip was too expensive.

**5 GRAMMAR** Past simple: questions

a Complete these questions from Klara and Hans' conversation. Listen and check.

- 1 How \_\_\_\_\_ you travel?
- 2 Where \_\_\_\_\_ you catch the train from?
- 3 \_\_\_\_\_ you go through Central Asia?

b Look at the questions in 5a and complete the rule.

To make questions in the past simple, we use:  
\_\_\_\_\_ + subject + infinitive

c Pronunciation Listen to the questions in 5a again. Notice the pronunciation of *did you* in each question. Can you hear both words clearly?

d Now go to Grammar Focus 7A on p.148

e Klara went on the Silk Road and told another friend about her journey. Complete their conversation using the verbs in brackets. Then listen and check.

PAUL How <sup>1</sup> \_\_\_\_\_ (be) your journey along the Silk Road?

KLARA It <sup>2</sup> \_\_\_\_\_ (be) amazing – incredible!

PAUL How <sup>3</sup> \_\_\_\_\_ you \_\_\_\_\_ (travel)?

KLARA We <sup>4</sup> \_\_\_\_\_ (cycle), but sometimes we <sup>5</sup> \_\_\_\_\_ (take) trains or <sup>6</sup> \_\_\_\_\_ (travel) by coach.

PAUL How many countries <sup>7</sup> \_\_\_\_\_ you \_\_\_\_\_ (visit)?

KLARA Most countries in Central Asia, but we <sup>8</sup> \_\_\_\_\_ (not go) to Tajikistan.

PAUL What <sup>9</sup> \_\_\_\_\_ you \_\_\_\_\_ (enjoy) most?

KLARA Meeting the people – they <sup>10</sup> \_\_\_\_\_ (be) so friendly.

**6 SPEAKING**

a Communication 7A Student A go to p.130. Student B go to p.134.

b Would you still like to go on the journey you chose in 1a? Why / Why not?

'Teach off the page'  
Straightforward approach and clear lesson flow for minimum preparation time.

Rich in practice  
Clear signposts to Grammar Focus and Vocabulary Focus sections for extra support and practice.

Spoken outcome  
Each A and B lesson ends with a practical spoken outcome so learners can use language immediately.

# Lesson C

## Prepares learners for effective real-world spoken communication

### Comprehensive approach to speaking skills

A unique combination of language input, pronunciation and speaking strategies offers a comprehensive approach to speaking skills.

### Everyday English

Thorough coverage of functional language for common everyday situations, helping learners to communicate effectively in the real world.

### Real-world video

Language is showcased through high-quality video filmed in the real world, which shows language clearly and in context.

## 7C Everyday English

### Excuse me, please

#### Learn to say excuse me and sorry

- S** Showing interest
- P** Emphasising what we say

### 1 LISTENING

#### a Ask and answer the questions.

- 1 Do you like going away for the weekend?
- 2 Where do you like going?
- 3 What do you like doing there?
- 4 Do you like going alone or with family and friends?

#### b Answer the questions about picture a.

- 1 Where's Annie?
- 2 What do you think happened with Annie and the woman?
- 3 What do you think:
  - a Annie says?
  - b the woman says?

#### c Watch or listen to Part 1 and check your answers in 1b.

#### d Answer the questions about picture b.

- 1 Where are Annie and Leo?
- 2 How do you think Annie and Leo feel? Why?
- 3 What do you think happens next?
  - a Leo gets off the train.
  - b Leo gives Annie his seat.
  - c Leo helps Annie put her bag on the shelf.



#### e Watch or listen to Part 2 and check your answers in 1d.

#### f Watch or listen to Part 2 again. Underline the correct answers.

- 1 Annie / Leo booked a seat.
- 2 Annie / Leo didn't check the seat numbers.
- 3 Annie / Leo takes a different seat.



### 2 USEFUL LANGUAGE

#### Saying excuse me and sorry

#### a Match 1–2 with meanings a–b.

- |                      |                                       |
|----------------------|---------------------------------------|
| 1 Excuse me, please. | a She wants to say there's a problem. |
| 2 Excuse me, but ... | b She wants to ask someone to move.   |

#### b Pronunciation Listen to 1 and 2 in 2a. Notice how the tone goes down ↘ in 1 but goes down and then up ↘ ↗ in 2.

#### c Look at 1 and 2 in 2a. What do you say when ... ?

- a you want to tell your teacher you don't understand something
- b you want to leave the room but another student is in front of the door

#### d Very, really and so can all be added to the expression I'm sorry. Do you say the words before or after sorry?

I'm sorry I took your seat.

#### e Match 1–5 with a–e. Listen and check.

- |  |                       |
|--|-----------------------|
| 1 I'm so sorry I walked into you.      | a I didn't feel well. |
| 2 I'm really sorry I'm late.           | b I was in a meeting. |
| 3 I'm sorry I didn't answer your call. | c I missed my bus.    |
| 4 I'm sorry I didn't come.             | d My hands were wet.  |
| 5 I'm very sorry I broke your cup.     | e I didn't see you.   |

#### f Tick (✓) the correct replies when people say they're sorry.

- |  |   |
|--|---|
| 1 <input type="checkbox"/> That's all right. | 4 <input type="checkbox"/> Excuse me, please. |
| 2 <input type="checkbox"/> That's OK.        | 5 <input type="checkbox"/> It doesn't matter. |
| 3 <input type="checkbox"/> No problem.       | 6 <input type="checkbox"/> Don't worry.       |

#### g Put sentences a–f in order to make two short conversations. Listen and check.

- a ☐ A No problem. They all look the same.
- b ☒ A Excuse me, but I think that's my coat.
- c ☐ B Is it? I'm so sorry. I took the wrong one.
- d ☐ A Don't worry. The seat numbers are hard to read.
- e ☐ B Oh dear. I'm very sorry. I thought this was number 35.
- f ☒ A Excuse me, but I think this is my seat.

#### h In pairs, practise the two conversations in 2g.

Comprehensive approach to speaking skills  
A unique combination of language input, pronunciation and speaking strategies offers a comprehensive approach to speaking skills.

Spoken outcome  
Each C lesson ends with a practical spoken outcome.

Support for learners  
Tasks are scaffolded to facilitate success.

Unit Progress Test  
Learners are now ready to do the Unit Progress Test, developed by experts at Cambridge English Language Assessment.

UNIT 7

3 PRONUNCIATION

Emphasising what we say

a 2.57 Listen to the sentences in 2e. Notice the stress on the underlined words.

- I'm so sorry I walked into you.
- I'm really sorry I'm late.
- I'm sorry I didn't answer.
- I'm sorry I didn't come.
- I'm very sorry I broke your cup.

b Why are *so*, *very* and *really* stressed? Choose the best answer.

- We don't want the other person to hear *sorry* clearly.
- We want to sound more sorry.
- We want to speak loudly.

c Practise saying the sentences in 3a.

4 CONVERSATION SKILLS

Showing interest

a 2.58 Watch or listen to Part 3. Are the sentences true or false?

- Annie and Leo are both on their way to Bristol.
- Annie is visiting a friend in Bristol.
- Leo went to university in Reading.

b Look at these parts of the conversation from Part 3. Two words aren't correct. Replace them with the words in the box.

Great!	Really?
--------	---------

**ANNIE** Are you on your way to Bristol?  
**LEO** No, Reading. I went to university there.  
**ANNIE** Right.  
**ANNIE** My mum lives there. I go to see her every month.  
**LEO** Oh.

2.58 Listen again and check your answers.

c Why do they say *Great* and *Really*?

- to say something is true
- to show they are interested

d 2.59 **Pronunciation** Listen to the sound of the marked letters and answer the questions.

**Great!**    **Really?**

- Do the letters make the same sound in both words?
- Are the sounds long or short?

5 SPEAKING

a Work in pairs. Use the dialogue map to make a conversation in a café. Take turns being A and B.

A

B

Say hello

Say hello

Say sorry that you're late

Respond

Say you're late because you got a phone call

Show interest

Say the phone call was about a new job. You got the job.

Show interest and offer congratulations

Offer to buy B coffee

Thank A

b In pairs, practise conversations like the one in 5a but with different reasons for being late. Take turns being A and B.

Unit Progress Test

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

TURN

February

3

552142

2-PART RETURN

Saturday 28th February

OFF-PEAK

552142

75

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# Lesson D

Integrated skills with a special focus on writing

**Skills for writing**  
The D lessons are highly communicative and cover all four skills, with a special focus on writing. They also recycle and consolidate the core language from the A, B and C lessons.

**Receptive skills development**  
Clearly-staged tasks practise and develop listening and reading skills while supporting learners' understanding of texts.

**Personal response**  
Frequent opportunities for personal response make learning more memorable.

## 7D Skills for Writing

It really is hard to choose

Learn to write an email about yourself

W Linking ideas with after, when and while

### 1 SPEAKING AND LISTENING

a You want to stay with a homestay family. What kind of family would you like to stay with? Tick (✓) three ideas and tell a partner.

1 <input type="checkbox"/> quiet and friendly	5 <input type="checkbox"/> lives near a bus/train station
2 <input type="checkbox"/> friendly and fun	6 <input type="checkbox"/> lives in the city centre
3 <input type="checkbox"/> with young children	7 <input type="checkbox"/> has wi-fi
4 <input type="checkbox"/> with no children	8 <input type="checkbox"/> has no TV

b Read the profiles of two Sydney homestay families. Which family would you like to stay with? Why?


c 2.90 Ahmed talks to an Australian friend, Finn, about which family to stay with in Sydney. Does Finn tell Ahmed which family to choose?

d 2.90 Listen again. Tick (✓) the activities that are true for Ahmed.

1 <input type="checkbox"/> enjoys gardening
2 <input type="checkbox"/> likes watching sport
3 <input type="checkbox"/> likes listening to music
4 <input type="checkbox"/> wants to play rugby
5 <input type="checkbox"/> loves going to the beach
6 <input type="checkbox"/> wants to study hard
7 <input type="checkbox"/> likes playing football
8 <input type="checkbox"/> wants to have fun

e Which family is good for Ahmed? Why?

I think the Philips family are good because they like doing sports.



NAME Peter and Sharon Conway  
CHILDREN away from home  
PETS Sam, our old cat  
LIKES gardening, going for walks, watching all sports  
LOCATION near city centre – you can walk to school!



#### HOMESTAY FAMILY PROFILE

NAME Joe and Annie Philips  
CHILDREN Kate (6) and Jacob (4)  
PETS no pets  
LIKES swimming, surfing, going to the cinema, listening to music  
LOCATION near a train station



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## Clear models for writing

Clear model texts are provided, on which students can base their own writing.

## Comprehensive approach to writing skills

Clear focus on key aspects of writing helps develop effective real-world writing skills.

## Staged for success

Careful staging and scaffolding generates successful outcomes.

## Written outcome

Each D lesson ends with a practical written outcome, so learners can put new language into practice straight away.

## Also in every unit:

- Review and Extension page
- Grammar Focus
- Vocabulary Focus
- Communication Plus

## UNIT 7

## 2 READING

- a Ahmed decided to stay with the Conways. Read his email to them. Tick (✓) the main reason he writes to them.

- ☐ to ask about their house
- ☐ to tell them about all the sports he likes
- ☐ to tell them about himself
- ☐ to explain how much he wants to study

- b Read the email again. Number the information in the order you find it.

- |  |                                       |
|--|---------------------------------------|
| <input type="checkbox"/> his future plans  | <input type="checkbox"/> his hobbies  |
| <input type="checkbox"/> his family's jobs | <input type="checkbox"/> his hometown |

## Dubai

Dear Mr and Mrs Conway

My name is Ahmed Al Mansouri and I come from Dubai in the United Arab Emirates. Thank you for offering to be my homestay family when I'm in Sydney.

I am 23 years old and study biology at university. I live with my family in Dubai. My father is a businessman and my mother is a doctor. I've got one brother and one sister. They're university students too.

In my free time, I like playing football (I think you say 'soccer' in Australia!) and meeting my friends. I like watching different kinds of sports with them.

While I'm in Sydney, I really want to study hard and improve my English because I want to become a marine biologist after I finish university. I'd really like to work in a country like Australia.

I'm looking forward to meeting you when I arrive.

Best wishes  
Ahmed

## 3 WRITING SKILLS

Linking ideas with *after*, *when* and *while*

- a Underline the word in each sentence that's different from Ahmed's email.

- Thank you for offering to be my homestay family while I'm in Sydney.
- I want to become a marine biologist when I finish university.
- I'm looking forward to meeting you after I arrive.
- When I'm in Sydney, I really want to study hard.

- b Look at the sentences in 3a and complete the rules with the words in the box.

after beginning while

- We use *when* and \_\_\_\_\_ to join two activities that happen at the same time.
- We use *when* and \_\_\_\_\_ to join two activities that happen at different times.
- If the linking word is at the \_\_\_\_\_ of the sentence, we use a comma ( , ) between the two parts.

- c Underline the correct words. There is more than one possible answer.

- After / When / While* I finish my English course, I'd like to go to Canada for a holiday.
- I'd like to go skiing in the mountains *after / when / while* I'm on holiday.
- I often play basketball with my colleagues *after / when / while* I finish work.
- After / When / While* I watch a game of football, I usually want to play a game myself.
- My English improved *after / when / while* I was in Sydney.

## 4 SPEAKING AND WRITING

- a Make a list of English-speaking countries you know.
- b Which country in 4a would you like to visit? Why?

I'd like to go to ...

I like warm places.

They say the people are friendly.

- c Plan an email about yourself to a homestay family in that country. Make notes about:

- |   |                       |
|---|-----------------------|
| • your age                              | • free-time interests |
| • study / job                           | • family              |
| • what you'd like to do in that country |                       |

- d Write your email. Tick (✓) each box.

- |   |
|---|
| <input type="checkbox"/> Start the letter with <i>Dear</i>                                  |
| <input type="checkbox"/> Say thank you  |
| <input type="checkbox"/> Say who you are  |
| <input type="checkbox"/> Talk about study / work / free time                                |
| <input type="checkbox"/> Talk about your family   |
| <input type="checkbox"/> Say what you want to do in the country                             |
| <input type="checkbox"/> Include <i>I'm looking forward ...</i>                             |
| <input type="checkbox"/> Finish the letter with <i>Best wishes</i>                          |
| <input type="checkbox"/> Use <i>after</i> , <i>when</i> and <i>while</i> to link your ideas |

- e Swap emails with another student and check the ideas in 4d.

# Syllabus

Lesson and objective		Grammar	Vocabulary	Pronunciation	Everyday English
Welcome! (Teacher's Notes p.20)		Possessive adjectives; <i>a</i> and <i>an</i> ; Plurals; Question words	Numbers; The alphabet; Colours; Classroom objects and instructions	Noticing word stress	Saying hello and introducing people; Spelling words
Unit 1 People (Teacher's Notes p.24)					
Getting started Talk about meeting people from other countries					
1A	Talk about where you're from	<i>be</i> : positive and negative	Countries and nationalities	Syllables and word stress	
1B	Talk about people you know	<i>be</i> : questions and short answers	Adjectives	Sound and spelling: /k/; Sound and spelling: long and short <i>o</i>	
1C	Ask for and give information			Tones for checking; Consonant groups	Asking for and giving information
1D	Write an online profile				
Review and extension More practice		WORDPOWER <i>from</i>			
Unit 2 Work and study (Teacher's Notes p.36)					
Getting started Talk about what kind of work you find interesting					
2A	Talk about jobs	Present simple: positive and negative	Jobs	Word stress; -s endings	
2B	Talk about study habits	Present simple: questions and short answers	Studying; Time	<i>do you</i>	
2C	Ask for things and reply			Sound and spelling: <i>ou</i>	Asking for things and replying
2D	Complete a form				
Review and extension More practice		WORDPOWER <i>work</i>			
Unit 3 Daily life (Teacher's Notes p.49)					
Getting started Talk about what you do every day					
3A	Talk about routines	Position of adverbs of frequency	Time expressions; Common verbs	Sentence stress; Sound and spelling: /aɪ/ and /eɪ/	
3B	Talk about technology in your life	<i>have got</i>	Technology	Word stress; Main stress and tone	
3C	Make arrangements			Main stress; Thinking time: <i>Mm</i>	Making arrangements
3D	Write an informal invitation				
Review and extension More practice		WORDPOWER Prepositions of time			
Unit 4 Food (Teacher's Notes p.61)					
Getting started Talk about eating with your family					
4A	Talk about the food you want	Countable and uncountable nouns; <i>a / an, some, any</i>	Food	Sound and spelling: <i>ea</i> Sound and spelling: /k/ and /g/	
4B	Talk about the food you eat every day	Quantifiers: <i>much, many, a lot of</i>	Talking about food	Sentence stress	
4C	Arrive and order a meal at a restaurant			Word groups	Arriving at a restaurant; Ordering a meal in a restaurant
4D	Write a blog about something you know how to do				
Review and extension More practice		WORDPOWER <i>like</i>			
Unit 5 Places (Teacher's Notes p.74)					
Getting started Talk about what a good home is					
5A	Talk about towns	<i>there is / there are</i>	Places in a city	<i>there's</i> ; Sound and spelling: /b/ and /p/	
5B	Describe rooms and furniture in your house	Possessive pronouns and possessive 's	Furniture	Sound and spelling: vowels before <i>r</i>	
5C	Ask for and give directions			Sentence stress	Asking for and giving directions
5D	Write a description of your neighbourhood				
Review and extension More practice		WORDPOWER Prepositions of place			
Unit 6 Family (Teacher's Notes p.85)					
Getting started Talk about a family you know					
6A	Talk about your family and your family history	Past simple: <i>be</i>	Family; Years and dates	Sound and spelling: /ʌ/; Sentence stress	
6B	Talk about past activities and hobbies	Past simple: positive	Past simple irregular verbs	-ed endings; Sound and spelling: <i>ea</i>	
6C	Leave a voicemail message and ask for someone on the phone			Sound and spelling: <i>a</i>	Leaving a voicemail message
6D	Write a life story				
Review and extension More practice		WORDPOWER <i>go</i>			

Listening and Video	Reading	Speaking	Writing
Five conversations		Saying hello and introducing people	Names and addresses
A conversation about where you're from		Where you're from	Sentences about you
A conversation about people you know	Facebook entries about people you know	People you know	Notes about people you know
At the gym reception		Asking for and giving information; Checking understanding	<b>Unit Progress Test</b>
First day of an English course	Online profiles	Using social networking sites	An online profile; Capital letters and punctuation
A conversation about a TV programme	An article about Ice Road Truckers	Jobs	Sentences about jobs
A survey about study habits	An online forum about study habits	Studying; Study habits	Questions about study habits
Ordering in a café; Asking for help		Asking for things and replying; Reacting to news	<b>Unit Progress Test</b>
Three monologues about studying English; A teacher addressing her class	A competition entry form	Studying English	A form; Spelling
A conversation about family routines	An article about an Indian family	Daily routines; Spending time with your family; Routines you share with others	A dialogue; Notes about routines you share with other people
Three conversations about gadgets	An interview about using the Internet	Using the Internet; Technology in your life	Sentences about gadgets you've got; Questions about gadgets you've got
Making arrangements to go out		Making arrangements; Thinking about what you want to say	<b>Unit Progress Test</b>
A monologue about someone's family	Two informal emails	Your family	An informal email invitation; Inviting and replying
A conversation about buying food	An article about World markets	Buying food; The food you like and don't like	
A conversation about cooking	A factfile about Heston Blumenthal; Two personal emails	Cooking programmes; Cooking; The food you eat	Questions about food
At a restaurant		Arriving at a restaurant; Ordering a meal in a restaurant; Changing what you say	<b>Unit Progress Test</b>
Four monologues about cooking	A cooking blog	Cooking; A good cook you know; Cooking for others	A blog about something you know how to do; Making the order clear
	An article about an unusual town	Places you like; Describing a picture of a town; What there is in a town	Questions and sentences about what there is in a town
A conversation about a new home	A newspaper advertisement	Your home and furniture	Sentences about your home
On the street		Giving and following directions; Checking what other people say	<b>Unit Progress Test</b>
Three monologues about neighbourhoods	A website about neighbourhoods around the world	What makes a good neighbourhood; Your neighbourhood	A description of your neighbourhood; Linking ideas with <i>and</i> , <i>but</i> and <i>so</i>
A conversation about a family tree		Your family	Notes about your family
A conversation about childhood hobbies	An article about Steve Jobs	Steve Jobs; What you did at different times; A childhood hobby	Notes about a childhood hobby
On the phone		Leaving a voicemail message; Asking for someone on the phone; Asking someone to wait	<b>Unit Progress Test</b>
A monologue about someone's life story	A life story	Important years in your life	A life story about someone in your family; Linking ideas in the past

Lesson and objective		Grammar	Vocabulary	Pronunciation	Everyday English
Unit 7 Journeys (Teacher's Notes p.98)					
Getting started Talk about where you'd like to travel to					
7A	Talk about past journeys	Past simple: negative and questions	Transport	did you; Sound and spelling: /ɔː/	
7B	Talk about what you like and dislike about transport	love / like / don't mind / hate + verb + -ing	Transport adjectives	Word stress	
7C	Say excuse me and sorry			Tones for saying excuse me; Emphasising what we say	Saying excuse me and sorry
7D	Write an email about yourself				
Review and extension More practice		WORDPOWER get			
Unit 8 Fit and healthy (Teacher's Notes p.111)					
Getting started Talk about sport and exercise for other people					
8A	Talk about past and present abilities; Talk about sport and exercise	can / can't; could / couldn't for ability	Sport and exercise	Can, can't, could and couldn't; Sound and spelling: /uː/ and /ʊ/	
8B	Talk about the body and getting fit	have to / don't have to	Parts of the body; Appearance	have to; Word stress	
8C	Talk about health and how you feel			Joining words	Talking about health and how you feel
8D	Write an article				
Review and extension More practice		WORDPOWER tell / say			
Unit 9 Clothes and shopping (Teacher's Notes p.123)					
Getting started Talk about shopping in your town or city					
9A	Say where you are and what you're doing	Present continuous	Shopping; Money and prices	Word stress in compound nouns; Sentence stress	
9B	Talk about the clothes you wear at different times	Present simple or present continuous	Clothes	Sound and spelling: ɑː; Syllables	
9C	Shop for clothes			Joining words	Choosing clothes; Paying for clothes
9D	Write a thank-you email				
Review and extension More practice		WORDPOWER time			
Unit 10 Communication (Teacher's Notes p.136)					
Getting started Talk about how you use your mobile phone					
10A	Compare and talk about the things you have	Comparative adjectives	IT collocations	Sentence stress	
10B	Talk about languages	Superlative adjectives	High numbers	Word stress; Main stress	
10C	Ask for help			Main stress and tone	Asking for help
10D	Write a post expressing an opinion				
Review and extension More practice		WORDPOWER most			
Unit 11 Entertainment (Teacher's Notes p.148)					
Getting started Talk about what you enjoyed when you were a child					
11A	Ask and answer about entertainment experiences	Present perfect	Irregular past participles	Sound and spelling: /ɜː/	
11B	Talk about events you've been to	Present perfect or past simple	Music	Syllables	
11C	Ask for and express opinions about things you've seen			Main stress and tone	Asking for and expressing opinions
11D	Write a review				
Review and extension More practice		WORDPOWER Multi-word verbs			
Unit 12 Travel (Teacher's Notes p.160)					
Getting started Talk about photographs					
12A	Talk about holiday plans	going to	Geography	Syllables and word stress Sentence stress	
12B	Give advice about travelling	should / shouldn't	Travel collocations	Should / Shouldn't	
12C	Use language for travel and tourism			Tones for showing surprise; Consonant groups	Checking in at a hotel; Asking for tourist information
12D	Write an email with travel advice				
Review and extension More practice		WORDPOWER take			
Communication Plus p.129		Grammar Focus p.136		Vocabulary Focus p.160	

Listening and Video	Reading	Speaking	Writing
A conversation about travelling on the Silk Road	An article about the Silk Road; Two blogs about travelling on the Silk Road	Transport people use; Past journeys	
A conversation about transport in Moscow	A webpage about metros around the world; Four reviews of metros	Metros you know; Disagreeing about transport; Transport you use	
On the train		Saying excuse me and sorry; Showing interest	<b>Unit Progress Test</b>
A conversation about choosing a homestay family	Two online profiles; An email about Ahmed	Homestay families; English-speaking countries you'd like to visit	An email about yourself; Linking ideas with <i>after</i> , <i>when</i> , and <i>while</i>
A podcast about how the Olympics can change a city	An article about Paralympian Jonnie Peacock	Famous sport events and people; The Olympics; Present and past abilities	
Two monologues about exercise	An article about High Intensity Training	Getting fit; The things people have to do; Yoga; Parts of the body	Sentences and notes about what people have to do
At the gym		Health and how you feel; Expressing sympathy	<b>Unit Progress Test</b>
A conversation about a free-time activity	An email about a company blog; A blog article about a free-time activity	Free-time activities in your country; Your free-time activities	An article; Linking ideas with <i>however</i> ; Adverbs of manner
Four phone conversations about meeting		Meeting friends in town; Saying where you are and what you're doing	Sentences about what you are doing
Two phone conversations about what people are wearing	Two blogs about living abroad; Text messages about what people are doing	Shopping; Festivals in your country; The clothes you wear	Notes about what someone you know is wearing
Shopping for clothes		Choosing clothes; Paying for clothes; Saying something nice	<b>Unit Progress Test</b>
Four monologues about giving presents	Two thank-you emails	The presents you'd like; Giving presents and thanking people for them	A thank-you email; Writing formal and informal emails
A podcast about smartphones and tablets	A webpage about smartphones and tablets	Smartphones and tablets; Using the Web; Comparing two similar things	Notes about two similar things
A radio programme about languages	A blog about languages	Languages; Blogs and language websites	
Asking for help		Asking for help; Checking instructions	<b>Unit Progress Test</b>
Three monologues about text messages	Four text messages; Six posts on an online discussion board	Sending messages	A post expressing an opinion; Linking ideas with <i>also</i> , <i>too</i> and <i>as well</i>
A conversation about a magazine quiz	Three fact files about actresses; A magazine quiz about actresses; An article about actresses	Famous Australians	
A conversation about music in Buenos Aires	An article about Buenos Aires	Buenos Aires; Kinds of music; Entertainment events in your town or city	Notes about entertainment events in your town or city
A night out		Going out in the evening; Asking for and expressing opinions; Responding to an opinion	<b>Unit Progress Test</b>
A conversation about a film	Two online film reviews	Films	A film review; Cohesion in paragraphs
Two conversations about holidays	A webpage about holidays	Natural places; Important things when on holiday; Holiday plans	
Two monologues about things people like when travelling	An article about living in a different country	Living in a different country; Travelling and holidays; Giving advice about travelling	<b>Unit Progress Test</b>
A prize holiday		Checking in at a hotel; Asking for tourist information; Showing surprise	Notes about surprising things
A conversation about a planned holiday	An email with travel advice; An email asking for travel advice	Planning holidays; Sweden	An email with travel advice; Paragraph writing

# Welcome!



## UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand and take part in conversations in which people introduce themselves and others
- recognise and use numbers and the alphabet
- exchange information about themselves, including their names and addresses
- talk about things in the classroom and ask basic classroom questions

## UNIT CONTENTS

### G GRAMMAR

- Possessive adjectives
- a/an
- Regular plural forms: -s, -ies, -es
- Question words: *What, When, Where, Who, How*

### V VOCABULARY

- Numbers
- The alphabet
- Colours: *black, blue, brown, green, grey, orange, pink, red, white, yellow*
- Classroom objects: *answer, coursebook, cupboard, desk, dictionary, notebook, pen, projector, question, whiteboard*
- Classroom instructions: *ask, close, look at, open, read, turn to, work, write*

### P PRONUNCIATION

- The alphabet: letters with /i:/, /eɪ/ and /e/ sounds
- Word stress in classroom objects

### C COMMUNICATION SKILLS

- Saying hello and introducing people
- Exchanging names and addresses and spelling them correctly
- Asking and answering classroom questions: *What's '...' in English?, How do you spell '...?', What's a '...?', How do you say this word?*



### OPTIONAL LEAD-IN

Books closed. Point to yourself and say: *Hello. I'm (your name).*

Look at a student, point to yourself again and repeat: *Hello. I'm (your name).* and then gesture to the student and show an open palm to elicit: *Hello. I'm (student's name).* Smile, say *Hello.* again and then gesture to another student to elicit his/her name. Choose students at random rather than working your way around the classroom systematically, as this will prevent students feeling stressed as they see 'their turn' approaching.

Continue until you have elicited all the students' names. If you have a register, show students how you are ticking off their names as you work your way around the class. If you have two students with the same first name, clarify their surname by using a simple rising intonation and emphasis on the surname: *Andreas? Andreas Hein? Andreas Boeck?*

## 1 FIRST CONVERSATIONS

- a 1.2-1.6 Students listen to the conversations for general meaning and match them with the pictures. Check answers as a class.

### Answers

- 1 b
- 2 e
- 3 c
- 4 d
- 5 a

### Audioscript

#### CONVERSATION 1 (Track 1.2)

- A Hello. I'm Tony, and this is my wife, Joanna.  
B Hello. Nice to meet you. I'm Pierre.  
C Hello, Pierre. Nice to meet you.

#### CONVERSATION 2 (Track 1.3)

- A Hi, Nick. How are you?  
B I'm fine, thanks. And you?  
A I'm OK, thanks.

#### CONVERSATION 3 (Track 1.4)

- A Hi. Can we pay, please?  
B Yeah, sure. That's €13, please.  
A €30? For coffee and ice cream?  
B No, €13. Six for the coffees and seven for the ice creams.  
A Ah, OK. ... There you are. 15.  
Keep the change.  
B Oh, thank you.

#### CONVERSATION 4 (Track 1.5)

- A What's your name and address?  
B It's Mike Kato, K-A-T-O.  
A Kato, OK ...  
B 10 King's Road, Ashley.  
A OK ... 10 King's Road ...  
B Ashley.  
A How do you spell that?  
B A-S-H-L-E-Y.  
A Right, OK.

#### CONVERSATION 5 (Track 1.6)


- A Ah, this is a nice photo. This is my wife and her brother.  
B Oh yes. Is that your flat?  
A Yes, that's our flat in London.  
B Mm, it's very nice.

- b 1.2-1.6 Students listen to the conversations again for specific phrases and find out who says the sentences. Students compare their answers in pairs. Then check answers as a class. When checking answers, ask students: *Who says (Nice to meet you.)?* and get them to point to the specific person who says each sentence.

### Answers


- 2 e
- 3 d
- 4 d
- 5 c
- 6 a

## 2 SAYING HELLO



- a**  **1.2** Point to yourself and say your name, then point to two or three more students at random and elicit their names. Next point to the man in the blue T-shirt in picture b and say: *Tony*. Then point to the woman and elicit: *Joanna*. Finally, point to the man in the green T-shirt and elicit: *Pierre*. Say: *Conversation 1* and hold up one finger. Individually, students put the sentences in the correct order. Play the recording for students to listen and check. Check answers as a class.

### Answers

- 1 Hello. I'm Tony, and this is my wife, Joanna.
- 2 Hello. Nice to meet you. I'm Pierre.
- 3 Hello, Pierre. Nice to meet you.


- b**  If you have real beginners, they may need some extra support to complete 2b and 2c. If so, consider writing model conversations on the board to guide students. As they are practising, you can remove random words from the board so that ultimately they are relying on their memories.

Model the conversation by addressing a student: *Hello. I'm (your name).* and elicit the response: *Hello. I'm (student's name).* Elicit *Hello. I'm (student's name).* from another student and respond yourself with: *Hello. Nice to meet you. I'm (your name).* Drill the phrase: *Nice to meet you.* Address another student *Hello. I'm (your name).*, elicit *Hello. Nice to meet you. I'm (student's name).* and respond yourself with: *Nice to meet you, (student's name).* Repeat the whole conversation with one or two more students until the class seems confident. If space allows, then gesture for students to stand up and mill around and say hello to their classmates. If there isn't enough space, students work in pairs.


- c**  Demonstrate the activity with three students. Say: *Hello. I'm (your name), and this is (student A's name).* Elicit a response from one of the other students: *Hello. Nice to meet you. I'm (student B's name), and this is (student C's name).* In groups, students practise saying their names and introducing their partners. Monitor and praise students with a smile or a nod when they use the language for saying hello correctly.
- d**  **1.3** Point to picture e and say: *Conversation 2* and hold up two fingers. In pairs, students complete the conversation. Play the recording for students to listen and check. Drill the conversation.

### Answers

- 1 How
- 2 fine
- 3 thanks


- e**  If space allows, gesture for students to stand up and have conversations in small groups. If there isn't enough space, students work sitting down in groups of three or four. Monitor, but don't interrupt fluency unless students make mistakes with the phrases for saying hello.

## 3 NUMBERS

- a**  **1.4** Students may need some extra work on numbers before they continue. Be prepared to teach/review numbers 1 – 100. Be careful if you model the 'teen' numbers in sequence that you don't inadvertently move the stress to the first syllable, i.e. *thirteen*, *fourteen*, *fifteen*, etc. NOT *thirteen*, *fourteen*, *fifteen*, etc. Point to picture c and say: *Conversation 3* and hold up three fingers. Say: *Numbers*. Point to the bill and play the recording for students to complete it. Students compare their answers in pairs. Then check answers as a class. When checking answers, write the numbers on the board to make sure students have understood them.

### Answers (For audioscript, see Conversation 3 p.20)

2 coffees	€6
2 ice creams	€7
TOTAL	€13
They pay €15.	

- b**  **1.7** Play the recording for students to listen and circle the numbers. They then check in pairs. Check answers as a class.

### Answers

30  
15  
60  
70  
12



### LOA TIP DRILLING

- Check students can hear the difference between the pairs of numbers (*thirteen/thirty*, *fourteen/forty*, etc.) by beating the rhythm with your hand and showing where the stress falls.

- c** In pairs, students look at the options and choose the correct answers. After checking answers as a class, write some more numbers in numerals on the board and elicit from the class how to say and write them.

### Answers

25 = twenty-five  
61 = sixty-one  
110 = a hundred and ten

- d** Students read the first sequence and continue it as a class. They then work in pairs, continuing the sequences.

### Answers


5, 6, 7  
40, 50, 60  
45, 55, 65  
37, 39, 41  
200, 250, 300



### FAST FINISHERS

Ask fast finishers to invent new sequences like those in 3d to test their partner.


## 4 THE ALPHABET

**a**  **1.8** Books closed. Say: *I'm (your name)*. Write your name on the board slowly, spelling the letters out as you go. Spell it again clearly, pointing to the letters. Then say: *The alphabet*. Students open their books. Play the recording or model the alphabet yourself for students to listen and repeat.

**b** **Pronunciation** Read through the questions with the students. Model clearly the long 'ee' sound, the word *see* and the letter *B*. Elicit another letter with the same sound by modelling *A* and shaking your head. Model *C*, nod your head and indicate students should write it. Individually, students complete the three groups. When checking answers, write the groups of letters on the board and drill them.

### Answers

- 1 C, D, E, G, P, T, V
- 2 A, J, K
- 3 L, M, N, S, X, Z

**c**  Demonstrate the activity by pointing at two or three letters and eliciting them from the class. In pairs, students test each other on the letters. Monitor and correct students' pronunciation as appropriate.




### EXTRA ACTIVITY


In pairs, students practise spelling their own names. They tell their partner their name – *I'm (student's name)*. – and then spell it out, pointing to the letters in 4a. Monitor and correct students' pronunciation as appropriate.

**d** The question *How do you spell '...'*? isn't formally practised until 7c on SB (Student's Book) p.8. In 4d and 4e don't distract students by using this question form, but elicit spelling 'silently' by showing an open palm, pointing at letters or standing with your pen poised to write on the board as students call out the letters to you. Point to the red blot and elicit the word: *red*. Write it on the board slowly, spelling the letters out as you go. Then say: *Colours*. Give students one minute to look at the colours and write down the ones they think they know. In pairs, students then practise saying and spelling the words. When checking answers, elicit the spelling from the class and write the colours on the board.

### Answers


(from left to right) top: red, grey, blue, green, black  
bottom: pink, brown, orange, yellow, white

**e**  Demonstrate the activity by saying two words to the class, e.g. *answer* and *number*, and eliciting the spelling. Students then write down another two words. Monitor and check their spelling or allow them to check the words in their dictionaries. In pairs, students practise spelling their partner's words.


**f**  **1.5** Point to picture d and say: *Conversation 4* and hold up four fingers. Point to the man in picture d and elicit: *Mike*. Show students Mike's details in the Student's Book, pointing to the first line and saying: *name* and the second and third lines and saying: *address*. Play the recording for students to complete the name and address. Check answers as a class.

### Answers

Mike Kato  
10 King's Road  
Ashley

**g**  Elicit the question: *How do you spell your first name?* by writing: *M-I-K-E* on the board and writing a question mark above it. In pairs, students say their names and addresses and ask each other to spell them. Students can, if they prefer, invent an address. Monitor, but don't interrupt fluency unless students make mistakes with the alphabet.

## 5 POSSESSIVE ADJECTIVES

**a**  **1.6** Tell students to close their books. Write *I'm Tony, and this is ... wife, Joanna*. on the board. Point to the gap. Elicit the missing word (*my*) and write it in the sentence. Leave the sentence on the board. Students open their books. Point to picture a, say: *Conversation 5* and hold up five fingers. Play the recording for students to read and listen and underline the correct answers. Check answers as a class.

### Answers

- A** ... This is my wife and her brother.  
**B** Oh yes. Is that your flat?  
**A** Yes, that's our flat in London...

**b** In the sentence on the board *I'm Tony, and this is my wife, Joanna*. circle the words *I* and *my*. Draw a line to link the two words and repeat them clearly for students. Point to the table and read through the example sentences with *I/my* and *you/your*. Individually, students complete the table. Check answers as a class.

### Answers

He lives here.	This is <u>his</u> flat.
She lives here.	This is <u>her</u> flat.
We live here.	This is <u>our</u> flat.
They live here.	This is <u>their</u> flat.

**c** Individually, students complete the sentences. They then check in pairs. Check answers as a class.

### Answers

- 1 His 2 their 3 your 4 our 5 her



### LOA TIP REVIEW AND REFLECT

- Draw a thumbs up symbol in a box on the left of the board and a thumbs down symbol in a box on the right of the board. Then stand in the centre, point to the thumbs up and nod and look confident. Point to the thumbs down and shake your head and look worried. Ask students: *Possessive adjectives?* and elicit an indication of their confidence level.



### EXTRA ACTIVITY

Students are usually very interested to learn something about their new teacher. Show students some photos of your family and/or friends and tell them something about the people, recycling simple language from the Welcome! unit and possessive adjectives, e.g. *This is my wife. Her name's Sarah. Mark is an old friend and that's his daughter.*, etc.


If students have mobile phones, allow them to show each other some photos of their family and/or friends and make simple sentences.

## 6 CLASSROOM OBJECTS

- a** Books closed. Pre-teach some of the vocabulary by pointing to the classroom objects which you have in your classroom. Don't allow students to write anything down. Repeat the words several times and then 'test' individual students by saying their name and pointing to an object. When you're confident that students can remember most of the vocabulary, elicit: *dictionary* from a student and ask: *How do you spell that?* Students then open their books, look at the spelling of the vocabulary and match objects 1–10 with a–j in the picture. Check answers as a class.

### Answers

a a projector b a whiteboard c a question d a cupboard  
e an answer f a pen g a notebook h a dictionary  
i a coursebook j a desk

- b**  **1.9** **Pronunciation** Play the recording and highlight the pronunciation for students. Individually or in pairs, students practise saying the words.
- c** Draw a large question mark on the board. Read through the words in 6a quickly, placing extra emphasis on the article *a*. When you reach *an answer*, place an extra emphasis on the article *an* and then point to the question mark on the board. Repeat if necessary, and then read the question in the Student's Book and elicit the answer as a class.

### Answer

a before a, e, i, o, u

- d** Individually, students write *a* or *an* next to the words. They then check in pairs. Check answers as a class.

### Answers

1 a book  
2 an apple  
3 a camera  
4 a glass  
5 an egg  
6 a baby  
7 an ice cream  
8 a box



### FAST FINISHERS


Ask fast finishers to write a list of any 'international English' words that they know, e.g. *orchestra, pizza, taxi*, and decide if they use *a* or *an*.

- e** Demonstrate the activity by thinking of one of the words yourself and eliciting questions from the class. Students then work in small groups and ask questions to guess each other's words. Monitor and help with vocabulary if necessary.
- f** Books closed. Pick up a pen, show the class and say: *One pen*. Pick up another pen, and say: *Two ...* to elicit the plural: *pens*. Point to three desks and say: *Three ...* to elicit: *desks*. Students open their books and complete the rules. Check answers as a class. Elicit an indication of their confidence level for the indefinite article and regular plural forms.

### Answers

Most words add -s in the plural.  
Change a final -y to -i and add -es.  
If a word ends in -s, -x, -sh or -ch, we add -es.

## 7 CLASSROOM INSTRUCTIONS


- a**  **1.10** Play the recording, pausing after each item for students to follow the instructions. Elicit the actions for instructions 1 and 2. Repeat the recording, again pausing after each item, for students to identify which verbs they hear.

### Answers

1 open, turn to, read (The first word of the text on SB p.83 is so.)  
2 turn to, look at (The place in the picture on SB p.77 is Dubai.)  
3 close, look at  
4 write  
5 work, ask

### Audioscript

1 Open your books and turn to page 83. Read the first word of the text. What is it?  
2 Turn to page 77 and look at the picture. What place is it?  
3 Close your books and look at the board.  
4 Write a question on a piece of paper.  
5 Work in pairs. Ask your question to your partner.

- b**  **1.11** Individually, students underline the correct question words. Play the recording for students to listen and check. Check answers as a class.

### Answers

1 What's 3 How 5 When's  
2 Where's 4 Who's



### LOA TIP CONCEPT CHECKING

Check students understand the meaning of each question: for Question 1 point to the picture of the apple in 6d, ask the question and elicit the answer: *It's an apple.*; for Question 2, ask the question and elicit the answer: *Japan.*; for Question 3, point to the word *dictionary* in 6a and elicit the pronunciation; for Question 4 ask the question and elicit the name of the president in the country where you are teaching or another country that has a president; for Question 5 ask the question and elicit the day(s) of your English lessons with the class.

- c** Students read the questions and match them with the answers. Check answers as a class. Drill the questions, substituting other words for *amigo, night* and *ferry*.

### Answers

1 c 2 d 3 a 4 b

- d** Give students a few minutes to prepare their questions. Monitor and help as necessary. Students then work in small groups, asking and answering each other's questions.



### EXTRA ACTIVITY

Students prepare an end-of-section test for a partner. They write ten questions about the content of the unit using the question words in 7b and 7c, e.g. *How do you spell 'whiteboard'?*, *How do you say 'gelato' in English?* Monitor and help as necessary. Point out errors for students to self-correct. In pairs, students ask and answer each other's questions. They then give their partner a score out of ten. Monitor the tests and give feedback to the class.

► Photocopiable activities: Pronunciation p.195

# UNIT 1

## People



### UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations about people and places, countries and nationalities, and people's personalities
- ask for and give information about themselves and other people, including their nationality and personality
- use simple phrases to check understanding
- introduce themselves in an online profile with correct capital letters and punctuation

### UNIT CONTENTS

#### G GRAMMAR

- *be*: positive and negative
- *be*: questions and short answers

#### V VOCABULARY

- Countries: *Brazil, France, Germany, Japan, Russia, Spain*, etc.
- Nationalities: *Brazilian, French, German, Japanese, Russian, Spanish*, etc.
- Personality adjectives: *brilliant, cool, fantastic, friendly, great, kind, lovely, pleasant, popular, quiet, warm, well-known*
- Adjectives: *amazing, horrible, modern, old, poor, rich, terrible, wonderful*
- Wordpower: *from* to talk about times, a starting place, our country or city, how far away something is

#### P PRONUNCIATION

- Word stress in nationalities
- Sound and spelling: /k/
- Sound and spelling: long and short o (/ɔ:/ and /ɒ/)
- Rising and falling intonation
- Consonant groups

#### C COMMUNICATION SKILLS

- Talking about where you are from
- Using adjectives for description
- Asking for and giving information
- Checking understanding using *So that's ...* and *Sorry?*
- Discussing social networking and online profiles
- Writing an online profile about yourself



- a Give students one minute to think about their answers to the questions and check students understand the vocabulary in questions 2 and 3. Discuss the answers as a class.

#### Suggested answers

- 1 Australia, Austria, Belgium, the Czech Republic, Finland, Germany, Greece, the Netherlands, Norway, Spain, Turkey, Uruguay, the USA



#### EXTRA ACTIVITY

Write the country names of the flags in the picture on the board. Tell students to put the names of the countries in alphabetical order. They then compare their answers with a partner. Check answers as a class. (See Suggested answers above for the correct alphabetical order.)



- b Read through the question and the ideas with the students and check they understand the vocabulary. Discuss when they meet people from other countries and ask students to share any other ideas they have. Help with vocabulary and pronunciation, but don't interrupt fluency.



#### EXTRA ACTIVITY

Write *a music concert* on the board, point to yourself and say: *I feel excited*. Write *watch sport* on the board, point to yourself and say: *I feel bored*. Students then work in pairs and use the adjectives in Exercise a to say how they feel about the activities in Exercise b. Monitor and help as necessary.

### GETTING STARTED



#### OPTIONAL LEAD-IN

Books closed. Revise the alphabet by writing it on the board one letter at a time, saying each letter clearly and asking the class to chorus it after you. When you have the complete alphabet on the board, point to letters at random to elicit them from the class. Repeat any letters which are problematic.

Say the word: *alphabet* and then gesture for students to write it down as you spell it out: *A-L-P-H-A-B-E-T*. Check spelling by writing the word on the board. Repeat with: *question, pink, coursebook, address* and *camera*, or choose words covered in the Welcome! unit containing letters which your students find difficult. Finish by asking students to spell the word: *people*. Check meaning by gesturing to several students and saying: *people*.

# 1A I'm from France

## OPTIONAL LEAD-IN

Books closed. Draw a rough world map on the board and elicit the name in English of the country where you are teaching by pointing to it and writing the first letter on the board. When you have elicited the name of the country, ask: *How do you spell that?* and elicit the spelling from the class, writing it up on the board as the class calls out the letters to you.

If you're from a different country, point to it and say the name of the country in English. Elicit the question: *How do you spell that?* from the class before spelling the country for them. With multi-nationality classes, you could also ask some students to point to their country and see if they know how to say it in English. Don't worry if students don't know the names of the countries or how to spell them correctly at this point.

Leave the map on the board for 1a and 1b.

## 1 LISTENING AND READING

- a Give students one minute to think about their answers to the questions before talking about the pictures as a class. Don't check answers at this point.
- b Play the recording for students to listen and check. Check answers as a class. Play the recording again or model the countries yourself for students to listen and repeat.

### Answers

- 1 football  
2 1 a 2 e 3 c 4 d 5 f 6 b

## EXTRA ACTIVITY

Quickly revise the question: *Where's (city)?* from the Welcome! unit by asking students about a city in the country you are teaching in. Then ask them about six other cities, one from each country in 1a, e.g. *Where's St Petersburg?* (Russia), *Where's Mainz?* (Germany). If you used the Optional lead-in, use the rough world map on the board again and ask students to locate the cities using the question: *Where's (city)?*

- c Ask students: *What's the World Cup?* and elicit possible answers, e.g. *It's a football game for the world.* Remember students will have very limited language at this point, so praise students who are able to express the basic idea, however simply. You may wish to pre-teach the word *team* (a group of people who play a sport or game together). Students listen to the conversation for general meaning and tick the things Thomas and Lena talk about. Check answers as a class.

### Answers

- 1 football ✓  
2 countries ✓  
4 a city ✓

At the end of this lesson, students will be able to:

- understand a conversation about people's countries and nationalities
- use a lexical set of countries and nationalities correctly
- use present simple positive and negative forms of *be*
- ask for and give simple personal information about other people

- d Students listen to the recording again for specific words and complete the conversation. They compare in pairs. Check answers as a class. When checking answers, ask students: *How do you spell (word)?* and write the correct answers on the board.

### Answers

- 1 name  
2 from  
3 where  
4 France  
5 great

- e Play the recording again, or allow students to read the conversation in their own time, and decide if the sentences are true or false. Check answers as a class.

### Answers

- 1 F Thomas and Lena meet at the World Cup.  
2 T  
3 T  
4 F Lena says the French team's really good.

## FAST FINISHERS

Ask fast finishers to look at the pictures and identify all the colours, using the vocabulary from the Welcome! unit.

- f Individually, students underline the two nationalities in the conversation. Check answers as a class.

### Answers

Russian, French

## 2 VOCABULARY Countries and nationalities

- a Read Thomas's sentence with the class. Read through the countries and nationalities in the box and elicit another example of a country/nationality pair. Students work in pairs, matching the words. Play the recording for students to listen and check. Check answers as a class.

### Answers and audioscript

She's from Russia. She's Russian.  
They're from Brazil. They're Brazilian.  
They're from Spain. They're Spanish.  
They're from Germany. They're German.  
They're from Japan. They're Japanese.

- b Pronunciation Show students, by counting on your fingers and breaking the words into chunks, how *Russia* has two syllables, but *Brazilian* has four. Point out the dividing line between syllables in the Student's Book. Students read the other words in the box and count how many syllables there are in each. Play the recording again for students to underline the stressed syllable in each word. Check answers as a class.

### Answers

Russia, Brazilian, Spanish, Japan, Russian, Germany, Japanese, German, Brazil, Spain

- c  **1.14** Play the recording again for students to listen and repeat.




### LOA TIP DRILLING


- Check students are aware that the stress shifts from the second syllable in *Ja* | pan to the third syllable in *Jap* | an | ese.
- Highlight the changing vowel sound in *Spain* /speɪn/ and *Spanish* /'spæniʃ/.

- d Complete the first sentence as a class and elicit another example using picture a. Students work individually, writing sentences about the people in the pictures. They then check in pairs. Check answers as a class.

#### Answers

- 1 Russia  
2 a Brazilian, Brazil b French, France  
c German, Germany d Japanese, Japan  
e Spanish, Spain f Russian, Russia


- e  Individually, students complete the question. Before they work in pairs, quickly check they have completed the question correctly (*Where*). Monitor and give students other nationalities if they are from countries other than those in 2a. If your students are from various different countries, take feedback as a class and ask each student: *Where are you from?*

- f  **1.15-1.16** Students complete the exercises in Vocabulary Focus 1A on SB p.160. Play the recordings as necessary, monitor Exercises b and h, and check other answers as a class. Tell students to go back to SB p.11.

#### Answers (Vocabulary Focus 1A SB p.160)

- a 1 the USA 2 Mexico 3 Turkey 4 the UK / Britain  
5 China 6 Poland 7 Saudi Arabia  
8 Argentina 9 Australia 10 Iran 11 Colombia  
12 South Africa 13 Canada 14 New Zealand  
15 Nigeria 16 Ireland 17 Italy 18 Pakistan  
c 1 a 2 c 3 d 4 e 5 b 6 f  
d 1 China – in Asia 2 Brazil – in South America  
3 Russia – speak Russian 4 Spain – in Europe  
e 1 A 2 C 3 B 4 F 5 D 6 F  
f British, Chinese, Turkish, Mexican, Japanese, Australian, Pakistani, Italian  
g 1 A Chinese, C Pakistani 2 different (Mexican, Japanese)

## 3 GRAMMAR *be*: positive and negative


- a  **1.17** Play the next part of the conversation for students to answer the question. You may wish to pre-teach the word *match* (a game between two groups or players). Check the answer as a class.

#### Answer

- b the town where Thomas is from

#### Audioscript

- LENA So where are you from?  
From Paris?  
THOMAS No, I'm not from Paris. I'm from a town called Rouen.  
L Hmm ... Where's that?  
T Oh, it's a town near Paris. It isn't very big.  
L Oh, right.  
T So are you here with friends?  
L Yes, we're a big group. We're all from St Petersburg.  
T But they aren't here.  
L No, they're all in the hotel. They say they're tired!  
T Oh, right. ... Well, look, it's only 8:00, the match isn't on yet. So how about a coffee?  
L Hmm, yeah OK. Good idea ... !

- b  **1.17** Students underline the correct answers. Play the recording again for students to listen and check. Check answers as a class.

#### Answers

- 1 isn't  
2 are  
3 aren't  
4 It isn't

- c Read through the sentences with the students and give them one minute to think about how to complete the rules before they work in pairs. Check answers as a class.

#### Answers

- 1 n't  
2 not




### CAREFUL!

There are various common student mistakes with *be* positive and negative. Common errors include: missing *be* out altogether, particularly before adjectives, e.g. *Russia very big*. (Correct form = *Russia is very big*.) and also in the second clause of a sentence, e.g. *This is a small town and the people very friendly*. (Correct form = *This is a small town and the people are very friendly*.); confusing the forms *am/are/is*, e.g. *Here is the answers* ... (Correct form = *Here are the answers to the homework*.); confusion with colours as students often try to include the word *colour* and may miss out *be*, e.g. *It a blue colour*. (Correct form = *It's blue*.). Students may also have problems with word order, e.g. *They all are from Germany*. (Correct form = *They are all from Germany*.), use of capitals and apostrophes in the contracted forms, e.g. *Hes Spanish and i'm Brazilian*. (Correct form = *He's Spanish and I'm Brazilian*.) and may also use *have* instead of *be*, e.g. *She has 20* ... (Correct form = *She is 20 years old*.).

- d Individually, students complete the table. They then check in pairs. Check answers as a class. Show students three fingers, point to the first and say: *I*, the second and say: *am* and the third and say: *not*. Then close up the gap between the first and second finger to show how *I* and *am* are contracted as: *I'm*. Repeat the process with *He isn't*, but closing up the second and third fingers to show how *is* and *not* are contracted as: *isn't*. Say: *She is not* and point to your three fingers and gesture to indicate for the class to show you which fingers should be closed up to represent the contraction: *She isn't* (i.e. second and third fingers). Repeat with: *They are not*.

#### Answers

Positive (+)	Negative (-)
I'm from St Petersburg.	I'm <u>not</u> French.
He's a really good player.	She <u>isn't</u> from Moscow.
They say they're tired.	They <u>aren't</u> at the match.

- e  **1.18** Students read the information in the Grammar Focus 1A on SB p.136. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are using contractions correctly. Tell students to go back to SB p.11.

**Answers (Grammar Focus 1A SB p.137)**

- a** 2 is 3 are 4 are 5 am 6 is 7 is 8 are  
**b** 2 It's a beautiful city.; It isn't a beautiful city.  
3 We're from Berlin.; We aren't from Berlin.  
4 They're at a party.; They aren't at a party.  
5 I'm tired.; I'm not tired.  
6 You're right.; You aren't right.  
**c** 3 'm 4 isn't 5 's 6 aren't 7 is 8 's 9 aren't 10 're  
**d** 2 He isn't a doctor. He's a student.  
3 They aren't my brothers. They're my friends.  
4 We aren't from London. We're from Rome.  
5 I'm not a good cook. I'm a very bad cook.


- f Complete the first sentence as an example with the class. Students work individually, adding the correct form of *be* to the sentences. Point out errors for students to self-correct. Check answers as a class.

**Answers**



- 1 My brother is at university in Madrid.  
2 My mother and father aren't here.  
3 Russia isn't very hot in April.  
4 My friends are really interesting and fun.

 **EXTRA ACTIVITY**

Demonstrate 3g and 3h before students start to write their own sentences, two positive and two negative. Write *True or false?* on the board and then tell students four sentences about you, using the verb *be*, e.g. *My mother and father are from Poland.*, *I'm from Toronto.*, etc. Two of these should be true and two false. Students listen and try to identify the false sentences. Check answers as a class and correct the false sentences, e.g. *I'm not from Toronto. I'm from Ottawa.*, etc.

- g Individually, students write four sentences about themselves. Monitor and help with vocabulary and give students ideas if necessary.
- h  In pairs, students decide if their partner's sentences are true or false. If you wish, each student can then read one or two of their sentences for the class to guess if they're true or false.



## 4 SPEAKING

- a  Divide the class into As and Bs. Student As read about Roberto on SB p.129 and Student Bs read about Lora on SB p.132. Monitor for any problems and clarify these before students start on the pairwork stage. Put students into A/B pairs for them to ask and answer the questions about Roberto and Lora. As you monitor, don't interrupt fluency, but note any mistakes with *be*. After the activity, write these on the board and ask students to correct them. Tell students to go back to SB p.11.
- b  Put students into small groups to tell each other their name, country and nationality and their home town.

 **FAST FINISHERS**

Ask fast finishers to show each other pictures of their friends and family on their mobile phones if they have them. They tell the group their names, countries and nationalities and their home towns using the third person. Alternatively, ask fast finishers to continue talking about the other people in their group and practise giving information about each other using the third person.

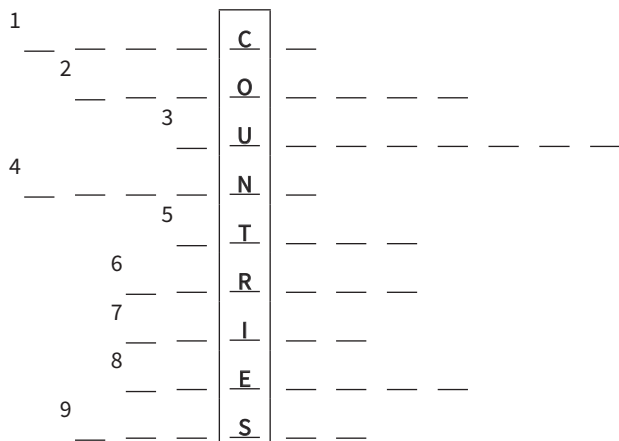
### ADDITIONAL MATERIAL

-  Workbook 1A
-  Photocopiable activities: Grammar p.178, Vocabulary p.185, Pronunciation p.196

# 1B She's a lovely person

## OPTIONAL LEAD-IN

Books closed. Draw the following puzzle on the board:



Point to the first line of the puzzle and say: *1 She's Mexican. She's from ....* Elicit: *Mexico* as an example. Ask students to spell out the answer and fill it in. Students then work individually as you read clues 2–9 to the class:

- 2 *He's Colombian. He's from Bogotá in ....* (Colombia);
- 3 *They aren't British. They're Australian. They're from ....* (Australia);
- 4 *He's Polish. He's from ....* (Poland);
- 5 *They're Italian. They're from Rome in ....* (Italy);
- 6 *She isn't French. She's Turkish. She's from ....* (Turkey);
- 7 *They're Chinese. They're from ....* (China);
- 8 *She's Irish. She's from Dublin in ....* (Ireland);
- 9 *He isn't Pakistani. He's Russian. He's from ....* (Russia).

Students check in pairs. Then check answers as a class. When checking answers, ask students to spell the countries out to you as you write them in the puzzle.

## 1 READING

- a Discuss the question as a class and write students' ideas on the board.
- b Students read the texts quickly and match them with the pictures. Check answers as a class and find out if students' guesses in 1a were correct. You may wish to help students with words in the Vocabulary support box.

### Answers

Suzi c (She's in Rio.)  
Andrey d (He's in St Petersburg.)  
Altan a  
Saddah b

## VOCABULARY SUPPORT

*colleague* (A2) – a person you work with in your job  
*cousin* (A2) – the son/daughter of your father's/mother's brother/sister

At the end of this lesson, students will be able to:

- read and understand short texts about pictures
- use a lexical set of personality adjectives correctly
- understand a conversation about people's nationalities and personalities
- use the present simple question form of *be*
- talk about people they know from other countries

- c Read the first sentence with the class and elicit who students think says it. Read out the sentence: *We're teachers and we work together in a school.* to justify the answer. Individually, students decide who said the other sentences. They then check in pairs. When checking answers, elicit which words or sentences in the texts helped students decide.

### Suggested answers

- |          |          |
|----------|----------|
| 1 Saddah | 3 Andrey |
| 2 Altan  | 4 Suzi   |

- d In pairs, students talk about who they would like to meet and why. Take feedback as a class to find out who the most popular person to meet is.

## 2 VOCABULARY Personality adjectives

- a Point to picture c and read the sentence with the class. Read the adjectives again and elicit that the sentence is about Claudia.

### Answer

Claudia

- b Students work individually to find the other adjectives. If you wish, you can tell them that there are three adjectives in each text. Check that students have found the correct words before they start to put them into the correct gaps. Students check in pairs. Then check answers as a class.

### Answers

- 1 brilliant, fantastic, cool, great
- 2 pleasant, friendly
- 3 well-known
- 4 quiet
- 5 popular

- c **Pronunciation** Model the pronunciation of the three words from the text and highlight the /k/ sounds for students. Look at one or two words together as a class before students work individually, underlining the /k/ sounds and identifying the two words which don't have /k/. When checking answers, model and drill all the words for students to listen and repeat.

### Answers

gold, car, kitchen, like, coffee, quick, back, key, come, make, school, cat  
*Cheap* and *know* don't have /k/.

## FAST FINISHERS

Ask fast finishers to look at the countries in Vocabulary Focus 1A on SB p.160 and identify the seven countries which have the /k/ sound (*Canada, Colombia, Mexico, Pakistan, South Africa, Turkey, the UK*).

d Read the examples with the class. Students work in pairs or small groups, talking about people they know. If they wish, they can show pictures of the people they are talking about on their mobile phones if they have them. Monitor, but don't interrupt fluency unless students make mistakes with the personality adjectives.

e **1.19–1.22** Students complete the exercises in Vocabulary Focus 1B on SB p.161. Play the recordings as necessary and monitor students as they speak. Check answers as a class, making sure students are pronouncing the words correctly. Tell students to go back to SB p.13.

**Answers (Vocabulary Focus 1B SB p.161)**

- a** 1 not very good 2 very good 3 very good 4 not very good  
**b** old – modern; poor – rich  
**c** 1 short /ɒ/ 2 long /ɔ:/ 3 short /ɒ/  
**d** 1 short /ɒ/ 2 short /ɒ/ 3 long /ɔ:/ 4 long /ɔ:/  
 5 short /ɒ/ 6 long /ɔ:/



**EXTRA ACTIVITY**

Write these words on the board with the letters underlined as shown: board, bored, coffee, concert, daughter, four, not, orange, sport, your. Ask students to classify them into two groups, those which have /ɒ/ like *modern* (coffee, concert, not, orange) and those which have /ɔ:/, like *poor* (board, bored, daughter, four, sport, your).

### 3 LISTENING

a **1.23** Point to the man in the first picture and say: *This is Roman*. Then say: *What's his nationality?* and play the first part of the recording for students to listen and complete the nationality on the profile. Check the answer as a class. Then repeat the process with Diego and Mia, and Laura. Make sure students understand that they should give the nationality, not the country, in each case. You may wish to pre-teach the word *married* (when you have a husband/wife).

**Answers**

- 1 Polish 2 Mexican 3 Spanish

**Audioscript**

- |   |   |
|---|---|
| <p><b>1</b></p> <p><b>A</b> This is my good friend Roman. He's really friendly.</p> <p><b>B</b> Is he from Poland?</p> <p><b>A</b> Yes, he is.</p> <p><b>2</b></p> <p><b>A</b> These are my friends Mia and Diego. They're really great.</p> <p><b>B</b> Are they married?</p> <p><b>A</b> Yes, they are.</p> <p><b>B</b> Are they Spanish?</p> <p><b>A</b> No, they aren't. They're from Mexico.</p> | <p><b>3</b></p> <p><b>A</b> This is my friend, Laura. She's really cool.</p> <p><b>B</b> Is she Italian?</p> <p><b>A</b> No, she isn't. She's from Spain.</p> |
|---|---|

b **1.23** Play the recording again without stopping for students to listen for the specific personality adjectives and complete the profiles. They compare in pairs. Then check answers as a class. When checking answers, ask students: *How do you spell (word)?* and write the correct answers on the board.

**Answers**

- 4 friendly 5 great 6 cool

### 4 GRAMMAR

#### *be*: questions and short answers

a **1.24** Look at picture c and text 1 on SB p.12 again. Books closed. Write: *Claudia / Spanish (+)* on the board and elicit the positive sentence: *Claudia is Spanish*. Then write: *Claudia / French (–)* on the board and elicit the negative sentence: *Claudia isn't French*. Finally, write: *Claudia / Spanish (?)* on the board and see if students can form the question: *Is Claudia Spanish?* Students open their books. Then read the questions in 4a with the class. Individually, students complete the short answers. Play the recording for students to listen and check. Check answers as a class.

**Answers**

- 1 isn't 2 is 3 are 4 aren't

b Individually, students complete the table. They then check in pairs. Check answers by copying the table onto the board and asking individual students to come up and complete the gaps.

**Answers**

Questions (?)	Short answers	
Are you Australian?	Yes, I am.	No, I'm not.
Are you Spanish?	Yes, we are.	No, we aren't.
Is he/she Turkish?	Yes, he/she is.	No, he/she isn't.
Are they Russian?	Yes, they are.	No, they aren't.



**LOA TIP CONCEPT CHECKING**

- Write example questions on the board to check students are assimilating correct word order. Point to each in turn and ask students: *Is this correct?* Ask them to correct the questions as necessary, e.g. *She is Italian?* (No), *He French is?* (No), *From America is he?* (No), *Are they Pakistani?* (Yes), *They're Canadian?* (No).
- Check students understand that they also need to think about the verb forms. Write example questions with correct word order, but with incorrect verb forms and ask students to correct them, e.g. *Is they from Japan?* (Are they from Japan?), *Am Laura Spanish?* (Is Laura Spanish?), *Be you Chinese?* (Are you Chinese?).



**CAREFUL!**

The most common student mistake with *be* questions and short answers is for students to use *it* rather than *that* in Yes/No questions which ask if something is OK, e.g. *Is it ok?* (Correct form = *Is that OK?*), or *Is it good for you?* (Correct form = *Is that good for you?*). Students may also have problems with the inversion required to form questions, possibly because there is no change in the word order for questions in their own language, e.g. *Claudia is Spanish?* (Correct form = *Is Claudia Spanish?*).

- c **1.25** Students read the information in Grammar Focus 1B on SB p.136. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are using correct word order and contractions where possible. Tell students to go back to SB p.13.

**Answers (Grammar Focus 1B SB p.137)**

- a 2 Where are you from? 3 Are you American? 4 Is she popular?  
5 What are your names? 6 Are you friends? 7 Is it very cold?  
8 Is he from France?  
b 2 f 3 b 4 g 5 c 6 a 7 e  
c 1 are; 'm 2 's; 's; 's 3 are; 're; 're  
4 's; is; Are; aren't; 're; 're; are

**FAST FINISHERS**

Ask fast finishers to write simple conversations of their own, using the conversations in Grammar Focus Exercise c as a model.

- d **1.26** Individually, students complete the conversations. They then check in pairs. Play the recording for students to listen and check. Check answers as a class. Then elicit an indication of their confidence level for *be*: positive, negative, questions and short answers.

**Answers**

- |       |          |
|-------|----------|
| 2 's  | 6 're    |
| 3 is  | 7 Are    |
| 4 is  | 8 aren't |
| 5 are | 9 're    |

**EXTRA ACTIVITY**

Drill the questions: *Is he from London?* and *Are they married?* and then tell students about some of your friends, using the conversations in 4d as a model. If possible, show students pictures of the people as you're talking about them. Elicit questions about your friends from individual students, e.g.:  
*Teacher: My friend Fiona's Australian. She's very friendly.*  
*Student: Is she from Sydney?*  
*Teacher: No, she isn't. She's from Melbourne.*

**5 SPEAKING**

- a Give students a few minutes to prepare and write down notes about the people they know. Monitor and help as necessary.
- b Students work in small groups, telling each other about the people they know and asking and answering each other's questions. Monitor and listen for correct usage of the target language from this lesson. If you wish, allow time for class feedback and ask each student to tell the class about one of the people they know and, if possible, show a picture.

**ADDITIONAL MATERIAL**

- ▶ Workbook 1B
- ▶ Photocopiable activities: Grammar p.178, Vocabulary p.185, Pronunciation p.196

# 1C Everyday English

## What's your surname?

**OPTIONAL LEAD-IN**

Write the adjectives from Lesson 1B on the board in random order: *amazing, brilliant, cool, fantastic, friendly, great, horrible, kind, lovely, modern, old, rich, pleasant, poor, popular, quiet, terrible, warm, well-known, wonderful*. Say a variety of people/places/things which your students will know about and elicit adjectives to describe them, e.g. *One Direction, New York, the weather in England*. As this is very subjective, students will very probably disagree on which adjectives are appropriate, but accept all suggestions and clarify meaning as you go along.

**1 LISTENING**

- a Point to the pictures of Leo and Dan at the top of the page. Students then work in pairs to choose personality adjectives to describe them. If you didn't use the Optional lead-in, students refer back to SB p.12 as necessary. Monitor and allow time for class feedback.

At the end of this lesson, students will be able to:

- understand an informal conversation about registering for an exercise class
- use appropriate phrases for asking for and giving information
- use appropriate phrases for checking understanding
- identify how many sounds groups of letters have and pronounce them correctly
- maintain a conversation in which they register for a course

**FAST FINISHERS**

Ask fast finishers to look at the pictures of the people on earlier pages of the Student's Book and describe the people with personality adjectives.

- b **1.27** Play Part 1 of the video or the audio recording for students to choose the correct answers. Check answers as a class.

**Answers**

- 1 a  
2 a  
3 b

### Video/Audioscript (Part 1)

- LEO** OK, all finished. Time to go. **L** Yeah.  
**DAN** I want to finish this. You go. **D** Say hello to Martina when you see her.  
**L** All this sitting. I need to do some exercise. **L** Sure! ... Bye!  
**D** Off to the gym? **D** Bye, Leo.

- c** **1.28** Point to the picture at the bottom of the page and ask students: *Where is Leo now?* (at the gym). Play Part 2 of the video or the audio recording for students to listen to the conversation for general meaning and answer the question. Check the answer as a class.

#### Answer

- b book a fitness class

### Video/Audioscript (Part 2)

- RECEPTIONIST** Hi. How can I help? **R** So a fitness class?  
**LEO** I'd like to do a fitness class. **L** Yes, what time's the next one?  
**R** Your card, please? **R** It's at twenty past seven.  
**L** Sorry – it's at home. **L** Sorry?  
**R** OK. No problem. ... What's your name? **R** 7:20.  
**L** Leo. **L** Is it a big group?  
**R** Sorry, what's your surname? **R** No, only ten people.  
**L** Seymour. **L** Great. Can I book a place?  
**R** Can you spell that, please? **L** Of course. ... There you go.  
**L** S-E-Y-M-O-U-R. **L** And where's the class?  
**R** Seymour – yes, here you are. **R** It's in Studio 1.  
And what's your address? **L** So that's 7:20 in Studio 1?  
**L** 18 New Street. **R** That's right.  
**R** 18 New Street. **L** Thanks for your help.  
**L** Yes, that's right. **R** You're welcome.

- d** **1.28** Students watch or listen again for specific details. Play Part 2 of the video or the audio recording again for students to decide if the sentences are true or false and correct the false sentences. To help students who may still need some extra support with telling the time, the receptionist uses two ways of telling the time: *twenty past seven* and *seven twenty*. Times using *past/to* and *quarter/half*, etc. are covered in detail in Lesson 2B, so avoid spending time in class teaching/revising telling the time at this point.

#### Answers

- 1 T  
2 T  
3 F (The class is in Studio 1.)

### EXTRA ACTIVITY

Ask students the following questions about Part 2 of the video: 1 *Where's Leo's card?* 2 *How do you spell his surname?* 3 *What's his address?*

Play Part 2 of the video or the audio recording again, repeating the relevant sections as necessary. Check answers as a class (1 *at home* 2 *S-E-Y-M-O-U-R* 3 *18 New Street*).

## 2 USEFUL LANGUAGE

### Asking for and giving information

- a** Individually, students decide who they think says each sentence. They then compare their ideas in pairs. Don't check answers at this point.
- b** **1.29** Students match the pairs of sentences. Play the recording for students to listen and check. Check answers as a class. Drill the key phrases from the conversation for correct intonation.

#### Answers

- 1 (V) d (R)  
2 (R) g (V)  
3 (R) f (V)  
4 (V) b (R)  
5 (R) c (V)  
6 (V) e (R)  
7 (R) a (V)

### Video/Audioscript (Part 2)

- RECEPTIONIST** How can I help? **L** 18 New Street. What time's the next class?  
**LEO** I'd like to do a fitness class.  
**R** What's your surname? **R** It's at twenty past seven.  
**L** Seymour. **L** And where's the class?  
**R** Can you spell that, please? **R** It's in Studio 1.  
**L** S-E-Y-M-O-U-R. **L** Thanks for your help.  
**R** Seymour – yes, here you are. **R** You're welcome.  
And what's your address?

- c** Students underline the correct answers. Check answers as a class and point out that we use: *in* with a place and *at* with a time.

#### Answers

- 1 Room 6  
2 eight o'clock

- d** **1.30** Individually, students complete the conversation. They then check in pairs. Play the recording for students to listen and check. Check answers as a class.

#### Answers


- 1 help  
2 like  
3 where's  
4 What's  
5 spell

- e** Practise the conversation in 2d as a choral drill, with you taking the role of the receptionist and the class the role of the person who wants information. When students are confident of the role of the person who wants information, change roles so that they also practise the role of receptionist. In pairs, students practise the conversation, using their own surname. Monitor and correct students' pronunciation as appropriate.

### FAST FINISHERS

Ask fast finishers to change the additional information, e.g. *an (art) course, it's on (Friday) at (six) o'clock, in Room (3)*, and practise the conversation again.

### 3 LISTENING


- a  **1.31** Students watch or listen to Part 3 for specific details. Play the video or the audio recording for students to answer the questions. Check answers as a class.

#### Answers

- 1 She's Dan's wife.
- 2 b He's a bit lazy.

#### Video/Audioscript (Part 3)

**MARTINA** Leo!  
**LEO** Martina – hi!  
**M** Good to see you here.  
**L** All day at the computer – I need to do something.  
**M** Yes, well, tell my husband that.  
**L** Dan's very busy.  
**M** And a bit lazy! See you later.  
**L** See you later.

- b  Discuss the question as a class. Encourage students to justify their ideas as far as possible, e.g. *before work – it is quiet before work* or *never – I'm lazy!*

### 4 CONVERSATION SKILLS

#### Checking understanding

- a In pairs, students look at the mini-conversations and try to complete them. Check answers as a class.


#### Answers

- 1 Sorry
- 2 So that's

- b Give students a moment to think about the meaning of each expression individually before discussing them as a class.


#### Answers

- 1 So that's
- 2 Sorry


- c  **1.32** **Pronunciation** Play the recording or model the sentences yourself and highlight the intonation for students. Drill the sentences, making sure students are using a rising intonation.

#### Answer

The tone goes up.


- d  Read through the dialogue map with students before they start. Remind students to make sure the tone goes up on the expressions for checking understanding. In pairs, students practise conversations using their surnames.

### 5 PRONUNCIATION Consonant groups

- a  **1.33** Play the recording or model the example yourself and highlight the consonant groups for students.


#### CAREFUL!

Many students have problems with the complex consonant groups found in English because they are very different to the sound combinations that exist in their own language. These 'consonant clusters' can have up to four consonant sounds grouped together, but to start off simply, the examples in this section all contain just one or two sounds. When drilling, it may help students if you break consonant groups down into their individual parts before putting them together for students, e.g. /k/ > /l/ > /kl/ and /θ/ > /r/ > /θr/. You may also wish to point out that, in English, the number of letters in a written word frequently doesn't match the number of sounds.


- b  **1.34** Individually, students listen to the words and count how many consonant sounds the marked letters have. They check in pairs. Then check answers as a class. Model the pronunciation for students to listen and repeat.

#### Answers

**three** – thr = two sounds: /θr/  
**six** – x = two sounds: /ks/  
**eighty** – ght = one sound: /t/

- c  **1.35** Play the recording or model the times yourself for students to listen and repeat. Test students by writing further times on the board in numerals and eliciting the times from the class.

### 6 SPEAKING

- a  Divide the class into pairs and assign A and B roles. Student As read the first card on SB p.129 and Student Bs read the first card on SB p.132. Students then role play the conversation. Monitor, but don't interrupt fluency unless students make mistakes with the content of this lesson. Students then read the second card and role play the second situation.

#### LOA TIP MONITORING

- Listen to see if students are using the expressions for checking understanding at appropriate points. Praise students with a smile or a nod when they use this language correctly.
- Monitor and identify students who use the language for asking for and giving information well. Ask these pairs to perform their conversations for the class.

#### ADDITIONAL MATERIAL

- Workbook 1C
- Unit Progress Test
- Personalised online practice

# 1D Skills for Writing

## I'm Carla and I'm from Italy

### OPTIONAL LEAD-IN

Write *social networking site* on the board. Ask students: *What's a social networking site?* and elicit possible answers, e.g. *a group of people or friends on the Internet*. In monolingual classes, you may wish to ask students: *What's a 'social networking site' in (students' L1)?*

Draw a line running out from the words *social networking site* on the board and start writing the name of a social networking site which will be familiar to your students, e.g. *Facebook, Twitter*. Elicit the name of the site and then continue to draw lines from the words and elicit other social networking sites your students know. If you wish, give students information from the Culture notes below.

### CULTURE NOTES

Social networking sites change dramatically in popularity and can go in and out of fashion at great speed. At time of publication, some of the most important social networks around the world include the following:

Facebook (the first social network to have over a billion users around the world), Instagram (a picture-based social network, designed for use on smartphones and other mobile devices), LinkedIn (a business networking tool) and Twitter (a social network where users write short, public messages, called Tweets, of up to 140 characters).

## 1 SPEAKING AND LISTENING

- a** Read through the questions with the students and then give them one minute to think about their answers. Discuss the questions as a class and find out which social networking sites are most popular with your students.
- b** Check students know the difference between *Lives in* (the place where they live now) and *From* (the place where they were born or grew up) in Kate and Carla's profiles. Tell students to complete the table, using the information in the two profiles. Check answers by copying the table onto the board, and asking students to complete the missing information. After students complete each item in the table, point to it and ask the class: *Is it correct?* and elicit the general opinion before confirming if it's the correct answer or not.

#### Answers

She's ...	20 years old	from London	Italian	a teacher	a student
Kate	DK	DK	✗	✓	✗
Carla	✓	✗	✓	✗	✓

- c** **1.36** Play the recording for students to listen for general meaning and answer the questions. Check answers as a class.

#### Answers

- the first day
- London

At the end of this lesson, students will be able to:

- understand a conversation in which people introduce themselves
- understand written personal profiles
- use capital letters and punctuation correctly
- write a short personal profile introducing themselves

### Audioscript

**KATE** Welcome to the course, very nice to see you all. I'm Kate, as you know, and this is Mike, we're your two teachers on the course and we're both from London. So, first, can we all say our names and where we're from? OK? Carla, you start ...

**CARLA** Yes, of course. Hello, I'm Carla and I'm from Italy. I'm a student in Milan. It's my first time in London, so it's great to be here.

**MASATO** OK. Well, I'm Masato and I live in Kyoto in Japan. I work in a hotel in Kyoto, so English is really important for me.

**CARMEN** Yes, I'm Carmen. I'm from Barcelona in Spain. I'm also a student, I study IT. It's not my first time in England, I know London quite well, but it's nice to be here again.

**ORHAN** I'm Orhan and I'm from Turkey. I live in London now with my family and I work for a bank here.

**MARISA** I'm Marisa and I'm a student in Recife in Brazil. It's my first time in London too, but I have a brother here, so I can stay with his family.

**K** OK great, thank you, well er ... to start off then, I think I'll just explain what the course is all about...

### EXTRA ACTIVITY

Before students listen again, give them one minute to work in pairs and see what, if anything, they remember from the first listening. Ask them to look at the picture in the Student's Book, or project the picture on the board and ask students to close their books. Students say what they remember about the people, e.g. *Kate and Mike – teachers, from London; Carmen – Spanish, from Barcelona*. Students share ideas as a class. Don't check answers at this point. This extra 'scaffolding' will help students complete the task in 1d better.

- d** **1.36** Students listen to the recording again for specific details and complete the table. Make sure students understand that they should give the country, not the nationality, in each case. They compare in pairs. Then check answers as a class.

#### Answers

Name	Country	One other thing we know
Kate and Mike	UK	They're <u>teachers</u> .
Carla	Italy	She's a <u>student</u> (in Milan).
Masato	<u>Japan</u>	English is <u>important</u> for his work.
Carmen	<u>Spain</u>	She's a <u>student</u> of IT.
Orhan	<u>Turkey</u>	His <u>family</u> is in London.
Marisa	<u>Brazil</u>	Her <u>brother</u> is in London.

- e** Put students into small groups, nominating the strongest student in each group, Student A, to be the 'teacher'. Students then work together, introducing themselves to their group. Monitor, but don't interrupt fluency.



### LOA TIP ELICITING

- Elicit some example sentences from the class before students work in groups in 1e. Say: *I'm ...* and then point to a person in the picture to elicit the person's name, e.g. *Marisa*. Then say: *I'm from ...* to elicit: *I'm from Recife / Brazil / Recife in Brazil*. Continue with: *I'm a ...* to elicit: *student*.
- Bear in mind that although the language in the recording is A2 level, it does include items which have not yet been studied on this course. How much of this language you choose to use at this point will depend on the confidence level of your students.



### EXTRA ACTIVITY

Do the task in 1e 'for real', i.e. with you introducing yourself to the class as if it was the first day of class and then asking each student to say who they are and say one more thing about themselves. Explain the task clearly first and give students one minute to prepare what they are going to say. Monitor and help with vocabulary and give students ideas if necessary. Then work as a class, with you welcoming the students and then inviting them to introduce themselves in turn. Choose students at random rather than working your way around the classroom systematically, as this will prevent students feeling stressed as they see 'their turn' approaching.

## 2 READING

- a** Write *New information?* on the board and point to the text about Kate. Start reading and pause at her surname, then point to the question on the board and ask: *Is it new information?* (No). Continue reading and pause after: *Wigan*. Again point to the question on the board and ask: *Is it new information?* (Yes). Indicate students should underline this. Individually, students continue reading the two texts and underline the new information. Check answers as a class.

#### Answers

Kate – It's a small town near Manchester in England; I'm married and I have two small children, a boy and a girl; I like languages, music and films.

Carla – I study marketing; I like running, swimming and yoga.

## 3 WRITING SKILLS

### Capital letters and punctuation

- a** Write *capital letters* on the board then rub it out and write *CAPITAL LETTERS*. Ask students: *What are capital letters?* and elicit possible answers, e.g. *Big letters*. Complete the first one or two items in the list as examples before students work individually, ticking the words that have capital letters. Check answers as a class.

#### Answers

- 1 ✓
- 2 ✓
- 3 ✓
- 4 ✓
- 6 ✓
- 8 ✓
- 9 ✓



### FAST FINISHERS

Ask fast finishers to look back through the Welcome! unit and Unit 1 and find more examples of all the areas in 3a, e.g. *1 Pierre – SB p.6; 5 football, 6 St Petersburg – SB p.10*.

- b** Students write the full forms of the words. Check answers by asking individual students to come up and write them on the board.

#### Answers

- 1 it is
- 2 she is
- 3 you are
- 4 is not
- 5 are not

- c** Circle the words: *it is* on the board from the previous exercise. Next to it write *it's* and circle the apostrophe. Students then add apostrophes to the words in the book. Check answers as a class.

#### Answers

- |          |           |
|----------|-----------|
| 1 I'm    | 4 he's    |
| 2 aren't | 5 we're   |
| 3 isn't  | 6 they're |

- d** Discuss the questions as a class and ask students to find examples of both commas and full stops in Kate and Carla's online profiles.

#### Answers

- a full stops
- b commas

- e** Students read the sentences and rewrite them with capital letters and the correct punctuation. They compare their answers in pairs. Check answers as a class by asking individual students to come up and write the sentences on the board.

#### Answers

- 1 I'm from Shanghai. It's a big city in China.
- 2 I like basketball, old cars and jazz.
- 3 I'm a French teacher in Australia.
- 4 This isn't my first time in London.
- 5 Are the teachers all from Britain?

## 4 WRITING

- a** Individually, students write their profile. Remind students to be careful with the use of capital letters and punctuation. Monitor and help with vocabulary and give students ideas if necessary. If you're short of time, this exercise can be completed for homework. Students could then bring their profile to the next class.
- b** In pairs, students swap profiles and check their partner's work. They then give each other feedback. If they've made any mistakes with capital letters and/or punctuation, they prepare a second draft of their profile and correct their mistakes. Finally, elicit an indication of students' confidence level for using capital letters and punctuation correctly.

### ADDITIONAL MATERIAL

► Workbook 1D

# UNIT 1

## Review and extension

### 1 VOCABULARY

- a** Individually, students complete the sentences. Check answers and spelling as a class by asking students to write the correct answers on the board.

#### Answers

- 1 Brazilian 2 Spanish 3 German  
4 Russian 5 French 6 Japanese

- b** Students complete the text, working individually. They check in pairs. Check answers as a class.

#### Answers

- 1 nice 2 warm 3 kind 4 pleasant  
5 brilliant 6 quiet 7 friendly



#### FAST FINISHERS

Ask fast finishers to write sentences, or a complete paragraph, about their family, using the text in 1b as a model.

### 2 GRAMMAR

- a** Students complete the text with the correct form of the verb *be*. They check in pairs. Check answers as a class.

#### Answers

- 1 'm 2 'm 3 'm 4 'm 5 's 6 's 7 's 8 're  
9 are 10 're

- b** Complete the first question as an example with the class. Individually, students write the questions. Monitor and help as necessary. Point out errors for students to self-correct.

#### Answers

- 1 Are you (French/Portuguese/Spanish, etc.)?  
2 Is she kind?  
3 Are they from (France/Portugal/Spain, etc.)?  
4 What's your name?  
5 Where are you from?

- c** Students write the questions and short answers. Check answers as a class and drill the questions and short answers.

#### Answers

- 1 Are you Russian? Yes, I am.  
2 Is she your sister? No, she isn't.  
3 Are they friendly? Yes, they are.  
4 Are you both from the USA? No, we aren't.  
5 Is he well-known? No, he isn't.

- d** Check students understand that contractions count as one word. Individually, students complete the conversation. Check answers as a class.

#### Answers

- 1 your 2 Are 3 I'm 4 she  
5 isn't 6 where's 7 She's

- e** In pairs, students practise the conversation, using their own personal information. As you monitor, don't interrupt fluency, but note down mistakes with the verb *be*. After the activity, write these on the board and ask students to correct them.

### 3 WORDPOWER *from*

- a** Tell students to close their books. Write the four sentences from 3a on the board, leaving a gap in place of *from*. Point to the four gaps and ask students: *What's this word?* Elicit *from* and write it in a circle above the sentences. Students open their books, look at the sentences with *from* and match them with the pictures. Check answers as a class.

#### Answers

- 1 c 2 a 3 d 4 b

- b** Students read the rules and match them with the sentences with *from* in 3a. They then check in pairs. Check answers as a class.

#### Answers

- a 3 b 1 c 2 d 4

- c** Students read the sentences and match them with the rules in 3b. Check answers as a class.

#### Answers

- 1 a 2 d 3 b 4 c

- d** Write *I'm the UK.* on the board and ask students: *Is this correct?* (No). Elicit the correct answer (*I'm from the UK.*). Students then work individually, adding *from* to the sentences. Check answers by asking individual students to come up and write the sentences on the board.

#### Answers

- 1 This postcard's from New Zealand.  
2 Breakfast is from seven o'clock every morning.  
3 The bank's only 200 metres from here.

- e** Write *the plane / this is / from Rome* on the board and use arrows to show how the phrases need to be put in order to make a sentence (*This is the plane from Rome.*). Students order the phrases to make sentences. Check answers as a class.

#### Answers

- 1 I'm from Denmark.  
2 The supermarket's open from 7:30 am.  
3 My place's two kilometres from school.

- f** As an example, make the sentences in 3e true for you, e.g. *I'm from the UK.* Students then change the sentences to make them true for them. Monitor and point out errors for students to self-correct.



#### EXTRA ACTIVITY

Tell students four sentences about yourself, each including an example of *from*, e.g. *I'm from South Africa.*; *My place is five kilometres from the school.*; *The shops are only 100 metres from my house.*; *My day at school is from nine o'clock to seven thirty.* Make some true and some false and ask students to identify which are true and which are false.

► Photocopiable activities: Wordpower p.192



#### LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.

# UNIT 2

## Work and study



### UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations about work, jobs and studying
- ask for and give information about themselves and other people, including their jobs and study habits
- tell the time
- use simple phrases to react to news
- identify and correct spelling mistakes in their written work
- complete a form explaining why English is important for them and why they want to improve their English

### UNIT CONTENTS

#### G GRAMMAR

- Present simple: positive and negative
- Present simple: questions and short answers

#### V VOCABULARY

- Jobs: *businessman, businesswoman, actor, chef, cleaner, dentist, engineer, farmer, manager, mechanic, nurse, photographer, pilot, police officer, receptionist, secretary, shop assistant, taxi driver, tour guide*
- Studying: *break, exam, get good/bad marks, make notes, pass/fail an exam, pass/fail a test, studies, term, timetable*
- Time: *o'clock, five past, ten past, (a) quarter past, half past, (a) quarter to, etc.*
- Wordpower: *work as a verb with in + place, for + company, as + job; work as a noun: be at work, be out of work, go to work, leave work, start work, etc.*

#### P PRONUNCIATION

- Word stress in jobs
- Third person -s
- Present simple questions: *Do you*
- Sounds and spelling: *ou*

#### C COMMUNICATION SKILLS

- Talking about jobs
- Talking about study habits
- Asking for things and replying
- Reacting to news using *That's a pity* and *No problem*
- Writing a competition entry about learning English

### GETTING STARTED



#### OPTIONAL LEAD-IN

Books closed. Write *animals* on the board. Elicit the names of animals students know and write them on the board, e.g. *dog, horse, cat, cow, bird, sheep*. If necessary, ask students: *How do you spell that?* and in monolingual classes ask: *What's '(dog)' in (students' L1)?* Students then listen to you give four simple clues using *be*, e.g. *It's a friendly animal. / It isn't very big. / It's a pet. / It's man's best friend.* and try to identify the animal (*a dog*). Unless students thought of the word *penguin* in the initial brainstorm, delete all the animals from the board before reading out the following four clues: *It's a popular animal at the zoo. / It's black and white. / It's a bird. / It isn't happy in hot weather.* Elicit the answer from the class or ask students to open their books and look at the photo. Write *penguin* on the board.



- a Give students one minute to think about their answers to the questions before talking about the picture as a class. If you wish, give students information from the Culture notes below and find out if any students have visited the California Academy of Sciences.



#### CULTURE NOTES

This photo shows penguins being fed at the California Academy of Sciences in Golden Gate Park, San Francisco. The Academy has two purposes, both to research and to teach, and aims to make science accessible to the general public. It was set up in 1853 and rapidly became popular. Both its original building and collection were destroyed in the 1906 earthquake, but the Academy moved to new premises and continued growing. In 1989 another earthquake struck, and the organisation was forced to make new plans for the future when its buildings were damaged. In 2008, the Academy moved into a new, purpose-built building, which claims to be the most environmentally-friendly building in the world. It currently houses various exhibition spaces including an aquarium, a natural history museum and a planetarium.



- b Read through the ideas with the students and check they understand *machines*. Discuss which kinds of work they think are interesting and ask students to share any other ideas they have.



#### EXTRA ACTIVITY


If your students work, ask them to write down one good thing and one bad thing about their job, e.g. *It's an easy job, but it's very boring.* Ask students to say their sentences to the class, and ask the rest of the class: *Is it the same for you?* Don't let students tell each other exactly what their jobs are at this point and tell them that they'll find out this information at the end of Lesson 2A. If some or all of your class are students, ask them to write down one good thing and one bad thing about being a student and to share their sentences with the class.

# 2A She doesn't stop for hours!

## OPTIONAL LEAD-IN

Books closed. Ask students: *What's an ice road trucker?* Tell them: *It's a job!* Then look at each word separately. In monolingual classes, you could ask: *What's 'ice' in (students' L1)?* Alternatively, draw a simple picture of each word directly above it. Point to the pictures in turn and say: *This is ice / a road / a truck / a trucker.* and make sure students understand the difference between *truck* (the vehicle) and *trucker* (the job).

## 1 READING AND LISTENING

- a  Individually, students look at the pictures and answer the questions. Pre-teach the word *passenger* (a person who travels in a car/bus/train, etc. but isn't the driver). Ask some students to tell the class their ideas, but don't check answers at this point.
- b Students read the text quickly and check their answers to 1a. Check answers as a class. You may wish to help students with words in the Vocabulary support box.

### Answers

- 1 a truck driver
- 2 Canada
- 3 difficult

## VOCABULARY SUPPORT

*handle* (B2) – the part of a door you use to open it  
*journey* (A2) – when a person goes from one place to another place  
*lake* (A2) – a big area of water, not part of the sea

- c Tell students to read the text again in detail. Individually, students complete the sentences. Encourage students to guess the meaning of any new words from the context. Check answers as a class.

### Answers

- 1 freezes
- 2 dangerous
- 3 accidents

- d Make sure students understand that the information could be anywhere in the text, not necessarily in the section about Lisa. They check in pairs. Check answers as a class.

### Answers


- 1 The weather is bad.
- 2 There are lots of accidents and sometimes the ice breaks.
- 3 They don't stop driving for hours.

## FAST FINISHERS

Ask fast finishers to look at the text again, find words which are new for them and write them down in their notebooks, either with a definition, an example or a translation.

At the end of this lesson, students will be able to:

- read and understand a text about a dangerous job
- use a lexical set of jobs correctly
- use the positive and negative forms of the present simple
- talk about their jobs or the jobs of people they know


- e  **1.37** Play the recording for students to listen for general meaning and answer the question. Check the answer as a class.

### Answer

Peter likes it, but Karen doesn't.

## Audioscript

- PETER** *Ice Road Truckers* is on this week. It's a really great programme.
- KAREN** Oh, I don't like *Ice Road Truckers* at all. I think it's a terrible programme. The truckers only drive their trucks for money. And people watch them because they want to see an accident, it's really bad.
- P** Oh no, I think it's really good. I really like *Ice Road Truckers* and I always watch it. You know, a lot of people think it's a man's job to drive a truck, but there's also a really interesting woman in the programme – her name's Lisa Kelly.
- K** What, is she a trucker?
- P** Yes, she has a big truck and she drives it really well too. I like her – she's always happy. You can see she loves her job.


- f  **1.37** Students listen to the recording again for specific details and identify who thinks each thing. They compare in pairs. Check answers as a class.

### Answers

- 1 P and K 2 K 3 K 4 P

## EXTRA ACTIVITY

Play the recording again for students to note down all the adjectives Karen and Peter use. Check answers as a class and revise and reinforce the alphabet by asking students: *How do you spell that?* for each adjective (*great, terrible, bad, good, interesting, big, happy*).

- g  Students talk about the questions in pairs, small groups or as a class. Encourage students to justify their ideas as far as possible, e.g. *I think Lisa Kelly's job is horrible. It's very dangerous!*

## 2 VOCABULARY Jobs


- a Ask students to cover the words and see how many of the jobs in the pictures they already know. Individually, students then match the words with the pictures. Monitor for any problems and clarify these as you check answers as a class.

### Answers

- |     |     |     |
|-----|-----|-----|
| 1 i | 4 f | 7 g |
| 2 d | 5 e | 8 h |
| 3 c | 6 b | 9 a |


## FAST FINISHERS

Ask fast finishers to write down all the other jobs they can think of. After they complete the exercises in Vocabulary Focus 2A in 2d, they see how many jobs from their list were included there.

- b**  **1.38 Pronunciation** Look at the example with the class and make sure students understand how the underlining relates to word stress by over-stressing the underlined syllable, i.e. *poLICE officer*. Play the recording for students to underline the stressed syllable. Check answers as a class.


**Answers**

engineer  
photographer  
dentist

- c**  Read through the sentences with the students and then give them one minute to think about their answers. Check students understand that there are no correct answers in this case. They then compare their ideas in pairs. Take feedback as a class.

**Answers**

Students' own answers


- d**  **1.39** Students complete the exercises in Vocabulary Focus 2A on SB p.161. Play the recording for students to check their answers to Exercise a, monitor Exercise c, and check other answers as a class. Tell students to go back to SB p.21.

**Answers (Vocabulary Focus 2A SB p.161)**

- a** 1 farmer 2 chef 3 businesswoman 4 receptionist  
5 manager 6 actor 7 secretary 8 mechanic 9 tour guide  
**b** a nurse b tour guide c actor d taxi driver e chef  
f dentist g mechanic h pilot i receptionist j farmer

### 3 GRAMMAR

#### Present simple: positive and negative

- a**  **1.40** Write the following three jumbled sentences from the text on SB p.20 on the board and ask students to put them in order: 1 *different / are / ice road truckers* (Ice road truckers are different.) 2 *a long journey / it's* (It's a long journey.) 3 *she / a long holiday / has* (She has a long holiday.). Say: *Sentence 3 is different.* and ask: *Why?* Elicit that it doesn't use the verb *be*. Students then look at the table and complete it with the present simple verbs. Play the recording for students to listen and check. Check answers as a class.

**Answers**

	I / we / you / they	he / she / it
+	I really <u>like</u> <i>Ice Road Truckers</i> . They <u>drive</u> trucks in the north of Canada.	Lisa Kelly <u>drives</u> a big truck.
-	I <u>don't like</u> <i>Ice Road Truckers</i> at all. They <u>don't drive</u> on roads because there are no roads in the north.	Lisa <u>doesn't</u> <u>drive</u> in summer.

- b** Elicit the first two or three examples with the class. Students then underline the present simple verbs and classify them as positive or negative. Check answers by drawing two columns on the board and asking individual students to come up and write their examples on the board.


**Answers**

Positive forms: see, are, drive, are, freezes, go, take, drives, 's, 's, is,  
's, makes, has, is, have, talks, does, drive, breaks, get out, goes, lose  
Negative forms: don't drive, doesn't stop, doesn't drive, doesn't work

#### CAREFUL!

When using the present simple, students often make mistakes with the negative forms, either using *haven't* instead of *don't have* before an infinitive, e.g. *I haven't a dangerous job.* (Correct form = *I don't have a dangerous job.*), or *didn't* instead of *don't*. This second type of error may sometimes cause misunderstandings, e.g. *I didn't watch 'Ice Road Truckers'.* (Correct form = *I don't watch 'Ice Road Truckers'.* Present simple = it's not a usual action)

Another problem area is subject/verb agreement. Students may either omit the -s on the third person singular, e.g. *Lisa work in a ...* (Correct form = *Lisa works in a hospital.*), or use it where they shouldn't, e.g. *Our English classes finishes in June.* (Correct form = *Our English classes finish in June.*).

- c**  **1.41** Students read the information in Grammar Focus 2A SB p.138. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are spelling the -s forms correctly and using *don't/doesn't* to form the negatives correctly. After students complete the Grammar Focus activities, ask them: *Is the present simple easy? Is it difficult?* and elicit an indication of their confidence level. Tell students to go back to SB p.21.


**Answers (Grammar Focus 2A SB p.139)**

- a** 2 finishes 3 relaxes 4 buys 5 wants 6 misses  
7 says 8 teaches 9 worries 10 watches  
**b** 1 start 2 finishes; does 3 goes; leaves 4 watches; tries  
5 get; makes 6 has; loves 7 study; enjoy  
**c** 2 don't drive 3 don't cook 4 doesn't have 5 don't worry  
6 doesn't go 7 don't do  
**d** 2 ~~don't~~ doesn't 3 ~~gos~~ goes 4 ~~haves~~ has  
5 ~~no like~~ don't like 6 ~~I am~~ love I love

- d** Write the sentences on the board and ask the class to tell you which words to underline.

**Answers**

- 1 makes  
2 freezes

- e**  **1.42 Pronunciation** Play the recording for students to identify which verb has an extra syllable. Check answers as a class. If necessary, show students, by counting on your fingers, how *make/makes* both have one syllable, how *freeze* has one syllable, but the third person singular form *freezes* has two.


**Answer**

*Freezes* has an extra syllable.

- f** Give students one minute to read through the rules and choose the correct answers. Check answers as a class.


**Answers**

- 1 add  
2 don't add

- g**  **1.43** You may wish to ask students to apply the rule from 3f to the verbs before they listen. Play the recording for students to tick the verbs that have an extra syllable. Check answers as a class. Drill each pair of words, e.g. *work* (one syllable) – *works* (one syllable); *finish* (two syllables) – *finishes* (three syllables) to help students get a feel for when we add an extra syllable and when we don't.

#### Answers

finishes ✓ uses ✓ teaches ✓ watches ✓

- h**  Divide the class into As and Bs. Student As read the sentences about a shop assistant on SB p.129 and Student Bs read the sentences about a nurse on SB p.132. They complete the sentences. Monitor for any problems and clarify these before the pairwork stage. Put students into A/B pairs for them to read out their sentences to each other and guess the jobs. Tell students to go back to SB p.21.



#### LOA TIP MONITORING


- Monitor the two stages of the pairwork activity closely. In the first step, check carefully that students are writing the verb forms with -s correctly and point out any errors in spelling for students to self-correct.
- During the speaking stage, listen carefully to check that students are pronouncing the verb forms correctly. When students make a mistake with the pronunciation, try to catch their eye discreetly so that they can correct their mistake.
- If students continue to pronounce the verb forms incorrectly, you may wish to check this again or ask them to do the activity in Workbook 2A.



#### FAST FINISHERS

Ask fast finishers to choose another job from SB p.21. They make their own sentences about it and read them out to their partner who tries to guess the job.

## 4 SPEAKING

- a** If you wish, give students some example sentences about your own job, e.g. *I work in a really great place*. Make sure students understand that if they choose to write about someone they know, they will need to use the -s form of the verb. Monitor and help with vocabulary and feed in ideas if necessary.
- b**  Put students into pairs to tell their partner their sentences and try to guess the jobs.
- c** Students work in new pairs, or small groups, and tell each other what their partner told them. Point out that in this stage of the activity all students will need to use the -s form of the verb. As you monitor, don't interrupt fluency, but note any mistakes with the pronunciation of the -s forms of the verbs. After the activity, write any verbs which have caused pronunciation problems on the board and drill them.



#### EXTRA ACTIVITY

Write *Who am I?* on the board. Think of a famous person, real or fictional, who your students will know and tell them four sentences about the person, but using *I*, as if you were the person, e.g. 1 *I work on my own*. 2 *I go to interesting places*. 3 *I stop bad people*. 4 *I drive an Aston Martin*. (Answer: You're James Bond!)

Students could then prepare their own *Who am I?* sentences about famous people to share in small groups.

#### ADDITIONAL MATERIAL

- ▶ Workbook 2A
- ▶ Photocopiable activities: Grammar p.178, Vocabulary p.186, Pronunciation p.196

# 2B Do you worry about exams?

## OPTIONAL LEAD-IN

- Books closed. Walk into class and give students a surprise test revising five items from the course so far to elicit the answers in brackets, e.g. 1 *Where are you from?* (I'm from (students' country/city)./I'm (students' nationality).)
- 2 *How do you spell 'wonderful'?* (W-O-N-D-E-R-F-U-L)
- 3 *A coffee is €2 and an ice cream is €3. Two coffees and one ice cream is ... ?* (€7)
- 4 *What's a cupboard?* (a thing with doors to put things in)
- 5 *What's the next number?* 1, 2, 4, 7, 11, 16, ... (22).

After checking answers, ask students: *How do you feel?* and elicit their feelings, e.g. *Great!, Fantastic!, Stressed!, Worried!* and then look at the questions in 1a.

## 1 READING

- a Give students one minute to think about their answers to the questions before talking about exams and tests as a class. You may wish to pre-teach the word *worry* (v.) (to think a lot about bad things).
- b Students read the comments quickly and match them with the pictures. You may wish to pre-teach the words in the Vocabulary support box. Check answers as a class.

### Answers

- 1 c
- 2 b
- 3 a

## VOCABULARY SUPPORT

*habit* (B1) – a thing you do regularly

*relax* (B1) – to stop worrying about something and feel happy

*routine* (B1) – things you do regularly at the same time every day

*stress* (B1) – a feeling of worry at a difficult time

- c Tell students to read the comments again in detail. Students answer the questions in pairs. Then check their ideas as a class. Check students understand that there are no correct answers in this case.

## EXTRA ACTIVITY

Divide the class into small groups. Ask half of the groups to complete the sentence: *Before exams, it's a good idea to ...* in as many ways as possible, and the other half to complete the sentence: *Before exams, it's a bad idea to ...*, e.g. *... it's a good idea to have lots of short breaks and relax; ... it's a bad idea to worry.* Monitor and help with vocabulary and give students ideas if necessary. Regroup students and put them into pairs so that in each pair one student has *It's a good idea ...* sentences and the other has *It's a bad idea ...* sentences. Students compare their ideas.

At the end of this lesson, students will be able to:

- read and understand a text about exam stress
- use vocabulary for talking about studying correctly
- understand an interview about study routines
- tell the time using *o'clock*, *(a) quarter past*, *half past*, etc.
- use the question form of the present simple
- ask and answer questions about studying

## 2 VOCABULARY Studying

- a Individually, students read through the sentences and match them with the pictures. They then check in pairs. Check answers as a class. Check pronunciation by pointing to each word, asking students: *How do you say this word?* and eliciting the correct pronunciation. Ask the class: *Is that correct?* before modelling the pronunciation yourself if necessary.

### Answers

- |     |     |
|-----|-----|
| 1 g | 5 f |
| 2 c | 6 a |
| 3 d | 7 b |
| 4 e |     |

- b Complete the first item as an example with the class. Students work individually, matching the words to make phrases. Check answers as a class.

### Answers

- 1 pass/fail an exam
- 2 get good/bad marks
- 3 make notes
- 4 pass/fail a test

## FAST FINISHERS

Ask fast finishers to look back at the reading text and see how many of the words and phrases from 2a and 2b they can find there.

- c Before students start asking and answering the questions in 2a, drill them for correct pronunciation. Monitor, but don't interrupt fluency unless students make mistakes with the vocabulary for studying.

## 3 LISTENING

- a 1.44 Play the recording for students to listen for general meaning and tick the things Jack and Tania talk about. Check answers as a class.

### Answers

- 1 ✓
- 2 ✓
- 4 ✓

### Audioscript

**JACK** Umm excuse me. Hi. Look, can I ask you a few questions about your study routine?  
**TANIA** Sorry?  
**J** Your study routine.  
**T** Umm ... OK ... but I've got to ...  
**J** Great! So, first question, do you study full-time or part-time?  
**T** Part-time. I have a job – I'm a nurse – and I have a family. I'm really busy.  
**J** OK... and how many hours a week do you study?  
**T** Well, at the university ... about five hours.  
**J** And at home?  
**T** I don't know – maybe about ten hours.  
**J** Do you study in the morning or afternoon?  
**T** I usually study early in the morning or late at night.

**J** When do you start studying each day?  
**T** Usually at half past eight or nine o'clock.  
**J** Do you finish studying very late?  
**T** Well, it changes every day.  
**J** Well, last night, for example.  
**T** Hmm ... last night ... at quarter past eleven.  
**J** Wow, that's quite late! And where do you study?  
**T** Everywhere! On the bus, at work, at lunchtime, in the kitchen, in the bedroom – everywhere!  
**J** And in your free time?  
**T** Free time?!  
**J** What do you do in your free time?  
**T** I don't have any free time!

- b** **1.44** Pre-teach the words *full-time* and *part-time* in the Vocabulary support box. Students listen to the recording again for specific details and complete the information. They compare in pairs. Check answers as a class.

#### Answers

- part-time
- 15 hours a week
- early in the morning or late at night
- everywhere – on the bus, at work, at lunchtime, in the kitchen, in the bedroom

### VOCABULARY SUPPORT

*full-time* (B1) – all the time, you don't have time for other things, e.g. *a full-time job* (= 40 hours a week)

*part-time* (B1) – only some of the time, you have time for other things, e.g. *a part-time student* (= not all day every day)

## 4 VOCABULARY Time

- a** Draw a question mark on the board and point to your watch to elicit the question: *What's the time?* or *What time is it?* Tell students what the time is using the simpler form they used in Lesson 1C, e.g. *It's ten twenty.*, *It's three twenty-five.*, etc. Look at the two clocks in the Student's Book and say the time using this same system, i.e. *It's eleven fifteen.* and *It's eight thirty.* Then read through the examples with the class for students to match them with what Tania said.

#### Answers

- 1 b
- 2 a

- b** Individually, students complete the sentences. Check answers as a class.

#### Answers

- 1 o'clock
- 2 half
- 3 past
- 4 to

- c** **1.45** Students complete the exercises in Vocabulary Focus 2B on SB p.162. Play the recording for students to check their answers to Exercise a and monitor Exercise b. Tell students to go back to SB p.23.

#### Answers (Vocabulary Focus 2B SB p.162)

a 1 c 2 e 3 g 4 d 5 h 6 a 7 f 8 i 9 b

## 5 GRAMMAR Present simple: questions

- a** **1.46** Write the following three jumbled questions about Tania and Jack on the board and ask students to put them in order: 1 *Tania / busy / is ?* (1 Is Tania busy?) 2 *a nurse / is / Jack ?* (2 Is Jack a nurse?) 3 *students / they / are ?* (3 Are they students?). Ask students the questions and elicit the answers (1 Yes, she is. 2 No, he isn't. He's a student. 3 Yes, they are.) Point to the questions on the board and say: *Questions with 'be'*. Then point students to the Student's Book and say: *Present simple questions*. Students then look at the questions and decide which one is correct. Play the recording for students to listen and check. Check the answer as a class.

#### Answer

Question 2 is correct.

- b** Read the two questions as a class and elicit the word.

#### Answer

Do

- c** **1.47** Tell students to listen to the next part of Jack and Tania's conversation for specific details about Ellie (Tania's daughter) and complete the information. They compare in pairs. Check answers as a class. You may then wish to teach the word *library* (a place with lots of books that you can use to read or study).

#### Answers

- about 40 hours a week
- at about nine o'clock
- mostly at the university library and sometimes at home

### Audioscript

**JACK** Are you the only student at home?  
**TANIA** No, my daughter Ellie is a student too.  
**J** Can I ask about her ...?  
**T** All right, but look, I really have to ...  
**J** Thank you so much. So, Ellie is it?  
**T** Yes.  
**J** How many hours a week does she study?  
**T** She's a full-time student, so she studies about 40 hours a week.

**J** What time does she start each day?  
**T** I'm not sure. At about nine o'clock.  
**J** Where does she study?  
**T** Mostly at the university library and sometimes at home.  
**J** Does she study more before an exam?  
**T** Yes, I think so. Look, I really have no idea. I'm in a hurry ... I must go. Goodbye!  
**J** Please just one more question. Maybe not.

- d** Read the question as a class and refer students back to the questions in 5b. Elicit the difference.

#### Answers

Jack's question uses *Does* not *Do*. It's a third person singular question form.



### LOA TIP CONCEPT CHECKING


- Check students understand the connection between the use of the auxiliary verb in present simple negative sentences and questions by writing: *You study early in the morning.* (+) on the board. Directly underneath the (+) write (-) and elicit a negative sentence, e.g. *You don't study in the afternoon.* Under the (+) and the (-) write a question mark (?) and elicit a question, e.g. *Do you study early in the morning?* Circle the verb *study* in each sentence, and the auxiliaries *don't* and *Do*.
- Repeat the process with a third person singular form, e.g. *Ellie studies full-time.* (+); *Ellie doesn't study part-time.* (-); *Does Ellie study full-time?* (?). Circle the -s ending of the verb in the positive sentence and show students how this transfers to the auxiliary verb in the negative and the question.



### CAREFUL!


Students may have problems with the word order in present simple questions, particularly with the position of the auxiliary verb in relation to the subject and the main verb, e.g. *You do study at university?* (Correct form = **Do you study** at university?), or they may omit the auxiliary verb completely, e.g. *Where you live?* (Correct form = Where **do** you live?).

Another common error is to use a full stop at the end of a question instead of a question mark or to omit the punctuation altogether, e.g. *What do you study.* (Correct form = *What do you study?*). As students work through the Grammar Focus, make sure they are using correct word order and punctuation.

- e  **1.48** Students read the information in Grammar Focus 2B on SB p.138. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are using *does/doesn't* for third person singular forms correctly. Tell students to go back to SB p.23.


#### Answers (Grammar Focus 2B SB p.139)

- a 2 Do you go 3 Does he want 4 Where do you play  
5 What do they wear 6 What time do they have lunch  
b 2 Does 3 does 4 Do 5 don't 6 do 7 Does 8 doesn't  
c 2 does she study 3 does the shop open 4 do you want  
5 does the bus go 6 do you go to the gym 7 do they work

- f  **1.49** Students order the phrases to make questions. Play the recording for students to listen and check. Check answers as a class.

#### Answers

- 1 How many hours a week do you study?
- 2 Do you study grammar or vocabulary?
- 3 When do you study?
- 4 Where do you study?

- g  **1.49** **Pronunciation** Play the recording again and highlight the pronunciation of *Do you* for students. Check the answer as a class.

#### Answer

No, you can't.




### EXTRA ACTIVITY

Ask students questions about specific times, and ask them to write down short answers in numerals in their notebooks, e.g. 1 *What time does your English class start (on Tuesdays)?* 2 *What time do you go to bed on Mondays?* 3 *What time do you have dinner?* 4 *What time does your English class finish today?* 5 *What's your favourite TV programme? What time does it start?* In pairs, students compare the times they wrote down and try to make sentences using the information, e.g. *My English class starts at 10:00 on Tuesdays.; I go to bed at 10:30 on Mondays.* Ask some students to tell the class their sentences.

Ask students in pairs or small groups to reconstruct the questions you originally asked them. Write the questions on the board for students to check their own answers, paying particular attention to the use of *Does* in the third person question forms.


## 6 SPEAKING

- a Give students one minute to write another question about study. Point out errors for students to self-correct.
- b  Students work in small groups, asking and answering the questions they wrote in 6a. Monitor, but don't interrupt fluency unless students make mistakes with the present simple forms.



### FAST FINISHERS

Ask fast finishers to write sentences to summarise their discussion, e.g. *Sonia studies English because she loves it!*

- c  Discuss the question as a class. Praise students who are able to express their ideas, even if their English isn't perfect, and avoid correcting errors in front of the whole class.

### ADDITIONAL MATERIAL

► Workbook 2B

► Photocopiable activities: Grammar p.179, Vocabulary p.186

# 20 Everyday English



## I'd like a latte

### OPTIONAL LEAD-IN

Point to picture c on SB p.24 or project it on the board. Ask: *Who are they?* and elicit *Leo and Dan*. Read sentences 1–5 to the students and ask them to decide if they are true or false. They could do this in pairs. Check answers as a class.

- 1 *Martina is Leo's wife.* (F – Martina is Dan's wife.)
- 2 *Leo and Dan work together.* (T)
- 3 *Dan doesn't go to the gym.* (T)
- 4 *Leo works at a computer all day.* (T)
- 5 *Martina and Dan live at 18 New Street.* (F – Leo lives at 18 New Street.)

## 1 LISTENING



- a**  If you didn't use the Optional lead-in, ask students what they can remember about Leo and Dan from Lesson 1C. Look at picture a with the class and read through the question. Elicit students' ideas, but don't check the answer at this point.
- b**  **1.50** Play Part 1 of the video or the audio recording for students to check their answer to 1a. Check the answer as a class. Ask students: *Who do you think Annie is?*, but don't tell them at this point.

#### Answer

- 2 at work


### Video/Audioscript (Part 1)

- DAN** What do you want?  
**LEO** Oh, thanks. I'd like a latte.  
**D** Can I have a tea and a latte, please?  
**SERVER** Certainly. Small or large?  
**D** A small tea and ... ?  
**L** Large for me, please.  
**S** So, a large latte and a small tea?  
**D** Yes. And could I have a croissant as well, please? ... So, we need to talk about the meeting on Wednesday.  
**L** Oh yes. Is it here or at their office?  
**D** At their office. Could we chat about it now?  
**L** Sorry, I have another meeting in five minutes.  
**D** OK, no problem. We can do it later. ... How much is that?  
**S** £3.60.  
**D** Here you go.  
**S** Thanks.  
**L** So, this meeting on Wednesday ...  
**D** Yeah. Oh! Could you pass the milk? Thanks. Annie!  
**ANNIE** Hi, Dan. Sorry to call you at work.  
**D** That's OK. Don't worry.

- c**  In pairs, students read the sentences and see if they remember the answers from the first listening. Don't check answers at this point.
- d**  **1.50** Students watch or listen again for specific details. Play Part 1 of the video or the audio recording again for students to check their answers to 1c.

#### Answers

- 1 small (tea), large (latte), one croissant
- 2 £3.60
- 3 milk

- e**  **1.51** Point to picture b and tell students that it's Annie. Play Part 2 of the video or the audio recording for students to find out what her problem is. Check the answer as a class and then ask students: *Who's Annie?* (Dan's sister) and find out if they guessed correctly in 1b.

#### Answer


- a which course to do

At the end of this lesson, students will be able to:

- understand informal conversations in which people make requests and respond
- use appropriate phrases for asking for things and replying
- use appropriate phrases for reacting to news
- relate the letters *ou* to the sounds /ə/, /ɔ:/ and /aʊ/
- maintain informal conversations in which they make requests and respond

### Video/Audioscript (Part 2)

- ANNIE** Hi, Dan. Sorry to call you at work.  
**DAN** That's OK. Don't worry.  
**A** But you see, I need ... Well, I'd like some help.  
**D** Sure, no problem.  
**A** It's about this online course I want to do. I'm not sure which one ... I mean, I can't decide.  
**D** So you want your big brother to help you ...?  
**A** Yes, I do. Could I come to your place tonight?  
**D** Sorry, we're not at home tonight.  
**A** Oh, that's a pity.  
**D** But, look, come on Friday – for dinner.  
**A** Friday?  
**D** Yes.  
**A** For dinner?  
**D** Yes!  
**A** Lovely!  
**D** OK. See you then. Bye!  
**A** Bye!  
**D** My sister! Always asking me to do things for her. ... Eugh! Too much sugar!

- f**  **1.51** Students watch or listen again for specific details. Play Part 2 of the video or the audio recording again for students to decide if the sentences are true or false and correct the false sentences.

#### Answers


- 1 T
- 2 F (Dan and Martina aren't at home tonight.)
- 3 F (Annie's free on Friday.)
- 4 T

### EXTRA ACTIVITY

Write the following four jumbled sentences on the board (two from Part 1 and two from Part 2) and ask students to put them in order:

- 1 *need / we / the meeting on Wednesday / to talk about* (We need to talk about the meeting on Wednesday.)
- 2 *is / at their office / it / here or ?* (Is it here or at their office?)
- 3 *I want to do / it's / online course / about this* (It's about this online course I want to do.)
- 4 *to help you / so you / your big brother / want* (So you want your big brother to help you.)

Check answers by playing both parts of the video or audio recording again and pausing when the characters say the sentences for students to check their answers.

- g**  In pairs, students discuss where they usually meet friends. Ask any students who think of different places to share their ideas with the class.

### FAST FINISHERS

Ask fast finishers to talk about what they usually do when they meet their friends, e.g. *play computer games, chat, do sport*, etc.

## 2 USEFUL LANGUAGE

### Asking for things and replying

- a** Individually, students decide who says each sentence. They then compare their ideas in pairs. Don't check answers at this point.
- b** **1.50-1.51** Check answers by playing both parts of the video or audio recording again and pausing each time Dan and Annie ask for something. Elicit from the class which reply (a–d) they expect to hear before continuing to play the recording to find out if they were correct.
- c** Demonstrate the activity by asking one student: *Hello. Can I have a coffee, please?* and eliciting an appropriate response, e.g. *Certainly. Small or large?* Encourage students to play around with the phrases and use their own ideas. Monitor and praise students with a smile or a nod when they use the language from this section correctly.
- d** **1.52** Point to each of the three photos on SB p.25 in turn and ask: *Where is this?* Elicit *a a café, b a hospital, c an office*. Play the recording for students to listen and match the conversations with the pictures. Check answers as a class.

#### Answers

1 D 2 A 3 D 4 A  
a 1 b 3 c 4 d 2

#### Answers

1 b 2 a 3 c

#### Audioscript

##### CONVERSATION 1

- A** Nurse!  
**B** Yes.  
**A** Could I have some water, please?  
**B** Sure, no problem. Here you are.  
**A** Thank you.

##### CONVERSATION 2

- A** Yes?  
**B** I'd like a chicken sandwich, please.  
**A** Sorry, we don't have chicken. We have cheese or egg.  
**B** Oh, OK. Hmm ... a cheese sandwich, then.

##### CONVERSATION 3

- A** Can I phone you this afternoon?  
I'm very busy just now.  
**B** Sure, no problem. Call me at about two?  
**A** Yes, that's fine. Speak to you later.  
**B** OK, bye.

- e** **1.52** Individually, students complete the sentences from the conversations. Play the recording again for students to listen and check. Check answers as a class.

#### Answers

1 Could I have 2 I'd like 3 Can I phone

- f** Brainstorm phrases for each of the situations as a class and write these on the board for students to refer to in the next exercise, e.g. *Dimitri, can I have some water, please?* – *Sure, no problem.*; *Could I have a small espresso, please?* – *Certainly.*
- g** In pairs, students role play the four situations. Monitor and check that students are using appropriate ways to ask for things and, equally importantly, using appropriate ways to respond.



#### FAST FINISHERS

Ask fast finishers to improvise more conversations of the same type, e.g. borrowing notes from the last English class, ordering a meal in a restaurant, etc.

## 3 CONVERSATION SKILLS

### Reacting to news

- a** **1.53** In pairs, students look at the mini-conversations and try to complete them. Play the recording for students to listen and check. Check answers as a class.

#### Answers

1 problem  
2 pity

- b** Read the mini-conversations as a class and check what the phrases mean.

#### Answers

1 OK, no problem.  
2 Oh, that's a pity.

- c** Individually, students match the four phrases to the phrases in 3b with a similar meaning. Check answers as a class.

#### Answers

a 1  
b 2  
c 1  
d 2



#### LOA TIP DRILLING

- Drill *OK, no problem.*, *Oh, that's a pity* and the four phrases in 3c before continuing. Try drilling the phrases backwards to add variety to the class, i.e. *problem – no problem – OK, no problem.*
- Pay particular attention to the intonation in these phrases. Exaggerate the 'musicality' as you drill them as many students tend to shy away from this. If the intonation on these phrases is too flat, then the listener could easily think there's a lack of sincerity on the speaker's part.

## 4 PRONUNCIATION

### Sound and spelling: *ou*

- a** **1.54** Play the recording and highlight the three possible sounds for the letters *ou* for students. Check the answer as a class.


#### Answer

Yes, they do.



#### LANGUAGE NOTES


Sound and spelling relationships can cause native English speakers problems. This section introduces the three most frequent sounds which correspond to the letters *ou*: /ə/, /ɔ:/ and /aʊ/ (whether or not you wish to introduce students to the phonemic symbols themselves at this point will depend on the level of your class). Don't ask students to look for other examples of words with *ou* themselves, as they may well find words which contain the letters *ou*, but are not pronounced with the three sounds being worked on.

- b  **1.55** Students classify the words into three groups. Play the recording for students to listen and check. Check answers as a class. Then ask students to repeat the words after the recording and practise the pronunciation.

**Answers**

four 2 neighbour 1 about 3 sound 3

## 5 SPEAKING

- a  Divide the class into pairs and assign A and B roles. Student As read the first card on SB p.129 and Student Bs read the first card on SB p.132. Students then role play the conversation. Monitor, but don't interrupt fluency unless students make mistakes with the content of this lesson. Students then read the second card and role play the second situation.

### EXTRA ACTIVITY

Students write a dialogue based on one of the conversations from 5a. They should use phrases for asking for things and replying from the lesson and pay particular attention to spelling the phrases correctly.

### ADDITIONAL MATERIAL

- ▶ Workbook 2C
- ▶ Photocopiable activities: Pronunciation p.197
- ▶ Unit Progress Test
- ▶ Personalised online practice



# 2D Skills for Writing

## I need English for my job

### OPTIONAL LEAD-IN

Books closed. Tell students you have a list of common reasons for learning English (the reasons in 1a on SB p.26). Give them a few minutes in pairs to try to guess the reasons on the list. Take feedback as a class, writing their ideas on the board. When a pair gives a reason which is in 1a, say: *Well done! That one is on the list.* If students have the same basic idea as one on the list, but express it in different words, congratulate them too, e.g. *to go to university in the UK (= to study something in English).* Write all their ideas on the board. Then ask them to open their books and look at the ideas in 1a.

## 1 SPEAKING AND LISTENING

- a  Discuss the question as a class and find out why each of your students wants to study English. If you didn't use the Optional lead-in, be prepared to help with vocabulary where necessary.
- b  **1.56** Point to each of the three photos on SB p.26 in turn and say: *This is Daniela / Said / Justyna.* Play the recording for students to listen for general meaning and underline the correct answers. Check answers as a class.

**Answers**

- 1 Mexico City; job
- 2 Riyadh; job
- 3 Warsaw; studies

At the end of this lesson, students will be able to:

- understand a conversation in which students talk about where they're from and why they're learning English
- understand personal information on a written form
- identify and correct spelling mistakes
- complete a form with their own personal information

### Audioscript

**DANIELA** My name is Daniela and I'm a police officer in Mexico City – but just traffic police. I need to speak English because sometimes tourists ask me questions in English, for example, they ask me for directions or some tourist information. I like studying at this college. The timetable works well – we have a two-hour break in the middle of the day. I want to improve my listening. I find listening quite hard and it's difficult to listen to something and make notes at the same time. So I need to do some extra listening practice.

**SAID** Hi. My name is Said and I'm a dentist in Riyadh in Saudi Arabia. Sometimes English-speaking people come to my work, so I need to speak good English. This college is very good – the lessons are very interesting and we do lots of different things in class. I want to stay here for a term – until December. Listening and speaking is OK for me, but I need to work hard at reading and writing. I'd like to read books in English – maybe even some books about my work.

**JUSTYNA** Hello, my name's Justyna and I'm a photographer for a newspaper in Warsaw in Poland. In the future, I'd like to study at a university in the UK, so I need better English to do that. Our teacher, Kate, is great. She is very friendly and she helps us a lot in class. Only one thing worries me a bit: the marks I get in tests. I think my progress is OK and I can speak better, but I'm not very good at tests and exams. But maybe I need to study grammar a bit more too!

- c 1.56 Students listen to the recording again for specific details and complete the table. They compare in pairs. Check answers as a class.

#### Answers

	Likes at the college	Needs to improve
Daniela	the timetable	listening
Said	the lessons	reading and writing
Justyna	the teacher	grammar

- d Put students into small groups to talk about the questions together. Monitor, but don't interrupt fluently.

#### FAST FINISHERS

Ask fast finishers to also talk about what they think is difficult to improve in English and why it is difficult, e.g. *It's difficult to improve pronunciation because it's really irregular!*

- e 1.57 Play the recording for students to find out what you can win in the competition. Check the answer as a class.

#### Answer

an extra month of English lessons for free

#### Audioscript

**KATE** Hi, everyone. Before we begin the lesson, I just want to tell you about this competition we're having here at school. It's really good because you can win an extra month of English lessons for free. That's right – an extra month for nothing. So all you need is ... Well, you need to be a student at this school – and you all are – and you need to complete this entry form by

hand – you know, you can't use a computer. But you also need to make sure that what you write on the entry form is correct – no mistakes! So if you want to enter, you can get an entry form from me or you can also get them from reception. It's a really good competition – one more month of study. So are there any questions?

- f 1.57 Before students listen again, give them one minute to work in pairs and see what, if anything, they remember from the first listening. Play the recording again for students to answer the questions. Check answers as a class.

#### Answers

- 1 No, they can't.
- 2 No, it isn't.
- 3 from Kate or from reception

## 2 READING

- a Individually, students read through the information about Daniela and complete the form. Check answers by copying Part 1 of the form onto the board, and asking students to complete the information.

#### Answers

First name: Daniela  
Family name: Romero  
Gender: female  
Nationality: Mexican  
Mobile (UK): 074822 294576  
Email address: Danielar@supermexmail.com  
Your class now: P1  
Course start date: 6 July

- b In pairs, students discuss what words complete Part 2 of the form. Don't check answers at this point.

- c 1.58 Play the recording for students to listen to Daniela and check their answers. Check spelling by writing the words on the board.

#### Answers

- 1 police officer
- 2 tourists
- 3 job
- 4 listening

## 3 WRITING SKILLS Spelling

- a Write *English spelling* on the board. Students should realise that it is spelt incorrectly, so rub it out and ask them: *How do you spell it?* and write the correct spelling on the board. Tell students to cover SB p.26 and look at the first copy of Daniela's entry form on SB p.27. Look at the example together and explain that there are eight more spelling problems. Ask students: *How many spelling problems are there in total?* and elicit the answer: *nine* (the example plus eight more problems). Individually, students find and correct the spelling mistakes. Check answers as a class.

#### Answers

~~offiser~~ officer  
~~teorists~~ tourists  
~~informashion~~ information  
~~difficutt~~ difficult  
~~anser~~ answer  
~~becos~~ because  
~~listning~~ listening  
~~secol~~ school

#### FAST FINISHERS

Ask fast finishers to make a list of words they know they often have problems spelling. They write the incorrect form of each word, strike it through and put a cross after it, and then write the correct spelling next to it with a tick after it, e.g. *riting* X *writing* ✓.

- b As a class, discuss when it is important to have correct spelling.

#### Answers

- 2 ✓
- 3 ✓

- c Individually, students find and correct the spelling mistake in each sentence. Check answers by writing the sentences on the board and asking students to tell you where the mistake is. Strike the incorrect word through and ask them to spell the correct word to you as a chorus as you write it on the board.

#### Answers

- 1 ~~see~~ sea
- 2 ~~right~~ write
- 3 ~~no~~ know
- 4 ~~here~~ hear
- 5 ~~bye~~ buy

- d Discuss as a class how the incorrect and correct words in 3c are the same. Then elicit an indication of students' confidence level for English spelling.

#### Answer

They're pronounced the same.

### LANGUAGE NOTES

Homophones (words which have different spellings and meanings, but are pronounced the same) may not exist in your students' own languages and so the idea may seem very strange indeed to them. Many problems with English spelling stem from homophones, like those in 3c. Some native speakers have real problems with even basic differences, such as *your* and *you're*; *there*, *they're* and *their*. These problems have become even more noticeable in recent years with the advance of social networking, where people take perhaps less care with their grammar and spelling.

### EXTRA ACTIVITY

Give students a spelling test with ten items from the course so far, e.g. 1 *grey*, 2 *horrible*, 3 *Australian*, 4 *amazing*, 5 *secretary*, 6 *Germany*, 7 *businesswoman*, 8 *brilliant*, 9 *photographer*, 10 *timetable*. Ideally, personalise the test for your group by choosing words which you know your students often have problems spelling. Check answers by getting students to write the words on the board, spelling them aloud as they go. Students award themselves one point for each word they spelt correctly.

## 4 WRITING

- a Individually, students complete the form with their information. If you're short of time, this exercise and 4b can be completed for homework. Students could then bring their forms to the next class.
- b Students write their answers to the two questions for the competition. Remind them to use their ideas from the discussion in 1d. If you used the Fast finishers activity after 1d, make sure you have corrected any errors you heard students make in their speaking before they start writing in order for them not to repeat them in written form here.



### LOA TIP ELICITING

- Before students start writing, consider eliciting orally a further example about yourself. Use the texts about Daniela in 2a as a guide. Students close their books. Point to yourself and say: *I work as ...* (elicit: an English teacher) *in ...* (elicit: the city). *I love my job, but not the ...* (elicit suggestions). Continue eliciting ideas for what you might say about yourself in answer to the first question.
- After building up a paragraph about why the students' language is important to you, repeat the process with a second paragraph about what you want to improve in the students' language. This will also be valuable as it will help students understand that the problems they may be experiencing in learning English are relatively common and apply to people learning other languages too.

- c In pairs, students swap their forms and see if their ideas are the same. They can also check their partner's work for spelling mistakes. If students have made any spelling mistakes, or if their partner can offer any other ideas for improving their answers, they prepare a second draft of their answers before giving it to you for correction.

### ADDITIONAL MATERIAL

► Workbook 2D

# UNIT 2

## Review and extension

### 1 GRAMMAR

- a** Individually, students complete the text. Check answers as a class by asking individual students to write the correct answers on the board.


#### Answers

- |                |                |
|----------------|----------------|
| 1 work         | 5 works        |
| 2 start        | 6 doesn't like |
| 3 don't start  | 7 work         |
| 4 doesn't have |                |

- b** Students write possible questions for the answers. Monitor for any problems and clarify these before students start on the pairwork stage in 1c.

#### Suggested answers

- What do you do?
- Do you work in an office?
- Do you like your job?
- When do you start work?
- Does your husband work?
- Where does he work?
- Does he like his job?

- c**  In pairs, students ask and answer the questions, making any changes necessary, e.g. *husband* – *wife*, *he* – *she*.

### 2 VOCABULARY

- a** Students put the letters in order. Check answers by writing the words on the board one letter at a time, saying each letter clearly and asking the class to chorus it after you.

#### Answers

- |           |                |
|-----------|----------------|
| 1 nurse   | 4 engineer     |
| 2 dentist | 5 cleaner      |
| 3 pilot   | 6 photographer |

- b** Students write the times in words. Check answers as a class.

#### Answers

- half past eleven or eleven thirty
- (a) quarter to one or twelve forty-five
- six o'clock
- (a) quarter past eight or eight fifteen
- twenty to three or two forty
- twenty past five or five twenty

- c** Individually, students match the parts of the sentences. Check answers as a class.

#### Answers

- 1 c 2 e 3 a 4 b 5 d



#### FAST FINISHERS

Ask fast finishers to write sentences using some of the other words from the Vocabulary, Studying section on SB p.22, e.g. *timetable*, *studies*, *pass a test*.

### 3 WORDPOWER *work*

- a** Tell students to close their books. Write the bold phrases from the three sentences in 3a on the board, i.e. *work in*, *work for* and *work as*. Point to yourself and say: *I work in (a (language) school/university).*, then: *I work for (name of your school/university).* and finally: *I work as a teacher.* Students open their books, look at the sentences and match them with the pictures. Check answers as a class.

#### Answers

- 1 c 2 a 3 b

- b** Match the meanings with the marked phrases in 3a as a class.

#### Answers

- 1 work as 2 work in 3 work for



#### EXTRA ACTIVITY

If your students work, ask them to write sentences about themselves using the phrases in 3a. Ask each student in turn to tell the class their three sentences and check they're using the words *in*, *for* and *as* correctly.

- c** Give students one minute to think about the sentences individually before discussing them as a class.

#### Answer

It's a noun in all five sentences.

- d** Elicit the *work* phrases which match the meanings as a class. Check students understand that these are normally used with the verb *be*.

#### Answer

- a (be) out of work  
b (be) at work

- e** Individually, students put the words in brackets in the correct place in the sentences. They then check in pairs. Check answers as a class.

#### Answers

- He works as a nurse at night.
- We all start work at 6:00 pm.
- She'd like a job because now she's out of work.
- She's a photographer and works for *The Times*.
- When I'm at work, I have no free time.
- We both work in a large office in the centre of town.

- f** Give students one or two examples for someone you know using *work* as a verb and as a noun, e.g. *My best friend works as a doctor in a big hospital. She starts work at seven o'clock in the morning.* Monitor and listen for correct use of *work* as a verb and a noun. Point out errors for students to self-correct. If you wish, allow time for class feedback and ask each student to tell the class about the person they wrote about.

-  Photocopiable activities: Wordpower p.192



#### LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.

# UNIT 3

## Daily life



### UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations and exchange information about daily life and routines, and the role of the Internet and technology in people's lives
- talk about and give simple descriptions of their own and other people's possessions
- understand conversations in which people make arrangements, and make arrangements themselves
- use simple phrases to hesitate while thinking about what they want to say
- write an informal invitation to an event and an appropriate reply

### UNIT CONTENTS

#### G GRAMMAR

- Position of adverbs of frequency: *always, usually, often, sometimes, never*
- *have got*

#### V VOCABULARY

- Time expressions: *every week/month/year, once a week/month/year, twice a week/month/year, three times a week/month/year, etc.*
- Common verbs: *buy, cost, decide, find, help, meet, prefer, sell, stay, try*
- Technology: *camera, computer, e-reader, headphones, keyboard, laptop, printer, satnav, smartphone, tablet*
- Wordpower: Prepositions of time: *at + times / the weekend / night, in + months / parts of day / seasons, on + days*

#### P PRONUNCIATION

- Sentence stress on important words
- Sound and spelling: /aɪ/ and /eɪ/
- Word stress in technology words
- Main stress in sentences and tone
- Pronunciation of *Mm* when hesitating

#### C COMMUNICATION SKILLS

- Talking about your daily routine and the routines of people you know well
- Talking about the Internet and technology in your life
- Talking about your own and other people's possessions
- Making arrangements and responding appropriately
- Using appropriate phrases while thinking about what you want to say
- Writing an informal invitation to an event and writing a reply to an invitation you receive

### GETTING STARTED



#### OPTIONAL LEAD-IN

Divide the class into small groups. Ask half of the groups to brainstorm *jobs* and the other half to brainstorm *countries*. Give groups two minutes to do this. Put students into pairs so that one has a list of jobs and the other has a list of countries. Students take turns thinking of jobs/countries which aren't on their partner's list. When they say a new job/country, their partner asks them: *How do you spell that?* Students are allowed to look in the Student's Book or a dictionary to check their partner's spelling. Students win one point for every job/country not on their partner's list and an extra point for spelling it correctly. The student with the most points wins.



- a Give students one minute to think about their answers before talking about the picture as a class. If you didn't use the Optional lead-in, you could elicit lots of possible countries and jobs for Questions 1 and 4 to give students some extra revision. If you wish, give students information from the Culture notes below and find out if any students have heard of Rapid T. Rabbit.



#### CULTURE NOTES

This photo shows Richard Concepcion, the creator of the children's television programme *Rapid T. Rabbit and friends*, travelling on the New York subway dressed as Rapid T. Rabbit. The TV show, which actually uses hand puppets rather than actors dressed in costumes, has been running on several American cable channels since 1986 and is now also available over the Internet. The character has made dozens of public appearances in parades all over the USA since he first appeared, and also regularly posts on his Facebook page. The 'T' in the rabbit's name stands for 'Transit', because Concepcion is a regular user of the subway.



- b Read through the questions and the ideas with the students and check they understand the vocabulary. In pairs, they ask and answer the questions. Take feedback as a class and ask students additional questions using the present simple, e.g. *Filippo – you buy a newspaper. What newspaper do you buy?*; *Max – you listen to music on the bus. What kind of music?*



#### EXTRA ACTIVITY

In pairs or small groups, students brainstorm other things they do every day. A1-level items which students will probably know include: *clean your teeth, drink coffee/tea, have a bath/shower, have breakfast/lunch/dinner, get up, go to work/school/university, watch TV*. Ask students to share their ideas with the class and collate them on the board.

# 3A The family never eats together

## OPTIONAL LEAD-IN

Write ten common 'daily routine' items on the board, e.g. *cook, get up, go home, go to bed, go to work/university, have breakfast, have dinner, have lunch, watch TV, work/study*. If you used the Extra activity at the end of the Getting started section, recycle some of the vocabulary students thought of then. In pairs, students decide what the usual 'daily routine order' is for people in their country and if there is anything important missing from the list on the board. Add to the list if necessary and then ask pairs to decide at what time people in their country do these things, e.g. *People have lunch at about two o'clock*. Take feedback as a class, checking students are saying the times correctly. Notice if students are using adverbs of frequency. Don't correct any mistakes with these, but see if students are having problems positioning them in the sentences.

## 1 READING

- a Give students one minute to look at the pictures and think about their answers. Don't check answers at this point.

- b Students read the text quickly and check their ideas in 1a. Check answers as a class.

### Answers

- 1 in the countryside    2 They are farmers.    3 It's hard.

- c Tell students to read the text again in detail. Individually, students decide if the sentences are true or false. When checking answers, ask students to correct the false sentences. You may wish to help students with words in the Vocabulary support box.

### Answers

- 1 F (They get up early at 4:00 am and have breakfast at 9:00 am.)  
2 T  
3 F (They stop work for breakfast at 9:00 am and have a rest at midday.)  
4 F (They help them in the afternoon.)  
5 T

## VOCABULARY SUPPORT

*continue* (B1) – to go on and not stop

*culture* (B1) – the things that are usual or typical in a place

*field* (A2) – a place in the country where a farmer keeps animals or grows plants

*series* (B2) – different things that happen one after another, but are connected

## FAST FINISHERS

Ask fast finishers to use the information in the text and write more true sentences about the Chopra family's daily routine.

- d In pairs, students talk about the good things in the life of the Chopra family. Take feedback as a class.

At the end of this lesson, students will be able to:

- read and understand a text about the daily life and routine of a family in India
- use adverbs of frequency correctly with *be* and other common verbs
- understand a conversation in which people give information about the routines of themselves and others
- use time expressions to talk about how often things happen
- talk about what they do with people they know well and how often

## 2 GRAMMAR

### Position of adverbs of frequency

- a Books closed. Write: *At 9:00 am they ... stop work for breakfast.* on the board. Point to the gap and ask students if they can remember what the word was (*always*). Underneath, write: *In the evening, the family ... eats together.* and elicit the missing word (*never*). Individually, students look at the text in the book and underline more adverbs of frequency. Check answers as a class.

### Answers

... in their culture men and women don't usually eat together.  
In the afternoon, their grandchildren usually help them.  
In the evening, the family never eats together.  
They often go to bed at around 9:00 pm ...

- b Point to the two sentences on the board and show students that *never* is on the far right of the timeline. Elicit the correct position of *always* on the far left before students work individually and put the other adverbs of frequency in the correct place. Check answers by drawing the timeline on the board and asking individual students to come up and write in the adverbs of frequency.

### Answers



## CAREFUL!

The most common student mistakes with adverbs of frequency involve word order. Students may place the adverbs before the subject, e.g. *Always I get up ...* (Correct form = *I always get up at 7 am.*), or after verbs other than *be*, e.g. *I have usually coffee ...* (Correct form = *I usually have coffee for breakfast.*). They may also place the adverbs before the verb *be* instead of after it, e.g. *I often am tired ...* (Correct form = *I am often tired after work.*).

At this level, other errors are usually connected with spelling, e.g. *She's allways ...* / *She's alway ...* (Correct form = *She's always busy.*); *He usualy has ...* (Correct form = *He usually has a rest after lunch.*); *They sometime eat ...* (Correct form = *They sometimes eat together.*).

- c ▶ 1.59 Students complete the exercises in Grammar Focus 3A on SB p.140. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students position the adverbs of frequency correctly and use a positive verb with *never*. Tell students to go back to SB p.30.

## Answers (Grammar Focus 3A SB p.141)

- a**
- 1 I always go and see them.
  - 2 I'm sometimes late for work, but my boss never gets angry.
  - 3 He usually comes here for coffee at 10 o'clock – he's never late.
  - 4 We often have lunch together and talk. It's always good to see him.
  - 5 They're never away on holiday – they're always at home.
- b**
- 2 My parents sometimes eat in a restaurant.
  - 3 I often play tennis.
  - 4 Natasha's never late for work.
  - 5 We always watch TV in the evening.
- c**
- 2 Do you usually walk to work?
  - 3 Why are you always tired?
  - 4 Where do you usually go at weekends?
  - 5 How often do they play football?
  - 6 Is he often late for work?
  - 7 Why do you never write to me?



## LOA TIP CONCEPT CHECKING

- After looking at the rules in Grammar Focus 3A on SB p.140, write example positive and negative sentences and questions on the board to check students are assimilating correct word order. Point to each in turn and ask students: *Is this correct?* Ask them to correct them as necessary, e.g. *I get up usually at seven o'clock.* (I usually get up ...); *She often doesn't get up late.* (She doesn't often get up ...); *Do sometimes you watch TV in the evening?* (Do you sometimes watch TV ...?).
- Also check students understand that although *never* is negative in meaning, it is used with a positive verb. Write three sentences with *never* on the board and ask students: *Which is correct?*, e.g. *1 He doesn't never eat with his family.* *2 He never eats with his family.* *3 He doesn't eat never with his family.* (Sentence 2 is correct.)

- d** Students work in pairs or small groups, talking about the things they do. Monitor, but don't interrupt fluency unless students make mistakes with the position of the adverbs of frequency.



## EXTRA ACTIVITY

Play a guessing game with students. Tell students five sentences about something you do and ask them to guess what it is, e.g. *1 I often do this in the morning and in the evening.* *2 I sometimes do this at midday or after lunch.* *3 I usually do this in the bathroom.* *4 I never do this in class.* *5 I always do this before I go to the dentist.* (clean my teeth). Students then think of an activity themselves and write five clues using adverbs of frequency. In pairs or small groups, they then tell each other their sentences and try to guess the activity.

## 3 LISTENING

- a** Discuss the questions as a class.
- b** Play the recording for students to listen for general meaning and answer the questions. You may wish to pre-teach the phrase *in a hurry* (doing things more quickly than usual). Check answers as a class.

### Answers

- 1 They talk about their free time.
- 2 Martin wants the family to have dinner together once a week.

## Audioscript

- MARTIN** Hey Kath, I've got an idea. **M** Of course. How often does she go?
- KATHERINE** Oh yeah, what's that? **K** Twice a week – on Monday and Thursday.
- M** I'd like us to have a family dinner together once a week. **M** And Pete goes to band practice a lot.
- K** Oh really? ... Why? **K** Yes, three times a week – on Monday, Thursday and Friday.
- M** Well, our lives are so busy and we're always in a hurry. You, me and the kids, we never have dinner together these days. **M** OK. So that means ... Tuesday! Yes, Tuesday night we can all have dinner together. Everyone's free then.
- K** OK, why not? When do you want to do it? **K** No, they're not.
- M** When are you free? **M** What do you mean?
- K** Most nights, but I go to my Spanish lesson once a week. It's usually on Wednesday, so that's no good. **K** I work late every Tuesday.
- M** OK, so not Wednesday. What about Liz and Pete? **M** Oh. But you said 'most nights are free'.
- K** Well, Liz goes to volleyball training. **K** Yeah, *most* nights – not *all* nights. You know I work late on Tuesday. I don't need to tell you that!
- M** Sorry. Well, this is impossible!

- c** Students listen to the recording again for specific details and complete the table. They compare in pairs. Check answers as a class.

### Answers

Katherine – Tuesday: work late; Wednesday: Spanish lesson  
Liz – Monday and Thursday: volleyball training  
Pete – Monday, Thursday and Friday: band practice

- d** Students work in pairs or small groups, answering the questions. Check the answer to Question 1 as a class.

### Answers


- 1 They don't have dinner together.
- 2 Students' own answers



## EXTRA ACTIVITY

Give students time for a 'long turn' (a chance for the students to prepare what they're going to say on a topic and then talk to the whole class) at this point. This allows students to practise speaking under a bit more pressure than normal and have the teacher's total attention for a few moments, both of which can be very beneficial. Ask students to think about their family's routine in more detail and to make notes, but not write complete sentences. Give students an example yourself before they start, e.g. *In my family we are always in a hurry! On Monday my son goes to football practice and my daughter ...* Monitor and help as necessary as students make notes. Then tell students not to look at their notes and to work with a partner, taking turns to practise what they are going to say. Discreetly point out errors for students to self-correct. Finally, ask students to speak to the class in turn about their family's routine. Remind students not to look at their notes while they're speaking and choose students at random. After each long turn, allow two or three students to ask the speaker questions based on their talk.

## 4 VOCABULARY Time expressions

- a**  **1.61** Read through the sentences with the students. Ask: *Who gives this information in the recording?* (Katherine). Individually, students complete the sentences with the words in the box. Play the recording for students to listen and check. Check answers as a class.

### Answers

- 1 once
- 2 twice
- 3 a
- 4 every


- b** Elicit the rule as a class.

### Answer

at the end of a sentence

## LANGUAGE NOTES


Time expressions like these can also be placed at the beginning of sentences when the speaker wishes to put more emphasis on the expression, e.g. *Once a week, we have a vocabulary test*. This difference is too subtle for students at A2 level, so, as with adverbs of frequency, students are taught only a limited part of a more complex rule at this point.

- c**  **1.62** **Pronunciation** Play the recording. Highlight the stressed words for students by beating the rhythm with your hand to show where the stresses fall.

- d** Answer the question as a class. Drill the sentences in 4c.


### Answer

- a Important words like time expressions and verbs

- e**  **1.63** Check students understand that the lines of the conversation are in the correct order, it is only the words within each line which are jumbled. Individually, students put the words in the correct order. Play the recording for students to listen and check.

### Answers and audioscript

- |   |  |
|---|--|
| <b>A</b> How often do you and your family do things together? | <b>B</b> Yes, every Sunday, but we sometimes go to the cinema. |
| <b>B</b> About once a week.                                   | <b>A</b> Do you do anything else?                              |
| <b>A</b> What do you do?                                      | <b>B</b> Well, about twice a year we go away for a weekend.    |
| <b>B</b> We usually go for a picnic or to a restaurant.       | <b>A</b> It sounds like you have a nice time with your family. |
| <b>A</b> Do you do that at the weekend?                       |  |

- f**  **1.64–1.65** Students complete the exercises in Vocabulary Focus 3A on SB p.163. Play the recording for students to check their answers to Exercise a, and complete Exercise b as a class. Monitor Exercise c. Tell students to go back to SB p.31.


### Answers (Vocabulary Focus 3A SB p.163)

- a** 1 b 2 f 3 e 4 g 5 a 6 d 7 c  
**b** 1 stay 2 long  
**c** Students' own answers



## FAST FINISHERS

Ask fast finishers to continue asking and answering questions with their partner after they have completed Exercise c, inventing their own questions using present simple verbs.

## 5 SPEAKING

- a** Give students a few minutes to prepare and write down notes about the people they know well. Monitor and help as necessary.
- b**  Students work in pairs or small groups, telling each other about the people they know well and asking and answering each other's questions. As you monitor, don't interrupt fluency, but note any mistakes with the position of adverbs of frequency and time expressions. After the activity, write these on the board and ask students to correct them.

## ADDITIONAL MATERIAL

-  Workbook 3A
-  Photocopiable activities: Grammar p.179, Vocabulary p.186, Pronunciation p.197

# 3B Imagine you haven't got the Internet

## OPTIONAL LEAD-IN

Before students arrive, write the gapped text below on the board. If possible, show students a photo of yourself or other people in the 1980s to give context to the activity. Put students into pairs. If you have a class with a variety of ages, try and mix older and younger students together, as it will give them more to talk about. Students look at the sentences and choose a word to complete each gap. Check students understand that they need to use the present simple form of the verb.

*It's the 1980s! We:*

1 usually ... to the library to find information.

2 often ... our friends at a café to talk.

3 sometimes ... letters to family and friends.


4 often ... games like Monopoly and Scrabble at home.

5 always ... music from shops.

Check answers (1 go 2 meet 3 write 4 play 5 buy).

Then ask: *Life is very different today. Why?* and elicit the answer (*Because we have the Internet.*). Students might be surprised to know that the Internet only became available to the general public in the early 1990s.

## 1 READING

- a Individually, students think about how they use the Internet and tick the things in the list.
- b  Students compare their ideas in small groups. Take feedback as a class and ask them if there's anything they think is missing from the list in 1a.

- c Tell students they should only read the first part of the text, *This month on Tech Blog*. They then work individually, answering the questions. Check answers as a class.

### Answers

- b
- They are offline / without the Internet.

- d Tell students to read the second part of the text, *The Interview*, and answer the questions. Pre-teach the words *contact* and *the news* in the Vocabulary support box. Students compare their answers in pairs. Check answers as a class.

### Answers

- a, b, f
- c, d, e

## VOCABULARY SUPPORT

*contact* (v.) (A2) – communicate with a person who is not near you

*imagine* (B1) – to think about something that isn't real


*neighbours* (A2) – people who live near to you

*the news* (B1) – information about important events in your country or the world

*whole* (A2) – all of something

At the end of this lesson, students will be able to:

- read and understand a text about using the Internet
- use a lexical set of technology words correctly
- understand conversations in which people talk about the technology they have and how they use it
- use the positive, negative and question forms of *have got* to talk about possessions
- talk about and give simple descriptions of their own and other people's possessions

- e  Put students into small groups to talk about the questions together, if possible, mixing older and younger students together. Monitor, but don't interrupt fluency.

## FAST FINISHERS

Ask fast finishers to also talk about how much time they spend on the things in 1a every week and which websites they use to do each of the things.

## 2 VOCABULARY Technology


### LOA TIP ELICITING

- Consider eliciting some of the vocabulary in 2a by bringing in as many of the objects shown in the pictures as possible to show to the class. Ask students to close their books, explain *technology* (*electronic objects for science or personal use*) and elicit the words for each object. Drill each word for correct pronunciation.

- a Individually, students match the words with the pictures. Check answers as a class.

### Answers

- |              |              |
|--------------|--------------|
| 1 e-reader   | 6 computer   |
| 2 printer    | 7 headphones |
| 3 laptop     | 8 tablet     |
| 4 smartphone | 9 keyboard   |
| 5 camera     | 10 satnav    |

- b  **1.66 Pronunciation** Play the recording for students to underline the stressed syllable. Check answers by writing the words on the board and asking individual students to come up and underline the stressed syllables on the board (see the underlining in the answers to 2a).

- c Elicit possible answers to the first sentence from the class. Check students understand that more than one answer may be possible for each sentence. Students decide what they think the people are talking about. Check answers as a class.

### Suggested answers

- computer, laptop, smartphone, tablet
- computer, laptop, smartphone, tablet
- headphones
- printer
- satnav, smartphone, tablet

## EXTRA ACTIVITY

Students write their own sentences about the technology items in 2a, using the sentences in 2c as a model. Monitor and help with vocabulary as necessary. In pairs or small groups, students read each other their sentences and try to guess what they are about.

### 3 LISTENING

- a 1.67 Play the recording for students to listen to the answers and match the people with the questions. Check students understand that this isn't the complete recording, just a short sentence to identify the topic each person talks about. Check answers as a class.

#### Answers

1 Bella 2 Don 3 Chris

#### Audioscript

**DON** Yes, I've got my daughter's phone. She's got a new phone, so I've got her old one.  
**BELLA** Yes of course, in fact I've got two, a PC and a laptop.  
**CHRIS** Yes, I have. It takes really good photos, but I don't use it very often – just for special photos.

- b 1.68 Play the complete recording for students to listen for specific details and complete the table. Check answers as a class.

#### Answers

	What gadgets have they got?	Do they often use them?
Don	smartphone	no: sometimes, but not very often
Bella	a PC, a laptop	yes: all the time
Chris	digital camera smartphone	no: not very often yes, usually

### VOCABULARY SUPPORT

**gadget** (C1) – a small piece of technology that does a specific job

#### Audioscript

##### CONVERSATION 1

**INTERVIEWER** So tell me, Don, have you got a smartphone?

**DON** Yes, I've got my daughter's phone. She's got a new phone, so I've got her old one.

**I** Do you use it a lot?

**D** No, never. Well, sometimes, but not very often.

**I** Why not?

**D** I don't know really. If I'm at home, I use the house phone. Umm ... If I go out, I don't want to chat to people or send texts. I just want to be quiet. So, no. In fact, I usually leave my phone at home. I don't want to lose it!

##### CONVERSATION 2

**I** So, Bella, have you got a computer?

**BELLA** Yes of course, in fact I've got two, a PC and a laptop.

**I** Do you use them both?

**B** Oh, yes, all the time. I use the PC for studying mainly and also for downloading films. And I use the laptop when I go to university or when I study in the library.

##### CONVERSATION 3

**I** Have you got a digital camera?

**CHRIS** Yes, I have. It takes really good photos, but I don't use it very often, just for special photos. I've also got a smartphone of course, and usually I take photos on that, like holiday photos or photos of friends – the photos are OK, but they're not fantastic.

- c 1.68 Students listen again for specific details about exactly how Bella and Chris use each gadget. Check answers as a class. Ask students: *Which person is like you?* and discuss who they are most similar to.

#### Answers

Bella – the PC for studying and downloading films; the laptop when she goes to university or when she studies in the library  
 Chris – the digital camera for special photos; the smartphone for holiday photos or photos of friends

### 4 GRAMMAR *have got*

- a Write *I've got my daughter's phone.* and *We've got friends in Japan and in the USA.* on the board. Point to the first sentence and ask: *Is this information in the Reading text or the Listening?* and elicit *Listening*. Point to the second sentence, ask the same question and elicit *Reading*. Individually, students do the exercise, then check answers in pairs. Check answers as a class.

#### Answers

1 L 2 R 3 L 4 R 5 R 6 L

- b Individually, students underline the forms of *have got* in 4a and then decide what *I've got* means. Check the answer as a class.

#### Answer

b I have

- c Students complete the table, working individually. They then check in pairs. Check answers as a class. Show students three fingers, point to the first and say: *I*, the second and say: *have* and the third and say: *got*. Then close up the gap between the first and second finger to show how *I* and *have* are contracted as: *I've*. Repeat the process with *I haven't got*, but using four fingers and closing up the second and third fingers to show how *have* and *not* are contracted as: *haven't*. Show students the three fingers for: *I have got* again and then use a gesture to show how we swap around the first two words to make the question: *Have I got*. Repeat the process with the positive, negative and question third person forms, but indicate that the class should tell you which fingers should be closed up or swapped around.

#### Answers

	I / We / You / They	He / She
+	've	's
–	haven't	hasn't
?	Have	Has

- d 1.69 **Pronunciation** Play the recording for students to listen for the main stress.
- e 1.70 Students listen to the sentences and underline the main stress in each sentence. Check answers as a class.

#### Answers

1 They've got a computer.  
 2 He's got a smartphone.  
 3 She's got a new laptop.

- f 1.70 Play the recording again for students to listen for the tone movement. Check the answer as a class.


#### Answer

The tone goes down on the main stress.

### CAREFUL!

When using *have got*, students often have problems with subject/verb agreement and so may use *have* instead of *has*, e.g. *He have got a ...* (Correct form = *He has got a new smartphone*). They may also omit *have* altogether, e.g. *Filippo and Max got friends ...* (Correct form = *Filippo and Max have got friends in Australia*).

Another very common error is to confuse *have got* and *got*, particularly when talking about being given presents, e.g. *I have got a satnav ...* (Correct form = *I got a satnav for my birthday*).

- g**  **1.71** Students read the information in Grammar Focus 3B on SB p.140. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are using the correct form for the third person and are not using additional auxiliaries in their answers. After students complete the Grammar Focus activities, ask them: *Is 'have got' easy? Is it difficult? What is it important to remember with 'have got'?* (i.e. not to use the auxiliaries *do/does/doesn't*). Tell students to go back to SB p.33.

**Answers (Grammar Focus 3B SB p.141)**

- a** 2 ~~Do you have~~ Have you got the Internet ...  
3 We ~~not~~ haven't got a ...  
4 They ve got a TV ...  
5 My brother ~~haven't~~ hasn't got a ...  
6 My parents haven't got a ...
- b** 2 Have your grandparents got a digital camera? Yes, they have.  
3 Has your mum got a tablet computer? No, she hasn't.  
4 Has your teacher got blue eyes? No, he hasn't.  
5 Has your dad got a satnav? Yes, he has.  
6 Have you got a lot of homework? No, I haven't.
- c** 2 haven't 3 've got 4 haven't got 5 's got  
6 Have you got 7 have 8 's got 9 have your parents got  
10 haven't got 11 's got 12 Has he got 13 hasn't

- h** Individually, students write sentences that are true for them. Monitor and point out errors for students to self-correct.

**Answers**

Students' own answers



**FAST FINISHERS**

Ask fast finishers to write more sentences using the words and phrases in the box, but about their friends and family. Remind them to use the third person forms correctly.



- i** Students write three questions with *have got* and the words and phrases in 4h. Monitor and point out any errors for students to self-correct before students start on the pairwork stage in the next section.

## 5 SPEAKING

- a** Students put the words in the correct order to make questions. Check answers by asking individual students to come up and write them on the board.

**Answers**

- |                            |                       |
|----------------------------|-----------------------|
| 1 How often do you use it? | 4 How old is it?      |
| 2 Do you like it?          | 5 Where do they live? |
| 3 What kind is it?         | 6 Would you like one? |



- b**  Demonstrate the activity by asking one student: *Have you got a smartphone?* and then asking one or two follow-up questions from 5a, e.g. *What kind is it?*, *How old is it?* Students work in pairs, asking and answering their questions and asking additional questions from 5a. Monitor and listen for correct use of *have got* with *I* and *you*.
- c**  Regroup students and put them into new pairs. Read the example with the class and ask them: *What is this exercise practising?* (third person form of *have got*). Students work in pairs, telling each other what they learned about the other students in 5b.



**EXTRA ACTIVITY**

Invite students to ask questions with *Have you got ... ?* about what you've got in your bag. They can ask about things from the Student's Book, e.g. *Have you got a notebook/pen/dictionary/timetable/smartphone?* or use any other words they know. At A2 level, students may know *a key for your house, a purse/wallet, an identity card, a sandwich*. Answer clearly with *Yes, I have.* or *No, I haven't.* to reinforce the short answers. Concentrate on the correct use of *have got*. Don't worry if students try to use *some/any* and use them incorrectly as these will be covered in detail in Lesson 4A.

### ADDITIONAL MATERIAL

-  Workbook 3B
-  Photocopiable activities: Grammar p.179, Vocabulary p.187

# 3C Everyday English

## How about next Wednesday?

### OPTIONAL LEAD-IN

Point to the pictures on SB p.34, or project them on the board. Ask: *Who are they?* and elicit *Martina, Annie and Dan*. Write sentences 1–5 on the board for students to complete with the correct names. Allow students to refer back to Lessons 1C and 2C if necessary. Check answers as a class.

- 1 *Dan is ...'s husband.* (Martina)
- 2 *Annie is ...'s little sister.* (Dan)
- 3 *Dan works with his friend ....* (Leo)
- 4 *... doesn't do exercise, but ... goes to the gym.* (Dan, Leo)
- 5 *... likes tea – with sugar!* (Dan).

## 1 LISTENING

- a** Read through the questions with the students and give them one minute to think about their answers before they work in pairs. Monitor and allow time for class feedback.
- b** **1.72** Tell students to look at the top picture and ask them what kind of magazine Annie and Martina have got (a TV guide). Play Part 1 of the video or the audio recording for students to answer the question. Check the answer as a class.

### Answer

Yes, they do.

### Video/Audioscript (Part 1)

**DAN** Here's your coffee, Annie ... **D** *Top Cook?*  
**ANNIE** Thanks, Dan! **A** That's it – *Top Cook*. Can we watch it?  
**D** Martina ... **M** Sure! We always watch it too.  
**MARTINA** Thank you. **A** Fantastic! Cooking, food, restaurants. I love all that.  
**A** My favourite programme's on in five minutes. **M** So do we.  
**M** The cooking one?  
**A** Yeah, I love it.

- c** **1.72** Students watch or listen again for specific details. Play Part 1 of the video or the audio recording again for students to decide if the sentences are true or false. When checking answers, ask students to correct the false sentences.

### Answers

- 1 F (The programme Annie wants to watch is *Top Cook*.)
- 2 F (They always watch it.)
- 3 T

- d** **1.73** Play Part 2 of the video or the audio recording for students to find out what they plan to do. Check the answer as a class.

### Answer

They plan to go to a new restaurant for dinner.

At the end of this lesson, students will be able to:

- understand informal conversations in which people make arrangements
- use appropriate phrases for making arrangements and responding appropriately
- identify the main stress in sentences
- use appropriate phrases to hesitate while thinking about what they want to say
- maintain informal conversations in which they make arrangements

### Video/Audioscript (Part 2)

**ANNIE** Hey! I know this new restaurant – near my office. **A** Are you free next Friday?  
 Why don't we try it? **M** Mm, possibly. Friday's fine. Dan?  
**MARTINA** Yeah! That'd be great. **D** Friday? Sure, I'd love to.  
 For dinner? **A** Great!  
**A** Yeah. **D** Mm, can I bring Leo? You know, the guy I work with.  
**DAN** That's a good idea. **A** Leo? Yeah, great idea. Look! My programme!  
**A** How about next Wednesday?  
**M** Mm, maybe. Let me see. I'm sorry I can't. I need to work late next Wednesday.

- e** **1.73** Students watch or listen again for specific details. Play Part 2 of the video or the audio recording again for students to answer the questions. Check answers as a class.

### Answers

- 1 Martina works late on Wednesday.
- 2 They decide to go out on Friday.
- 3 Dan wants to ask Leo to dinner.
- 4 Annie thinks it's a great idea.

### EXTRA ACTIVITY

Ask students to answer questions 1–5 as a class. Play both parts of the video or the audio recording again.

- 1 *Who makes Annie and Martina's drinks?* (Dan)
- 2 *What do they drink?* (coffee)
- 3 *When does 'Top Cook' start?* (in five minutes)
- 4 *Where is the new restaurant Annie talks about?* (near her office)
- 5 *Why do you think Dan wants to ask Leo to dinner?* (Students' own answers)

## 2 USEFUL LANGUAGE Making arrangements

- a** Individually, students match the beginnings with the endings of the sentences. They then check in pairs. Check answers as a class.

### Answers

1 c 2 e 3 b 4 a 5 f 6 d

- b** Students classify the questions and sentences in 2a. Check answers as a class.

### Answers

Make suggestions – *Why don't we try it?; How about next Wednesday?; Are you free next Friday?*

Say yes to suggestions – *That'd be great.; That's a good idea.; I'd love to.*

- c Read Martina's sentence to the class. Ask students which phrase means *no* (I'm sorry, I can't.). Tell students that in English, it's considered rude to say just *no* or *I can't*, so people usually use a phrase like *I'm sorry, I can't*, which includes an apology and then also give an excuse (*I need to ...*).

#### Answer

I'm sorry, I can't. I need to work late next Wednesday.

- d 1.74 Tell students to work individually and order the sentences to make a conversation. Play the recording for students to listen and check. Check answers as a class.

#### Answers and audioscript

- A Why don't we go to the cinema? B I'm sorry, I can't. I'm away this weekend.  
B The cinema? That's a good idea.  
A How about this Saturday? A Are you free on Monday?  
B Yes, Monday's fine.

- e In pairs, students practise the conversation and then make similar conversations using their own ideas. Monitor and correct the phrases for making arrangements as appropriate.

#### FAST FINISHERS

Ask fast finishers to close their books and practise the conversation and make similar conversations without looking at 2d to help them.

### 3 PRONUNCIATION Main stress

- a 1.75 Play the recording and highlight the main stress for students.  
b Individually, students choose the correct answer. Check the answer as a class.

#### Answer

a short and loud

- c 1.76 Play the recording for students to underline the main stress. Check answers by writing the sentences on the board and asking individual students to come up and underline the main stress in each sentence.

#### Answers

- 1 We'd love to. 3 That's a lovely idea.  
2 That'd be good. 4 That'd be fantastic.

- d Drill the sentences in 3c. Students then work in pairs, practising saying the examples. Monitor and correct students' pronunciation as appropriate.

### 4 CONVERSATION SKILLS

#### Thinking about what you want to say

- a Ask students to read the conversation and think about why Martina uses the underlined phrases. Check the answer as a class.

#### Answer

b give her time to think

- b 1.77 **Pronunciation** Play the recording for students to listen and notice the pronunciation of *Mm* for hesitation. Ask students: *What do you say in your language when you don't know what to say?*



#### LOA TIP DRILLING

- Drill Martina's responses in the conversation in 4a before continuing. Drill her first response, building it up word by word until the class can chorus it together with correct pronunciation. Then ask Annie's first question: *How about next Wednesday?* and elicit the response from the class as a chorus. Repeat with Martina's second response and then put the whole conversation together with you taking the parts of Annie and Dan and the class taking the part of Martina.
- Pay particular attention to the intonation of the phrases for hesitation. Exaggerate the 'musicality' as you drill them and show students the up and down movements using hand gestures to give them a visual reference.

- c Read through the questions with the students. Remind students to use the underlined phrases in 4a and give themselves time to think before they reply. Monitor and correct students' pronunciation if they make mistakes with the phrases for hesitation.



#### FAST FINISHERS

Ask fast finishers to extend their conversations. If their partner says *no*, offer an alternative, just as Annie does in the conversation in 4a.

### 5 SPEAKING

- a-b Divide the class into pairs and assign A and B roles. Student As read the first card on SB p.35 and Student Bs read the first card on SB p.133. Students then role play the conversation. Monitor, but don't interrupt fluency unless students make mistakes with the content of this lesson. Students then read the second card and role play the second situation. Tell Student Bs to go back to 5c on SB p.35.

- c Students work in new pairs, or small groups, and tell each other about the arrangements they made in the two role plays.



#### EXTRA ACTIVITY

Students work in small groups to plan a class party, using phrases from the Useful language section to make suggestions and say *yes* and *no*, and phrases from the Conversation skills section to give themselves time to think as necessary. Write the following ideas on the board to help students keep the conversation going: *When?* (*in the evening?* / *at the weekend?* / *a different time?*) *Where?* (*at the school?* / *in the park?* / *a different place?*) *Fun?* (*games?* / *music?* / *more ideas?*) *Food?* (*party food?* / *drinks?* / *other things?*). Monitor and praise students who are able to express their ideas, even if their English isn't perfect.

#### ADDITIONAL MATERIAL

- Workbook 3C
- Photocopiable activities: Pronunciation p.197
- Unit Progress Test
- Personalised online practice

# 3D Skills for Writing

## Can you join us?

### OPTIONAL LEAD-IN

Ask students how many letters there are in the English alphabet and elicit them from the class. If necessary, students refer back to SB p.7. Put students into small groups and tell them they have three minutes to try to think of one country for each of the 26 letters. They aren't allowed to look at their books or their notes. When the three minutes are up, feed back as a class. Ask students to spell the countries they've seen on the course so far, but don't test them on any other countries they have thought of (the countries in brackets). *Possible answers:* **A**rgentina, **B**ritain, **C**anada, **D**enmark, **(E)**gypt, **F**rance, **G**ermany, **(H)**ungary, **I**ran, **J**apan, **(K)**enya, **(L)**ibya, **M**exico, **N**igeria, **(O)**man, **P**akistan, **(Q)**atar, **R**ussia, **S**pain, **T**urkey, the **U**SA, **(V)**ietnam, **(W)**ales, **(X)** – there isn't a country beginning with X, **(Y)**emen, **(Z)**ambia).

## 1 SPEAKING AND LISTENING

- a** Read through the questions with the students and then give them one minute to think about their answers. Discuss the questions as a class and find out who's got family or friends in the most unusual places.
- b** **1.78** Play the recording for students to listen for general meaning and put the countries in order. Check answers as a class.

### Answers

- |           |          |
|-----------|----------|
| 1 England | 4 France |
| 2 Germany | 5 Sweden |
| 3 Turkey  | 6 Italy  |

### Audioscript

**EMRAH** I've got a large family and we all live in many different countries. I come from Izmir in Turkey, but I live in England now with my parents. I've got a brother and sister in Germany. My sister Ayda lives in Munich and my brother Mustafa lives in Berlin. Some of our family is still in Turkey, but I've also got an uncle in France – he lives in Lyon with his family – and another uncle in Sweden. And I've also got family in Italy, they live in Milan, but I don't know them very well.

We all stay in contact by Skype and email, but we don't often see each other, unfortunately. But we always get together every five years and we spend a long weekend together, and it's always in Turkey because my grandmother is there and she's very old, she's over 80 and she can't travel. We stay with family and we have a big party. It's a great family occasion, but we also invite friends, so there are usually about 50 people there. It's a very nice way to keep in contact, and we've always got lots to talk about!

- c** **1.78** Students listen to the recording again for specific details and correct the mistakes in the summary text. They compare in pairs. Check answers as a class.

### Answers

- He's got a brother and a sister.
- ... every five years ...
- ... in Turkey.
- They stay with family and ...
- ... have a big party.
- This isn't only for people in the family ...
- ... they also invite friends.

At the end of this lesson, students will be able to:

- understand a person talking about his family and how they stay in contact
- understand emails inviting people to a family party
- use expressions for inviting and replying correctly
- write an invitation to an event and a reply to an invitation they receive

### EXTRA ACTIVITY

Play the recording again for students to answer questions 1–5 about what Emrah says.

- Where does Emrah live? Who does he live with? (He lives in England with his parents.)
- What is his sister's name and where does she live? (Her name's Ayda and she lives in Munich in Germany.)
- Where does his uncle live in France? (He lives in Lyon.)
- Where in Italy does he have family? (In Milan.)
- Why is the family party always in Turkey? (Because his grandmother is there. She's over 80 and can't travel.)

## 2 READING

- a** Individually, students read the emails quickly and decide why Emrah emails his brother and sister. Check the answer as a class.

### Answer

To invite them to the family party.

- b** Tell students to read the emails again in detail and complete the information about the family party. They then check in pairs. Check answers as a class.

### Answers

Place: Izmir (in Turkey)  
Date: Friday 14 to Sunday 16 September  
How many days: three days  
Where to stay: Ayda with Melis, Mustafa with Mert (Melis and Mert are Emrah's friends from school)

### FAST FINISHERS

Ask students to read the two emails again and find out what new information they contain about Ayda and Mustafa. (*Ayda has got a new job; Mustafa has got a family.*)

## 3 WRITING SKILLS Inviting and replying

- a** Look at the email to Ayda with the class and check students understand they need to use the numbers 1–6 to complete this exercise. Elicit the answer to b as a class. Students then work individually, identifying the sentences. Check answers as a class.

### Answers

- b 1  
c 6  
d 2  
e 5  
f 3

- b** Make sure students are clear about the task before they start. Check answers as a class.

#### Answers

Email to Mustafa	Email to Ayda
1 How are you?	How are things?
2 same	same
3 same	same
4 Would you like to come?	Can you join us?
5 Mert / he / his	Melis / she / her
6 Please let me know if you would like to join us.	Please let me know if you can come.

- c** Individually, students read the questions and decide which ones are used to invite people. When checking answers, make sure students understand that Questions 2, 4 and 5 aren't possible because they're grammatically incorrect.

#### Answers

- 1 ✓  
3 ✓  
6 ✓  
7 ✓

- d** Students order the words to make sentences and questions. Check answers as a class by asking individual students to write the correct answers on the board.

#### Answers

- 1 How are things?  
2 It would be great to see you.  
3 Hope you can make it.  
4 I'd love to see you.  
5 How are you?  
6 I hope you can come.

- e** Students read the sentences and questions in 3d again and decide which mean the same. Check answers as a class.

#### Answers

- 1 and 5; 2 and 4; 3 and 6

- f** Students read the emails from Mustafa and Ayda for general meaning to find out if they can come. Check the answer as a class.

#### Answer

- Ayda can't come, but Mustafa can.

- g** Individually, students look at the emails in 3f again and find sentences that match the meanings. They then check in pairs. Check answers as a class.

#### Answers

- 1 I'd love to come  
2 I'm afraid I can't  
3 Hope you all have a great time



#### FAST FINISHERS

Ask fast finishers to circle other useful phrases in the emails that they could use in their own emails, e.g. *I'm really looking forward to it, See you soon, Great to hear from you, Keep in touch.*

## 4 WRITING AND SPEAKING

- a** Students work individually to plan a party or other event. Monitor and help with vocabulary and give students ideas if necessary.
- b** Tell students that this activity is about communication – it's not about perfect English. In small groups, students talk about their plans and see if their classmates have got any additional ideas for the event.



#### LOA TIP MONITORING

- Although students won't be using the phrases for inviting and replying in this discussion stage, they'll be using other vocabulary and grammar structures which they'll probably need to use in their written invitation. Monitor and try to pre-empt any problems students may have, for example if you hear them using words which they're incorrectly transferring from their L1, or if they're making common mistakes, like confusing *fun* and *funny*.
- Note down problems individual students have so that you can correct those on a one-to-one basis before students work on their written invitations in 4c.

- c** Individually, students write an invitation to their event to another student. You could tell them who to write to so that everyone gets an invitation. If you're short of time, this exercise can be completed for homework. Students could then bring their invitations to the next class.
- d** Students swap invitations and check their partner has included the information in 4a.
- e** Students write a reply to the invitation they received, explaining why they can or can't go. Remind students that if they can't go, they mustn't just say *no*, but should use one of the phrases in Lessons 3C and 3D and give an excuse. Students give their reply back to the student who invited them. Take feedback as a class and find out how many replies accept the invitation and how many of them say *no*.



#### EXTRA ACTIVITY

Write a short checklist on the board to help students when they check their invitations and replies in pairs: **Spelling**: check difficult words in the Student's Book, in a dictionary or on your phone. **be**: negatives use *'m not / aren't / isn't*; questions use *Am/Are/Is + subject*. **Present simple**: negatives use *don't/doesn't*; questions use *Do/Does + subject + verb*. **have got**: negatives use *haven't/hasn't got*; questions use *Have/Has + subject + got + noun*. **Word order**: check adverbs of frequency / time expressions are in the right position. **Phrases**: include phrases for making arrangements / inviting and replying. If students have made mistakes in any of these areas, they prepare a second draft of their invitation and/or reply before you collect in the pairs of invitations and replies to give feedback on them both.

#### ADDITIONAL MATERIAL

- Workbook 3D

# UNIT 3

## Review and extension

### 1 GRAMMAR

- a** Students work individually, moving the adverb of frequency to the correct place in each sentence. Check answers as a class.

#### Answers

- 1 He often gets up at about 10 or 11.
- 2 He never goes to bed before 2:00 am.
- 3 He sometimes studies all night.
- 4 He usually has black coffee and toast for breakfast.
- 5 He is often away for a week or more.
- 6 His windows are always closed, even in summer.

- b** Individually, students complete the text. They then check in pairs. Check answers as a class.


#### Answers

- |               |               |
|---------------|---------------|
| 1 have got    | 5 haven't got |
| 2 've got     | 6 've got     |
| 3 has got     | 7 've got     |
| 4 haven't got |               |

- c** Students write the questions and write short answers about themselves. Monitor and check students are forming both the questions and the short answers correctly.

#### Answers

- 2 Have your neighbours got children?
  - 3 Has your flat or house got a garden?
  - 4 Have you got a TV in your bedroom?
  - 5 Has someone in your family got a laptop?
  - 6 Have you got a lot of free time?
- Short answers: Students' own answers

- d**  In pairs, students ask and answer the questions in 1c. As you monitor, note down mistakes with *have got*. After the activity, write them on the board for students to correct.



#### FAST FINISHERS

Ask fast finishers to extend their conversations by asking additional questions.

### 2 VOCABULARY

- a** Students rewrite the sentences with time expressions in the correct position. Check answers as a class.

#### Answers

- 2 three times a year
- 3 twice a year
- 4 three times a week
- 5 every morning and evening / twice a day
- 6 four times a week

- b** Individually, students look at the pictures and write the names of the objects. Check answers and spelling as a class.

#### Answers

- |              |              |
|--------------|--------------|
| 1 printer    | 6 camera     |
| 2 computer   | 7 smartphone |
| 3 tablet     | 8 e-reader   |
| 4 satnav     | 9 keyboard   |
| 5 headphones | 10 laptop    |

### 3 WORDPOWER Prepositions of time

- a** Tell students to close their books. Write the following three gapped sentences on the board: *I work ... the morning., I start work ... 9 am., I never work ... Sunday.* Point to the three gaps and ask students about each missing word in turn. Write *in, at, on* on the board in each sentence. Students open their books, look at the sentences and match them with the pictures. Check answers as a class.

#### Answers

- 1 c 2 b 3 a 4 e 5 d

- b** Individually, students answer the questions and find examples in 3a. Check answers as a class.

#### Answers

- 1 a at b on c in d in e in f at  
2 a 3 (6 am, 1 pm) b 4 (weekdays, Sunday)  
c 5 (January) d 2 (the evening) e 1 (the winter)  
f 2 (the weekend, night)

- c** Students work individually, adding prepositions of time to the sentences. When checking answers, make sure students understand that this exercise is testing both the prepositions and their position. If students have used the wrong preposition, but put it in the correct position, then their answer can be considered partly correct.


#### Answers

- 1 I always get up at 6:30 in the morning on weekdays.
- 2 It's always cold here in the winter and it often snows in January.
- 3 Are you free at the weekend? I've got tickets for a concert on Saturday. It starts at 7:30 pm.

- d** As an example, make a sentence using *get up* which is true for you, e.g. *I get up at 7 am.* Students then write sentences that are true for them. Monitor and point out errors for students to self-correct.

#### Answers

Students' own answers

- e**  Give students one or two example questions, using the things in 3d, e.g. *What time do you usually get up at weekends? What about on weekdays?*, etc. In pairs, students ask and answer questions. Monitor and listen for correct question formation and for correct use of the prepositions of time. Praise students with a smile or a nod when they use the language from this section correctly.



#### EXTRA ACTIVITY

Write jumbled questions a–d on the board. Ask students to put them in order and decide which things in 3d they are connected to: *a prefer / you / do / which ?* (Which do you prefer? 6); *b go / usually / where / you / do ?* (Where do you usually go? 4); *c what / have / you / do / usually ?* (What do you usually have? 3); *d things / kind / of / you / do / what / buy ?* (What kind of things do you buy? 5). Check answers as a class. Students can then use the questions to extend their conversations in 3d.

-  Photocopiable activities: Wordpower p.193



#### LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.

# UNIT 4

## Food



### UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations and exchange information about places to buy food, cooking and TV cookery programmes, and different recipes and dishes
- ask for and give information about the food they eat
- use appropriate phrases when arriving at a restaurant and ordering a meal
- write about something they know how to do and explain how to do it better

### UNIT CONTENTS

#### G GRAMMAR

- Countable and uncountable nouns
- *a/an, some, any*
- Quantifiers: *much, many, a lot (of)*

#### V VOCABULARY

- Food: *beans, burger, carrots, cereal, chicken, cola, crisps, curry, garlic, grapes, jam, lamb, lemons, melon, mushrooms, onions, pears, salad, steak, yoghurt*
- Cooking verbs: *bake, boil, fry, grill, roast*
- Cooking adjectives: *baked, boiled, fried, grilled, roast*
- Containers: *bag, bar, bottle, can, jar, packet*
- Sequencing words: *first, then, next, after that, finally*
- Wordpower: *like to talk about wants (I'd like ...), make invitations (Would you like ... ?), express general likes (I like ...), ask 'how is it' (What's it like ... ?), say 'the same as' (He's like me.), give examples (... fruit, like apples.) and say 'in that way' (... live like that.).*

#### P PRONUNCIATION

- Sound and spelling: *ea (/i:/, /eə/ and /eɪ/)*
- Sound and spelling: */k/ and /g/*
- Stress in phrases for containers
- Word groups, e.g. *For my starter || I'd like raw fish.*

#### C COMMUNICATION SKILLS

- Talking about shopping for food, eating habits, markets, and food likes and dislikes
- Discussing healthy and unhealthy food and describing ways of cooking
- Arriving at a restaurant and ordering a meal
- Changing what you say
- Asking and answering questions about cooking
- Writing a blog

### GETTING STARTED



#### OPTIONAL LEAD-IN

Books closed. Draw three digital clocks on the board, one with 7:30, one with 13:15 and one with 19:45, or other appropriate times for mealtimes. Say: *I usually have this at half past seven in the morning.* and elicit *breakfast*. Draw a line from the 7:30 clock to *breakfast*. Repeat the process with *lunch* and *dinner*. Then ask some students: *What time do you usually have breakfast/lunch/dinner?* and elicit the times.



- a If you didn't use the Optional lead-in, check students understand *breakfast, lunch* and *dinner*. Give students one minute to think about their answers to the questions before talking about the picture as a class. If you wish, give students information from the Culture notes below.



#### CULTURE NOTES

This picture shows a Romanian family living in France. They're in the middle of eating their lunch and listening to Cotros, who's in the centre of the picture covering his eye. Despite living in France for over 15 years, Cotros doesn't speak any French. He's telling his family about the time he accidentally drank eye drops. He'd been to the doctor, who had given him eye drops for a simple eye infection, but Cotros, who hadn't understood anything the doctor had said, drank them by mistake.



- b Read through the questions with the students before they ask and answer them. Take feedback as a class and ask students to share vocabulary for what they usually have for breakfast, lunch and dinner and what they talk about when they eat as a family. Help with vocabulary and pronunciation, but don't interrupt fluency. Monitor to see what food vocabulary students already know.



#### EXTRA ACTIVITY

Revise and consolidate A1-level food vocabulary by writing jumbled words on the board, e.g. *toatpo* (potato), *hicwands* (sandwich), etc. Use either A1-level items which students will probably know (*biscuit, bread, cake, cheese, coffee, egg, fish, meat, milk, orange juice, potato, sandwich, tea, tomato, vegetables*), or consolidate the spelling of items you heard students use in Exercise b, or use a combination of both. Be careful, however, not to pre-empt the lexical set of food vocabulary in Lesson 4A.

# 4A Try some interesting food

## OPTIONAL LEAD-IN

Write on the board: *Where do you buy food?* and under it write the following prompts: *in small shops? at a supermarket? online? at a market?* Check students understand *market*. Tell the class where you usually buy food, e.g. *I usually buy food online*. Ask each student to tell the class where they buy food. Tell students to listen to what their classmates say and elicit from the class where most people usually go shopping.

## 1 READING

- a Give students one minute to think about their answers to the questions before talking about the pictures as a class. Encourage students to justify their ideas as far as possible.
- b Students read the texts quickly and match them with the pictures. Check answers as a class. If you wish, give students information from the Culture notes below.

### Answers

- 1 b
- 2 a
- 3 c

## CULTURE NOTES

Union Square Greenmarket started in 1976 and has become more and more successful over the years. The market takes place all year round. At peak times of the year, there can be over 100 farmers selling their products in the heart of Manhattan, giving New Yorkers the opportunity to buy fresh, locally produced ingredients.

Mercato Albinelli opened in Modena in 1931, replacing an open-air market which had been held in the main square and the city streets since the Middle Ages. The local authorities wanted to clean up the city centre and end trading on the streets, so the area was redeveloped and the beautiful market building built.

Yeliseyevsky's Food Hall began over two centuries ago, when the Yeliseyev brothers began selling oranges in St Petersburg. In the early 20th century the family business had grown so much that it was moved to a spectacular building in central Moscow, where it still operates today.

- c Read the first sentence with the class and elicit where students think Ron is. Read out the end of the final sentence of text 2: ... *and, of course, fantastic cheese and bread*. to justify the answer. Individually, students decide where Maggie and Sarah are. They then check in pairs. When checking answers, elicit which words or sentences in the texts helped students decide. You may wish to help students with words in the Vocabulary support box.

### Answers

Ron is at the Mercato Albinelli in Modena.  
Maggie is at Yeliseyevsky's Food Hall in Moscow.  
Sarah is at the Union Square Greenmarket in New York.

At the end of this lesson, students will be able to:

- read and understand a text about places to buy food
- identify countable and uncountable nouns
- use a lexical set of foods correctly
- understand a conversation about planning what to cook
- use *a/an*, *some* and *any* correctly
- ask for food they need to cook dinner

## VOCABULARY SUPPORT

*by hand* (B1) – made in a traditional way without using a machine

*customer* (A2) – a person who buys something in a shop or market

*dish* (A2) – food which is prepared and cooked for people to eat

*historic* (B1) – interesting because it is old

- d Students talk about the questions in pairs, small groups or as a class. Take feedback as a class.

## 2 GRAMMAR

### Countable and uncountable nouns

- a Write the four nouns on the board and ask students which two words have plural endings. Circle the -s of *vegetables*, then cover the -s with your hand and say *one vegetable*. Next, uncover the -s and say *two vegetables*. Point to *tomatoes* and hold your pen up to the board for students to tell you to circle the -es. Again cover the plural ending, say *one tomato*, then uncover it and say *two tomatoes*.

### Answer

*Vegetables* and *tomatoes* have plural endings.

- b Elicit the rule as a class.

### Answer

never

## LANGUAGE NOTES

Note that in 2c the words *cheese*, *chocolate* and *fish* are treated as uncountable. They can, however, be countable in certain circumstances, e.g. *Go to the shop and buy me a cheese*. (= a complete cheese, not only a part), *Do you want a chocolate?* (= referring to a chocolate from a box of chocolates), *I've got a pet fish called Nemo!* (= referring to the living creature).

Unless students ask about this, don't mention it at this point, but be prepared to explain if necessary. After students have studied *some/any* later in this lesson and the containers in Lesson 4B, you may like to give further explanation.

- c Individually, students complete the table. Check answers by copying the table onto the board and asking students to add the words.

### Answers

Countable nouns: potatoes, carrots, mushrooms, pizza  
Uncountable nouns: pasta, meat, bread, chocolate, fish

## FAST FINISHERS

Ask fast finishers to add the food words that they thought of in Exercise b of the Getting started section to the table.

### 3 VOCABULARY Food

- a** Ask students to cover the words and see how many words for the food in the pictures they already know. Individually, students then match the words with the pictures. Monitor for any problems and clarify these as you check answers as a class.

#### Answers

- |           |             |          |         |
|-----------|-------------|----------|---------|
| 1 chicken | 2 mushrooms | 3 pears  | 4 beans |
| 5 steak   | 6 carrots   | 7 lemons | 8 lamb  |
| 9 grapes  | 10 onions   |          |         |

- b** Complete the first item as an example with the class. Students work individually, identifying the different word in the other groups. They then check in pairs. Check answers as a class.

#### Answers

- carrot – It's not fruit. It's a vegetable.
- lamb – It's not a vegetable. It's meat.
- grape – It's not meat. It's fruit.



#### EXTRA ACTIVITY

Students classify the vocabulary from 3a as countable or uncountable and add it to the table in 2c. Check answers as a class. If you drew the table on the board in 2c, check answers by asking students to add the words to the table (Countable nouns – *beans, lemons, mushrooms, onions, pears, carrots, grapes*; Uncountable nouns\* – *chicken, steak, lamb*).

\*See Language notes on the previous page. Both *chicken* and *lamb*, like *fish*, can be countable when referring to the living creature. Note we also use *a chicken* when buying the complete animal in a butcher's shop and *a steak* when buying or ordering an individual steak.

- c** **2.2 Pronunciation** Answer the first question as a class. Individually, students then match the pairs of words. Play the recording for students to listen and check.

#### Answers

- All the words have *ea* in them.
- green – bean; hair – pear; make – steak

- d** **2.3** Read the examples and check students understand that the three phonemic symbols in red are the same as the ones in 3c. Students add the words to the sound groups. Play the recording for students to listen and check. Drill each word.

#### Answers and audioscript

Sound 1 /eɪ/	Sound 2 /i:/	Sound 3 /ə/
steak eight rain day	bean eat these green	pear where wear fair

- e** In pairs, students talk about the food they like and don't like. Monitor, but don't interrupt fluency unless students add -s to uncountable nouns.
- f** **2.4-2.6** Students complete the exercises in Vocabulary Focus 4A on SB p.164. Play the recording for students to check their answers to Exercise a and complete the Pronunciation activities. Monitor Exercises d and f and check other answers as a class. Tell students to go back to SB p.41.

#### Answers (Vocabulary Focus 4A SB p.164)

- a** 1 e 2 d 3 c 4 b 5 j 6 f 7 g 8 i 9 h 10 a  
**c** 1 b 2 a 3 a 4 a  
**e** 1 chicken; steak; lamb  
 2 salad; onions; carrots; beans; mushrooms  
 3 cereal; yoghurt; jam 4 pears; grapes; melon 5 crisps; cola

### 4 LISTENING

- a** Discuss the questions as a class. Find out how many students like cooking.
- b** **2.7** Play the recording for students to listen for specific details and answer the questions. They compare in pairs. Check answers as a class.

#### Answers

- |                          |         |
|--------------------------|---------|
| 1 No, she doesn't.       | 2 Milly |
| 3 at the farmers' market | 4 Tom   |

#### Audioscript

- TOM** We've got almost nothing to eat for dinner.  
**MILLY** OK. We can order some food then.  
**T** Not again.  
**M** Well, it's the weekend – I don't really want to cook.  
**T** All right, fine. I can cook.  
**M** OK. If you want to.  
**T** But you can come to the shops with me.  
**M** Like I said – it's the weekend. I don't cook and I don't go to the supermarket.  
**T** We can go to the farmers' market then. It's open today.  
**M** OK, fine. What do we need?  
**T** Well, we've got some potatoes, so we can have roast potatoes maybe. But we haven't got any meat.
- M** Do you want to make that chicken and mushroom dish – you know, the one you like to make?  
**T** Yeah – good idea. Have we got any mushrooms?  
**M** No, I don't think so.  
**T** OK, we can get some. And I need an onion and a chicken, of course.  
**M** So, let's put that on the shopping list – a chicken, some mushrooms and an onion. Is that all?  
**T** Yeah, I think so.  
**M** Oh and Tom ... I haven't got any money at the moment, so ...  
**T** All right, Milly. I can pay.

- c** **2.7** Students listen to the recording again and tick the food that Tom and Milly need. Check answers as a class. If students have ticked *potatoes*, clarify that Tom says they've got potatoes, so they don't need to buy more.

#### Answers

- ✓ chicken ✓ an onion ✓ mushrooms

### 5 GRAMMAR *a/an, some, any*

- a** **2.8** Pick up two pens and say to the class: *I've got two pens*. Then add another two pens, and elicit from the class how many pens you've got: *I've got four pens*. Finally, add various other pens, so that students can't see the exact number, say: *I've got [silence] pens*. and elicit/teach the word *some*. Look at the first sentence in the Student's Book and complete it as a class. Individually, students complete the other sentences. Check answers as a class.

#### Answers

- |        |       |      |       |
|--------|-------|------|-------|
| 1 some | 2 any | 3 an | 4 any |
|--------|-------|------|-------|

- b Show the students all the pens again and say: *I've got some pens*. Ask: *Positive or negative?* (positive), *Countable or uncountable?* (countable), *Singular or plural?* (plural). Then look at Sentence 1 in 5a and ask the same questions. Show students how to complete the first space in the table with *some*. Students complete the table. Check answers by copying the table onto the board and asking individual students to come up and complete the gaps.

#### Answers

	Countable	Uncountable
+	<u>some</u> potatoes	<u>some</u> fruit
- / ?	<u>an</u> onion <u>any</u> onions	<u>any</u> cheese

### LOA TIP CONCEPT CHECKING

- Check students have fully understood when we use *a/an*, *some* and *any* by asking them further questions, e.g. *Which word do we use with an uncountable noun in a question?* ('any'), *Which word do we use with a singular countable noun in a positive sentence?* ('a'), etc.
- Write sentences 1–3 on the board:  
1 *We need to buy ... vegetables from the market.*  
2 *I'm hungry. Have you got ... food?*  
3 *I don't want ... burger, thank you.*  
Point to sentence 1 and ask students: *What's the noun?* (vegetables), *Is it countable or uncountable?* (countable), *Is it singular or plural?* (plural), *Is the sentence positive or negative, or is it a question?* (positive). Once students have answered all four questions correctly, ask them what word goes in the gap. Repeat with sentences 2 and 3 (Answers 1 *some*, 2 *any*, 3 *a*).

### CAREFUL!

The most common student mistake with countable and uncountable nouns is to add a final -s to uncountable words like *fruit*, *furniture*, *hair*, *homework* and *money*.

Students may also have problems with the indefinite article and include it where it isn't needed, e.g. ~~*I travel to school by a bus.*~~ (Correct form = *I travel to school by bus.*), or don't include it where it is needed, e.g. ~~*There's the big market...*~~ (Correct form = *This smartphone has got a very good camera.*). They may also confuse *the* and *a*, e.g. ~~*There's the big market...*~~ (Correct form = *There's a big market in my town.*).

When using the determiners *some* and *any*, students may miss them out, e.g. ~~*I want new shoes.*~~ (Correct form = *I want some new shoes.*) or ~~*Have you got money?*~~ (Correct form = *Have you got any money?*). In some cases, students may use *a* instead of *some*, e.g. ~~*I need a bread...*~~ (Correct form = *I need some bread to make a sandwich.*)

- c ▶ 2.9 Students read the information in Grammar Focus 4A on SB p.142. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are clear on the differences between countable and uncountable nouns. Tell students to go back to SB p.41.

#### Answers (Grammar Focus 4A SB p.143)

- a 2 C 3 U 4 U 5 U 6 U 7 C 8 U 9 C 10 U  
b 2 a 3 some 4 any 5 an 6 a  
7 any 8 some 9 any 10 any  
c 2 ~~furnitures~~ any furniture 3 ~~any moneys~~ money  
4 ~~a~~ an onion 5 ~~a~~ some cheese 6 ~~some~~ any meat  
7 long ~~hairs~~ hair 8 ~~any~~ an apple

### FAST FINISHERS

Ask fast finishers to rewrite the conversation in Grammar Focus Exercise b using vegetables rather than fruit.

- d ▶ 2.10 Individually, students complete the conversation. They then check in pairs. Play the recording for students to listen and check. Then elicit an indication of their confidence level for countable and uncountable nouns with *a/an*, *some* and *any*.

#### Answers

- 1 a  
2 an  
3 some  
4 any  
5 any  
6 some

## 6 SPEAKING

- a ▶ Divide the class into pairs and assign A and B roles. Student As read the instructions and look at the picture on SB p.129 and Student Bs read the instructions and look at the words on SB p.132. Students then role play the conversation. Monitor, but don't interrupt fluency unless students make mistakes with the content of this lesson. Students then role play the second conversation.

### EXTRA ACTIVITY

Play a 'listing game' (see p.173) with students. Mime having a bag of shopping and say: *This is my shopping. I've got two melons*. Pass the 'bag of shopping' to a student who has to repeat your sentence and add an item, e.g. *This is my shopping. I've got two melons and some chicken*. They pass it on to the next student, who repeats the sentence and adds an item, and so on until the list is too long to remember. Students can then play in small groups. Monitor and check students are using *a/an* and *some* correctly.

### ADDITIONAL MATERIAL

- ▶ Workbook 4A
- ▶ Photocopiable activities: Grammar p.180, Vocabulary p.187, Pronunciation p.197

# 4B How much chocolate?

## OPTIONAL LEAD-IN

Write *My favourite menu is ...* on the board. Tell the students what your favourite menu is using vocabulary from the previous lesson, e.g. *My favourite menu is soup – either French onion soup or mushroom soup – then meat (I love lamb!) with some vegetables – carrots, beans, and potatoes. To finish, I love ice cream – banana and chocolate ice cream. Yummy!* Students then think about their own favourite menu and share it with a small group or the class.

## 1 READING

- a** Give students a few minutes to think about their answers to the questions and read the text about Heston Blumenthal before they discuss the questions in small groups. Take feedback as a class. If you wish, give students information from the Culture notes below. You may also wish to teach the phrase *brown bread ice cream* (ice cream with a brown bread flavour).

## CULTURE NOTES

Heston Blumenthal (b. 1966) is one of the most famous celebrity chefs in the UK and is entirely self-taught. He was inspired to become a chef at the age of 16 when he was on holiday in Provence with his family. Over the following decade he taught himself the techniques of French cooking. He then became interested in the scientific aspects of cooking and started to experiment with the unusual food preparation methods and the 'multi-sensory' dishes, including snail porridge, meat fruit, and bacon and egg ice cream, he is now famous for. His first restaurant, *The Fat Duck*, opened in 1995 and in 2011, Blumenthal opened *Dinner* at the Mandarin Oriental Hyde Park Hotel in London.

- b** Tell students they should only read the first email. They then work individually, answering the questions. Check answers as a class.

### Answers

- 1 Josh lives in London.
- 2 He wants to go to *Dinner*.
- 3 Because his friend Pete goes there every time his parents are in town.

- c** Tell students to read the second email for general meaning and find out if Josh's dad wants to go to *Dinner*. Check the answer as a class.

### Answer

No, he doesn't.

- d** Students read Josh's dad's email again in detail. Individually, students underline the correct answers. Encourage students to guess the meaning of any new words from the context. Check answers as a class.

At the end of this lesson, students will be able to:

- read and understand short friendly emails
- use a lexical set of verbs and adjectives about cooking correctly
- understand a conversation about recipes
- use the quantifiers *much*, *many* and *a lot (of)* correctly
- ask and answer questions about the food they eat

## Answers

- 1 different
- 2 normal
- 3 expensive for Josh

## EXTRA ACTIVITY

Ask students to read both emails again and also look at the information about Heston Blumenthal in 1a. Ask students to decide if the following sentences are true or false.

- 1 *Heston Blumenthal is famous because he's got two restaurants.* (F – He is famous because he makes strange and unusual food.)
- 2 *Josh's dad wants to take Josh for dinner.* (F – Josh wants to take his dad for dinner.)
- 3 *Josh loves the brown bread ice cream at 'Dinner'.* (F – Josh's friend's mother loves the brown bread ice cream at 'Dinner'.)
- 4 *Josh's dad likes his wife's cooking.* (T)
- 5 *Josh's dad wants him to cook roast chicken and boiled potatoes.* (F – He wants to go to a normal restaurant or have a can of soup at Josh's place.)

- e** Discuss the questions as a class. Encourage students to justify their answers as far as possible.

## 2 VOCABULARY Cooking

- a** Individually, students read the cooking instructions and match them with the pictures. Check answers as a class. Drill each word.

### Answers

- 1 c
- 2 e
- 3 a
- 4 d
- 5 b

- b** **2.11** Individually, students complete the table. Play the recording for students to listen and check. Check answers as a class.

### Answers

Verb	Adjective
boil	<u>boiled</u>
<u>fry</u>	fried
<u>grill</u>	grilled
<u>bake</u>	baked
roast	<u>roast</u>




- C** Look at the example together and check students understand that the infinitive is *boil* and so *-ed* has been added to form the adjective. Students complete the examples, working individually. They then check in pairs. Check answers as a class.

## Answers

- add *-ed* grilled
- add *-d* baked
- changes *-y* to *-ied* fried
- the same as the verb roast
- ends with the sound /t/ baked, roast

 **LANGUAGE NOTES**

Students may confuse the words *roast* and *bake* or be unsure about the distinction, as they are both used for cooking in the oven. To help them understand, explain that *roast* is used for things which are cooked with oil, e.g. beef, chicken, potatoes, etc. while *bake* is used for things which are cooked without oil, e.g. biscuits, bread and cakes.

- d**  Put students into pairs or small groups to talk about the questions. Pre-teach the words *healthy* (good for your body) and *unhealthy* (bad for your body). Monitor, but don't interrupt fluency unless students make mistakes with the vocabulary for cooking.
- e**   **2.12** Students complete the exercises in Vocabulary Focus 4B on SB p.164. Play the recording as necessary and monitor students as they speak. Check answers as a class, making sure students pronounce and stress the phrases correctly. Tell students to go back to SB p.43.


### Answers (Vocabulary Focus 4B SB p.164)

- a** a a bag of potatoes    **b** a bottle of water    **c** a bar of chocolate  
**d** a jar of honey    **e** a can/tin of tomatoes    **f** a packet of biscuits
- b** 1 the nouns
- c** 2 a jar of jam    3 a can/tin/packet of spaghetti  
 4 a bar of chocolate    5 a can/tin of tuna    6 a bag of apples

### FAST FINISHERS

Ask fast finishers to think of other things which can collocate with the containers, e.g. *a bottle of cola*, *a packet of cereal*, etc.

### 3 LISTENING


- a**  **2.13** Pre-teach the word *recipe* (written information about how to make a dish). Students listen to the conversation for general meaning and tick the two recipes Olivia and Harry talk about. Check answers as a class.

## Answers

- ✓ Ultimate mashed potato
- ✓ Coffee and chocolate sauce


## Audioscript

- OLIVIA** I want to try this recipe.
- HARRY** Which one?
- O** Ultimate mashed potato.
- H** Mashed potato? That's a bit boring.
- O** But it says 'ultimate' – you know, the best.
- H** What's so special about it?
- O** Well, it says to use 300 grams of butter.
- H** 300 grams? That's a lot of butter.
- O** I know – that's why I want to try it. And then you boil the potatoes once, let them get cold and then boil them again.
- H** Twice?
- O** Yeah. I don't know why. But I'm going to make it today. Anyway, you look at Heston's book. Which recipe do you want to try?
- H** Something sweet. Let's see ... oh yes, this one, coffee and chocolate sauce. Sounds really good! I can put it on ice cream.
- O** What's in it?
- H** Well, some coffee beans, of course.
- O** How many do you need?
- H** It says you need 40.
- O** Woah! That's a lot! And how much chocolate?
- H** Only a little – 60 grams. But I need dark chocolate, not milk chocolate.
- O** How many grams of butter?
- H** None – no butter at all, just water and sugar. It looks really easy to make. I just boil everything together.
- O** Once or twice?
- H** Only once with this recipe! Now, no more talking. I'm hungry! Let's get cooking.

- b**  **2.13** Play the recording again for students to underline the specific food words. They compare in pairs. Then check answers as a class.

## Answers

- 1 potatoes, butter
- 2 boil
- 3 sugar, coffee beans, dark chocolate
- 4 boil


- C**  Discuss the question as a class. If students are interested to learn more about Heston Blumenthal's recipes, more information and pictures are readily available by searching the Internet.

 **EXTRA ACTIVITY**

Give the class some additional listening practice through a 'live listening'. Tell the group about a typical dish from your country, e.g. a Sunday roast, and explain how to make it using the food vocabulary from Lesson 4A and the cooking verbs and adjectives from this lesson, e.g. *This is my recipe for roast chicken with onions, lemon and garlic. Fry the onions and the garlic in a little oil. Put two lemons inside the chicken with the onion and garlic and roast it in the oven for about two hours.* Students write down the ingredients and the main steps of the recipe. They then check in pairs and ask you to clarify any steps they are not sure of, e.g. *Where do you put the lemons?*

## 4 GRAMMAR

### Quantifiers: *much, many, a lot (of)*

- a  **2.14** Look at the first sentence in the Student's Book and complete it as a class. Individually, students complete the other sentences. Check answers as a class.

#### Answers

- 1 a lot
- 2 much; a little
- 3 many


- b Read through the first mini-conversation as a class and make sure students understand that it's possible to use all four phrases. Ask them: *Is butter countable or uncountable?* (uncountable). Repeat the process with the second mini-conversation: *Are beans countable or uncountable?* (countable) and with the final sentence: *Are potatoes countable or uncountable?* (countable), *What about chocolate?* (uncountable). Check students understand that (*quite*) *a lot (of)* can be used with both countable and uncountable nouns. Also point out that *of* is only used when followed by a noun.

#### Answers

- 1 uncountable nouns
- 2 countable nouns
- 3 both

### CAREFUL!

At this level, students will probably use *How much* correctly, but will possibly still make mistakes with *How many*, sometimes using it in place of *How much*, e.g. *How many cheese do we need?* (Correct form = **How much** cheese do we need?). Another common error is using *much/many* in contexts where *a lot of* would sound more natural, e.g. *There are many people at the restaurant.* (Correct form = **There are a lot of** people at the restaurant.) or *We always have much fun in class.* (Correct form = **We always have a lot of** fun in class.). Students also often use *much* instead of *many*, e.g. *Heston hasn't got much restaurants.* (Correct form = **Heston hasn't got many** restaurants.), and may occasionally use *many* instead of *much*. They also sometimes spell *a lot* as one word or include *of* when *a lot* appears at the end of a sentence, e.g. *I like this fish dish a lot of.* (Correct form = **I like this fish dish a lot.**).

- c  **2.15–2.16** Students read the information in Grammar Focus 4B on SB p.142. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are clear about which quantifiers are used with countable nouns and which are used with uncountable nouns. For activity a, tell students that they should choose from the quantifiers in the table on page 142. Tell students to go back to SB p.43.


#### Answers (Grammar Focus 4B SB p.143)

- a 2 few 3 little 4 much 5 a lot of 6 a lot of  
b 2 much 3 much 4 many 5 much 6 many  
7 much 8 much  
c 1 much 2 much 3 many 4 a little 5 much  
6 a lot of 7 much 8 a few



### FAST FINISHERS

Ask fast finishers to look at the picture of the market stall on SB p.129 and write sentences about it using the quantifiers.

- d  **2.17** Individually, students complete the conversation and put it in order. Play the recording for students to listen and check. Check answers as a class.

#### Answers

- 1 lot
- 2 quite
- 3 many
- 4 much


#### Audioscript

- A How much fruit do you eat a day? B About four or five.  
A Really? That's quite a lot.  
B A lot – about five or six pieces.  
A And what about drinks? How many cups of coffee do you have a day?





### LOA TIP REVIEW AND REFLECT

- Draw a smiley face ☺ on the left of the board, a neutral face 😐 in the centre of the board and a sad face ☹ on the right of the board.
- Point to the smiley face and give a thumbs up, the neutral face and give a 'so-so' shakey-hand gesture, and the sad face and give a thumbs down. Ask students: *Countable and uncountable nouns?* and elicit an indication of their confidence level. Repeat with *Some and any?* and, finally, *Much, many and a lot of?*

- e  Discuss the question as a class. Encourage students to justify their answers as far as possible.

## 5 SPEAKING

- a Students work individually, writing questions to ask their partner about the food they eat. Monitor and point out errors for students to self-correct.
- b  Put students into pairs to ask and answer their questions. Tell them to make a note of their partner's answers.
- c  Students read the information on SB p.135 and then look at their notes from 5b. Take class feedback to find out who eats in a healthy way.

### ADDITIONAL MATERIAL

- ▶ Workbook 4B
- ▶ Photocopiable activities: Grammar p.180, Vocabulary p.187

# 4C Everyday English

## Do we need a reservation?

### OPTIONAL LEAD-IN

Ask a student to write *American* on the board. Point to the board and ask the rest of the class: *Is that correct?* to confirm the student has spelt it correctly. Repeat the process with: *British, Chinese, French, Greek, Indian, Italian, Japanese, Mexican, Russian*. Ask students: *What kind of restaurants are popular in your country?* and elicit their ideas. Finally, ask students: *What kind of restaurants do you think are popular in the UK?* (Food from many different countries is popular in the UK, but Chinese, Indian and Italian restaurants are especially popular.).

## 1 LISTENING

- a Pre-teach the phrase *eat out* (have a meal in a restaurant, not at home). Give students one minute to think about their answers to the questions before talking about restaurants and eating out as a class.
- b Look at picture a as a class and ask students what they can remember about Annie, Leo, Martina and Dan from Units 1–3. In pairs, students decide why the restaurant is empty. Elicit students' ideas, but don't check the answer at this point.
- c **2.18** Play Part 1 of the video or the audio recording for students to check their answer to 1b. Check the answer as a class.

### Answer

3 It's very early.

### Video/Audioscript (Part 1)

<b>DAN</b> Is this it?	<b>W</b> Certainly.
<b>ANNIE</b> This is it.	<b>A</b> Can we have a table by the window?
<b>LEO</b> Great.	<b>W</b> Yes. These two over here are both free.
<b>A</b> It's empty.	<b>D</b> What do you think? The one on the left?
<b>MARTINA</b> Maybe it isn't open.	<b>M</b> Fine.
<b>WAITER</b> Good evening, good evening.	<b>L</b> Sure.
<b>A</b> Hello. Are you open?	<b>A</b> What about the one on the right?
<b>W</b> Yes, of course. Do you have a reservation?	<b>D</b> If you prefer ...
<b>A</b> No, we don't. Do we need a reservation?	<b>A</b> Maybe not. The one on the left is fine ...
<b>W</b> Erm, not really. It's very early ...	<b>W</b> Of course. This way, please.
<b>A</b> OK, then, we'd like a table for four.	

- d **2.18** Students watch or listen again for specific details. Play Part 1 of the video or the audio recording again for students to decide if the sentences are true or false and correct the false sentences. Check answers as a class.

### Answers

- 1 F (They don't have a reservation.)
- 2 F (They want a table by the window.)
- 3 T

At the end of this lesson, students will be able to:

- understand conversations in a restaurant in which people ask for a table and order food
- use appropriate phrases when arriving at a restaurant and ordering a meal
- identify word groups in sentences and the main stress in each group
- use appropriate phrases for changing what they want to say
- order food in a restaurant

## 2 USEFUL LANGUAGE

### Arriving at a restaurant

- a Check students understand that the lines of the conversation aren't in the correct order, but that they don't have to put them in the order yet. They read for general meaning to identify which speaker is the waiter. Check the answer as a class.

### Answer

The waiter is A.

- b **2.19** Students read the sentences again in detail. Individually, students put them in order to make a conversation. Play the recording for students to listen and check. Check answers as a class.

### Answers and audioscript

- |  |   |
|--|---|
| <b>A</b> Good evening. Do you have a reservation?  | <b>A</b> No problem.                        |
| <b>B</b> No, we don't. We'd like a table for four. | <b>B</b> Can we have a table by the window? |
|  | <b>A</b> Yes, of course. This way, please.  |

- c Drill the conversation before students work in pairs. Monitor and correct students' pronunciation as appropriate.
- d Read through the sentences with the students and, if possible, put them into pairs with a new partner to practise the conversation with the new information.

### FAST FINISHERS

Ask fast finishers to invent their own conversations with different information, e.g. *Can we have a table in the corner? We have a reservation for three people at 8:30 pm. I'm sorry we're late. The name's Wilson.*

## 3 LISTENING

- a Look at the menu with the students. Ask: *What do you eat first? A starter or a main course?* (a starter) and check the meaning of *smoked, mixed, fresh* and *pie* if necessary. Then look at picture b and read what the friends say. Individually, students predict what they choose for their main course. Don't check answers at this point.
- b **2.20** Play Part 2 of the video or the audio recording for students to check their answers to 3a and find out who can't decide what to have. They check in pairs. Check answers as a class.

### Answers

- 1 Martina – lamb with roast potatoes; Annie – lamb with roast potatoes; Dan – lamb with roast potatoes; Leo – Thai chicken curry
- 2 Annie can't decide what she wants to have.

### Video/Audioscript (Part 2)

**WAITER** Are you ready to order?  
**DAN** Yes?  
**MARTINA** I'm ready.  
**LEO** Fine.  
**ANNIE** I think so ...  
**W** What would you like for your starter?  
**M** I'd like the mushroom soup, please.  
**W** And for your main course?  
**M** I'll have the lamb with roast potatoes.  
**W** And for you, madam? What would you like to eat?  
**A** Oh dear. It's hard to decide. OK, for a starter I'll have the fish. No, wait! I'll have chicken salad and then ... yes ... I'd like the spaghetti for my main course.  
**W** Very good. And for your starter, sir?  
**D** I'll have chicken salad.  
**W** Chicken salad.  
**D** Then lamb with roast potatoes.  
**A** Oh, lamb – that sounds nice. Can I change my order?  
**W** Of course.  
**A** I'll have the same – lamb for my main.  
**W** Certainly. And finally?  
**L** I'd like the chicken curry.  
**W** Would you like rice with that?  
**L** Yes, please. And for my starter I'd like the fish.  
**A** Fish. My first idea. Sorry, sorry ... I'll have the same as Leo.  
**W** So, that's the fish?  
**A** Yes.  
**L** Are you sure about that, Annie?  
**A** What? I think so. Yes.  
**W** And what would you like to drink?  
**A** To drink? Umm ...  
**W** Would you like a moment to think about that?

### EXTRA ACTIVITY

Play both parts of the video or the audio recording again and ask students to answer questions 1 and 2: 1 *What time of day is it?* (evening) 2 *What do the friends choose for their starters?* (Martina – fresh mushroom soup; Annie – fried fish in lemon sauce; Dan – smoked chicken salad; Leo – fried fish in lemon sauce).

- c Discuss the questions as a class. Encourage students to justify their answers as far as possible.

## 4 USEFUL LANGUAGE

### Ordering a meal in a restaurant

- a Individually, students complete the conversations. They then check in pairs. Check answers as a class.

#### Answers

- 1 like
- 2 I'll
- 3 have
- 4 Then
- 5 with

### FAST FINISHERS

Ask fast finishers to invent more short conversations by changing words and phrases in the conversations in 4a.

- b Refer students to the conversations in 4a and, as a class, elicit which two phrases we use to order food.

#### Answers

- 2 ✓ I'd like
- 4 ✓ I'll have

- c 2.21 Individually, students put the words in the correct order. Play the recording for students to listen and check. Check answers as a class. Drill the sentences.

#### Answers

- 1 I'd like bean salad for my starter.
- 2 I'll have spaghetti for my main course.
- 3 I'd like chicken curry with rice.

## 5 PRONUNCIATION Word groups

- a 2.22 Play the first sentence and highlight the break between the word groups for students. Then play the rest of the recording for students to listen and mark where the new word groups start. They check in pairs. Check answers as a class. You may wish to teach the word *raw* (not cooked).

#### Answers

- 2 And I'll have vegetable pie || for my main course.
- 3 I'd like chicken salad || for my starter.

- b 2.22 Point out the underlined words in the sentences in 5a. Play the recording again. Highlight the main stresses for students by beating the rhythm with your hand to show where the stresses fall.

- c 2.23 Play the recording for students to listen and mark where the new word groups start. Check answers by copying the text onto the board, and asking students to mark the word groups. Drill the text before students work in pairs in 5d.

#### Answers

For my starter || I'll have mushroom soup. || And then I'd like chicken curry || for my main course. || And I'll have some rice || with my curry.

- d In pairs, students practise saying the text in 5c. Monitor and help as necessary.

## 6 CONVERSATION SKILLS

### Changing what you say

- a Ask students to read the sentences from the conversation and underline the phrases Annie uses to change what she wants to say. Check answers as a class.

#### Answers

- 1 Maybe not.
- 2 No, wait.

- b 2.24 Individually, students complete the sentences. Play the recording for students to listen and check. Check answers as a class.

#### Answers

- 1 not
- 2 wait

## 7 SPEAKING

- a Put students into small groups and tell them to decide together on one more starter and one more main course for the menu. Students may well add the word *steak* to the menu. If so, be prepared to feed in the question: *How would you like your steak?* and the answers: *rare*, *medium* and *well done*.



## LOA TIP DRILLING

- Drill some of the key phrases students will need to complete the task in 7b before they start. Try focusing on the main stress in each phrase first, before filling in the other words, e.g. *table* – *Can we have a* – *Can we have a table* – *window* – *by the* – *by the window* / *Can we have a table by the window*?
- Once students are confident with the phrases, ask them to chorus them to you. Then give them a new word so that they have to repeat each phrase immediately with a slight change, e.g. Students: *Can we have a table by the window?* Teacher: *door*. Students: *Can we have a table by the door?* Other phrases that work well with this type of substitution drill include: *I'd like the fried fish, please.* (Teacher: *chicken salad*), *And I'll have the vegetable pie for my main course.* (Teacher: *spaghetti with tomato sauce*), *Would you like rice with that?* (Teacher: *potatoes*).

- b** Read through the instructions with the students. Remind students to use the phrases in 6a when they change what they say. Monitor, but don't interrupt fluency unless students make mistakes with the content of this lesson.

## ADDITIONAL MATERIAL

- ▶ Workbook 4C
- ▶ Photocopiable activities: Pronunciation p.198
- ▶ Unit Progress Test
- ▶ Personalised online practice

# 4D Skills for Writing

## Next, decide on your menu



### OPTIONAL LEAD-IN

Ask students to look at pictures a–d. Write on the board: *bean salad, cheese, chocolate, fish, lemon, mushrooms, pasta, pears, salad, sauce, tomatoes, vegetables*. Put students into pairs or small groups to decide what the ingredients of each of the four dishes are. Take feedback as a class before students talk about the questions in 1a (*dish a: chocolate, pears, sauce; dish b: mushrooms, pasta, sauce, tomatoes; dish c: cheese, sauce, vegetables; dish d: bean salad, fish, lemon, sauce*).

At the end of this lesson, students will be able to:

- understand people talking about cooking
- understand information on a blog about learning how to cook
- make the order of items in a written text clear
- write a blog about something they know how to do and explain how to do it better

### Answers

Name	Talks about		
Jake	himself	a bad cook	picture b
Rosie	her husband	a good cook	picture c
Johanna	herself	a good cook	picture d
Toby	his mother	a good cook	picture a

## 1 SPEAKING AND LISTENING

- a** Read through the questions with the students, then put them into pairs or small groups to ask and answer the questions together. Monitor and allow time for class feedback.
- b** **2.25** Play the recording for students to listen for general meaning and underline the correct answers. Students check in pairs. Check answers as a class. If you wish, elicit the names of the four dishes and write them on the board (*dish a: pear cake with chocolate sauce; dish b: spaghetti with tomato and mushroom sauce; dish c: vegetable moussaka; dish d: grilled fish with lemon sauce and bean salad*). You may wish to point out to students that Toby uses the word *cookies*, not *biscuits*, because he's American.


### Audioscript

**JAKE** I'm really bad at cooking. I eat a lot of fast food and ready meals. I'm OK at making pasta – usually spaghetti with sauce. The one sauce I make is tomato and mushroom. It's not very good, but I like it! So I eat a lot of pasta because it's easy to make.

**ROSIE** My husband's a great cook and he does all the cooking at home. He can look in our fridge and find some vegetables and cheese and then make a dish from it that's wonderful to eat, like vegetable moussaka. I don't know how he does it. But I'm lucky to have a husband like that!

**JOHANNA** My friends say I'm a good cook. I'm not sure, but I enjoy cooking and if you enjoy something, you're often good at it. I think it's fun to try new dishes and I certainly like eating the things I make! Tonight I want to try a new fish dish. First, you grill the fish, then you make a lemon sauce. I think it'll go well with a bean salad I often make.

**TOBY** My mother is a fantastic cook. But isn't everyone's mother a fantastic cook?! I eat everything she makes and I always want more. I really, really like the cakes and cookies she makes. My favourite is her pear cake – I love eating it warm with chocolate sauce.

- c  **2.25** Students listen to the recording again for specific details and answer the questions. They then compare in pairs. Check answers as a class.

#### Answers


- 1 Toby
- 2 Jake
- 3 Rosie
- 4 Johanna

- d Individually, students think of someone they know who's a good cook and make notes. Monitor and help with vocabulary if necessary.



#### LOA TIP ELICITING

- Students close their books. In order to elicit similar questions to those in the speech bubbles in 1e and other questions which students might find useful in 1e, write sentences on the board about a person you know who's a good cook, e.g. *My brother is a good cook. He makes great roast chicken. He's a good cook because he always finds new and unusual recipes. He watches Heston Blumenthal on TV every week.*
- Point to the sentences on the board and elicit possible questions from the class, e.g. *Who do you know who's a good cook? What does he/she make? Why is he/she a good cook? Does he/she watch cooking programmes?* Write these questions on the board. Students then open their books and refer to the questions on the board during 1e.

- e  In pairs, students ask and answer questions about the good cook they know. Monitor, but don't interrupt fluency. Ask some students to tell the class about the person their partner talked about and make sure they are using the third person -s form correctly.



#### FAST FINISHERS

Ask fast finishers to write sentences about the person their partner told them about, e.g. *Ahmed's sister is a great cook. She makes fantastic cakes and biscuits.*

## 2 READING

- a Point to the picture on SB p.46 and say: *This is Jake.* Tell students they should only read the text *Jake cooks!*. They then work individually, answering the question. Check the answer as a class.

#### Answer

- b People who want to learn how to cook

- b Tell students to read the second part of the text, *My food – shared!*, and answer the question. Check the answer as a class. Ask students: *What kind of text is this?* (a blog) and then: *Do you write a blog?* to find out if anyone in the class has their own blog.

#### Answer

- b planning a dinner

- c Students read *My food – shared!* again in detail. Individually, students decide if the sentences are true or false. When checking answers, ask students to correct the false sentences.

#### Answers

- 1 T
- 2 T
- 3 F (It's too hard to try new dishes.)
- 4 F (Ring or email to invite your friends and all agree on a night that's good for everyone.)
- 5 T



#### EXTRA ACTIVITY

Ask students to read both texts again and answer questions 1–5:

- 1 *Is Jake a good cook?* (No, he isn't.)
- 2 *Who sometimes helps Jake?* (his family and friends)
- 3 *How many people does Jake usually invite?* (four)
- 4 *Does Jake always phone his friends to invite them to dinner?* (No, he rings or emails them.)
- 5 *Why does Jake prefer Saturday or Sunday for cooking dinner?* (Because he has all day to prepare.)

- d  Discuss the questions as a class. Encourage students to justify their answers as far as possible.

## 3 WRITING SKILLS

### Making the order clear

- a Books closed. Write ... , *think about how many people you want to invite.* and ... , *ring or email to invite your friends.* on the board. Point to the gap in the first sentence and ask: *Do you remember this word?* Write *First* on the board in the sentence. Repeat the process with the second sentence and write *Next* on the board in the sentence. Ask students: *What kind of words are these?* and elicit *words to make the order clear*. If you wish, introduce the term *sequencing words*.

#### Answers

After that; Finally

- b Answer the questions as a class. Check students understand that *after that*, *next* and *then* mean the same in this context.

#### Answers

We can change *next* and *after that* with *then*.  
We use a comma after these phrases.



#### LANGUAGE NOTES

There are many ways to indicate sequence in a written text (e.g. the past simple and the past perfect; connectors like *when/while*), but at this level students need some words to use as 'flags' in their writing. For this reason, basic sequencing words are presented in the simplest possible way. *First* is used for the first item, *after that*, *next* and *then* are presented as synonyms for the next items, and *finally* is used for the last item. Most of the verbs in the model texts are imperatives, which also helps to keep the text as simple as possible grammatically and will allow students to focus their attention on the sequencing words.

- c** Individually, students read the sentences and put them in the correct order. Students then check in pairs. Check answers as a class.

**Answers**

- 2 Leave the beans ...
- 3 Put lemon and oil ...
- 4 Add salt and pepper ...

- d** Read through the example sentence with the students. Check they understand that more than one answer may be possible for each sentence. Students then add the words to the sentences in 3c. Check answers as a class and clarify that in sentences 2–4 the words can be used in any order.

**Answers**

- 1 First, cook the beans in hot water with a little salt.
- 2 After that / Next / Then, leave the beans until they are warm.
- 3 After that / Next / Then, put lemon and oil on the warm beans – not too much.
- 4 After that / Next / Then, add salt and pepper and mix everything together.
- 5 Finally, place the bean salad in a nice bowl and serve your guests.



**FAST FINISHERS**

Ask fast finishers to write simple instructions for another recipe using the five sequencing words.

## 4 WRITING

- a** Read the questions with the class. Students work individually to plan their blog. Monitor and help with vocabulary and give students ideas if necessary.
- b** Students write their blog, working individually. Remind students to use sequencing words to make the order clear. If you're short of time, this exercise can be completed for homework. Students could then bring their blogs to the next class.
- c** In pairs, students swap blogs and check their partner's work. Tell them to check their partner has used the sequencing words correctly. They then give each other feedback. If they've made any mistakes with the sequencing words, or mistakes in other areas, they prepare a second draft of their blog before giving it to you for correction.

### ADDITIONAL MATERIAL

► Workbook 4D

# UNIT 4

## Review and extension

### 1 GRAMMAR

- a** Individually, students read the text and correct the words that are wrong. Check answers and spelling as a class by asking students to write the correct answers on the board.

#### Answers

- |                           |                             |
|---------------------------|-----------------------------|
| 1 ✓                       | 6 <del>butters</del> butter |
| 2 vegetables              | 7 ✓                         |
| 3 <del>fruits</del> fruit | 8 eggs                      |
| 4 potatoes                | 9 <del>fishes</del> fish    |
| 5 ✓                       | 10 ✓                        |

- b** Students underline the correct words to complete the questions. Check answers as a class and drill the questions.

#### Answers

- |        |        |
|--------|--------|
| 1 any  | 4 some |
| 2 much | 5 any  |
| 3 many | 6 much |

- c** Check students understand that only one of the three options is possible. They then choose the correct answers, working individually. Check answers as a class.

#### Answers

- 1 c 2 b 3 b 4 a

### 2 VOCABULARY

- a** Students match the words with the categories, then add one more word to each group. They compare in pairs. Check answers and students' suggested words as a class.

#### Answers

- chicken, lamb
- potato, carrot
- pear, grape
- cheese, yoghurt
- grilled, boiled

- b** Individually, students read the list and decide if the items are normal or unusual (or impossible). Check answers by drawing a tick and a cross on the board and asking individual students to come up and write the word on the board under the correct heading.

#### Answers

- |     |     |
|-----|-----|
| 3 ✓ | 7 ✓ |
| 4 ✗ | 8 ✓ |
| 5 ✓ | 9 ✓ |
| 6 ✗ |     |



#### FAST FINISHERS

Ask fast finishers to write down all the other normal combinations they can think of with *baked*, *boiled*, *fried*, *grilled* and *roast*.

### 3 WORDPOWER *like*

- a** Books closed. Ask stronger students the following questions: *Do you like cooking?*; *I've got a tablet in my bag. Would you like to see it?*; *Have you got a favourite café? What's it like?* Don't worry if they have problems answering, but notice if students can understand the questions. Then write the three questions with *like* on the board, leaving a gap in place of *like*. Point to the gaps and ask: *What's this word?* Elicit *like* and write it in a circle above the questions. Students open their books, and match the conversation with the picture. Check the answer as a class.

#### Answer

Conversation 2

- b** Students read the questions and match them with the questions in 3a. Check answers as a class.

#### Answers

- 1 What vegetables would you like? 2 Would you like to join us?  
3 What fruit do you like?

- c** Students read the sentences and match them with the questions in 3b. Check answers as a class.

#### Answers

a 3 b 2 c 1

- d** Individually, students match the marked words with the meanings. Check answers as a class.

#### Answers

1 c 2 d 3 b 4 a

- e** As an example, elicit a question with *like* for the first situation from the class. Students work individually for the other situations. Monitor and point out errors for students to self-correct. They then compare ideas in pairs. Elicit possible questions and write them on the board.

#### Suggested answers

- Would you like to come to the cinema on Friday?
- I'd like some apples, please.
- Would you like black or white coffee?
- What would you like for lunch/dinner?
- What's New York like?

- f** Put students into pairs to ask and answer the questions from 3e. As you monitor, don't interrupt fluency, but note down mistakes with *like* and the auxiliaries *would* and *do*. After the activity, write these on the board and ask students to correct them.



#### EXTRA ACTIVITY

Ask students questions with *like* and talk about them as a class, e.g. *Would you like to try Japanese/Russian/Mexican food? Why/Why not?*; *What food from your country do you like? What food from your country don't you like? Why?*; *Are you like your parents? Are your children like you? In what ways?*; *What's it like to study in this class?*

- Photocopiable activities: Wordpower p.193



#### LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.

# UNIT 5

## Places



### UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations about towns and cities, homes and furniture, and neighbourhoods
- ask for and give information about places in a town or city
- describe their home and talk about their furniture
- understand conversations in which people give directions, and ask for and give directions themselves
- use simple phrases to check what other people say
- write a description of their neighbourhood

### UNIT CONTENTS

#### G GRAMMAR

- *there is / there are*
- Possessive pronouns and possessive 's

#### V VOCABULARY

- Places in a city: *apartment, bridge, building, café, centre, concert hall, metro station, park, police station, post office, restaurant, river, sports centre, square, stadium, street, theatre, windmill*
- Furniture: *armchair, bookcase, chest of drawers, cooker, cupboard, curtains, lamp, mirror, sink, sofa, wardrobe, washing machine*
- Linking ideas with: *and, but* and *so*
- Wordpower: Prepositions of place: *at the end of, behind, between, in, in front of, next to, on, on the corner of, opposite*

#### P PRONUNCIATION

- *there's* in sentences
- Sound and spelling: /b/ and /p/
- Sound and spelling: vowels before *r*
- Sentence stress

#### C COMMUNICATION SKILLS

- Talking about where you live and the things you like in your town or city
- Asking and answering questions about what there is in a town or city
- Describing the furniture in the different rooms in your home
- Using appropriate phrases to check what other people say
- Asking for and giving directions
- Asking and answering questions about your neighbourhood
- Writing a description of your neighbourhood

### GETTING STARTED

#### OPTIONAL LEAD-IN

Books closed. Write these questions on the board: *What's your home like? Is it big or small? Who do you live with? Where's your home? Do you like it? Why / Why not? Would you like to live somewhere else? Where?* Put students into pairs or small groups to discuss the questions. Monitor and praise students who are able to express their ideas, even if their English isn't perfect.

If students wish, they can show each other pictures of their homes on their mobile phones if they have them. Ask students to open their books and look at the picture. Ask: *Would you like to live here?* and elicit a short reaction from the class.

- a Give students one minute to read through the ideas and decide which they think are true before talking about the picture as a class. If you wish, give students information from the Culture notes below.



#### CULTURE NOTES

This picture was taken from the banks of the Drina River on the border between Serbia and Bosnia and Herzegovina. The Drina River House has stood balanced on a rock in the river for nearly 50 years. However, it was only when a picture of it was published in *National Geographic* in August 2012 that it became well known around the world and a destination for tourists visiting the area. The house was originally built by local children as a place to sunbathe, swim and relax in summer. It has been destroyed on various occasions due to floods, but each time it has been rebuilt under the watchful eye of one of the original builders, now in his sixties.

- b Individually, students answer the questions. Help with vocabulary as necessary. Students share their ideas in pairs, small groups or as a class.
- c Read through the questions and the ideas with the students and check they understand the vocabulary. Put students into pairs to discuss reasons why this is a good or bad place for a home. Ask students for their ideas about what a 'good home' is and to share any other ideas they have. Help with vocabulary and pronunciation, but don't interrupt fluency.



#### EXTRA ACTIVITY

Ask students to discuss the good and bad aspects of some specific homes in the area where you're teaching. Give them three contrasting real locations, giving the names of a place or street if possible, e.g. a big house in a small village up in the mountains, a small apartment in the town/city near your school, a beach house on the coast. Put students into pairs or small groups to discuss their ideas. Take feedback as a class.


# 5A There are some nice restaurants

## OPTIONAL LEAD-IN

Give students the chance to learn something more about you. Put students into pairs or small groups to brainstorm things they would like to ask you about where you come from, e.g. *Where do you come from? Is it a good place for a home? Why / Why not? Has your town/city got lots of cafés / a sports centre / a theatre? What are the bad things about where you live?*, etc. Monitor and point out errors for students to self-correct.

Students take turns to ask you their questions. Encourage them to ask additional questions if they wish.

## 1 READING

- a**  Discuss the question as a class and write students' ideas on the board. If you used the Optional lead-in, you might like to ask students which picture they think is most like the place where you come from. Don't check answers at this point.
- b** Students read the text quickly and check their answers to 1a. Check the answer as a class. If you wish, give students information from the Culture notes below.

**Answer**  
China

## CULTURE NOTES

Thames Town stands on the banks of the Yangtze River in China, and is one of nine 'international' developments originally planned for the suburbs of Shanghai. Opened in 2006, Thames Town has cobbled streets, statues of Winston Churchill and Princess Diana and a local pub. The project planned to make each new commuter town distinctive, with each one being from a different 'country'. The other towns that have been built include the Dutch, Spanish, Italian and American towns. However, the project was cancelled before completion as the towns failed to encourage people to move out to the suburbs.

- c** Tell students to read the text again in detail. Individually, students answer the questions. Encourage students to guess the meaning of any new words from the context. Check answers as a class.

### Answers


- 1 It's an English town in China.
- 2 Yes, a German town and a Spanish town.
- 3 Young Chinese people often go there to take photos when they get married and lots of tourists visit because they can see so many different places in one day.
- 4 Take the Shanghai Metro Line 9 from the centre of Shanghai to Songjiang New City metro station and then take a taxi or bus.

At the end of this lesson, students will be able to:

- read and understand a text about a town
- use a lexical set of places in a city correctly
- use positive, negative, question and short answer forms of *there is / there are*
- ask for and give information about places in a town or city

## EXTRA ACTIVITY

Ask students to read the text again and answer questions 1–5:  
1 *Do any English people live in Thames Town?* (No, they don't.)  
2 *Is Thames Town very old?* (No, it isn't. They finished it in 2006.)  
3 *Where exactly is Thames Town?* (It's in Songjiang, 30 km from Shanghai.)  
4 *Do lots of people live in Thames Town?* *Why / Why not?* (No, they don't. It's very expensive.)  
5 *Is it a long way from Shanghai to Thames Town?* (No, it isn't. You can travel from Shanghai to Thames Town in less than an hour.)


- d**  In pairs, students talk about if they would like to visit or live in Thames Town. Take feedback as a class. Encourage students to justify their answers as far as possible.

## 2 VOCABULARY Places in a city

- a** Elicit the first two or three examples with the class. Students then underline the places in the text and identify the ones they can see in the pictures. Check answers as a class. Drill each word.


### Answers

(items in bold are in the pictures) **square, building**, restaurant, **street**, café, park, **river, centre, apartment, bridge, windmill**, metro station

- b**  **2.26–2.27** Students complete the exercises in Vocabulary Focus 5A on SB p.165. Play the recording for students to check their answers to Exercise a and complete the Pronunciation activity. Monitor Exercise d and check other answers as a class. Tell students to go back to SB p.51.


### Answers (Vocabulary Focus 5A SB p.165)

- a** 1 concert hall 2 stadium 3 post office 4 sports centre  
5 police station 6 theatre  
**b** a stadium b park c post office d bridge e theatre  
f police station g square h concert hall i sports centre  
**c** *building and bridge are strong; park and post office are weak.*

- c**  Students work in small groups, brainstorming more places in a city. Check answers by drawing three columns on the board and asking individual students to come up and write their words on the board. Drill each word.

### Answers

Students' own answers

- d**  In pairs, students tell each other about three places they like in their town or city. Monitor, but don't interrupt fluency unless students make mistakes with the vocabulary for places in a city. Ask some students to tell the class about the places they chose.

## FAST FINISHERS

Ask fast finishers to talk about places that they don't like in their town or city and to justify their answers as far as possible.

### 3 GRAMMAR *there is / there are*

- a Books closed. Write on the board: *Positive or negative? Singular or plural?* Read the complete first sentence to the class (*There isn't a metro station in the town.*) and point to the two questions on the board to elicit that it's negative and singular. Students open their books. Individually, they complete the sentences in the book. Check answers as a class.

#### Answers

- 1 There isn't
- 2 There are
- 3 There aren't
- 4 There's

- b Point to the first column in the table and say *positive*, then point to the second column and elicit *negative*. Point to the first row and say *singular*, then point to the second row and elicit *plural*. Students complete the table. They then compare answers in pairs. Check answers as a class.

#### Answers

+	-
There's a good hotel in the town centre.	There <u>isn't</u> a cinema in the town.
<u>There are</u> some nice cafés.	There <u>aren't</u> any parks.

- c Students match the questions with the answers. They compare in pairs. Check answers as a class.

#### Answers

- 1 b
- 2 d
- 3 c
- 4 a

- d Individually, students complete the table. They compare answers in pairs. Check answers as a class. Ask students: *When do we use 'there is'?* (positive, singular) and *When do we use 'there are'?* (positive, plural). Repeat with the negative forms. Then ask: *How is the word order of questions with 'there is' and 'there are' different from the word order of positive or negative sentences with 'there is' and 'there are'?* (We put 'is' or 'are' first.).

#### Answers

Yes/No questions	Short answers	
<u>Is there</u> a good hotel in the town?	Yes, there <u>is</u> .	No, there <u>isn't</u> .
<u>Are there</u> any good restaurants?	Yes, <u>there are</u> .	No, <u>there aren't</u> .

### CAREFUL!

There are various common student mistakes with *there is / there are*. As students work through the Grammar Focus, make sure they understand that the verb and the noun must always agree, e.g. *There isn't many buildings.* (Correct form = *There aren't many buildings.*). Mistakes with agreement are particularly common before uncountable nouns like *information*, e.g. *There are more informations...* (Correct form = *There's more information about Thames Town here.*), and with lists. Point out that we use a singular verb before a list if the first item is singular, e.g. *There are a river, a town square...* (Correct form = *There is a river, a town square and lots of cafés.*).

- e 2.28 Students read the information in Grammar Focus 5A on SB p.144. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are using contractions where appropriate, ordering the words correctly and distinguishing between singular and plural. Tell students to go back to SB p.51.

#### Answers (Grammar Focus 5A SB p.145)

- a 2 There are six cafés. 3 There isn't a stadium.  
4 There are a lot of shops. 5 There are four parks.  
6 There aren't many schools. 7 There's a river.  
8 There are two bridges.
- b 2 How many cafés are there in the town? There are six cafés.  
3 Is there a stadium in the town? No, there isn't.  
4 Are there any shops in the town? Yes, there are a lot of shops.  
5 How many parks are there in the town? There are four parks.  
6 Is there a school in the town? Yes, there is (but there aren't many).  
7 Is there a river in the town? Yes, there is.  
8 How many bridges are there in the town? There are two bridges.
- c Students' own answers



### FAST FINISHERS

Ask fast finishers to write additional sentences about other things in their town using *there is/isn't/are/aren't*.

- f 2.29 **Pronunciation** Play the recording for students to answer the questions. Check they understand that the contracted form *there's* is only used in positive sentences.

#### Answers

- 1 a in sentences
- 2 a a long vowel sound

- g Divide the class into pairs and assign A and B roles. Student As read the instructions and look at the picture on SB p.130 and Student Bs read the instructions and look at the picture on SB p.134. Students then ask and answer questions to find the six differences. Monitor, but don't interrupt fluency unless students make mistakes with the content of this lesson. Tell students to go back to SB p.51.

## 4 SPEAKING

- a 2.30 Point to the picture and ask students: *Is Venice a good place to visit? Why / Why not?* Individually, students complete the conversation. Play the recording for students to listen and check. Check answers as a class.

#### Answers

- |             |             |               |
|-------------|-------------|---------------|
| 1 There are | 4 there are | 7 Is there    |
| 2 there are | 5 Are there | 8 there isn't |
| 3 Are there | 6 there are | 9 There are   |



### LOA TIP DRILLING

- Practise the conversation in 4a as a split-class choral drill. Divide the class in half down the centre and tell the group on your left that they are 'Tom' and the group on your right that they are 'Paola'. Drill Tom's first question with the left-hand group and Paola's response with the right-hand group. Then put the two pieces together with the groups asking and answering the first question as a chorus. Repeat the process until students can perform the whole conversation without you having to model the lines for them.
- Pay particular attention to the pronunciation of *there is / there are* and the vocabulary for places in a town.

- b** Put students into pairs and then put pairs together to make groups of four. Assign Pair A and Pair B roles. Ask each group to choose a town or city and to follow the instructions. Monitor and help as necessary.
- c** In their groups of four, students role play the conversation. Monitor, but don't interrupt fluency unless students make mistakes with the content of this lesson. If you wish, students can change roles and repeat the activity with a different town or city.

### EXTRA ACTIVITY

To consolidate work on places in a city and *there is / there are*, ask students to produce a written conversation between two people about a famous tourist city in their country using the conversation in 4a as a model. They can use their ideas from 4b and 4c, or choose a different town or city.

If you and your students have the technology available, students could work in pairs and record their conversations. Then, rather than giving you a written script, they can give you an audio recording to correct.

### ADDITIONAL MATERIAL

- Workbook 5A
- Photocopiable activities: Grammar p.180, Vocabulary p.187, Pronunciation p.198

## 5B Whose wardrobe is that?

### OPTIONAL LEAD-IN

Books closed. Draw a simple floor plan of your home on the board, or of a fictional house/apartment if you prefer. Draw a bed in the bedroom(s), a television in the living room, a shower in the bathroom, and a cooker in the kitchen, leaving room to draw other items of furniture in each room in 1c below. Point to the different rooms on the floor plan and ask students: *What room is this?* Elicit and label the rooms. If you wish, tell students a bit more about your home as you elicit the name of each room, e.g. *I cook our meals here. It's really nice because there's a park outside and I can hear the birds.*

### 1 VOCABULARY Furniture

- a** Students discuss the questions in pairs or small groups. Take feedback as a class. You may wish to teach the word *flat* (n.) as an alternative to the word *apartment*. In British English the two words are interchangeable.
- b** Students read the advertisement quickly and find out who the store is for. Note that the words *shop* and *store* are interchangeable, with the first being more common in British English and the second in American English. You may wish to pre-teach the words in the Vocabulary support box. Check the answer as a class and ask students: *Do you know any stores like this?*

#### Answer

- b People who don't want to spend too much money on furniture

At the end of this lesson, students will be able to:

- use a lexical set of furniture correctly
- understand a conversation in which people talk about the furniture in their home
- use possessive pronouns and possessive 's
- describe their home and talk about their furniture

### VOCABULARY SUPPORT

*classic* (B2) – something that people like and which doesn't change over time

*crazy* (A2) – different, strange or unusual, in this context in a positive way

*quality* (B1) – the way something is made, it can be 'good' or 'bad'

- c** Individually, students match the words with the pictures. Check answers as a class. Drill each word. If you used the Optional lead-in, you could now go back and add the furniture in your home to the floor plan on the board, with labels. Use *there is / there are* and tell students what you're drawing as you go along, e.g. *In the living room, there's a sofa here and there are two armchairs there. In the kitchen, there's a sink here, etc.*

#### Answers

- |            |                    |
|------------|--------------------|
| a armchair | g wardrobe         |
| b cooker   | h washing machine  |
| c bookcase | i sink             |
| d curtains | j lamp             |
| e cupboard | k chest of drawers |
| f mirror   | l sofa             |



## FAST FINISHERS

Ask fast finishers to brainstorm other things that you typically find in a house, e.g. *bath, carpet, dishwasher*, etc.

- d** **2.31 Pronunciation** Play the recording for students to listen and decide if the marked letters have long or short sounds. Check answers as a class.

### Answers

- |         |         |
|---------|---------|
| 1 short | 4 long  |
| 2 long  | 5 short |
| 3 long  | 6 short |

- e** Answer the questions as a class. Drill the words in 1d and *far, her* and *door*.

### Answers

- the letter *r*
- no
- far** – armchair; **her** – curtains; **door** – wardrobe



## EXTRA ACTIVITY

Write these words on the board: *apartment, Argentina, bar, burger, farmer, jar, more, park, poor, short, sports centre, Turkey*.

Ask students to classify them into three groups, those which have /ɑ:/ like *far* and *armchair* (apartment, Argentina, bar, farmer, jar, park), those which have /ɜ:/ like *her* and *curtains* (burger, Turkey) and those which have /ɔ:/ like *door* and *wardrobe* (more, poor, short, sports centre).

- f** Give students a few minutes to prepare and write notes about the furniture in the room they're in now. Monitor and help as necessary.
- g** In pairs, students compare their lists. Monitor and check they're using *there is / there are* and the vocabulary from this lesson correctly.

## 2 LISTENING

- a** Discuss the questions as a class. Encourage students to justify their ideas as far as possible, e.g. *My favourite room is my living room because there's a comfortable sofa and I've got a big TV there*.
- b** **2.32** Play the recording for students to listen for general meaning and identify which rooms Jim shows Ruth. Check answers as a class.

### Answers

- the living room
- the bedroom

## Audioscript

- JIM** So, what do you think of this room?
- RUTH** Mmm ... Nice and big. I love that armchair.
- J** Yes, it's quite ... interesting.
- R** Is it yours?
- J** No, it's David's. He's my flatmate.
- R** I love it. That mirror over there. Is that Mum and Dad's?
- J** Well, yes, but really it's mine now.
- R** Well, no it isn't. It comes from my old room. It's really mine.
- J** Are you sure? I don't remember it in your room. Well, it's Mum and Dad's, not ours.
- R** But it comes from my old room at their place.
- J** Yes, well, anyway – let's have a look at another room. ... So this is my favourite room, of course.
- R** Lovely – it's nice and light and clean.
- J** And it's a good size.
- R** Whose wardrobe is that? Is it Mum and Dad's?
- J** Yeah, it's theirs. It's from home. They said I can use it.
- R** But that's from their bedroom.
- J** They've got a new one.
- R** So it's all our parents' furniture in here?
- J** Well ... I guess ... some of it. The bed's mine.
- R** Are you sure?

- c** **2.32** Students listen to the recording again for specific details and write down the furniture they talk about in each room. Students compare in pairs. Check answers as a class.

### Answers

- Room 1: armchair, mirror
- Room 2: wardrobe, bed

- d** Elicit the answer to the question as a class.

### Answer

She thinks most of it isn't Jim's.

## 3 GRAMMAR

### Possessive pronouns and possessive 's

- a** **2.33** Books closed. Show the students your book and say: *This is my book*. Borrow a pen from a student, point to him/her and say to the class: *This is his/her pen*. Finally, point to a bag and ask the student nearest to it: *Is this your bag?* Write the three sentences on the board and circle the possessive adjectives. Ask students: *What are the other possessive adjectives?* and elicit *its, our, their*. Students open their books. Explain that this section is about other ways to talk about possession. Students then look at the conversation and complete it with words from the box. Play the recording for students to listen and check. Check answers as a class.

### Answers

- yours
- David's
- Mum and Dad's
- mine

- b** Individually, students decide which sentences are correct. Check answers as a class.

### Answers

- ✓ It's Jim's flat.
- ✓ It's my parents' flat.



### LOA TIP CONCEPT CHECKING

- After looking at the sentences in 3b, check students fully understand the various different uses of 's in English. Write sentences 1–4 on the board: 1 *It's a very old cooker.* 2 *She's got an enormous sofa.* 3 *That is my dad's armchair.* 4 *His parents' flat is in the centre of town.* Then write uses a–d on the board and ask students to match them to the sentences: a *possessive 's with a singular noun*; b *possessive s' with a plural noun*; c *contraction of 'is'*; d *contraction of 'has'* (Answers: 1 c, 2 d, 3 a, 4 b). Ask students: *Which sentences have got a possessive 's?* (sentences 3 and 4).

- c Students look at the question and the example answers. Then answer the questions as a class.

#### Answers

- No, we don't.
- b is better.

- d Elicit the first answer from the class. Students then complete the sentences with the words in the box. Check answers as a class. Ask students: *Which possessive adjective in sentences 1–5 ('my', 'your', etc.) is the same as the possessive pronoun in the answers? (his).*

#### Answers

- mine
- yours
- hers
- theirs
- his



### CAREFUL!

Emphasise for students the importance of using possessive adjectives (especially *my*, *your*) and possessive pronouns (especially *mine*, *yours*) correctly, e.g. *This is mine house.* (Correct form = *This is my house.*); *Is this yours bedroom?* (Correct form = *Is this your bedroom?*); *It's my!* (Correct form = *Don't take that book. It's mine!*).

Highlight that possessive 's can cause problems even for native speakers when writing. Make sure students avoid using the possessive 's where it shouldn't be used, e.g. *I always go to the sport's centre ...* (Correct form = *I always go to the sports centre on Saturdays.*) and don't use it instead of plurals, e.g. *There are lots of café's and restaurant's ...* (Correct form = *There are lots of cafés and restaurants here.*).

- e 2.34–2.36 Students read the information in Grammar Focus 5B on SB p.144. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students put apostrophes in the correct position and distinguish between possessive adjectives and possessive pronouns. After students complete the Grammar Focus activities, ask them: *Is talking about possession easy or difficult?* and elicit an indication of their confidence level. Tell students to go back to SB p.53.

#### Answers (Grammar Focus 5B SB p.145)

- a 2 hers 3 theirs 4 his 5 ours 6 yours  
b 2 It's 3 Our 4 parents' 5 mine 6 Whose  
7 Anita's 8 your  
c What's (C – is) your brother's name (P); he's in my class (C – is); you're Paul's sister (P); That's right. (C – is); Paul's got (C – has); My name's Nadia. (C – is); What's your name? (C – is); It's nice (C – is)



### FAST FINISHERS

Ask fast finishers to look around the classroom at other objects and write sentences about them similar to the sentences in Exercise a, e.g. *It's that man's bag.*, *They're her boots.*, etc.

- f 2.37 Individually, students complete the text about Jean Paul's flat with the words in the box. Play the recording for students to listen and check. Check answers as a class.

#### Answers

- |            |            |
|------------|------------|
| 1 mine     | 5 mine     |
| 2 parents' | 6 mother's |
| 3 sister's | 7 yours    |
| 4 hers     | 8 mine     |



### EXTRA ACTIVITY

Play a memory game (see p.173) with students. Ask each student to choose one personal object from their bag that they don't mind sharing with the class and lending you for a few minutes. They then take turns to give you their objects. Say clearly what each person is giving you, e.g. *This is Sara's pencil.*, *This is Pavel's notebook.* and show it to the class before putting each object out of sight, either in a bag or a box or simply behind your desk. Don't allow students to make notes at this point.

When you have collected one object from each student, put students into pairs and give them three minutes to write down the objects you've got, e.g. *Sara's pencil*, *Pavel's notebook*. Take feedback by asking students: *What objects have I got?* or *What objects are in the bag/box?* and eliciting answers with *You've got ...* or *There's ...*. As you take each object out and return it to its owner, confirm whose it is by asking: *Is this yours?* and, if there are any objects students are unsure about, ask the class questions like: *Is it his or is it hers?* or *Whose is this?* Pairs win one point for every object they remembered correctly. The pair with the most points wins.

## 4 SPEAKING

- a Give students a few minutes to write their sentences, using Jean Paul's words in 3f to help them. Point out errors for students to self-correct.
- b Students work in pairs, reading their sentences to each other and trying to remember the information. Don't allow students to make notes.
- c Students try and remember what their partner said about their home. Monitor, but don't interrupt fluency unless students make mistakes with possessive adjectives, possessive pronouns or 's.

### ADDITIONAL MATERIAL

- Workbook 5B
- Photocopiable activities: Grammar p.181, Vocabulary p.188

# 5C Everyday English

## Is there a bank near here?

### OPTIONAL LEAD-IN

Look at the pictures of Dan and Leo with the class. Write: *Leo never goes to the gym after work.* and *Dan likes sugar in his tea.* on the board. Ask students: *Which sentence is false?* (The first sentence is false. Leo sometimes goes to the gym after work.)

Divide the class in half. Tell one half to write True/False statements about Leo and the other half to write True/False statements about Dan. Students can work in pairs or small groups to write their sentences. Monitor and point out errors for students to self-correct.

Put students into pairs, so that one student has sentences about Leo and one has sentences about Dan. They read their sentences to each other and decide if they are true or false.

## 1 LISTENING

- a Read through the questions and look at pictures a and b with the class. Elicit ideas from students and write them on the board.
- b **2.38** Play Part 1 of the video or the audio recording for students to check their answers to 1a. Check answers as a class.

### Answers

- c a meeting
- The map on Leo's phone shows a different street from the one they are on.

### Video/Audioscript (Part 1)

**DAN** Come on, Leo. This meeting's really important. We can't be late.  
**LEO** OK. I don't understand.  
**D** What?  
**L** This says 'Bedford Street', but on my phone it says 'Park Road'.  
**D** Are you sure it's here?  
**L** I think so.

**D** What street do we want?  
**L** Park Road.  
**D** Are you certain?  
**L** Yes, South Street is off Park Road.  
**D** I don't want to be late for this meeting. Can I have a look at your phone?

- c **2.38** Students watch or listen again for specific details. Play Part 1 of the video or the audio recording again for students to choose the correct answers. Check answers as a class.

### Answers

- b
- a
- b

## 2 CONVERSATION SKILLS

### Checking what other people say

**2.39** Individually, students read the sentences and answer the questions. They check in pairs. Check answers as a class. Drill the questions as they appear in the Student's Book and then drill them again reversing *sure* and *certain*.

### Answers

- Yes, they are.
- He wants to check something with Leo.

At the end of this lesson, students will be able to:

- understand conversations in which people talk about where things are and give directions
- use appropriate phrases to check what other people say
- use appropriate phrases to ask for and give directions
- identify the stressed words when we give directions
- maintain a conversation in which they ask for and give a friend directions

## 3 LISTENING

- a Individually, students read the ideas and choose what they usually do when they are lost. Don't check answers at this point.
- b **2.40** Play Part 2 of the video or the audio recording for students to check their answer to 3a. Check the answer as a class.

### Answer

Students' own answers (Dan and Leo ask someone for help to find the correct street.)

### Video/Audioscript (Part 2)

**DAN** This map shows there's a bank on the corner of Park Road and South Street. ... Excuse me, sorry. Is there a bank near here?  
**MAN** A bank? Yes. There's a bank down there. It's about 50 metres away.  
**D** Thanks very much. Let's go.

- c **2.40** Students watch or listen again for specific details. Play Part 2 of the video or the audio recording again for students to decide if the sentences are true or false. When checking answers, ask students to correct the false sentence.

### Answers

- T
- F (The man on the street says there's a bank about 50 metres away.)

- d In pairs, students look at picture c and guess what the problem is. Elicit ideas from students and check they understand that Dan and Leo still can't find the bank.
- e **2.41** Play Part 3 of the video or the audio recording for students to answer the questions. Check answers as a class.

### Answers

- No, they don't.
- Yes, she does.

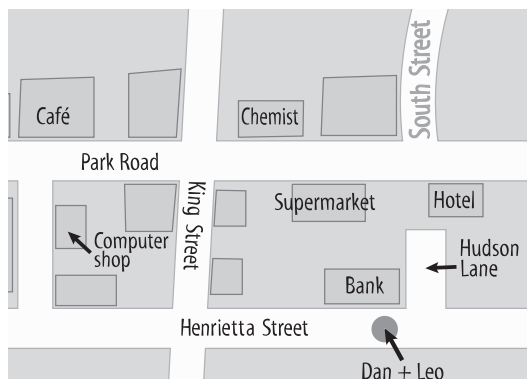
### Video/Audioscript (Part 3)

**LEO** Are you sure this is the right bank?  
**DAN** I don't know ... this is Henrietta Street, not South Street.  
**L** So, where's South Street?  
**D** Sometimes these maps aren't very clear.  
**L** Excuse me.  
**WOMAN** Yes?  
**L** Can you tell us how to get to South Street?  
**W** South Street. Yes, sure. Go straight on, turn right at the corner.

**L** Into King Street?  
**W** That's right. Then go along King Street until you come to Park Road.  
**L** Ah! So Park Road is further along?  
**W** That's right, about 100 metres. Turn right into Park Road, go straight on and South Street is on your left.  
**D** So, we turn right and then right again and it's on the left?  
**W** That's it.  
**D** Great, thanks. Let's run!

- f 2.41 Students watch or listen again for specific details. Play Part 3 of the video or the audio recording again for students to follow the woman's directions and write *South Street* on the map. Check the answer as a class.

Answer



## 4 USEFUL LANGUAGE

### Asking for and giving directions

- a Individually, students complete the questions with the words in the box. They then compare in pairs. Check answers as a class.

Answers

- |         |         |
|---------|---------|
| 1 there | 3 How   |
| 2 tell  | 4 Where |

- b Students change the marked words. Check they understand that the meaning may change when they change the words in bold for words in the box that fit the sentences. Check answers as a class. Ask students: *Which sentence has the same meaning when you change the word? (sentence 1).*

Answers

- Go straight on.
- The bank is on your left.
- Go straight on until you come to a supermarket.

- c Complete the exercise as a class. Ask students: *When do we use 'at'?* (with a specific place) and *When do we use 'into'?* (with the name of a road or street).

Answers

- 1 b 2 a

- d 2.42 Individually, students complete the conversation. They then check in pairs. Play the recording for students to listen and check. Check answers as a class.

Answers

- |        |        |
|--------|--------|
| 1 can  | 5 go   |
| 2 get  | 6 come |
| 3 go   | 7 turn |
| 4 turn | 8 go   |

- e In pairs, students practise the conversation, taking turns being A and B. Monitor and correct students' pronunciation as appropriate.



### FAST FINISHERS

Ask fast finishers to change the place, the street names and the distance in the conversation and practise it again.

## 5 PRONUNCIATION Sentence stress

- a 2.43 Play the recording and highlight the stressed words for students.
- b Answer the question as a class.

Answer

- 2 the words for direction and place



### EXTRA ACTIVITY

Give students some additional practice in identifying stressed words in directions. Write sentences 1–5 on the board (without the underlining) and ask students to decide which words are stressed: 1 Go right at the metro station. 2 Then turn left into Park Road. 3 Go straight on until you come to the supermarket. 4 The centre of the town is about a hundred metres away. 5 Go along South Street and the café is on your right.

Check answers by asking individual students to come up and underline the stressed words on the board.

- c In pairs, students ask for and give directions using the conversation in 4d as a model, the phrases from 4 and the map in 3f.



### LOA TIP MONITORING

- Monitor 5c and note down mistakes students make with the phrases for asking for and giving directions. Also note down any pronunciation problems students are having. After the activity, write the mistakes on the board for students to correct, and provide additional help with difficult pronunciation. Remind students that they should avoid repeating the same mistakes in the next exercise.
- In 6a, monitor, but don't interrupt fluency. However, if students repeat mistakes that you drew their attention to after 5c, try to catch their eye discreetly so that they can correct their mistake.

## 6 SPEAKING

- a Divide the class into pairs and assign A and B roles. Student As read the first card on SB p.131 and Student Bs read the first card on SB p.133. Students then role play the conversation. Students then read the second card and role play the second situation.



### FAST FINISHERS

Ask fast finishers to use the map on SB p.55, invent additional situations like those on the cards and practise them together.

### ADDITIONAL MATERIAL

- Workbook 5C
- Photocopiable activities: Pronunciation p.199
- Unit Progress Test
- Personalised online practice



# 5D Skills for Writing

It isn't very exciting, but it's a nice place to live

## OPTIONAL LEAD-IN

Books closed. Write *In this neighbourhood ...* on the board and explain that *neighbourhood* means the area of a town or city that people live or work in. Draw two columns underneath, headed *there is/are* and *there isn't/aren't*. Put students into pairs or small groups to think of as many complete sentences beginning with *there is/are* or *there isn't/aren't* as possible, e.g. *There's a very big sports centre.*, *There aren't any cafés or restaurants.*, etc. Monitor and point out any errors in spelling for students to self-correct. Check students are only giving facts in their sentences and aren't giving opinions about what makes a good or bad neighbourhood. In feedback, ask students to share their ideas with the class and collate them on the board.

## 1 SPEAKING AND LISTENING

- a Individually, students tick four things they think make a good neighbourhood.
- b  In pairs or small groups, students compare their ideas in 1a. If you used the Optional lead-in, students could also discuss if they think any of the things on the board are essential to a good neighbourhood. Take feedback as a class and ask students to share any other ideas they have for what makes a good neighbourhood.
- c  **2.44** Play the recording for students to listen for general meaning and answer the questions. Check answers as a class.

### Answers


- 1 a Jia b Antonella c Keith  
2 Students' own answers

### Audioscript

**ANTONELLA** For me it's very important for a neighbourhood to have lots of cafés and restaurants. I like an exciting neighbourhood. I like going out and meeting my friends a lot. I like a neighbourhood with lots of people in it. My neighbourhood is quite exciting. There's also a museum near my house, so I'm really lucky.

**KEITH** I think a good neighbourhood is a quiet one. So, for example, no clubs or restaurants – nothing like that – only houses. My neighbourhood isn't like that – there are lots of shops and restaurants. And there's a cinema close to my house – I really don't like that.

**JIA** I think a good neighbourhood is a new one – new houses and shops. I also like a neighbourhood that is close to a shopping mall. It's good to have lots of new shops near you – it's interesting. In my neighbourhood, there aren't any shops – there's only a park. It's a little bit boring.


- d  **2.44** Students listen to the recording again for specific details and write the places in the box next to the people. They compare in pairs. Check answers as a class.

At the end of this lesson, students will be able to:

- understand people talking about what makes a good neighbourhood
- understand a website in which people describe their neighbourhood
- link their ideas with *and*, *but* and *so*
- write a description of their neighbourhood

### Answers

- a Antonella – cafés, restaurants, museum  
b Keith – clubs, restaurants, houses, shops, cinema  
c Jia – houses, shops, shopping mall, park  
Antonella likes her neighbourhood. Keith and Jia don't like their neighbourhoods.

- e  In pairs, students ask and answer questions about their neighbourhoods. Monitor, but don't interrupt fluency.

## FAST FINISHERS

Ask fast finishers to talk about the best neighbourhoods in their town/city and discuss anything that those neighbourhoods have that their own doesn't.

## 2 READING

- a Tell students they should only read *Around the world online*. They then work individually, answering the questions. Check answers as a class.

### Answers

- 1 You can read about different neighbourhoods from around the world.  
2 It wants you to write about your neighbourhood.

- b Tell students to read *In my neighbourhood* on SB p.57. Check the answer as a class.

### Answer

No, they don't.

- c Individually, students decide if the sentences are about Anita or Irena. They compare in pairs. Check answers as a class. When checking answers, elicit which words or sentences in the texts helped students decide.

### Answers

- 1 Anita  
2 Irena  
3 Irena  
4 Anita  
5 Irena

## EXTRA ACTIVITY

Ask students to read the complete text again and decide if sentences 1–5 are true or false:

- 1 *The places on the website are all popular with tourists.* (F – They are places tourists never go to.)  
2 *It's very difficult for Irena to get to the city centre.* (F – It's easy because there's a metro station near her house.)  
3 *Irena is happy in her neighbourhood.* (T)  
4 *Anita often goes into the centre of the city.* (F – She doesn't go into the centre of the city very often.)  
5 *Anita lives in a modern part of the city.* (F – There are some beautiful old buildings there.)

### 3 WRITING SKILLS

#### Linking ideas with *and*, *but* and *so*

- a** Books closed. Write sentences 1–3 on the board and give students one minute to decide which word in each sentence connects two ideas. Check answers as a class. Ask students: *What kind of words are these?* and elicit *words to connect ideas*. Introduce the term *linking words*.

#### Answers

- 1 and
- 2 but
- 3 so

- b** Complete the rules as a class. Show students how *and* adds an extra idea by pointing to the first part of the first sentence on the board and saying *One idea*. and then pointing to the second part and saying *An extra idea*. Repeat the process with *but* (first part: *One idea*; second part: *A different idea*.) and *so* (first part: *One idea*; second part: *The result of the idea*.).

#### Answers

- 1 and
- 2 but
- 3 so

### LANGUAGE NOTES

Linking words don't generally cause students any serious problems. However, some students might not be clear about the difference between *so* and *because*.

*So* is used to introduce a result, whereas *because* is used to introduce a cause. Most sentences with *so* can be rewritten with *because* and vice versa, e.g. *There aren't any restaurants or bars in the area so it's nice and quiet.* / *It's nice and quiet because there aren't any restaurants or bars in the area.*

- c** Students read *In my neighbourhood* again and underline examples of *and*, *but* and *so*. They then compare answers in pairs. Check answers by eliciting the number of examples of each word in the text (*and* 4, *but* 3, *so* 5).

### EXTRA ACTIVITY

Write gapped sentences 1–6 on the board and ask students to complete them with *and*, *but* and *so*: 1 *There's a café ... a restaurant in our street. (and)* 2 *It's very expensive here ... a lot of houses are empty. (so)* 3 *There's a river in my town, ... there is only one bridge. (but)* 4 *My office is close to my apartment ... I can walk to work. (so)* 5 *There are two cinemas here, ... there isn't a concert hall. (but)* 6 *We've got everything here – a post office, a supermarket ... a sports centre. (and).*

- d** Students work individually, putting the linking words in the correct place in each sentence. They then check in pairs. Check answers as a class.

#### Answers

- 1 ... centre of town and there are lots ...
- 2 ... near the university so there are lots ...
- 3 ... during the day, but it's nice and quiet ...
- 4 ... near a park and there's a small river ...
- 5 ... very friendly so it's a nice place to live, but sometimes it's ...
- 6 ... in my neighbourhood, but I don't like coffee so I never ...

### FAST FINISHERS

Ask fast finishers to look for sentences that contain the linking words in the conversation in 4a on SB p.51.

### 4 WRITING

- a** Students work individually to plan their description. Monitor and help with vocabulary and give students ideas if necessary.



#### LOA TIP ELICITING

- If students need more support or ideas, collate words and phrases for the four categories in 4a on the board after students have had a few minutes to start making notes. They will then be able to borrow ideas from each other and use a wider range of vocabulary in their writing. As you monitor 4a, notice if students think of interesting words or phrases. Then, during a class brainstorming stage, say things like: *Jo has a very good word meaning 'very big' – can you guess what it is?* Elicit ideas from the class before asking the student to share the word they originally thought of.
- Take some of the ideas from the brainstorming stage and ask students to connect them with *and*, *but* and *so*. For example, point to *city centre* and *expensive* on the board and ask students to connect them, e.g. *Tina lives in the city centre so it's expensive.*

- b** Students write about their neighbourhood, working individually. Remind students to use *and*, *but* and *so* to link their ideas. If you're short of time, this exercise can be completed for homework. Students could then bring their description to the next class.
- c** In pairs, students swap descriptions and check their partner's work. Tell them to check their partner has used linking words correctly. They then give each other feedback. If they've made any mistakes with the linking words, or mistakes in other areas, they prepare a second draft of their description before giving it to you for correction.
- d** After correcting students' work, ask them to make a final version to share with other students. Display the descriptions around the classroom for other students to read and decide which neighbourhood is the most different from their own. Alternatively, if you and your students have the technology available, set up a class blog where students can post their written work and comment on each other's texts.

### ADDITIONAL MATERIAL

Workbook 5D

# UNIT 5

## Review and extension

### 1 GRAMMAR

- a** Individually, students complete the conversation. Check answers as a class and check students are using contractions where appropriate. Drill the conversation.

#### Answers

- |               |             |
|---------------|-------------|
| 1 There's     | 5 is there  |
| 2 Is there    | 6 there's   |
| 3 there isn't | 7 are there |
| 4 there's     | 8 There are |

- b** Highlight the example and complete the second item with the class. Check students understand that they can use possessive pronouns or possessive 's. Monitor and help as necessary. Point out errors for students to self-correct. Check answers as a class.

#### Answers

- 2 mine 3 ours 4 hers 5 my brother's  
6 his 7 mine 8 yours

### 2 VOCABULARY

- a** Students underline the correct words in each sentence. Check answers as a class.

#### Answers

- |                       |           |
|-----------------------|-----------|
| 1 flat                | 4 park    |
| 2 hotel               | 5 bridge  |
| 3 restaurants; square | 6 station |

- b** Students complete the sentences, working individually. Check answers and spelling as a class by asking students to write the correct answers on the board.

#### Answers

- |            |                   |
|------------|-------------------|
| 1 mirror   | 5 washing machine |
| 2 sink     | 6 cooker          |
| 3 wardrobe | 7 cupboard        |
| 4 sofa     |                   |



#### FAST FINISHERS

Ask fast finishers to write similar sentences about things you find in a room with the other vocabulary from Lesson 5B, i.e. *armchair, bookcase, chest of drawers, curtains and lamp*.

### 3 WORDPOWER Prepositions of place

- a** Tell students to close their books. Ask a student to come to the front of the class and help you. Stand immediately behind your student and ask the class: *Where am I?* and elicit: *You're behind (student's name)*. Then change places with the student and ask: *Now where am I?* to elicit *in front of*. Stay in the same position and ask: *Where's (student's name)?* to elicit *behind* again. Stand alongside the student and ask: *Where am I now?* to elicit *next to*. Thank the student and ask him/her to sit down. Say *behind, in front of* and *next to* and ask: *What kind of words are these?* and elicit *prepositions of place*. Students then look at the map in their book and find the cafés. Check answers as a class.

#### Answers

- 1 d 2 f 3 a 4 e 5 b 6 c

- b** Highlight the underlined examples in 3a. Then point behind you and ask: *What was this preposition?* to elicit *behind*. Repeat the process with *in front of* and *next to*. Students underline the other prepositions of place in 3a. Check answers as a class.

#### Answers

- 2 On the corner of Newton Street and Green Street.  
3 ... just in front of the station.  
4 ... on Green Street, between the market and the library.  
5 At the end of Newton Street, opposite the station.  
6 It's in a small street behind the Rex Cinema.

- c** Individually, students add one word to each sentence to make them correct. They then check in pairs. Check answers as a class.

#### Answers

- 1 ... next to the supermarket.  
2 ... cash machine at the end of ...  
3 ... in front of the bank ...  
4 ... bookshop on the corner of ...



#### CAREFUL!

Students often confuse the prepositions of place *in* and *on* with the prepositions of movement *into* and *onto*. Check students understand that when we use a preposition with a verb indicating movement, we usually use a preposition of movement, e.g. *Turn right into King Street*. However, when the verb doesn't indicate movement, we usually use a preposition of place, e.g. *The café is in Park Road*. In 3d students are not being asked to describe movement, only position, and should therefore only be using prepositions of place.

- d** Describe one of the places yourself as an example before students work in pairs to describe and guess a place. Monitor and listen for correct use of the prepositions of place. Point out errors for students to self-correct.



#### EXTRA ACTIVITY

Ask students to work in pairs and assign A and B roles. Student A is a tourist in the city centre. Student B lives in the city and knows it well. Ask them to decide exactly where the conversation takes place before they start. Student A stops Student B and asks for directions to a common tourist destination, e.g. a museum. Student B then gives directions. Students then change roles and role play a second conversation.

▶ Photocopiable activities: Wordpower p.193



#### LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.

# UNIT 6

## Family



### UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations, and exchange information about family, family relationships, life events and childhood hobbies
- talk about their family tree
- leave a voicemail message
- make a phone call and use appropriate phrases to ask for someone and ask someone to wait
- write the life story of someone in their family

### UNIT CONTENTS

#### G GRAMMAR

- Past simple: *be*
- Past simple: positive

#### V VOCABULARY

- Family: *aunt, brother, cousin, grandchildren, granddaughter, grandfather, grandmother, grandparents, grandson, parents, sister, uncle*
- Years and dates
- Past simple irregular verbs: *ate, became, bought, brought, came, cost, cut, did, found, gave, got, lost, made, read, sold, spent, thought, told, went, won*
- Linking ideas in the past: *in, when, later*
- Wordpower: *go – go by (bus/train), go for a (swim/walk), go home, go out, go shopping, go to (a party / the cinema)*

#### P PRONUNCIATION

- /ʌ/ in family words: *cousin, grandmother, grandson, uncle*
- *was* and *were* in sentences, questions and short answers
- Past simple *-ed* endings
- Sounds and spelling: *a (/æ/, /ɔ:/, /ɪ/, /eɪ/)*

#### C COMMUNICATION SKILLS

- Talking about families and asking and answering questions about a family tree
- Talking about your hobbies when you were young
- Leaving a voicemail message and making a phone call
- Using appropriate phrases when asking someone to wait
- Writing the life story of someone in your family

### GETTING STARTED



#### OPTIONAL LEAD-IN

Use a 'live listening' to revise the basic family words that students will need in Getting started, i.e. *mother, father, parents, brother, sister, son, daughter* and *children*. Be careful not to include other family words as these will be introduced in Lesson 6A. Tell students about your immediate family, e.g. *My family all live in the same neighbourhood in Cape Town. My mother is a dentist and my father is a photographer, and they live in a small house in the city centre. I've got one brother and one sister. My sister lives in an apartment near my parents and my brother lives with Mum and Dad. They haven't got any children, but I have. I've got two sons and a daughter.* Students listen and note down any information about you that they didn't know before. They then open their books and compare your family with the family in the picture.



- a Give students one minute to think about their answers to the questions before talking about the picture as a class. If you wish, give students information from the Culture notes below and ask students if any of them come from big families.



#### CULTURE NOTES

This picture shows part of the Bates family from Tennessee in the USA. Parents Gil (on the far right) and Kelly (standing next to him) are evangelical Christians, and, at the time of publication, have a total of 19 children. The first, Zach, was born in 1988 and the most recent arrival to the family is Jeb Colton, born in 2012. Gil is a tree surgeon, and some of the older children now also work. The family live in the house behind them, where there are five bedrooms, eight bathrooms, five washing machines, three tumble dryers and an attic full of clothes. As the Bates believe in home education, there is even a schoolroom.

There is not, however, a TV, as they believe television to be a waste of time. Curiously though, the family have appeared on TV on several occasions. In 2012 they were the subject of their own nine-episode reality TV show called *United Bates of America*. The family has also appeared on *19 Kids & Counting* with their friends the Duggar family, who also have 19 children.



- b Read through the questions and check students understand that they should talk about a family they know well, but not their own family. In pairs, they ask and answer the questions. Take feedback as a class and, if you wish, tell the class about a family you know.



#### EXTRA ACTIVITY

Put students into pairs or small groups to prepare a description of a famous family, e.g. the Jolie-Pitts, the Beckhams, the Simpsons. Check each pair/group writes about a different family and monitor and help with vocabulary if necessary. Finally, ask pairs/groups to read their descriptions to the class, but saying *beep* instead of the parents' names. Their classmates listen and identify the missing names.

# 6A They were married in 1962

## OPTIONAL LEAD-IN

Revise possessive 's by writing *your father's mother* on the board. If students are still having problems with the possessive 's, write *the mother of your father* in brackets after it. Ask: *Who is your father's mother?* and elicit *your grandmother*. Dictate phrases 1–6 and ask students to write them down, paying particular attention to the possessive 's. Point out that they don't need to write down the answers, only the phrase itself: 1 *your mother's sister* 2 *your daughter's son* 3 *your sister's mother and father* 4 *your parents' parents* 5 *your father's brother* 6 *your mother's brother's son*. Check the phrases by writing them on the board. Don't elicit the answers to phrases 1–6 until 1b below (1 *aunt* 2 *grandson* 3 *parents* 4 *grandparents* 5 *uncle* 6 *cousin*).

## 1 VOCABULARY Family

- a Give students a few minutes to prepare and write down notes about their parents, brothers and sisters. Put students into pairs or small groups to talk about the people in their families.
- b **2.45** If you used the Optional lead-in, ask students to match the definitions on the board with the family words before you start this exercise. Point to the illustration and ask students: *What's this in English?* Elicit/Teach *family tree*. Ask: *Where's Greg?* for students to find him on the family tree. You may also wish to pre-teach the phrase *be born* (come out of a mother's body and start to live). Play the recording for students to listen for general meaning and tick the people Greg talks about. Check answers as a class.

### Answers

Greg mentions all of the people except *granddaughter* and *grandson*.

## Audioscript

- FRIEND** What's this, Greg?  
**GREG** Oh, it's my family tree.  
 You can download a special program to make it.  
**F** That's really good. So are these your grandparents?  
**G** That's right. Sally, she's my grandmother and that's my grandfather, Nathan. They're my mother's parents. They've got two children – a son and a daughter. Michael's their son, he's my uncle, and they've got a daughter, Mary – that's my mother.  
**F** And so, Sanjit's your father?  
**G** That's right, yeah. They've got three children – there's me, there's my brother Rick and my sister Ella – that's her there.
- F** Sanjit's an Indian name, right?  
**G** Yeah, it is, yeah. His parents, Arjun and Priya, are from India, but he was born here in London. And his brother Ravi was born here too – so Ravi's my other uncle.  
**F** Right. So, he's married too.  
**G** Yes, you can see here – he's married to my aunt Alice. And they've got two children, Karl and Kavita. They're my cousins.  
**F** So your grandparents in India have got five grandchildren?  
**G** Yes, they're very happy about it!

At the end of this lesson, students will be able to:

- use a lexical set of family words correctly
- understand a conversation in which people talk about family and life events
- use the positive and negative past simple forms of *be*
- talk about years and dates correctly
- ask and answer questions about their family tree

- c Individually, students choose words from 1b to complete the family tree. They compare in pairs. Don't check answers at this point.

- d **2.45** Students listen to the recording again for specific details. They check their answers to 1c and identify which people in the family were born in India. Check answers as a class.

### Answers

- 1c** Nathan: grandfather; Sally: grandmother; Alice: aunt; Ravi: uncle; Michael: uncle; Karl: cousin; Kavita: cousin; Ella: sister; Rick: brother  
**1d** Ravi and Sanjit's parents were born in India.

- e **2.46** **Pronunciation** Play the recording for students to tick the family words that have the same sound as *but* /ʌ/. Check answers as a class and drill each word.

### Answers

- cousin ✓, uncle ✓, grandmother ✓, grandson ✓

- f Look at the example as a class and check students understand that Greg, Ella and Rick could all say the sentence. Individually, students identify who can say the other sentences. They then check in pairs. Check answers as a class.

### Answers

- 2 Greg, Ella, Rick  
 3 Sally, Nathan  
 4 Karl, Kavita  
 5 Greg, Ella, Rick  
 6 Sally, Nathan


## EXTRA ACTIVITY

Tell the class about your extended family, using the vocabulary from this section. If you used the Optional lead-in on the Getting started page, elicit information about your immediate family that students already know. Draw that part of your family tree on the board and write each person's name. Then continue talking about your extended family. If you didn't use the Optional lead-in, start by describing your immediate family before talking about your more extended family. Name the people and talk about their relationships to you and/or to other people in your family, e.g. *My mum's name's Jennifer and she's Barbara and Frank's daughter so they are my grandparents*. Complete your family tree on the board, write the names of the people and elicit their relationships to you and/or to other people from the class as you go along.

- g Give students a few minutes to prepare and write down notes about their parents, brothers and sisters. Put students into pairs or small groups to talk about the people in their families. Individually, students identify who can say the other sentences. They then check in pairs. Check answers as a class.

Then put students into pairs to show each other their family trees and talk about their families. Monitor and point out errors for students to self-correct.

## 2 LISTENING

- a**  **2.47** Play the recording for students to listen for general meaning and tick the people Greg talks about in Part 2. Check answers as a class.

### Answers

✓ his grandmother, ✓ his grandfather  
(Greg also mentions his grandparents in India, but he doesn't talk about them in detail.)




### VOCABULARY SUPPORT

*alive* (B1) – something that is living and not dead

*romantic* (B1) – something that shows love and affection

### Audioscript

- FRIEND** So, your grandparents are all still alive?  
**GREG** Yes, they are. But we don't see my grandparents in India very much.  
**F** Your grandmother, Sally – she looks nice and friendly.  
**G** She's lovely, yes, but she's very old now of course. Look – here's a photo of her with my grandfather. I think this is from about 1963, yeah, you can see that she was a very beautiful woman.  
**F** Oh, yes. She really was. So, when was she born?  
**G** Um, she was born in 1939, I think, I'm not sure. But I know her birthday's the 16th of July. And my grandfather was born two years before her.  
**F** Mmm ... interesting.  
**G** Yes, my grandmother's a really interesting woman. She was a doctor at the University Hospital in London, for about 40 years, I think, until she was 65. So, until 2004.
- F** Wow, that's a long time. What about your grandfather? Was he a doctor too?  
**G** Yes, he was. And they were at the same school together.  
**F** Really? Were they in the same class?  
**G** No, they weren't. They weren't even friends at school. But then when they were university students, they met again and of course then things were quite different ...  
**F** Ah, right.  
**G** Yes, in fact they were married in 1962. They were still students.  
**F** Oh, so in this photo she was ...  
**G** Yes, that's right.  
**F** Ah, that's so romantic.

- b**  **2.47** Look at the timeline with students and show them how it runs from left to right. Students listen to the recording again for specific details and complete the timeline. Check answers as a class.

### Answers

1937 2 (grandfather was born)  
 1939 6 (grandmother was born)  
 1958 5 (went to university)  
 1962 1 (got married)  
 1963 4 (photographer took the picture)  
 2004 3 (grandmother finished work)

## 3 GRAMMAR Past simple: *be*

- a** Books closed. Write on the board: *Greg's grandfather ... born in 1937 and his grandmother ... born in 1939*. Point to the gaps and ask students: *What's this word?* Elicit *was* and say: *This is called the past simple. What's the verb?* and elicit *be*. Students then open their books and underline the correct word in each sentence. Check answers as a class.

### Answers

1 are 2 isn't 3 was 4 were 5 weren't

- b** Complete the rules as a class. Then ask students to circle all the examples of *n't* in 3a and tell them that the position of the apostrophe is important.

### Answers

1 b the past  
 2 b n't

- c** Individually, students complete the table. Check answers by copying the table onto the board and asking individual students to come up and complete the gaps.


### Answers

Positive (+)	Negative (–)
She <u>was</u> a beautiful woman.	He <u>wasn't</u> a teacher. He was a doctor.
We were at school together. They <u>were</u> friends at university.	No, we <u>weren't</u> in the same class. In 1960 they <u>weren't</u> married.



### LOA TIP CONCEPT CHECKING

- Write the pronouns *I, you, he, she, it, we* and *they* on the board and ask students: *With the present simple of 'be' which forms are the same?* (the *you, we* and *they* forms – they are all *are*). Ask: *What are the 'I' and the 'he/she/it' forms?* (*am* and *is*). Remind students of the positive contracted forms by showing them two fingers representing *I* and *am* and closing them up to illustrate *I'm*. Repeat the process with the other present simple forms.
- Repeat the process with the past simple by asking: *With the past simple of 'be' which forms are the same?* (the *you, we* and *they* forms – they are all *were*). Elicit that the *I* and the *he/she/it* forms are also the same and are all *was*. Ask students: *Do we contract the positive past simple of the verb 'be'?* (no) *What about negatives?* (yes) Show students three fingers representing *I, was* and *not* and close up the second and third finger to illustrate *I wasn't*. Repeat the process with the other negative past simple forms.

- d**  **2.48** Play the recording for students to complete the conversation. Check answers as a class. Make sure students understand that the verb is repeated in the question and the answer although positive turns to negative in a negative answer.

### Answers

1 Was 4 weren't  
 2 was 5 was  
 3 Were 6 was



### CAREFUL!

As *be* has more forms than other verbs and uses different grammar, students are quite likely to make mistakes. Highlight the following typical errors: tense – this type of error may be obvious, e.g. ~~*I am*~~ ... (Correct form = *I was there yesterday*.), but may sometimes cause misunderstandings, e.g. ~~*My grandmother is*~~ ... (Correct form = *My grandmother was very friendly*). Past simple = the grandmother is no longer alive.); word order in questions, e.g. ~~*All your family were*~~ ... (Correct form = *Were all your family at the party?*); subject/verb agreement, e.g. ~~*My parents wasn't*~~ ... (Correct form = *My parents weren't at home last night*.); auxiliary verbs – students may incorrectly use *didn't* to form negatives, e.g. ~~*It didn't expensive*~~. (Correct form = *It wasn't expensive*).

- e **2.49** Students read the information in Grammar Focus 6A on SB p.146. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. After students complete the Grammar Focus activities, ask them: *Is the past simple with 'be' easy or difficult?* and elicit an indication of their confidence level. Tell students to go back to SB p.61.

**Answers (Grammar Focus 6A SB p.147)**

- a 2 were 3 Weren't 4 wasn't 5 were  
6 were 7 Was 8 were  
b 2 They weren't friends.  
3 **A** Was your grandfather rich? **B** No, he wasn't.  
4 We were at school together.  
5 It was a beautiful day.  
6 My teacher's name was Miss Smith.  
7 She wasn't at home.  
8 There were 20 people in my class.  
9 I wasn't tired.  
10 **A** Were you happy? **B** Yes, I was.  
c 2 Was the film good?  
3 Were there a lot of people at the party?  
4 What was your grandmother's name?  
5 Were you at school yesterday?  
6 Was there a pool at your hotel?



**FAST FINISHERS**

Ask fast finishers to look at audioscript 2.47 on SB p.171 and underline all the examples of *was/were* that they can find.

- f **2.50 Pronunciation** Play the recording for students to underline *was/were* when they are stressed. Check answers as a class.

**Answers**

- 4 Was she a doctor? Yes, she was.

- g Complete the rules as a class. Drill the sentences in 3f.

**Answers**

- aren't; are

- h Individually, students complete the questions. Check answers as a class. Drill the questions before students ask and answer them in 3i.

**Answers**

- 1 were 2 was 3 was 4 Was

- i In pairs, students ask and answer the questions. Monitor and correct students' pronunciation as appropriate.

## 4 VOCABULARY Years and dates

- a **2.51** Play the recording for students to listen and answer the questions about years and dates. Check answers as a class. Ask students: *What's the date today?* and elicit the date, including the year, in the correct format.

**Answers**

- 1 b nineteen thirty-nine  
2 a two thousand and four  
3 the 16th of July; We add -th to 16.

- b **2.52** Play the recording for students to listen and tick the years they hear. Check answers as a class.

**Answers**

- ✓ 2012 ✓ 1930 ✓ 1989 ✓ 2001



**EXTRA ACTIVITY**

Play 'bingo' (see p.172) with the class. Write 25 different years on the board in numerals. Ask students to draw a bingo grid with four columns and two rows. Tell them to complete it with eight years from the board. Read out the years on the board in random order, making a note of the ones you read out. The first student to complete their card calls out 'Bingo!' and, after you have checked their card is correct, is the winner.

- c **2.53-2.54** Students complete the exercises in Vocabulary Focus 6A on SB p.162. Play the recording for students to check their answers to Exercises a and b and to repeat the months in Exercise a. Monitor Exercise e and check other answers as a class. Tell students to go back to SB p.61.

**Answers (Vocabulary Focus 6A SB p.162)**

- a January, February, March, April, May, June, July, August, September, October, November, December  
b 1 in 2 on 3 in  
c 2 the twenty-first of February (21 February)  
3 two thousand and seven (2007)  
4 the seventh of July (7 July)  
5 nineteen ninety-eight (1998)  
6 the second of December (2 December)

## 5 SPEAKING

- a Students make more detailed notes about the people in their family tree from 1g. Give students any jobs which they don't know how to say in English.  
b In pairs, students ask and answer questions about their family trees. Monitor and listen for correct use of family vocabulary, years, dates and *be*.



**FAST FINISHERS**

Ask fast finishers to cover their family trees. They work in pairs and take turns to try and draw each other's family tree as their partner says each person's name and what their relationship to each person is.

### ADDITIONAL MATERIAL


- Workbook 6A
- Photocopiable activities: Grammar p.181, Vocabulary p.188, Pronunciation p.199

# 6B I played anything and everything

## OPTIONAL LEAD-IN

Books closed. Put students into pairs. Say: *What's the first thing you think of when you see this ... ?* and point to the board as you walk to it and draw a simple complete outline of an apple with a short stem sticking out the top. Ask pairs to discuss their ideas. Don't take class feedback at this point. Write these years on the board: 1666, 1968, 2007. Ask students: *How are these years connected with apples?* Students discuss the question in their pairs. Take feedback as a class. (1666 – *an apple falls on Isaac Newton's head and he understands gravity*; 1968 – *The Beatles start Apple Records*; 2007 – *Apple Inc. sells the first iPhone*.) Find out how many students in the class first thought of the fruit when they saw the apple and ask students if any of them thought of anything else, e.g. *Adam and Eve*, *Snow White*, *William Tell*, etc.


## 1 READING

- a  Look at the pictures and discuss the answers to the questions as a class. If you wish, give students information from the Culture notes below. Ask students: *Have you got any Apple products?*

## CULTURE NOTES

Steve Jobs (1955–2011) is remembered as one of the great visionaries of the digital age. It was, in fact, his friend Steve Wozniak who designed the first Apple computers, but it was Jobs who had an innate ability to know what people wanted to buy before they even knew it themselves, and he was one of the first people to see the enormous potential of home computing.

Jobs was sacked from Apple in 1985 and used his fortune to take over Pixar Animation Studios, where he helped produce *Toy Story*. In his absence, Apple went from bad to worse, and in 1997 he returned to the company. In the following years, he is credited with creating some of the most innovative products in the history of personal computing, including the iMac, iPod, iPhone and iPad. He was diagnosed with pancreatic cancer in 2003 and died in 2011. On his death, his personal fortune was estimated at over \$7 billion.

- b  Pre-teach the word *secret* (not known to many people, very private). In pairs, students talk about the ideas and choose one. Don't check the answer at this point.
- c Pre-teach the phrase *be adopted* in the Vocabulary support box (you may wish to wait until Exercise 1d to pre-teach the other words). Students read the text quickly and check their answer to 1b. Check the answer as a class.

### Answer

- 2 He had a secret sister.

At the end of this lesson, students will be able to:

- read and understand a text about the life of Steve Jobs
- use the past simple positive form of regular verbs
- understand people talking about childhood hobbies
- use a lexical set of past simple irregular verbs correctly
- talk about a childhood hobby in some detail

## VOCABULARY SUPPORT

*be adopted* (B2) – be legally taken as a child by people who are not your biological parents, but who make you part of their family

*be worth* (B1) – have a specific value in money

*close* (adj) (A2) – with a very good relationship and who know each other well

*electronics* (B2) – small pieces of technological equipment used inside things like computers, phones, etc.

- d Students read the text again in detail. Individually, students put the events in the correct order. Encourage students to guess the meaning of any new words from the context. Check answers as a class.

### Answers

- 1 d (Steve's real parents couldn't keep him.)
- 2 f (Clara and Paul Jobs became Steve's parents.)
- 3 b (His sister Mona was born.)
- 4 a (Steve started a new hobby: electronics.)
- 5 c (Steve became friends with Steve Wozniak.)
- 6 h (Apple Computers began.)
- 7 g (The two Steves became very rich.)
- 8 e (Steve met his sister.)

## EXTRA ACTIVITY

Ask students to read the text again and decide if sentences 1–5 are true or false: 1 *Most people don't know who Steve Jobs is.* (F – We all think we know Steve Jobs' story.) 2 *Steve Jobs' real parents were born in 1955.* (F – Steve Jobs was born in 1955. His parents were university students at that time.) 3 *There are lots of big technology companies near Mountain View in California.* (T) 4 *In 1980, Apple Computers was worth \$1.2 billion.* (T) 5 *Steve's real mother Mona is now a famous writer.* (F – His sister Mona is now a famous writer.).

## 2 GRAMMAR Past simple: positive


- a Tell students to close their books. Write gapped sentences 1–5 on the board (not the verbs in brackets): 1 *Steve's real parents ... not to keep their son.* (decided) 2 *The Jobs family ... in California.* (lived) 3 *The two Steves both ... electronics.* (loved) 4 *In 1976, they ... Apple Computers.* (started) 5 *They ... hard.* (worked). Ask students: *Are the sentences about the past, present or future?* (past). Then ask: *Can you remember the verbs?* and put them into pairs or small groups to try and remember. Elicit the answers (in brackets) from the class, making sure you pronounce the words correctly. Don't write the past simple forms on the board. Students open their books, look at the verbs and find the past simple forms in the text. Check answers as a class.

### Answers

- |           |           |
|-----------|-----------|
| 1 worked  | 4 decided |
| 2 started | 5 loved   |
| 3 lived   |           |

**b** Ask students to look at the past simple forms of the verbs in 2a. Complete the rule as a class.


**Answer**  
-ed or -d

**c**  **2.55 Pronunciation** Play the recording for students to listen and identify which two verbs have an extra syllable in the past. Check answers as a class.

**Answers**  
started; decided

**d** Say the two verbs from 2c which have an extra syllable, i.e. *start* – *started*, *decide* – *decided*, and complete the rule as a class.


**Answer**  
/t/, /d/

**e**  **2.56** Students work individually or in pairs and identify the past simple forms which have an extra syllable. Play the recording for students to listen and check. Check answers as a class. Drill the infinitive and past simple form of each of the verbs.


**Answers**  
hated; waited; wanted; needed

**f** Students look at the verbs and find the past simple forms in the text. Check answers as a class. Ask students: *Where can you find a list of irregular verbs in this book?* (on SB p.176).


**Answers**  
1 had 2 found 3 made 4 became  
These verbs are irregular.

 **CAREFUL!**

When using the past simple of verbs other than *be*, students often use the infinitive where they should use the past simple, e.g. *Steve Jobs love...* (Correct form = *Steve Jobs loved his sister Mona.*), and may also use the past simple where they should use the present, e.g. *We can watched...* (Correct form = *We can watch the film tomorrow.*). They also often confuse specific verbs, particularly *had* and *got*, e.g. *I had...* (Correct form = *I got my first job in 2001.*), and *did* and *had*, e.g. *I did...* (Correct form = *I had a great time.*). Students may also make mistakes with word order in more complex sentences, e.g. *They started in 1976 Apple Computers.* (Correct form = *They started Apple computers in 1976.*), or *To live with the Jobs family went Steve.* (Correct form = *Steve went to live with the Jobs family.*).

**g**  **2.57** Students read the information in Grammar Focus 6B on SB p.146. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students refer to the Irregular verbs list on SB p.176 if necessary. Tell students to go back to SB p.63.


**Answers (Grammar Focus 6B SB p.147)**  
**a** 1 R 2 I 3 I 4 I 5 R 6 R 7 R 8 I 9 R 10 I 11 I  
12 R 13 R 14 R 15 I 16 I 17 R 18 I 19 R 20 I  
**b** 2 cooked 3 decided 4 enjoyed 5 finished 6 liked  
7 planned 8 played 9 tried 10 worked  
**c** 2 became 3 found 4 told 5 won 6 wrote 7 bought  
8 went 9 got  
**d** 2 ~~bayed~~ bought 3 ~~iket~~ liked 4 ~~eated~~ ate 5 ~~gotten~~ got  
6 ~~dicide~~ decided

 **FAST FINISHERS**

Ask fast finishers to test themselves on the irregular past simple verbs by covering the past simple columns in the verbs list on SB p.176 and trying to remember the past simple forms and the correct spelling.

**3 LISTENING**

**a** Individually, students tick the hobbies they did as children. Take feedback as a class. Elicit other common hobbies and write them on the board. You may then wish to teach the word *childhood* (the part of your life when you're a child, not an adult).


**b**  **2.58** Play the recording for students to listen for general meaning and identify what Hannah and Charlie's childhood hobbies were. Check answers as a class.

**Answers**  
Hannah: sports  
Charlie: baking

**Audioscript**

**HANNAH** My childhood hobby was sports. I loved it. I played anything and everything: basketball, tennis, swimming, football. But I think my favourite was tennis – I played every summer. Every day of the week I went to some kind of sports activity or game. My parents, poor things, spent all the time driving me to different activities and games and things like that. I never got a train or bus. I think it was really difficult for them! I don't play sports very much now – I don't have the time.

**CHARLIE** My hobby when I was a child was a bit unusual I think. I really loved sweet things – cakes, biscuits – food like that. So, my hobby was baking. After school and at the weekend I made cakes and biscuits and my friends came to my place and ate them. My parents bought all the things I needed. They told me it cost a lot, but they were always happy to eat the things I made. I still bake biscuits and cakes now. My wife loves it because she never needs to bake anything.

**c**  **2.58** Students listen to the recording again and complete the notes. They compare in pairs. Check answers as a class.

	Hannah	Charlie
hobby details	tennis, swimming, football	biscuits
parents' problem	spent all the time driving her to activities and games	it was expensive because they bought all the things he needed
now	she doesn't have time to play sports	he still bakes and his wife loves it because she doesn't have to bake

## 4 VOCABULARY

### Past simple irregular verbs

- a** Individually, students match the past simple forms in the box with the infinitives. They check their answers by looking at the Irregular verbs list on SB p.176.

#### Answers

- 1 bought
- 2 ate
- 3 told
- 4 went
- 5 cost
- 6 spent
- 7 made
- 8 got
- 9 came

- b** **2.59-2.61** Students complete the exercises in Vocabulary Focus 6B on SB p.163. Play the recording for students to check their answers to Exercises a and c and complete the Pronunciation activity. Monitor Exercise d. Tell students to go back to SB p.63.

#### Answers (Vocabulary Focus 6B SB p.163)

- a** 1 did 2 read 3 gave 4 thought 5 brought 6 won  
7 lost 8 found 9 became 10 cut 11 sold
- b** They sound different. The present **read** is pronounced /ri:d/.  
The past **read** is pronounced /red/.
- c** 1 won 2 did 3 bought 4 sold 5 gave 6 read  
7 found out 8 became 9 thought 10 cut



#### EXTRA ACTIVITY

Reinforce past simple regular and irregular forms by playing a game of 'tennis' (see p.173). Demonstrate the activity by asking a stronger student to help you. Say the infinitive form of a verb from this lesson, e.g. *spend*, and ask the student to respond with the past simple form, i.e. *spent*. The student continues with a different infinitive form and you respond with the past simple. For example: **A** *spend*; **B** *spent – become*; **A** *became – remember*; **B** *remembered*, etc. Check students understand the game before playing in pairs. Tell them they should continue for as long as possible. If they make a mistake or pause for more than three seconds, they lose the game and start again.

- c** Put students into pairs or small groups to talk about the topics. Monitor, but don't interrupt fluency unless students make mistakes with the past simple forms.

## 5 SPEAKING

- a** **2.62** Individually, students complete the text. They then compare in pairs. Play the recording for students to listen and check. Check answers as a class.

#### Answers

- 1 liked
- 2 bought
- 3 started
- 4 had
- 5 listened
- 6 played

- b** Students make notes about a hobby they had when they were a child.



#### LOA TIP MONITORING

- Effective preparation in 5b is essential for effective task completion in 5c, so monitor the note-taking stage intensively. Make sure students aren't writing full sentences and check they know how to pronounce any difficult words. Students may also need specific words to talk about their hobby, so be prepared to give them these and to model the correct pronunciation before the speaking stage.
- During the speaking stage, monitor for correct usage of any specific language you gave students during 5b. If students make mistakes with this, try to catch their eye discreetly so that they can correct their mistake. Also, note down any mistakes with the past simple. After the activity, write these on the board and ask students to correct them.

- c** In pairs, students talk about their hobbies. Encourage them to ask each other questions to keep the conversation going.



#### FAST FINISHERS

Ask fast finishers to talk about the hobbies of other people in their family, or any other people they know who have particularly unusual hobbies.

#### ADDITIONAL MATERIAL

- ▀ Workbook 6B
- ▀ Photocopiable activities: Grammar p.181, Vocabulary p.188, Pronunciation p.199

# 6C Everyday English

## Can you call me back?



### OPTIONAL LEAD-IN

When all students are in the classroom, glance quickly at your mobile phone and say: *Oh sorry! I've got a message.* Gesture for students to wait with an apologetic expression as you listen to the 'message'. As you listen, look bewildered and then when you hang up say: *Sorry. It was my mum. I need to phone her – one minute.*

Simulate making a phone call, gesture to students that they should listen and pause at each '...' as if your mother was saying something to you, e.g. *Hi, Mum – it's me. ... No, I'm at work. ... Well, yes, but I'm a bit busy at the moment. ... OK, quickly. ... What? ... A penguin? ... There's a penguin in your kitchen? ... It's in the sink?* [roll your eyes as if your mother was completely insane] *... Well, I don't know how it got there. ... No, Mum, I don't know what penguins eat! ... Have you got any fish? ... Look, I need to go. I've got class now. ... Speak later!*

Check students understood the gist of the conversation by asking: *Who was the message from?* (your mother) and *What is the problem at home?* (There's a penguin in the sink in the kitchen!).

## 1 LISTENING

- a  Individually, students read the ideas and choose what they usually do when there's no answer. They then compare in pairs.
- b  **2.63** Play Part 1 of the video or the audio recording for students to find out which two people leave messages. Check the answer as a class.

### Answer

Annie and Dan leave messages.

### Video/Audioscript (Part 1)

#### MESSAGE 1


**DAN** Hello, this is Dan Morton. I can't answer your call at the moment. Please leave a message after the tone.

**ANNIE** Hi, Dan – it's Annie. Can you call me back? You can call me on my work number or my mobile. Thanks.

#### MESSAGE 2

**A** Hi! It's Annie. I'm not here right now. You know what to do after the tone. Have a nice day!

**D** Hi, Annie. I got your message. I'm here at my desk now. Could you call me back? Bye.

- c  **2.63** Students watch or listen again for specific details. Play Part 1 of the video or the audio recording again for students to decide if the sentences are true or false. When checking answers, ask students to correct the false sentence.

### Answers


- 1 F (She tells Dan to call her on her work number or her mobile.)
- 2 T

At the end of this lesson, students will be able to:

- understand voicemail messages and phone calls
- use appropriate phrases when leaving a voicemail message and asking for someone on the phone
- use appropriate phrases for asking someone to wait
- relate the letter *a* to the sounds /æ/, /ɔ:/, /ɪ/ and /eɪ/.
- make an informal phone call


## 2 USEFUL LANGUAGE

### Leaving a voicemail message

- a Complete the first item as an example with the class. Individually, students read the sentences and decide who says them. Don't check answers at this point.
- b  **2.63** Play Part 1 of the video or the audio recording again for students to check their answers to 2a. Check answers as a class.

### Answers

- 1 V
- 2 A
- 3 D
- 4 A
- 5 V
- 6 A

- c  **2.64** Individually, students complete the messages. Play the recording for students to listen and check. Check answers as a class.

### Answers


- 1 this
- 2 here
- 3 message
- 4 it's
- 5 back
- 6 call

### LANGUAGE NOTES

When answering the phone, some students may use *I'm (name).*, because using *This is* or *It's* to introduce themselves may seem very unnatural. In English, until a caller has been clearly identified, we tend to speak in the third person on the phone, e.g. *Who's calling?* not *Who are you?* If students have problems understanding this, tell them that what we are really saying when we start a phone call is *This (voice that you can hear now) is Lisa's (voice).* or *It's Lisa's (voice that you can hear now).*

### LOA TIP DRILLING


- Drill the voicemail message and the caller's message before students work in pairs in 2d. Work on the messages in small chunks, e.g. *Hello, this is Alex. | Sorry, I'm not here just now. | Please leave a message | and I'll call you later.* Repeat the chunks as many times as necessary and make sure students can repeat each chunk correctly before putting them together.
- Pay particular attention to the intonation in the messages. To make them sound friendly, students should use a wide pitch range and be careful not to sound too flat. As you drill the messages, consider showing students the up and down movements, using hand gestures to give them a visual reference.

- d  Tell students that they can now practise leaving a voicemail message. Check students understand the dialogue map before they start. In pairs, students take turns to give their voicemail message and leave a message for their partner. Monitor and praise students with a smile or a nod when they use the language from this section correctly.

### EXTRA ACTIVITY

If you and your students have the technology available, ask them to make an audio recording of their voicemail messages to give to you to evaluate their pronunciation. Students could use their smartphones to do this, or any other recording device they have available, and then email you an MP3 file of the recording.

## 3 LISTENING

- a  **2.65** Read through the events with the class. Students then work individually and put them in a logical order. Play Part 2 of the video or the audio recording for students to listen and check. Check answers as a class.

### Answers

- 2 c (Leo answers the phone.)
- 3 a (Annie chats to Leo.)
- 4 d (Dan brings some coffee.)
- 5 e (Dan talks to Annie.)

### Video/Audioscript (Part 2)

**DAN** Would you like a coffee? **A** Oh, great – just great.  
**LEO** Yeah, that'd be great. Thanks, **L** Oh, good. That's, erm ... great.  
 Dan. ... Hello. Dan's phone. **A** Yeah.  
**ANNIE** Oh. Hello. Is Dan there? **L** He's back. ... It's Annie.  
**L** Sorry, he's not here just now. He **D** Oh, good. Just a minute.  
 went to get coffee. **L** He's got coffee for us.  
**A** Oh. It's his sister, Annie. Can he **A** Lucky you!  
 call me back? **D** There you are.  
**L** Hi, Annie. It's Leo. **L** Bye, Annie.  
**A** Leo? Oh ... Leo. Hi! **A** Bye.  
**L** Can you wait a minute? He'll be **D** Thanks. Hi, Annie. It's me.  
 back soon. **A** Dan – finally!  
**A** Sure ... So ... Leo. How are you? **D** You left a message.  
**L** I'm ... I'm really well. What **A** Yes, that's right. I need your  
 about you? help with something ...


- b Individually, students answer the questions. If necessary, play Part 2 of the video or the audio recording again. Check answers as a class and elicit students' ideas for question 2.

### Answers

- 1 a how they are
- 2 Suggested answers: shy, nervous, embarrassed


## 4 USEFUL LANGUAGE

### Asking for someone on the phone

- a  **2.65** Students look at Annie's questions and Leo's answers and underline the correct words. Check answers by playing the beginning of Part 2 again and pausing each time Annie and Leo say one of the sentences. Drill the questions and answers.

### Answers

- 1 there
- 2 here
- 3 back
- 4 back

- b  Check students understand the dialogue map before they start. Put them into pairs to practise making phone calls, each time asking for someone and then asking him/her to call them back. Monitor and correct students' pronunciation as appropriate.

## 5 CONVERSATION SKILLS

### Asking someone to wait

- a Individually, students complete the conversation. They then check in pairs. Check answers as a class.


### Answers

- 1 wait
- 2 minute
- 3 Just
- 4 minute

- b Answer the question as a class.

### Answer

- b 'a short time'

- c  If possible, put students into new pairs, so they aren't working with the same partner as in 4b. Students practise making phone calls again, but this time asking the person to wait a short time until the other person is available.

### FAST FINISHERS

Ask fast finishers to invent different contexts for the call, e.g. *She went to get tea.*, *He's on the phone / his mobile.*, etc. Also tell them to make polite conversation with the other caller while they wait, e.g. by talking about the weather.


## 6 PRONUNCIATION

### Sound and spelling: a

- a  **2.66** Play the recording and highlight the four possible sounds for the letter a.


### LANGUAGE NOTES

This section introduces some of the most frequent sounds which correspond to the letter a: /æ/, /ɔ:/, /ɪ/ and /eɪ/. Don't ask students to look for other examples of words with a, as they may well find words which contain the letter a, but aren't pronounced with the four sounds being worked on.

- b  **2.67** Students classify the words into four groups. Play the recording for students to listen and check. Check answers as a class. Ask students to repeat the words after the recording and practise the pronunciation.

### Answers


Sound 1 (/æ/)	Sound 2 (/ɔ:/)	Sound 3 (/ɪ/)	Sound 4 (/eɪ/)
back black	talk tall small	village luggage	wait voicemail same table

- c  In pairs, students test each other on words which have the same sound. Monitor and correct students' pronunciation as appropriate.

### EXTRA ACTIVITY


Write these words with the underlining on the board: *actor*, *amazing*, *April*, *became*, *Canada*, *had*, *hall*, *manager*, *packet*, *stadium*, *wall*. Ask students to classify the sound of the underlined letter a into four groups: /æ/ like *thanks* (actor, Canada, had, packet); /ɔ:/ like *call* (hall, wall); /ɪ/ like *message* (manager); /eɪ/ like *later* (amazing, April, became, stadium).

## 7 SPEAKING




- a  2.68 Play the recording for students to listen and complete the phone conversation. Check answers as a class. Ask students: *Is this a formal or an informal conversation?* (informal, particularly the second part).

#### Answers

- |           |          |
|-----------|----------|
| 1 It's    | 5 call   |
| 2 here    | 6 minute |
| 3 message | 7 It's   |
| 4 back    | 8 phoned |

- b  Divide the class into groups of three and assign A, B and C roles. Student As read the first card on SB p.130, Student Bs read the first card on SB p.134 and Student Cs read the first card on SB p.135. Students then role play the conversation. Monitor, but don't interrupt fluency unless students make mistakes with the content of this lesson. Students then read the second card and role play the second situation, and then finally the third.

### ADDITIONAL MATERIAL

-  Workbook 6C
-  Unit Progress Test
-  Personalised online practice


# 6D Skills for Writing

## Five months later, we got married

### OPTIONAL LEAD-IN


Books closed. Model the activity in 1a and 1b to give students a clear idea of what is expected. Write two important years in your life on the board. Point to them in turn and ask students: *How do you say this year?* Tell the class the two years are both important in your life and explain briefly what happened in each. As you talk about the years, try to limit your language to the past simple of *be* and positive past simple verbs. Avoid using the negative of verbs other than *be* at this point and aim to recycle, as far as possible, some of the language of this unit.

## 1 LISTENING AND SPEAKING

- a Individually, students write down two important years in their lives and make notes about what happened in each. Monitor and help with vocabulary and give students ideas if necessary. Point out that, as students are going to tell a partner what happened in those years, they should choose something they are happy to share.
- b  In pairs, students talk about their two important years. If you wish, allow time for class feedback and ask each student to tell the class about one of the important years in their life.

At the end of this lesson, students will be able to:

- understand someone talking about important events in their life
- understand a series of life events and put them in a logical order
- link ideas in the past using *in*, *when* and *later*
- write the life story of a person in their family


- c  2.69 Point to the picture of Eva on SB p.66 and say: *This is Eva. She's from Colombia.* Then point to the list of events and the years and tell students to match the phrases with the years in a logical order for Eva. Play the recording for students to listen for general meaning and check. Check answers as a class.

#### Answers

- 1982 d (was born)  
1995 b (went to live in the USA)  
2000 a (got a job as a teacher)  
2007 e (met her husband)  
2010 c (moved to Germany)


### Audioscript

**EVA** OK, well 1982 was a very important year for me. I was born in that year! I was born in a small town in the north of Colombia. My whole family lived there – my parents, my grandparents, uncles, aunts, cousins, everyone. It's a very nice place, very hot, tropical. I really loved it. And then 1995 was a very important year. Everything changed. My parents moved to the USA, my father got a job in Minnesota, so we went to live in the USA and I went to school there. I learned English quite quickly. In 2000, I got my first job. I was a school teacher, I taught small kids, six to ten years old. It was great. Then in 2007, I met Niko – he's my husband. He's German, but we met in the USA, and then in 2010 I moved to Germany to be near him, and we got married last year. And then I found a job, I teach English to business people, so here I am today.

- d  **2.69** Students listen to the recording again for specific details and underline the correct answers. They compare in pairs. If necessary, play the recording again. Check answers as a class.

**Answers**

- 1 small
- 2 with her parents
- 3 young children
- 4 to be near Niko

- e  Students work individually and write two more important years. Put students into pairs and tell them to try to guess what happened in the years their partner chose.



**FAST FINISHERS**

Ask fast finishers to close their books. They write down everything they can remember about Eva from 1c and 1d before referring back to the Student's Book to check.

## 2 READING

Point to the picture of George on SB p.67 and explain that the timeline across the top of the page represents his life. Tell students to cover sentences a–f. In pairs, they look at the timeline, say the years and talk about what they can see in the pictures. They then look at the sentences and put them in the correct order. Check answers as a class.

**Answers**

- 2 a
- 3 f
- 4 c
- 5 e
- 6 b



**FAST FINISHERS**

Ask fast finishers to circle the verbs in sentences a–f, decide if they are regular or irregular and then write the infinitive of each verb.

## 3 WRITING SKILLS

### Linking ideas in the past

- a Books closed. Write the first sentence on the board, leaving a gap in place of *and*. Point to the gap and ask students: *What's this word?* Elicit *and* and ask: *What other words can we use to link ideas?* and elicit *but* and *so* from the previous unit. Students then open their books and complete the second sentence. Check the answer as a class.

**Answer**

- 2 When

- b Individually, students complete the three sentences. They then compare in pairs. Check answers and answer the final question as a class.

**Answers**

- 1 when
- 2 In
- 3 When
- a in
- b when



**LOA TIP ELICITING**

- Before students complete 3c, write possible endings to the seven sentences in random order on the board, but without including *in* or *when*, e.g. *1981, I was 19, I was a student*, etc. Include three distractors, which don't correspond to any of the sentences, to make a total of ten endings. Read the first sentence *I started school ...* and point to the board. Elicit a sentence from the class using the ending and *in* or *when*.
- As students complete each sentence orally, ask them to change the linking word, so that they transform sentences with *in* to sentences with *when* and vice versa.

- c As an example, complete the first sentence so that it's true for you. Students then work individually, completing the sentences. Monitor and check students are completing the sentences with *in* or *when* and point out errors for students to self-correct. Ask each student to tell the class one or two of their sentences.

**Answers**

Students' own answers

- d Read sentence 1 and then elicit ideas from students to complete sentence 2 as a class.

**Answer**


- 2 later

- e Write the sentences from 3d on the board and circle the phrases *In 2004* and *A year later* to highlight how students should change the sentences. Students work individually, rewriting the underlined expressions with a time expression and *later*. Check answers as a class.

**Answers**

- 1 Two years later
- 2 Five months later
- 3 Three years later

- f Check students understand that they should write two sentences, one with *in* and one with *later*. Monitor and point out errors for students to self-correct.

- g  In pairs, students take turns to read out their sentence with *later*, stopping after *later* to see if their partner can guess how the sentence ends.



**EXTRA ACTIVITY**

Consolidate the work on linking words from Units 5 and 6 by writing *and*, *but*, *so*, *in*, *when* and *later* on the board. Read out sentences 1–6, saying *beep* where indicated:

- 1 *My parents were both born [beep] 1973. (in)*
- 2 *I've got two aunts [beep] four uncles. (and)*
- 3 *[beep] he was 25, Steve Jobs became a billionaire. (When)*
- 4 *He wasn't in the office [beep] I left a message. (so)*
- 5 *She hasn't got any brothers, [beep] she's got ten sisters. (but)*
- 6 *My parents met when they were 15 and three years [beep], they got married. (later).*

Students listen and write down the linking word that they think completes each sentence correctly. Check answers as a class.


## 4 WRITING AND SPEAKING

- a Students work individually to draw a timeline about someone in their family and add notes. Monitor and help with vocabulary and give students ideas if necessary.
- b Individually, students write the life story of their person using their notes. Check students understand that they shouldn't include their relationship to the person or the person's name in the life story. Remind them to use linking words to connect their ideas. If you're short of time, this exercise can be completed for homework. Students could then bring their life stories to the next class.



### VOCABULARY SUPPORT

*relationship* (B2) – how two people are connected, e.g. brother, sister, cousin, friends, colleagues

- c  In pairs, students swap their life stories and try to guess who the people are.
- d Ask students to read each other's life stories again and check their partner has used linking words correctly. They then give each other feedback. If they've made any mistakes with the linking words, or mistakes in any other areas, they prepare a second draft of the life story before giving it to you for correction.

### ADDITIONAL MATERIAL

► Workbook 6D

# UNIT 6

## Review and extension

### 1 GRAMMAR

- a** Individually, students complete the conversation. Check answers as a class and check students are using contractions where appropriate. Drill the conversation.

#### Answers

1 are	6 Was
2 'm	7 wasn't
3 Were	8 was
4 was	9 Is
5 wasn't	10 's

- b** Individually, students complete the text. They then check in pairs. Check answers as a class.

#### Answers

1 was	5 was
2 wanted	6 decided
3 loved	7 studied
4 had	8 found

- c** Complete the first gap as an example with the class. Check students understand that they can use the present simple or the past simple and so need to think carefully about the meaning. Check answers as a class.

#### Answers

- 1 stayed; cooked
- 2 went; had
- 3 plays; gets; got
- 4 spent; were; see

### 2 VOCABULARY

- a** Students complete the text with the correct family words. Check answers as a class and then ask students to draw the family tree for the text to check they have understood the meaning.

#### Answers

1 grandparents	4 aunt
2 grandmother	5 uncle
3 grandfather	6 cousins

- b** Read through the example with the students. They then write the dates in words. Check answers by asking individual students to come up and write them on the board.

#### Answers

- 1 the nineteenth of October two thousand and fourteen
- 2 the twelfth of June nineteen eighty-five
- 3 the third of September nineteen ninety
- 4 the twenty-second of April two thousand and eight
- 5 the thirty-first of August two thousand and nine
- 6 the ninth of January two thousand and twelve



#### FAST FINISHERS

Ask fast finishers to write down dates, first in numbers and then in words, when important things happened to them. Next to the dates they write a short note of why they're important.

### 3 WORDPOWER *go*

- a** Books closed. In a column on the board, write: *home, by bus, shopping, for a swim, out to a restaurant*. Ask students: *What word can I write before all of these?* and elicit *go*. Students open their books, look at the conversation and answer the questions. Check answers as a class.

#### Answers

- 1 Viv
- 2 to go for a swim and to go out to a restaurant

- b** Students match the phrases with *go* with the meanings. Students check in pairs. Check answers as a class.

#### Answers

- |             |                 |
|-------------|-----------------|
| a 2 go by   | d 3 go shopping |
| b 4 go for  | e 5 go out      |
| c 1 go home |                 |

- c** Individually, students match the verbs and the nouns to make more phrases with *go*. Check answers as a class and elicit alternative nouns for each phrase from the class, e.g. *go to a café / friend's house, go by car/taxi*, etc.

#### Answers

- 1 c
- 2 a
- 3 d
- 4 b

- d** Students read the sentences and, working individually, find and correct the mistakes. Check answers as a class.

#### Answers

- 1 They want to go ~~to~~ home now.
- 2 I need to go ~~for~~ shopping in town this afternoon.
- 3 I'd like to go ~~to~~ the cinema this evening.
- 4 Would you like to go ~~for~~ a coffee?
- 5 He usually goes to work ~~by~~ bus.

- e** As a further example, change the example sentence so that it's true for you. Students then write sentences about their lives using the prompts. Monitor and point out errors for students to self-correct.

#### Answers

Students' own answers

- f** In pairs, students tell each other their sentences and decide how similar they are. Take class feedback, and ask pairs to justify why they think they are similar or different, e.g. *Antoni goes home at 6:00 pm every day, but I go home two and a half hours later at 20:30.*



#### EXTRA ACTIVITY

Play a drawing game with students. Choose one of the phrases with *go* and start drawing a simple picture on the board. When students think they know what it is, they put up their hand. Continue the game either as a whole class, with the first student who guesses correctly being the next to draw on the board, or in pairs or small groups. The student who guesses the most phrases correctly wins.

► Photocopiable activities: Wordpower p.194



#### LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.

# UNIT 7

## Journeys



### UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations about travel and transport
- exchange information and express opinions about travel and transport
- get someone's attention, apologise and show interest in the other participants in a conversation
- introduce themselves using personal emails

### UNIT CONTENTS

#### G GRAMMAR

- Past simple: negative and questions
- *love / like / don't mind / hate* + verb + -ing

#### V VOCABULARY

- Transport: *aeroplane (plane), bike, coach, ferry, helicopter, motorbike, scooter, ship, train, tram*
- Transport collocations: *catch (the train), change (trains), get off (the train), get on (the train), miss (the train), take (the train)*
- Transport adjectives: *cheap – expensive, clean – dirty, comfortable – uncomfortable, empty – crowded/full, fast – slow, safe – dangerous*
- Linking ideas with *after, when* and *while*
- Wordpower: *get* meaning *arrive, become, bring, receive, take, travel on*

#### P PRONUNCIATION

- Sound and spelling: /ɔ:/
- Past simple questions: *did you* /'dɪdʒə/
- Stress in adjectives
- Tones for saying *excuse me*
- Emphasising what we say
- Sound and spelling: *ea* (/eɪ/ and /ɪə/)

#### C COMMUNICATION SKILLS

- Talking about different journeys
- Evaluating different forms of transport
- Saying excuse me and sorry
- Showing interest
- Discussing English-speaking countries you'd like to visit
- Writing an email about yourself

### GETTING STARTED



#### OPTIONAL LEAD-IN

Books closed. Write the following wordsnake on the board:

*jbusotaxiurboatnecarys*

Tell students to find four kinds of transport in the wordsnake. Tell them that there are seven extra letters, which form a word connected with transport. Students work individually, finding the kinds of transport and the word connected with transport. They compare in pairs. Check answers by asking individual students to circle the kinds of transport in the wordsnake on the board and to open their books and look at the title of the unit. (Answers: *bus, taxi, boat, car*. The other letters spell 'journeys'.)



- a Give students one minute to think about their answers to the questions before talking about the picture as a class. If you wish, give students information from the Culture notes below and find out if any students have visited Vietnam.



#### CULTURE NOTES

This picture was taken in Sa Pa in northwest Vietnam. The women wear clothes typical of the Hmong people, an Asian ethnic group who have been living in the mountain areas of Vietnam, China, Laos and Thailand for over 2,000 years. They have largely managed to keep their language, culture and customs, and traditionally wear brightly embroidered clothes. However, as can be seen from the green and white striped top of the woman on the right in the picture, due to the influence of the west, they often now combine their traditional patterned clothing with modern, ready-to-wear clothes.



- b Read through the questions with students and then put them into pairs to discuss their imaginary travel plans. Help with vocabulary and pronunciation, but don't interrupt fluency.



#### EXTRA ACTIVITY

Individually, students draw the route they want to take on the journey they discussed in Exercise b and then check in their pairs. Tell them to mark the places they would like to visit and the sights they would like to see. Make sure they know how to say the names of these places in English.

Divide up the pairs students worked in for Exercise b and put students into new small groups – if possible so that each student in the group has a different country. Students take turns talking about their trip. Students in each group then decide which trip they think is best and why.

# 7A We didn't plan our trip


## OPTIONAL LEAD-IN

Draw a rough world map on the board and elicit the names of the different parts of the world from Vocabulary Focus 1A by pointing to the different geographical areas and asking: *What part of the world is this?* (Africa, Asia, Central and South America, Europe, North America, Oceania).

Drill the pronunciation of each part of the world and ask students: *Where's the stress?* Underline the stressed syllable in each.

Tell students you're going to read out three famous tourist attractions for each part of the world. They listen and write down the part of the world. 1 *the Leaning Tower of Pisa, the Eiffel Tower, Big Ben* (Europe) 2 *Victoria Falls, the Pyramids, Serengeti National Park* (Africa) 3 *Machu Picchu, Sugarloaf Mountain, Panama Canal* (Central and South America) 4 *Uluru / Ayers Rock, Botany Bay National Park, Milford Sound* (Oceania) 5 *the Golden Gate Bridge, the Rockies, Yellowstone National Park* (North America) 6 *Mount Everest, the Taj Mahal, the Forbidden City* (Asia). Students compare in pairs. Check answers as a class.

## 1 READING

- a  If you used the Optional lead-in, before students open their books, mark the three journeys on the map on the board and elicit the countries by asking students: *Where does this journey start/finish?* In pairs, students open their books, look at the journeys and discuss which one they would like to go on and why. Ask some students to tell the class their ideas and justify their decisions as far as possible.
- b Pre-teach the word *silk*, if possible by showing students something made of silk, e.g. a scarf, and asking: *What material is this?* You may also wish to pre-teach the word *route* using the maps on SB p.70. Students then work individually, answering the questions. Check answers as a class. Ask students if they know any more information about the Silk Road. If you wish, give students information from the Culture notes below.

### Answers

- 1 The text describes the journey in map 1.
- 2 No, it wasn't always a tourist route.

## CULTURE NOTES

The original Silk Road was over 6,000 kilometres long from Xi'an in China to the Mediterranean. Travelling from east to west, the road ran along the Great Wall of China, past the Taklamakan Desert and the Pamir Mountains before continuing through Afghanistan to the Mediterranean. Silk traders didn't usually travel the whole route, but passed their goods along from one trader to the next, with each trader completing a short stretch.

As well as silk brought from east to west, wool, gold and silver were also taken from west to east. When the Roman Empire fell in the 5th century, the route became too dangerous and it wasn't used again until the 13th century.

At the end of this lesson, students will be able to:

- read and understand blog posts about travel
- use a lexical set of transport words and transport collocations correctly
- use the negative and question forms of the past simple
- understand a conversation about a long journey
- ask and answer questions about journeys

- c Students read the blog quickly and match the texts with the pictures. Check answers as a class and ask students: *Which words helped you find the answer?*

### Answers

- a Ingrid's text
- b Murat's text

- d Before telling students to read the blogs again in detail, you may wish to pre-teach the words in the Vocabulary support box. Individually, students decide who said the sentences. Students compare in pairs. Check answers as a class. When checking answers, ask students to read the sections of the text which helped them find the answer.

### Answers

- 1 M
- 2 I
- 3 I
- 4 M
- 5 M
- 6 I

## VOCABULARY SUPPORT

*border* (B1) – the geographical line that divides one country from another

*competition* (A2) – an event where people try to win a prize by being the best

*luxury* (B1) – something beautiful and/or expensive

*two-star, three-star, etc.* (C1) – a system for rating hotels, more stars mean a better hotel

*yurt* – a traditional round 'portable' house, like the one in the picture illustrating the Silk Road text, typically used in Asia by nomadic people


## FAST FINISHERS

Ask fast finishers to write more sentences that they think Ingrid or Murat might say about their trips.

## EXTRA ACTIVITY

Ask students to read all three texts again and answer questions 1–5:

- 1 *How long does it take to walk along the Old Silk Road?* (six months)
- 2 *Who travelled long distances each day?* (Murat)
- 3 *Who met some local people?* (Ingrid)
- 4 *Who do you think went to the most countries?* (probably Murat)
- 5 *Whose holiday do you think was more expensive?* (probably Murat's)

- e  Tell students that in this activity the emphasis is on communication and not on perfect English. In pairs, students talk about the questions.



## LOA TIP MONITORING

- Asking students who perform well in a task to share what they said with the class can provide a realistic and achievable model for students. If you use yourself as a model, this can sometimes set up an unrealistic expectation and a sense of 'Of course I can't do it as well as the teacher.'
- Monitor 1e intensively and identify students who give good, clear arguments for why they think Murat's or Ingrid's trip was best. Allow time for class feedback, during which these students share their ideas with the class. Ask the other students: *Who do you agree with most? Why?*

## 2 VOCABULARY Transport

- a** Ask students to cover the words in the box and see how many of the kinds of transport in the pictures they already know. Individually, students then match the words with the pictures. Monitor for any problems and clarify these as you check answers as a class. Check students understand that *aeroplane* is the more formal word, but *plane* is more common in everyday English. Explain that a *coach* is similar to a *bus*, but more comfortable and used for longer journeys. Drill the vocabulary.

### Answers

- |                     |              |
|---------------------|--------------|
| 1 ship              | 5 tram       |
| 2 train             | 6 ferry      |
| 3 coach             | 7 helicopter |
| 4 aeroplane (plane) | 8 scooter    |

- b** Read through the questions with the students and check they understand the task. Give them one minute to think about answers for the questions before they work in pairs. Monitor, but don't interrupt fluency. Check ideas with the class.

### Suggested answers

- do people often use to go on holiday? – aeroplane, coach, ferry, ship, train
- do people normally use to get to work or school? – scooter, train, tram
- are unusual for people to use in your country? / do you normally use? – Students' own answers



## FAST FINISHERS

Ask fast finishers to brainstorm other kinds of transport.

- c** **2.70–2.72** Students complete the exercises in the Vocabulary Focus 7A on SB p.166. Play the recordings as necessary and monitor students as they speak. Check other answers as a class. Tell students to go back to SB p.71.

### Answers (Vocabulary Focus 7A SB p.166)

- a** 1 d 2 e 3 f 4 a 5 b 6 c  
**b** 1 take 2 miss 3 get off 4 caught 5 took 6 on  
**c** 1 bought, saw 2 a long sound

## 3 GRAMMAR Past simple: negative

- a** Read the two sentences and complete them as a class.

### Answers

- 1 didn't  
 2 want; need

- b** Students check in pairs. Elicit the rule and concept-check the position of the auxiliary verb in relation to the infinitive by asking students: *Which comes first in negative sentences, 'didn't' or the main verb?*

### Answer

didn't

## 4 LISTENING

- a** Discuss the question briefly as a class. Encourage students to justify their decisions as far as possible.
- b** **2.73** Students listen to the conversation for general meaning and answer the question. Check the answer as a class.

### Answer

Hans travelled by train.



## VOCABULARY SUPPORT

*wheel* (A2) – a circular object connected to a car/bus/train, etc. so that it can move

### Audioscript

- KLARA** My mum said you went on a Silk Road trip.  
**HANS** Yes, it was a wonderful trip – really fantastic.  
**K** How did you travel?  
**H** By train of course. The only way to go.  
**K** Well, not the only way ... I went there last year and I travelled by train, and by coach, and by bike!  
**H** By bike? Wow!  
**K** Yes, it was great. So where did you catch the train from – Turkey?  
**H** No, no, from Russia – Moscow.  
**K** Russia?  
**H** Yes, it's the best place to catch the train.
- K** But did you go through Central Asia?  
**H** Oh yes – all those wonderful cities: Samarkand, Tashkent, Almaty.  
**K** And did you change trains?  
**H** No – the same train all the way.  
**K** Was it comfortable?  
**H** Very. Just like a hotel on wheels – it had everything I needed.  
**K** Great! And how much did it cost?  
**H** I don't remember exactly. Not too much for a trip like that. About \$25,000.  
**K** \$25,000?  
**H** Well ... that was for everything. The train, the food, everything! It was a great trip. And no bikes!

- c** **2.73** Students listen to the conversation again for specific details and underline the correct answers. Tell them that for some items they may need to underline more than one word. Students compare in pairs. Check answers as a class.

### Answers

- 1 Russia  
 2 Samarkand, Tashkent, Almaty  
 3 no  
 4 \$25,000

- d 2.73 Tell students that now they need to listen for the main ideas expressed by the speakers. Play the recording again for students to decide if the sentences are true or false. When checking answers, ask students to correct the false sentence and, if possible, to justify their answers.

#### Answers

- 1 T
- 2 T
- 3 F (He says the train was very comfortable: *Just like a hotel on wheels – it had everything I needed.*)
- 4 T

## 5 GRAMMAR Past simple: questions

- a 2.74 Write the positive sentence: *Hans travelled by train.* (+) on the board. Then write *Hans / travel / boat* (–) on the board and elicit the negative sentence: *Hans didn't travel by boat.* Finally, write *Hans / travel / train* (?) on the board and see if students can form the question: *Did Hans travel by train?* Tell the class that now they are going to look at past simple questions. Individually, students complete the questions in the book. Play the recording for students to listen and check. Check answers as a class.

#### Answers

- 1 did 2 did 3 Did

- b Students check in pairs. Write the following jumbled question on the board: *you / visit / Turkey / did* ? Ask students: *What's the correct order?* (Did you visit Turkey?) and elicit the rule (*did* + subject + infinitive).

#### Answer

*did*

- c 2.74 **Pronunciation** Play the recording and ask students to listen to the pronunciation of *did you*. Elicit that you can't hear both words clearly and that *did you* is pronounced as one word /'dɪdʒə/. Play the recording again for students to listen and repeat. Then drill the questions. Ask students to give themselves a mark for their pronunciation: 3 *Good, people can understand me – no problem!*, 2 *OK, but I need to practise this more!*, 1 *This is very difficult for me!*

- d 2.75 Students read the information in Grammar Focus 7A on SB p.148. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are using the auxiliary verb correctly. Tell students to go back to SB p.71.

#### Answers (Grammar Focus 7A SB p.149)

- a 2 didn't take 3 didn't want 4 didn't answer  
5 didn't like 6 didn't see 7 didn't get
- b 2 They didn't travel along the Silk Road.  
3 We didn't have a good time.  
4 The tickets didn't cost a lot of money.  
5 She didn't visit China.  
6 They didn't stay in hotels.  
7 The people didn't speak English, so I didn't understand them.
- c 2 Did (you) start; didn't  
3 Did (he) enjoy; didn't  
4 Did (they) travel; did
- d 2 How much did the journey cost?  
3 How many countries did you visit?  
4 Where did you stay?  
5 When did you arrive home?

- e 2.76 Tell students that this is a friendly, informal conversation. Individually, students complete the conversation. They then check in pairs. Play the recording for students to listen and check. Check answers as a class.

#### Answers

- 1 was
- 2 was
- 3 did (you) travel
- 4 cycled
- 5 took
- 6 travelled
- 7 did (you) visit
- 8 didn't go
- 9 did (you) enjoy
- 10 were

## 6 SPEAKING

- a Tell students that now they can practise using all the language from the lesson with a partner. Divide the class into pairs and assign A and B roles. Students read the information about their journey (Student As on SB p.130 and Student Bs on SB p.134). They then work in pairs, asking each other about their journeys. Monitor, but don't interrupt fluency unless students make mistakes with the past simple.
- b In pairs, students answer the question. Take feedback as a class. Ask any students who have changed their minds to explain why.

### ADDITIONAL MATERIAL

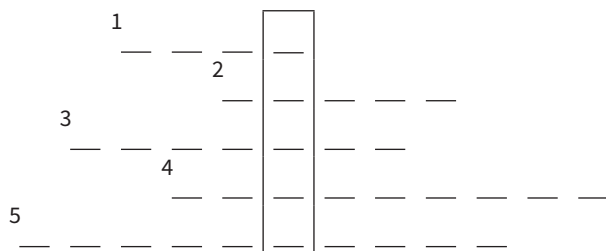
- Workbook 7A
- Photocopiable activities: Grammar p.182, Vocabulary p.188, Pronunciation p.200

# 7B I love going on the metro

## OPTIONAL LEAD-IN

Books closed. Tell students not to look at their books or their notes. Ask students: *What were the eight kinds of transport we learned last lesson?* Elicit the eight words from Lesson 7A orally, but don't let students write anything down. Drill the kinds of transport, but don't check the spelling.

Then draw this puzzle on the board:



In pairs, students complete the puzzle with five kinds of transport from Lesson 7A. Explain that the vertical box is another word for a kind of transport. Check answers as a class by asking students to complete the puzzle on the board or spell the answers out to you. (Answers: 1 tram 2 ferry 3 scooter 4 aeroplane 5 helicopter. The vertical word is 'metro'.)

## 1 READING

- a In pairs, students talk about the question. Brainstorm as a class cities that have metros.
- b Students read the text quickly and match the cities with the pictures. Tell students they should only read the text *Metros around the world*. You may wish to pre-teach the words in the Vocabulary support box. Check answers as a class.

### Answers

- a Moscow
- b London
- c Dubai

## VOCABULARY SUPPORT

*air conditioning* (B1) – an automatic system that cools the air in hot weather

*deep* (A2) – a long way down into the earth

*ground* (B1) – the level of the streets and roads

*statue* (B1) – a model usually made of stone and often of a person

*steps* (B1) – the individual blocks which, when joined together, form 'stairs'

- c Tell students to read the text again in detail. Individually, students answer the questions. Students compare in pairs. Check answers as a class and ask students to read the sections of the text which helped them answer the questions.

At the end of this lesson, students will be able to:

- read and understand a webpage with information and reviews
- use a lexical set of transport adjectives correctly
- understand a conversation in which people talk about journeys and give their opinions
- use *love / like / don't mind / hate* + -ing
- talk about the types of transport they use

### Answers

- 1 London is old. (*It opened in 1863.*)
- 2 Dubai is new. (*The Dubai Metro opened in 2009.*)
- 3 Dubai has good views. (*... you can see the city really well.*)
- 4 Moscow is famous for its stations. (*Many tourists go to see these wonderful stations.*)
- 5 Dubai has trains with no drivers. (*... there are no drivers.*)
- 6 Students' own answers

- d Individually, students look at the text again and underline two things that surprise them. They then compare their ideas in pairs. Take feedback as a class to find out what surprised students most.
- e Ask students: *What do you think people say about the metro in Dubai/Moscow/London?* and elicit ideas, e.g. *It's new/expensive/slow*. If students have visited any of the cities, ask about their experiences. Tell students to read the opinions of people that use the different metros in *Our reviews* and answer the questions. Check answers as a class.

### Answers

- 'Amazing': Moscow – stations, fantastic  
 'Loved it!': Dubai – air conditioning, cool, hot  
 'Good but expensive': London – not cheap, crowded  
 'Difficult to find your way': Moscow – Russian, roubles

- f Show students the five stars for the first review. Ask them to read the review again and ask: *Why did the reviewer give the Moscow Metro five stars?* (e.g. stations are fantastic, trains are good, it's fast and comfortable). Ask students: *Is there a 'correct' answer?* (No). Tell them to work in pairs, read the reviews again and give them between one and five stars. Take feedback as a class and encourage students to justify their answers.

### Suggested answers

- 'Loved it!': Dubai \*\*\*\*\*  
 'Good but expensive': London \*\*  
 'Difficult to find your way': Moscow \*\*\*

## EXTRA ACTIVITY

Write sentences 1–5 on the board for students to decide if they are true or false. When checking answers, ask students to correct the false sentences.

- 1 *The London Underground isn't a popular way to travel.* (F – The trains are often full and sometimes you can't get on the train.)
- 2 *It's very hot on the Dubai Metro.* (F – It has air conditioning.)
- 3 *The Moscow Metro is very dangerous at night.* (F – There are police at the stations, so it's very safe.)
- 4 *In Dubai, the metro is a great way to travel.* (T)
- 5 *The Moscow Metro is very 'tourist-friendly'.* (F – Everything at the stations is in Russian.)

## 2 VOCABULARY Transport adjectives

- a Ask students to cover the texts and see if they know any of the words to complete the table. Individually, students then look at the texts and find the opposite adjectives. Don't check answers at this point.

- b 2.77 **Pronunciation** Play the recording for students to check their answers. Play the recording again for students to listen and repeat.

### Answers

safe – dangerous  
empty – crowded / full  
comfortable – uncomfortable  
cheap – expensive  
clean – dirty

- c Tell students to classify the adjectives in the table as positive or negative. Complete the first two items (positive: *fast*; negative: *slow*) as an example. Individually, students decide if the other words are positive or negative. Check answers as a class by asking students to write the correct answers in two groups on the board.

### Answers

Positive: fast, safe, empty, comfortable, cheap, clean  
Negative: slow, dangerous, crowded, uncomfortable, expensive, dirty

- d 2.78 Play the recording for students to underline the stressed syllable in each word. Check answers as a class. Model the pronunciation for students to listen and repeat.

### Answers

comfortable  
dangerous  
expensive

- e Divide the class into pairs and ask one pair to read the example. Write: *I don't agree.* in a speech bubble on the board. Ask: *What other expressions do you know to say 'I don't agree'?* and elicit ideas, e.g. *I disagree., I'm not sure.,* and write them on the board. Students work in pairs, making sentences and responding, and taking turns to be A and B. Monitor, but don't interrupt fluency unless students make mistakes with the transport adjectives.



### EXTRA ACTIVITY

Work as a class to build up a paragraph on the board for the website [citytripper.com](http://citytripper.com) about the metro/transport system in the students' own area. Tell students to look for phrases and sentences in the texts on SB p.72 that they can use and adapt for their own city. Tell students that when they do their written work, it is fine to use and adapt phrases from the model texts and elicit sentences from the class, e.g. *The Rome Metro is unusual because it's in a capital city, but it only has two underground lines. There are very old buildings above and below the ground everywhere in Rome so it's very difficult to build metro lines in the centre.*

## 3 GRAMMAR AND LISTENING

*love / like / don't mind / hate + -ing*

- a Tell the class how you usually travel when you go to meet a friend, e.g. *I always use public transport because it's fast and cheap.* Discuss the question as a class. Encourage students to justify their decisions using transport adjectives from the previous section.
- b 2.79 Students listen to the conversation for general meaning and complete the table. Check answers as a class. You may wish to pre-teach the word *traffic* (n.) (lots of cars, buses, etc. on the road at the same time).

### Answers

	She came by ...	The journey took ...
Svetlana	metro	30 minutes
Alex	car	one hour

### Audioscript

- ALEX** Hi, Svetlana. Sorry I'm late. It was the traffic. So how did you get here?  
**SVETLANA** On the metro, of course.  
**A** Really? Do you use the metro?  
**S** Yes, I love going on the metro, it's so quick. It only took half an hour. Don't you use the metro?  
**A** No, I don't like using the metro, it's so crowded. And it isn't always very clean in the trains. And the stations, they're terrible. So many people.  
**S** Oh, I love the stations. I think they're beautiful. So did you come by car?  
**A** Yes, of course, I go everywhere by car. I like driving in Moscow.  
**S** You like it? But it's always so slow. How long did it take you to get here?  
**A** About an hour, maybe. The traffic was bad.  
**S** But it's always bad. I hate sitting in traffic, it's so boring.  
**A** Oh, I don't mind it, it's not too bad. You can listen to the radio, you can chat to people.  
**S** Well, you must have a very nice car.  
**A** It is quite a nice car, yes, it's very comfortable and big inside.  
**S** Ah.

- c 2.79 Tell students that now they need to listen for Svetlana and Alex's specific opinions on the different kinds of transport. Play the recording again for students to complete the table. Students compare in pairs. Check answers as a class.

### Answers

	Svetlana thinks	Alex thinks
the metro is ...	quick	crowded
the stations are ...	beautiful	terrible
driving is ...	slow	not too bad
Alex's / Her car is ...	–	quite nice, very comfortable and big inside

- d **2.80** Tell students to close their books. Write: *I ... going on the metro.* on the board and ask students: *Can you remember what Svetlana said?* (love) Then ask students: *What's the opposite of 'love'?* (hate). Tell students that they are going to look at verbs of preference in detail. Students look at the sentences in their books and try to complete them. Play the recording for students to listen and check. Check answers as a class.

#### Answers

- 1 love
- 2 don't like
- 3 love
- 4 like
- 5 hate
- 6 don't mind

- e Students then match the verbs in 3d with the meanings. Check answers as a class.

#### Answers

- 1 love
- 2 hate
- 3 don't mind



#### LOA TIP CONCEPT CHECKING

- Draw emoticons on the board and ask students to write the five answers to 3d next to them to check they understand the meaning:
  - 😊😊😊 (love)
  - 😊 (like)
  - 😐 (don't mind)
  - 😞 (don't like)
  - 😞😞😞 (hate)
- Ask students: *What kinds of word can come after 'love', 'like', 'don't mind' and 'hate'?* Students look at the examples in 3d and elicit the possibilities: *the '-ing' form or a noun/pronoun.*



#### CAREFUL!

When verbs of preference are followed by a verb, students are likely to use the wrong form for the second verb. They may use the infinitive without *to*, e.g. ~~*I hate use ...*~~ (Correct form = *I hate **using** public transport.*), or they may use the infinitive with *to*, e.g. ~~*I love to go ...*~~ (Correct form = *I love **going** by car.*). Note that the second form is in fact acceptable and used by native speakers in certain circumstances. However, at this level students should always use the *-ing* form as the difference in meaning between the verb followed by the *-ing* form or by the infinitive with *to* is complicated. Some students may add the *-ing* form to the verb of preference when it isn't followed by another verb, e.g. ~~*I loving cars.*~~ (Correct form = *I **love** cars.*) Students may also start to overuse *like* and use it instead of *would like*, e.g. ~~*I like travelling ...*~~ (Correct form = *I **would like** to travel on the Silk Road.*)

- f **2.81** Students read the information in Grammar Focus 7B on SB p.148. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are using *-ing* forms after the verbs where necessary and spelling them correctly. Tell students to go back to SB p.73.

#### Answers (Grammar Focus 7B SB p.149)

- a 2 driving 3 walking 4 getting 5 flying 6 relaxing  
7 being 8 having 9 speaking 10 sitting 11 standing  
12 staying 13 running 14 trying 15 using 16 agreeing
- b 1 He doesn't mind cooking. He doesn't mind getting pizza. He loves trying new food.  
2 Lisa likes eating in restaurants. She hates cooking. She doesn't like getting pizza. She loves trying new food.
- c Students' own answers

## 4 SPEAKING

- a Individually, students choose three kinds of transport from the list.
- b Read through the instructions with the students and check they understand the task. Give them one minute to make notes and help with vocabulary if necessary.
- c In pairs, students tell each other their ideas and find out how similar they are. As you monitor, don't interrupt fluency, but note any problems with pronunciation and write down any mistakes with *love / like / don't mind / hate + -ing*. After the activity, write these on the board and ask students to correct them.



#### FAST FINISHERS

Ask fast finishers to work together in their pairs and complete the sentence: *I ..., but (my partner) ...* in as many ways as possible using information they learned about their partner in 4c, e.g. *I don't like taking the plane, but Sophia loves it!*

#### ADDITIONAL MATERIAL

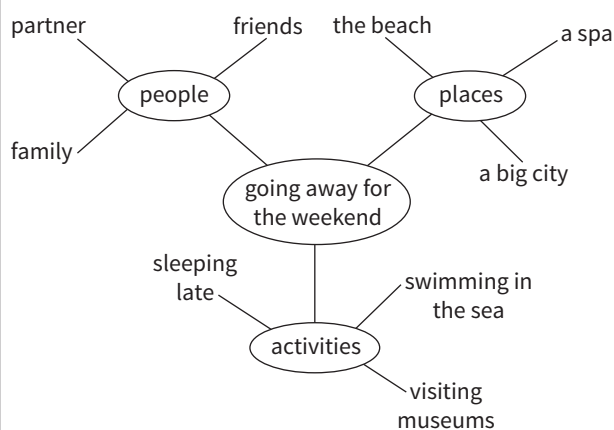
- ▶ Workbook 7B
- ▶ Photocopiable activities: Grammar p.182, Vocabulary p.189, Pronunciation p.200

# 7C Everyday English

## Excuse me, please

### OPTIONAL LEAD-IN

Books closed. Write *going away for the weekend* in the centre of the board. Ask students: *What does 'going away' mean?* (go and stay in a place away from your home). Create a word map on the board by drawing a circle around *going away for the weekend* and adding three lines. At the end of the lines write: *places, activities and people*. Elicit places to go, e.g. *the beach, a spa, a big city*; typical activities, e.g. *swimming in the sea, visiting museums, sleeping late*; people to go with, e.g. *friends, family, partner*, and add them to the word map.



In pairs, students add more vocabulary to the word map. Take feedback as a class and add their ideas to the word map on the board. Leave the word map on the board for students to refer to in 1a.

## 1 LISTENING

- a** Discuss the questions as a class. If you used the Optional lead-in, remind students that they can use the vocabulary on the board.
- b** Tell students to look at picture a and ask them what they can see. They then work in pairs, answering the questions. Ask some students to tell the class their ideas, but don't tell them if they are right or wrong.
- c** Play Part 1 of the video or the audio recording for students to listen and check their answers to 1b. Check answers as a class.

### Answers

- Annie is at the train station.
- She runs into the woman.
- a Annie says 'I'm so sorry!'  
b The woman says 'Watch out!'

### Video/Audioscript (Part 1)

**ANNOUNCEMENT** The train at platform 3 is the 11.50 for Bristol.

**ANNIE** Oh no!

**PASSENGER** Watch out!

**A** I'm so sorry.

**P** That's all right.

- d** Tell students to look at picture b and read through the questions as a class. They then work in pairs, answering the questions. Ask some students to tell the class their ideas, but don't tell them if they are right or wrong.

At the end of this lesson, students will be able to:

- understand informal conversations in which people say *excuse me* and *sorry* and talk about where they are travelling to
- use appropriate phrases to say *excuse me* and *sorry*
- emphasise what they say appropriately
- use appropriate phrases to show interest during a conversation
- maintain an informal conversation in which they apologise about something and show interest

- e** Play Part 2 of the video or the audio recording for students to listen and check their answers to 1d. Check answers as a class.

### Answers

- They are on a train.
- Students' own answers
- b

### Video/Audioscript (Part 2)

**LEO** Excuse me. Excuse me, please. ... Excuse me, but I think this is my seat. I booked it online.

**ANNIE** Oh. I'm very sorry.

**L** Annie!

**A** Leo! I'm sorry I took your seat. I just sat down. I didn't check. I'm really sorry.

**L** No problem!

**A** Um. Your seat.

**L** No, no, you have the seat.

**A** But you booked it.

**L** It doesn't matter. It's yours now.

**A** Thank you.

**L** I can sit here.

- f** Students watch or listen again for specific details. Play Part 2 of the video or the audio recording again for students to underline the correct answers. Check answers as a class.

### Answers

- Leo
- Annie
- Leo

## 2 USEFUL LANGUAGE

### Saying excuse me and sorry

### EXTRA ACTIVITY

Write *Excuse me, please.* and *I'm sorry!* in two speech bubbles on the board. Walk around the class and mime accidentally bumping into a student with your elbow. Look horrified, point to your mouth and to the two phrases on the board to elicit which you should use (*I'm sorry!*). Then try to reach a part of the classroom that you can't get to because a student is in the way. Look frustrated, gesture for the student to move and point to the phrases again to elicit which one you should use (*Excuse me, please.*). Tell students that now they're going to look at how to say *excuse me* and *sorry*.

- a** Individually, students match the phrases with the meanings. Check answers as a class.

### Answers

- b
- a

- b** Play the recording and highlight the intonation for students.

- c** Discuss the questions as a class and check students are clear about the two different uses of *Excuse me*. Drill the phrases, completing the first one appropriately, e.g. *Excuse me, but I don't understand.*

#### Answers

- a Excuse me, but ... b Excuse me, please.

- d** Elicit the rule as a class. Make sure students understand the position of *very*, *really* and *so* in the expression by writing: *I'm very/really/so sorry.* on the board with *very/really/so* underlined, circled or in a different colour.

#### Answer

You put *very*, *really* and *so* before *sorry*.

- e** **2.85** Students match the pairs of sentences. Play the recording for students to listen and check. Check answers as a class. Ask students to underline *very*, *really* and *so* in the sentences to help them remember the position.

#### Answers

- 1 e 2 c 3 b 4 a 5 d

- f** If you used the Extra activity earlier, once again mime accidentally bumping into a student with your elbow. Say *I'm sorry!* and gesture to elicit a response from the student. Students then think about which replies are correct to use when someone apologises. Check answers as a class.

#### Answers

- 1 ✓ That's all right. 5 ✓ It doesn't matter.  
2 ✓ That's OK. 6 ✓ Don't worry.  
3 ✓ No problem.

- g** **2.86** Tell students to work individually and order the sentences to make two short, separate conversations. Play the recording for students to listen and check. Check answers as a class.

#### Answers and audioscript

##### Conversation 1

- b **A** Excuse me, but I think that's my coat.  
c **B** Is it? I'm so sorry. I took the wrong one.  
a **A** No problem. They all look the same.

##### Conversation 2

- f **A** Excuse me, but I think this is my seat.  
e **B** Oh dear. I'm very sorry. I thought this was number 35.  
d **A** Don't worry. The seat numbers are hard to read.

- h** In pairs, students practise the conversations. Monitor and correct students' pronunciation as appropriate. Then elicit an indication of students' confidence level for saying excuse me and sorry.

### 3 PRONUNCIATION

#### Emphasising what we say

- a** **2.87** Play the recording and highlight the stress for students.
- b** Individually, students choose the best answer. Check the answer as a class.

#### Answer

- 2 We want to sound more sorry.

- c** Students work in pairs, practising saying the sentences in 3a. Monitor and correct students' pronunciation as appropriate.



#### LOA TIP DRILLING

- Before students work together in 3c, drill the sentences in 3a to check they are emphasising *very/really/so* and *sorry* and giving the other underlined words enough stress.
- Model the very weak pronunciation of *I'm* /əm/ in isolation and make sure students don't start to over-emphasise it once they start to practise at sentence level. This is particularly important for students whose L1 is a 'syllable-timed' language (e.g. French, Chinese, Spanish), as they are more likely to try and give each syllable equal weight. In contrast, students whose L1 is a 'stress-timed' language (e.g. Portuguese, Russian, Arabic) will probably have fewer problems with the pronunciation.

## 4 CONVERSATION SKILLS

### Showing interest

- a** **2.88** Read through the sentences as a class. Then play Part 3 of the video or the audio recording for students to decide if they are true or false. When checking answers, ask students to correct the false sentences.

#### Answers

- 1 F (Annie is on her way to Bristol and Leo is on his way to Reading.)  
2 F (Annie is visiting her mum in Bristol.)  
3 T

#### Video/Audioscript (Part 3)

- ANNIE** Are you on your way to Bristol?  
**LEO** No, Reading. I went to university there.  
**A** Really?  
**L** You?
- A** Bristol. For the weekend.  
**L** To see ... a friend?  
**A** A friend? No, no, my mum lives there. I go to see her every month.  
**L** Great!

- b** **2.88** In pairs, students look at the two extracts and try to remember which two words aren't correct. Check all students have the correct answers by playing the video or the audio recording again and asking students to shout *Stop!* when they hear the different words.

#### Answers

- ANNIE** Right: Really?  
**LEO** Oh: Great!

- c** Discuss the question as a class. Remind students that an important part of communication is showing that we are interested in what other people are saying.

#### Answer

- 2 to show they are interested



#### LANGUAGE NOTES

Some students may feel uncomfortable using what seems to them to be exaggerated intonation patterns for interjections such as *Great!* and *Really?*



To help students understand the importance of showing interest, drill the conversations in 4b with flat, bored intonation and use *Oh.*, rather than *Great!* and *Really?*. Ask students how they would feel if someone talked to them in that way. Then drill the conversation again, this time with *Great!* and *Really?* and the intonation patterns in 2b. Ask students which conversation they would prefer to be part of.

- d  **2.89 Pronunciation** Play the recording and highlight the vowel sounds for students. Check answers as a class.

**Answers**

- 1 No, they don't.
- 2 The sounds are short: *Great!* /eɪ/, *Really?* /ɪə/.

## 5 SPEAKING

- a  Tell students that they can now practise using all the language from the lesson with a partner. Check students understand the dialogue map before they start. In pairs, students take turns to be A and B. Monitor and correct students' pronunciation as appropriate and listen for correct usage of the target language from this lesson.
- b  In pairs, students practise new conversations using different reasons for being late. Remind students to be careful to use the correct intonation, and to use the phrases for emphasising and showing interest. Nominate a few pairs to perform their conversations for the class.

### FAST FINISHERS

Ask fast finishers to practise additional conversations based on their own ideas, e.g. *someone waiting at an airport to meet a friend, a work colleague apologising for arriving late at a meeting.*

### ADDITIONAL MATERIAL

- Workbook 7C
- Unit Progress Test
- Personalised online practice

# 7D Skills for Writing

## It really is hard to choose

### OPTIONAL LEAD-IN

Books closed. Write the following question on the board: *What makes a house a home?* Give students a few ideas, e.g. *a cat or a dog; a comfortable sofa and a big TV; a nice garden.* Students work in small groups to think of ideas. Take feedback as a class and write their ideas on the board.



Ask students: *Do you stay in other people's houses? When? Why?* and elicit some answers, e.g. *at a friend's after a night out*, etc. Pre-teach: *stay with a homestay family* (be with a family in their house while a person does a course) and find out if any students are staying or have ever stayed with a homestay family. If they are/have, ask them to tell the class about their experiences.

Tell students that they can use the ideas and useful language from this activity to help them with their writing later in the lesson. Give them time to note down any new words or expressions. Alternatively, if you have an interactive whiteboard, save the vocabulary brainstorm for students to refer back to later in the lesson.

At the end of this lesson, students will be able to:


- understand a person discussing with a friend which homestay family he would prefer to stay with
- understand an email in which someone introduces him/herself
- link ideas using *after*, *when* and *while*
- write an email introducing themselves to a homestay family

## 1 SPEAKING AND LISTENING

- a  Individually, students choose three ideas from the list. They then compare their ideas in pairs.
- b  Students work in pairs, read the profiles and answer the questions. Monitor, but don't interrupt fluency. Take feedback as a class and find out which family is more popular and why.

### EXTRA ACTIVITY

Students work individually using the profiles in 1b to create a 'Homestay family profile' for their own family. When students have completed their profiles, collect them in. Divide the class into small groups and give each group an equal number of profiles. Students discuss which of the profiles would be the most attractive for a foreign student coming to their country to study. If students are not comfortable talking about their own family situation in class, tell them to invent the information in their profile.

- c  **2.90** Students listen to the conversation for general meaning and answer the question. Play the recording and check the answer as a class.

**Answer**

No, he doesn't.

### Audioscript

- AHMED** So here are the photos and the profiles of the families I can choose from.
- FINN** Hmm, OK. So two very different kinds of families.
- A** Yes, it's difficult to decide.
- F** Well, both families look very friendly.
- A** Yeah, they do.
- F** And the Conways look very kind.
- A** But maybe a bit quiet?
- F** Mm, maybe. Look, the Philips like doing sport – swimming, surfing – that kind of thing.
- A** Yeah, but I don't like going to the beach much. I prefer playing football.
- F** You mean soccer. In Australia we say soccer, not football.
- A** Oh, of course, I forgot.
- F** And, I have to say, in Australia soccer isn't so popular. Everyone loves rugby.
- A** But the Conways like watching any sport so maybe I can watch soccer with them. That'd be nice.
- F** Yeah, that's true. But you like listening to music, don't you?
- A** Yes, I do.
- F** And the Philips like listening to music too.
- A** I'm not sure about children.
- F** Children are fun.
- A** Yes, but maybe not so quiet ...
- F** No, not if you want to study.
- A** And I really want to study a lot.
- F** You also need to think about transport. It's quite expensive in Sydney.
- A** So I can save money if I stay at the Conways?
- F** Yeah, you probably can. You can walk everywhere.
- A** It really is hard to choose.
- F** It sure is. But you're the only person who can decide!

- d** **2.90** Students listen to the recording again for specific details and tick the true phrases. They compare in pairs. Check answers as a class.

#### Answers

- 2 ✓ likes watching sport
- 3 ✓ likes listening to music
- 6 ✓ wants to study hard
- 7 ✓ likes playing football

- e** Students work in pairs, talking about which family is good for Ahmed and why. Monitor, but don't interrupt fluency. Ask some students to share their ideas with the class. Encourage students to justify their decisions as far as possible.

### FAST FINISHERS

Ask fast finishers to list all the personal information they know about Ahmed, e.g. *Ahmed likes playing football / listening to music*. When they finish 2b, they check what extra information in the email isn't on their lists.

## 2 READING

- a** Tell students that Ahmed thinks it would be a good idea to send an email to the Conways. Students read the email quickly and tick the main reason he writes to them. Check the answer.

#### Answer

- 3 ✓ to tell them about himself

- b** Tell students to read the email again in detail. Individually, students number the information in the order they find it. Encourage students to guess the meaning of any new words from the context. Check answers as a class.

#### Answers

- |                     |                    |
|---------------------|--------------------|
| 1 his hometown      | 3 his hobbies      |
| 2 his family's jobs | 4 his future plans |

## 3 WRITING SKILLS

### Linking ideas with *after*, *when* and *while*

- a** Ask students to identify the word in each sentence which is different from Ahmed's email. They then check their own answers by looking back at the email. Check answers as a class.

#### Answers

- 1 while (*when* in the email)
- 2 when (*after* in the email)
- 3 after (*when* in the email)
- 4 When (*While* in the email)

- b** Individually, students complete the rules. Check answers as a class.

#### Answers

- 1 while
- 2 after
- 3 beginning

### CAREFUL!

A common learner error is to use *will* after *after/when/while*. Although students have not yet studied the future form on this course, it is something they may well have learned in the past and may transfer to this structure, e.g. *When I will be ...* (Correct form = *When I'm in Sydney, I want to ...*), *I want to be a teacher after I will finish ...* (Correct form = *I want to be a teacher after I finish university*). When students are writing their email, monitor to make sure they don't make this mistake.

- c** Students read the sentences and underline the correct words. Students compare in pairs. Check answers as a class.

#### Answers

- 1 After/When
- 2 when/while
- 3 after/when
- 4 After/When
- 5 when/while

## 4 SPEAKING AND WRITING

### LOA TIP ELICITING

- Elicit some English-speaking countries as a class, e.g. Australia, Canada, New Zealand, the UK, the USA, etc. by projecting the countries' flags in turn onto the board.
- Alternatively, draw a rough world map on the board. Point to the different countries and ask: *What country is this?* and *How do you spell that?*

- a** Use the LOA Tip – Eliciting above to elicit some English-speaking countries as a class. Alternatively, ask students to work in pairs and brainstorm English-speaking countries. Take feedback as a class and collate students' ideas on the board. If you wish, give students information from the Culture notes on the next page.


#### Suggested answers

Australia, Canada, New Zealand, the UK, the USA



## CULTURE NOTES

In answer to 4a, students may suggest countries which might not exactly be considered 'English-speaking' but which, nevertheless, have English either as an official language or which have a very large number of English speakers. The USA has more people who speak English as a first language than any other country. India is the second country, although the majority of people speak English as a second language. Other countries with a significant number of English speakers include Pakistan, Nigeria and the Philippines. English is now an official language in nearly 100 countries.

- b**  Give students one minute to think about which country they would like to visit and why. In pairs, students discuss the countries in 4a. Ask some students to share their ideas with the class. Encourage them to justify their decisions as far as possible.
- c** Students plan their email, working individually. Tell them to use the ideas from the lesson and the linking words *after*, *when* and *while*. Monitor and help with vocabulary and feed in more ideas if necessary. If you're short of time, 4c–d can be completed for homework. Students could then bring their email to the next class.

- d** Read through the checklist with students before they start writing their email. Tell them to make sure they tick each box in the checklist. Students write a first draft of their email.
- e** Remind students of the importance of checking their work carefully before handing it in. In pairs, students swap emails and check that their partner has included all the ideas in 4d. They then give each other feedback. If they have missed any of the points, they prepare a second draft of their email and make sure all areas are covered.

## ADDITIONAL MATERIAL

► Workbook 7D

# UNIT 7

## Review and extension

### 1 GRAMMAR

- a Individually, students complete the text. They then check in pairs. Check answers and spelling as a class by asking individual students to write the correct answers on the board.

#### Answers

- |               |                |
|---------------|----------------|
| 1 called      | 6 was          |
| 2 didn't come | 7 landed       |
| 3 took        | 8 arrived      |
| 4 was         | 9 asked        |
| 5 waited      | 10 didn't have |

- b Students look at the example and then complete the questions. Check answers as a class and drill the questions.

#### Answers

- |                             |                          |
|-----------------------------|--------------------------|
| 2 How did you travel?       | 5 How long did you stay? |
| 3 Did you have a good time? | 6 Was it hot?            |
| 4 Where did you stay?       |                          |

- c Give students one minute to choose a place they've visited and think about the answers to the questions in 1b. In pairs, students take turns to ask and answer the questions.

- d Students complete the sentences, working individually. Check answers as a class.

#### Answers

- Clare/She hates listening to Mozart.
- Clare/She doesn't mind taking the metro.
- Clare/She doesn't like watching football.
- Clare/She likes speaking French.



#### EXTRA ACTIVITY

Give students a spelling test using regular and irregular past simple forms and *-ing* forms. Test students on words which you've noticed they often have problems with. Alternatively, give each student a small slip of paper and ask them to write down one past simple or *-ing* form that they find difficult to spell. Collect the papers in and use these words for the test. Check answers by asking individual students to write the words on the board.

### 2 VOCABULARY

- a Individually, students complete the words. They then compare in pairs. Check answers as a class.

#### Answers

- |              |           |
|--------------|-----------|
| 2 train      | 5 coach   |
| 3 ship       | 6 scooter |
| 4 helicopter |           |

- b Students correct the sentences. Check answers and spelling as a class by asking individual students to write the correct answers on the board.

#### Answers

- |                 |             |
|-----------------|-------------|
| 2 dirty         | 5 dangerous |
| 3 uncomfortable | 6 expensive |
| 4 fast          |             |

### 3 WORDPOWER *get*

- a Tell students to close their books. On the left of the board, in a vertical column, write: *arrive, become, bring, receive, take* and *travel on*. Draw an = sign in the centre of the board and ask students: *Which word can mean all of these?* and elicit *get*. Write *get* in a circle on the right of the board. Students open their books and match the questions and answers. Check answers as a class.

#### Answers

- 1 d 2 e 3 a 4 b 5 c

- b Students read the verbs and match them with the answers with *get* in 3a. They then check in pairs. Check answers as a class.

#### Answers

- 1 d 2 c 3 e 4 a 5 b

- c Individually, students read the story and think about what happened next. Ask some students to share their ideas with the class. They then identify the meanings of *get* in the story. Check answers as a class.

#### Answers

- 1 Students' own answers  
2 a 2 receive b 5 take or bring c 3 travel on d 4 arrive  
e 1 become

- d Tell students to classify the phrases in the box according to the meaning of *get*. Complete the first two items as an example. Ask: *What does 'get' mean in 'get angry'?* and elicit *become*. Then ask: *Which two phrases in the box can we use with 'become'?* and elicit *old* and *better*. Individually, students match the phrases with 1–5. Check answers as a class and elicit the meanings of *get*.

#### Answers

- get old, get better (= become)
- get a phone call, get an email (= receive)
- get a taxi, get the train (= travel on)
- get to the airport, get to school (= arrive)
- get a glass of water (= take or bring)

- e Give students one or two examples about yourself using *get* and the phrases in 3d, e.g. *I never get angry with my students!*, *I got an email from my cousin in New Zealand yesterday.*, before students write sentences about their life. Monitor and help as necessary. Point out errors for students to self-correct.

#### Answers

- Students' own answers

- f In pairs, students tell each other their sentences and find out how similar they are.



#### FAST FINISHERS

Ask fast finishers to complete the sentence: *We both ...* in as many ways as possible using information they learned in 3f, e.g. *We both get the train home in the evening.*

Photocopiable activities: Wordpower p.194



#### LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.

# UNIT 8

## Fit and healthy



### UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations and exchange information about sports, sports personalities and events, free-time activities, doing exercise and getting fit
- ask for and give information about abilities
- talk about what is necessary and what isn't necessary when doing sports and free-time activities
- understand conversations in which people talk about health and how they feel
- use appropriate phrases to express sympathy
- write an article about a free-time activity

### UNIT CONTENTS

#### G GRAMMAR

- *can / can't, could / couldn't* for ability
- *have to / don't have to*

#### V VOCABULARY

- Sport and exercise: *dance, do yoga, play badminton, ride a bike, skate, ski*
- Sport and exercise collocations: *do exercises/judo; go fishing/running/sailing/snowboarding; play football/golf/hockey/rugby/volleyball*
- Parts of the body: *arm, back, finger, foot, hand, head, leg, neck, stomach, toe*
- Appearance: *attractive, curly/dark/fair/long/short/straight hair, fat, fit, good-looking, pretty, thin*
- Linking ideas with *however*
- Adverbs of manner
- Wordpower: *tell / say*

#### P PRONUNCIATION

- *can, can't, could* and *couldn't*
- Sound and spelling: /u:/ and /ʊ/
- *have to*
- Stress in adjectives
- Joining words

#### C COMMUNICATION SKILLS

- Talking about which free-time activities you could/couldn't do well as a child and which you can/can't do now
- Talking about what you have to do and have to have for different activities
- Talking about health and how you feel
- Expressing sympathy
- Writing an article about a free-time activity

### GETTING STARTED



#### OPTIONAL LEAD-IN

Write *Last week ...* on the board and under it write the following jumbled sentences and ask students to put them in order: 1 I / to the sports centre / five times / went; 2 every morning / walked / to work / I; 3 a lot of / and vegetables / I / salad, fruit / ate; 4 two litres / I / every day / drank / of water (1 I went to the sports centre five times. 2 I walked to work every morning. 3 I ate a lot of salad, fruit and vegetables. 4 I drank two litres of water every day.)

Write *I'm \_\_\_\_\_ and \_\_\_\_\_!* on the board and ask for suggestions to complete it. Tell students to look at the title of Unit 8. Elicit the sentence: *I'm fit and healthy!*



- a** Give students one minute to think about their answers to the questions before talking about the picture as a class. If you wish, give students information from the Culture notes below.



#### CULTURE NOTES

This picture was taken in Bolivia and shows a group of indigenous women playing football near the village of Huarina on the east coast of Lake Titicaca, nearly 4,000 metres above sea level. This is a common Sunday activity for these women, who usually play for fun, but also occasionally participate in local competitions.

Typically, Bolivian indigenous women have long hair plaited at the back and wear heavily pleated skirts and flat pump shoes. Like the women in the picture on SB p.69, the western influences on their traditional clothing can be clearly seen as the woman on the right is wearing jeans and a tracksuit top.

- b** Individually, students make a list of other sports and exercise the women in the picture would like. Help with vocabulary, as necessary.
- c** Put students into pairs to share their lists and see if they thought of the same things. Take feedback as a class and find out how many different ideas the class had in total.



#### EXTRA ACTIVITY

Extend the discussion and get students to talk more about the sports and exercise they thought of in Exercise b. Write the following questions on the board and put students into small groups to discuss them: *Which sports and exercise from Exercise b do you like? How often do you do them? Who do you do them with? Are you good at them? Which do you like watching? Do you watch them on TV, at a stadium or somewhere else? Which don't you like watching? Why?*

# 8A They can do things most people can't

## OPTIONAL LEAD-IN

Draw the Olympic rings on the board and ask students what they represent. Write sentences 1–5 under the rings and put students into pairs or small groups to try and complete them with a place or a person: 1 *The first modern Olympic Games were in ...* (Athens); 2 *The person with the most Olympic medals is ...* (Michael Phelps (at time of publication)); 3 *The first Paralympic Games were in ...* (Rome); 4 *The Olympic torch always comes from ...* (Olympia); 5 *The first Olympic Games shown on television were in ...* (Berlin). If students don't understand *medal* and/or *torch*, draw pictures on the board to clarify the meaning. Check answers as a class.

## 1 READING

- a** Read through the questions with the students and check they understand that questions 3a–d refer to the picture of Jonnie Peacock (the man on the left on SB p.80). Put students into pairs to ask and answer the questions. Don't check answers at this point.
- b** Students read the text quickly and check their answers to 1a. Ask students what other things they wanted to know about Jonnie Peacock and see if the questions they wrote in 1a were answered in the text. If you wish, give students information from the Culture notes below.

### Answers

- 3 a** He runs / does athletics.  
**b** He's from Cambridge.  
**c** He's at the London 2012 Paralympic Games.  
**d** Students' own questions

## CULTURE NOTES

Jonnie Peacock (b. 1993) started competing in athletics competitions in 2009, but didn't become a household name until the final of the 100 metres at the London 2012 Paralympic Games. At the age of 19, only 14 years after spending four days in a coma and losing his right leg, he set a new Paralympic record with his winning time of 10.90 seconds. He was the youngest athlete competing in the final and his win was watched by over six million people. Peacock also won gold for the 100 metres at the IPC Athletics World Championships in Lyon, France in 2013. He was awarded an MBE in 2013 for his services to athletics.

- c** Tell students to read the text again in detail. Individually, students answer the questions. Check answers as a class. You may wish to help students with words in the Vocabulary support box.

### Answers

- 1 He was like most small boys.  
 2 He became very sick with meningitis. The doctors saved his life, but they couldn't save his right leg.  
 3 They were surprised because he could do so much only 18 months after he lost his leg.  
 4 Some of the Paralympic athletes can't walk and some can't see at all or very well. But in their sports, they can do things that most people can't.  
 5 Jonnie is famous because he won gold in the 100 metres at the London 2012 Paralympic Games.

At the end of this lesson, students will be able to:

- read and understand a text about a sports personality
- use *can* / *can't*, *could* / *couldn't* correctly to talk about ability
- understand a podcast in which people talk about the influence of the Olympics
- use a lexical set of sport and exercise words correctly
- ask for and give information about their abilities

## VOCABULARY SUPPORT

*artificial* (B2) – something made by people, not a natural thing

*athlete* (B1) – a person who is good at physical activities like running, jumping, etc. and who is often in competitions

*disabled* (B1) – someone who has trouble doing things because of a physical or mental problem

*meningitis* – a very dangerous infection usually caused by bacteria, viruses or fungi in the brain and spine

*surprised* (A2) – the feeling when something happens that you didn't expect

## EXTRA ACTIVITY

Ask students to read the text again and decide if sentences 1–5 are true or false: 1 *Jonnie nearly died because his parents didn't take him to hospital.* (F – His parents took him to hospital and he nearly died there.) 2 *Running was always Jonnie's favourite sport.* (F – Football was his favourite sport when he was a child.) 3 *Jonnie's parents gave him his artificial leg.* (F – The doctors gave him his artificial leg.) 4 *One of the first activities Jonnie did with his new artificial leg was dancing.* (T) 5 *Jonnie started to practise a lot a year before the London 2012 Paralympic Games.* (F – He started to practise a lot two years before the London 2012 Paralympic Games.)

- d** Individually, students underline the parts of the text that surprise them. They then tell a partner.
- e** Discuss the question as a class.

## 2 GRAMMAR

*can* / *can't*, *could* / *couldn't* for ability

- a** Books closed. Write *I ... speak English really well.* on the board. Point to yourself, show students a 'confident face' and then point to the gap. Elicit the missing word (*can*) and write it in the sentence. Write *I ... speak Chinese at all.* on the board, changing *Chinese* to a language you can't speak if necessary. Again, point to yourself, but this time show students an 'it's difficult' face. Elicit the missing word (*can't*) and write it on the board. Ask students: *Do we use 'can' to talk about something that's possible or something that's necessary?* and elicit *something that's possible*. Students open their books and complete the exercise. Check answers as a class.

### Answers

- 1 couldn't  
 2 could  
 3 can't  
 4 can; can't  
 5 Can

- b** Give students one minute to read through the rules and complete them. Check answers as a class.

#### Answers

present; past  
question

- c** Elicit the two correct answers as a class.

#### Answers

b and c

- d** **3.2 Pronunciation** Play the recording for students to listen and answer the questions. Check answers as a class. Drill the sentences, making sure students are using a long sound only in *can't* and not pronouncing /l/ in *could* /*couldn't*.

#### Answers

1 b  
2 no

### CAREFUL!

There are various common student mistakes with *can* / *can't*, *could* / *couldn't* for ability. Highlight the following typical errors:

- using the present in place of the past and vice versa – this type of error may be obvious, e.g. ~~...and can't believe it.~~ (Correct form = *His parents were very surprised and couldn't believe it.*)
- not using the infinitive without *to* after *can/can't/could/couldn't*, e.g. ~~I couldn't to swim...~~ (Correct form = *I couldn't swim when I was a child.*), or using *-ing*, e.g. ~~Later, we can playing football...~~ (Correct form = *Later, we can play football in the park.*)

- e** **3.3** Students read the information in Grammar Focus 8A on SB p.150. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are not confusing past and present and are using the infinitive after *can* / *can't*, *could* / *couldn't*. Tell students to go back to SB p.81.

#### Answers (Grammar Focus 8A SB p.151)

- a** 2 couldn't      3 can      4 can't  
5 couldn't      6 can      7 could
- b** 2 Rob couldn't cook a meal when he was a boy. He can cook a meal now.  
3 Rob could ride a bike when he was a boy. He can't ride a bike now.  
4 Rob couldn't run 25 km when he was a boy. He can run 25 km now.  
5 Rob couldn't speak Spanish when he was a boy. He can speak Spanish now.
- c** 2 She ~~can~~ can speak ...    3 ... ~~you can swim~~ can you swim?  
4 I could ~~ran~~ run ...    5 I ~~didn't could~~ couldn't understand ...  
6 ~~Does he can~~ Can he cook?    7 Yes, he ~~did~~ could.

### FAST FINISHERS

Ask fast finishers to write sentences like those in Grammar Focus, Exercise b about themselves, e.g. *I couldn't speak English when I was a girl. I can speak English now.*

## 3 LISTENING

- a** Put students into pairs to read the sentences and discuss which they think are true. Take feedback as a class and encourage students to justify their answers as far as possible.

- b** **3.4** Play the recording for students to listen for general meaning and answer the questions. Check answers as a class.

#### Answers

1 Liv talks about 2, 3, 4.  
2 Beijing, Sochi and London

#### Audioscript

**INTERVIEWER** Welcome to *Focus on Sport*. Today Liv Oldman is with us to talk about how the Olympics can change the host city. Hi, Liv.

**LIV** Hi, thanks for having me.

**I** No problem. So, do you think the Olympics can change a city even after the Games finish?

**L** Oh, yes. It can really change a city and it can also help the people who live there. We see this happen again and again.

**I** Can you give us some examples?

**L** Of course. A great example is the Beijing Olympics in 2008. They built a fantastic new swimming centre called the Water Cube, and now families from all over Beijing can use it. And not only for swimming – it's a popular place to spend the day. So it's really made life better in the city. That's just one small example.

**I** A great example. But many people say the Olympics cost a lot of money, but can it also make money for a city?

**L** Yes, it can. The Winter Olympics were in Sochi, in the south of Russia, in 2014. Before, tourists always went to Sochi in the summer, because there are some nice beaches there and you can swim in the sea. But after 2014 people knew that you could also ski and do other winter sports there, so now it has tourists all year. And tourists make money for a city. You can ski and skate in the winter and go swimming and cycling in the summer.

**I** What about children? How can the Olympics change a city for them?

**L** The Olympics can really help children and young people. After the London Olympics in 2012, a lot of school children in Britain started a new sport. They saw all these sports on TV, sports like badminton and basketball, and they thought yeah, I can do that too. Before the Olympics many of these children preferred to play video games and watch TV. So it's a big change.

**I** Thank you, Liv. So, next time someone tells you the Olympics cost too much and can't improve the life of a city, tell them to think again. Next up on *Focus on Sport*, we talk to Olympic athlete Martin Fisher ...

- c** **3.4** Students listen to the recording again for specific details and answer the questions. They compare in pairs. Check answers as a class.

#### Answers

1 The Water Cube is a swimming centre. You can swim and spend the day there.  
2 Sochi is good for a holiday all year round because you can do different sports at different times of the year.  
3 Because they saw people on TV at the Olympics and thought that they could do the sports too.

- d** Students work in pairs or small groups, discussing the questions. Take feedback as a class.

## 4 VOCABULARY Sport and exercise

- a Individually, students match the words with the pictures. Check answers as a class. Drill each word.

### Answers

- a play badminton      d skate  
b do yoga              e ride a bike  
c dance                f ski

- b 3.5-3.6 Students complete the exercises in Vocabulary Focus 8A on SB p.166. Play the recording for students to complete the Pronunciation activities. Monitor Exercise f and check other answers as a class. Tell students to go back to SB p.81.

### Answers (Vocabulary Focus SB p.166)

- a 1 judo 2 fishing 3 golf 4 hockey 5 rugby  
6 volleyball 7 running 8 sailing 9 snowboarding  
10 football 11 exercises

b

go	play	do
sailing snowboarding fishing	football volleyball rugby hockey	exercises

- c 1 play 2 go 3 do  
d football – short; judo – long  
e 1 short 2 short 3 long 4 short 5 long 6 long  
f Students' own answers



### FAST FINISHERS

Ask fast finishers to add more activities to the columns in Vocabulary Focus, Exercise b, e.g. *go climbing/surfing, play tennis/basketball, do karate/aerobics, etc.*

- c Individually, students read the sentences and put them in order. They then check in pairs. Check answers as a class. Ask students which of the sentences is true for them.

### Answers

- 1 c (I can play baseball really well.)  
2 b (I can play baseball very well.)  
3 a (I can play baseball quite well.)  
4 d (I can't play baseball at all.)

- d In pairs, students ask and answer questions about the activities. Monitor, but don't interrupt fluency unless students make mistakes with *can/can't*.

## 5 SPEAKING

- a Give students a few minutes to prepare and write sentences for the four categories. Monitor and help as necessary.



### EXTRA ACTIVITY

Before students work together in 5b, drill some example sentences and questions to check students are stressing them correctly. Check students understand that in positive sentences and questions *can/can't/could/couldn't* isn't stressed, e.g. *I can dance the samba.*, *Can you dance the samba?*. However, in negative sentences both *can't/couldn't* and the main verb are stressed, e.g. *I can't dance the samba.* This is why *can't* was described as having a long sound in 2d. The rhythm is very important as native speakers differentiate positive from negative primarily by the stress of the sentence, not by the /t/ on the end of *can't*, which, as in the example above (*I can't dance ...* /aɪ 'kɑːn dɑːns/), is often omitted.

Students may also benefit from hearing you clap out the rhythm for them so that they can then apply the rhythm to the sentence, e.g. *I can dance the samba.* would be 'clap clap CLAP clap CLAP clap'.

- b Students work in small groups, asking and answering each other's questions to find out if they can or could do the same things. As you monitor, don't interrupt fluency, but note any mistakes with the content of this lesson. After 5c, write the mistakes on the board and ask students to correct them.
- c Read through the examples with the class. Then take feedback and ask students to share the things they have in common.



### LOA TIP REVIEW AND REFLECT

- Draw a scale on the board from 1 to 5. Under 1 write *This is difficult for me.* and under 5 write *This is easy for me.*
- Students put their hands behind their backs. Tell them that you will count down (3, 2, 1 ...) and then you want them to show you between one and five fingers, depending on how confident they feel about different topics. Ask students first about *can / can't* and then *could / couldn't*. Finally, ask them specifically about the pronunciation of *can / can't*.

### ADDITIONAL MATERIAL

- Workbook 8A
- Photocopiable activities: Grammar p.182, Vocabulary p.189, Pronunciation p.200

# 8B How easy is it to get fit?

## OPTIONAL LEAD-IN

Before students arrive, write a mini-questionnaire on the board.

*Are you fit and healthy?*

*Can you ...*

- swim for 30 minutes?
- ride a bike 10 kilometres?
- run a half-marathon?
- do a lot of exercises and not feel tired?

*Do you ...*

- eat good food?
- drink two litres of water every day?
- sleep eight hours every night?
- go to the sports centre every week?

As students arrive, put them into pairs or small groups to talk about the questions. Monitor and check they are using the correct auxiliary verbs in the short answers. Take class feedback and find out if any students can answer yes to all the questions.

## 1 READING

- a** Pre-teach the phrase *get fit* (to become healthy and strong after lots of exercise). Give students one minute to think about their answers to the questions. They then talk about getting fit and doing exercise in pairs or small groups. If you used the Optional lead-in, students can also discuss which of the things in the mini-questionnaire they think are important for getting fit.
- b** Tell students they should only read the first paragraph of the text ('How easy is it to get fit?'). They then work individually, answering the questions in that paragraph.
- c** Elicit from the class what students think the new type of exercise is. They then read the rest of the text for general meaning to find out if they were correct. You may then wish to teach the word *intensity* (the level you do something, usually high, medium or low).

### Answer

The new type of exercise is High Intensity Training (HIT).

- d** Students read the text again in detail. Individually, they complete the fact sheet. Check answers as a class. You may wish to help students with words in the Vocabulary support box.

### Answers

warm up → 20 to 30 seconds of hard exercise → rest (repeat 2 times)  
How often? Time: a few minutes a day  
Good for: Getting fit, stopping diabetes and heart disease

At the end of this lesson, students will be able to:

- read and understand a text about a new type of exercise
- use *have to* / *don't have to* correctly to talk about rules and things they need and don't need to do
- understand people talking about doing exercise
- use a lexical set of parts of the body correctly
- talk about what they have to do and have to have for different activities

## VOCABULARY SUPPORT

*diabetes* – a problem where the body can't control the quantity of sugar in the blood correctly

*heart disease* – a serious problem with the heart, often caused by bad diet and/or insufficient exercise

*muscle* (B2) – the parts of your body that are connected to bones and make them move

*scientist* (B1) – a person that works in science

- e** Discuss the questions as a class and find out if any students have tried an exercise system like HIT.

## 2 GRAMMAR *have to* / *don't have to*

- a** Books closed. Write the gapped sentences on the board and ask students to complete them orally as a class. Don't complete the gaps on the board. Drill the sentences. Students open their books and complete the sentences. Check answers by completing the sentences on the board.

### Answers

- 1 have to
- 2 don't have to
- 3 have to

- b** Individually, students choose the correct answers. They compare in pairs. Check answers as a class.

### Answers

- a need to
- b don't need to
- c need to



## LOA TIP CONCEPT CHECKING

- Check students have fully understood the meaning of *have to* / *don't have to*. Write sentences 1–3 and meanings a–c on the board. Ask students to match 1–3 with a–c: 1 *You don't have to bring a dictionary to class.* 2 *You have to be quiet in the exam.* 3 *You have to spend more time studying.* a *This is a rule.* b *This is something that is necessary.* c *This is something that isn't necessary.* (Answers: 1 c, 2 a, 3 b)
- Focus students' attention on the negative (*You don't have to bring a dictionary to class.*) and ask: *Is it necessary to bring a dictionary to class?* (no), *Is there a problem if you bring a dictionary to class?* (no), *Can you do it if you want?* (yes).

- c** **3.7 Pronunciation** Play the recording for students to answer the questions. Check answers as a class. Drill the sentences.

### Answers

- a /f/
- b unstressed

## CAREFUL!

At this level, students will probably use *have to* correctly. However, when they are not working on it in controlled exercises, they may inadvertently substitute *must* in contexts where it isn't appropriate, e.g. *Why do I must practise?* (Correct form = *Why do I **have to** practise?*). The most common error with the negative is the formation. Students may make the negative with *nothing*, e.g. *You have to pay nothing!* (Correct form = *You **don't** have to pay **anything**!*), or may omit the auxiliary *don't*, e.g. *I have not to take the bus...* (Correct form = *I **don't have to** take the bus to work, I can walk.*).

- d 3.8 Students read the information in Grammar Focus 8B on SB p.150. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are forming the negative sentences with the auxiliary *don't* correctly. Tell students to go back to SB p.83.

### Answers (Grammar Focus 8B SB p.151)

- a 2 f 3 g 4 h 5 c 6 b 7 a 8 e  
b 2 A Do you have to buy; I do 3 I don't have to pay  
4 I have to wear 5 do we have to do  
6 I have to take; you don't 7 does he have to be  
8 you have to walk  
c Students' own answers

## FAST FINISHERS

Ask fast finishers to write sentences about things they *have to* / *don't have to* do in class, e.g. *We have to speak only in English.*, *We don't have to do homework every night.*, etc.

- e Students work individually and write their sentences. Monitor and point out errors for students to self-correct.  
f Read through the example with the students. Then put them into pairs to tell each other about things they have to do and ask each other follow-up questions. Monitor and listen for correct use of *have to* / *don't have to* and check students are forming the questions correctly.

## EXTRA ACTIVITY

Read out the following to students: *I'm a(n) ... I have to answer the phone, write emails and take messages. I usually have to make people coffee too! I don't have to work at weekends, but sometimes I have to work late in the evening.* Ask students to write down what job they think you're describing. When all students have decided, tell them to chorus the job all together to find out if they are correct. Count down 3, 2, 1 ... and elicit the answer from the class. (*secretary*)

Individually, students then prepare their own clues for a job. Monitor and help as necessary. Then put students into small groups to read their sentences and try to guess the jobs they are describing.

## 3 LISTENING

- a Tell students to look at pictures a and b. In pairs, students answer the questions. Check the answer to question 1 (yoga) as a class.  
b 3.9 Play the recording for students to listen for general meaning and match the speakers and the pictures. Check answers as a class.

### Answers

Stella – picture a; Mariana – picture b

## Audioscript

**STELLA** Yoga is a great way to be fit, strong and healthy and anyone can do it. My friends and I go to yoga classes every week. My favourite yoga position is quite difficult, but it looks really good. You put your arms on the floor, then you put your legs in the air and try to touch your head with your toes. It's not easy, but I love it. But, please, don't try it at home! I needed years of practice to do that!

**MARIANA** I only started yoga three weeks ago. I'm very lazy, so I wanted to do some exercise that's easy. But, you know, it's not so simple! You need to think about how you move different parts of your body: your stomach, arms and legs ... And sometimes you don't move at all – you just stand in one place for two or three minutes. But my favourite part is the end of the class. We all lie on the floor and relax for five minutes. Can I tell you something? Last class I was so tired that I went to sleep on the floor in the middle of the studio!

- c 3.9 Students listen to the recording again for specific details and decide if the sentences are true or false. They then check in pairs. When checking answers, ask students to correct the false sentences and, if possible, to justify their answers.

### Answers

- 1 T  
2 F (Her favourite yoga exercise is quite difficult to do.)  
3 T  
4 F (Mariana doesn't think beginner yoga is easy.)  
5 T  
6 F (The end of each yoga lesson is her favourite part of the class.)

- d Discuss the questions as a class.

## 4 VOCABULARY Parts of the body

- a Books closed. Pre-teach the vocabulary and correct pronunciation by pointing to parts of your body and eliciting the word if students know it, or saying it yourself if they don't. Drill each word. Don't allow students to write anything down. As you introduce new items, keep going back to revise items you've already taught by pointing at that part of your body again. Increase the pace as you go on, to increase the challenge for students. When you've taught all the words, students open their books and match the words in the box with the picture. Check answers as a class.

### Answers

- 1 head  
2 back  
3 neck  
4 stomach  
5 arm  
6 hand  
7 finger  
8 leg  
9 foot  
10 toe

- b In pairs or small groups, students talk about the questions. Check answers as a class.

### Suggested answers

- 1 arm, back, finger, foot, hand, leg, neck, toe  
2 back, head, neck, stomach

- c** **3.10-3.11** Students complete the exercises in Vocabulary Focus 8B on SB p.167. Play the recording for students to check their answers to Exercise c and complete the Pronunciation activity. Monitor Exercises e and h and check other answers as a class. Tell students to go back to SB p.83.

**Answers (Vocabulary Focus 8B SB p.167)**

- a** 1 f 2 h 3 d 4 a  
**b** short/long  
**c** b She's got short curly dark hair.  
 c He's got short curly fair hair.  
 e He's got long straight dark hair.  
 g She's got long curly fair hair.  
**d and e** Students' own answers  
**f** 1 e 2 a 3 d 4 f 5 b 6 c  
**g** prett|y a|ttac|tive good-look|ing

**FAST FINISHERS**

Ask fast finishers to write sentences to describe people in their family using the vocabulary for appearance.

## 5 SPEAKING

- a** Give students a few minutes to choose one of the activities and make notes. Monitor and help as necessary.
- b** Put students into pairs. Students then tell each other about what people have to do to get ready for the activity they have chosen and what they have to have. They try to guess each other's activity.

### ADDITIONAL MATERIAL

- Workbook 8B
- Photocopiable activities: Grammar p.183, Vocabulary p.189

# 8C Everyday English

## I feel a bit tired

**OPTIONAL LEAD-IN**

Tell students you're going to give them four clues to guess a sport or free-time activity. Read the following clues: 1 *You have to play this game in a team.* 2 *You can watch this game at a stadium.* 3 *You can't touch the ball with your hands.* 4 *You don't have to wear special clothes or shoes to play it.* (football) Repeat the process with: 1 *You have to do this activity with a partner.* 2 *You can do it at a sports centre.* 3 *You can't wear shoes to do this activity.* 4 *You have to wear special white clothes.* (judo)

Put students into pairs to choose another sport or free-time activity and write four clues. If students use *can/could* and *have to / don't have to*, check they are using them correctly. However, don't insist that they use them in every sentence. Pairs then read their clues to the class for other students to guess.

## 1 LISTENING

- a** Ask students: *Is Dan fit and healthy?* (no) *What about Leo?* (yes). Then check students remember where the characters work. Ask: *Where do Dan and Leo work?* (in an office) *What about Martina?* (at the gym). In pairs, students then look at the pictures and answer the questions. Elicit students' ideas, but don't check answers at this point.

At the end of this lesson, students will be able to:

- understand informal conversations in which people talk about health and how they feel
- use appropriate phrases to talk about health and how they feel
- use appropriate phrases to express sympathy
- join words ending in /t/ and /d/ to the next word in a sentence
- talk about health and how they feel

- b** **3.12** Play Part 1 of the video or the audio recording for students to check their answers in 1a and find out what Martina tells Dan to do. Check answers as a class.

**Answers**

- 1 at the gym  
 2 tired and ill  
 3 picture b  
 4 See Video/Audioscript (Part 1) below: Martina tells Dan to sit down and drink some water.

### Video/Audioscript (Part 1)

- LEO** Right, the running machine next!  
**MARTINA** Hey, are you OK? ... Are you all right?  
**DAN** Um ..., I think so.  
**M** Are you sure? You don't look well.  
**D** Yes, I feel a bit tired. Actually, I feel awful ...  
**M** Oh dear. Come and sit down. I'll get you some water. ... Here's some water.

- c** **3.13** Read through the questions with the class. Play Part 2 of the video or the audio recording for students to choose the correct answers. Check answers as a class.

**Answers**

- 1 c  
 2 b

## Video/Audioscript (Part 2)

- MARTINA** Here's some water.  
**DAN** Thanks.  
**M** You poor thing. What's the matter?  
**D** I'm not sure. I don't feel well.  
**M** Have you got a headache?  
**D** No, I haven't.  
**M** Does your back hurt?  
**D** No, nothing like that.  
**M** Your face looks red, but that's probably from the exercise. ... I don't think you've got a temperature.  
**D** No, I'm sure I haven't. I don't feel well, that's all.  
**LEO** Are you OK, Dan?  
**D** Yes, fine.  
**L** Is he OK?  
**M** Yeah, I'm sure he's fine. ... Did you have lunch?  
**D** No ... I didn't have time for lunch. I had too much work to do.  
**M** What about breakfast?  
**D** Just a coffee – I was late for work, remember?  
**M** Oh, yes. So nothing to eat all day?  
**D** I ... well ... um ... no. It was a busy day.  
**M** Poor you. Well, I'm not surprised you don't feel well. You have to work so hard you don't have time to eat!  
**L** That's right. Poor Dan. Are you OK?  
**D** Yes, yes, I'm fine.  
**L** Are you sure you're OK?  
**D** Yes, really!  
**L** Great! There's an aerobics class now. Let's go.  
**M** Come on. I'll take you home.

## 2 USEFUL LANGUAGE

### Talking about health and how you feel

- a** Individually, students complete the mini-conversations.  
**b** **3.12–3.13** Play Parts 1 and 2 of the video or the audio recording again for students to check their answers in 2a. Check answers as a class.

#### Answers

- 1 all right 2 look well 3 feel a bit tired  
 4 the matter 5 feel well

- c** Read through the words in the box and check students understand the meaning by asking them: *What's 'toothache'?* In monolingual classes, you could ask: *What's 'toothache' in (students' L1)?* Individually, students decide which words in the box they can use instead of the words in bold in the sentences. They then check in pairs. Check answers as a class.

#### Answers

- I feel sick/hungry/ill.  
 I've got stomach ache / a cold / toothache / a temperature.  
 My arm/foot hurts.

- d** In pairs, students take turns to invent health problems and ask each other about how they feel. Monitor and check students are using *feel*, *have got* and *hurts* for the correct problems.

## EXTRA ACTIVITY

Play a 'listing game' (see p.173) with students. Mime having a sudden pain from your tooth and say *I've got ...* to elicit *toothache*. Then mime a pain in your back and say *My back ...* to elicit *hurts*. Point to your tooth and then at your back to elicit *I've got toothache and my back hurts*. Clutch your stomach and look ill to elicit *I feel sick*. and then point to all three things to elicit *I've got toothache, my back hurts and I feel sick*. Gesture for another student to continue and add another problem and elicit it from the class. They then nominate another student to continue and so on until the list is too long to remember. Students can then play in small groups.

## 3 CONVERSATION SKILLS

### Expressing sympathy

- a** Suddenly hold your hand up to your head and groan loudly. Elicit an appropriate question from the class, e.g. *Are you all right?* or *What's the matter?* Say: *I'm not sure. I don't feel well. I've got a headache and I feel sick*. Gesture to elicit a response and see if students can remember an appropriate phrase from the video or audio, e.g. *Oh dear.*, *You poor thing.* or *Poor you*. Students look at the extracts from the video/audio and complete what Martina says. Check answers as a class.

#### Answers

- 1 dear  
 2 thing  
 3 Poor

- b** Answer the question as a class.

#### Answer

- 1 I feel sorry for you.

- c** **3.14** Play the recording for students to answer the questions. Check answers as a class. Drill the sentences.

#### Answers

- 1 b the last word  
 2 The tone goes down at the end.

- d** In pairs, students take turns saying the sentences and giving sympathy with appropriate phrases.



### LOA TIP MONITORING

- As students practise telling each other the problems, monitor and check they are using correct sentence stress and falling intonation in the phrases for expressing sympathy. If necessary, clap out the rhythm of the sentences and phrases for them so that they can then apply the rhythm to the sentence, e.g. *You poor thing.* would be 'clap clap CLAP'. You could also show students the downward movement at the end of the phrases using hand gestures to give them a visual reference.

## 4 PRONUNCIATION Joining words

- a** **3.15** Play the recording for students to listen to sentences 1–4 and underline the correct words in the sentence. They then check in pairs. Check answers as a class.

#### Answers

- joins; no



### LANGUAGE NOTES

Joining words can cause serious problems for students trying to understand English spoken by native speakers. The most common example of this is covered in 4a, when, in connected speech, a word which ends in /t/ and /d/ transfers this sound to the beginning of the following word, or even loses it completely. This type of exercise helps students understand that what they hear in spoken English may not correspond with breaks between words when the words are written down.

- b** Students work in pairs, practising saying the sentences and giving replies. Monitor and correct students' pronunciation as appropriate.

## 5 SPEAKING

- a-b** ► Divide the class into pairs and assign A and B roles. Student As read the first card on SB p.85 and Student Bs read the first card on SB p.133. Students then role play the conversation. Monitor, but don't interrupt fluency unless students make mistakes with the content of this lesson. Students then read the second card and role play the second situation.

### FAST FINISHERS

Ask fast finishers to close their books and invent a similar conversation without looking at the phrases in 2a or 3a to help them.

### ADDITIONAL MATERIAL

- Workbook 8C
- Photocopiable activities: Pronunciation p.200
- Unit Progress Test
- Personalised online practice


# 8D Skills for Writing

## However, I improved quickly

### OPTIONAL LEAD-IN


Write the following free-time activities on the board: *listening to music, reading, shopping, spending time with friends/family, watching TV*. Tell students that these are five of the most popular free-time activities in the UK. Put students into pairs or small groups and ask them to put them in order from 1 to 5 (with 1 the favourite activity). Take feedback as a class and tell students the correct order. (1 *watching TV*, 2 *spending time with friends/family*, 3 *listening to music*, 4 *shopping*, 5 *reading*) Ask students if they think the order would be similar or different in their country and ask them if they are surprised by any of the things that are on, or not on, the list.

## 1 SPEAKING AND LISTENING

- a**  Read through the questions with the students and, if necessary, check the meaning of the six items in 1 by referring students to the pictures. Students then work in pairs or small groups asking and answering the questions. If you used the Optional lead-in, students can also discuss the five extra activities on the board. Take feedback as a class and ask students what their favourite free-time activity is.
- b** Point to the picture of Gina and Andy and ask students: *Where do they work?* (in an office) and *What do you think they do?* (businessman/businesswoman/manager/secretary, etc.). Students then read the email and answer the questions. Check answers as a class.

#### Answers

- 1 b
- 2 a

- c**  **3.16** Play the recording for students to listen for general meaning and answer the questions. Check answers as a class. If your students work, ask them: *Would you write an article for your company blog? Why / Why not?*

At the end of this lesson, students will be able to:


- understand an informal conversation in which people talk about a free-time activity
- ask and answer questions about something they do in their free time
- understand an article about a free-time activity
- link ideas with *however*
- use adverbs of manner correctly
- write an article about a free-time activity

#### Answers

- 1 cycling
- 2 No, he doesn't.

#### Audioscript

- GINA** Did you see the email about writing an article for the company blog?
- ANDY** Yes, I did.
- G** I suppose it's true. We don't know each other very well. I mean, I've got no idea if you have a hobby or not. You seem fit so ... I don't know ... maybe you do some kind of sport?
- A** Yeah, you're right. About a year ago, a friend of mine asked me to go cycling with him. I laughed and said 'I can't do that - I don't have a bike.' 'No problem,' he said. 'I can lend you one.' Well, I went and it was amazing. About two weeks later I bought my own bike.
- G** That's great!
- A** Yeah, I go cycling all the time - almost every day after work. I love it because it's a way of keeping fit and being outdoors at the same time. I could never go to a gym!
- G** No, I hate gyms too.
- A** Cycling can be a bit dangerous in the city, and you always have to be careful in the traffic. A couple of months ago a car sort of hit me.
- G** Oh dear!
- A** I wasn't hurt badly - I just hurt my arm and my foot a bit. But I try to get out of the city into the countryside. For example, last weekend I went for a two-day ride in the hills. There was almost no one on the road. It was amazing - I couldn't believe it.
- G** Well, look, there's something I didn't know about. You could write an article about that.
- A** Me? Write an article? No, I couldn't do that. I haven't got time.

- d  **3.16** Students listen to the recording again for specific details and match the beginnings with the endings of the sentences. They then check in pairs. Check answers as a class.

**Answers**

- 1 f
- 2 a
- 3 b
- 4 d
- 5 c
- 6 e



**EXTRA ACTIVITY**


Ask students to listen again and decide if sentences 1–5 are true or false: 1 *Andy and Gina are good friends.* (F – They don't know each other very well.) 2 *Gina thinks Andy looks healthy.* (T) 3 *Andy's friend lent him a bike the first time he went cycling.* (T) 4 *Gina and Andy both love the gym.* (F – They both hate gyms.) 5 *Andy hurt his hand and his leg badly.* (F – Andy hurt his arm and his foot a bit.)

- e Students work individually. They think about an activity and answer the questions. Tell students to make notes, but not write complete sentences. Monitor and help as necessary.



**LOA TIP ELICITING**

- When students have finished making their notes in 1e, give them an opportunity to review question words and brainstorm useful questions before continuing. Write a large *W* on the board and say: *Tell me question words!* to elicit *what, where, when, who, which, whose*, etc. Point out that some common questions start with *H* and elicit *how, how often, how much/many*, etc.
- Ask students to look at their notes from 1e and try to predict questions that their partner could ask them, e.g. *Why did you start doing it?*, *How much does it cost to do it?*, etc. As students share their questions with the class, write them up on the board for students to refer to in 1f. If students need more support, consider giving them prompts to help them formulate useful questions, e.g. *Why / start?*, *How much / cost / do?*, etc.

- f  Tell students that in this activity the emphasis is on communication, not on perfect English. In pairs, students ask and answer questions about their activities.



**FAST FINISHERS**

Ask fast finishers to write a short paragraph to summarise the information their partner told them.

## 2 READING

- a Point to the picture of Dylan and the article and say: *This is Dylan. He works for the same company as Andy and Gina. He wrote this article for the company blog. What's his favourite free-time activity?* and elicit *hiking*. Students then read the article quickly and tick the things that are the same. Check answers as a class.

**Answers**

- 1 ✓ they do their free-time activities outdoors
- 3 ✓ they get fit doing their free-time activities

- b Tell students to read the text again in detail and decide if the sentences are true or false and correct the false sentences. They compare in pairs. Check answers as a class.

**Answers**

- 1 T
- 2 F (He didn't like the idea of hiking immediately because it didn't sound very interesting.)
- 3 T
- 4 T
- 5 F (It's easy to learn how to go hiking because you only have to know how to walk.)

## 3 WRITING SKILLS

### Linking ideas with *however*; adverbs of manner

- a Books closed. Write the example sentences on the board, leaving a gap in place of *However*. Point to the gap and ask students: *What's this word?* If students suggest *but*, point clearly at the full stop and tell them that we don't usually start a new sentence with *but*. Elicit *however*. Students then open their books and answer the question. Check the answer as a class.

**Answer**

Yes, it is.

- b Students read Dylan's article again and underline three more examples of *however*. Check answers as a class.

**Answers**

However, I felt really unfit.  
However, I improved quickly ...  
However, you have to buy special boots ...  
We use a comma after *however*.

- c Students work individually, linking the sentences with *however*. Monitor and check students are writing them as two sentences and putting a comma after *however*. Check answers as a class.

**Answers**

- 1 c I can only do very simple exercises. However, I feel really fit.
- 2 b I started doing yoga about six years ago. However, I can't do the difficult positions.
- 3 a I fell off my bike and hurt my leg. However, I didn't stop riding.

- d Read the example sentence and answer the question as a class.

**Answer**

It tells us how he did it.

- e Individually, students look at the article in 2a again and find the adverbs that go with the verbs. Check answers as a class.

**Answers**

- 1 walk slowly; walk quite fast
- 2 improve quickly

- f Read the rule with the class and elicit which adverb from the article is different.

**Answer**

*Fast* is different because it is irregular.

## 4 WRITING

- a** Students work individually to plan an article about a free-time activity. Suggest they write about the activity they talked about in 1f, but allow them to choose a different activity if they prefer. Monitor and help with vocabulary and feed in ideas if necessary.
- b** Remind students to use adverbs of manner when writing their article. If you're short of time, this exercise can be completed for homework. Students could then bring their articles to the next class.
- c** In pairs, students swap articles and check their partner's work. They then give each other feedback.



### EXTRA ACTIVITY

If you normally use a 'correction code' when correcting students' written work, e.g. *GR* for a grammar mistake, *WW* for a wrong word, *SP* for spelling, remind students of the system in place and ask them, in pencil, to find mistakes in their partner's work. If you don't normally use a correction code, ask students to circle things in pencil which they think their partner should check. Monitor and help as necessary. If students have not included the items in 4c, or have made any other mistakes, they prepare a second draft of the article.

### ADDITIONAL MATERIAL

► Workbook 8D

# UNIT 8

## Review and extension

### 1 VOCABULARY

- a** Complete the first sentence as an example with the class. Students then complete the other sentences with the words in the box. Check answers as a class.

#### Answers

1 baseball 2 ski 3 bike 4 badminton 5 dance 6 yoga

- b** Students look at pictures 1–3 and then complete the words for the body. Check answers and spelling by asking individual students to write the correct answers on the board.

#### Answers

1 head, neck 2 arm, hand, finger 3 leg, foot, toe

### 2 GRAMMAR

- a** Individually, students complete the text. They then check in pairs. Check answers as a class.

#### Answers

1 can 4 can't  
2 can 5 can  
3 could 6 couldn't

- b** Students complete the sentences with the correct form of *have to*. Check answers as a class.

#### Answers

1 have to 4 have to  
2 don't have to 5 has to  
3 Do (I) have to

### 3 WORDPOWER *tell / say*

- a** Books closed. Dictate sentences 1–3, saying *beep* instead of *told* and *say*. Students listen and write down the sentences. They then check in pairs and try to decide together the word they think can complete each sentence. Check they understand that they don't have to use the same word in all three sentences. Students open their books, look at the sentences and check their answers. Finally, they match the sentences with the pictures. Check answers as a class.

#### Answers

1 c 2 a 3 b

- b** Point to the bold words in 3a and elicit which word, *tell* or *say*, matches each group of phrases as a class.

#### Answers

1 say 2 tell

### CAREFUL!

Students often have problems with the constructions which follow *tell* and *say*. Most mistakes are usually connected with the indirect object and word order. Students may use *to* after *tell*, e.g. *I told to my little sister a story*. (Correct form = *I told my little sister a story*.), or they may not use *to* after *say*, e.g. *He said me hello quickly*. (Correct form = *He said hello to me quickly*.)

Other problems relate to the specific collocations, e.g. *tell a story / the truth, say hello/sorry*, etc. If students ask, tell them that they have to memorise these as there is no clear rule governing when to use *tell* and when to use *say*.

- c** Individually, students complete the sentences with *to* if possible. Check answers as a class and ask students: *Which verb do we use to with? 'Say' or 'tell'? (say).*

#### Answers


1 –  
2 to  
3 –  
4 to  
5 –

- d** Students complete the sentences, working individually. They then check in pairs. Check answers as a class.

#### Answers

1 story  
2 me  
3 truth  
4 thanks  
5 sorry  
6 you

- e** As an example, complete one or two of the sentences so that they are true for you. Students then complete the sentences with their own ideas. Monitor and point out errors for students to self-correct.

- f**  In pairs, students tell each other their sentences. Encourage students to ask follow-up questions if possible.

### EXTRA ACTIVITY

Write the following jumbled sentences on the board and ask students to put them in order:

1 never / she / to her brother / sorry / says;  
2 tell / can / a really funny joke / me / you ?;  
3 thank you / I / to them / for lunch / didn't say;  
4 a really strange story / me / told / my friend / yesterday;  
5 I / the truth / don't think / told / me / he  
(Answers: 1 She never says sorry to her brother.  
2 Can you tell me a really funny joke?  
3 I didn't say thank you to them for lunch.  
4 My friend told me a really strange story yesterday.  
5 I don't think he told me the truth.)

► Photocopiable activities: Wordpower p.194



### LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.

# UNIT 9

## Clothes and shopping



### UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations about shopping and shopping malls, what people shop for, and buying clothes and presents
- ask for and give information about where people are, what they are doing and what clothes they are wearing
- shop and pay for clothes
- use appropriate phrases when choosing and paying for clothes, and when saying something nice
- distinguish between formal and informal emails
- write formal and informal thank-you emails

### UNIT CONTENTS

#### G GRAMMAR

- Present continuous
- Present simple or present continuous

#### V VOCABULARY

- Shopping: *bookshop, bus stop, café, car park, cash machine (ATM), chemist, clothes shop, department store, entrance, fast food restaurant, information desk, stairs*
- Money and prices
- Clothes: *boots, dress, earrings, gloves, jeans, jewellery, jumper, necklace, raincoat, ring, scarf, shirt, shoes, shorts, skirt, socks, T-shirt, trainers, trousers, watch*
- Wordpower: *time*

#### P PRONUNCIATION

- Word stress in compound nouns
- Sentence stress with the present continuous
- Sound and spelling: *o (/ɒ/, /u:/, /ʌ/ and /əʊ/)*
- Silent letters
- Joining words

#### C COMMUNICATION SKILLS

- Asking and answering questions about what people are doing
- Talking about festivals in your country and which festival you would like to go to
- Describing what a person is wearing
- Choosing clothes in a shop and paying for them
- Using appropriate phrases to say something is nice
- Talking about who you give presents to and how you say thank you
- Writing formal and informal emails to say thank you for a present

### GETTING STARTED



#### OPTIONAL LEAD-IN

Books closed. Write these sentences on the board: *I love going to the shopping mall – it's my favourite place. I hate buying clothes – I can never find what I want. I prefer shopping in small, local shops, not big shops in the centre of town. I never shop in markets – everything they sell is cheap and bad quality. I'd like to work in a shop or a market – it's an easy job.* Put students into pairs or small groups to discuss the sentences and say if they agree or disagree and why. Monitor and praise students who are able to express their ideas even if their English isn't perfect. Take feedback as a class. Encourage students to justify their ideas as far as possible. Ask students to open their books and look at the picture. Ask: *Did you like shopping when you were a child?* and elicit a short reaction from the class.



- a Give students one minute to think about their answers to the questions before talking about the picture as a class. If you wish, give students information from the Culture notes below.



#### CULTURE NOTES

This picture was taken at The Grove shopping mall in Los Angeles on Black Friday, an important date in the American retail calendar, when shops offer discounts and promotions. It takes place the day after the Thanksgiving holiday, which Americans celebrate every year on the fourth Thursday in November. On Black Friday shops open their doors at midnight and around 140 million Americans rush to the malls to get the best deals. In recent years Black Friday has spread to other countries where retailers want to take advantage of the pre-Christmas crowds. Discounts and promotions have also been introduced by big online retailers with popular products selling out in minutes.



- b Read through the question with students and then put them into pairs to discuss where the best places to shop are. Help with vocabulary and pronunciation, but don't interrupt fluency. Students share their ideas as a class.



#### EXTRA ACTIVITY

Individually, students write down two sentences about their shopping habits, e.g. *I go to the shopping mall every Saturday, but I never spend any money., I bought this watch for €10 at a market near my house.* One sentence should be true and one false. Monitor and point out errors for students to self-correct. In pairs, they then read their sentences to each other and decide if they are true or false. Each student then chooses one of their sentences to read to the class for the other students to decide if it is true or false.

# 9A We aren't buying anything

## OPTIONAL LEAD-IN

Books closed. Write the following questions on the board:

*Where do you usually go to ...*

*get a new book or magazine?*

*sit down and relax with a coffee?*

*have a burger, chips and cola?*

*choose some new clothes for a party?*

*look for the perfect present for someone?*

*buy something when you've got a headache?*

Give students one or two examples, e.g. *When I go to London, I always go to my favourite bookshop – 'Foyles'. They sell thousands of books., My favourite place to sit down and relax with a coffee is 'Hot Numbers' in Cambridge., etc.* to make it clear that you want them to discuss specific places in their area. Put students into pairs or small groups to talk about the questions. Take feedback as a class and find out which places are particularly popular.

## 1 VOCABULARY Shopping

- a** Individually, students look at pictures 1–6 and match them with the words in the box. They compare in pairs. Check answers as a class. If you used the Optional lead-in, students can match the places they talked about with the words in the box, e.g. *'Foyles' is a bookshop., 'Hot Numbers' is a café., etc.*

### Answers

- |                          |                      |
|--------------------------|----------------------|
| 1 a café                 | 4 a clothes shop     |
| 2 a bookshop             | 5 a chemist          |
| 3 a fast food restaurant | 6 a department store |

- b** Point to the plan of the shopping mall and ask students to match the words in the box with the letters on the plan. Check answers as a class.

### Answers

- |            |                         |
|------------|-------------------------|
| a bus stop | d information desk      |
| b entrance | e cash machine (or ATM) |
| c stairs   | f car park              |

- c** **3.17 Pronunciation** Play the recording for students to identify which word is stressed in each case. Check the answer as a class. Drill each word.

### Answer

the first word

- d** Complete the first item as an example with the class. You may wish to pre-teach the word *aspirin* (medicine to stop a part of your body hurting). Students work individually, deciding where the people can go in the shopping mall. They then check in pairs. Check answers as a class.

### Answers

- |                                   |                               |
|-----------------------------------|-------------------------------|
| 1 clothes shop / department store | 4 chemist                     |
| 2 department store                | 5 car park                    |
| 3 bookshop                        | 6 café / fast food restaurant |
|                                   | 7 cash machine (ATM)          |

At the end of this lesson, students will be able to:

- use a lexical set of shopping words correctly
- understand conversations in which people arrange to meet in a shopping mall
- use the positive, negative and question forms of the present continuous
- ask and answer questions about what people are doing

## FAST FINISHERS

Ask fast finishers to write sentences about some of the places not included in 1d (*bus stop, entrance, information desk, stairs*).

- e** **3.18** Students complete the exercises in Vocabulary Focus 9A on p.162. Play the recording for students to check their answers to Exercise a and repeat the prices. Monitor Exercise b and drill the prices. Tell students to go back to SB p.90.

### Answers (Vocabulary Focus 9A SB p.162)

**a** 1a 2b 3b 4b 5a 6b 7b 8a

## EXTRA ACTIVITY

Play 'bingo' (see p.172) with the class. Write 25 different prices on the board in numerals. Repeat some of the same numbers with different currencies, e.g. £39.99 and \$39.99. Also include some pairs of numbers that you know often cause students problems, e.g. €19 and €90, or £76.99 and £67.99, etc. Students draw a bingo grid and complete it with eight prices from the board. Play the game as a class.

## 2 LISTENING

- a** Students discuss the question in pairs or small groups. Take feedback as a class.
- b** Look at the plan of the shopping mall and elicit suggestions for a good place for the group to meet from the class.

### Answer

Students' own answers

- c** **3.19** Play the recording for students to listen and answer the questions. Check answers as a class.

### Answers

Simon wants to meet Susie at the shopping mall. They might have problems finding each other.

### Audioscript

#### CONVERSATION 1

**SUSIE** Hello?

**SIMON** Hey, Susie. It's Simon. Do you want to go and see a film tonight with Amy and Sandeep?

**SU** Yeah, great idea, I'd love to.

**SI** Let's meet at the shopping mall at around seven. OK?

**SU** Where? The mall's really big!

**SI** Oh, I don't know. I'll call you when we get there and we can find each other.

**SU** OK...

- d** **3.20** Tell students that they are going to listen to two more phone conversations. Play the recording for students to listen and underline the correct answers. Check answers as a class and ask students to show you where the four people are on the map of the shopping mall.

## Answers

- 1 in the bookshop
- 2 at the bus stop
- 3 in the department store
- 4 at the cash machine

## Audioscript

### CONVERSATION 2

**SIMON** Hello?

**SUSIE** Simon! Hi! Where are you?  
Are you having a coffee?

**SI** No, I'm just buying that new book I told you about. What are you doing?

**SU** I'm just getting off the bus. So where do you want to meet?  
It's nearly seven.

**SI** Let's meet at the entrance in five minutes.

**SU** All right.

**SI** And can you call Amy and Sandeep to tell them where to meet?

**SU** Yeah, sure, no problem. Hurry up!

### CONVERSATION 3

**SANDEEP** Hello?

**SUSIE** Sandeep, it's Susie.  
Where are you?


**SA** Oh! Hi, Susie. I'm just getting some cash. Amy's looking at furniture.

**SU** Furniture? Are you buying furniture?

**SA** No, we aren't buying anything. She's just looking.

**SU** OK, well, can you meet Simon and me at the entrance to the cinema in five minutes?

**SA** Yeah, sure. See you there!

**e**  Point to the pictures of Simon running and Susie on the phone. Put students into pairs to answer the questions.

**f**  **3.21** Play the recording for students to listen and check. Check answers as a class.

## Answers

- 1 Simon is running because he was by the main entrance, not the cinema entrance.
- 2 Susie feels annoyed because Simon isn't at the cinema entrance on time.

## Audioscript

### CONVERSATION 4

**SUSIE** Hi, Amy!

**AMY** Hi!

**SU** Hi, Sandeep!

**SANDEEP** Hi!

**SU** Great to see you!

**SA** Good to see you too!

Where's Simon?

**SU** I don't know. He told me to meet him here. Let me just call him.

**SIMON** Hello?

**SU** Simon, where are you waiting for us?


**SI** I'm standing by the entrance – you aren't here!

**SU** Yes, we are! We're waiting for you. I just bought our tickets.

**SI** What? ... Oh, no! I'm at the main entrance, not the cinema entrance.

**SU** What? Quick, run! The film is about to start!

## 3 GRAMMAR Present continuous

**a**  **3.22** Books closed. Write the following four jumbled sentences on the board. Tell students they are about the information in 2d and ask them to put them in order: 1 *a book / Simon / buying / is* (Simon is buying a book.); 2 *getting off / Susie / is / the bus* (Susie is getting off the bus.); 3 *is / Amy / at furniture / looking* (Amy is looking at furniture.); 4 *Sandeep / some cash / is / getting* (Sandeep is getting some cash.). Ask: *What's similar about all four sentences?* and elicit that they all have the verb *be* and the *-ing* form of the verb. Tell students that this is called the present continuous. Students then match the questions and answers in the book. Play the recording for students to listen and check. Check answers as a class.

## Answers

- 1 b
- 2 d
- 3 a
- 4 c

**b** Complete the rule as a class.

## Answer


a now

**c** Individually, students complete the tables. Check answers by copying the tables onto the board, and asking individual students to come up and complete the gaps.

## Answers

Positive (+)		Negative (-)	
I'm	<u>reading</u> a magazine.	I'm not	<u>drinking</u> coffee.
We're	<u>talking</u> on the phone.	We aren't	<u>waiting</u> at the entrance.
He's/She's		He/She isn't	

Yes/No questions (?)	
Are you	<u>parking</u> the car?
Is he/she	

**d**  **3.23 Pronunciation** Play the recording for students to listen and notice the stress. Answer the question as a class and check they understand that we only stress the verb *be* in negative sentences. Drill the sentences.


## Answer

b in negative sentences

## CAREFUL!

One of the most common student mistakes with the present continuous is with the spelling of the *-ing* forms. The spelling rules for *-ing* forms are highlighted in Grammar Focus 7B on SB p.148. Highlight the correct spelling and the top five errors at this level: *writing* (NOT *writting*), *coming* (NOT *comeing* or *comming*), *studying* (NOT *studing*), *travelling* (NOT *traveling\**) and *swimming* (NOT *swiming*).

\*This form is acceptable in US English, but isn't used in this course.

**e**  **3.24** Students read the information in Grammar Focus 9A on SB p.152. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are spelling the *-ing* forms correctly. Tell students to go back to SB p.91.


## Answers (Grammar Focus 9A SB p.153)

- a** 2 They're talking. 3 He isn't riding a horse.  
4 I'm doing a grammar exercise. 5 She isn't wearing shoes.  
6 They're playing tennis.
- b** 2 is (she) smiling; 's feeling 3 Are (you) sleeping; 'm not  
4 are (they) standing; aren't standing  
5 Is (your brother) playing; isn't; 's playing
- c** 2 I'm shopping 3 We're looking 4 We're driving  
5 I'm standing 6 are you wearing 7 I'm wearing  
8 we aren't stopping

## FAST FINISHERS

Ask fast finishers to choose other pictures of people in the Student's Book and write sentences like those in Exercise a about what they are doing.

**f** Give students a few minutes to prepare and write three sentences. Monitor and check they are spelling the *-ing* forms correctly and point out errors for them to self-correct.


- g**  Read through the example with the students. Put students into pairs to tell their partner their sentences and try to guess where they are. Monitor, but don't interrupt fluency unless students make mistakes with the present continuous forms.

#### EXTRA ACTIVITY

Ask a student to come to the front of the class and stand looking at the other students with his/her back to the board. Tell the rest of the class that you're going to write an action on the board, e.g. *playing the piano*. The students mustn't say anything, but when you count down: 3, 2, 1 ... they all mime doing that action. The student at the front of the class has to guess what they are doing and ask a present continuous question, e.g. *Are you playing the piano?* and the class reply: *Yes, we are.* or *No, we aren't.* Other possible actions include: *dancing, drinking a coffee, listening to music, painting a picture, playing golf, reading a book, sleeping, swimming, writing a letter.*

If you wish, students can also play the game in small groups (see 'Backs to the board' on p.173), choosing the actions themselves and using vocabulary from the course so far.

## 4 SPEAKING

- a**  Divide the class into pairs and assign A and B roles. Student As read the instructions and look at the picture on SB p.130. Student Bs read the instructions and look at the picture on SB p.134. Students then ask and answer questions to find the five differences.



#### LOA TIP MONITORING

- Make sure students take full advantage of the two-minute note-making stage in Exercise a. The idea is that they should be thinking about what words and phrases they will need to complete the task and the best way to express themselves before they start working in pairs in Exercise b. Check students are making notes and answer any questions they have about vocabulary.
- As students ask and answer their questions, monitor and check they are only stressing the auxiliary verb in the negative form of the present continuous. When students make a mistake with the pronunciation, try to catch their eye discreetly so that they can correct their mistake.

#### ADDITIONAL MATERIAL


- ▶ Workbook 9A
- ▶ Photocopiable activities: Grammar p.183, Vocabulary p.190, Pronunciation p.201

# 9B Everyone's dancing in the streets

## OPTIONAL LEAD-IN

Tell students you're going to describe a picture from Units 1–8 in the Student's Book. Tell students to close their books and listen. Read the following sentence twice: *He's riding a motorbike and he's talking to three local women.* Say: *OK. Open your books. Find the picture!* (SB p.69) Repeat the process with: *She's sitting in her office and she's talking on the phone.* (centre left, SB p.64) *They're sitting at their desks in a big room. They're doing an exam.* (bottom left, SB p.22) *He's standing in the door of a clothes shop and he's carrying three bags.* (centre left, SB p.56) *They're in a restaurant and they're looking at the menu and talking.* (bottom, SB pp.44–45) Put students into pairs and ask them to write two or three similar sentences about pictures in the Student's Book using the present continuous. Monitor and point out errors for students to self-correct. Put students into larger groups. Separate students from their original partner. Students read their sentences and find the pictures.

## 1 READING

- a**  Give students one minute to think about their answers to the questions before talking as a class about when they go shopping.
- b** Point to the two texts and ask students: *What kind of website is this?* (a social networking site). You may want to pre-teach the word *mask* using the picture on SB p.92. Students read the texts quickly and match the people with the things they write about. Check answers as a class.
- c** Tell students to read the texts again in detail. Individually, students decide if the sentences are true or false. When checking answers, ask students to correct the false sentences. If you wish, give students information from the Culture notes.

### Answers

- a B
- b D
- c L
- d L

### Answers

- 1 F (He speaks English at work because his colleagues all speak English.)
- 2 T
- 3 T
- 4 F (She loves Venice in the winter.)
- 5 T
- 6 F (It's Carnevale and the whole city is like one big party.)

## EXTRA ACTIVITY

Ask students to read the texts again and answer questions 1–6: 1 *Is Lucas happy in Shanghai?* (Yes, he is.) 2 *Does he like his colleagues?* (Yes, he does.) 3 *Where is the New Year party?* (It's in the street.) 4 *Does Diana have a lot of time to relax?* (No, she doesn't.) 5 *What does she do at weekends?* (She walks around and looks at the old buildings or goes to museums.) 6 *Where is the Carnevale party?* (It's in a piazza/town square.)

At the end of this lesson, students will be able to:

- read and understand a text about people's shopping habits and local festivals
- talk about festivals in their country
- distinguish between the present simple for things we usually do and the present continuous for things happening at the time of speaking
- understand conversations in which people talk about what they are wearing
- describe what a person is wearing

## CULTURE NOTES


Chinese New Year is usually celebrated in late January / early February, but the exact date changes each year. The celebrations last for two weeks and there are many different traditions associated with each day and these vary from region to region. On the first day, fireworks are very common. It is also traditional for married couples to give the younger members of the family red envelopes with money to give them luck for the year ahead. The most famous images are perhaps the huge street parties with lion and dragon dances, like the one in the picture on SB p.92.

Carnevale in Venice is believed to have started around 1,000 years ago, although its exact origins are unclear. It usually takes place in late February / early March and ends on Shrove Tuesday, 40 days before Easter. Carnevale finally became an official festival during the Renaissance. At the end of the 18th century it was prohibited, although it continued to be celebrated quietly in private houses. It was revived in the early 1980s with the aim of increasing tourism in the winter months. The festival is famous for its elaborate costumes and its masks. The masks are often beautifully decorated, like the traditional 'volto' (or 'larva') mask in the picture on SB p.92.

- d** Individually, students read the messages and decide which is Lucas' and which is Diana's. Check answers as a class. You may wish to teach the word *dragon* using the picture on SB p.92.

### Answers

orange message – Lucas  
green message – Diana

- e**  Students discuss the questions in pairs or small groups. Take feedback as a class.

## 2 GRAMMAR

### Present simple or present continuous

- a** Books closed. Write prompts 1 and 2 on the board and ask students to write the complete sentences that appear in Lucas' online post and message:

1 *weekend / I / meet / friends / shopping mall* (At the weekend I usually meet friends at a shopping mall.),  
2 *We / watch / dragon* (We're watching a big, beautiful dragon go by.). Students check answers by looking at the complete sentences in the book. Students match the sentences with the correct meaning. Then ask students to look at Lucas' online post and message and find more examples of his normal routine, e.g. *In my free time I sometimes study Mandarin and relax.*, and things happening now, e.g. *Everyone's wearing red.*

#### Answers

- 1 a  
2 b

- b** Complete the rule as a class.

#### Answers

present simple; present continuous



#### LOA TIP CONCEPT CHECKING

- Check students have fully understood the difference in meaning between the present simple and the present continuous by asking: *Is Lucas' online post about his normal routine?* (Yes, it is.) *What about his message?* (No, it's about what's happening now.). Then ask: *What tense are most of the verbs in Lucas' online post?* (present simple) and *What tense are most of the verbs in his message?* (present continuous).
- Write the following words and phrases on the board: *always, at the moment, every week, never, now, often, right now.* Ask students which ones we usually use with the present simple (*always, every week, never, often*) and which ones we usually use with the present continuous (*at the moment, now, right now*).

- c** Students read Diana's online post and message again and underline more examples of the present simple and present continuous.

#### CAREFUL!

Students will often confuse the two verb forms and use the present continuous where they should use the present simple, e.g. *All the masks are being really beautiful.* (Correct form = *All the masks are really beautiful.* – the masks are not only beautiful at the moment of speaking, they are always beautiful), and vice versa, e.g. *I stand in the centre ...* (Correct form = *I'm standing in the centre of the piazza.* – the person is only standing in the centre of the piazza at the moment of speaking and isn't always standing there).

- d** Students read the information in Grammar Focus 9B on SB p.152. Students then complete the exercises. Check answers as a class, making sure students understand why the present simple or present continuous is correct in each case. Tell students to go back to SB p.93.

#### Answers (Grammar Focus 9B SB p.153)

- a** 2 today 3 never 4 this morning  
5 's dancing 6 'm enjoying 7 at weekends 8 often  
**b** 1 We're getting; I'm watching  
2 He's singing; he sings; They often play  
3 Are you playing; I'm not; I'm trying; are you doing  
**c** Students' own answers



#### FAST FINISHERS

Ask fast finishers to write more sentences like the ones in Exercise c using their own ideas.

- e** **3.25** Students work individually, completing the conversation. Play the recording for students to listen and check. Check answers as a class.

#### Answers

- 1 'm getting 2 don't go 3 are arriving

## 3 LISTENING AND VOCABULARY Clothes

- a** **3.26** Play the recording for students to listen for general meaning and answer the questions. Check answers as a class.

#### Answers

- 1 b 2 c

#### Audioscript

##### Conversation 1

- LUCAS** Hello?  
**TINA** Hi Lucas, it's Tina.  
**L** Oh, Tina – hi!  
**T** I just read your message.  
Sounds like you're having fun.  
**L** Yeah, it's great here – I love it.  
**T** I can't believe you're wearing red.  
**L** I know, I know.  
**T** You hate red.  
**L** Yes, but it's Chinese New Year – everyone's wearing red – I'm even wearing red socks and a red belt. And someone also gave me a red scarf.  
**T** I hope you're not wearing red shoes.  
**L** No, no – I'm wearing black boots.

##### Conversation 2

- DIANA** Hello?  
**PETE** Hi, Diana. It's Pete.  
**D** Oh hi, Pete! Thanks for calling!  
**P** Thanks for the message and the photo.  
**D** No problem. I'm having such a brilliant time here.  
**P** That doesn't look like you in the photo.  
**D** Yeah, that's me.  
**P** But you're wearing a dress. You never wear dresses! And gloves too. You look so cool.  
**D** Thanks. I wear dresses sometimes you know.  
**P** Yeah, but I normally see you in jumpers and jeans. And you're wearing jewellery too – those are lovely earrings.  
**D** Well, this is special – it's Carnevale. I'm having so much fun.

- b** **3.26** Students listen to the recording again for specific details and tick the clothes words they hear. They compare in pairs. Check answers as a class.

#### Answers

Lucas: socks ✓, scarf ✓, shoes ✓, boots ✓ (They don't talk about trousers or a shirt.)  
Diana: gloves ✓, dress ✓, earrings ✓, jeans ✓, jumper ✓ (They don't talk about a raincoat.)

## EXTRA ACTIVITY

Play the recording again and ask students to write down what Lucas and Diana are wearing. Point out that they both use some clothes words, but say that they are not wearing these items. Check answers as a class and check students understand the meaning of *belt* by showing them your belt if you're wearing one or drawing a picture on the board. (*Lucas is wearing red socks, a red belt, a red scarf and black boots. Diana is wearing a dress, gloves and earrings.*)

- c Pronunciation** Model the four words and the four vowel sounds in the table. Elicit from students which column *shoe* should go in.

### Answer

Sound 2 /u:/ – shoe

## LANGUAGE NOTES

3c and 3d introduce some of the most frequent sounds which correspond to the letter *o*: /ɒ/, /u:/, /ʌ/ and /əʊ/. Don't ask students to look for other examples of words with *o*, as they may well find words which contain the letter *o*, but are not pronounced with the four sounds being worked on.

- d** **3.27** Students match the words with the sounds. Play the recording for students to listen and check. Check answers as a class. Then drill each word.

### Answers and audioscript

sock /ɒ/	boot /u:/	glove /ʌ/	coat /əʊ/
coffee	shoe	come	know
box	group	mother	phone
	two		

- e** **3.28–3.30** Students complete the exercises in Vocabulary Focus 9B on SB p.167. Play the recording for students to check their answers to Exercise a and complete the Pronunciation activities. Monitor Exercise d and correct students' pronunciation as appropriate. Tell students to go back to SB p.93.

### Answers (Vocabulary Focus 9B SB p.167)

- a** 1 d (skirt) 2 g (necklace) 3 a (T-shirt) 4 e (shorts)  
5 h (trainers) 6 c (jewellery) 7 b (watch) 8 f (ring)  
**b** jewellery  
**c** 1 vegetable 2 interesting 3 chocolate 4 camera  
5 comfortable

## 4 SPEAKING

- a** Individually, students think of someone that they saw before the class and make notes about what that person is wearing. Monitor and help with any other vocabulary students might need to talk about the people, e.g. *high heels, leggings, suit, tie*, etc.
- b** In pairs, students talk about the people they chose. Monitor and listen for correct use of clothes vocabulary and the present continuous.

## FAST FINISHERS

Ask fast finishers to close their eyes and, from memory, describe what their partner is wearing in as much detail as possible.

## ADDITIONAL MATERIAL

- Workbook 9B
- Photocopiable activities: Grammar p.183, Vocabulary p.190, Pronunciation p.201



# 9C Everyday English

It looks really good on you

## OPTIONAL LEAD-IN

Play 'Guess who?' (see p.173) with students. Tell them that you're thinking of a person in the class and that they have to guess who it is by asking questions about what they are wearing. They are allowed to ask you five *Yes/No* questions with the present continuous to find out who it is, e.g. *Is this person wearing jeans?*, *Is this person wearing earrings?* Make sure you reply only with *yes* or *no* (NOT *Yes, he/she is.*) in order not to give away if it is a man or a woman. Once you're sure students have understood what they have to do, they can continue playing the game in small groups. Monitor and check students form the present continuous correctly and pronounce the clothes words from Lesson 9B correctly.

## 1 LISTENING


- a  Put students into pairs to ask and answer the questions. Take feedback as a class.
- b  **3.31** Tell students to look at the picture at the bottom of the page and ask them where Dan and Annie are. Play Part 1 of the video or the audio recording for students to answer the question. Check the answer as a class.

### Answer

Dan


### Video/Audioscript (Part 1)

- ANNIE** Dan! Hi!  
**DAN** Hi, Annie, how are things?  
**A** Fine.  
**D** Um, look. Are you free at lunchtime?  
**A** Yes.  
**D** Great. Could we meet? I need help to buy some clothes for this evening.
- A** Yeah, sure. But what about Martina? Can't she help?  
**D** Well, I'm meeting her this evening for dinner. She always says I wear the same old clothes, so I want to get something new. I want to surprise her.  
**A** OK, sure. I'm free at 12:30.

- c  **3.31** Students watch or listen again for specific details. Play Part 1 of the video or the audio recording again for students to identify the incorrect information in the text. When checking answers, ask students to correct the information.

### Answers

... to go to a concert for dinner  
... meet Dan at 5 pm 12:30.  
She isn't is happy ...

- d  **3.32** Play Part 2 of the video or the audio recording for students to answer the questions. They then check in pairs. Check answers as a class.

### Answers


- 1 a shirt and trousers
- 2 trousers: probably 36; shirt: large
- 3 No, he probably doesn't enjoy shopping.

At the end of this lesson, students will be able to:


- understand conversations in which people choose clothes in a shop and pay for them
- use appropriate phrases for shopping in a clothes shop
- use appropriate phrases to say something is nice
- join words to the next word in the sentence by moving the final consonant sound
- ask for something in a clothes shop, ask to try it on and pay for it

### Video/Audioscript (Part 2)

- ANNIE** So what are you looking for?  
**DAN** I don't know really. A shirt and trousers. Just something casual.  
**A** OK. What size are you?  
**D** In trousers? 32. ... OK, 34.  
**A** Or 36? And probably a large for the shirt?  
**D** Yeah, I think so.  
**A** What colour would you like?
- D** Oh, I don't know. Something dark?  
**A** What about this? ... Why don't you try them on?  
**D** OK. Excuse me, where are the fitting rooms?  
**SHOP ASSISTANT** The fitting rooms are just over there, sir.  
**D** Thanks.  
**SA** Thank you.



- e  Students ask and answer the questions in pairs or small groups. Take feedback as a class.

## 2 USEFUL LANGUAGE Choosing clothes

- a Individually, students match the questions with the answers. Don't check answers at this point.
- b  **3.32** Play Part 2 of the video or the audio recording again for students to check their answers in 2a. Check answers as a class.

### Answers


- 1 c
- 2 a
- 3 b
- 4 d

- c  Drill the questions and answers before students work in pairs. Monitor, and correct students' pronunciation as appropriate.
- d  In pairs, students practise helping each other choose clothes. Monitor, but don't interrupt fluency unless students make mistakes with the questions.

### FAST FINISHERS

Ask fast finishers to close their books and ask and answer the questions in 2a from memory, using their own ideas for the answers and changing the clothes, colour and size.

### 3 LISTENING

- a  **3.33** Play Part 3 of the video or the audio recording for students to answer the questions. Check answers as a class.

#### Answers

- 1 No, she doesn't.
- 2 She thinks they look great.


#### Video/Audioscript (Part 3)

**DAN** What do you think?  
**ANNIE** No ...  
**D** This one?  
**A** Ugh ...  
**D** And this?  
**A** No. Try the next one.  
**D** How about this one?  
**A** No, Dan ... That's it! That looks great.  
**D** These are mine! This is what I came in!  
**A** Well, it looks really good on you ...  
**SHOP ASSISTANT** Can I help you, sir?  
**D** Hi. There's no price on these shoes. How much are they?  
**SA** They're 49.99.  
**D** Great. I'll take them.

**A** And these trousers and this shirt, please.  
**SA** Altogether that's £115.97, please.  
**D** Can I pay by card?  
**SA** Yes, of course. Just enter your PIN, please. ... Shall I put the receipt in the bag?  
**D** Yes – thanks.  
**SA** There you go, sir.  
**D** Thank you.  
**SA** Thank you. Take care now.  
**A** Bye.

#### [VIDEO only]

**MARTINA** Wow! You look great!  
**D** Thank you very much.

- b  **3.33** Play Part 3 of the video or the audio recording again for students to complete the receipt. Check students understand that the price for the trousers isn't included in the recording and they will only be able to work out the correct answer if they write down the other numbers correctly. Check answers by copying the receipt onto the board, and asking individual students to come up and complete the gaps.

#### Answers


Shoes	£49.99
Shirt	£25.99
Trousers	£39.99
Total	£115.97

#### EXTRA ACTIVITY

Set students a mathematical challenge. Tell students: *I went to the clothes shop yesterday and I bought a shirt for £19.99, a pair of trousers for £24.49 and some boots for £66.75. How much was the total?* Allow students to use their mobile phones to work out the answer if they have them (£111.23). Repeat with: *I bought a lot of new clothes yesterday. I got some socks, they cost \$6.99, two T-shirts, they were \$4.99 each, and a pair of shorts for my holiday. I paid \$29.46. How much were the shorts?* (\$12.49)

Students then work individually to prepare their own mathematical challenge. Monitor and check students know the answer themselves. Put students into small groups to test each other.

### 4 USEFUL LANGUAGE Paying for clothes

- a  **3.34** Individually, students look at the sentences and try to find the mistakes. Play the recording for students to check their ideas. Check answers as a class.

#### Answers

- 1 I'll take them.
- 2 How much ~~they are~~ are they?
- 3 Can I pay ~~with~~ by card?

- b Students complete the conversation, working individually. They then check in pairs. Check answers as a class.


#### Answers

- 1 help 2 much 3 take 4 card



#### LOA TIP DRILLING

- Drill the conversation in Exercise 4b before continuing. Try drilling the conversation chorally with you being the shop assistant (A) and the class being the customer (B). Work on the customer's sentences, building them up word by word, starting at the end of each sentence, e.g. *sunglasses – these sunglasses – are these sunglasses – much are these sunglasses – How much are these sunglasses?*, until the class can chorus it together with correct pronunciation. Then ask them the shop assistant's first question: *Can I help you?* and elicit the response from the class as a chorus. Repeat with the customer's second line and continue until you've built up the whole conversation.
- Provide appropriate models of joining words, but don't actively draw students' attention to them at this point as they will study these in detail in the Pronunciation section.

- c  Write on the board: **B** Yes, how much are these (sunglasses)? **A** They're (£29.99). **B** OK, I'll take them. Ask students: *Is 'sunglasses' singular or plural? What happens to the underlined words if we change 'sunglasses' for 'shirt'?* Check students understand that these words will change to *this / It's / it* when they use a singular noun. In pairs, students practise the conversations. Monitor and point out errors for students to self-correct.

### 5 CONVERSATION SKILLS

#### Saying something nice

- a Read the sentences together and elicit suggestions for how to complete the sentences from the class.


#### Answers

- 1 looks
- 2 looks


- b Answer the questions as a class. Ask students: *Which words make it clear that the sentence is about something someone's wearing?* (on you).

#### Answers

- a Sentence 1
- b Sentence 2

- c  Demonstrate the activity by paying two or three students compliments using the language from this unit, e.g. *Silvi, I love your ring. It looks really good on you. Marc, I really like your trainers. They look fantastic!* Students then work in pairs, saying nice things about something their partner is wearing. Monitor and help with any vocabulary students need.

## 6 PRONUNCIATION Joining words

- a  3.35 Play the recording for students to listen to sentences 1–5 and see if there is a pause between the marked words. Check the answer as a class.


### Answer

No, there isn't.



- b Read through the explanations as a class. Drill each example.

### LANGUAGE NOTES

This section develops the work on joining words started in Unit 8 and gives examples of two features common in connected speech. In sentences 1–4 students see how the consonant sound moves to the beginning of the second word when one word finishes with a consonant sound and the next word begins with a vowel sound. Sentence 5 gives an example of a linking /r/: when one word ends with a vowel sound and the next word begins with a vowel sound, we add an extra sound, which isn't written, to make it easier to join the two words smoothly. Other common linking sounds between vowels are: /j/ as in *I am* (individually /aɪ/ and /æm/, but together /aɪjæm/), and /w/ as in *go away* (individually /gəʊ/ and /ə'weɪ/, but together /gəʊwə'weɪ/). One of the reasons students often have problems understanding spoken English is because they hear these sounds at the beginning of words and are therefore unable to recognise words in speech which they would normally recognise in writing.

- c  Students work in pairs, practising saying the sentences and giving replies. Monitor and correct students' pronunciation as appropriate.

## 7 SPEAKING

- a Tell students that they can now practise choosing and paying for clothes. Check students understand the dialogue map before they start. Give them a few minutes to make notes about what they want to say.
- b  In pairs, students take turns to be the shop assistant and the customer. Monitor and praise students when they use the language from this lesson correctly.
- c  Students work with a different partner and practise more conversations, but using different clothes.

### ADDITIONAL MATERIAL

- ▶ Workbook 9C
- ▶ Unit Progress Test
- ▶ Personalised online practice

# 9D Skills for Writing

## Thank you for the lovely present

### OPTIONAL LEAD-IN



Books closed. Draw a present with a ribbon round it on the board and write underneath it: *The perfect present for me is ...*

Tell students: *The perfect present for me is something I can eat, with lots of sugar and it certainly isn't healthy!* and elicit suggestions, e.g. *a box of chocolates, a really big cake*, etc. Then give students another example, e.g. *The perfect present for my sister is expensive jewellery!* and again elicit ideas, e.g. *earrings, a ring, a necklace*, etc. Ask students to work individually and write two sentences like yours about perfect presents, one for themselves and one for someone else. In pairs or small groups, they then read each other their sentences and suggest appropriate presents.

## 1 LISTENING AND SPEAKING

### LOA TIP ELICITING

- Consider eliciting some of the vocabulary in 1a using mime rather than the picture in the book. Books closed. Mime opening a present and showing a 'delighted face'. Take the 'present', e.g. some earrings, out of the 'box' and 'put them on'. Point to them and ask students: *What are these?*
- As you elicit each word, drill it for correct pronunciation. Then ask students *How do you spell '(word)'?* and gesture for them to write the word down. After eliciting all the vocabulary, check students have spelt the words correctly by writing them on the board for them to check.

- a**  Read through the questions with students and then give them one minute to think about their answers. Discuss the questions as a class and find out which presents are popular and which aren't popular and why. If you used the Optional lead-in, ask students if they think any of the presents in the picture are 'perfect' presents.
- b**  **3.36** In pairs, students look at the people and discuss which presents they think the people give. Play the recording for them to listen for general meaning and check their ideas. Check answers as a class.

#### Answers

- jewellery, a necklace, earrings, a dress
- cash
- a toy car, a T-shirt
- a book, a DVD

At the end of this lesson, students will be able to:

- understand people talking about who they give presents to and what they give
- talk about who they give presents to and how they say thank you
- understand emails saying thank you for a present
- distinguish between formal and informal emails
- write formal and informal emails to say thank you for a present


### Audioscript

**AXEL** I always give my girlfriend an expensive birthday present. I don't give her flowers or chocolates. I often give her jewellery, maybe a necklace or earrings. Or maybe a beautiful dress. She loves expensive clothes. But clothes are difficult because I don't know what she likes. So, she usually chooses them and then we buy them together.

**BOB** We don't buy presents. We give the children some cash and then they always buy their own presents. I think that's better because they know what they want. And then we do something nice together, maybe go out for a meal or go to the cinema.


**FERNANDA** We buy small birthday presents for the children – usually toys or clothes, something small, like a toy car or a T-shirt maybe. Some people buy things like a laptop or a bike, but I don't like giving expensive presents, I prefer to give small presents.

**LEILA** My husband doesn't think clothes and computers are important. He doesn't need many things, he doesn't like spending money on himself. But he reads lots of books and he likes films – so for his birthday I usually buy him a book or a DVD. He's very easy!

- c**  **3.36** Students listen to the recording again for specific details and decide who the sentences are about. They compare in pairs. Check answers as a class.

#### Answers

- Leila's husband
- Fernanda's children
- Axel's girlfriend
- Bob and his family

- d**  Students talk about the questions in pairs or small groups. Monitor, but don't interrupt fluency.

### FAST FINISHERS

Ask fast finishers to talk about situations where it is typical to give presents in their country, e.g. birthdays, Mother's/ Father's Day, Valentine's Day, when people get married, etc. and whether any specific presents are typical on those days.

## 2 READING

- a** Tell students it was Axel's 30th birthday last week and Molly gave him a present. Individually, students then complete the thank-you email. Check answers as a class.

#### Answers

- 4
- 1
- 3
- 5
- 2

- b** Students read the email in 2a again and answer the questions. Check they understand that the answer to question 2 isn't included directly in the email, so they have to understand it from the context. Check answers as a class.

#### Answers

- 1 a
- 2 He says 'Love' at the end of the email, which you use for someone you know very well.

- c** Students read Molly's email to Mr Lewis and answer the questions. Check answers as a class.

#### Answers

- 1 a
- 2 b

- d** Discuss the question as a class and check students understand the differences between the two emails. Ask them: *Which email is formal and which is informal?* and check they are clear that Axel's email is informal while Molly's email is formal. Ask students: *Do you usually write formal or informal emails or both?*

#### Answers

- 1 Molly's email is more formal than Axel's in 2a. She says 'Dear Mr Lewis' not 'Hi', 'I just want to say thank you' not 'Thanks very much', and finishes with 'Regards' not 'Love'.
- 2 It's different because they have a formal relationship – they aren't friends.

### 3 WRITING SKILLS

#### Writing formal and informal emails

- a** Read through the example with the class. Students work individually, adding one word to each sentence. They then check in pairs. Check answers as a class.

#### Answers

- 2 ... to say thank you very much for the ...
- 3 Many thanks for the ...
- 4 Thank you for the ...

- b** Answer the question as a class. Ask students which phrase makes the sentence sound more formal (*I'd just like to say ...*) and ask students to find a similar phrase in Molly's email in 2c (*I just want to say ...*).

#### Answer

Sentence 2 is more formal.

- c** Individually, students classify the phrases as informal (1) or formal (2). Check answers as a class.

#### Answers

Beginning	Ending
2 Hello, Mrs Finch	1 Love
1 Hi there!	1 Thanks
1 Hi, Marie	2 Best wishes
2 Dear Mr Parker,	2 Regards
	1 See you

### EXTRA ACTIVITY

Write sentences 1–5 on the board. Tell students they all come from a friendly email from Sara to her friend Sven. Students have to decide if they are appropriate for a friendly email and change the phrases that are too formal for more informal ones. 1 *Dear Mr Våth*, (Hi there! / Hi Sven,) 2 *I just want to say thank you very much for the earrings*. (Thank you for ... / Many thanks for ...) 3 *They're really beautiful!* (✓) 4 *There's a party tomorrow night so I can wear them then*. (✓) 5 *Regards*, Sara Lopez (Love, Sara / Thanks, Sara / See you, Sara). Students compare in pairs. Then check answers as a class.

### 4 WRITING

- a** To make sure all students receive a 'present', tell each student who they should choose a present for. Students then write their 'presents' on pieces of paper and exchange them. Encourage them to say thank you briefly, e.g. *Oh thank you, it's just what I always wanted!* If you used the Optional lead-in, ask students to try to remember their partner's perfect present.

- b** Students work individually to plan their email. Monitor and help with vocabulary and give them ideas if necessary.

- c** Students write their thank-you email, working individually. Remind students to use the informal phrases in 3c for beginning and ending their email. If you're short of time, this exercise can be completed for homework. Students could then bring their thank-you emails to the next class.

- d** In pairs, students swap emails and check their partner's work. Tell them to check their partner has used appropriate informal phrases in their email. They then give each other feedback. If they have made any mistakes with the informal phrases, or mistakes in other areas, they prepare a second draft of their email before giving it to you for correction.

- e** Tell students to imagine that the present was from someone they don't know well. Ask them to write a second version of their thank-you email. Elicit from the class that they need to use more formal phrases for the beginning, the sentence saying thank you and the ending.

### ADDITIONAL MATERIAL

► Workbook 9D

# UNIT 9

## Review and extension

### 1 GRAMMAR

- a** Highlight the example question and answer. Students then write questions and answers for the people in the picture. Monitor and help as necessary. Point out errors for students to self-correct. Check answers as a class.

#### Answers

- 2 What's she doing? She's running.
- 3 What are they doing? They're doing yoga.
- 4 What's she doing? She's reading a newspaper.
- 5 What are they doing? They're playing football.
- 6 What's he doing? He's playing a guitar.

- b** Individually, students complete the conversation. Check answers as a class by asking individual students to write the correct answers on the board.

#### Answers

- 1 are you doing
- 2 'm cooking
- 3 cook
- 4 'm making
- 5 make
- 6 put
- 7 'm adding
- 8 'm trying

### 2 VOCABULARY

- a** Read the first sentence and elicit the answer as an example. Students then read the sentences and identify the places. Check answers as a class.

#### Answers

- 1 a chemist
- 2 a clothes shop / a department store
- 3 a fast food restaurant / a café
- 4 a bookshop
- 5 a café
- 6 a department store

- b** Individually, students look at the pictures and write the correct clothes words. Check answers and spelling as a class.

#### Answers

- 1 scarf
- 2 shoes
- 3 gloves
- 4 boots
- 5 dress
- 6 raincoat



#### FAST FINISHERS

Ask fast finishers to write down all the other clothes words they remember from the unit, making sure they spell them correctly.

### 3 WORDPOWER *time*

- a** Tell students to close their books. Write the five verbs *find, save, spend, take, waste* on the board and draw a large clock face next to the verbs. Ask students: *What word can go after all of these?* and elicit *time*. Students open their books, look at the sentences and match the phrases with the meanings. Check answers as a class.

#### Answers

- 1 b
- 2 d
- 3 a
- 4 e
- 5 c



#### EXTRA ACTIVITY

Books closed. Write sentences 1–5 on the board underneath the five verbs from 3a. Ask students to complete the sentences with the correct form of the verbs: 1 *She \_\_\_\_\_ a lot of time with her brothers and sisters.* (spends) 2 *It \_\_\_\_\_ time to check the prices online first.* (takes) 3 *I can't always \_\_\_\_\_ time to do my homework.* (find) 4 *Don't \_\_\_\_\_ time – your exams are next week.* (waste) 5 *You can \_\_\_\_\_ time by taking the bus and not walking.* (save).

- b** Individually, students read the mini-conversations and answer the questions. They then compare in pairs. Check answers as a class. Ask students to think of other adjectives that can be used with *time* as well as *nice*, *good*, e.g. *fantastic, brilliant*, and also to think of negative adjectives, e.g. *awful, terrible*.

#### Answers

Have a *nice* (good) time.  
... like doing in your *free* (spare) time?

- c** As an example, complete one or two of the sentences so that they are true for you. Students then complete the sentences with their own ideas. Monitor and point out errors for students to self-correct.
- d** In pairs, students tell each other their sentences and find out how similar they are.

► Photocopiable activities: Wordpower p.194



#### LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.

# UNIT 10

## Communication



### UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations about technology, languages and communication habits
- talk about and compare different kinds of technology
- ask and answer questions about their own and other languages, and about their communication habits
- understand conversations in which people ask for help
- ask for help and check instructions
- write a post on an Internet discussion board about something that annoys them and an appropriate reply to another student's post

### UNIT CONTENTS

#### G GRAMMAR

- Comparative adjectives
- Superlative adjectives

#### V VOCABULARY

- IT collocations: *check emails, click on a link, download a document/file, log on to a computer/website, make calls, save a document/file, surf the Web, visit a website*
- High numbers
- Linking ideas with *also, too* and *as well*
- Wordpower: *most*

#### P PRONUNCIATION

- *than* with comparative adjectives
- Word stress in superlative adjectives
- Main stress and tone

#### C COMMUNICATION SKILLS

- Talking about different sorts of technology
- Comparing two pieces of similar technology
- Asking and answering questions about languages and language learning
- Asking for help and responding appropriately
- Using appropriate phrases to check instructions
- Writing an Internet post about something that annoys you and writing a reply to someone else's post



- a Give students one minute to think about their answers to the questions before talking about the picture as a class. If you wish, give students information from the Culture notes below and find out if any students have ever played the 'phone stacking game'.



### CULTURE NOTES

The image of someone looking bored while his/her friends use their smartphones is becoming increasingly common. This problem has become known as 'phubbing' (from 'phone' and 'snubbing', meaning to ignore the person or people you're with and focus your attention on your mobile phone).

A 'phone stacking' game was devised a few years ago in response to the problem and has since spread around the world. In this game, when a group of friends meet for dinner, they stack their phones in the centre of the table, face down. If they can get to the end of the meal without anyone touching their phone, they each pay for themselves. However, if anyone touches their phone before the bill comes, they then have to buy dinner for everyone else.



- b Individually, students decide which sentences are true for them. They then compare in pairs. Take feedback as a class and ask students if they think mobile phones are a good thing or not.



### EXTRA ACTIVITY

Write other common kinds of communication on the board, e.g. *face-to-face, letters, emails, social networking sites, instant messaging, blogs, video calling*, etc. Ask students to write three sentences about how they use some of these kinds of communication. Some of the sentences should be true and some false, e.g. *I sometimes write letters to my grandparents because they don't use the Internet.*, *I usually talk to my friends using instant messaging.*, etc. Monitor and point out errors for students to self-correct. In pairs or small groups, they then read out their sentences to each other and decide if they are true or false.

### GETTING STARTED



#### OPTIONAL LEAD-IN

Books closed. Write these beginnings of sentences and questions on the left of the board: 1 *Can you call?*; 2 *He'll*; 3 *You can call me*; 4 *Just*; 5 *Can you wait*; 6 *Is*; 7 *I'm not here*; 8 *He's not*; 9 *Can he*; 10 *Please leave a*. Write these endings on the right of the board, leaving the centre area clear: *a right now*. *b a minute?* *c message after the tone*. *d Dan there?* *e me back?* *f be back soon*. *g here just now*. *h on my mobile*. *i a minute*. *j call me back?*

Ask students to match the sentence halves. Then they compare in pairs. Check answers by asking individual students to draw lines joining the two sentence halves on the board (1 e, 2 f, 3 h, 4 i, 5 b, 6 d, 7 a, 8 g, 9 j, 10 c).

Ask students: *Where do we use all these phrases?* (on the phone). Tell students that some of the phrases are from voicemail messages and some are from phone calls. Put students into pairs and ask them to classify the phrases. Check answers as a class (voicemail messages: 3, 7, 10; phone calls: 1, 2, 4, 5, 6, 8, 9).

# 10A A smartphone is better than a tablet

At the end of this lesson, students will be able to:

- read and understand a text comparing smartphones with tablets
- use comparative adjectives correctly
- understand a podcast with information to help choose a smartphone or tablet
- use a lexical set of IT collocations correctly
- compare two pieces of similar technology

## OPTIONAL LEAD-IN

Books closed. Tell students they are going to have a test on technology words from the course. Explain that you're going to read a definition for each word and they have to write down the word with the correct spelling. Read definitions 1–10:

1 You use this in the car. It tells you the route from one place to another. (satnav) 2 You use these to listen to music. You put them on your ears. (headphones) 3 You use this to read e-books. (e-reader) 4 You can make phone calls, send messages and emails, and use the Internet with this small object. (smartphone) 5 Families usually have one of these at home to work on or play games. It's quite big. (computer) 6 This object has numbers, symbols and all the letters of the alphabet on it. You use it to write an email on the computer. (keyboard) 7 When you travel a lot on business, you need this kind of computer so that you can work easily on the plane or train. (laptop) 8 This is what photographers use to take pictures. They're sometimes very expensive. (camera) 9 This is very useful when you need a copy of a document on paper. (printer) 10 This is great for using the Internet or watching films. It's got a big screen and you touch it to control it. (tablet)

Check answers as a class and give one point for the correct word and an additional point for spelling it correctly. The student with the highest score is the winner.

## 1 READING

**a** In pairs, students ask and answer the questions. Take feedback as a class.

**b** Pre-teach the word *forum* (an online message board where people can ask and answer questions). Students read the posts on the forum quickly and find out what they talk about. Check the answer as a class.

### Answer

b differences between them

**c** Tell students to read the posts again in detail. Individually, students find the people. They then check in pairs. When checking answers, ask students to read the sections of the text which helped them find the answer.

### Answers

1 Susanna 2 Sabine 3 Sabine and Hussein 4 Sabine

## EXTRA ACTIVITY

Ask students to read the posts again and answer questions 1–5: 1 Has Noelle got a computer at the moment? (Yes, she has. She's got a laptop.) 2 How much did Susanna pay for her smartphone? (Nothing, it was free.) 3 Why doesn't Sabine like smartphone screens? (Because they're too small.) 4 What does Hussein think is one of the problems with tablets? (You can't make calls easily on a tablet.) 5 Who prefers a smartphone? (Hussein) 6 Who prefers a tablet? (Sabine)

**d** Discuss the question as a class. Encourage students to justify their answers as far as possible.

## 2 GRAMMAR Comparative adjectives

**a** Books closed. Write *Size is everything! Which is ... ?* on the board. Point to the gap and ask students if they can remember what the word in the text was (*bigger*). Repeat the process with the other four questions in orange from the text, and leave out the final adjective in each case. Say each adjective / comparative adjective pair, e.g. *big – bigger, cheap – cheaper*, etc. and say *These are comparative adjectives*. Wipe the board before students work individually, looking at the bar charts in the book and completing the sentences. Check answers as a class.

### Answers

- 1 tablet; smartphone
- 2 tablet; smartphone
- 3 tablet; smartphone
- 4 tablet; smartphone
- 5 smartphone; tablet

**b** Individually, students underline the comparative adjectives and complete the rule. Check answers as a class.

### Answers

adjectives: heavier, better, bigger, more expensive, lighter  
rule: different

**c** Give students a few minutes to complete the rules and the examples. They then check in pairs. Check answers as a class.

### Answers

- 1 -er; harder
- 2 more; more
- 3 better



## LOA TIP CONCEPT CHECKING

- Check students have fully understood why we use comparative adjectives by asking them: *When we use comparative adjectives, how many things are we usually talking about?* (two) *Are the things exactly the same?* (no).
- After checking students have understood the use of comparative adjectives, double-check they are clear about the form by asking: *Can I say 'my tablet is more big than my smartphone'?* (no) *Why not?* (Because 'big' is a short adjective – the comparative is 'bigger'.); *Can I say 'my laptop was expensiver than my tablet'?* (no) *Why not?* (Because 'expensive' is a long adjective – the comparative is 'more expensive'.); *Can I say 'my smartphone is gooder than my computer'?* (no) *Why not?* (Because *good* is an irregular adjective – the comparative is *better*.)

- d 3.37 Students complete the sentences, working individually. Play the recording for students to listen and check. Check answers as a class.

**Answers**

- 1 than
- 2 than

- e 3.37 **Pronunciation** Play the recording again for students to listen to the pronunciation of *than*. Check the answer as a class. Drill the sentences.

**Answer**

not stressed

## CAREFUL!

One of the most common mistakes with comparative adjectives is with the spelling. The spelling rules for comparative adjectives are highlighted in Grammar Focus 7A on SB p.154. At this level the most common mistakes are with double letters. Students may either not double the final consonant in comparative adjectives, e.g. *biger* (Correct form: *bigger*), or double the final consonant where it isn't necessary, e.g. *cheapper* (Correct form = *cheaper*). Students may also use *more* with one-syllable adjectives, which should form the comparative with -er, e.g. *more hard* (Correct form = *harder*) and *more light* (Correct form = *lighter*). They may also use both *more* and -er at the same time, e.g. *more heavier* (Correct form = *heavier*) and *more smaller* (Correct form = *smaller*).

After studying *more* for comparatives, students may then start to overuse this in sentences which require *very*, e.g. ...*they are more expensive*. (Correct form = *I haven't got a tablet because they are very expensive*.)

- f 3.38 Students read the information in Grammar Focus 10A on SB p.154. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are forming and spelling the comparative adjectives correctly. Tell students to go back to SB p.101.

**Answers (Grammar Focus 10A SB p.155)**

- a 2 worse 3 cleaner 4 colder 5 more comfortable  
6 more crowded 7 faster 8 fatter 9 better  
10 more interesting 11 more modern 12 noisier  
13 older 14 more popular 15 sadder 16 stranger  
17 stronger 18 thinner 19 wetter 20 wider
- b 2 The film is more interesting than the book.  
3 Her children are noisier than my children.  
4 She is a better cook than my dad.  
5 Dubai is more modern than Dublin.  
6 This hotel is more comfortable than the last hotel.  
7 My friends are fitter than me.
- c 1 She's/is quicker 2 ~~good~~ better 3 ~~worse~~ worse  
4 ~~prettier~~ prettier 5 ~~weter~~ wetter 6 ~~more big~~ bigger  
7 ~~most~~ more interesting 8 faster than mine

## EXTRA ACTIVITY

Draw two simple cars on the board, one a 'high-end' expensive car, e.g. a Ferrari, and one a smaller, cheaper car, e.g. a Fiat. Label them with the makes. Put students into pairs and give them one minute to compare the two cars in as many ways as possible. If you wish, write some adjectives as prompts down the side of the board, e.g. *comfortable*, *big/small*, *expensive/cheap*, *fast/slow*, etc. Ask some pairs to share their sentences with the class. Then nominate a student to choose two things and to draw and label two simple pictures of them on the board, e.g. two stick people to represent two famous actors, two skylines to represent two cities, etc. Students work in pairs to compare the two things. In pairs or small groups, students can then choose two things to compare and continue the activity.

- g Divide the class into pairs and assign A and B roles. Student As read the instructions and look at the picture on SB p.131. Student Bs read the instructions and look at the picture on SB p.135. Check they understand that first they should ask and answer questions about the smartphones and then they should compare them. Monitor, but don't interrupt fluency unless students make mistakes with comparative adjectives. Tell students to go back to SB p.101.

## FAST FINISHERS

Ask fast finishers to write sentences to compare a piece of technology they have or use at home with a similar piece of technology in the classroom/school.

## 3 LISTENING

- a 3.39 Play the recording for students to listen for general meaning and answer the question. Check the answer as a class.

**Answer**

The podcast talks about different ideas from the reading text: pocketability and eatability.

### Audioscript

All the time people ask me 'What's the best thing to buy – a phone or a tablet?' There's no easy answer to that question because different people need different things. And they can more or less do the same things – surf the Web, check emails, make calls. However, there are some different ways of helping you decide. And you can be sure these things are not talked about in advertisements and online information. To start with, there's 'pocketability'. 'Pocket-a-what?' I hear you ask. 'Pocketability'. Let me explain. 'Pocket ... ability'.

This means how easy it is to get the phone or tablet into different pockets in your jacket, your jeans – that kind of thing. And another really important thing to think about: 'eatability'. No, it doesn't mean you eat your phone. 'Eatability' is all about how easy it is to use the phone or tablet and eat at the same time. You know, sometimes you want to have lunch and read something. So you see? Two new and very important ways of thinking about phones and tablets: pocketability and eatability. You decide!


- b 3.39 Students listen to the recording again for specific details and answer the questions. Check answers as a class.

**Answers**

- 1 a 2 b

- c Discuss the first question as a class. Ask students to guess whether Noelle bought a smartphone or a tablet. They then check their answer on SB p.135.

## 4 VOCABULARY IT collocations

- a**  **3.40** Individually, students complete the phrases. Check they understand that the number of lines indicates the number of missing letters. Play the recording for students to listen and check. Check answers as a class.


### Answers

- 1 surf
- 2 check
- 3 make


- b** Students match the verbs with the nouns, working individually. Make sure students understand that there are two possibilities for some of the verbs. They then check in pairs. Check answers as a class and point out the verbs which have two possibilities (*download, log on to and save*). Drill all the possible collocations.

### Answers

- 1 b; c
- 2 d
- 3 a
- 4 a; e
- 5 b; c

- c**  Students work in pairs or small groups, asking and answering questions using IT collocations. Monitor and check they are using the vocabulary from this section correctly.

## 5 SPEAKING

- a** Individually, students decide if they want to talk about idea 1 (something new versus something old) or idea 2 (two similar things that they use).
- b** Give students a few minutes to prepare and write down notes about the two things. Monitor and help as necessary.
- c**  Students work in pairs, telling each other about the two things they chose and asking and answering each other's questions. As you monitor, don't interrupt fluency, but note any mistakes with comparative adjectives or the IT collocations. After the activity, write the mistakes on the board and ask students to correct them.



### FAST FINISHERS

Ask fast finishers to talk about two objects from the category in 5a which they didn't make notes about.

### ADDITIONAL MATERIAL


- ▶ Workbook 10A
- ▶ Photocopiable activities: Grammar p.183, Vocabulary p.190, Pronunciation p.201

# 10B What's the most beautiful language in the world?

## OPTIONAL LEAD-IN


Books closed. Organise a quiz to revise some of the countries which students have seen on the course. Consider including some of the countries which students will need to complete question 3 in 1a and any additional countries which you know your students have problems spelling. To elicit the countries, either tell students the capital city (e.g. *Australia – Canberra, Canada – Ottawa, China – Beijing, France – Paris, Greece – Athens, Italy – Rome, Japan – Tokyo, Russia – Moscow, Saudi Arabia – Riyadh, Spain – Madrid, Switzerland – Bern*) or select a typical tourist picture for each country (e.g. the Sydney Opera House for Australia, the CN Tower for Canada) and show these to students. Students work in teams, writing down the names of each country without referring back to their books or their notes. Check answers as a class. Elicit the names of the countries and write them on the board for students to check their spelling. Give one point for identifying the country correctly and a bonus point for correct spelling. The team with the highest score is the winner.

## 1 LISTENING

- a**  Students ask and answer the questions in pairs or small groups. If you used the Optional lead-in, tell students that they can use the countries on the board to help them with question 3. Take feedback as a class and give students some of the suggested answers below to question 3 if you wish.

### Suggested answers for 3

Greek – Greece, Cyprus; Italian – Italy, southern Switzerland; English – the UK, the USA, Canada, Australia, New Zealand, South Africa and former British territories; French – France, Belgium, Canada, Switzerland and former French or Belgian territories in Africa; Arabic – North Africa and the Middle East; Basque – the Basque Country (northeast Spain and southwest France); Japanese – Japan; Mandarin Chinese – northern and southwestern China; Russian – Russia and former Soviet republics; Spanish – Spain and former Spanish territories in South America

- b**  **3.41** Play the recording for students to listen for general meaning and tick the languages that Professor Hunter talks about. You may wish to pre-teach the word *population* (the total number of people who live in a city, country, etc.). Check answers as a class.

### Answers

Italian ✓, English ✓, Japanese ✓, Mandarin Chinese ✓, Basque ✓, Spanish ✓

At the end of this lesson, students will be able to:

- understand a radio programme in which an expert talks about languages
- use superlative adjectives correctly
- read and understand a text with unusual facts and figures about languages
- use high numbers correctly
- ask and answer questions about their own and other languages

## Audioscript

**RADIO PRESENTER** Good

evening and welcome to the programme. Today, we're talking to Professor Ryan Hunter. The professor is well known for his love of languages and has a new book in the shops tomorrow. Professor, welcome!

**PROFESSOR** Thank you. It's great to be here!

**RP** So let's start with my first question. Professor, in your opinion, what's the most beautiful language in the world?

**P** That's a very good question. Of course, there is no right or wrong answer here. I'm sure we all have our favourites. But for me the answer is easy: Italian. It was the first language I learned. I still remember my teacher, Signora Monti. Signora Monti was the best teacher at my school and she started my love of languages. Now I can speak more than 20 languages well, but Italian is the most musical language I know. It's the language of opera and love.


**RP** OK, next question. What's the most difficult language in the world?

**P** Hmm. That's an interesting question too. It partly depends on your first language. For example, for a speaker of English, Japanese is very difficult, but for a speaker of Mandarin Chinese it's much easier. However, a few years ago, we did a project at my university and decided that the hardest language to learn is Basque, a language from parts of Spain and France. Last year we did another project on the Internet to find the easiest language to learn. More than 3,000 people answered the question and the most popular answer was Spanish. So perhaps Spanish is the easiest language to learn. That's probably because it's not very different from many other European languages.

**RP** And one final question, what's the most useful language to speak?

**P** That's easy – the language of the country where you live. But if you want to learn the most popular language in the world, then take lessons in Mandarin Chinese. More than 900 million people speak it. That's not a surprise as China has the biggest population in the world. So with Mandarin Chinese you can speak to about 14% of all the people in the world. That's pretty useful.

**RP** That's very useful, indeed! Well, Professor Hunter, thanks for talking with us today. I'm sure our listeners enjoyed hearing your thoughts on language!

- c**  **3.41** Individually, students match the sentences with the languages. Play the recording for students to listen and check. Check answers as a class.

### Answers

- 1 Italian
- 2 Japanese
- 3 Spanish
- 4 Mandarin Chinese

- d 3.41 Students listen to the recording again for specific details and answer the questions. They compare in pairs. Check answers as a class.

#### Answers

- 1 Italian
- 2 more than 20
- 3 in parts of Spain and France
- 4 14%

- e Individually, students choose one thing they found interesting and one thing they found surprising. They then compare in small groups or as a class.

## 2 GRAMMAR Superlative adjectives

- a 3.42 Books closed. Copy the following table onto the board:

adjectives	_____ adjectives	_____ adjectives
big	bigger	_____
easy	easier	_____
good	better	_____
hard	harder	_____
musical	more musical	_____

Point to the first column. Say *adjectives*. Point to the second column. Elicit and write the heading *comparative (adjectives)*. Then point to the last column. Elicit and write the heading *superlative (adjectives)*. If necessary, say *the biggest* as an example. Elicit the superlative adjectives, write them in the third column and drill them (*the biggest, the easiest, the best, the hardest, the most musical*). Students then open their books, look at the spelling of the superlative adjectives in the box and complete the sentences. Play the recording for students to listen and check. Check answers as a class.

#### Answers

- 1 best
- 2 musical
- 3 hardest
- 4 easiest
- 5 biggest

- b Individually, students read the sentences and order the languages from very easy to very difficult. They then check in pairs. Check answers as a class.

#### Answers

- 1 Spanish
- 2 French
- 3 Japanese
- 4 Basque

- c Discuss the question as a class. If you wish, extend the discussion by saying nationalities, e.g. Japanese, German, Argentinian, etc., and asking students if they think their language is easy or difficult for those particular nationalities to learn.
- d Give students a few minutes to complete the rules and the examples. They then check in pairs. Check answers as a class.

#### Answers

- 1 -est; smallest
- 2 most; most
- 3 best

### CAREFUL!

Student errors with superlative adjectives are generally similar to those with the comparative form. They may have problems with double letters, e.g. *bigest* (Correct form = *biggest*) and *cheapest* (Correct form = *cheapest*), or use *most* with one-syllable adjectives, e.g. *Basque is the most hard language to learn*... (Correct form = *Basque is the hardest language to learn*.).

After studying both the comparative and superlative forms, students may then start to confuse the two forms, e.g. *This is the cheaper dictionary*... (Correct form = *This is the cheapest dictionary in the shop*.) and *He's the more intelligent person*... (Correct form = *He's the most intelligent person I know*.).

They may also have problems with word order when using *most*, e.g. *This is the laptop most practical when travelling*... (Correct form = *This is the most practical laptop when you're travelling*.). Sometimes students may have problems with word order and also confuse *more* and *most*, e.g. *... I like more my smartphone*. (Correct form = *I like my smartphone, my laptop and my tablet. But I like my smartphone most*.).

- e 3.43 Students read the information in Grammar Focus 10B on SB p.154. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are forming and spelling the superlative adjectives correctly. Tell students to go back to SB p.102.

#### Answers (Grammar Focus 10B SB p.155)

- a 2 the fittest 3 the funniest 4 the driest 5 the prettiest  
6 the worst 7 the friendliest 8 the best 9 the biggest  
10 the nicest 11 the safest 12 the most exciting  
13 the most tiring 14 the hottest
- b 2 The shortest 3 the most popular; the most interesting  
4 The most useful 5 The fastest 6 the most important  
7 the best 8 the worst

### FAST FINISHERS

Ask fast finishers to brainstorm other adjectives they know and write down the comparative and superlative forms of each one, e.g. *angry* – *angrier* – *the angriest*, *intelligent* – *more intelligent* – *the most intelligent*, etc.

- f 3.44 **Pronunciation** Play the recording for students to listen to how the words are stressed.
- g 3.45 Students listen to the questions and identify the main stress. Drill each word in 2f and the questions in 2g.

#### Answer

on the adjective

- h In pairs or small groups, students ask and answer the questions in 2g. Monitor, but don't interrupt fluency unless students make mistakes with the form or pronunciation of the superlative adjectives.

## 3 READING

- a Students ask and answer the questions in pairs or small groups. Take feedback as a class, but don't check the answer to question 3 at this point.

- b Students read the text quickly and find out if their guesses in 3a were correct. Check the answer as a class.

#### Answer

It has interesting facts about languages and learning languages.

- c Individually, students complete the text with the superlative forms of the adjectives in the box. Check answers and spelling by asking students to write the correct answers on the board.

#### Answers

- |                  |                       |
|------------------|-----------------------|
| 1 the best       | 6 the heaviest        |
| 2 the fastest    | 7 the shortest        |
| 3 the oldest     | 8 the longest         |
| 4 most expensive | 9 the most difficult  |
| 5 the biggest    | 10 the most difficult |

- d Tell students to read the text again in detail. Individually, students identify who or what the people are talking about. They then check in pairs. Check answers as a class.

#### Answers

- Harold Williams
- Tamil
- Khmer
- the *Oxford English Dictionary*
- Fran Capo
- English

- e Discuss the questions as a class. Encourage students to justify their answers to question 1 as far as possible.

## 4 VOCABULARY High numbers



#### EXTRA ACTIVITY

Review numbers 1–100. Put students into small groups and tell them to stand in a circle and try to count from 1–100 round the circle. Tell them that if they make a mistake or pause for more than three seconds, they have to start again. If you want to give your students an additional challenge, ask them to repeat the activity counting down from 100, or to add the word *beep* after every two numbers, i.e. *one, two, beep, three, four, beep*, etc.

- a Individually, students find the numbers and write down what they refer to. Check answers by copying the table onto the board and asking individual students to come up and complete the gaps.

#### Answers

three thousand	people who answered a question online about the easiest language to learn
nine hundred million	people who speak Mandarin Chinese
six hundred and three	words Fran Capo can say in 54 seconds
six hundred thousand	words in the <i>Oxford English Dictionary</i>

- b **3.46** Students complete the exercises in Vocabulary Focus 10B on p.162. Check the answers to Exercise a as a class, play the recording for students to check their answers to Exercise b, and monitor Exercises c and d. Tell students to go back to SB p.103.

#### Answers (Vocabulary Focus 10B SB p.162)

- a 1 d 2 g 3 a 4 f 5 c 6 e 7 j 8 i 9 h 10 b  
b 2 two thousand and two 3–  
4 three hundred and eighty-one thousand two hundred and forty-five  
5 two million six hundred and seventy  
6 fifteen million six hundred and eighty thousand four hundred and thirty



#### EXTRA ACTIVITY

Choose ten high numbers to say to the class for students to write down in numerals. Practise a variety of numbers, including examples with *hundred*, *thousand* and *million*, and focus particularly on any which students have problems with. Read each number twice, making sure you say *and* in the correct position. Students then compare in pairs. Check answers by asking individual students to come up and write the numbers in numerals on the board as you say them. Drill the numbers.

- c Students take turns to write down a high number for their partner to say. Monitor and check that students are using *and* in the correct position.

## 5 SPEAKING

- a Individually, students complete the questions. Check answers and spelling by asking students to write the correct answers on the board. Drill the questions.

#### Answers

- the nicest
- the most beautiful
- the best
- the ugliest
- the longest
- the hardest
- the most difficult
- the most interesting

- b In pairs or small groups, students ask and answer the questions. Monitor, but don't interrupt fluency unless students make mistakes with the content of this lesson.



#### LOA TIP REVIEW AND REFLECT

- Give students a few minutes to think about their work in Lesson 10A on comparative adjectives and their work in Lesson 10B on superlative adjectives. Tell them to look back at the exercises and see where they made mistakes and where they did well. Ask them to identify one thing they were good at and one thing they need to improve.
- Students take turns to share the things they were good at and the things they need to improve with the class. Encourage them to explain why things were difficult for them, e.g. *It's difficult to remember when to use 'more' and when to use 'most'. It's the same word in my language.*, etc.

#### ADDITIONAL MATERIAL

- Workbook 10B
- Photocopiable activities: Grammar p.184, Vocabulary p.190

# 10C Everyday English

## There's something I don't know how to do

At the end of this lesson, students will be able to:

- understand informal conversations in which people ask for help, respond appropriately and check instructions
- use appropriate phrases for asking for help
- identify the main stress and tone in questions asking for help
- use appropriate phrases to check they have understood instructions
- ask each other for help with a piece of new technology, respond appropriately and check they have understood the instructions

### OPTIONAL LEAD-IN

Books closed. Write sentences 1–5 on the board: 1 *I get a new mobile phone every year.* 2 *I regularly use three or more social networking sites.* 3 *When I buy a new gadget, I never read the instructions.* 4 *I've got a computer, a laptop, a tablet and a smartphone.* 5 *My friends always phone me when they have problems with their gadgets.*

Put students into pairs or small groups to discuss how many of the sentences are true for them. Take feedback as a class and find out if all the sentences are true for any of the students. Tell students that these sentences are for people who use gadgets and technology a lot. Ask them to work in their pairs or small groups again and write five sentences for people who don't use gadgets and technology a lot, e.g. *I never check my email. In fact, I can't remember my email address., I always get the simplest kind of mobile phone I can find., etc.* Monitor and point out errors for students to self-correct. Ask students to share their sentences for people who hate technology with the class.

## 1 LISTENING

- a Read through the questions with the class and give students one minute to think about their answers before they work in pairs. Monitor and allow time for class feedback.
- b 3.47 Point to the picture of Annie and ask: *Do you think Annie knows how to use her tablet? Why / Why not?* Then play Part 1 of the video or the audio recording for students to answer the questions. Check answers as a class.

### Answers

- 1 Dan
- 2 Leo

### Video/Audioscript (Part 1)

**ANNIE** Hi, Leo.  
**LEO** Hi, Annie.  
**A** Where is he?  
**L** Sorry, Annie. I mean, Dan says sorry. He had to go to a meeting.  
**A** What about our lunch?!  
**L** He didn't know about the meeting. Someone called him about ten minutes ago.  
**A** I wanted help with this.  
**L** Oh? Right.  
**A** Leo, could you help me?

**L** Erm ...  
**A** There's something I don't know how to do. Do you mind showing me?  
**L** No, not at all – if I can.  
**A** Great, thanks.  
**L** Well, it is lunchtime. Would you like to have some lunch and ...?  
**A** ... and you could help me with my tablet.  
**L** Yes.  
**A** That would be lovely.

- c 3.47 Play Part 1 of the video or the audio recording again for students to answer the questions. They then check in pairs. Check answers as a class.

### Answers

- 1 He's in a meeting.
- 2 They decide to have lunch and Leo can help her with her tablet.

## 2 USEFUL LANGUAGE Asking for help

- a 3.48 Individually, students look at the different ways to ask for help and try to remember which ones Annie uses. Play the recording for students to listen and check. Check answers as a class.

### Answers

- 1 Could you help me?
- 4 Do you mind showing me?

- b 3.49 Tell students that some of the sentences have mistakes. They work individually to identify and correct the wrong sentences. Play the recording for students to listen and check. Check answers as a class.

### Answers

- 1 ✓
- 2 Would you mind ~~tell~~ telling me?
- 3 ✓
- 4 Could you ~~showing~~ show me?
- 5 ✓

- c Check students understand that one answer matches both questions. Individually, students match the questions with the answers. Check answers as a class.

### Answers

- 1 a; b
- 2 a; c

## 3 PRONUNCIATION Main stress and tone

- a 3.48 Play the recording and highlight the main stress in question 4 for students.

- b Answer the question as a class.

### Answer

the main verb

- c 3.48 Play the recording again for students to decide if the tone goes up or down. Highlight the tone movement by writing the questions on the board and drawing a falling arrow over the end of each.

### Answer

The tone goes down.



## LOA TIP DRILLING

- Drill the four questions in 2a before students work in pairs in 3d. Try focusing on the main stress in each phrase first, before filling in the other words, e.g. *help – help me – Could – Could you – Could you help – help me – Could you help me?* If necessary, clap out the rhythm of the questions for them so that they can then apply the rhythm to the sentence, e.g. *Could you help me?* would be ‘clap clap CLAP clap’.
  - Show students the downward tone movement at the end of the phrase using hand gestures to give them a visual reference.
- d** Drill the questions in 2b and 3a. Students then work in pairs, practising saying the sentences. Monitor and correct students’ pronunciation as appropriate.
- e** Individually, students think of a question to ask their partner for help with their studying, e.g. *Can you help me with the pronunciation of this word?* Monitor and point out errors for students to self-correct.
- f** Remind students to stress the main verb in their questions and to make sure the tone goes down. In pairs, they practise asking for help and agreeing to help each other. Monitor and praise students with a smile or a nod when they pronounce the questions correctly.

## 4 LISTENING

- a** **3.50** Play Part 2 of the video or the audio recording for students to answer the questions. They then check in pairs. Check answers as a class.

### Answers

- 1 She can’t get into her email. 2 Yes, he does.

### Video/Audioscript (Part 2)

- LEO** So ... you wanted some help. **A** And it takes me to a new screen – like this?
- ANNIE** Oh yes – I almost forgot. ... **L** Correct.
- Everything is fine – it’s great. **A** And I touch ‘Yes’. Is that right?
- But I don’t know how to get into my email. Can you have a look? **L** Yeah. Now you can check your email.
- L** Sure. OK – that’s easy. You just need to change one small thing. **A** Great. Thanks, Leo. Thank you so much.
- ... OK. So what you do is ... **L** You’re welcome.
- touch this button here. **A** Well, now I have to buy you another coffee.
- A** OK. **L** Mm, I think I have to get back to work. I’ve got a meeting with Dan in ten minutes.
- L** And a new screen opens. **A** Dan? Oh, don’t worry about him. Let’s have another coffee!
- A** Oh yes. **L** Well ... OK!
- L** And now you just touch here where it says ‘Yes’!
- A** Oh, that’s easy. OK. So first I touch this button?
- L** That’s right.

- b** **3.50** Students watch or listen again for specific details. Play Part 2 of the video or the audio recording again for students to put the things in order. Check answers as a class.

### Answers

- 1 b 2 a 3 d 4 c

## 5 CONVERSATION SKILLS

### Checking instructions

- a** Individually, students read the sentences and decide who says them. Check answers as a class.

### Answers

Annie says all three sentences.

- b** Answer the question as a class. Ask students: *What would you say to ask someone to repeat instructions?* and elicit some ideas for option b, e.g. *Sorry, I didn’t understand. Could you repeat that, please?* or *Sorry, I don’t understand you. Can you say that again?*

### Answer

- a She wants to be sure she understands the instructions.

- c** Elicit the correct answer from the class.

### Answer

Like this?

- d** Read through the instructions with the class. Students then work individually and put them in a logical order. Check answers as a class.

### Answers

- 1 c  
2 a  
3 b

- e** Put students into pairs to practise giving the instructions in 5d and checking they understand them.



### EXTRA ACTIVITY

Ask students to work in pairs and use a piece of technology they have with them, e.g. a smartphone, a tablet, etc., and write a script for a conversation similar to the one with Annie and Leo in the video/audio. They should choose just one area they have a problem with for their conversation, and include appropriate phrases for asking for help and checking instructions. Monitor and help as necessary. When students have prepared their script, give them time to rehearse and check they are using correct stress and intonation. Correct students’ pronunciation as appropriate. Pairs then take turns to perform their conversations for the class, using the piece of technology as a prop.

## 6 SPEAKING

- a–b** Divide the class into pairs and assign A and B roles. Student As read the first card on SB p.105 and Student Bs read the first card on SB p.133. Students then role play the conversation. Monitor, but don’t interrupt fluency unless students make mistakes with the content of this lesson. Students then read the second card and role play the second situation.



### FAST FINISHERS

Ask fast finishers to choose another object which they don’t know how to use and invent a similar conversation.

### ADDITIONAL MATERIAL

- Workbook 10C
- Photocopiable activities: Pronunciation p.201
- Unit Progress Test
- Personalised online practice

# 10D Skills for Writing

## Also, my friends send really funny texts

### OPTIONAL LEAD-IN

Write on the board: *thnx for the pic – I was LOL! pls send me + when u can xxx.*

Ask students: *Where do you sometimes see messages like these?* and elicit that they are used in text messages and instant messaging. Circle the abbreviations in the message, i.e. *thnx, pic, LOL, pls, +, u, xxx*, then put students into pairs to try and work out what the message means. Check answers as a class. (*Thanks for the picture – I was laughing out loud! Please send me more when you can. Kisses.*) Ask students if they know any other similar abbreviations, e.g. *PLZ* (please), *GR8* (great), *NP* (no problem), *?4U* (I've got a question for you), etc.

## 1 SPEAKING AND LISTENING

- a** Read through the questions with the students. Then put them into pairs or small groups to ask and answer the questions together. Monitor and allow time for class feedback.
- b** Individually, students match the messages with the pictures. They then compare in pairs and discuss where the people are and what they are doing. Check answers as a class. If you used the Optional lead-in, ask students if the messages they send look more like the ones on the board or the ones in the Student's Book.

### Answers

- a 3 (She is at the airport and is texting her family to say she is going to be late.)  
b 2 (He is in Italy and is taking a picture of his meal.)  
c 4 (He is on a train and is texting his mother/girlfriend to ask what is for dinner.)  
d 1 (She is waiting for someone and is texting them.)

- c** Play the recording for students to listen for general meaning and identify the texts. Check answers as a class.

### Answers

- Speaker 1 c  
Speaker 2 a  
Speaker 3 d

### Audioscript

- 1** I sometimes send text messages, usually to my parents to say when I'm coming home, but I usually chat on social networking sites. It's easier if you're online anyway – and it's cheaper! I always have my phone with me, so I can see what my friends are doing. It's really good to know what people are doing. I chat to everybody all the time and we send each other pictures.
- 2** I only really send text messages when I'm travelling. I text my family to tell them when I arrive somewhere new or tell them when I'll be back. It's useful because I'm often away on business trips and of course it's cheaper than phoning. But usually I don't send text messages. I prefer to talk to people on the phone. It's easier and you can say more.
- 3** I don't really like texting much. I think it's better to talk on the phone. It's friendlier. I sometimes send a text if I'm meeting a friend, but that's about all.

At the end of this lesson, students will be able to:

- understand text messages and people talking about what they use text messages for
- understand a post on an Internet discussion board and a series of responses agreeing and disagreeing
- link ideas using *also, too* and *as well*
- write an Internet post about something that annoys them and an appropriate reply to another student's post

- d** Students listen to the recording again for specific details and complete the table. They then compare in pairs. Check answers by copying the table onto the board and asking individual students to come up and complete the gaps.

### Answers

	Sends texts to	Prefers to	Why?
Speaker 1	parents	chat online	easier and cheaper
Speaker 2	family	talk on the phone	easier and you can say more on the phone
Speaker 3	friends	talk on the phone	friendlier

- e** Students talk about the questions in pairs, small groups or as a class. Take feedback as a class.

## 2 READING

- a** Individually, students read the posts on the discussion board quickly and tick the people who sometimes get annoyed. You may wish to pre-teach the word *laugh* (n.) (the noise we make when something is funny). Check answers as a class.

### Answers

Genji ✓, Meepe ✓, MadMax ✓, AdamB ✓, Lars2 ✓

- b** Tell students to read the posts again in detail. Students identify who thinks the things. After checking answers, ask students: *Which person are you like?*

### Answers

- 1 Lars2  
2 Rainbows  
3 AdamB/Lars2  
4 Genji/Meepe  
5 Meepe/MadMax

- c** Students read the posts again and underline the adjectives. They then check in pairs. Check answers as a class.

### Answers

clear, important, useful, funny, good  
Negative: worst, annoying, rude, awful, boring

- d Tell students that they need to find short phrases/sentences, not just individual words. Check answers as a class.

**Answers**

- 1 Yes, I agree; Yes, you're right; Yes, I feel the same way.
- 2 I don't agree.



**FAST FINISHERS**

Ask fast finishers to write their own short response to Genji's original post.

### 3 WRITING SKILLS

#### Linking ideas with *also*, *too* and *as well*

- a Tell students to close their books. Write the first sentence from 3a on the board, leaving a gap in place of *also*. Point to the gap and ask students: *What's this word?* Elicit *also* and write it in the sentence. Ask students: *What kind of word is this?* and elicit *a word to link ideas* (an adverb). Students open their books, look at the sentences with *also* and underline the correct answers. Check answers as a class.

**Answers**

- 1 before
- 2 after
- 3 beginning

- b Individually, students identify the words and phrases that mean the same as *also*. They then compare in pairs. Check answers as a class.

**Answers**

- 1 too
  - 2 as well
- They come at the end.



**EXTRA ACTIVITY**

Write sentences 1–5 on the board and ask students to decide if they are correct or not. Tell them to correct the wrong sentences. Tell them that there is more than one correct option to make correct sentences. 1 *I can speak French and I can too speak German.* (X ... I can (also) speak German (too / as well).) 2 *Texting is really boring. Also, texts can be quite expensive.* (✓) 3 *I think Italian is the most beautiful language in the world too.* (✓) 4 *I've got a laptop and a tablet also.* (X ... and (also) a tablet (too / as well).) 5 *He's from the Basque country so he speaks Basque and Spanish, but he can as well speak French.* (X ... he can (also) speak French (too / as well).) Check answers as a class.

- c Check students understand that they can link the ideas in the sentences with *also*, *too* or *as well*, but tell them that they should use each linking word at least once. Students work individually, adding *also*, *too* or *as well* to the sentences. Monitor and check students are putting the linking words in the correct position.

**Answers**

- 1 ... and I've (also) got a new laptop (too / as well).
- 2 ... and we (also) took a street map (too / as well).
- 3 ... and she (also) knows a lot about computers (too / as well).
- 4 (Also) they have a large screen so they are easy to read (too / as well).

### 4 WRITING AND SPEAKING



**LOA TIP MONITORING**

- Monitor the Writing and Speaking section closely making sure at all stages that students are completing the task correctly and are clear about what they have to do.
- In 4a, monitor and help with vocabulary, and give students ideas if necessary. If students complete 4b and 4c in class, then monitor and note the kind of mistakes they are making to see how well they have understood and can use the content of the unit. However, don't point out students' mistakes at this point as other students will do this in 4d. In the final speaking stage, listen for correct use of comparative and superlative adjectives, but don't interrupt fluency.

- a Students work individually to plan a post about something that annoys them.
- b If you're short of time, this exercise can be completed for homework. Students could then bring their posts to the next class.
- c Students swap posts and write a comment agreeing or disagreeing with the original post and using *also*, *too* or *as well* if possible. Again, if you're short of time, this exercise can be completed for homework. They then pass the original post and their comment on to a third student.



**FAST FINISHERS**

Ask fast finishers to pass the original post and their comment on to another fast finisher, who can then write an additional response both to the post and the comment.

- d Students read both the original post and the comment and check the other students' work. Tell them to check the other students have used *also*, *too* or *as well* correctly. If there are any mistakes with the linking words, or mistakes in other areas, students prepare a second draft of their original post/comments before giving it to you for correction.
- e Put students into small groups to compare their posts and discuss which they think is the most interesting. After correcting students' work, ask them to make a final version to share with other students. Display the posts and comments around the classroom for other students to read and comment on further if they wish. Alternatively, if you and your students have the technology available, set up a class discussion board where students can display their posts and comment on each other's texts.

#### ADDITIONAL MATERIAL

Workbook 10D

# UNIT 10

## Review and extension

### 1 GRAMMAR

- a** Individually, students complete the conversation. Check answers as a class and check students are spelling the comparative adjectives correctly.

#### Answers

- 2 more powerful
- 3 bigger
- 4 more expensive
- 5 heavier
- 6 lighter
- 7 thinner
- 8 more practical
- 9 faster

- b** Check students understand that they have to use one word from each box to complete the questions. Monitor and help as necessary. Point out errors for students to self-correct. Check answers as a class.

#### Answers

- a the hottest place
- b the longest river
- c the most expensive hotel room
- d the best footballer
- e the biggest country

### 2 VOCABULARY

- a** Students underline the correct words in each sentence. Check answers as a class.

#### Answers

- 1 save
- 2 surfs; website
- 3 log into; check
- 4 Click on; file

- b** Students write the numbers as words, working individually. Check answers and use of *and* as a class by asking students to write the correct answers on the board.

#### Answers

- 1 fifty million
- 2 two thousand and three
- 3 two hundred and fifty-six
- 4 one thousand five hundred
- 5 two hundred thousand
- 6 two thousand six hundred and fifty-five

### 3 WORDPOWER *most*

- a** Books closed. Ask students the following questions and discuss them as a class: *What language do most of the people in your country speak? Do most of them understand English? In your opinion, what's the most beautiful language in the world?* After discussing the questions, ask them: *What word is in all three questions?* Elicit *most* and write it in a circle on the board. Students open their books, read the text and answer the questions. Check answers as a class.

#### Answers

- 1 Spanish, German, English and Italian
- 2 writer – English – because she was at school in London and also because it's an international language and most people speak it; her mother – Spanish – she says it's the most beautiful language in the world

- b** Read through the meanings with the students and discuss the first phrase (*Most of the people we know ...* – meaning b) as an example. Students work individually, matching the phrases with *most* with the meanings. They then check in pairs. Check answers as a class.

#### Answers

- a 4, 6 b 2, 3, 5

- c** Check students understand that this question is referring to items 1 and 5 from the text in 3a. Answer the questions as a class.

#### Answers

- a most people b most of the people

- d** Individually, students complete the sentences with the words in the box. Check answers as a class.

#### Answers

- 1 of the evening 2 people 3 of the way 4 of my friends



#### EXTRA ACTIVITY

Write sentence beginnings 1–4 and endings a–d on the board and ask students to match the sentence halves: *1 I do my homework most of; 2 I get up early most; 3 I think most of; 4 I love all my gadgets but most of; a my friends speak English better than me.; b all, I love my smartphone.; c the time, but sometimes I forget.; d days, but not at the weekend.*

Check answers as a class (1 c, 2 d, 3 a, 4 b). Tell students to use these as examples of the kind of sentences they should write in 3e.

- e** As an example, make sentences about your life using two of the phrases, e.g. *Most days I get up very early, but at weekends I stay in bed until very late.* Students then write sentences about their lives. Monitor and point out errors for students to self-correct.

- f** In pairs, students tell each other their sentences and find out how similar they are. Encourage students to ask follow-up questions if possible.

► Photocopiable activities: Wordpower p.195



#### LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.

# UNIT 11

## Entertainment



### UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations about actors, actresses, music and films
- ask for and give information about films, TV programmes, books and music
- discuss things they've seen and places they've been to in their town or city
- understand conversations in which people express their opinions and agree or disagree
- use appropriate phrases to ask for, express and respond to opinions
- write a review of a film they've seen and structure it correctly

### UNIT CONTENTS

#### G GRAMMAR

- Present perfect: positive
- Present perfect: negative and questions
- Present perfect or past simple

#### V VOCABULARY

- Irregular past participles: *been, bought, broken, caught, eaten, fallen, flown, forgotten, grown, had, heard, read / red /, seen, written*
- Music: *a band, classical, dance, a dancer, a DJ, folk, jazz, a musician, opera, an orchestra, pop, rock, a singer, tango*
- Wordpower: Multi-word verbs: *call back, come round, fill in, grow up, lie down, try on*

#### P PRONUNCIATION

- Sound and spelling: /ɜ:/
- Main stress in the present perfect
- Word stress in music words
- Main stress and tone

#### C COMMUNICATION SKILLS

- Talking about actors, actresses, films, TV programmes, books and music
- Talking about things you have and haven't seen, and places you have and haven't been to in your town and city
- Using appropriate phrases to ask for and express opinions
- Responding to opinions with short phrases and questions
- Discussing films that you've seen and enjoyed, and films you would like to see
- Writing a review of a film you've seen

### GETTING STARTED



#### OPTIONAL LEAD-IN

Books closed. Write these jumbled phrases on the board and tell students they are all kinds of entertainment: *achwngti a iflm* (watching a film), *inogg ot a cerntco* (going to a concert), *gnsiee a yapl ta het heatert* (seeing a play at the theatre). In pairs, students work out what the phrases are. Give students one minute to continue working in pairs and think of other common forms of entertainment, e.g. *watching a dance show, seeing a musical, going to the opera*, etc. Take feedback as a class and add their ideas to the board. Ask students: *Which of these are most popular in your country? Choose the top three.* Students work individually and answer the question. Then take feedback as a class.



- a Give students one minute to think about their answers to the questions before talking about the picture as a class. If you wish, ask students additional questions, e.g. *How old do you think the children are? When and where do you think the photo was taken?* and give them some information from the Culture notes below.



#### CULTURE NOTES

This picture was taken in Paris in 1963. The children are watching a traditional puppet show in the Parc Montsouris in the southern outskirts of the city. They are all watching the moment when a dragon is killed and, as can be seen from their facial expressions, they are reacting to it with a wide range of emotions. The photographer was Alfred Eisenstaedt, who was born in Prussia in 1898 and immigrated to the USA in 1935. He was a highly successful photographer. He took pictures of Sophia Loren, Marilyn Monroe, the Clintons and, undoubtedly one of the most famous photos of the 20th century, a sailor kissing a young woman in Times Square, New York on V-J Day, at the end of World War II.



- b In pairs or small groups, students talk about what they enjoyed when they were children. If you have a class with a variety of ages, try and mix older and younger students together, as it will give them more to talk about. Help with vocabulary and pronunciation, but don't interrupt fluency. Take feedback as a class and ask students to share the thing they enjoyed most.



#### EXTRA ACTIVITY


Extend the discussion and get students to talk more about what they enjoyed playing as children. Write the following questions on the board and put students into small groups to discuss them: *What games did you and your friends play when you were children? What was your favourite indoor game? And outdoors? What was your favourite toy when you were a child? Were there any toys that your friends had that you wanted? Do you think your parents enjoyed the same things when they were children? Why / Why not? What about your grandparents?*

# 11A I've heard she's really funny

## OPTIONAL LEAD-IN

Write sentence beginnings 1–4 on the board: 1 *Hugh Jackman and Nicole Kidman both lived ...*; 2 *Robert Downey Jr and Sean Penn both went ...*; 3 *Ashton Kutcher and Charlize Theron were both ...*; 4 *Frances McDormand and Milla Jovovich are both ...*. Put students into pairs or small groups and ask them to discuss possible ways to complete the sentences. Then ask students to match sentence endings a–d to the actors: *a models before they became actors.*; *b in Australia.*; *c married to film directors.*; *d to the same school.* Check answers as a class (1b Jackman was born in Australia. Kidman was born in Hawaii to Australian parents, but the family returned to Australia when Kidman was four years old. 2d They both went to Santa Monica High School in California though at different times. 3a Kutcher modelled for Calvin Klein and Abercrombie & Fitch, and Theron was a model in Milan. 4c McDormand is married to Joel Coen and Jovovich is married to Paul W S Anderson.)

## 1 READING

- a**  Look at the pictures as a class. In pairs, students then decide what they think the three actresses have in common.

### VOCABULARY SUPPORT


*film director* (B1) – the person who tells the actors what to do in a film

*have something in common* (B1) – to be the same for two or more people or things

- b** Tell students they should only read the fact files directly underneath each picture. Check the answer to 1a as a class.

#### Answer

b They all lived in Australia.

- c**  Put students into pairs to guess the answers to the questions. You may wish to pre-teach the word *train* (v.) (learn to do something, usually physical, by repeating it lots of times).
- d** Tell students to read the main part of the article, *Film International*, and check their answers to the questions in the quiz. Check answers as a class. Ask students: *Do you know any other films that these actresses are in?* If you wish, give students information from the Culture notes in the next column. You may wish to help students with words in the Vocabulary support box.

#### Answers

- 1 Rose Byrne
- 2 Mia Wasikowska
- 3 Mia Wasikowska
- 4 Isla Fisher
- 5 Rose Byrne
- 6 Isla Fisher

At the end of this lesson, students will be able to:

- read and understand a text about three actresses
- use the present perfect to talk about experience
- understand a conversation about actresses and the films they are in
- use a lexical set of irregular past participles correctly
- ask for and give information about popular films, TV programmes and books

### VOCABULARY SUPPORT

*act* (B1) – to perform in a film or a play

*award* (B2) – a prize someone is given for something special they have done

*novel* (B1) – a book that tells a story that isn't real

*soap opera* (B1) – a TV programme with a story that continues for a very long time and is always about the same group of people

*UNICEF* – the United Nations Children's Fund, a charity that helps children in difficult situations around the world

### CULTURE NOTES


Isla Fisher (b. 1976) starred in the 2013 film version of *The Great Gatsby* and has appeared in many other films including *Wedding Crashers*, *Confessions of a Shopaholic* and *Now You See Me*. She is a familiar face on TV, having appeared in over 300 episodes of the Australian soap opera *Home and Away* from 1994 to 1997.

Rose Byrne (b. 1979) started making films at the age of 15 when she appeared in *Dallas Doll*. Since then she has made many films including *Troy*, *Insidious*, *Bridesmaids*, *X-Men: First Class* and *The Internship*. She also co-starred alongside Glenn Close in all 59 episodes of the television series *Damages* from 2007 to 2012.

Mia Wasikowska (b. 1989) acted in the television drama *All Saints* in 2004 when she was 14. She became famous when she starred in Tim Burton's *Alice in Wonderland* in 2010. She has also starred in *The Kids Are All Right*, *Albert Nobbs*, *Stoker*, the 2011 film version of *Jane Eyre* and the 2014 film version of *Madame Bovary*.

### EXTRA ACTIVITY

Ask students to read the fact files and the article again and decide if sentences 1–4 are true or false: 1 *Mia has never acted in the USA.* (F – All three actresses work in Hollywood in the USA.) 2 *Isla is a lot younger than Mia.* (F – Mia is the youngest of the three.) 3 *Rose has acted on television.* (T) 4 *Mia has won prizes for both acting and photography.* (T)

- e**  Students talk about the questions in pairs or small groups.

## 2 GRAMMAR Present perfect: positive

- a** Books closed. Write on the board: *Marilyn Monroe ... (make) her first film in 1947*. Ask students to complete the sentence (*made*). Then write on the board: *Sofia Coppola ... (make) a new film at the moment*. Again ask students to complete the sentence (*is making*). Finally, write: *Meryl Streep ... (make) lots of fantastic films*. and ask students to try to complete the sentence. They may suggest using *makes* (present simple), but tell them that a native speaker here would use *has made*. Then point to each verb in turn and ask: *What tense is this?* to elicit the three tenses (past simple, present continuous and present perfect). Students then open their books and complete the sentences. Check answers as a class.

### Answers

1 've acted 2 's written 3 has won

- b** Discuss the question as a class.

### Answer

No, we don't.

- c** Individually, students complete the rule. Check answers as a class. Ask students: *How do we form the past participle of regular verbs?* (by adding *-ed* to the base form).

### Answers

I / you / we / they + have ('ve)  
he / she / it + has ('s)

## 3 LISTENING

- a** 3.52 Students listen to the conversation for general meaning and tick the films Maggie and Stephen talk about. You may wish to pre-teach the phrase *be a laugh* (be a person or thing that makes people laugh). Check answers as a class.

### Answers

- 1 No, they didn't. (Maggie got 1 and 5 wrong and Stephen got 2 and 6 wrong.)  
2 b ✓ *The Great Gatsby* c ✓ *Bridesmaids* f ✓ *Jane Eyre*

### Audioscript

- STEPHEN** How many quiz answers did you get right?  
**MAGGIE** All of them except for numbers one and five.  
**S** I got question two and six wrong. How did you know Isla Fisher has written novels? Have you read them?  
**M** No, I haven't – it was a guess. In fact, I haven't seen any of her films. What about you?  
**S** I've seen *The Great Gatsby*. She's really good in it. I've never seen a film with Mia Wasikowska.  
**M** Really? Try *Jane Eyre* – she's fantastic in that.  
**S** What about Rose Byrne? Have you ever seen any of her films?  
**M** No, I haven't, but I've heard she's really funny in *Bridesmaids*.  
**S** Yes, I've seen that. She's a real laugh.

- b** 3.52 Students listen to the recording again for specific details and complete the table. They then check in pairs. Check answers as a class.

### Answers

	Isla Fisher	Rose Byrne	Mia Wasikowska
Maggie			✓ f
Stephen	✓ b	✓ c	

- c** Students try to remember what Maggie and Stephen thought about the actresses. Play the recording again if necessary. Check answers as a class.

### Answers

Isla Fisher in *The Great Gatsby* – really good  
Rose Byrne in *Bridesmaids* – a real laugh  
Mia Wasikowska in *Jane Eyre* – fantastic

## 4 VOCABULARY Irregular past participles

- a** 3.53 Individually, students complete the sentences with the words in the box. Play the recording for students to listen and check. Check answers as a class. Ask students: *How are these past participles different from the examples in 2c?* (They are irregular so they don't end in *-ed*.)

### Answers

- 1 written; read  
2 seen  
3 heard  
No, the verbs don't end in *-ed*.

- b** 3.54–3.55 Students complete the exercises in Vocabulary Focus 11A on SB p.163. Play the recording for students to check their answers to Exercise a and complete the Pronunciation activity. Check answers to Exercise b as a class and monitor Exercise d. Tell students to go back to SB p.111.

### Answers (Vocabulary Focus 11A SB p.163)

- a** broken – break; read (/red/) – read (/ri:d/); been – be; caught – catch; written – write; seen – see; had – have; eaten – eat; bought – buy; heard – hear; flown – fly; forgotten – forget; fallen – fall; grown – grow  
**b** 1 caught 2 written 3 eaten 4 flown 5 been 6 bought 7 forgotten 8 read 9 seen 10 heard 11 broken 12 had 13 fallen 14 grown  
**c** 2 girl, learn, nurse, German, work



### FAST FINISHERS

Ask fast finishers to use the Irregular verbs list on SB p.176 and take turns to test each other on the past participle forms.

## 5 GRAMMAR

### Present perfect: negative and questions

- a** 3.56 Students complete the sentences with the words in the box. Play the recording for students to listen and check. Check answers as a class.

### Answers

- 1 seen 2 never 3 ever

- b** Ask students to look at the position of *not*, *ever* and *never* in the examples in 5a. Complete the rules as a class.

### Answers

- 1 after 2 before

- c** 3.56 Play the recording for students to listen again to the sentences in 5a. Check the answer by writing the sentences on the board and underlining the three past participles to indicate the main stress. Drill the sentences.


### Answer

the past participle

## CAREFUL!

There are various common student mistakes with the present perfect. Students may simply avoid using the present perfect altogether and use the present simple instead, e.g. *I see all of...* (Correct form = *I've seen all of John Wayne's films.*), or they may use the incorrect auxiliary verb, using *has/hasn't* instead of *have/haven't* or vice versa, e.g. *I hasn't been...* (Correct form = *I haven't been to the USA.*).

When using *ever* and *never*, students are also likely to make mistakes. They may try and use both words in the same sentence, e.g. *...I never ever see.* (Correct form = *It is the best film I have ever seen.*), or they may omit the auxiliary verb, e.g. *I never see a film...* (Correct form = *I've never seen a film with Rose Byrne.*). When forming a negative with *never*, they often include a negative auxiliary verb, e.g. *I never don't see a city...* (Correct form = *I've never seen a city like it.*).

- d  **3.57** Students read the information in Grammar Focus 11A on SB p.156. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are forming the present perfect and positioning *ever* and *never* correctly. Tell students to go back to SB p.111.


### Answers (Grammar Focus 11A SB p.157)

- a 2 written 3 swum 4 had 5 brought 6 done  
7 driven 8 ridden 9 run 10 been  
b 2 've visited 3 hasn't borrowed 4 've never eaten  
5 've walked 6 's played 7 haven't done 8 has had  
c 1 I have; I've seen; I've never seen  
2 Have you ever met; I've met; Has he visited; has; He's been



### LOA TIP DRILLING

- Drill the two conversations in Exercise c in Grammar Focus 11A on SB p.157 before continuing. Divide the class in half down the centre and tell the group on your left that they are A and the group on your right that they are B. Drill A's first question with the left-hand group and B's response with the right-hand group. Then put the two lines together with the left-hand group asking and the right-hand group answering the first question as a chorus. Repeat the process until students can perform the first conversation without you having to model the lines for them. Tell the groups to swap A and B roles before you work on the second conversation.

- e  **3.58** Students work individually, completing the conversation. Play the recording for students to listen and check. Check answers as a class. If you wish, give students information from the Culture notes in the next column.

### Answers

- 1 Have you seen  
2 've seen  
3 haven't seen  
4 Have you read  
5 haven't read  
6 've read



## CULTURE NOTES

*The Hobbit* and *The Lord of the Rings* are among the most famous books in the history of English literature. *The Hobbit* has sold over 100 million copies and *The Lord of the Rings* has sold over 150 million copies. The books were written by J R R Tolkien, a professor of English at Oxford University. *The Hobbit* was first published in 1937 and the three volumes of *The Lord of the Rings* from 1954 to 1955.

New Zealand filmmaker Peter Jackson adapted *The Lord of the Rings* for the cinema, releasing the three parts from 2001 to 2003. He subsequently adapted *The Hobbit* as three films, *The Hobbit – An Unexpected Journey* (2012), *The Desolation of Smaug* (2013) and *The Battle of the Five Armies* (2014). His adaptations were popular with both critics and the public, including fans of the novels.

## 6 SPEAKING

- a Individually, students think of some popular films, TV programmes and books and write six questions about them. Monitor and help with any vocabulary students might need and the titles in English if necessary. Point out any errors in the students' questions for them to self-correct before they start on the groupwork stage in 6b.
- b Put students into small groups to ask and answer each other's questions. As you monitor, don't interrupt fluency, but note any mistakes with the present perfect. After the activity, write these on the board and ask students to correct them.



### EXTRA ACTIVITY

Ask each student to note down the other students' answers as they ask and answer the questions in 6b. They then summarise what they found out for the class. Demonstrate the activity by asking five students an example question, e.g. *Have you seen all eight of the Harry Potter films?*, and pretending to note down their answers. Then give the class a summary of what you learned, e.g. *There are five people in my group. Two of them have seen all of the Harry Potter films.* Students then work individually and write summary statements for each of the six questions they asked in 6a. Monitor and point out errors for students to self-correct. Ask each student to read two or three of their summary statements to the class.

### ADDITIONAL MATERIAL

- ▶ Workbook 11A
- ▶ Photocopiable activities: Grammar p.184, Vocabulary p.191, Pronunciation p.202

# 11B I bet you've never been to the opera

## OPTIONAL LEAD-IN

Write the names of a number of famous sights in the city/ country where you're teaching on the board, e.g. in Prague – *the Old Jewish Cemetery, the Estates Theatre, Charles Bridge, Wallenstein Palace*, etc. Try to include two or three places connected with music and the performing arts in the list. Write *Have you ever ... ?* on the board and put students into pairs to think of questions they would like to ask you about the places, e.g. *Have you ever visited the Old Jewish Cemetery? Have you ever seen an opera at the Estates Theatre?*, etc. Monitor and point out errors for students to self-correct.

As a class, students take turns asking you their questions. Reply with *Yes, I have.* / *No, I haven't.* and then, if appropriate, give students a little bit of extra information using the past simple, e.g. *Have you ever visited the Old Jewish Cemetery? Yes, I have. I went a few years ago. It's beautiful.* Don't draw students' attention to the use of the past simple or allow them to ask you additional follow-up questions at this point as they are likely to make mistakes with the tenses.

## 1 READING

**a** Discuss the question as a class and elicit that the people are dancing the tango. Ask the students: *Which city is this?* to elicit *Buenos Aires*. Then ask students: *Have you ever been to Buenos Aires?* If any students answer yes, then ask them one or two follow-up questions using the past simple, e.g. *When did you go? Did you see people dancing in the street like this?* and monitor to see if they use the correct tenses in their answers. Don't, however, correct any grammatical mistakes at this point.

**b** Individually, students guess what they think the text is about. They then read the text quickly and find out if they were correct. Check the answer as a class.

### Answer

2 places to hear music

**c** Tell students to read the text again in detail and answer the questions. They compare in pairs. Check answers as a class. You may wish to help students with words in the Vocabulary support box.

### Answers

- 1 a San Telmo b the Konex Cultural Centre  
c the Teatro Colón d Jazz y Pop  
2 Teatro Colón 3 Jazz y Pop, the Roxy  
4 about 2 am 5 Students' own answers

## VOCABULARY SUPPORT

**basement** (B2) – part of a house or a building that is under the level of the street

**district** (B1) – a specific area of a town, city or country

**live** /laɪv/ (B1) – not recorded in advance, something you watch or listen to while it is happening

**season** (B1) – a series of concerts, plays, etc. that all happen in the same place in a specific period of time

**top** (B1) – the best, most popular and most respected

At the end of this lesson, students will be able to:

- read and understand a text about music in Buenos Aires
- use a lexical set of music words correctly
- understand a conversation in which people talk about places they've been to
- distinguish between the past simple to say when something happened and the present perfect to talk about past experiences
- talk about things they have and haven't seen and places they have and haven't been to in their town and city

## EXTRA ACTIVITY

Write gapped sentences 1–5 on the board. Ask students to read the text again and complete them with the names of the marked places.

1 In ... you can have a coffee, listen to music and go shopping. (San Telmo)

2 ... is very, very small and they don't always need to pay the musicians. (Jazz y Pop)

3 At ... there are two different areas for different kinds of music. (The Roxy)

4 You can see the best classical singers and musicians from around the world at the ... (Teatro Colón)

5 The ... is a good place to go at the beginning of the week. (Konex Cultural Centre)

**d** Discuss the places students would and wouldn't like to go to as a class. Encourage students to justify their answers as far as possible.

## 2 VOCABULARY Music

**a** **3.59** Students read the text again and underline more examples of kinds of music and people. Play the recording for students to listen and check. Check answers as a class.

### Answers

- 1 kinds of music: classical, opera, jazz, rock, pop, folk, dance  
2 people who play music, sing or dance: a musician, a band, a DJ, a singer, a dancer

**b** **3.60** **Pronunciation** Look at the example with the class and then play the recording for students to circle the number of syllables and underline the stressed syllable. Check answers as a class. Drill each word.

### Answers

- musician (3)  
classical (3)  
orchestra (3)  
opera (2)

**c** **3.61** Play the recording for students to listen to the pieces of music and match them with words from 2a. Check answers as a class.

### Answers

- 1 classical  
2 rock  
3 jazz  
4 pop  
5 opera

**d** In pairs or small groups, students discuss the questions. Take feedback as a class. Find out which kinds of music are the most/least popular.

### 3 LISTENING

- a 3.62 Play the recording for students to listen for general meaning and tick the places Kurt and Bea talk about. Check answers as a class.

#### Answers

✓ Teatro Colón ✓ Jazz y Pop ✓ The Roxy ✓ San Telmo  
Kurt hasn't been to any of the places, but Bea has been to all of them.

#### Audioscript

**KURT** Look, have you seen this article? It says Buenos Aires is one of the world's top cities for music. I didn't know that.  
**BEA** Well, there is a lot of good music.  
**K** I haven't been to any of these places and I've lived here for years. Like Jazz y Pop, it says it's a famous jazz club, but I've never heard of it. Have you been to Jazz y Pop?  
**B** Yes, I went there two weeks ago. They had really good music.  
**K** Oh, right. And what about The Roxy? Where's The Roxy? Have you been there?  
**B** Yes, of course I have. We all went there for Antonia's birthday. We had a fantastic time, we didn't leave till five in the morning. Didn't you come?

**K** Antonia's birthday ... ? Oh, I remember. I had exams, I couldn't go. OK, well I bet you've never been to the Teatro Colón.  
**B** Yes, I have actually. I went there last year. It was my dad's 50th birthday, we went to the opera.  
**K** Oh, yeah. What did you see?  
**B** I don't remember, something by Mozart. I didn't like it much.  
**K** You've been everywhere.  
**B** Yeah, well you should go out more, you spend too much time studying. Look, it's a nice evening, why don't we go down to San Telmo and sit in a café, and watch the dancers?  
**K** Mm ... Well, I'd love to, actually I've never been there. But I've got this essay to write ...

- b 3.62 Students listen to the recording again for specific details and complete the table. Check answers by copying the table onto the board and asking individual students to come up and complete the gaps.

#### Answers

Where?	When?	Did she like it?
1 Jazz y Pop	two weeks ago	Yes, they had really good music.
2 The Roxy	Antonia's birthday	Yes, she had a fantastic time.
3 Teatro Colón	her dad's 50th birthday	No, she didn't like it much.

### 4 GRAMMAR

#### Present perfect or past simple

- a 3.63 Individually, students match the questions with the answers. Play the recording for students to listen and check. Check answers as a class.

#### Answers

1 c  
2 b  
3 a

- b Give students a few minutes to answer the questions. Check answers as a class.

#### Answers

1 b, d  
2 a present perfect b past simple  
3 a present perfect b past simple



#### LOA TIP CONCEPT CHECKING

- Check students fully understand when we use the present perfect and when we use the past simple by asking them: *When we use the present perfect, which is more important – when the action happened or the experience?* (the experience) *Which words do we often use with the present perfect to mean 'at any time in my life' and 'not at any time in my life'?* (ever and never) *Which tense do we use when we want to ask for more details about an experience?* (past simple).
- After checking students have understood the uses of the present perfect and past simple, double-check they are clear about the form by asking them: *Which auxiliary do we use in past simple negatives, questions and short answers?* (did/didn't) *What about with the present perfect?* (have/haven't).



#### CAREFUL!

As well as the common student mistakes with the present perfect outlined in Lesson 11A, students are also likely to confuse the present perfect and past simple forms. They may use the past simple instead of the present perfect, e.g. *I bought new clothes ...* (Correct form = *I've bought new clothes for my holiday in Argentina!*), or the present perfect instead of the past simple, e.g. *Last year I've been to ...* (Correct form = *Last year I went to The Roxy for my birthday.*).

- c 3.64 Students read the information in Grammar Focus 11B on SB p.156. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are not confusing the present perfect or past simple forms and are using the correct auxiliary verbs. Tell students to go back to SB p.113.

#### Answers (Grammar Focus 11B SB p.157)

a 2 I've never seen 3 We went 4 Have you ever danced  
5 she's never won 6 We visited 7 I've never eaten  
8 Did he win  
b 2 c 3 e 4 h 5 a 6 d 7 f 8 b  
c 2 have 3 I've been 4 I've been 5 I've been 6 I went  
7 Did you like 8 did 9 It was 10 was 11 was  
12 I've seen 13 she played 14 Did you go 15 didn't  
16 I wanted 17 I finished



#### FAST FINISHERS

Ask fast finishers to look at all the verbs in Exercises a–c and check they know the infinitive, past simple and past participle forms of each one. They can use the Irregular verbs list on SB p.176 to check their answers.


- d 3.65 Tell students to work individually and order the sentences to make a conversation. Play the recording for students to listen and check. Check answers as a class.

#### Answers and audioscript


A Have you ever been to a music festival? A Who did you go with?  
B Yes, I have. I went to one last summer. B I went with a group of friends from university.  
A Where was it? A Did you enjoy it?  
B It was in Novi Sad, in Serbia – the EXIT festival. B Yes, we all had a great time.

## VOCABULARY SUPPORT

*festival* (B1) – a special event that happens in one place, usually lasts for a weekend or a few days and has lots of different concerts and performances

- e  In pairs, students practise the conversation in 4d. Monitor and correct students' pronunciation as appropriate.

## 5 SPEAKING

- a Individually, students think of two things they've seen or places they've been to in their town or city. Give them a few minutes to make notes. Monitor and help as necessary.
- b Students think of two things they haven't seen or places they haven't been and make notes.
- c  Students work in pairs or small groups talking about the things and places they made notes about. Listen carefully to check that students are using the present perfect and the past simple forms correctly. When students make a mistake with the forms, try to catch their eye discreetly so that they can correct their mistake.

## FAST FINISHERS

Ask fast finishers to talk about things from the categories in 5a which they didn't prepare, i.e. if they made notes about a concert and a play, they could talk about a music event, a film, a club, etc.

## ADDITIONAL MATERIAL

- ▶ Workbook 11B
- ▶ Photocopiable activities: Grammar p.184, Vocabulary p.191



# 11C Everyday English

## I thought they were quite good

## OPTIONAL LEAD-IN


Books closed. Write these questions on the board: *When was the last time you went out in the evening? Where did you go? What did you do? Who did you go with? Did you have a good time? Why / Why not? How did you get home? How did you feel when you got home? Was it a typical night out for you? What is your idea of a perfect night out?* Put students into pairs or small groups to discuss the questions. Monitor and praise students who are able to express what they want to say, even if their English isn't perfect. Take feedback as a class and discuss the last question to find out what students think would be a perfect night out.

## 1 LISTENING

- a  Students talk about the questions in pairs. Take feedback as a class and find out what the most popular kind of transport is.
- b  Tell students to look at pictures a and b and ask them to write down what they think Dan is saying.

At the end of this lesson, students will be able to:

- understand informal conversations in which people ask for and express opinions and agree or disagree with one another
- use appropriate phrases to ask for and express opinions
- respond to opinions with short phrases and questions
- identify the main stress and tone in short phrases and questions used to respond to opinions
- ask for, express and respond to opinions about a concert and a restaurant

- c  **3.66** Play Part 1 of the video or the audio recording for students to check their answers in 1b. Students then choose the correct answers. Check answers as a class.

### Answers

In picture a, Dan is saying 'Taxi!'

In picture b, Dan is saying their address, 'Windsor Road – number 15, please.'

- 1 on their way home
- 2 15 Windsor Road

### Video/Audioscript (Part 1)


**DAN** Taxi! ... Windsor Road – number 15, please.

**DRIVER** 15 Windsor Road.

**MARTINA** That's better.

**D** Tired?

**M** Yeah, a bit. It's nearly 12. Work tomorrow.

- d  **3.67** Tell students that Dan and Martina are now in the taxi. Play Part 2 of the video or the audio recording for students to answer the questions. Check answers as a class.

### Answers

- 1 to a concert
- 2 No, they don't.

### Video/Audioscript (Part 2)

- DAN** So, what did you think of it?  
Did you enjoy it?
- MARTINA** Yeah, it was a good concert. I really liked it.  
How about you?
- D** Yeah, me too.
- M** But I didn't like all the bands.
- D** No, me neither. I didn't like the first band very much.
- M** Really? Oh, I thought they were quite good.
- D** Did you? But all their songs were the same. They really only had one song.
- M** Yeah, but the singer was so good. She's got an amazing voice.
- D** Yeah, maybe. But I just thought they were a bit boring. And I don't really like that kind of pop music.
- M** Well, they aren't really pop, they're sort of folk rock. Anyway, I really liked them.
- D** But the last band – Atlantis – I thought they were really good. Really great music.
- M** Do you think so? I didn't really like them. They were too loud.
- D** Yeah, maybe.

- e** **3.67** Individually, students read the sentences and decide who they correspond to. They then watch or listen again for specific details. Play Part 2 of the video or the audio recording again for students to listen and check. Check answers as a class.

#### Answers

1 B 2 B 3 M 4 D 5 M

## 2 USEFUL LANGUAGE

### Asking for and expressing opinions

- a** **3.68** Students put the conversation in the correct order. Play the recording for students to listen and check. Check answers as a class.

#### Answers

- d So, what did you think of it?
- a Did you enjoy it?
- e Yeah, it was a good concert.
- c I really liked it.
- b How about you?
- f Yeah, me too.

- b** In pairs, students practise the mini-conversation in 2a. Monitor and correct students' pronunciation as appropriate.
- c** Students match the opinions with the reasons, working individually. Check answers as a class.

#### Answers

1 b 2 c 3 a



### EXTRA ACTIVITY

Books closed. Write these prompts on the board:

**A** What / you / think / it?

**B** I / really / like. / you?

**A** I / really / like / first band.

**B** Yeah / I / think / singer / great.

Ask students to work in pairs and write the complete conversation. Remind them to think carefully about which tenses to use. Students then open their books, look at the Useful language section and check for any mistakes in their conversation. Check answers by eliciting a full version of the conversation and writing it on the board. Make sure students understand that more than one answer is possible. (Suggested answer: **A** What did you think of it? **B** I really liked it. How about you? **A** I really liked the first band. **B** Yeah, me too. I thought the singer was great.)

## 3 LISTENING

- a** **3.69** Point to picture c and elicit ideas from the class about what is happening. Play Part 3 of the video or the audio recording for students to listen and check. Check the answer as a class.

#### Answer

Martina is listening to some music on Dan's phone. She doesn't like it.

### Video/Audioscript (Part 3)

- DAN** I've got some of their music on my phone. Here, listen. This is one of their tracks. ... What do you think?
- MARTINA** No, thanks. I've heard enough of them already.

## 4 CONVERSATION SKILLS

### Responding to an opinion

- a** Ask students: *Do you think Martina and Dan like the same kind of music?* and encourage students to justify their ideas as far as possible. Point to the mini-conversations and ask students to decide if the replies mean the other person agrees or doesn't really agree. Check answers as a class.

#### Answers

- a
- a
- b
- b
- b

- b** Complete the table as a class. Check students have fully understood the use of the auxiliary verbs by writing these questions on the board and asking students to choose the correct answers: *Which auxiliary verbs do we use to respond to an opinion: 'do/did' or 'have/had'? ('do/did') Do we use the same tense as the original sentence or a different one? (the same tense).*

#### Answers

- Did
- Do



- c** Drill the mini-conversations in 4a. Students then work in pairs, practising saying them. Monitor and correct students' pronunciation as appropriate.



### FAST FINISHERS



Ask fast finishers to close their books and invent similar mini-conversations without looking at the mini-conversations in 4a or the table in 4b to help them.

## 5 PRONUNCIATION Main stress and tone



- a  3.70 Play the recording and highlight that both words are stressed in each reply.
- b  3.70 Play the recording again for students to answer the questions. They then check in pairs. Check answers as a class.

### Answers

- up: 1, 2; down: 3, 4
- b surprised

- c  3.70 Play the recording again for students to listen and repeat. Drill each reply.
- d  Put students into pairs to practise responding to the opinions. Monitor and check students are using the correct stress and tone.

## 6 LISTENING

- a  In pairs, students look at picture d and answer the questions.
- b  3.71 Play Part 4 of the video or the audio recording for students to check their answers in 6a. Check answers as a class.

### Answers

- They are at home.
- 'How about some music?'

### Video/Audioscript (Part 4)


**MARTINA** Home at last. I'm tired.

**DAN** How about some music?

**M** OK, but not Atlantis.

**D** OK, not Atlantis. Promise! ...

## 7 SPEAKING

- a  Divide the class into pairs and assign A and B roles. Student As read the first card on SB p.131 and Student Bs read the first card on SB p.133. Students then role play the conversation. Students then read the second card and role play the second situation.

### LOA TIP MONITORING

- Monitor both the preparation stage and the speaking stage of the Speaking section closely. During the preparation stage, encourage students to think carefully about what they want to say before they start speaking so that they don't have to pause and ask you for vocabulary once they have started.
- During the speaking stage, monitor and check students are forming the short phrases and questions for responding to an opinion correctly and using the correct stress and tone. When students make a mistake with the phrases or the pronunciation, try to catch their eye discreetly so that they can correct their mistake.
- If students continue to form the phrases and questions incorrectly, and aren't using correct stress and tone, you may wish to check this again or ask them to do the activity in Workbook 11C.

### EXTRA ACTIVITY

Ask students to work in pairs and give them one minute to think of as many things as they can that they have both seen and done, e.g. seen the opera *Tosca*, been to a comedy club, etc. Check they understand that they should just make a list at this point, not discuss the things in any detail. When students have finished preparing their list, tell them that now they should discuss each item in turn using the useful language for asking for, expressing and responding to opinions, e.g. **A** *We've both seen the opera 'Tosca'. What did you think of it?* **B** *I didn't like it very much.* **A** *Me neither. I thought the singers were great, but I didn't like the story.*, etc. Monitor and praise students with a smile or a nod when they use the language from this lesson correctly and use appropriate stress and tone in their replies.

### ADDITIONAL MATERIAL

- ▶ Workbook 11C
- ▶ Photocopiable activities: Pronunciation p.202
- ▶ Unit Progress Test
- ▶ Personalised online practice1

# 11D Skills for Writing

## It was an interesting film

### OPTIONAL LEAD-IN


Before students arrive, write these questions on the board:

Which film do you think ...

- is a cartoon?
- tells an amazing story about a journey?
- is best for families?
- looks most exciting?
- is about people on a strange planet?
- teenagers would enjoy?
- is about the world in the future?
- has a lot of special effects?

As students arrive, put them into pairs or small groups to look at the film posters in Lesson 11D and answer the questions with the title of one or more of the films. Tell them it doesn't matter if they haven't seen the films because they can base their answers on what they can see in the posters. Take feedback as a class and give students information from the Culture notes below if you wish.

## 1 SPEAKING AND LISTENING

- a**  Discuss the questions as a class and find out if they have ever watched a film more than once. If you didn't use the Optional lead-in, give students information from the Culture notes below if you wish.

### CULTURE NOTES

*Avatar* (2009) is a science-fiction film directed by James Cameron. It is set on the fictional planet of Pandora, which is inhabited by a race of people called the Na'vi. It was the first film to make more than \$2 billion at the box office.

*The Hobbit – An Unexpected Journey* (2012) (see Culture notes on p.151).

*Inception* (2010) is a science-fiction thriller in which a group of thieves enter the dreams of their victims in order to commit sophisticated crimes. It was written and directed by Christopher Nolan, the director of the *Batman* trilogy.


*Life of Pi* (2012) is an adaptation of the novel of the same name by Yann Martel. Directed by Ang Lee, it is the fantastical story of a teenage boy, 'Pi', who loses his entire family in a shipwreck and is left stranded on a lifeboat with a Bengal tiger, a hyena, a zebra and an orangutan.

*Matrix Revolutions* (2003) stars Keanu Reeves and was the final instalment of the *Matrix* trilogy, which began with *The Matrix* in 1999. The characters live their lives within a virtual world, 'the matrix', from which the films take their title. The three films are well known for their 'cutting edge' use of special effects at the time of their release.

*Up* (2009) is a Pixar/Disney animated film in which an elderly man ties thousands of helium-filled balloons to his house and flies off to South America, accidentally taking with him a boy called Russell. Once there, they make friends with Kevin, an exotic bird, and Dug, a talking dog.

At the end of this lesson, students will be able to:

- understand a conversation in which people discuss a film they've both seen
- understand positive and negative reviews of a film
- structure a review correctly and avoid repetition
- write a review of a film they've seen and structure it correctly


- b**  **3.72** Tell students that they are going to listen to Robin and Melissa talking, but that they are not talking about any of the films on SB pp.116–117. Play the recording for students to listen for general meaning and answer the questions. Check answers as a class.

### Answers

- 1 the new James Bond film
- 2 Robin liked it, but Melissa didn't.

### Audioscript

- MELISSA** Have you seen the new James Bond film?  
**ROBIN** Yes, have you?  
**M** Yes, I've seen it, yeah. Not very good, is it?  
**R** Oh, I don't agree. I really enjoyed it.  
**M** Well, I thought it was boring. James Bond films are always the same. James Bond is cool, he goes to some beautiful country and he meets a beautiful girl. The bad guys all die at the end. You always know what's going to happen. Of course the special effects were great, but that's about all.
- R** Well, it's not meant to be too serious, you know. I thought it was fun, I liked it.  
**M** Did you really?  
**R** Yes, I did. I thought it was exciting. It was great to watch, the actors were great and James Bond was fantastic. I'm going to see it again this weekend. Do you want to come?  
**M** What, again? No thanks, once was enough. I'm going to see the new Tarantino film.

- c**  **3.72** Students listen to the recording again for specific details and decide who the sentences correspond to. They then check in pairs. Check answers as a class.

### Answers

- 1 M 2 R 3 M 4 R


- d** Individually, students choose two films, one they've seen and one they haven't seen, and make notes. Monitor and help with vocabulary if necessary.

### EXTRA ACTIVITY

Write jumbled questions/responses 1–6 on the board. Ask students to put them in order:

- 1 you / so / do / think ? (Do you think so?)
- 2 enjoy / it / you / did ? (Did you enjoy it?)
- 3 agree / really / don't / I (I don't really agree.)
- 4 very much / like / it / I / didn't (I didn't like it very much.)
- 5 a / director / fantastic / he's / think / I (I think he's a fantastic director.)
- 6 story / thought the / I / good, / was quite / actors were / awful / but the (I thought the story was quite good, but the actors were awful.)

Check answers as a class. Remind students to use appropriate phrases for asking for, expressing and responding to opinions in their discussion in the next exercise.

- e**  In small groups, students discuss the questions. Monitor and check students are using the language for expressing opinions correctly.

## 2 READING

- a** Point to the photo of Melissa on SB p.116 and tell students that they are going to read her review of *Inception*. Individually, students read the review quickly and find out if it's positive or negative. Check the answer as a class.

**Answer**  
positive

- b** Tell students to read the review again in detail and answer the questions. They then check in pairs. Check answers as a class.

**Answers**  
1 three  
2 on a big screen

- c** Point to the photo of Robin on SB p.117 and his review. Students read it quickly to find out if it's positive or negative. Check the answer as a class.

**Answer**  
negative

- d** Students read Robin's review again in detail and answer the questions. After checking answers, ask any students who have seen *Inception* if they agree with Melissa or Robin's opinions.

**Answers**  
1 His friend Charlie told him it was good so he went to see it.  
2 Joseph Gordon-Levitt was excellent as Arthur, but the story was difficult to understand and the film was too long.  
3 No, he doesn't.

## 3 WRITING SKILLS Structuring a review

- a** Look at the two reviews with the class and check students understand that the numbers 1–5 appear in both Melissa's and Robin's reviews. Read through the example and show students how this question is answered in sentence 4 of both reviews. Students then work individually, identifying the sentences. Check answers as a class.


**Answers**  
b 1 c 2 d 5 e 3

- b** Read the first comment and elicit the answer as an example. Individually, students match the other comments with the questions in 3a. They then check in pairs. Check answers as a class.

**Answers**  
1 c 5 e  
2 b 6 d  
3 c 7 c  
4 a

- c** Individually, students read the sentences and compare them with the ones in the reviews. Check answers as a class.

**Answer**  
They repeat the title and the names of actors, but the ones in the reviews don't.

- d**  In pairs, students discuss the questions. Take feedback as a class and ask students: *Why do the reviews use 'it', 'this film' and 'the film'?* and check that students understand that it isn't good style to keep repeating words and names in English.

### Answers

- 1 They write the name of the film only once.
- 2 They use *it*, *this film* and *the film*.



### FAST FINISHERS


Ask fast finishers to read the two reviews again and find *good* and its comparative and superlative forms. They then underline all the other adjectives in the reviews and list their comparative and superlative forms.

## 4 WRITING AND SPEAKING



### LOA TIP ELICITING

- If students need more support, demonstrate 4a and 4b (making notes, writing the review) by eliciting notes onto the board for questions a–e in 3a. Then work as a class to build the notes into a model review so that students fully understand the process.
- Use questions a–e in 3a to make short notes down the left-hand side of the board. For example, choose a film together and ask the class: *When did you see the film?* Suggest that you saw it together as a class last week (note down: *last week, as a class*). Then ask: *Did you like it?* (e.g. *teacher – brilliant, student – terrible!*). Continue with the other questions.
- Elicit full sentences from the class, helping the students by using the notes on the board, the comments in 3b and Melissa and Robin's reviews in 2a and 2c. Write the review on the right-hand side of the board, e.g. *I went to see 'The Hobbit' last week with my class. The teacher told us it was brilliant, but I thought it was terrible! ...* Tell students to use exactly the same process to prepare their review.

- a** Students work individually to plan a review of a film they've seen. Monitor and help with vocabulary and give students ideas if necessary. Check students know the English title of the film they have chosen.
- b** If you're short of time, this exercise can be completed for homework. Students could then bring their reviews to the next class.
- c** In pairs, students swap reviews and check their partner's work. Tell them to check their partner has answered all five questions in 3a and has not repeated the name of the film or the names of the actors too often. They then give each other feedback. If they have made any mistakes with the structure, or mistakes in other areas, they prepare a second draft of their review before giving it to you for correction.
- d**  Put students into small groups to read each other's reviews and discuss which films they would like to see. If you wish, if you and your students have the technology available, set up a class blog where students can post their reviews and respond to each other's opinions.

### ADDITIONAL MATERIAL

 Workbook 11D

# UNIT 11

## Review and extension

### 1 VOCABULARY

- a** Students underline the correct word in each sentence. Check answers as a class.

#### Answers

- |             |            |
|-------------|------------|
| 1 classical | 4 pop      |
| 2 rock      | 5 musician |
| 3 orchestra | 6 opera    |

- b** Students write the past participle of each verb. They check their answers by looking at the Irregular verbs list on SB p.176.

#### Answers

- |         |                |
|---------|----------------|
| 1 been  | 5 read (/red/) |
| 2 done  | 6 seen         |
| 3 gone  | 7 won          |
| 4 heard | 8 written      |



#### FAST FINISHERS

Ask fast finishers to look at the verbs in 1b again and tick the ones that have the same form for the past simple and the past participle. For the ones which are different, students write down the past simple form too.

### 2 GRAMMAR

- a** Students write the sentences and questions. Check answers as a class by asking individual students to write the correct answers on the board.

#### Answers

- I've been to South Africa twice.
- She's met a lot of famous actors.
- Have you seen the latest James Bond film?
- He hasn't worked in an office before.
- We've never won Lotto.
- Have they read all the Harry Potter books?
- I haven't heard a lot of jazz music.

- b** Individually, students read the sentences and correct the verb form in the ones that are wrong. Check answers as a class.

#### Answers

- |                   |                  |
|-------------------|------------------|
| 1 ✓               | 5 ✓              |
| 2 He read         | 6 ✓              |
| 3 I've never seen | 7 I haven't read |
| 4 They won        |                  |

- c** Complete the first gap as an example with the class. Check students understand that they can use the present perfect or the past simple and so need to think carefully about the meaning. Check answers as a class. Drill the conversation.

#### Answers

- |                  |                |                       |
|------------------|----------------|-----------------------|
| 1 Have you been  | 4 went         | 7 did                 |
| 2 've been       | 5 did you stay | 8 was                 |
| 3 've never been | 6 wasn't       | 9 Have you ever tried |

### 3 WORDPOWER Multi-word verbs

- a** Tell students to close their books. Write gapped sentences 1–3 on the board: 1 *I come ... Turkey.* 2 *She sometimes wakes ... very late.* 3 *We went ... to a restaurant for dinner last night.* Point to the three gaps and ask students about each missing word in turn. Write *from*, *up* and *out* on the board in each sentence. Then circle the multi-word verb in each sentence (*come from*, *wake up*, *go out*) and ask students: *What kind of words are these?* Elicit/Teach *multi-word verbs*. (You could also point out the alternative term, *phrasal verbs*, which students may already know.) Students open their books, look at the sentences and match them to make conversations. Check answers as a class.

#### Answers

- 1 c 2 e 3 b 4 f 5 a 6 d

- b** Individually, students match the multi-word verbs with the meanings. They then check in pairs. Check answers as a class.

#### Answers

- call back
- try on
- fill in
- lie down
- come round
- grow up

- c** Students complete the sentences with the correct form of a multi-word verb from 3a. Check answers as a class.

#### Answers

- try (things) on
- fill in
- grew up
- called (me) back
- lie down
- came round



#### EXTRA ACTIVITY

Write example answers a–f below to questions 1–6 in 3d on the board. Ask students to match them to the questions and complete the answers before they ask and answer the questions in pairs: *a No. I always \_\_\_\_\_ people \_\_\_\_\_ when they leave a message.* (2 call ... back) *b Yes, I often \_\_\_\_\_ after lunch and have a short sleep.* (6 lie down) *c I \_\_\_\_\_ a form last week because I need a new passport.* (5 filled in) *d They never \_\_\_\_\_ – they live a long way away!* (1 come round) *e No, I can't \_\_\_\_\_ them \_\_\_\_\_ because I buy everything on the Internet.* (4 try ... on) *f I \_\_\_\_\_ in a little village in the mountains in Wales.* (3 grew up)

- d** In pairs, students ask and answer the questions. Monitor, but don't interrupt fluency unless students make mistakes with the phrasal verbs.

Photocopiable activities: Wordpower p.195



#### LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.

# UNIT 12

## Travel



### UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations about travel and holiday plans
- ask for and give information about holidays
- give each other advice about what to do on holiday
- use appropriate phrases to show surprise
- check into a hotel and ask for tourist information
- write an informal email giving information and advice about their home town, and use appropriate paragraphs

### UNIT CONTENTS

#### G GRAMMAR

- *going to*
- *should / shouldn't*

#### V VOCABULARY

- Geography: *beach, coast, countryside, desert, field, forest, glacier, hill, island, jungle, lake, mountain, rainforest, river, waterfall, wood*
- Travel collocations: *book a hotel, change plans, go back home, have a holiday, live abroad, make plans, pack a bag, plan a holiday, stay at home, stay in a hotel, travel abroad, unpack a bag*
- Linking words: *first, secondly, finally*
- Wordpower: *take*

#### P PRONUNCIATION

- Word stress in geography words
- Main stress in *going to*
- *should / shouldn't*
- Rising tone to show surprise
- Consonant groups with /t/: *t's, st, ghts, xt, ft*, etc.

#### C COMMUNICATION SKILLS

- Talking about places you've been to and places you would like to go to on holiday
- Asking and answering questions about a working holiday
- Giving advice about what to do on holiday
- Using appropriate phrases to show surprise
- Checking in at a hotel
- Asking for tourist information
- Writing an informal email giving information and advice about your home town

### GETTING STARTED



#### OPTIONAL LEAD-IN

Use a 'live listening' to introduce the topic of travel. Choose a picture with friends or family on holiday to show the class. Find out about the people and holiday in the picture, or make up your own ideas, e.g. *These are my friends Sarah and Russell. They are in Iceland.*, etc. Alternatively, use a picture of yourself on holiday. Write questions 1–3 on the board: 1 *Where are the people?* 2 *Who are they?* 3 *What did they do while they were on holiday?* Project your picture on the board, or print it off to show the class, and tell students about it. Students listen, answer the questions on the board and note any other information you give. They then check in pairs and ask you to confirm any information they are not sure about.



- a Give students one minute to think about their answers to the questions before talking about the picture as a class. If you wish, give students information from the Culture notes below and ask students if they would like to go on holiday to Dubai.



#### CULTURE NOTES

This picture shows three Japanese tourists taking pictures on Umm Suqeim beach in Dubai in the United Arab Emirates. In the background, stands the famous Burj Al Arab (the Tower of the Arabs), which is a luxury hotel standing on an artificial island. The hotel opened in 1999 and claims to be the world's most luxurious hotel. It has over 200 suites, eight restaurants and bars, four swimming pools, a private beach and a spa. The hotel also offers transfers from the airport via helicopter.

Dubai is one of the world's top tourist destinations and top attractions in the UAE include the tallest tower in the world (the Burj Khalifa), the largest fountains in the world (in the Burj Khalifa lake), a global village with international food, shopping and entertainment, an indoor ski resort and numerous theme parks.



- b Read through the questions with students before they ask and answer them. If they wish, they can show each other pictures of friends and family, holidays, etc. on their mobile phones if they have them. Take feedback as a class and find out what students do with their photographs after they've taken them, e.g. make albums, upload them to social networking sites, etc.



#### EXTRA ACTIVITY

Give students time for a 'long turn' at this point (see the Extra activity after 3d on p.51). Ask students to choose a picture they have taken, which is special for them, and which they are happy to share with the class. If you used the Optional lead-in, tell students that you want them to talk about their picture in the same way. If students don't have a suitable picture on their phone, ask them to prepare their notes for homework and bring the picture to the next class. Tell students to make notes about it, but not write complete sentences. Monitor and help students make their notes if necessary. Ask students to speak to the class in turn about their picture and show it to the class. Remind students not to look at their notes too much while they are speaking. After each long turn, allow two or three students to ask the speaker questions based on their talk.

# 12A What are you going to do?

## OPTIONAL LEAD-IN

Write *Holidays* on the board and underneath write question beginnings 1–4 and endings a–d: 1 *Where do you like* 2 *What time of year* 3 *Where do you* 4 *Who do you usually; a do you like going away?* b *go on holiday with?* c *going on holiday?* d *like staying?* Leave a small space, then write question beginnings 5–8 and endings e–h: 5 *Where and when* 6 *How long did* 7 *What did* 8 *Was it a typical;* e *you stay?* f *holiday for you?* g *you do?* h *was your last holiday?*

Check students understand that 1–4 match with a–d, and 5–8 match with e–h. Individually, they match the beginnings and endings. Check answers as a class (1c, 2a, 3d, 4b, 5h, 6e, 7g, 8f).

Put students into pairs to ask and answer the questions. Finally, point to questions 1–4 and ask: *Are these questions about the past, present or future?* Elicit that they use the present simple to talk about general preferences. Then point to questions 5–8 and repeat the question. Elicit that they use the past simple to ask about a specific holiday in the past. Tell students that Lesson 12A is about the future.

## 1 VOCABULARY Geography

- a Ask students to cover the words and see how many of the things in the pictures they know. Individually, students then match the words with the pictures.
- b 3.73 **Pronunciation** Play the recording for students to listen and check their answers to 1a. Then read the questions with the class and, if necessary, play the recording again. Check answers as a class. Drill each word.

### Answers

- a 1 d 2 g 3 b 4 j 5 f 6 a 7 e 8 h 9 i 10 c  
b 1 lake; beach 2 the first syllable

## EXTRA ACTIVITY

Put students into pairs. Explain that you're going to say ten places in the world and students have to write down which part of the world they are in. Teach/Elicit *Antarctica*, if necessary. Allow students to refer to SB p.160 if necessary.

1 *Mount Everest – the world's tallest mountain* (Asia)  
2 *the River Nile – the world's longest river* (Africa) 3 *the Amazon Rainforest – the world's biggest rainforest* (South America)  
4 *the Sahara Desert – the world's biggest sand desert* (Africa)  
5 *Lake Superior – the world's biggest lake* (North America)  
6 *Praia do Cassino Beach – the world's longest beach* (South America) 7 *the Lambert Glacier – the world's biggest glacier* (Antarctica) 8 *Angel Falls – the world's tallest waterfall* (South America) 9 *Greenland – the world's biggest island* (geographically North America, politically Europe)  
10 *the Taiga forest – the world's biggest forest* (North America, Europe and Asia).

Check answers as a class and award one point for each correct answer. The pair with the highest score is the winner.

- c In pairs, students ask and answer the questions. Monitor, but don't interrupt fluency unless students make mistakes with the pronunciation of the geography words.

At the end of this lesson, students will be able to:

- use a lexical set of geography words correctly
- read and understand a text about working holidays
- understand a conversation in which people talk about their holiday plans
- use *going to* to describe future plans
- ask for and give information about a working holiday

- d 3.74 Students complete the exercises in Vocabulary Focus 12A on SB p.165. Play the recording for students to complete the Pronunciation activity. Monitor Exercise d and check other answers as a class. Tell students to go back to SB p.120.

### Answers (Vocabulary Focus 12A SB p.165)

- a a coast b jungle c hill d countryside e wood f fields  
b countryside; jungle  
c 1 field (It's not water.) 2 hill (It's not trees.)  
3 mountain (It's not connected to the sea.)

## FAST FINISHERS

Ask fast finishers to write sentences about the geography of the place where they live, using the emails in Vocabulary Focus 12A, Exercise a as model.

## 2 READING

- a Read through the question and the ideas with students and check they understand the vocabulary. In pairs, they discuss what's important for them when they're on holiday. Take feedback as a class.
- b Students read the website quickly and find out which ideas from 2a it mentions. Check answers as a class.

### Answers

- meet new people
- do lots of sightseeing
- understand a new culture
- try a new sport
- eat local food

- c Tell students to read the website again in detail. Individually, students identify which jobs would be appropriate for the different profiles. Encourage students to guess the meaning of any new words from the context. However, you may wish to help students with words in the Vocabulary support box. Check answers as a class.

### Answers

- swimming and dancing – job 2
- drawing – job 3
- outdoor sports – job 1

## VOCABULARY SUPPORT

*accommodation* (B1) – the place where you live or sleep


*kayaking* – an activity using a small, narrow boat usually for only one person

*local* (B1) – from or in the area near you

*scenery* (B1) – beautiful, natural views out in the countryside

- d In pairs, students talk about whether they would like to do any of these jobs and decide which would be the most and least hard work. Take feedback as a class. Encourage students to justify their answers as far as possible.

### 3 LISTENING

- a  **3.75** Play the recording for students to listen for general meaning and answer the question. Check the answers as a class.

#### Answer

Emily – holiday 3  
Chloe – holiday 2

#### Audioscript

##### CONVERSATION 1

**ZOE** So, about next year – what are you going to do?

**EMILY** I finally decided yesterday.

**Z** And?

**E** Well, I don't really want to continue studying. I'd like to do some travelling. So, I'm not going to go to university next year.

**Z** Go travelling? Nice idea – but that costs a lot of money.

**E** I've saved a bit of money. But you don't need a lot. Look. I found this website: *Work Around the World*.

**Z** OK ...

**E** Well, you can go places and get free food and accommodation – you just have to do a bit of work.

**Z** I don't know ... I heard you work really hard on those things.

**E** But look at this one. I'm going to email and ask about it. It looks so beautiful there close to the mountains and I love drawing and things, so it's perfect.

**Z** But what about ... what about all our friends? I mean, university starts next year.

**E** I know. Sorry. It starts for everyone, but not for me.

##### CONVERSATION 2

**CHLOE** I want to do something different for a while. I'm going to leave this job.

**FRANK** Get a new one?

**C** No, I want to go away and have some fun.

**F** Ah, so a holiday.

**C** Yes, a very long holiday. Look at this website ...

**F** *Work Around the World* holidays ...

**C** There are some interesting things on it.

**F** ... free accommodation and food ... But no pay.


**C** No, but it doesn't matter. Look at this job I read about. I'm going to find out more about it. It's in such an amazing place. I can go to the beach every day.

**F** It says you have to spend a lot of time with children. Do you even like children?

**C** Yeah – I love them.

**F** And do you know how to teach?

**C** I'm sure I can learn.

- b  **3.75** Students listen to the recording again for specific details and answer the questions. They then compare in pairs. Check answers as a class.

#### Answers

##### CONVERSATION 1

- 1 Because she doesn't really want to continue studying and she'd like to do some travelling.
- 2 She likes the free food and accommodation, it's close to the mountains and she can draw.
- 3 Because she wants Emily to go to university at the same time as her and their friends.


##### CONVERSATION 2

- 1 Because she wants to do something different for a while.
- 2 It's in an amazing place and she can go to the beach every day.
- 3 He doesn't think it's a good job for Chloe because she doesn't know how to teach.




#### EXTRA ACTIVITY

Play the recording again for students to decide if sentences 1–6 are true or false: 1 *Emily isn't sure if she wants to go on a 'Work Around the World' holiday.* (F – She decided yesterday.) 2 *She's got a lot of money to take with her.* (F – She's saved a bit of money, but she doesn't need a lot.) 3 *Zoe thinks you have to do a lot of work on these holidays.* (T) 4 *Chloe only wants to go away for a couple of weeks.* (F – She wants a very long holiday.) 5 *She's sure she wants to go to Mexico.* (F – She wants to find out more about it.) 6 *Frank doesn't like the idea that there isn't any pay.* (T)

- c  Students work in pairs or small groups, answering the questions. Take feedback as a class.

### 4 GRAMMAR *going to*

- a  **3.76** Books closed. Write the gapped sentences on the board and ask students to complete them as a class. Students open their books. Play the recording for students to listen and check. Check answers as a class. Drill the sentences.


#### Answers

- 1 going
- 2 going

- b Ask students to look at the examples of *going to* in 4a. Check the answer as a class.


#### Answer

a future plan

- c  **3.77** Individually, students complete the sentences with the positive, negative and question forms of *going to*. Play the recording for students to listen and check. Check answers as a class by asking individual students to write the correct answers on the board.

#### Answers

- + 'm going to find out
- 'm not going to go
- ? are you going to do

- d  **3.77** Pronunciation Play the recording for students to answer the question. Check the answer as a class. Drill the sentences.

#### Answer


the main verb



#### CAREFUL!

There are various common student mistakes with *going to*. They may omit part of the construction, possibly *going*, e.g. *How are you to get to the airport?* (Correct form = *How are you going to get to the airport?*), or possibly the auxiliary *is/are*, e.g. *We going to go to the beach.* (Correct form = *We are going to go to the beach on the train.*)

Students may also make mistakes with the infinitive form and use the verb form *to + -ing*, e.g. *I'm going to wearing my...* (Correct form = *I'm going to wear my new shorts tomorrow.*). Sometimes students will use *go to* instead of *going to*, e.g. *I'm happy that I go to Finland.* (Correct form = *I'm happy that I'm going to Finland.*), or use *will go* in places where *going to* is required, e.g. *I bought new boots because I will go hiking on holiday.* (Correct form = *... I bought new boots because I'm going to go hiking on holiday.*)

- e  **3.78** Students read the information in Grammar Focus 12A on SB p.158. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are forming the sentences with *going to* correctly. Tell students to go back to SB p.121.


**Answers (Grammar Focus 12A SB p.159)**

- a 2 h 3 g 4 b 5 c 6 d 7 a 8 f  
b 2 is going to get 3 're going to do 4 aren't going to stay  
5 are going to buy 6 'm going to go 7 isn't going to go  
8 aren't going to visit 9 're going to stay





**FAST FINISHERS**

Ask fast finishers to rewrite the positive sentences in Grammar Focus 12A, Exercise b in the negative and vice versa, e.g. *I'm not going to travel to South America.*



- f  **3.79** Students work individually, completing the conversation. Play the recording for students to listen and check. Check answers as a class.

**Answers**

- 1 'm going to spend  
2 going to go  
3 'm going to travel  
4 are you going to do  
5 'm not going to do  
6 'm going to look

- a  Tell students that they can now practise using all the language from the lesson with a partner. Divide the class into pairs and assign A and B roles (Student As go to SB p.131 and Student Bs go to SB p.135). Students read the information about their working holiday and write questions they can ask their partner. Monitor and point out errors in the questions for students to self-correct before they work in pairs, asking each other about their holidays. Monitor, but don't interrupt fluency unless students make mistakes with the content of this lesson. Tell students to go back to SB p.121.
- b  In pairs, students answer the question. Take feedback as a class and find out which of the two holidays is more popular.

**ADDITIONAL MATERIAL**


-  Workbook 12A
-  Photocopiable activities: Grammar p.185, Vocabulary p.191

## 5 SPEAKING



**LOA TIP ELICITING**

- If you think students need more support before completing the Communication activity, elicit a second model conversation from the class like the one in 4f. Write the following notes on the board in the same style as the ones on SB pp.131 and 135.

Notes 	
<b>Where:</b>	Africa
<b>Why:</b>	<i>see the desert and the River Nile</i>
<b>How long:</b>	<i>seven weeks</i>
<b>Possible jobs:</b>	<i>teaching in a local school, building basic houses</i>
<b>Before trip:</b>	<i>buy a new camera</i>
<b>After trip:</b>	<i>write a blog and share pictures</i>

- Tell students: *I'm going to spend seven weeks travelling and working this summer.* Point to the word *Where* in the notes and elicit the question: *Where are you going to go?* Answer the question and then point to *Why* to elicit the next question and so on until you've elicited all the questions that students will need to complete the task.


# 12B You should live like the local people

## OPTIONAL LEAD-IN

Organise a 'grammar auction' (see p.172) to revise areas of grammar which you know students find problematic. Prepare 15 sentences containing items of grammar and/or vocabulary from the course. Some of them should be correct, e.g. *That was the best holiday I have ever had!*, and some of them incorrect, e.g. *I haven't never been to Egypt, but I really want to*. Write the sentences on the board. Put students into small groups, tell them they have £100 and explain that they need to buy the correct sentences. Students work in their groups, discussing which sentences they want to buy. Don't help and don't allow students to look at their notes or the Student's Book.

Run the auction, selling each sentence to the group that offers the most money. After all the sentences have been sold, reveal which are correct and which are incorrect, and ask students to correct the mistakes. The winning group is the one with the most correct sentences.

## 1 READING

- a  In pairs, students ask and answer the questions. Take feedback as a class and find out some of the places where students would like to live.

- b Students read the texts quickly and match the people with the pictures. Check answers as a class.

### Answers

- a Troy
- b Kirsten
- c Liona
- d Cerys


- c Tell students to read the texts again in detail. Students identify who wrote each sentence. When checking answers, ask students to read the section of the text which helped them to find the answer.

### Answers

- 1 C 2 OK 3 T 4 C 5 OK

## EXTRA ACTIVITY

Ask students to read the texts again and answer questions 1–6: 1 *How old was Troy when he moved to Portugal?* (He was 39.) 2 *How many jobs does Troy have?* (Two – He's an English teacher and a DJ.) 3 *How many different countries did Oliver and Kirsten visit before they arrived in Egypt?* (They visited seven countries.) 4 *Which other countries do they want to live in?* (They want to live in Ecuador and South Africa.) 5 *When did Cerys start her very long holiday?* (She started after she finished university.) 6 *When did she decide to do a course to become a diving teacher?* (When she was in Australia.)

- d  Discuss the question as a class. Encourage students to justify their answers as far as possible.

At the end of this lesson, students will be able to:


- read and understand a text about living in a different country
- use a lexical set of travel collocations correctly
- use *should* / *shouldn't* to give advice
- understand people talking about where and how they like spending time
- give people advice about what to do on holiday

## 2 VOCABULARY Travel collocations

- a Books closed. Write *play f \_ \_ \_ \_ \_* and *c \_ \_ \_ \_* on a link on the board. Point to the first missing word and mime kicking a football. Ask students what the word is (*football*). Repeat the process by miming looking at a computer screen and clicking the mouse to elicit *click*. Remind students that *play football* is from the set of Sport and exercise collocations in Lesson 8A and *click on a link* is from the set of IT collocations in Lesson 10A. Explain to students that a collocation is two or more words which we often use together. Tell them that now they are going to see a set of travel collocations. Individually, students match the pairs of verbs with the words/phrases in the box, using the texts for help. Check answers as a class.


### Answers

- |          |             |
|----------|-------------|
| 1 plans  | 4 a holiday |
| 2 abroad | 5 a hotel   |
| 3 home   | 6 a bag     |

- b  3.80 Students complete the sentences, working individually. Play the recording for students to listen and check. Check answers as a class.

### Answers

- |          |           |
|----------|-----------|
| 1 plan   | 4 pack    |
| 2 travel | 5 go back |
| 3 book   | 6 make    |

- c  In pairs or small groups, students talk about which speakers they agree with. Encourage them to change the sentences that they don't agree with so that they are true for them, e.g. *I never plan my holidays carefully. I like to find things out when I'm there.*

## 3 GRAMMAR *should* / *shouldn't*

- a Books closed. Write *You should try to make friends with people from the country.* on the board and ask students: *Who said this?* (Kirsten). Then draw  $\neq$  on the board and write *You shouldn't try to make friends with people from the country.* Next ask students which sentence they agree with. Ask: *Are these sentences giving advice or giving information?* (giving advice). *Which words tell us that this is advice?* ('should' / 'shouldn't'). Circle *should* / *shouldn't* on the board and tell students to underline the correct words in the sentences in the Student's Book. Check answers as a class.

### Answers

- 1 should 2 shouldn't 3 should

- b Complete the rules as a class.

### Answers

- b it's a good idea
- b infinitive without *to*

- c **3.81 Pronunciation** Play the recording for students to listen and answer the questions. Check they understand that the letter *l* is an example of a silent letter, like the ones they saw in Lesson 9B. Drill the sentences.

#### Answers

1 no 2 short

### CAREFUL!

Students often make mistakes with *should* and may use *do*, *can*, *may* or *shall* instead, e.g. *What do I pack to go on holiday?* (Correct form = *What **should** I pack to go on holiday?*), or *You shall do a course to learn to dive.* (Correct form = *You **should** do a course to learn to dive.*). They may also use *should* in contexts where it isn't correct, most commonly confusing it with *would*, e.g. *It should be nice to travel abroad.* (Correct form = *It **would** be nice to travel abroad.*).

There are also various mistakes that students make with the negative form, *shouldn't*. Students often confuse the meaning of *don't have to* (= you don't need to do it, but you can do it if you want) with *shouldn't* (= I think it's a bad idea), e.g. *You don't have to stay in that hotel, it's horrible.* (Correct form = *You **shouldn't** stay in that hotel, it's horrible.*), or *You shouldn't know how to dive...* (Correct form = *You **don't have to** know how to dive, it's a beginners' course.*). Students may also forget that *shouldn't* is negative and may make mistakes with *some/any/no* and similar words, e.g. *You shouldn't tell no one about the party.* (Correct form = *You shouldn't tell **anyone** about the party.*).

- d **3.82** Students read the information in Grammar Focus 12B on SB p.158. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are using the infinitive without *to* after *should* / *shouldn't*. After students complete the Grammar Focus activities, ask them: *Is 'should/shouldn't' easy or difficult?* and elicit an indication of their confidence level. Tell students to go back to SB p.123.

#### Answers (Grammar Focus 12B SB p.159)

- a 2 should drink 3 shouldn't bring 4 shouldn't drive  
5 should take 6 should come 7 shouldn't pay 8 should say  
b 2 Should we go to a museum? 3 What clothes should I wear?  
4 Should I come back later? 5 Should we eat the local food?  
6 What time should we arrive? 7 Where should we stay?  
8 Who should we ask for advice?  
c/d You ~~don't should~~ shouldn't book before you go.  
~~I should go~~ Should I go to Bangkok?  
You should ~~to~~ go to Bangkok for a few days.  
What ~~do I should do~~ should I do on an island?  
You ~~should not to~~ shouldn't worry about money on holiday!

- e Students work individually, adding *should* or *shouldn't* and changing the verbs in blue as necessary. They then check in pairs. Check answers as a class.

#### Answers

- 1 You should go out and meet people.  
2 You should try to visit a new place every weekend. You shouldn't wait until the last few weeks of your stay.  
3 You should read about the country before you go there.  
4 You shouldn't get angry when things go wrong.  
5 You should remember that things work differently in other countries.

### FAST FINISHERS

Ask fast finishers to invent more sentences with *should* or *shouldn't* to add to the advice about living abroad in 3e.

## 4 LISTENING AND SPEAKING

- a Give students one minute to read the comments and think what the people mean. They then discuss in pairs or small groups whether they are the same. Discuss the questions as a class and find out what sort of people your students are.
- b Individually, students read the texts again quickly and decide which things they think Troy and Cerys like. They then compare in pairs.
- c **3.83** Play the recording for students to listen and check their answers in 4b. Then check answers as a class.

#### Answers

T = big cities, cafés, shopping, noise, dancing, music  
C = sport, the countryside, the sea, beaches

#### Audioscript

**TROY** I grew up in Melbourne in Australia and I've always lived in big cities. I love cities – I like going to cafés and I love shopping. Every city's different. I've been to London, Paris, Tokyo, Buenos Aires, Lisbon ... and I love them all. I'm never very happy in the countryside. There's nothing to do there. I like people and noise. In my free time I listen to music a lot – mainly dance music, but I like rock music too. I don't do much sport, I've never really liked sport ... well I like dancing, but that's not really a sport, is it?

**CERYS** I think I've always been a sporty person, I loved sport at school. And I love water sports of all kinds. I go swimming, surfing, I love being in the water. I spend a lot of time on beaches, it's great to be by the sea. I'm not really a 'city person', I don't really like big cities and I'm not interested in shopping. I only go shopping if I need to buy something, not for fun. And I never go to museums or concerts. I feel happier in the countryside ... or on a beach by the sea somewhere. I live in Swansea now and that's fine because it's got beautiful beaches.

### EXTRA ACTIVITY

Use one of the monologues in 4c as the basis of a dictation activity. Ask students which person they found easier to understand and then tell them that they are going to write down exactly what that person said. Remind them that Troy/Cerys speak quite quickly, so they aren't going to have time to write down everything the first time, but should listen carefully and write down the most important words they hear, e.g. with Troy they might write down: *grew up, Melbourne, always lived, cities* for the first line. Play the recording twice without stopping. Then put students into small groups and ask them to compare the words they wrote down and put them together to make the full text. Play the recording as many times as necessary, but don't break it down into sentences. Each time, students compare their ideas in their groups and try to put together a bit more of the text. Remind them to use the vocabulary and grammar they already know to help them. Check answers by asking students to come up and write the text on the board one sentence at a time. Play the recording after students write each sentence to correct any mistakes on the board.

- d In pairs or small groups, students talk about where Troy and Cerys should and shouldn't go and what they should and shouldn't do and give reasons, e.g. *Troy should spend some time in Madrid. It's a really exciting city.*



## LOA TIP MONITORING

- Monitor both the controlled practice in 4d and the freer practice in 4e and 4f closely, but adjust the way you give feedback in the two stages. During the more controlled practice in 4d, you could choose not to interrupt fluency, but write down any mistakes with *should* / *shouldn't* and then, after the activity, write these on the board and ask students to correct them. This method of monitoring and correction is best suited to hesitant speakers, who may become even more hesitant if they are constantly interrupted. Alternatively, if your students are more confident speakers, you may prefer to gently interrupt them as they are speaking so that they can self-correct.
- During 4e and 4f, allow students to focus more on fluency, so don't interrupt them or note down mistakes for later correction. However, monitor the activity closely and be available to help students if necessary. When students make a mistake with the content of this lesson, i.e. *should* / *shouldn't*, try to catch their eye discreetly so that they can correct their mistake.

- e Regroup students and put them into pairs, preferably with a student they don't know very well. They then find out what their partner likes and doesn't like doing on holiday.
- f Students use the information they learned in 4e to give their partner advice about what they should and shouldn't do in a city they know.

## ADDITIONAL MATERIAL

- Workbook 12B
- Photocopiable activities: Grammar p.185, Vocabulary p.192

# 12C Everyday English

## Is breakfast included?



### OPTIONAL LEAD-IN

Ask students to look at picture a of Annie, Leo, Martina and Dan on SB p.44, or project the picture on the board. Put students into pairs and give them three minutes to make a note of everything they can remember about the people. Don't allow them to refer to the Student's Book.

Test how much students can remember by asking them some specific questions, e.g. *What's Leo's surname?* (Seymour) *What TV programme do Martina, Annie and Dan all like?* ('Top Cook') *Where does Annie's mum live?* (Bristol).

Tell pairs to look at their notes and write one question to test the rest of the class. They should make the question as difficult as possible. Monitor and point out errors for students to self-correct. Students then take turns asking the class their questions and seeing if the other students know the answer.

## 1 LISTENING

- a Students talk about the questions in pairs. Take feedback as a class and find out where most students prefer to stay. Encourage students to justify their answers as far as possible.
- b 3.84 Play Part 1 of the video or the audio recording for students to answer the questions. Check answers as a class.

### Answers

- 1 Martina
- 2 No, they can't.

At the end of this lesson, students will be able to:

- understand informal conversations in which people show surprise, and use appropriate phrases for showing surprise themselves
- understand conversations in which people check in at a hotel and ask for tourist information
- pronounce consonant groups with /t/ correctly
- use appropriate phrases for checking in at a hotel and asking for tourist information
- maintain a polite conversation with a hotel receptionist

### Video/Audioscript (Part 1)

- |   |   |
|---|---|
| <b>MARTINA</b> Wow!   | <b>D</b> So, that's Saturday the 20th?                  |
| <b>DAN</b> What?  | <b>M</b> Yeah.  |
| <b>M</b> I've won a competition!  | <b>D</b> We have to go to John                          |
| <b>D</b> Have you? Fantastic! What's the prize?                             | and Charlotte's wedding – remember?                     |
| <b>M</b> A weekend for two in Bath. Train travel, hotel, museum tickets ... | <b>M</b> Oh, no! I forgot about that. Oh what a pity.   |
| <b>D</b> Really? That's great.  | <b>D</b> OK, so who do we know who could use the prize? |
| <b>M</b> But we have to use it the weekend after next.                      |   |

- c 3.84 Students watch or listen again for specific details. Play Part 1 of the video or the audio recording again for students to complete the email. Check answers as a class.

### Answers

- 1 Martina
- 2 two
- 3 Bath
- 4 Saturday
- 5 20

## 2 CONVERSATION SKILLS

### Showing surprise

- a** Ask students to read the conversation and underline the two ways that Dan shows surprise. Check answers as a class.


#### Answers

Have you?  
Really?

- b** Answer the question as a class. Check students understand that *Really?* can be used to reply to any news.


#### Answer

Really?

- c**  **3.85** Write: **A** *I love studying English.* **B** *Do you?* on the board. Ask students: *What's the subject in the sentence?* (I) and *What's the subject in the question?* (you). Then ask: *How do we form the short question to show surprise?* Elicit that we change *I* to *you* and use the same auxiliary we would use to form a normal question. Individually, students match the sentences with the questions. Play the recording for students to listen and check. Check answers as a class.


#### Answers

- 1 c
- 2 a
- 3 d
- 4 b

- d**  **3.85** **Pronunciation** Repeat the recording for students to listen to the tone movement in the questions. Check the answer as a class.

#### Answer

The tone goes up a lot.


- e** Individually, students think of two surprising things to tell a partner. Check they understand that they can invent things if they wish.
- f**  Students work in pairs, taking turns to tell each other their surprising things and respond appropriately. Monitor and make sure students are not only using *Really?*, but are also using the more complex short question forms.



### FAST FINISHERS

Ask fast finishers to make sentences about other people and change the short questions in 2c as necessary, e.g. **A** *Our teacher is going to leave his job next month and travel around the world.* **B** *Is he?*

## 3 LISTENING

- a**  **3.86** Point to the picture at the bottom of the page and ask students: *Where is this?* (a hotel reception). Elicit ideas for who they think Dan and Martina gave the prize to. Play Part 2 of the video or the audio recording for students to listen to the conversation for general meaning and check their ideas. Check the answer as a class.

#### Answer

Annie

### Video/Audioscript (Part 2)

**RECEPTIONIST** OK. So here's your keycard. That's room 312 – a single room on the third floor. Turn left as you come out of the lift.


**ANNIE** Is breakfast included?

**R** Yes, it's from 7:00 am until 10:00 am in the dining room – just over there.

**A** Great – thank you. And what time is check out?

**R** Check out is at 11:00 am.

**A** Thanks.

- b**  **3.86** Students watch or listen again for specific details. Play Part 2 of the video or the audio recording again for students to complete the guest information card. Check answers as a class by asking individual students to write the correct answers on the board.

#### Answers

- 1 312
- 2 7:00 am
- 3 10:00 am
- 4 11:00 am

## 4 USEFUL LANGUAGE

### Checking in at a hotel

- a** Individually, students read the useful expressions and try to remember which two expressions Annie used. If necessary, play Part 2 of the video or the audio recording again. Check answers as a class.


#### Answers

- 3 Is breakfast included?
- 5 What time is check out?

- b** Answer the question as a class.

#### Answers

- 2 Is there a car park?
- 3 Is breakfast included?
- 4 Is there wi-fi in the room?
- 6 Is there a safe in the room?

- c**  **3.87** Individually, students complete the conversation. They then check in pairs. Play the recording for students to listen and check. Check answers as a class.

#### Answers

- 1 've got a reservation for a double room for two nights
- 2 breakfast included
- 3 there wi-fi in the room
- 4 time is check out



### LOA TIP DRILLING

- Drill the conversation in 4c before continuing. Try drilling the conversation chorally with you taking the part of the receptionist and the class taking the part of the guest. Work on the guest's sentences, building them up using any of the techniques you've previously used, e.g. backward drilling (see notes to Lesson 2C, p.44), drilling in small chunks (see notes to Lesson 6C, p.92), focusing on the main stress (see notes to Lesson 10C, p.144).
- Remind students of the importance of both stress and tone. If necessary, clap out the rhythm of the guest's sentences so that they can then copy it themselves. You can also show students the tone movement in the conversation using hand gestures to give them a visual reference.

## 5 PRONUNCIATION Consonant groups

- a 3.88 Play the recording and highlight the consonant groups with /t/ for students.
- b 3.89 Students listen to the sentences and underline the consonant groups with /t/. They check in pairs. Then check answers as a class. Drill the consonant groups.

### Answers

- 1 next
- 2 tourist
- 3 left
- 4 tickets

- c In pairs, students practise conversations at a hotel reception. Monitor and correct students' pronunciation as appropriate.

## 6 LISTENING

- a 3.90 Tell students that Annie wants to go on a bus tour. Students watch or listen to Part 3 for specific details. Play the video or the audio recording for students to complete the information. Check answers as a class.

### Answers

- 1 outside the hotel
- 2 £15
- 3 (the hotel) reception
- 4 (by credit) card

### Video/Audioscript (Part 3)

- RECEPTIONIST** Good morning. **R** It's £15.  
**ANNIE** Good morning. Can you **A** Can I buy a ticket here?  
help me? Is there a city bus tour **R** Yes, you can.  
I can go on? **A** And can I pay by card?  
**R** Yes, there is. It leaves from just **R** No problem.  
outside the hotel. **A** OK. I'll have a ticket then,  
**A** Great. And how much is it for a please.  
ticket?

- b Discuss the question as a class.
- c 3.91 Play Part 4 of the video or the audio recording for students to check their answer to 6b and answer the questions. Check answers as a class. Ask students: *Do you think Annie and Leo are happy to be in Bath together?*

### Answers

- 1 No, they didn't.
- 2 Students' own answers

### Video/Audioscript (Part 4)

- LEO** Annie?  
**ANNIE** Leo?! I don't believe it!  
**L** What are you doing here?  
**A** Well, Martina won this prize –  
two nights in a hotel. She gave  
it to me.  
**L** Oh, really? That's interesting.  
Dan won a prize – a return train  
ticket. He gave it to me. **A** And she also gave me a ticket to  
the museum tour at ten o'clock.  
**L** Hmm, Dan also gave me a free  
ticket for the museum tour at  
ten o'clock.  
**A** Right. So ... here we are.  
**L** Yes ... here we are. Shall we go  
in then?  
**A** Why not?

## 7 USEFUL LANGUAGE

### Asking for tourist information

- a 3.92 Individually, students match the beginnings with the endings of the questions. Play the recording for students to listen and check. Check answers as a class. Drill the questions.

### Answers

- 1 c (Can you help me?)
- 2 d (Is there a city bus tour I can go on?)
- 3 a (How much is it for a ticket?)
- 4 e (Can I buy tickets here?)
- 5 b (I'll have a ticket, please.)

- b Students answer the questions, working individually. Check answers as a class and elicit possible alternative questions for 2d.

### Answers

- 1 no
- 2 You have to change 2d.
- 3 Is there a museum tour I can go on? / Is there a museum I can visit?



### EXTRA ACTIVITY

Before students practise the conversation in 7c, put them into pairs to brainstorm other questions that could be useful at a Tourist Information Office, e.g. *Have you got a map of the city centre, please? Can you recommend a good restaurant near here? What time does the museum open/close? Are there any other interesting things to see and do here?* Point out errors for students to self-correct. Take feedback as a class and write students' questions on the board.

- c In pairs, students practise conversations at a Tourist Information Office. Monitor and check students are using the questions in 7a correctly.

## 8 SPEAKING

- a Divide the class into pairs and assign A and B roles. Student As read the first card on SB p.131 and Student Bs read the first card on SB p.135. Students then role play the conversation. Students then read the second card and role play the second conversation. Monitor, but don't interrupt fluency unless students make mistakes with the content of this lesson.

### ADDITIONAL MATERIAL

- ▶ Workbook 12C
- ▶ Photocopiable activities: Pronunciation (x2) p.202
- ▶ Unit Progress Test
- ▶ Personalised online practice

# 12D Skills for Writing

## You should go to the Royal Palace

### OPTIONAL LEAD-IN

Books closed. Write: *Visiting [city]? Take our advice!* on the board, using the name of the city where you're teaching. Give students some examples of things people should do and things they shouldn't do when visiting the city, e.g. *You should go and have coffee at the Hotel Villa Magna – it's beautiful inside. You shouldn't walk down streets late at night because it can be dangerous.* Put students into pairs and give them a few minutes to write as many sentences with *should/shouldn't* as possible. Monitor and point out errors for students to self-correct, and make sure they are using the infinitive without *to* after *should/shouldn't*. Put pairs together to make groups of four and ask students to share their ideas.

Ask students: *When you travel to a city, how do you usually get information about the place?* and elicit ideas, e.g. from a guidebook, on the Internet, by talking to friends, by going to a Tourist Information Office, etc.

## 1 SPEAKING AND LISTENING

- a** Individually, students choose an answer to the question. They then discuss in pairs and explain why. Take feedback as a class.
- b** Discuss the questions as a class and find out if any students have visited Sweden. Elicit students' ideas about what they can see in the pictures, but don't tell them if they are correct.

### EXTRA ACTIVITY

**3.93** Books closed. Before students listen for specific details in 1c write questions 1–3 on the board: 1 *What's the relationship between the two speakers?* (They are work colleagues.) 2 *Why is the man happy?* (Because he's decided to go on holiday.) 3 *Where's he going to go?* (He's going to go to Stockholm in Sweden.) Play the recording for students to listen for general meaning and answer the gist questions. Check answers as a class.

- c** **3.93** Play the recording for students to listen for specific details and choose the correct answers. They compare in pairs. Check answers as a class.

#### Answers

- 1 at a travel agency
- 2 week
- 3 4-star
- 4 May
- 5 Louise

At the end of this lesson, students will be able to:

- understand people talking about their holiday plans
- understand an informal email about places to visit while on holiday
- use appropriate paragraphs and linking words to organise an email
- write a friendly email giving information and advice

### Audioscript

**ELLIOT** Hi, Louise! Here's your coffee.

**LOUISE** Thanks, Elliot. When's our next meeting?

**E** In half an hour.

**L** Good. You look happy today.

**E** Well, yes, I feel happy.

**L** Oh – good news?

**E** Yeah. I've decided to go on holiday!

**L** Really? Where are you going to go?

**E** Stockholm. Yeah – a week's holiday in Sweden.

**L** Very nice.

**E** Yes, our local travel agent was selling tickets and accommodation to Stockholm at a very good price.

**L** Lucky you!

**E** Yes, we're going to stay in a 4-star hotel with a fitness centre, free wi-fi, indoor swimming pool – it's got everything.

**L** So, when are you going to go?

**E** At the end of next month.

**L** End of May? OK, I think the weather is warmer then.

**E** Oh, really?

**L** Yeah. Look, I've got a friend, Karin, who lives in Stockholm. You should email her for information, so you can plan your holiday. She won't mind helping you. I can give you her email address.

**E** That'd be great. Thanks, Louise!

**L** No problem.

- d** Put students into pairs to brainstorm questions to ask Karin. Take feedback as a class and write students' questions on the board.

## 2 READING

- a** Students read the email quickly and identify the topic that Karin doesn't talk about. Check the answer as a class. Ask students to look at their questions from 1d again and ask: *Which of your questions did Karin answer?*

#### Answer

- b the hotel

- b** Tell students to read the email again in detail. Individually, students complete the table. Check answers by copying the table onto the board and asking individual students to come up and complete the gaps.

#### Answers

Place to visit	Reason to visit
Gamla Stan	historic, <u>beautiful</u> , excellent <u>cafés</u>
Royal Palace	the home of the <u>king and queen</u> , rooms with <u>amazing</u> things
Skansen	outdoor museum and <u>zoo</u> , close to a <u>lovely park</u>

### FAST FINISHERS

Ask fast finishers to read Karin's email again and try to work out exactly what Elliot said to her in his email, e.g. *I'm going to spend some time in your home town. Can you help me plan my holiday? What are the top three tourist things to do in Stockholm?*

### 3 WRITING SKILLS Paragraph writing

- a** Look at the email from Karin again and check students understand they need to use the numbers 1–17 to indicate which sentences go in each paragraph. Students then work individually, dividing the email into four paragraphs. Check answers as a class.

#### Answers

Paragraph 1: sentences 1 to 3  
Paragraph 2: sentences 4 to 12  
Paragraph 3: sentences 13 to 15  
Paragraph 4: sentences 16 to 17

- b** Individually, students look at Paragraph 2 and underline the linking words. They then check in pairs. Check answers as a class. Point out that *Firstly* is often used as an alternative to *First*.

#### Answers

First, Secondly, Finally



#### EXTRA ACTIVITY

Write jumbled sentences 1–3 on the board. Ask students to put them in order and identify the city (Rome):

1 visit / Piazza Navona / should / you / first (First, you should visit Piazza Navona.)

2 the Vatican Museums / to / should / secondly / go / you (Secondly, you should go to the Vatican Museums.)

3 should / see / you / the Colosseum / finally (Finally, you should see the Colosseum.)

Individually, students then choose another city and write three similar sentences about that city using *first*, *secondly* and *finally*. Monitor and point out errors for students to self-correct. Put students into pairs or small groups to read each other their sentences and guess the cities.

- c** Students read Alice's email for general meaning and answer the questions. Check answers as a class.

#### Answers

- 1 She's going to visit your home town.
- 2 She wants to know some interesting things to see and some interesting sports activities to do.

- d** Students look at the email again and divide it into three paragraphs. When checking answers, ask students what each paragraph is about (*Paragraph 1: Alice introduces herself and explains why she is writing; Paragraph 2: Alice asks about things to see and do; Paragraph 3: Alice finishes her email*).

#### Answers

Paragraph 1: sentences 1 and 2  
Paragraph 2: sentences 3 to 6  
Paragraph 3: sentence 7



#### LOA TIP REVIEW AND REFLECT

- Before students start on the writing task, ask them to look back through the eleven pieces of writing they've done and note down any mistakes they have made more than once. These might be grammar, vocabulary or spelling errors. Monitor and take the opportunity to point out to students any mistakes you know that they often make in their writing.
- Ask: *How many emails have you written in the D lessons in the Student's Book?* (three – an email invitation in Lesson 3D; an email to a homestay family in Lesson 7D; an email to say thank you in Lesson 9D). Then ask: *How well did you do them? Do you feel confident writing friendly, informal emails?* and elicit an indication of their confidence level.
- Remind students that this is the last piece of writing they are going to do on the course, so it is an excellent opportunity to show how much they have learned. When correcting students' emails in 4c, you might like to write a comment on them to highlight how much students have progressed and improved during the course, e.g. *In Lesson 3D you could only use the present tense in your email, but now you can use the past and the future. Good progress!*

### 4 WRITING

- a** Students plan their email, working individually. Monitor and help with vocabulary and give students ideas if necessary. Read through the checklist with students before they start writing their email.
- b** Individually, students write their email. If you're short of time, this exercise can be completed for homework. Students could then bring their emails to the next class.
- c** Remind students of the importance of checking their work carefully before handing it in. In pairs, students swap emails and check their partner can answer yes to all three questions. They then give each other feedback. If they have made any mistakes with the paragraphs or the linking words, or mistakes in any other areas, they prepare a second draft of their email before giving it to you for correction.

#### ADDITIONAL MATERIAL

► Workbook 12D

# UNIT 12

## Review and extension

### 1 GRAMMAR

- a** Students complete the sentences with the correct form of *going to*. Check answers as a class.

#### Answers

- |                     |                      |
|---------------------|----------------------|
| 1 's going to have  | 3 'm going to wear   |
| 2 're going to move | 4 's going to travel |

- b** Highlight the example question. Students then complete the conversation. Check answers as a class.

#### Answers

- 2 I'm going to go to New York.
- 3 What are you going to do there?
- 4 are you going to stay with him?
- 5 he's going to find me a job.
- 6 How long are you going to stay?
- 7 I'm not going to book my flight back.

- c** Individually, students complete the text. They then check in pairs. Check answers as a class.

#### Answers

- |                 |              |              |
|-----------------|--------------|--------------|
| 1 you shouldn't | 2 you should | 3 You should |
| 4 you shouldn't | 5 you should |              |

### 2 VOCABULARY

- a** Students underline the correct word in each sentence. Check answers as a class.


#### Answers

- |                 |                      |
|-----------------|----------------------|
| 1 island; beach | 4 waterfalls         |
| 2 Desert        | 5 mountains; glacier |
| 3 rainforest    |                      |

- b** Individually, students put the words in the correct order to make questions. Check answers as a class. Drill the questions.

#### Answers

- 1 Have you ever lived abroad?
- 2 Have you planned your next holiday?
- 3 When did you last stay in a hotel?
- 4 Do you always pack your own bags for a holiday?
- 5 Are you staying at home this weekend?


- c**  Students ask and answer the questions in 2b in pairs or small groups.

### 3 WORDPOWER *take*

- a** Tell students to close their books. Create a blank word map on the board by drawing a small circle in the centre and adding six lines. At the end of the lines write: *the number 23*, *care*, *five minutes*, *the first left*, *your suitcase for you* and *one three times a day before meals*. Ask students: *What word can go before all of these?* Elicit *take* and write it in the circle. Students open their books, look at the phrases in context and match them with the pictures. Check answers as a class and elicit what the people are talking about.

#### Answers

- 1 d 2 a 3 f 4 c 5 b 6 e

- b**  **3.94** Individually, students match the sentences with the uses of *take*. Play the recording for students to listen and check. Check answers as a class.

#### Answers

- a 4 b 3 c 2 d 1 e 6 f 5

#### Audioscript

##### CONVERSATION 1

- MAN 1** Excuse me. How can I get to the railway station?  
**MAN 2** The best way is by bus. You can take the number 23. It's just over there.  
**M1** Oh OK, thank you.

- WOMAN** Er, yes. Go down this road. Then you take the first left. There's a bank on the next corner.  
**M** So down here, then left.  
**W** That's right.  
**M** Thanks.

##### CONVERSATION 2

- BOY** OK, I'm off on my bike. See you in a bit.  
**WOMAN** OK. Don't go on the main road. And please take care!  
**B** Don't worry. ... Look, Mum. No hands!

##### CONVERSATION 5

- MAN** Mrs Green?  
**WOMAN** Yes, hello.  
**M** Hello. I'm Mark Thompson. Very nice to meet you. Let me take your suitcase for you.  
**W** Oh, thank you.

##### CONVERSATION 3

- WOMAN** Excuse me, could I ask you a few questions? It will only take five minutes.  
**MAN** Um, I haven't really got time.  
**W** Just five minutes.  
**M** Well, OK, if it's really just a few questions ...

- M** The car's just over there. I hope you had a good flight.  
**W** Yes, thank you, it was fine ...

##### CONVERSATION 6

- WOMAN 1** Right, here you are, this is for the tablets. Take one three times a day before meals.  
**WOMAN 2** Thank you.  
**W1** And if you aren't better in a week, come and see me again.

##### CONVERSATION 4

- MAN** Excuse me, is there a cash machine near here?

- c** Students complete the sentences, working individually. Check answers as a class.


#### Answers

- |               |                       |
|---------------|-----------------------|
| 1 take hours  | 4 take the first left |
| 2 take a taxi | 5 take my laptop      |
| 3 take care   | 6 take my medicine    |

#### EXTRA ACTIVITY

Ask students to copy and extend the word map on the board, adding in the new expressions in 3c, i.e. *hours* (next to *five minutes*), *a taxi* (next to *the number 23*), *my laptop* (next to *suitcase for you*) and *my medicine* (next to *one three times a day*). Then ask them to add to the word map any other expressions with *take* they can think of, e.g. *take a moment*, *take an aspirin*, *take the train*, etc.

- d** Put students into pairs to choose two of the uses of *take* and write a conversation. Monitor and point out errors for students to self-correct.

- e**  In pairs, students practise their conversations. Monitor and correct students' pronunciation as appropriate. Pairs then take turns to perform their conversations for the class.

 Photocopiable activities: Wordpower p.195



#### LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.

## Ideas for pre-teaching vocabulary

Before reading and listening tasks, it's often necessary to make sure students understand a few key words. This is called 'pre-teaching'. There are a number of ways to do this. Here are some ideas:

**Give a definition:** Use a short sentence to explain the meaning of a word. If you wish, use the definitions given in the Vocabulary support boxes throughout the Teacher's Notes. You could also use a learner dictionary to find on-level definitions, e.g. *dive – to swim under water, usually with breathing equipment*. (from *Cambridge Essential English Dictionary*, Second Edition).

**Draw/Show a picture or object:** One of the easiest ways to teach students new words is to draw a picture on the board, or show a picture on an interactive whiteboard or a computer or tablet. Using (or drawing) funny and/or interesting pictures is a good way to ensure students remember the new words, e.g. to teach the word *dive* you could find a picture of a diver with a big shark behind him.

**Act it out:** With lower-level students it can be useful to show the word by acting it out, rather than giving definitions which may use above-level vocabulary.

**Elicit it:** Elicitation allows you to check which words students may already know. Don't tell them the word you want to teach. Elicit it by asking questions or saying open-ended sentences, e.g. *What is the activity when we swim under the sea and look at fish?* or *When we swim under water and look at fish, we ... ?* (dive).

**Gapped sentences:** It's useful for students to see the word in a sentence to understand the context. Write a gapped sentence(s) on the board (this can be one from the text), e.g. *Cristina \_\_\_\_\_ in the Mediterranean Sea every summer. She loves to see the beautiful fish under the water.* (dives) Allow students to guess what word goes in the gap, but don't confirm if they're right or wrong. After they read the text, they can guess again. Then confirm their answer.

**Discussion questions:** With stronger students you can write discussion questions containing the new words on the board. Then give students one or two example answers to these questions. Students try to guess the meaning. Give more example answers, if necessary. You may then wish to allow students to ask and answer these questions for themselves.

**Pre-teaching for listening:** You can use any of the above ideas, or others you may have, to teach new words before students listen. It may also be useful to model the pronunciation of the words so students are used to hearing how it sounds. This is particularly useful when a word has an unfamiliar spelling rule. If you don't want to model the word, it can be useful to write the word in IPA on the board (you can find this in all dictionaries).

## Extra activities – how to ...

### Bingo

*Use:* to revise numbers, times, prices, years, etc.

*Dynamic:* whole class

*Procedure:*

- Decide what kind of numbers you want to revise, e.g. *times*, and write 25 of these numbers on the board in numerals, e.g. 10:20, 11:30, 16:55, etc.

- Ask students to draw a bingo grid with four columns and two rows. Tell them to complete it with eight times from the board.
- Play the game as a class. Read out the numbers on the board in random order, making a note of the ones you read out.
- Students cross out the numbers on their grid as they hear them. The first student to cross out all their numbers calls out 'Bingo!'. Check that the numbers they crossed out were ones you actually read out, then announce that they're the winner.
- Depending on the kind of numbers you have chosen to revise, you may wish to adjust the difficulty of the activity. For example, if you are working with numbers 1–100, include some pairs of numbers that you know often cause students problems, e.g. 14 and 40, or 16 and 17, etc. With times, you can use the 24-hour clock, e.g. ten twenty, eleven thirty, or with *o'clock*, e.g. twenty past ten, half past eleven, five to five, etc.

### Spelling competition

*Use:* to revise general vocabulary and reinforce the alphabet

*Dynamic:* whole class

*Procedure:*

- Nominate a student and give them a simple word to spell aloud by asking: *How do you spell 'word'?* Nominate students in turn and ask each one to spell a word, e.g. *Hello, book, open*. Choose students at random to prevent students feeling stressed as they see 'their turn' approaching.
- When a student makes a mistake, they are eliminated and have to sit down. Move on to the next student with the same word until someone spells it correctly.
- Gradually increase the length and difficulty of the words, e.g. *yellow, question, police officer*, leaving words which you know students often have problems spelling until later in the activity.
- Eliminated students listen to the words and try and write them down before the nominated student completes the word. They then check their own spelling by listening to the student. The winner of the game is the last student standing.

### Grammar auction

*Use:* to revise a specific grammar area or general grammar

*Dynamic:* whole class (in teams)

*Procedure:*

- Prepare ten to fifteen sentences containing either items of grammar from the unit you're currently working on or areas of grammar which you know students find problematic. Some of them should be correct and some incorrect.
- Write the sentences on the board and explain what an auction is (when you sell something to the person who offers the most money).
- Put students into small groups, tell them they have £100 and they need to buy the correct sentences. In their groups, students discuss which sentences they think are correct and decide which to buy and how much they are prepared to pay for each. Don't help or allow students to look at their notes or the Student's Book.
- Take the role of auctioneer and sell each sentence to the group which offers the most money. Keep track of how much each group has spent. Remind students that once they have spent all their money they can't buy any more sentences, so they shouldn't spend too much too soon.

- After all the sentences have been sold, go through them one at a time, revealing which are correct and which are incorrect. Ask students to correct the mistakes.
- The winning group is the one who has bought the most correct sentences. If it's a draw, then the group with the most money left wins.

### Guess who?

*Use:* to practise question forms: present simple, present continuous, past simple, etc.

*Dynamic:* whole class (with optional group/pair extension)

*Procedure:*

- Tell students that you are thinking of a person and that they have to guess who it is by asking *Yes/No* questions.
- If you wish to practise a specific grammar area, you might tell students that this person is living (for present tenses), dead (for past tenses), etc. Alternatively, you can use this activity to practise question forms in general by not specifying anything about the person.
- Put students into pairs or small groups to brainstorm possible questions. Specify a total number of questions, between five and ten, for the class to try and guess who you're thinking of. Students then take turns to ask you some of the questions they thought of. Make sure you reply only with *yes* or *no* (NOT *Yes, he/she is.*) in order not to give away if the person is a man or a woman.
- Students win if they guess the person within the specified number of questions. The teacher wins if students can't guess the person.
- Continue the game either as a class, by asking a student to choose a person and take over from you at the front of the class, or by putting students into pairs or small groups to play.

### Memory game

*Use:* to revise a specific lexical set, e.g. classroom objects, clothes, food

*Dynamic:* whole class

*Procedure:*

- Before the class, decide which lexical set you want to test students on and collect a selection of ten objects to take into class, e.g. for *clothes*, some earrings, a raincoat, a scarf, etc. Alternatively, source pictures of these items if you do not have the objects themselves readily available.
- Show each object to the class and elicit the word for it before putting it out of sight, either in a bag or a box or simply behind your desk. Don't allow students to make notes at this point.
- When you've shown students all the objects, put them into pairs and give them three minutes to write down as many of the ten objects as they can remember. Ask them to do so by using the grammar you'd like students to use in their replies, e.g. *What objects have I got?* (to elicit answers with *have got*), *What objects are there in the box?* (*there is / there are*), *What objects did I show you?* (past simple), etc.
- Take feedback as a class. Pairs win one point for every object they remember correctly. The pair with the most points wins.

### Listing game

*Use:* to revise a specific lexical set, e.g. food, personal possessions, etc.

*Dynamic:* groups

*Procedure:*

- Before the class, decide which lexical set you're going to test students on and decide the best sentence to lead in to this. If, for example, you want to revise food, you can say: *I went to the shops and I bought ...*. However, if students haven't seen the past simple yet, you could adapt the game to revise personal possessions: *In my bag I've got ...*, etc.

- Demonstrate the activity with the lead-in sentence and then the first item, e.g. *In my bag I've got a pen*. Gesture to a student to repeat your sentence and add an item, e.g. *In my bag I've got a pen and a notebook*. They nominate the next student who repeats the sentence and adds another item, and so on until the list is too long to remember.
- Put students into groups of three to five to play together. Depending on your students, you may wish to adjust the difficulty of the activity. For example, ask students to include the number of each item, e.g. ... *three coursebooks, a notebook and five pens*. Or if students have studied quantifiers, you can suggest they use these in their answers, e.g. ... *some coursebooks, a notebook and a lot of pens*.

### Backs to the board

*Use:* to revise a specific lexical set or general vocabulary

*Dynamic:* whole class (in teams)

*Procedure:*

- Put students into small groups of four to five. If possible, mix stronger and weaker students so no group is noticeably stronger or weaker than another.
- Tell students in each group to sit close together, leaving space between the groups so they can't easily hear one another. Tell one student in each group to sit with their back to the board and the others to sit so that they can see the board.
- Explain that you're going to write a word or phrase on the board and that the students who can see the board have to communicate the meaning to the student who can't. They can use any method to do this, drawing pictures, mime, synonyms, simple explanations, etc. However, use of their own language will mean they are disqualified.
- When the student(s) with their back to the board think they know the word, they put their hand up. Ask the word from the first student to put their hand up and, if they're correct, award their group a point. If they aren't, the other teams continue. Any student who shouts out the answer is also disqualified.
- The winning group is the one who has the most points at the end of the game.

### Tennis

*Use:* to revise specific word pairs, e.g. opposite adjectives, past simple / past participle forms, collocations

*Dynamic:* pairs

*Procedure:*

- Explain which lexical set you're going to work on, e.g. *travel collocations*. Demonstrate the activity by asking a stronger student to help you. Say the first word of the pair, e.g. *pack*, and ask the student to respond with the second, i.e. *a bag*. The student continues with a different first word and you respond with the second. For example, **A** *pack* **B** *a bag* – **A** *stay at* **A** *home* – **stay in** **B** *a hotel* –, etc.
- Tell students that, just like in a real game of tennis, it's important not to pause for a long time. If one of the students pauses too long between items, they lose that round, e.g. in **A** *travel* **B** *abroad* – **make** **A** *plans* – **plan** **B** *ummm ahhh ... a holiday*, **B** would lose.
- Put students into pairs to play together. Tell them they should continue for as long as possible. If one student loses the round, they start again.

# Photocopiable activities overview

## GRAMMAR

	Target language	Activity type	Dynamic	Teacher's notes
<b>1A</b>	<i>be</i> : positive and negative	Card game	Pairs / groups of three	178
<b>1B</b>	<i>be</i> : questions and short answers	<i>Who am I?</i> guessing game	Pairs	178
<b>2A</b>	Present simple: positive and negative	Find the differences	Pairs	178
<b>2B</b>	Present simple: questions and short answers	Find someone who ...	Mingle	179
<b>3A</b>	Position of adverbs of frequency	Memory game	Pairs / groups of three	179
<b>3B</b>	<i>have got</i>	<i>Battleships</i>	Pairs	179
<b>4A</b>	Countable and uncountable nouns; <i>some, any, a/an</i>	Memory game	Pairs	180
<b>4B</b>	Quantifiers: <i>much, many, a lot of</i>	<i>Noughts and crosses</i>	Groups of three	180
<b>5A</b>	<i>there is / there are</i>	Find the differences	Pairs	180
<b>5B</b>	Possessive pronouns and possessive 's	Memory game	Pairs	181
<b>6A</b>	Past simple: <i>be</i>	Memory game	Groups of three or four	181
<b>6B</b>	Past simple: positive	Word search and board game	Pairs	181
<b>7A</b>	Past simple: negative and questions	Talking about pictures	Pairs	182
<b>7B</b>	<i>love / like / don't mind / hate + verb + -ing</i>	Board game	Groups of three or four	182
<b>8A</b>	<i>can / can't, could / couldn't</i> for ability	Ordering sentences	Pairs	182
<b>8B</b>	<i>have to / don't have to</i>	Talking about pictures	Pairs	183
<b>9A</b>	Present continuous	<i>Charades</i>	Groups of three or four	183
<b>9B</b>	Present simple or present continuous	Card game	Pairs / groups of three	183
<b>10A</b>	Comparative adjectives	Card game	Groups of three or four	183
<b>10B</b>	Superlative adjectives	Card game	Pairs	184
<b>11A</b>	Present perfect	Jigsaw	Groups of four	184
<b>11B</b>	Present perfect or past simple	Spot the lie	Groups of six	184
<b>12A</b>	<i>going to</i>	Find someone who ...	Mingle	185
<b>12B</b>	<i>should / shouldn't</i>	Board game	Groups of three or four	185

## VOCABULARY

	Target language	Activity type	Dynamic	Teacher's notes
<b>1A</b>	Countries and nationalities	<i>Bingo!</i>	Whole class	185
<b>1B</b>	Adjectives	Guessing game	Pairs	185
<b>2A</b>	Jobs	Missing vowels, word search and miming	Groups of five	186
<b>2B</b>	Studying and Time	Word snake, gapfill and reading clocks	Individually / pairs	186
<b>3A</b>	Time expressions	Survey	Groups of four to eight	186
<b>3B</b>	Technology	Matching exercise, personalisation and discussion	Individually / small groups	187
<b>4A</b>	Food	Crossword	Pairs	187
<b>4B</b>	Talking about food	Labelling pictures, categorising and error correction	Pairs	187
<b>5A</b>	Places in a city	Missing vowels and personal map	Individually / pairs	187
<b>5B</b>	Furniture	Labelling pictures and giving definitions	Individually / pairs	188
<b>6A</b>	Years and dates	Quiz	Pairs	188
<b>6B</b>	Past simple irregular verbs	Board game	Pairs	188
<b>7A</b>	Transport	Crossword and collocations	Individually / pairs	188
<b>7B</b>	Transport adjectives	Discussion and dialogues	Individually / pairs	189
<b>8A</b>	Sport and exercise	Miming, categorising and discussion	Groups of three or four	189
<b>8B</b>	Parts of the body and Appearance	Memory game	Pairs	189
<b>9A</b>	Shopping; Money and prices	Matching, quiz and dictation	Individually / pairs	190
<b>9B</b>	Clothes	Quiz and discussion	Individually / pairs	190
<b>10A</b>	IT collocations	Word search, collocations and personalisation	Individually / pairs / mingle	190
<b>10B</b>	High numbers	Board game	Pairs	190
<b>11A</b>	Irregular past participles	Word snake and Find someone who ...	Individually / small groups / mingle	191
<b>11B</b>	Music	Gapfill and questionnaire	Individually / small groups	191
<b>12A</b>	Geography	Missing vowels, categorising and personalisation	Individually / pairs	191
<b>12B</b>	Travel collocations	Crossword and personalisation	Pairs / small groups	192

## WORDPOWER

	Target language	Activity type	Dynamic	Teacher's notes
<b>Unit 1</b>	<i>from</i>	Matching beginning and ends of sentences	Pairs	192
<b>Unit 2</b>	<i>work</i>	Information gap	Pairs	192
<b>Unit 3</b>	Prepositions of time	Dominoes	Groups of three or four	193
<b>Unit 4</b>	<i>like</i>	Find someone who ...	Mingle	193
<b>Unit 5</b>	Prepositions of place	Logical puzzle	Groups of three	193
<b>Unit 6</b>	<i>go</i>	Questionnaire	Mingle	194
<b>Unit 7</b>	<i>get</i>	Board game	Groups of three or four	194
<b>Unit 8</b>	<i>say / tell</i>	Card game	Pairs / groups of three	194
<b>Unit 9</b>	<i>time</i>	Sentence rephrasing	Pairs	194
<b>Unit 10</b>	<i>most</i>	Agreeing and disagreeing	Mingle	195
<b>Unit 11</b>	Multi-word verbs	Memory game	Groups of three or four	195
<b>Unit 12</b>	<i>take</i>	Giving advice	Mingle / groups of three or four	195

## PRONUNCIATION

	Target language	Activity type	Dynamic	Teacher's notes
<b>Welcome!</b>	Phonemic symbols	Card game	Small groups	195
<b>1A</b>	Syllables and word stress	Find the 'odd word out'	Groups of three	196
<b>1B</b>	Sound and spelling: /k/	Sound maze and peer testing	Individually	196
<b>2A</b>	-s endings	Questions and answers games	Groups of three	196
<b>2C</b>	Sound and spelling: <i>ou</i>	Missing vowels, quiz and personalisation	Individually / pairs	197
<b>3A</b>	Sound and spelling: /aɪ/ and /eɪ/	<i>Battleplanes</i>	Individually / pairs	197
<b>3C</b>	Main stress	Identifying main stress and personalisation	Individually / pairs	197
<b>4A</b>	Sound and spelling: <i>ea</i>	<i>Bingo!</i>	Small groups	197
<b>4C</b>	Word groups	Identifying word groups in jokes and roleplaying a restaurant dialogue	Pairs	198
<b>5A</b>	Sound and spelling: /b/ and /p/; <i>there is</i> and <i>there are</i>	Find the differences	Pairs	198
<b>5C</b>	Sentence stress	Giving directions	Groups of four	199
<b>6A</b>	<i>was / were</i>	Logical puzzle	Groups of four to six	199
<b>6B</b>	-ed endings; Sound and spelling: /ʌ/ and /ʊ/	Identifying syllables and talking about pictures	Pairs	199
<b>7A</b>	<i>did you</i>	Dictation and discussion	Pairs / mingle	200
<b>7B</b>	Word stress	<i>Snap</i>	Pairs / groups of four	200
<b>8A</b>	<i>can / can't, could / couldn't</i>	Discussion board game	Pairs	200
<b>8C</b>	Joining words	Identifying connected speech and dictation	Pairs	200
<b>9A</b>	Stress in compound nouns	Card game	Groups of three or four	201
<b>9B</b>	Sound and spelling: <i>o</i>	Board game	Groups of four to six	201
<b>10A</b>	Revision of phonemic symbols	Word search	Individually / pairs	201
<b>10C</b>	Main stress in requests	Flowchart conversation	Pairs	201
<b>11A</b>	Sound and spelling: /ɜ:/	Sound mazes	Individually / pairs	202
<b>11C</b>	Main stress and tone	Responding to statements	Pairs	202
<b>12C1</b>	Tones for showing surprise	Responding to statements	Individually / pairs	202
<b>12C2</b>	Consonant groups	Crossword	Pairs	202

# Teacher's notes for photocopiable activities

## GRAMMAR

### 1A *be*: positive and negative

► Photocopiable activity on p.204

You will need one sheet for each pair or group of three students, cut up and the sets of cards kept separate.

Divide the class into pairs or groups of three and give each group a set of cards. Ask them to place the cards in three separate piles: *people*, *cities*, *countries*. Tell them to shuffle the three sets separately and arrange them face down. Alternatively, do this before the class.

Students take it in turns to choose a card from each set and make sentences about them. They must say where the person is from and what their nationality is or isn't. They keep the cards until they have used them all.

Give two examples before they start the game. 1 (the city and country match): Write the words *Jack*, *Sydney* and *Australia* on the board and elicit *Jack is from Sydney. He's Australian.* 2 (the city and country don't match): Rub out *Australia* and write *Canada*. Elicit *Jack is from Sydney. He isn't Canadian. He's Australian.*

Play the game. Monitor and help as necessary.



#### NO-CUT VARIATION

You will need one sheet for each group of three students. Divide the class into groups of three and give each group a sheet. Ask students to number the cells in each section from 1 to 10 in different orders. Students take it in turns to make sentences using the three cards numbered 1, etc.



#### FAST FINISHERS

Ask fast finishers to separate and shuffle the *city* and *country* cards again and place them face down. They should place the *people* cards face up. They take turns to turn over a *city* and a *country* card. If they match, they make a sentence with any *people* card they want and keep the cards, winning one point. If they don't match, they replace the cards face down for others to match. The winner is the student with the most points.



#### EXTRA ACTIVITY

Ask students in pairs or groups to make their own cards of people, cities, countries for another group to play the same game.

### 1B *be*: questions and short answers

► Photocopiable activity on p.205

You will need one sheet for each pair of students, cut in half.

Give each student a *Who am I?* questionnaire and explain the guessing game. Each student must imagine they are a different person, e.g. someone famous, someone in the school. It's important that everyone knows this person. They take it in turns to guess who their partner is by asking and answering yes/no questions with *be*.

Before students play, read through the suggested questions 1–10 and ask them to write their own questions 11–20. Give a few examples, e.g. *from the USA*, *short*, *rich*, *clever*.

They can do this in small groups.

Divide the class into pairs to play the game. Monitor and provide help as necessary.

To practise the 3<sup>rd</sup> person singular *be*, ask the students to swap pairs when they finish. This time they ask questions about each other's previous partner, e.g. *Is he/she famous? Yes, he/she is. or No, he/she isn't.*

Get feedback from the class and find out who asked the most questions and who asked the least. Encourage students to share the extra questions they thought of themselves.



#### EXTRA ACTIVITIES

- 1 In pairs, students think of a famous, historical, fictional couple, e.g. Brad Pitt and Angelina Jolie, Antony and Cleopatra, Aladdin and Jasmine. Put two pairs together to play the guessing game using the plural forms of *be*, e.g. *Are you young? Yes, we are. / No, we aren't.*
- 2 Students write down a description of a famous person using the questions, without giving the name. They can exchange descriptions with other students and guess the person. Alternatively, invite students to read them out or display them in class for students to guess.

### 2A Present simple: positive and negative

► Photocopiable activity on p.206

You will need one sheet for each pair of students, cut in half.

Divide the class into pairs and give each student a set of pictures. Tell the students not to look at each other's pictures.

Explain that one student has pictures of the Brown family's day and that the other student has pictures of the Green family's day. Their activities are almost the same every day. The students must find the differences between the two families' activities. Student A starts by saying, e.g. *The mother and father wake up at seven.* Student B finds the equivalent picture and says, e.g. *The mother and father don't wake up at seven. They wake up at eight.*

Students do the activity and note down the differences. Check answers with the class.

#### Answers

- 1 In the Brown family, the mother and father wake up at seven. In the Green family, they wake up at *eight*.
- 2 In the Brown family, the son has tea and bread for breakfast while using his tablet. In the Green family, he has tea and *fruit*.
- 3 In the Brown family, the daughter walks to school. In the Green family, she *cycles* to school.
- 4 In the Brown family, the father is a photographer. In the Green family, he's a *taxi driver*.
- 5 In the Brown family, the mother is a dentist. In the Green family, she's a *teacher*.
- 6 The Brown family eat dinner in the kitchen and talk to each other. The Green family eat dinner in *the living room* and *watch television*.
- 7 In the Brown family, the son and daughter play video games in the evening. In the Green family, they *watch films* on a laptop.
- 8 In the Brown family, the mother and father watch TV in the evenings. In the Green family, they *read books*.

### EXTRA ACTIVITY

In pairs, students talk about their own families and their daily routines. Encourage them to note any similarities and differences.

## 2B Present simple: questions and short answers

► Photocopiable activity on p.207

You will need one sheet for each student.

Give each student in the class a sheet. Read through the list to check understanding. Pre-teach *1960s* and drill the pronunciation. If necessary, elicit any famous bands or musicians from that time.

Point out questions 13 and 14. If there's time, give students a few minutes to complete them with their own ideas, individually or in pairs. Monitor and help if necessary.

Spend a few minutes showing students how to form the questions from the prompts as often students read them off the page, e.g. *Does sport at the weekend?* rather than *Do you do sport at the weekend?*

Explain that students need to mingle, ask each other questions and write names of other students on the lines. They must write one name per question and only if that person's answer is yes. For example, *Pablo, do you read newspapers?* If he answers *Yes, I do.*, then the student can write *Pablo* on the line. However, if he answers *No, I don't.*, the students must continue looking for someone who says yes to that question.

Lastly, point out the negative *doesn't* in questions 3, 5 and 11. They form these questions as the rest, but they must find someone whose answer is no. For example, *Cristina, do you eat breakfast?* The student can write *Cristina* only if she answers *No, I don't.*

Allow enough time for the majority of students to mingle and complete their lists. They can ask a student a maximum of two questions at a time so that they talk to as many students as they can. If you wish, you can also participate and monitor as you do.

**Note:** Encourage stronger students to ask follow-up questions and make note of the extra information. For example, A: *Do you do sport at the weekend?* B: *Yes, I do.* A: *What type of sport?* B: *I play tennis or basketball.*

Put students in small groups to compare their findings. Get feedback from the class and discuss anything that surprised them about the results.

## 3A Position of adverbs of frequency

► Photocopiable activity on p.208

You will need one sheet for each pair or group of three students, cut up.

Pre-teach *on time* (by eliciting *early, on time, late*) and *order* (by giving an example, e.g. *I went to the restaurant and I ordered a burger.*)

Divide the class into pairs or groups of three and give each group a set of cards. Ask them to shuffle the cards and then put them face down on the desk.

Explain that the cards consist of ten questions and ten answers. Students take turns to pick up two cards and try to find a matching question and sentence. If they don't

match, the cards are returned face down. If they match, the student keeps the cards. The game continues until all the matches are made. The student with the most pairs wins the game. Check answers with the class.

**Note:** If necessary, the game can be made easier by keeping the questions and answers in separate groups.

### Answers

How often do you go to the cinema? Every week. I love films.  
Do you eat everything? No, I never eat tomatoes.  
Are you always on time for lessons? No, I'm sometimes late.  
Where do you usually go on holiday? I sometimes go to the mountains.  
How often do you check your email? About five times a day.  
Do you cook at home? Yes, but I sometimes order pizza for dinner.  
Are you usually busy in the evenings? No, I watch television.  
Where do you usually do your shopping? Online, or sometimes in the town centre.  
Do you often practise English outside the classroom? I sometimes talk to an English friend on the phone.  
How do you get to school? I always walk because it's healthy.

### NO-CUT VARIATION

You will need one sheet for each student or pair of students. Ask them to work individually or together to match the questions to the correct answers. Check answers with the class.

### VARIATIONS

- 1 This game can also be played orally as a whole class or in big groups. Each student is given one card. Two students are the 'players' and they stand in front of the class without any cards. They take turns to choose two students to read out their cards. The 'players' decide whether they match or not.
- 2 With big classes, give each student a card. They have to walk round and find their (matching) partner. You can make this into a race.

### EXTRA ACTIVITY

Give each student a copy of the sheet. In pairs, they write one more answer for each of the questions. Encourage fast finishers to practise asking and answering the questions.

## 3B have got

► Photocopiable activity on p.209

You will need one sheet for each student.

Divide the class into pairs and give each student a sheet. Remind students of the form *have/has got* by indicating something that a student has or hasn't got. Ask: *Has (Janine) got a blue bag?* Elicit: *Yes, she has. / No, she hasn't.*

Tell the students that they are going to play *Battleships* with words. They may already know that the aim of the game is to find and eliminate all your partner's ships.

Draw part of a grid on the board and demonstrate. Before they start, explain that each student has a number of different size ships: 1 large (six squares), 2 big (four squares), 2 medium (three squares) and 4 small (two squares). Write this on the board.

Ask students to draw their ships onto their grids using circles. The ships must not overlap or be right next to another ship. Their partner mustn't see their positions.

Then they take turns to try to 'hit' each other's ships. They do this by asking a question from the grid, e.g. *Has Hanna*

got an e-book? If the answer is yes (*Hit!*), it means that they have found one of the squares for a ship, so they mark it with a tick. If it's no (*Miss!*), they mark an X in the square. The game continues until all ships have been found by one student in the pair.

**Note:** To make the game harder, students can use different shapes instead of linear ships.

Monitor to check students are using correct question and answer forms of *have got*.

## 4A Countable and uncountable nouns; *some, any, a / an*

► Photocopiable activity on p.210

You will need one sheet for each pair of students, cut up.

Divide the class into pairs and give each pair a set of shuffled cards.

Explain that the aim of the game is to see how many items each student can remember accurately. In each pair, one student turns over a number of picture cards slowly on top of each other (so that they only see the last card each time). They must say what's in the picture, e.g. *some milk, a mushroom*. The other student must watch and listen carefully and repeat the sequence when all the cards have been turned over.

Ask the students to start the game with five cards turned. They should keep swapping roles and using more cards each time. The cards can be reshuffled and used as many times as necessary. Monitor and make sure the students are using *a, an* and *some* correctly.

Get feedback from the class and find out who could remember the most cards. Encourage students to try to remember every card in the pack as a class.

### FAST FINISHERS

Students can make sentences using three items from the set, e.g. *For breakfast my brother has an egg, some cheese and a burger*. Their partner has to guess if it's true or false.

### EXTRA ACTIVITY

You can make more copies so that each pair has two sets of cards. They use them to play *Snap*. Students turn over cards, saying what they see, until they turn over a matching card and say *Snap!* thereby winning the pile. They continue playing until one player has all the cards.

## 4B Quantifiers: *much, many, a lot of*

► Photocopiable activity on p.211

You will need one sheet for each group of three students, cut in half.

Divide the class into groups of three and give one person in the group, the 'teacher', *Game A*.

Explain that they are going to play *Noughts and crosses*. Draw a 3x3 grid on the board and if necessary show how the game works. Choose two students and say that one is 'noughts', the other 'crosses'. Ask them in turns where to put their nought / cross and show how the winner is the one with a line of three.

The students draw a grid in a notebook and the 'teacher' reads out the first sentence to Player 1. Explain that to put a nought / cross on the grid, Player 1 must decide whether a sentence is correct or not. If there's a mistake, they must correct it. If Player 1 answers incorrectly, they lose their chance to put a nought / cross and the turn moves to Player 2. They must try to solve the sentence before they move on to the next one.

When Game A is finished, another student takes over the 'teacher' role and the group plays Game B. Check answers with the class.

### FAST FINISHERS

Students go through the list of questions again covering up the answers and correct any mistakes they find.

### VARIATIONS

- 1 Play the game with the whole class. Divide the class into two teams and draw the grid on the board. The students can discuss the sentences as a team.
- 2 Use the sentences (without the answers) to play *Grammar casino*. Each student has a sheet and starts with 100 points. They place a bet on whether the first sentence is correct or not. When the teacher gives them the answer, they either add their bet to their total (for a correct choice) or take it away (for a wrong choice). They must correct the mistake before they win the point. The winner is the student with the most points at the end of the game.

## 5A *there is / there are*

► Photocopiable activity on p.212

You will need one sheet for each pair of students, cut in half.

Divide the class into pairs and give each student Picture A or B. Tell them they must not show their partner their picture.

Explain that they have similar pictures but there are ten differences between them. They must find the differences by asking questions, not by looking at their partner's picture. When they have found ten differences, they can compare their pictures to check.

Demonstrate by asking a student, e.g. *How many cars are there in your picture?* Elicit: *There are two cars*. Say: *There are two cars in my picture too. That's not a difference*.

Monitor and help as necessary. Check answers with the class.

### Answers

- 1 In Picture A, there are three people at the right-hand table. In Picture B, there are two.
- 2 In Picture A, the waiter is carrying two cups of coffee. In Picture B, he's carrying two bottles and two glasses.
- 3 In Picture A, there's a newspaper on the left-hand table. In Picture B, there's a book.
- 4 In Picture A, there's a dog. In Picture B, there's a cat.
- 5 In Picture A, there's a fruit and vegetable shop in the background. In Picture B, there's a café.
- 6 In Picture A, there are two windows above the left-hand shop in the background. In Picture B, there are three.
- 7 In Picture A, there's a male bus driver. In Picture B, there's a female bus driver.
- 8 In Picture A, there's a young child getting off the bus. In Picture B, there's a teenager.
- 9 In Picture A, there's a clock showing it's one o'clock. In Picture B, it's twelve o'clock.
- 10 In Picture A, there's a sign on the bus saying 'Town Centre'. In Picture B, it says 'Chiseldon'.

### EXTRA ACTIVITY

Students can draw in some extra things in the pictures to give additional differences. Then, they swap their picture sets with another pair and repeat the activity.

## 5B Possessive pronouns and possessive 's

► Photocopiable activity on p.213

You will need one sheet for each pair of students, cut up.

Divide the class into pairs and give each pair a picture and a set of cards. Tell them that in the picture there is a man (Pete), a woman (Sophie), a boy (Tom) and a girl (Anna). They must place the picture face down at the top and place the cards face down below it.

Explain that the students can turn over and look at the picture for ten seconds. Then they must turn it face down again.

Then, they take turns to turn over a card. They ask their partner about it, e.g. *Whose is the car?* Their partner tries to remember, e.g. *The car is Tom's.*, takes the card and notes down his answer (*car = Tom's*). When all the cards have been taken, students turn over the picture to check their answers. The winner is the student with the most correct answers. Check answers with the class.

### Answers

The book is Pete's.	The hat (cap) is Tom's.
The cup of coffee is Pete's.	The dictionary is Tom's.
The tablet is Pete's.	The smartphone is Anna's.
The magazine is Sophie's.	The T-shirt is Anna's.
The watch is Sophie's.	The pen is Anna's.
The bag is Sophie's.	The pair of glasses is Anna's.
The purse is Sophie's.	The birthday cake is Tom's.
The laptop is Tom's.	

### NO-CUT VARIATION

You will need one sheet for each student or pair of students. Ask them to work individually or together to make sentences about the picture. Check answers with the class.

### EXTRA ACTIVITIES

- 1 Students turn all cards and the picture face down and try to remember who has what without any prompts.
- 2 To practise the possessive pronouns: the cards are reshuffled and placed in a pack face up. In groups of three, the students take turns to take a card, show it to their partners and place it face down in front of them. Then, they try to remember who has taken which card by saying, e.g. *The magazine is mine. The book is yours. The glasses are his / hers.* They can write down their thoughts and check them by turning over their cards at the end.

## 6A Past simple: be

► Photocopiable activity on p.214

You will need one sheet for each group of three or four students.

Divide the class into groups of three or four and give each group a sheet face down.

Explain that on the sheet there are pictures of different things. The students turn over the sheet so that they can all see it at the same time. They look at the pictures for ten seconds. After ten seconds, say *Turn back!* and the sheets are turned over.

Then, students have to write down as many items as they can remember. When they finish, a 'teacher' in each group looks at the pictures and the other students ask questions about the objects, e.g. *Was there a ... ? / Were there any ... ?* The 'teacher' answers *Yes, there was / were* or *No, there wasn't / weren't*.

Get feedback from the class and find out who could remember the most.

### VARIATIONS

Students have to remember more detail and ask and answer questions about position, e.g. *Was the cup next to the bridge? Was the elephant on the second line, above the chicken?*

### EXTRA ACTIVITY

Students can make their own memory games by drawing or writing words for items to create another page for another group to use in the activity.

## 6B Past simple: positive

► Photocopiable activity on p.215

You will need one sheet and a dice for each pair of students.

Divide the class into pairs and give each pair a sheet and a dice.

Explain that in Activity A they need to find 14 irregular past forms in the word search. Words can go across or down. Give them some time and then check answers with the class.

### Answers

*ate, became, bought, came, cost, found, had, got, made, spent, told, was, went, were.*

In Activity B, students take turns to roll the dice. They must make a sentence using a word from the word search and the word they have landed on, e.g. *My sister spent lots of money last weekend.* The next time they roll, they start from the last word they landed on. Monitor and help as necessary.

Get feedback from the class and ask for examples of fun or interesting sentences.

### EXTRA ACTIVITY

Ask pairs to work in groups of four. One student in the group makes a sentence in the past beginning with the words *Last night Tom ...* and a verb from the word search. The next student has to repeat this sentence and add one of his own. The next student repeats all the previous sentences and so on. If a student forgets part of the sequence, the game starts again.

Get feedback from the class and find out the longest sequence the students managed to remember.

## 7A Past simple: negative and questions

► Photocopiable activity on p.216

You will need one sheet for each pair of students, cut in half.

Divide the class into pairs and give each student a picture.

Tell the students that they are going to talk about a holiday they each went on recently. They have a 'photograph' that was taken on this holiday and they must show it to their partner.

Give them some time to think about what they're going to say about their holiday and the questions they're going to ask about their partners' photographs. Brainstorm some information they can talk and ask about, e.g. location, time, activities, people they went with, food. Give a few examples, e.g. A: *Who did you go with?* B: *I went with my friends.* Encourage students to be as imaginative as possible. They have their conversation asking questions about their holidays. Monitor and help as necessary, and note any grammar mistakes to correct with the class afterwards.

Get feedback from the class and find out some interesting things about the holidays.



### EXTRA ACTIVITY

This activity can be extended into a rotating role play. Half the class / a group are the 'holidaymakers'. The other half are the 'friends' who are going to ask about the holidays. They prepare in the same way as above but the 'holidaymakers' can make up a different holiday or talk about a real one they've had.

The 'friends' sit opposite the 'holidaymakers' and ask the questions. Give them a time limit, e.g. two minutes. Then say *All change!* The 'friends' move one chair to the left/right and ask questions to the next 'holidaymaker'. Continue like this for a few more minutes depending on the size of your class.

Get feedback from the class and find out which holiday sounded the most interesting, tiring, expensive, etc.

## 7B love / like / don't mind / hate + verb + -ing

► Photocopiable activity on p.217

You will need one sheet and a dice for each pair or group of three or four students.

Write on the board *BIKE* or draw a picture of a bike. Encourage students to make up sentences, e.g. *I hate riding a bike because there are lots of cars.* Encourage them to come up with more challenging sentences, e.g. *I don't like driving near bikes. They are sometimes dangerous on the roads.*

Divide the class into pairs or groups of three or four students and give each pair or group a sheet and a dice.

Students take it in turns to throw the dice. When they land on a square they have to make a sentence related to that topic using *like / love / hate / don't mind + -ing*. Elicit that they must use another verb, e.g. *I like driving my new car (I like my new car.)* and encourage them to give a reason, e.g. *I like driving my new car because it's fast.* If a student can't make a sentence, they should go back one square. Students should note down any mistakes they hear and check with the class during feedback. The winner is the person to get to the *Finish* square first.

Students play the game in their pairs or groups. Monitor and help as necessary. Get feedback from the class and correct any mistakes.



### FAST FINISHERS

Students can play the game again but they must not repeat the same sentences as they (or their partners) made in the previous game.

## 8A can / can't, could / couldn't for ability

► Photocopiable activity on p.218

You will need one sheet for each pair of students, cut up.

Divide the class into pairs and give each pair the sets of sentence strips. Do not give out the *Talk about it!* section yet. Ask students to put the strips face down on the desk.

Explain that there's a different sentence on each strip but the words aren't in order. Students turn over one sentence strip and try to reorder the sentence in their heads. The first student to reorder the sentence shouts *Sentence!* and turns the sentence face down again. Then, the student has to say the sentence correctly. If the student does this, they keep the sentence. If they get it wrong, the sentence is turned face up again and that student misses the next turn.

Students continue in the same way with the other sentences. The winner is the student with the most sentences at the end of the game. Check answers with the class.

### Answers

- 1 My sister couldn't use her computer for two weeks.
- 2 We can do our homework in the library after school.
- 3 Rosie could speak well when she was ten. / When Rosie was ten, she could speak well.
- 4 I can't text very quickly on this new phone.
- 5 Can you cook dinner for 12 people?



### NO-CUT VARIATION

You will need one sheet for each student or pair of students. Ask them to work individually or together to reorder the sentences in Activity A. Check answers as a class.

Next, ask students to answer the questions in Activity B. Get feedback from the class.



### EXTRA ACTIVITY

Students can make up their own sentences to give another group to solve.



### FAST FINISHERS

Give each pair the *Talk about it!* section and ask them to think of as many answers as possible for each question.

Get feedback from the class and find out which pair came up with the most items for each question. Elicit which idea was the funniest, most original, etc. for each question.

## 8B have to / don't have to

► Photocopiable activity on p.219

You will need one sheet for each pair of students, cut in half.

Divide the class into pairs and give them a picture each. Explain that they both have pictures of restaurants but they are different. Pre-teach: *queue, rubbish, smart* and *fork*.

Students work individually to make sentences about what they *have to* or *don't have to* do in their restaurant using the words in the box. Do an example with the class: write *carry your own food* on the board. Elicit: *You have to carry your own food.* from Student As and *You don't have to carry your own food.* from Student Bs.

Monitor and provide help as necessary. After students have written their sentences, ask them to work together to check their answers. Explain that if Student A has written a sentence with *have to*, Student B should have written a sentence with *don't have to*, and vice versa. Check answers with the class.

### Answers

#### Student A

You have to queue for your food.  
You have to pay before you sit down.  
You have to put your rubbish in the bin.  
You don't have to make a reservation.  
You don't have to wear smart clothes.  
You don't have to use forks and knives.  
You don't have to wait for your food.

#### Student B

You don't have to queue for your food.  
You don't have to pay before you sit down.  
You don't have to put your rubbish in the bin.  
You have to make a reservation.  
You have to wear smart clothes.  
You have to use forks and knives.  
You have to wait for your food.



### FAST FINISHERS

Students can think of new places to talk about. They can then share their ideas with the class and ask them to guess the place they are talking about by giving clues containing *have to / don't have to*.

## 9A Present continuous

► Photocopiable activity on p.220

You will need one sheet for each group of three or four students, cut up.

Divide the class into groups of three or four and give each group a set of cards. Explain that they are going to play *Charades*. One student must act out the title of a film, TV show, book or song for the rest of the group to guess.

Students divide the cards equally in the group and write a title on each of the cards they have to be acted out. Emphasise that the titles must be things their fellow students are likely to know. The cards are then put together and shuffled or put into a container.

The students take turns to pick a card and act out the title on the card. While they are acting out the title, the other students must comment on the actions using the present continuous. For example, *She's washing something. ... No, she isn't. She's putting something in a cup.* Point out that the students aren't competing with each other, but trying to

guess the title together. If they can't guess the title, the 'actor' can give a clue by saying *I'm ...-ing* as long as it doesn't give the exact word.

Get feedback from the class and find out which title was the easiest, most difficult, funniest, etc. to guess. Also ask for the most creative / ingenious charade.



### VARIATION

Students can exchange titles with another team to act out.

## 9B Present simple or present continuous

► Photocopiable activity on p.221

You will need one sheet for each pair or group of three students, cut up.

Divide the class into pairs or groups of three and give them a set of cards each. They should place the pack face down on the desk.

Tell the students that they should turn over the top card and place it face up on the desk. They take turns to make a sentence that uses the information on the card and also the present simple and present continuous.

Write *My sister* on the board. Make a sentence with *today* and one with *now*, e.g. *I usually go to the cinema with my sister, but today I'm going to the cinema with my best friend. My sister usually eats lunch at this time, but now she's sleeping.* Explain that students can be inventive with the sentences and the prompts on the cards are open to interpretation. They can also choose to use *today* or *now* with the present continuous.

Students play the game and decide which of their sentences is the most inventive – using the prompt and both tenses. Monitor and note any grammar mistakes to correct with the class afterwards.



### NO-CUT VARIATION

You will need one sheet for each student or pair of students. Ask them to work individually or together to make sentences about each picture using the present simple and present continuous. Get feedback from the class.



### EXTRA ACTIVITY

Students can create their own cards and exchange with other groups to play the game again.

## 10A Comparative adjectives

► Photocopiable activity on p.222

You will need one sheet for each group of three or four students, cut up.

Divide the class into groups and give each group a set of cards.

Explain that they will take turns to pick a card and make a sentence using the comparative form of the adjective. However, instead of the adjective, the student will say *beep!*, e.g. *Taxis are beep! than buses.*, for the group to guess the adjective. They can make as many sentences as necessary for the group to guess the adjective.

Get feedback from the class and elicit example sentences from the activity.


### NO-CUT VARIATION

You will need one sheet for each student or pair of students. Ask them to work individually or together to make sentences using the comparative forms of each of the adjectives. Get feedback from the class.

### EXTRA ACTIVITIES

- 1 Divide the class into groups of four with the cards face down on the desk. In pairs, they take turns to pick up a card and try to make as many sentences as they can with the adjective in its comparative form. The other pair listens and awards a point for each correct sentence.
- 2 In small groups and with cards face down, each student picks two cards. They write a question for each one using the comparative form, e.g. *Is it more difficult to learn English than Spanish?* The group discuss the different questions.

## 10B Superlative adjectives

 Photocopiable activity on p.223

You will need one sheet for each pair of students, cut up and the sets of cards kept separate. You could also reuse the adjectives from Grammar Photocopiable activity 10A on page 222.

Divide the class into pairs and give them a set of adjective and a set of noun cards each. Ask the students to place each card face down on the desk in two distinct groups.

Explain that they will take turns to turn over a card from each group. They have to make a sentence using the superlative form of the adjective and the noun. Give an example: *DIFFICULT + SUBJECT → The most difficult subject for me is Biology because I don't understand science very well.* Warn the students that some pairings may require imagination! If necessary, pre-teach *gadget* and *toy*.

Students play the game and gain a point for each correct sentence they make. If they turn over the same cards as someone else, they must think of a different example. If a student can't think of a sentence, they turn the cards face down and lose a point. The winner is the student with the most points when you stop the activity.

Set a time limit, e.g. five to ten minutes, and then end the game. Get feedback from the class and find out the funniest, most original, unusual and boring sentences.


### NO-CUT VARIATION

You will need one sheet for each student or pair of students. Ask them to work individually or together to make sentences using the superlative form of the adjective and the noun. Get feedback from the class.

### FAST FINISHERS

Students play the game again. This time, when they pick the two cards, they say one or two words, e.g. *Imagine by John Lennon* for 'the most beautiful song'. The other students in the group must guess the adjective and noun.

## 11A Present perfect

 Photocopiable activity on p.224

You will need one sheet for each group of four students, cut up.

Write the past participle *read* on the board. Elicit a sentence with the present perfect containing the word *read*, e.g. *I've read my favourite book six times.*

Divide the class into groups of four and give each group a grid and a set of jigsaw pieces. The jigsaw pieces should be kept as a pack so that the students cannot see or guess the whole picture.

Explain that the students take turns to choose a square and to make a sentence using the present perfect form of the verb. It can be positive, negative or question form. If the group agrees that the sentence is correct, they can find the piece of jigsaw in the pack with the same number to place over that square. The aim is to complete the jigsaw and find the big sentence more quickly than the other groups.

Monitor and note any grammar mistakes to correct with the class afterwards.

### Answers

We've really enjoyed our English class.

### EXTRA ACTIVITY

The board with verbs can be used for a guessing game. Students shuffle the jigsaw cards or lay the pieces face down. They take turns to choose a card. They must then use the matching verb on the grid to make a guess about someone in the group. For example, *Jacky has studied French.* The person in question must answer *That's right. I have.* or *Sorry, I haven't.* truthfully. A correct guess means the student keeps the card and the winner is the student with the most cards. An incorrect guess means that the card is returned to the desk or the pack.

## 11B Present perfect or past simple

 Photocopiable activity on p.225

You will need one sheet for each group of six students, cut up.

Divide the class into groups of six. Each group should divide itself into two teams of three. Give each group a set of cards. If your class is small or doesn't divide into groups of six, the teams can be smaller, e.g. two students. You can even have a simple paired activity.

Explain the idea of the game. Each member of Team A takes a card. This may be something they have done or haven't done, but each student in Team A tells Team B that they *have* had this experience and gives some details – again these may be true or made up. Remind students that they should use the present perfect to introduce the experience and then the past simple to give details, e.g. *I've won a competition. It was a crossword and I won a trip to Dubai. I went last year.*

Team B can ask questions about the experience to see if they can find out whether the student is lying or telling the truth. Again, remind students that the questions should be in the past simple. After questioning the three people on Team A, Team B must decide together whether one, two or all three students on Team A are lying. Team A then question Team B in the same way.

Students play the game. If possible, it's good to have the teams facing each other.

Get feedback from the class and ask for examples of clever lying.



#### EXTRA ACTIVITY

Students can think of their own true / made up experiences to use in another game.

## 12A going to

► Photocopiable activity on p.226

You will need one sheet for each student.

Give each student in the class a sheet.

Explain that students need to mingle and ask each other questions to write a name on the first line (see Teacher's notes for Grammar Photocopiable activity 2B on page 178). They need to ask a follow-up question and write extra details on the second line. Remind them to move on to ask another student a question when they get an answer and not spend the whole time talking to one person.

Before they start, do an example to check students remember how to form questions from the prompts. Invite a student to ask you a question on the list, e.g. *Are you going to phone anyone after class?* Point out that *something / someone* change to *anything / anyone* in the question form.

Allow enough time for the majority of students to mingle and complete their sheets. If you wish, you can also participate and monitor as you do. Note any grammar mistakes to correct with the class afterwards.

Get feedback from the class and find out if there were multiple names for some of the answers. Focus on the students using the correct forms. Find and discuss what, if anything, surprised them about the results.

## 12B should / shouldn't

► Photocopiable activity on p.227

You will need one sheet and a dice for each pair or group of three or four students.

Divide the class into pairs or groups of three or four and give each pair or group a sheet and a dice. Pre-teach any new vocabulary, e.g. *on my own*.

Students take it in turns to throw the dice. When they land on a square, they have to read the problem and give a piece of advice, saying one thing the person should do and one thing they shouldn't do.

Demonstrate by saying: *My computer is very slow. What should I do?* Elicit ideas from the class, e.g. *You should call someone who knows about computers. You shouldn't try to fix it yourself. You should phone your computer server. You shouldn't worry.*

Students play the game. If a student can't think of anything to say or if the group doesn't think the advice is appropriate, they must move back one square and miss a turn. The winner is the person to get to the *Finish* square first. Monitor and note any grammar mistakes to correct with the class afterwards.



#### FAST FINISHERS

Students can create new problems / situations and write them on strips of paper. They play the game again picking a strip with a new problem / situation whenever they land on an appropriate square.

## VOCABULARY

### 1A Countries and nationalities

► Photocopiable activity on p.228

You will need one sheet for every six students, cut up.

If your students are not familiar with either the word *Bingo* or the game itself, explain it by drawing a small grid on the board with nine words or numbers. Call out random words / numbers, crossing out the ones on the board. Shout *Bingo!* when you have crossed out all the words on the board.

Give each student a copy of a bingo card. Tell them to complete the three gaps on their cards with the names of different countries and / or nationalities that they studied in Unit 1 – but not words already on their card. Refer them to Vocabulary Bank 1A on page 160 of the Student's Book.

Start calling out countries and nationalities at random, speaking clearly and using the list on page 160 of the Student's Book. Tick off each word as you call it out. When a student hears a word from their card, they should put a small X in the top left-hand corner of the cell with the word in it. (If they do this, they can re-use the cards and play the game several times.) The first student to have an X by all their words shouts *Bingo!* Ask them to say the words on their card so you can check they are words you have called out. If so, that student is the winner, but you can still continue playing the game until several more students have called out *Bingo!*

You can repeat the game by collecting the cards and giving each student a different one. Alternatively, ask them to exchange cards with the student next to them. Give them a few minutes to change any of the three extra words if they wish. This time, students could write O instead of X.

Call out countries and nationalities again or invite a student to take your role. With bigger classes, divide the students into groups of six or eight. In each group, there's a 'teacher' who calls out the words.



#### EXTRA ACTIVITY

Ask students to draw two columns in their notebook, one for *Countries* and one for *Nationalities*. Hand out the used cards and ask students to copy the words from the card in the correct column. As they do so, they should also write the corresponding country or nationality. Check answers with the class.

Put the students in pairs to test each other. They take turns calling out a country or nationality from their notebook for their partner to say the corresponding nationality or country.

### 1B Adjectives

► Photocopiable activity on p.229


You will need one sheet for each student or pair of students.

Write the name of a famous artist on the board that your students will be familiar with, e.g. *Van Gogh*. Elicit who he is and encourage students to find adjectives to describe him, e.g. *well-known, fantastic, great, amazing, brilliant*.

Divide the class into pairs and give them a copy of the sheet. Ask them to talk about and agree on one example for ten of the different people, places and things in the boxes. They write their examples randomly in the circles 1–10. It is very important they write the examples in a different order. Monitor and help as necessary.

When they have finished, match each pair of students with a different pair so they're now working in groups of four. They exchange sheets. Give the pairs a few minutes to look at the names, places and things the other pair wrote down. They guess which clue in the table each name refers to. Then, they tell each other their ideas, e.g. *The Taj Mahal – we think it's a famous, old building*. If one pair doesn't agree with the other pair's choice, encourage them to talk about it.

Get feedback from the class and elicit some of the examples from individual students. Ask the class to shout out which ideas from the boxes they refer to.


**FAST FINISHERS**

Ask fast finishers to discuss people, places and things that are the opposite of the clues in the table, e.g. a terrible sportsperson, a horrible song, an awful film, the best place to live, a disgusting food / drink.

## 2A Jobs

► Photocopiable activity on p.230

You will need one sheet for each student.

Ask students to do Activities A and B individually. They can compare their answers in pairs before you check answers with the class. Make sure the students are pronouncing the jobs accurately.

You could do Activity C in small groups of five. If students don't know the word *mime*, demonstrate the next activity by miming a job and asking them to tell you which one it is. In their groups, students take turns to mime a job from Activities A or B. The first person in the group to identify the job gets a point. When they have mimed all of the jobs, the student with the most points is the winner.

**Answers**

**A** 1 engineer    2 businessman    3 tour guide    4 cleaner  
5 nurse    6 receptionist    7 actor    8 photographer

**B**

m	n	a	p	s	e	t	c	o	g	s	u	t
e	h	l	i	p	t	i	h	e	t	e	r	a
c	e	d	l	b	a	k	e	i	m	c	l	x
h	k	r	o	n	d	p	f	o	g	r	s	i
a	e	a	t	h	m	a	n	a	g	e	r	d
n	v	u	r	s	u	o	d	x	n	t	a	r
i	d	e	n	t	i	s	t	a	u	a	c	i
c	n	c	s	p	h	i	g	e	u	r	f	v
f	i	f	a	r	m	e	r	o	g	y	z	e
w	v	o	a	y	f	a	l	t	e	m	r	r
s	h	o	p	a	s	s	i	s	t	a	n	t
p	o	l	i	c	e	o	f	f	i	c	e	r

## 2B Studying; Time

► Photocopiable activity on p.231

You will need one sheet for each student.

Students do Activity A as a race individually or in pairs. The first student(s) to finish should shout *Finished!* Check answers with the class. Explain that an *exam* is more formal, longer and more important than a *test*.

Activity B focuses on the meaning of the items. Students can work individually and then compare with a partner before checking answers with the class.

Before they do Activity C, draw a few blank circles on the board and fill in a time in each one. Include items with *o'clock*, *ten / quarter / half past*, *twenty-five / quarter to*, etc. Students do the same using the first row of clock faces on the sheet. Check that they are drawing a variety of times.

Divide the class into pairs and make sure they can't see each other's sheets. Student A dictates their times and Student B completes the second row of clocks. Then, they change roles. Monitor and make note of any problems or mistakes to correct with the class. Don't let them correct each other or look at each other's sheets until they've finished the task.

Get feedback from the class and deal with any difficulties. You can repeat this activity as a warmer in another class by asking them to draw their own circles on a sheet of paper.

**Answers**

**A** term, pass, mark, timetable, exam, notes, break, studies, fail, test

**B** 1 timetable    2 notes    3 mark    4 pass    5 exam  
6 term    7 break    8 studies    9 fail    10 test

## 3A Time expressions

► Photocopiable activity on p.232

You will need one sheet for each student.

Write the example *How often do you text your friends?* on the board and pre-teach *text* (to send messages on a mobile phone). Elicit other possible questions, e.g. *text your family*, *text in class*, *text when you're on holiday*. Point out that there is no single correct question to ask. Move round the class and monitor while the students write the questions and help as necessary. If any students finish early, ask them to think of a few extra questions.

Divide the class into groups of four to eight. Before they do the task, draw their attention to the time expressions at the bottom of the box. Drill a few of them with the class. Point out that they should answer *I don't!* when they never do the activity. Encourage them to explain why when they give that answer, e.g. A: *How often do you wash your car?* B: *I don't because I haven't got a car!*

Students mingle and interview at least three other partners. They should write their answers in the table. Monitor and help as necessary, and make sure they aren't writing whole sentences.

Next, divide the class into pairs from different groups. Students exchange information, e.g. *Javier texts his girlfriend every day*. Encourage them to respond to their partner's information rather than give all their answers without interruption.

Get feedback from the class and find out which student does each activity more often or who never does some of the activities and why.

**Answers**

Suggested questions

text your friends, your family, in class, on holiday; write emails, letters, postcards; watch films, the news, (name of a soap opera or series) on TV; drive to school, work, college, another city; meet friends for a drink, lunch, dinner; buy milk, a newspaper, clothes; wash your hair, face, car; go to an English, tennis, piano, yoga lesson; listen to music, the radio.

## 3B Technology

► Photocopiable activity on p.233

You will need one sheet for each student.

Students complete Activity A individually and then compare their answers with a partner. Check answers with the class and drill pronunciation before moving on.

Pre-teach any new vocabulary, e.g. *annoy*, *type* in Activity B. Give the students a few minutes to complete the statements with the words from Activity A. Check answers with the class. Then ask them to tick the sentences they agree with and think about why they disagree with others.

Put the students in small groups, and give them several minutes to compare their answers and discuss. Monitor and help as necessary. Students might not have enough language at this stage to explain their reasons fully, but encourage them to say as much as they can with the language at their disposal.

Get feedback from the class and correct any mistakes you noted.

### Answers

**A** 1c 2d 3e 4f 5b 6a

**B** 1 headphones 2 e-reader 3 laptop 4 keyboard 5 satnav  
6 smartphone

## 4A Food

► Photocopiable activity on p.234

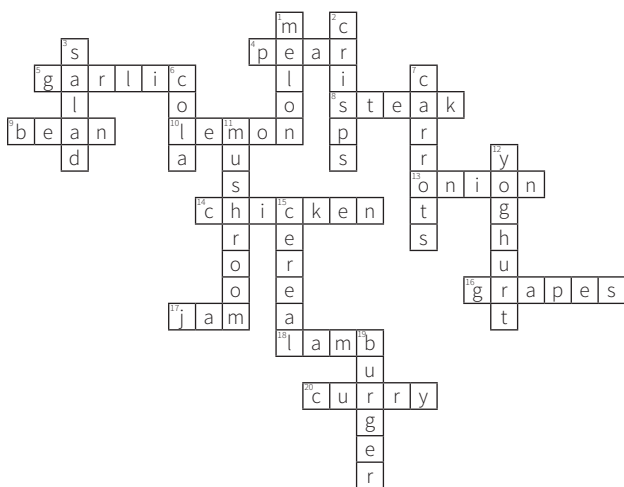
You will need one sheet for each student.

Students complete the crossword individually or in pairs. Monitor and note any grammar mistakes or pronunciation problems to correct and drill with the class afterwards. Check answers with the class.

In the same pairs, have them choose five words and practise defining them. They can do this in writing, but it's preferable if they practise orally.

When they are ready, put them in new pairs to test each other for further oral practice. They take turns to say a definition for their partner to say the correct word without looking in the crossword. Monitor and encourage them to repeat the definition if necessary.

### Answers



## EXTRA ACTIVITY

Ask students to draw a new diagram similar to the one in the sheet. Tell them to repeat the activity. This time they add places they would like to have near their house. For example, they might want to live near a park to go jogging in the morning before work. For further practice, ask them to work in pairs and agree on five or more places they would like to add in their diagram. They can compare answers in small groups.

**Note:** Make sure you provide them with the necessary language, e.g. *I would like to live near / far from a ... because ...*

## 5B Furniture

Photocopiable activity on p.237

You will need one sheet for each pair of students, cut in half.

Divide the class into pairs and give each student a sheet, A or B. Ask them to label the pictures individually. Monitor and check the students' spelling.

Next, give a simple description of curtains. Say: *They're usually long and we put them in front of the window. They're useful when it's sunny.* Encourage students to guess the word. Students work in pairs taking turns to define their pictures for their partner to draw in the squares in *Your partner's furniture*. They must not look at each other's pictures until the end of the game. Each time the students draw an item, they must also write it below. Check and drill answers with the class.

### Answers

#### Student A

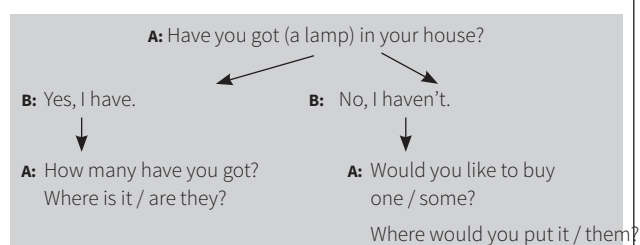
- |            |                    |            |
|------------|--------------------|------------|
| 1 curtains | 2 cupboard         | 3 wardrobe |
| 4 sink     | 5 chest of drawers | 6 sofa     |

#### Student B

- |            |                   |          |
|------------|-------------------|----------|
| 1 mirror   | 2 bookcase        | 3 cooker |
| 4 armchair | 5 washing machine | 6 lamp   |

## EXTRA ACTIVITY

Write these questions and draw the arrows on the board.



Divide the class into different pairs. Students ask either the questions on the left or the questions on the right depending on their partner's first answer. Point out that *one* is used for singular nouns and *some* for plural in the second question on the right. Elicit a question with *some*, e.g. *Would you like to buy some (curtains)?* Monitor and note any mistakes to correct with the class afterwards.

## 6A Years and dates

Photocopiable activity on p.238

You will need one sheet for each pair of students, cut in half.

Revise dates by writing a few on the board, e.g. *07/09/1960*, *13/12/2016*, and asking students to say them.

Divide the class into pairs and give them the cut-up sheets. Read the example and point out that there are other ways of saying the date, e.g. *the third of November*, *November the third*. Give them time to read the questions and write their answers. Monitor and encourage students to write an answer even if they're not sure.

When they have completed their answers, students take turns reading their questions and answers in pairs. When they are listening, they should check if their partner's answers are correct by looking at the answers on their sheet. Monitor and note any mistakes to correct with the class afterwards.

## 6B Past simple irregular verbs

Photocopiable activity on p.239

You will need a sheet cut up, the board game on page 203 and a dice for each pair of students.

Divide the class into pairs and give them the cut-up sheet, the board game and the dice. Don't let students look at each other's sheets at this stage. Tell them to look at the first sentence only and think about the verb for a few seconds. Point out that all the missing verbs are irregular and in the past simple form. Then, they turn their paper over. Explain to them the rules of the game:

During the game, they can't look at all their questions at once. They turn their paper over when it is their turn to play.

Students take turns to throw the dice and move to the relevant square. They read out a completed sentence to their partner who checks if it's correct by looking at the right-hand side of their own sheet. If it's correct, they move forward two squares. If it's wrong, they move back two squares.

If they land on *Go on four squares* or *Go back four squares*, they obey the instruction. The winner is the person to get to the *Finish* square first.

Monitor and note any mistakes to correct with the class afterwards.

## 7A Transport

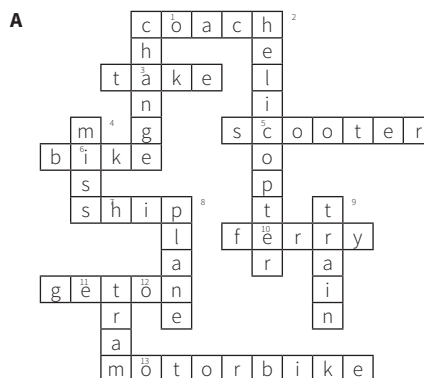
Photocopiable activity on p.240

You will need one sheet for each student, cut in half or folded.

Give each student a sheet and allow some time for the students to do the crossword. They can do this individually or in pairs. Check the answers with the class.

In the same pairs, students do Activity B. You can read the first sentence with the whole class and talk about it as an example. Check answers with the class.

### Answers



### EXTRA ACTIVITY

Divide the class into small groups. Ask students to decide on the best form of transport for the journeys below. If you wish, you can adapt them to suit the students' context so that the prompts don't require geographical knowledge. You could write the prompts on the board.

You want to ...

- take some passports across a big city very quickly.
- see New York from the sky.
- go from Paris to Warsaw with five friends and you haven't got much money.
- go from Budapest to Tokyo.
- go from Italy to Sicily and take your car.
- go into the countryside and get some exercise.
- go across the Atlantic but you don't like flying.
- get to a town which is 150km away and work on the journey.

#### Suggested answers

- |             |              |         |         |
|-------------|--------------|---------|---------|
| 1 motorbike | 2 helicopter | 3 coach | 4 plane |
| 5 ferry     | 6 bike       | 7 ship  | 8 train |

## 7B Transport adjectives

► Photocopiable activity on p.241

You will need one sheet for each pair of students, cut up.

Read out the statements in Activity A with the class and check students understand them. Point out the example and explain that students need to think about whether they agree or not with the statement. If they disagree, they should correct it. They do this task individually, then compare in pairs. Encourage them to explain their opinion if there's disagreement. Get feedback from the class.

For Activity B, divide the class into pairs and give them the cut-up dialogue. Monitor and help while students are completing their dialogues individually. Don't check answers at this point.

Demonstrate by asking a Student 1 to read their first question. Student 2s check whether they wrote the correct adjective in their dialogues. Ask a Student 2 to respond for Student 1s to check their adjective. Explain that they should correct their partner if they have made a mistake. Monitor and note any pronunciation problems to drill with the class afterwards, e.g. *dangerous*, *(un)comfortable*, *quite*, *theatre*.

### FAST FINISHERS

With fast finishers, ask Student 2 to turn over their sheet. Student 1 should then read questions 1–3 in a different order. Student 2 has to answer appropriately. They change roles for dialogues 4–6.

## 8A Sport and exercise

► Photocopiable activity on p.242

You will need one sheet for each group of three or four students, cut up.

Demonstrate the miming game with *go snowboarding* (not in the set). Mime the action yourself for the students to guess. Explain that their answer can be a verb, e.g. *snowboard* or a verb and noun / -ing form, e.g. *go snowboarding*.

Divide the class into groups of three or four and give each group a set of cards face down.

Students take turns to mime a sport / exercise for their group to guess. The first student to guess the phrase keeps the card. At the end, the winner is the person with the most cards.

Give out the table or draw it on the board for students to copy. In their groups, students look at the cards they used for the game and write each sport / exercise in one of the two categories. Students must discuss why it is better to do each activity alone / with one person or in groups. Read the example with the class. When they finish, they should have a table completed by consensus. Monitor and help as necessary.

Tell the students to find a partner from a different group to compare answers. Get feedback from the class.

### NO-CUT VARIATION

You will need one sheet for each group of students. Ask them to take turns simply choosing a sport / exercise from the table to mime for their group. They write the name of the student who guesses the phrase first in the cell. At the end, the winner is the student whose name is in the most cells.

## 8B Parts of the body; Appearance

► Photocopiable activity on p.243

You will need one sheet for each pair, cut in half or folded.

Elicit parts of the body vocabulary by pointing to a part of your body for students to shout out the word. Students can then play the same game in pairs.

Divide the class into pairs and give them Activity A. Explain that they have two minutes to remember as much as possible about the people. Explain that they are all wearing similar clothes and they mustn't focus on them. They should think of words in English about body and appearance but they can't write anything down.

When time is up, tell the students to turn the picture over and give them Activity B. They have five minutes to complete the table with as many words as possible. Monitor and make sure they aren't writing full sentences.

When they finish, ask students to call out the answers as you write them on the board. Correct pronunciation mistakes where necessary. Pairs win a point for each correct item, e.g. *curly*, *dark* and *straight* can count as different points. The winners are the ones with the highest number of items / points.

#### Answers

**James:** thin; long legs; short, straight, dark hair; good-looking

**Vanessa:** fit; attractive / pretty; thin; short, fair, straight hair; a long neck

**George:** fat / a big stomach; short, curly, fair hair; a broken leg

**Liz:** pretty / attractive; short legs; long, dark, curly hair.

### EXTRA ACTIVITY

Ask the students to hide the pictures again. Describe one of the people in the picture in detail. Tell the students to listen carefully because you might make a mistake. Include a wrong description at random to try to catch them out, e.g. *Vanessa's got short, curly hair. It's fair and ...* With more confident students, do an example and have them practise in pairs or small groups.

## 9A Shopping; Money and prices

► Photocopiable activity on p.244

You will need one sheet for each student.

Students work individually to do Activities A and B. They compare answers with a partner as they finish each task. Check answers with the class, paying particular attention to pronunciation.

Divide the class into new pairs. This time they test their partner against the clock. Student 1 asks five of the questions in Activity B, but in a different order. Student 2 must answer each question within five seconds and without looking at their sheet. If they can't, their partner must say *Too slow ...* and go on to the next question. Then, they change roles and repeat with the remaining five questions. Continue the game until you can't hear anyone shouting *Too slow ...*

Activity D is a peer dictation. Revise the money symbols: £ = pound, p = pence, \$ = dollar and c = cent. If necessary, dictate a few prices for students to write down and check with the class. Tell students to complete the *Your prices* box with different figures. Point out that they must use a variety of currency. Monitor and help as necessary.

When they have finished, divide the class into pairs. They dictate their prices to each other and then compare prices to see if there were any mistakes. Monitor and note any problems to correct with the class afterwards.

### Answers

- A** 1 shopping mall 2 information desk 3 bus stop  
4 car park 5 department store 6 clothes shop  
7 cash machine 8 fast food restaurant
- B** 1 car park 2 bus stop 3 cash machine  
4 stairs / lift 5 information desk 6 entrance  
7 clothes shop / department store 8 fast food restaurant  
9 café / fast food restaurant 10 chemist

## 9B Clothes

► Photocopiable activity on p.245

You will need one sheet for each student.

Give out the sheets face down. Explain that students have to fill every gap in Activity A as quickly as possible. They can do this individually or in pairs. The first person or pair to finish should shout *Finished!* Wait for two or three to finish. Then, stop the race and check the answers with the class. The winner is the student or pair to finish first with the most correct answers.

Next, students work in pairs to test each other. Encourage students to read out the sentences in Activity A in a random order for their partners to respond to. Monitor and note any mistakes to correct with the class afterwards.

Activity B is an opportunity to recycle the vocabulary in a more personalised way. Divide the class into groups. Students ask and answer the questions. Monitor and help as necessary. At the end, ask some students to give their answers to the class.

### Answers

- A** 1 socks, boots, trainers 2 gloves 3 trousers, jeans 4 earrings  
5 scarf 6 shorts 7 jumper 8 T-shirt 9 ring 10 necklace  
11 raincoat 12 watch

## 10A IT collocations

► Photocopiable activity on p.246

You will need one sheet for each student.

Give each student a sheet and ask them to work in pairs for Activity A. You can make it into a race or set a time limit to introduce an element of competition. Fast finishers can help other students by showing the first letter of a word. Check the answers with the class.

Students do Activity B individually or in pairs. Check answers with the class.

So that students can practise the collocations in a more personalised way, divide students into groups and ask them to discuss how often they do the actions in Activity B, e.g. *I never check my emails on my phone because I haven't got Internet on it.* Point out that students can use any time expression, e.g. *once / twice / three times a day / week, always, every ten minutes.*

The task could be done as a mingling activity with the whole class if you prefer. Monitor and encourage students to give further details or explanations. Get feedback from the class.

### Answers

**A**

F	W	N	C	L	E	M	A	I	L	S
W	Q	D	C	R	J	O	E	O	M	A
E	D	O	W	N	L	O	A	D	B	V
B	J	C	R	S	U	R	F	P	B	E
S	L	U	C	H	M	O	I	H	O	U
I	D	M	M	P	Q	C	L	I	C	K
T	H	E	W	E	B	R	E	E	S	E
E	K	N	E	G	A	H	G	Y	O	M
E	E	T	D	L	O	G	O	N	W	A

- B** 1 log on 2 make 3 check 4 surf 5 save 6 visit  
7 download 8 click on 9 save

## 10B High numbers

► Photocopiable activity on p.247

You will need one sheet cut up, the board game on page 203 and a dice for each pair of students.

If necessary, spend a couple of minutes at the beginning revising high numbers with the class. Call out numbers and invite students to write them on the board and / or write numbers on the board for students to say.

Divide the class into pairs and give them the cut-up sheet, the board game and the dice. Don't let students look at each other's sheets at this stage. Explain the rules of the game:

Students take turns to throw the dice and move to the relevant square. They look at their paper and say their first number to their partner who checks if it's correct by looking at the right-hand side of their own sheet. If it is correct, they move forward two squares. If it's wrong, they move back two squares. Explain that the answer must be completely accurate, e.g. *two thousands* or *one hundred and forty*.

If they land on *Go on four squares* or *Go back four squares*, they obey the instruction. The winner is the person to get to the *Finish* square first.

Monitor and help as necessary, e.g. incorrect pronunciation or examples where students miss their partner's errors.

## EXTRA ACTIVITY

Play *Whispering lines* with two or three teams. Ask the teams to stand in a line facing the board. Whisper a long number to each student at the end of the line. The team whispers the number down the line until it reaches the last student who runs to write it on the board. The first team to write the number correctly wins a point.

The student that wrote the number goes to the back of the line. Continue like this with different numbers until all students have had a turn to write a number.

## 11A Irregular past participles

► Photocopiable activity on p.248

You will need one sheet for each student.

In Activity A, some verbs have the same form for the past simple and past participle (and even the base form in the case of *read*). Tell students that they must be careful not to circle the base or past simple forms. To make the activity more challenging and fun, you could treat this as a race. When students finish, they compare answers with a partner. Check and drill answers with the class.

Activity B tests the meaning of these verbs. Students work individually to fill the gaps and compare answers with a partner. Check answers with the class.

Next, explain that they have to make questions using the sentences. Do an example with the class and elicit the correct question form, e.g. *Have you broken your arm or a tooth?* If you wish, elicit a few more example questions to make sure students are confident. Tell them to write the names of people who have had these experiences in the right-hand column.

Initially, students can work in small groups for this activity. When they have asked all their questions, they may not have a name for some of the items. If so, encourage them to mingle with other groups and continue to ask questions to find positive answers. Monitor and help as necessary. Get feedback from the class.

### Answers

**A** fell ~~had~~ eaten read wrote ~~bought~~ flew ~~been~~ fell ~~flown~~ broken saw heard write ~~forgot~~ ten buy ~~written~~ fallen ate seen fly broken

**B** 1 broken 2 flown 3 seen 4 read 5 been 6 bought  
7 forgotten 8 fallen 9 written 10 eaten 11 had 12 heard

## 11B Music

► Photocopiable activity on p.249

You will need one sheet for each student.

Give each student a sheet. Explain that the first letter of each missing word is provided to help students. They complete Activity A individually. Then, they compare their answers with a partner. Check answers with the class.

Ask students to write their answers to questions 1–8 in Activity B. They ask you for the answer to question 9. They will ask question 10 in their groups later. Monitor and help as necessary.

When they have finished, divide the class into small groups to ask and answer their questions including question 10. Encourage them to ask follow-up questions and give extra information, e.g. they could talk about the musical instrument the person plays in question 3, the type of dance they're good at in question 7, their favourite rock bands in question 10. Monitor and note any mistakes to correct with the class afterwards.

### Answers

**A** 1 pop 2 singer 3 orchestra 4 jazz 5 bands  
6 folk, folk 7 dancer 8 opera 9 classical 10 rock

## 12A Geography

► Photocopiable activity on p.250

You will need one sheet for each student, cut up or folded.

Give each student a sheet. They can work individually or in pairs to complete the words in Activity A. Check and drill answers with the class as *island, beach, jungle, field, mountain* and *coast* can be particularly problematic for A2 students.

Ask students to write the words from Activity A in the correct column in the table in B. Students can do this in pairs. Explain that some items might fit into both categories. Any basic discussion on this is useful in terms of meaning. Monitor and help as necessary. Check answers with the class.

In Activity C, students can work individually at first to write their own ideas. They can be world-famous places or local ones that students are familiar with. Monitor and help as necessary.

Finally, divide the class into pairs. They take turns to say their answers in Activity C in random order for their partner to say the correct geography word, e.g. A: *Ibiza!* B: *It's an island.* A: *That's right.* Get feedback from the class.

### Answers

**A** 1 island 2 wood 3 forest 4 waterfall 5 beach 6 jungle  
7 field 8 mountain 9 lake 10 river 11 hill 12 coast

### B Suggested answers

Water	Trees
island	island
waterfall	wood
beach	forest
lake	beach
river	jungle
coast	field
	mountain
	hill

### C Suggested answers

2 a lake: Victoria, Tanganyika 3 a river: Nile, Amazon, Mississippi  
4 a mountain: Mont Blanc, Mount Fuji 5 a rainforest / jungle: Amazon  
6 a waterfall: Iguazú, Victoria, Niagara 7 a beach: Copacabana  
8 a desert: Sahara, Kalahari, Arizona

# 12B Travel collocations

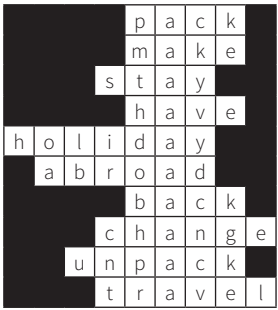
► Photocopiable activity on p.251

You will need one sheet for each student.

Give each student a sheet. Students work in pairs or small groups to complete the crossword. If necessary, pre-teach *right after* and *at the last minute*. Explain that the clues have no numbers, so they must complete the crossword by counting the letters in the words and the squares. Some answers fit in more than one place. Do the example with the class, counting the letters and noticing where the word fits on the crossword. Monitor and help as necessary. Check answers with the class.

Divide the class into different pairs or groups. They discuss the questions in the crossword clues e.g. A: *Where did you go on holiday last year?* B: *I went to Scotland*. Get feedback from the class by asking who had the same or similar answers.

## Suggested answers



# WORDPOWER

## Unit 1 from

► Photocopiable activity on p.252

You will need one sheet for each pair of students, cut up.

Write the word *from* on the board and elicit sentences containing it.

Divide the class into pairs and give each pair a diagram and a set of cards face down. Ask students to work together to complete the sentences in the diagram using the words and phrases on the cards. They take it in turns to turn a card over and read it out, and with their partner they match it to a sentence beginning on the diagram. Their partner writes the ending of the sentence on the line with the same number.

Explain that there is only one combination which is completely correct. Some of the options (e.g. Africa, Argentina) might seem viable, but at the end of the task, only one combination is possible.

Check answers with the class.

### Answers

- 1 The school coffee bar is open from 9 am to 4 pm every day.
- 2 The sun is about 150 million km from the Earth.
- 3 Kim walked 2,500 km from Paris to Moscow.
- 4 Sally was a university student from 2006 until 2009.
- 5 Lions come from Africa.
- 6 Wine comes from grapes.
- 7 The flight from JFK airport is here.
- 8 Milk comes from cows.
- 9 My office is 250 m from my house.
- 10 In Japan, it often rains from early June to late July.
- 11 It is 70 km from London to Brighton.
- 12 Pedro is Brazilian, but his cousin is from Argentina.



### NO-CUT VARIATION

You will need one sheet for each pair of students. Ask them to match the sentence halves. Check answers with the class.



### FAST FINISHERS

In pairs or groups of four, ask fast finishers to take a sentence and change the information so that it's true for them or includes other general information, e.g. *Eggs come from chickens. I was a university student from 2009 to 2013.*

## Unit 2 work

► Photocopiable activity on p.253

You will need one sheet for each pair of students, cut in half.

Divide the class into pairs and give each student a text, Student A or Student B. Explain that they have the same text, but they each have different information missing. Give them time to read their text and think of questions for the missing information.

If necessary, do an example with the whole class to give help with the question formation. Write the first sentence on the board: *John works as \_\_\_\_\_*. Elicit the question needed to fill the gap, e.g. *What does John do?* or *What's John's job?* Elicit the answer from Student Bs (*an English teacher*).

Ask the students to take it in turns to ask each other questions. They complete their missing information without looking at each other's text. Monitor and help as necessary. They can compare texts at the end of the task. Check answers with the class.

## Answers

### Student A

1 an English teacher    2 at 8.30 am    3 has two cups of coffee  
4 at 2.00 pm    5 in a bookshop    6 a hotel    7 a newspaper

### Student B

1 English Now    2 at 4.30 pm    3 at 7.30 am  
4 a café    5 a cleaner    6 a photographer    7 out of work

## EXTRA ACTIVITY

Tell the students that Simon and Sally's life changed recently. Simon is now a photographer and Sally is a doctor. In pairs, students talk about their new daily routines – where they work, what time they start, etc. Then they write a short summary (50–70 words) and exchange with another pair to find differences and similarities.

## Unit 3 Prepositions of time

► Photocopiable activity on p.254

You will need one sheet for each group of three or four students, cut up.

Write *at*, *in* and *on* on the board and elicit some time words / phrases that correspond to them. If necessary, pre-teach *midnight* and *New Year's Eve*.

Divide the class into groups of three (or four) and give each group a set of cards. Students each take six (or five) cards. They use one card as the opener. They take it in turns to add a card to an existing card matching the prepositions to the time words / phrases. When students add a card, they use the phrase they have made in a sentence, e.g. *I get up at half past six*. The other students in the group must agree whether it is correct or not.

Monitor and help as necessary. If a student places an incorrect card, they have one more chance to place it correctly. Students who cannot add a card knock on the table and miss their turn. The winner is the first student who uses all their cards. Check answers with the class.

**Note:** Groups of three will have two cards spare. Students work together to construct sentences using the two cards.

## Answers

**at:** four o'clock, half past six, lunchtime, night, the weekend, 9.15, five past four

**in:** the morning, April, the autumn, the afternoon, December, the summer, the evening

**on:** Sunday, New Year's Eve, weekdays, 19th March, Wednesday, 14th November, 17th December

## EXTRA ACTIVITY

In their groups, students turn the cards face down. They take it in turns to turn over a card and say something true about themselves using the time word / phrase, e.g. *I always have a party on New Year's Eve*.

## Unit 4 like

► Photocopiable activity on p.255

You will need one sheet for every three students, cut up.

Give each student an A, B or C questionnaire. Ask them to look at their sentences. Students mingle as a class and ask appropriate questions to complete their questionnaire, e.g. *Do you like tea? Do you know what it's like to ride a*

*motorbike?* Make sure that students are aware that for the items *Find someone who doesn't ...*, they ask the question in the positive as normal, e.g. *Do you like hot weather?*, but look for the answer *No*. Monitor and help as necessary.

When a student finds someone who ..., they write that student's name in the *Name* column. They should then ask a further question for further information, e.g. when, where, who with, why. They add the extra information in the *Details* column.

Set a time limit and then divide the class into A/B/C groups. The students give feedback in their groups, e.g. *Maria thinks she is like her father because they are both intelligent. Kim likes tea. She likes black tea with milk.*

Get feedback from the class and find out some interesting information about your students.

## EXTRA ACTIVITY

Write question prompts on the board: *Would you like to ... with me? Do you know what it's like to ...? Are you like ...? Do you like ...?* Each student writes questions using the prompts on the board. They then work in pairs and interview each other. Encourage them to ask further questions.

## Unit 5 Prepositions of place

► Photocopiable activity on p.256

You will need one sheet for each group of three students, cut up.

Elicit prepositions of place from the class, e.g. *between*, *opposite*, *in front of*.

Divide the class into groups of three and give each student an A, B or C streetplan. Each student has three pieces of information to help find where the characters live and what they do.

Explain that between them they have enough information to complete the streetplan, but they need to share this information. They take turns to read out a sentence without showing it to the other students.

Monitor and help as necessary. Encourage them to read out their sentences as many times as necessary to complete the streetplan. You could make this into a race with groups racing against each other. Check answers with the class.

**Note:** If the class does not easily divide into threes, a fourth student can be added to a group as a secretary to take notes and write down the conclusions.

## Answers

**House 1:** Sally, doctor; **House 2:** Peter, dentist;

**House 3:** Edward, teacher; **House 4:** Rosie, teacher;

**House 5:** Joan, pilot; **House 8:** Tony, cleaner.

## EXTRA ACTIVITY

In their groups, they all have one minute to memorise the streetplan. Then, one of the students asks questions to see how much the others remember, e.g. *Who lives next to Peter? Who lives between the doctor and the pilot?* Alternatively, you ask questions and the groups of students write down the answers as a memory test. Award points to the groups for each correct answer.

## Unit 6 go

► Photocopiable activity on p.257

You will need one sheet for every four students, cut up.

Elicit phrases with *go*, e.g. *go by bus*, *go to a museum*.

Give each student an A, B, C or D questionnaire. Students mingle as a class and ask appropriate questions to complete their questionnaire, e.g. *Do you go to class by bus?*, *Did you go to the cinema last week?*, noting down the number of positive responses to each question. (Remind them to include themselves in each total.) Monitor and help as necessary.

When the students have completed the questionnaires, divide them into A, B, C and D groups. They check that they have the same answers. Get feedback from the class.



### EXTRA ACTIVITY

Divide the class into pairs with different questionnaires, e.g. a student with card A and a student with card C pair up. They then interview each other asking the same questions as before, but asking for further information. Monitor and elicit feedback from the class.

## Unit 7 get

► Photocopiable activity on p.258

You will need one sheet, a dice and counters for each group of three or four students.

Elicit phrases with *get* from the class, e.g. *get a taxi*, *get a present*.

Divide the class into groups of three or four and give each group a sheet, a dice and counters.

Each student throws the dice once. The highest number goes first. They take it in turns to throw the dice and move their counter along the board. They follow any instructions on the squares they land on. If a student lands on a speech bubble, they have to give details about the imaginary situation, e.g. *I got to the cinema too late because I missed the bus. My friend got very angry. When I got there, he wasn't there.* Point out that they will need to use the past simple. The winner is the first student to reach square number 30 with an exact throw of the dice.

Monitor and note any mistakes to correct with the class afterwards.



### EXTRA ACTIVITY

Students pick one of the squares they spoke about and write a short story based on the situation (50 words maximum). They can do this individually or in pairs.

Then, students take turns to read out their stories to the class (or to big groups) and a vote is taken on the most interesting one.

## Unit 8 tell/say

► Photocopiable activity on p.259

You will need one sheet for each group of two or three students, cut up and the sets of cards kept separate.

Write the words *say* and *tell* on the board and elicit their past simple forms (*said* and *told*).

Divide the class into groups of two or three and give each group the sets of cards. Each group places the cards face down on the table. Students take it in turns to pick up a sentence card and a verb card. If they match, they keep the cards. If they don't, the cards are placed face down again. The winner is the student with the most cards. Check answers with the class.

### Answers

Can you tell me the time?  
My cousin sometimes tells really good jokes.  
The teacher told us to do our homework yesterday.  
They didn't tell me anything about the party.  
Sean always tells very scary stories.  
I don't think she told me the truth yesterday.  
Did Brian say goodbye when he left?  
Make sure your brother says thank you for the party.  
He said sorry when he was late for class today.  
Matt said to Elaine he wanted to go home.  
Did you say something to me?  
Kirsty says hello to her teacher every morning.



### EXTRA ACTIVITY

Students take the verb cards one by one and construct a sentence around them. They can use the original gapped sentences as models, e.g. *I say goodbye to my mother / father / partner when I go to work every day.*, *Simon told me a funny story yesterday.* Explain that they can't repeat the same idea.

## Unit 9 time

► Photocopiable activity on p.260

You will need one sheet for each pair of students, cut in half.

Write the word *time* on the board and elicit words that collocate with it, e.g. *spend*, *waste*.

Divide the class into pairs and give each pair the cut-up sheet. Student A reads a sentence for Student B to rephrase using the correct expression with *time*. If Student B finds it difficult, Student A can help by giving the expression in brackets after the sentence or by saying which words need to be changed (those that are underlined). When happy with the new sentence, Student A writes it under the original sentence. Explain that they will check the new sentences later as a class.

Student B then reads a sentence to Student A, repeating the procedure. The students continue in this way until all the sentences have been rewritten using a *time* expression. Have pairs compare sentences when they finish. Check answers with the class.

### Answers

#### Student A

1 It takes time to play the violin well.  
2 Did you have a good time at the party?  
3 This weekend, I want to spend time with my family.  
4 Alison should study, but she is wasting time.  
5 It is difficult to find time to study when you work eight hours every day.  
6 To save time, take a taxi.

#### Student B

1 Anne has a big family so it's difficult for her to find time to relax.  
2 To save time, have lunch in your office.  
3 Jim is really busy, but he's wasting time!  
4 Bob left work early to spend time with his girlfriend.  
5 I hope you have a good time on your holiday.  
6 It takes time to be a very good dancer.

### VARIATION

With weaker classes, Student A reads out a sentence and Student B works out the correct key phrase, e.g. *I take time*. Students then work together to rewrite the sentence. They continue like this, taking turns to read out a sentence, find the phrase with *time* and rewrite the sentence together.

## Unit 10 *most*

► Photocopiable activity on p.261

You will need one sheet for every three students, cut up.

Elicit sentences with the word *most*.

Give each student an A, B or C card and ask them to complete the sentences with their ideas. Monitor and help as necessary.

Then, ask the students to mingle as a class or in big groups. They pair up and tell each other a few of their sentences. Explain that they need to respond to other students' opinions. If necessary, write appropriate responses on the board and drill them, e.g. *I agree with that / you. You're right. That's a good point. or I don't think so. Sorry, but I think you're wrong.* Ask students to add ticks (✓) or crosses (✗) next to their sentences depending on whether the other students agree or disagree.

Monitor and help as necessary, and encourage students to explain why they disagree.

Get feedback from the class to find out what the most common answers were.

### VARIATION

This can be done in groups of three with students working on three different sets of sentences: A, B and C.

## Unit 11 Multi-word verbs

► Photocopiable activity on p.262

You will need one sheet for each group of three or four students, cut up.

Elicit some multi-word verbs, e.g. *lie down, try on*.

Divide the class into groups of three or four and give each group a set of cards. The students place the cards face down on the table. They take it in turns to pick up two cards. If the cards make a multi-word verb, the student uses it in a sentence to show the meaning is understood, e.g. *I lie down for ten minutes after dinner every evening.*, and keeps the cards. If the cards do not match, they are replaced face down. The student in each group with the most cards is the winner.

Monitor and help as necessary. When they have finished, elicit an example for each multi-word verb from the class.

### VARIATIONS

- 1 For weaker groups, use only the set of cards showing the verbs in the infinitive. They can use any tense to make a sentence.
- 2 Alternatively, put the verbs and the particles in separate groups. Students take turns to pick one card from each group.

## Unit 12 *take*

► Photocopiable activity on p.263

You will need one sheet for each student.

Give each student a sheet and ask them to complete the four sentences individually, e.g. *I'm going to Iceland and I don't know what to take.*; *It takes me too long to get to school.*; *I don't know how to get to a bookshop / café / restaurant from here.*; *I don't feel well. I have a headache and I don't know what to take.*

Students then mingle as a class or in big groups. They tell their problems to three other students who tell them what to do, e.g. *Take warm clothes to Iceland. Take a taxi to school.* Encourage them to use *take* where possible. Explain that they can't write down the same piece of advice twice. They must ask for different ideas if they are repeated. Monitor and help as necessary.

Set a time limit. Then divide the class into groups of three or four. Ask students to go through the advice they have written down and decide on the best solution to each problem. Get feedback from the class.

## PRONUNCIATION

### Welcome! Phonemic symbols

► Photocopiable activity on p.264

You will need one sheet for each group of three or four students, cut up and the cards mixed together.

The aim of this sheet is to help the students recognise phonetic script. Write *heləv* on the board and ask who can read it. (*hello*)

Show the students the phonemic chart on page 176 of the Student's Book. Ask them to find symbols that look like alphabet letters, e.g. /w/ and /e/. Then have them point out symbols they haven't seen before, e.g. /θ/ and /æ/. You could refer the students to the many mobile applications which have versions of the chart.

Divide the class into groups of three or four and give each group a set of cards. Each student should take seven cards, three should be placed in the middle of the table (none matching) and the rest should be kept in a pile face down. Explain that students need to match the words with their phonetic transcription. First, students look at their own hand and see if they have any pairs. If they do, they say the word and put them aside. The first player then looks at the three cards on the table to see if he / she can make a pair with one of his / her cards. If the player can make a pair, he / she says the word, puts the pair aside and takes a card from the pile to place on the table. There should always be three cards in the middle of the table. If the player can't make a pair using cards from his / her hand and the three on the table, play passes to the next player. The winner is the player with the most pairs when there are no more cards to take.

Monitor and help as necessary. Check and drill answers with the class.

#### Answers

breakfast, window, picnic, cheap, job, now, walk, very, man, boy, who, television, shirt, near, happy, shut, face, think, time, me, tour, book, part, the, cold, dog, zoo, sing, eight, put, hair, women

### NO-CUT VARIATION

You will need one sheet for each student or pair of students. Ask them to work individually or together to match the words to the phonetic script by drawing lines. Check answers with the class.

### FAST FINISHERS

Ask fast finishers to find the one word in the cards which is not on page 176 of the Student's Book. (*women*)

### EXTRA ACTIVITY

Choose a smaller number of cards (e.g. ten from each set) for pairs of students to play a memory game (see page 173).

## 1A Syllables and word stress

 Photocopiable activity on p.265

You will need one sheet for each group of three students, cut in three.

Write *British*, *Spanish* and *Brazilian* on the board. Elicit the number of syllables and their stressed syllables. (*British* (2), *Spanish* (2), *Brazilian* (3).) Point out that *Brazilian* is the 'odd word out' as it has three syllables, and the stress is on the second. *British* and *Spanish* both have two syllables and the stress is on the first.

Divide the class into groups of three and give each student a card. (If there is a group of four, two students could share a card.) Make sure students don't look at each other's cards.

Explain that there are twelve rounds. In each round, each student says their word. They have to find out the 'odd word out'. The odd word could have a different number of syllables or a different stress pattern. They can repeat their words as many times as necessary and they must agree on their answer. The student with the odd word circles it on his/her card. Monitor and help as necessary. Check and drill answers with the class.

#### Answers

##### The odd words out are:

1 C – again	2 B – grandmother	3 A – station	4 A – table
5 B – asleep	6 C – computer	7 A – away	8 B – believe
9 C – hotel	10 B – magazine	11 A – Japanese	
12 C – pronunciation			

### EXTRA ACTIVITY

The students could extend the game by making new cards for other groups to play.

## 1B Sound and spelling: /k/

 Photocopiable activity on p.266

You will need one sheet for each student.

Write the words *back* and *each* on the board. Elicit which word has the sound /k/ (*back*). Remind the students of the basic spelling rules: the letter *k* is usually pronounced /k/ (*key*) but in *kn* the /k/ is usually silent; other common spellings are *c* (*carpet*), *ch* (*stomach*), *ck* (*chicken*) and *cc* (*account*).

Give each student a sheet and explain that they have to find their way from *back* to *school* moving across or down through squares where there is a /k/ sound. Demonstrate by saying, *After back would the next word be car or city?* (*car*). They could do this in pairs, taking it in turns to choose and pronounce the word with /k/. Monitor and help as necessary. Check and drill answers with the class.

#### Answers

back, car, sock, cool, keep, kind, bike, OK, quiet, school

In Activity B, the students work in pairs and make a test with the words from Activity A. Give an example of a pair with two /k/ words (e.g. *back-car*), with one /k/ word (e.g. *keep-city*) and without a /k/ word (e.g. *cheese-watch*). They can also use the words from the Student's Book, page 13, Exercise 3c. Explain that they must write the pairs of words in random order. Monitor and help as necessary.

When the students have completed the tables, they exchange sheets with another pair. They go through each other's lists and write the number of /k/ words in the *Answers* column. They check answers together and practise saying the words. Monitor and help as necessary, and note problematic words to drill with the class afterwards.

### EXTRA ACTIVITY

In pairs, the students take it in turns to spell one of the words from Activity A. The student listening must say the word.

## 2A -s endings

 Photocopiable activity on p.267

You will need one sheet for each group of three students, cut up.

Write *likes*, *goes* and *teaches* on the board. Elicit which verb has an extra syllable (*teaches*). Point out that if a verb ends with the sounds /z/, /s/, /ʃ/ and /tʃ/, we add an extra syllable to the verb with the -s ending.

Divide the class into groups of three and give each student a different *Answers* card. They take it in turns to take the *Questions* card and ask a question. Then they each read the corresponding answer. As a group, they choose the answer where there is an extra syllable.

Do an example with the class:

**Student A:** How does she go to work?

**Student A:** She gets the bus.

**Student B:** She catches the train.

**Student C:** She walks there.

Student B's answer is the one with the extra syllable.

Monitor and help as necessary. Check and drill answers with the class.

### Answers

1 B – catches    2 A – teaches    3 C – watches    4 A – promises  
5 B – misses    6 A – closes    7 A – changes    8 C – finishes  
9 A – passes    10 B – dances    11 B – uses    12 C – loses

## 2C Sound and spelling: ou

► Photocopiable activity on p.268

You will need one sheet per student, cut in half or folded to make sure students don't look at Activity C until after Activity B.

Elicit the three different sounds for *ou*: /ə/, /ɔ:/ and /aʊ/.

Give each student a sheet. Drill the words in the table: *colour*, *course* and *house*. Ask them to add *ou* to the words and write them in the table according to the *ou* sound. Check and drill answers with the class.

### Answers

col <u>ou</u> r /ə/	c <u>ou</u> rs <u>e</u> /ɔ:/	hou <u>se</u> /aʊ/
neighbour	course	sound
famous	your	about
favourite	four	out
dangerous	fourteen	round
		hour
		loud

In Activity B, the students work in pairs. They take turns to read a clue for their partner to say the word from Activity A. Monitor to check pronunciation.

### Answers

2 colour    3 house    4 four    5 course    6 round    7 sound  
8 favourite    9 neighbour    10 loud

Give each student Activity C or ask students to unfold their sheets. Drill the questions to make sure the students pronounce the *ou* words correctly.

Divide the class into new pairs to ask each other the questions. You could also do this as a mingling activity with a time limit. Students have to ask as many people in the class as possible.

Get feedback from the class and find out some interesting information about your students.

## 3A Sound and spelling: /aɪ/ and /eɪ/

► Photocopiable activity on p.269

You will need one sheet for each student.

Write on the board: *I like to play in the rain at night.*

Ask *How many /aɪ/ and /eɪ/ sounds are there?* (/aɪ/ – 3: *I, like, night*; /eɪ/ – 2: *play, rain*). Elicit more words with /aɪ/ and /eɪ/ sounds and drill them.

Give each student a sheet and explain that they are going to play *Battleplanes* (similar to *Battleships*). Before they play, ask them to copy the words from the box in the two grids. Explain that they must write the /aɪ/ words in 1–6 and the /eɪ/ words in 7–12. Monitor and make sure they copy the words in order. They must have the same order of words in both grids or the *Battleships* game won't work. Check and drill answers with the class before the next stage.

### Answers

2 July    3 night    4 time    5 try    6 why;  
8 day    9 eight    10 plane    11 rain    12 table

Next, each student draws three planes in their own grid. Each plane should cover four squares. The planes can be horizontal or vertical.

Students play in pairs. They try to find their partner's planes by reading out coordinates, e.g. *find – plane* (this is square 1–10). If they find part of a plane, they draw an X in the 'Your partner' grid. If there is no plane there, they draw an O in that square. The game finishes when one student finds all of their partner's three planes.

Demonstrate the game with a stronger student. Look at the example and point out that *Miss!* means no plane was found and *Hit!* means the player has found a plane. Monitor and help as necessary.

## 3C Main stress

► Photocopiable activity on p.270

You will need one sheet per student.

Elicit that one word in each sentence has the main stress, usually the last content word in a group of words. This word is said louder and there is a change in tone (usually a fall in statements). Give some examples, e.g. *He went to London.* *The pizza is here.*

Give each student a sheet and ask them to underline the main stress in the replies in Activity A. Check answers with the class and ask them to practise the questions and answers in pairs. Monitor to check pronunciation.

### Answers

2 I'm a manager in a small company.  
3 I do.  
4 I've got a sister.  
5 Tea, probably.  
6 I like pizza a lot.  
7 My boss wants me to.  
8 I know Spanish quite well.  
9 Swimming is my favourite type of exercise.  
10 Maybe twice a month.  
11 About seven o'clock.  
12 I walk there.  
13 A bicycle would be nice.  
14 I play the guitar.  
15 I like beach holidays.  
16 To have my own business.

In Activity B, the students ask and answer questions giving their own answers and thinking about main stress. Monitor and help as necessary. Get feedback from the class and find out some interesting information about your students.

## 4A Sounds and spelling: ea

► Photocopiable activity on p.271

You will need one sheet for each group of three or four students, cut up.

Write on the board *Eight of us have got green hair.* Ask the students to say the vowel sounds in the underlined words (*eight* /eɪ/, *green* /i:/, *hair* /eə/). Elicit as many words as you can with these three sounds.


Divide the class into groups of three or four and give each group a set of cards. Give them one minute to make a sentence including as many of the words as possible. Elicit sentences and award points for the number of words pronounced correctly. The winner is the group with the most number of words in a grammatical and meaningful sentence. Repeat the activity with students making new sentences.

Next, tell the students they're going to play *Bingo*. Each student draws a 2x3 grid in their notebook. They choose words from the cards and fill out their Bingo grid, e.g.


<i>read</i>	<i>bear</i>	<i>feet</i>
<i>grape</i>	<i>please</i>	<i>share</i>

Read out words from the cards randomly. Students cross out the words on their grid as they hear them. The first student to cross out all the words, shouts *Bingo!* When they do, ask them to say the words and drill the pronunciation with the class.

Students play again in small groups with one student taking your role. Monitor and help as necessary, and note problematic words to drill with the class afterwards.

**NO-CUT VARIATION**

You will need one sheet for each student or pair of students. Ask them to work individually or together to make sentences using as many words as possible on their sheets. Elicit sentences from the class and check pronunciation.

**VARIATIONS**

- 1 You will need one sheet for each pair or group of students, cut up and shuffled. Ask students to say the words and make three groups of cards, one for each of the three sounds.
- 2 You will need one sheet per 28 students. Cut up the cards and give one to each student. Ask students to mingle and say their words to each other, ultimately making three groups, one for each of the three sounds.

### 4C Word groups

► Photocopiable activity on p.272

You will need one sheet for each student.

Give each student a sheet and read out the first joke, pausing where indicated. Explain that the pauses are often where the commas are. Ask them to mark the word groups in the other jokes. Check answers with the class by asking pairs of students to read out a joke. Find out the most popular joke in class. Do they know any other jokes about restaurants?

#### Answers

- 2 For my starter, | I'll have a pizza. | Will it be long?  
Sorry, | but we only have round ones.
- 3 Stop, | your finger is | in the coffee!  
Don't worry, | it's not hot.
- 4 For my main course, | I'd like chicken.  
What with, | Madam?  
A knife and fork.
- 5 There are no tomatoes, | not one, | in this tomato soup!  
Sure, | and there are no Greeks, | none at all, | in the Greek salad.
- 6 Young man, | there's a fly | in my drink!  
Don't worry, | it's free.
- 7 This fish is not fresh!  
Well, | it was last week.
- 8 I don't like this soup, | I really don't.  
No, | but the fly does.
- 9 This steak tastes funny, | very funny.  
Funny? | Why aren't you laughing?

In Activity B, divide the class into pairs. The students mark the word groups in their half of the dialogue. Tell them that the commas have been removed. Check and drill answers with the class.

They need to think of the last line of the dialogue, i.e. why the customer only wants soup. Elicit ideas from the class and then provide them with the suggested answer.

Ask the students to act out the dialogue and then swap roles to repeat. After they have practised, they could try again without looking at their sheets.

#### Answers

##### Waiter / Waitress

- And to start with, | what would you like?
- Sorry, | what soup?
- I see | and what about your main course?
- Mushroom soup, | are you sure? That's tomato soup | and then mushroom soup?
- What about dessert, | soup as well?
- So, | let me get this right. Three soups, | first tomato | and then mushroom | and vegetable for dessert.
- Why, | don't you have much time?

##### Customer

- For my starter, | I'll have tomato soup.
- Tomato soup, | I said tomato.
- Well, | let me look at the menu. The mushroom soup looks good, | very good.
- That's right, | Waiter / Waitress.
- I think so, | maybe the vegetable.
- Perfect | but don't take too long.
- No, | I don't, | because I need to get my new teeth from the dentist.

### 5A Sound and spelling: /b/ and /p/; *there is* and *there are*

► Photocopiable activity on p.273

You will need one sheet for each pair of students, cut in half.

Write the words *bridge* and *park* on the board and model the sounds /b/ and /p/. Elicit more words with these sounds and drill them.

Divide the class into pairs and give each student a picture. Ask them to label their picture with the words in the box and practise saying the words. They can't look at each other's pictures.

Tell the students that their pictures are similar but there are eight differences. Explain that they need to talk about their pictures to find the differences. Tell them to use *there is* / *there are* to make complete sentences, e.g. *There are three people at a picnic.*

Monitor and help as necessary. Check answers with the class, eliciting complete sentences as above. Drill these sentences, paying attention to the /b/ and /p/ sounds and the unstressed *there is* / *there are*.

#### Answers

- 1 three people / four people
- 2 pizza / burgers
- 3 bottles / no bottles
- 4 big blanket / small blanket
- 5 no plates / plates
- 6 painting / reading books
- 7 two boats / one boat
- 8 girl with a ball / boy on a bike
- 9 small birds / big bird

## 5C Sentence stress

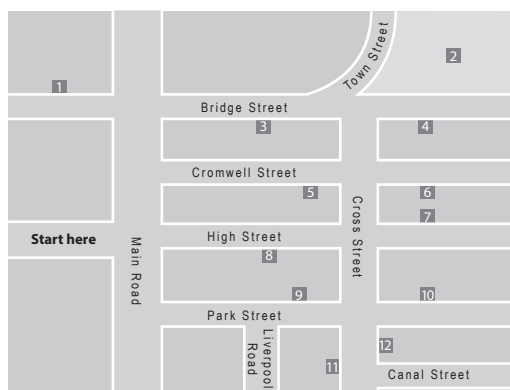
► Photocopiable activity on p.274

You will need one sheet for each group of four students, cut up.

Ask the students to give you directions to nearby places using the language in the Student's book page 55. Take one of the directions, write it on the board and ask the students to underline the sentence stress, e.g. Take the second road on the left.

Divide the class into groups of four. Give each student a map and tell them not to show it to the other students in the group. Explain that they need to give and listen to instructions to label all the places on their maps. Student A begins by giving directions from 'Start here' to one of the places marked on his / her map, e.g. the bus station. Then Student B gives directions to one of the places on his / her map. Monitor to check sentence stress. Check answers with the class.

### Answers



- |                 |               |           |
|-----------------|---------------|-----------|
| 1 bus station   | 5 restaurant  | 9 library |
| 2 park          | 6 bank        | 10 hotel  |
| 3 computer shop | 7 bookshop    | 11 café   |
| 4 chemist       | 8 supermarket | 12 gym    |

## 6A was / were

► Photocopiable activity on p.275

You will need one sheet for each group of four to six students, cut up.

Write *Was she a doctor?*, *Yes she was.* and *They were at school together.* on the board and elicit that *was* and *were* are stressed in short answers, but in questions and positive sentences they are unstressed. Drill the sentences.

Divide the class into groups of four to six students. Give each group the first half of the sheet. Read out the situation and explain that they are going to solve the crime. Go through the questions with the class.

Give each group a set of cards. Ask them to spread them out face down and assign a secretary. They take turns to pick up a card and read the information. The secretary makes notes in the table.

Tell the students that they can't show each other their information, they must say it. Remind them to unstress *was* and *were* when they give their information or ask questions to get information and stress them in short answers. Monitor and help as necessary.

Get feedback from the class to find out who stole the painting.

### Answers

	Tom and Sarah Swift	Dr Cooper	Kylie Smith	Zac Peters	Ben and Lucy Rowland
Relationship with Sir Alex	business partners	personal doctor	Sir Alex was her ex-husband	friend	neighbours
Where were they?	in the library	in the kitchen	in the dining room	in the living room	in the garden
What time were they there?	8 – 10 pm	9 – 10 pm	didn't remember	about 9 pm	all evening
Who was with them?	some other guests	the cook	nobody	a lot of people	Dr Cooper
Other information	unhappy with Sir Alex	there was \$20,000 with him	collected art	remembered the cook was ill	nervous in the interview

Dr Cooper stole the painting. He lied that he was with the cook and in the kitchen (he was in the garden). He took the picture, hid it in the garden and gave it to Kylie Smith. She was an art collector and she gave him \$20,000.



### NO-CUT VARIATION

You will need one sheet for each group of students. The students take it in turns to read out the sentences using the correct forms of *was* and *were*, complete the table and find who stole the painting.

## 6B -ed endings; Sound and spelling: /ʌ/ and /ʊ/

► Photocopiable activity on p.276

You will need one sheet for each student, cut in half or folded.

Write *BIRTHDAY* vertically on the board and see if the students can give a regular verb for each letter, e.g. *B – bake*, *I – invite*. Elicit which verbs have an extra syllable with the *-ed* ending, e.g. *invited*. Remind them that if the word ends in /d/ or /t/, *-ed* is an extra syllable /ɪd/.

In Activity A, the students tick the words in the box with an extra syllable and practise saying them in pairs. Check and drill answers with the class.

### Answers

chatted, decided, hated, invited, needed, shouted, waited, wanted

Tell the students that all the verbs they ticked in Activity A come from a story about a birthday party. Encourage them to predict the story. In Activity B, the students complete the story with the verbs from A. Check answers with the class and then ask them to read the story aloud in pairs.

### Answers

2 decided 3 wanted 4 chatted 5 hated 6 waited 7 shouted 8 needed

Ask the students to guess what happened to Jane. Give out the second half of the sheet (or ask students to unfold it).

In Activity C, the students work in pairs. They have one minute to study the picture and remember as many of the details as they can. Get feedback from the class to find out which pair remembered the most.

Write the words *much* and *put* on the board and drill them. In Activity D, the students categorise words in the picture according to the sounds /ʌ/ and /ʊ/. Check and drill the answers, and then ask students to practise saying the words in pairs.

## Answers

much /ʌ/	put /ʊ/
oven	cook
cup	cookies
cupboard	book
gloves	sugar
mug	
nuts	
onions	
butter	

## 7A did you

► Photocopiable activity on p.277

You will need one sheet for each pair of students, cut in half.

Draw a 3x3 grid on the board and in each square write a question word as shown below:

<i>Did</i>	<i>How</i>	<i>When</i>
<i>What</i>	<i>Where</i>	<i>Which</i>
<i>Why</i>	<i>How much / many</i>	<i>Who</i>

Divide the class into two teams: O (noughts) and X (crosses). O begin. Ask them to choose a square. They must make a correct past simple question using that question word for the other team to answer, e.g. *Did you meet any friends at the weekend?* If the question is correct, put O in their square. If there's a mistake with grammar, the square stays free and the X team continue. Someone on the X team also needs to answer the question with correct grammar, e.g. *Yes, I met some.* If they can't answer, they lose their turn to make a question. Continue until one team has three squares in a row.

Model some past simple questions with *did you*, e.g. *Did you like it? What did you do?* Remind students that the words *did you* aren't always spoken clearly.

Divide the class into pairs and give each student a sheet, A or B. Each student chooses three questions to dictate to their partner. Encourage them to say the words *did you* quickly throughout the whole activity.

Next, they ask each other the questions. The students should also ask follow-up questions, e.g. *Why (not)?* If necessary, pre-teach that *When did you last ...* means *When was the last time you ...*

In pairs, the students choose five questions to ask another pair. This could also be a mingling activity with the students having a time limit to ask as many questions to as many students as possible. They should report back the results in groups. Monitor and help as necessary. Get feedback from the class and find out some interesting information about your students.

## 7B Word stress

► Photocopiable activity on p.278

You will need one sheet for each pair or group of four students, cut up.

Divide the class into pairs or groups of four and give each pair or group a set of cards. Explain the rules of *Snap*. The aim is to collect all the cards from the other player(s) by finding words with the same stress pattern.

The players deal out the cards. They should have the same amount. They hold their cards so they can't see the words. One player begins by putting a card on the table. The

players then take it in turns to place a card face up, one on top of the other. As they do so, they say the word on the card. If the stress pattern is the same as the previous card, e.g. *expensive-decided*, the first person to shout *Snap!* takes all the cards on the table. If they are wrong, they miss a turn. The winner is the person who collects all the cards.

Monitor and help as necessary, and note problematic words to drill with the class afterwards.



### NO-CUT VARIATION

You will need one sheet for each group of students. The students take it in turns to read out the words in a row in the table. As a group, they find the words with the matching stress pattern. For example, in the first row *Japan* and *describe* match. Check answers with the class.

## Answers

listen	<b>Japan</b>	<b>describe</b>	expensive	television
<b>opposite</b>	decided	electronics	<b>photograph</b>	women
<b>reservation</b>	message	surprising	<b>invitation</b>	customer
<b>became</b>	projector	breakfast	<b>prefer</b>	telephone
<b>fantastic</b>	bicycle	<b>directions</b>	mobile	Chinese
ferry	<b>Argentina</b>	exam	comfortable	<b>conversation</b>
information	<b>tourist</b>	hotel	<b>picture</b>	important
<b>dictionary</b>	<b>dangerous</b>	beginning	July	Pakistani

## 8A can / can't, could / couldn't

► Photocopiable activity on p.279

You will need one sheet for each pair of students.

Drill the long /ɑ:/ sound in *can't*. Elicit that in sentences with *can* the main verb is stressed, e.g. *You can swim.*

Set the scene for the students: they are on a boat, there is a storm, the boat sinks and they swim to a strange island. They have to find their way home.

Divide the class into pairs. The students start reading at square 1. They must discuss the options, make decisions and continue their journey through the squares until they find one of the happy endings.

Monitor to check that they are taking it in turns to read out a situation and pronounce *can / can't* correctly.

Afterwards, students can retell their stories in groups, using the past tense and *could / couldn't*. Get feedback from the class.

## 8C Joining words

► Photocopiable activity on p.280

You will need one sheet for each pair of students, cut in half.

Explain that when one word ends in /t/ or /d/ and the next begins with a consonant, the words often join together in connected speech, e.g. *didn't \_plan, cold \_day, not \_me.*

Divide the class into pairs and give each student a sheet, A or B, but don't let them look at each other's. Pre-teach *toothpaste* and *envelope* using the pictures, and also *million* and *thousand*. They read their text and join the consonant sounds between two words as in the example. Monitor and help as necessary.

Next, students dictate their text to each other until they both have a complete text. Monitor to check they are joining the words. Students then compare texts to check answers.

Ask the students to guess what the words on the paper were (make the hole bigger). Elicit how this would make the company more money (people would use more).

#### Answers

An old \_man went into a toothpaste \_factory and asked \_to see the boss. The receptionist \_told \_the man to wait, and after a short \_time, the boss came out of his office. He asked \_politely what \_the man wanted, and the man said \_to him he had a really simple idea to make the company millions of pounds starting the very next \_day. He asked \_for eight \_thousand \_pounds. The boss was very surprised \_when he heard \_this. He didn't \_know what to do so he emailed \_the factory manager and talked \_to his wife, and asked \_them for advice. He still couldn't \_decide. The next \_day, after a night \_with no sleep, he invited \_the old \_man to come back to the office. He gave him eight \_thousand \_pounds, and \_the man gave him an envelope. Inside \_the envelope was a piece of white \_paper with the words 'make the hole bigger'.

## 9A Stress in compound nouns

► Photocopiable activity on p.281

You will need one sheet for each group of three or four students, cut up.

Elicit some compound nouns, e.g. *credit card*, and that the main stress is on the first word.

Divide the class into groups of three or four and give each group a set of cards. Each student should take seven cards, three should be placed in the middle of the table (none matching) and the rest should be kept in a pile face down. Explain that students need to match the words to make compound nouns. First, students look at their own hand and see if they have any pairs. If they do, they say the compound noun, stressing the first word, and put the cards aside. The first player then looks at the three cards on the table to see if he / she can make a pair with one of his / her cards. If the player can make a pair, he / she says the compound noun, puts the pair aside and takes a card from the pile to place on the table. There should always be three cards in the middle of the table. If the player can't make a pair using cards from his / her hand and the three on the table, play passes to the next player. The winner is the player with the most pairs when there are no more cards to take.

Monitor and help as necessary. Check and drill answers with the class.

All the compound nouns are A2 level, but it is possible for the students to find other combinations, e.g. *school week*. They should check with the teacher about these. Note that some compounds are spelled as separate words, e.g. *department store*, and others are written together, e.g. *guidebook*. This is a pronunciation activity so tell the students not to worry about this.



#### NO-CUT VARIATION

You will need one sheet for each pair of students. They take it in turns to make new compound nouns from the words on the sheet, e.g. *playstation*, *bus station*. Set a time limit and have students race to find as many new compound nouns as possible.

## 9B Sound and spelling: o

► Photocopiable activity on p.282

You will need one sheet for each group of four to six students, cut up, a dice and counters, and one board game from page 203.

Write *coffee* /ɒ/, *phone* /əʊ/, *too* /u:/, *son* /ʌ/ on the board. Drill the sounds and ask students to match them to the words.

Divide the class into groups of four and give each group a set of cards, a dice and counters and a board game. Explain that they take it in turns to roll the dice. When they land on a question square, one of the other students takes a card and reads the definition. Each answer is a word with one of the four sounds and it is written at the bottom of the card.

The students must say the answer and pronounce it correctly. If they do, they move forward two squares. If they don't, they move back two squares. If they land on *Go on four squares*, or *Go back four squares*, they obey the instruction.

Monitor and help as necessary, and note problematic words to drill with the class afterwards.

## 10A Revision of phonemic symbols

► Photocopiable activity on p.283

You will need one sheet for each student.

The aim of this sheet is to revise phonetic script. Revise the symbols by writing some simple transcriptions on the board for students to say the word, e.g. /tri:/ (*tree*), /maʊs/ (*mouse*), /'wɪndəʊ/ (*window*).

Give each student a sheet and drill the ten words. They work in pairs to find the transcriptions in the word search. Explain that words can go across or down. Check answers with the class.

#### Answers

s	z	ʌ	n	t	f	i	s	aɪ	d
æ	θ	i	ə	t	ɪ	ʒ	i	e	r
n	b	ə	n	ɑ:	n	ə	n	l	ɪ
w	æ	m	p	u:	ɪ	tʃ	ʌ	i	n
ɪ	g	əʊ	ɪ	tʃ	ʃ	u:	m	w	k
dʒ	ə	t	e	n	ɪ	s	b	ʊ	d
h	z	m	j	u:	z	ɪ	ə	m	b
p	i:	w	ɔ:	t	ə	n	aɪ	ə	ə
p	l	eɪ	t	i:	ŋ	tʃ	k	n	h
g	l	ɑ:	s	p	eɪ	ʃ	ə	n	v

## 10C Main stress in requests

► Photocopiable activity on p.284

You will need one sheet for each student.

Drill the requests *Could you help me?*, *Can you help me?*, *Would you mind showing me?* and *Do you mind showing me?*. Make sure that the students put the main stress on the lexical verbs and that there is a rising tone for politeness.

Give each student a sheet. Explain that a student has phoned a school and is speaking to the receptionist. Demonstrate by going through the flowchart with a student, taking it in turns to start the conversation, putting the main stress on the lexical verb and having a rising tone. Then divide the class

into pairs to go through the conversation. There are different ways the conversation can go so make sure they go through all the possible routes. Monitor main stress and tone.

When the students have practised several times with different partners, see if they can do the conversation without looking, by remembering and improvising.

## 11A Sound and spelling: /ɜ:/

► Photocopiable activity on p.285

You will need one sheet for each student.

Write the words *girl* and *nurse* on the board and drill them with the class. Explain that both words contain the target sound /ɜ:/.

Give each student a sheet and explain that they need to get from *girl* to *nurse* by following those words with the /ɜ:/ sound. Demonstrate by saying, *After girl would the next word be heard or best?* (heard). The students can only move across or down. They could do this in pairs, taking it in turns to choose and pronounce the word with /ɜ:/. Monitor and help as necessary. Check and drill answers with the class.

### Answers

girl, heard, birthday, university, were, journalist, bird, turn, circle, work, Germany, learn, early, shirt, nurse

In Activity B, the students circle words with the /ɜ:/ sound. Check and drill answers with the class.

### Answers

church, first, journey, prefer, purse, reserve, third, thirteen, Thursday, verb, worse

In Activity C, the students make their own maze using the /ɜ:/ words from Activities A and B. They then exchange mazes with another student and go through theirs. Monitor and help as necessary.

### EXTRA ACTIVITY

Students make an 'odd word out' task. They write a list of groups of words and their partner needs to find the word in each group which is different because it either has or doesn't have the /ɜ:/ sound, e.g.

fear journalist prefer work  
bear more won't worse

## 11C Main stress and tone

► Photocopiable activity on p.286

You will need one sheet for each pair of students, cut in half.

Write *Do I?*, *Does he?*, *Are you?* and *Was it?* on the board. Drill the questions making sure the students have the right stress and tone. The auxiliary and pronoun are stressed in short forms. There is often a falling tone in agreement, a rise for a question and a fall-rise for surprise, e.g. *I want to go home.* / *Me too.* (↘), *I've got a cat.* / *Do you?* (↗) *We went to the moon.* / *Did you?* (↘ ↗).

Divide the class into pairs and give each student a sheet, A or B. They take it in turns to read out and respond to statements. When they respond, they circle the letter next to the correct response in boxes 1-13. Tell students that the letters are in order (1-13) and they will know whether they chose the correct options if they can form a word at the end. If some letters in the word are wrong, they must do the task again.

Monitor stress and tone. Check and drill answers with the class.

### Answers

1 Do you? E; 2 Did she? N; 3 Do we? T; 4 Me too! E; 5 Have they? R; 6 Is it? T; 7 Do I? A; 8 Did you? I; 9 Me neither. N; 10 Has she? M; 11 Will he? E; 12 Do they? N; 13 Has it? T

Word: entertainment

## 12C1 Tones for showing surprise

► Photocopiable activity on p.287

You will need one sheet for each student.

Give each student a sheet. They choose eight ideas to write a sentence about, e.g. *I often get up in the middle of the night and have a snack* (bad habit). Explain that the sentences don't have to be true. (Note: They can do this in pairs but they will have to change pairs for the next stage.)

Model the rise-fall intonation on short answers, e.g. *Did you?*, *Really?* Divide the class into pairs. They say what they wrote in pairs and their partner responds in surprise. If the information is false, students can be encouraged to reply *No, not really ...*

As the students do the task, go round the class and collect information. You can then test the whole class with true / false statements, e.g. *Ana has done a triathlon.* The class respond *Has she?!* *Jose once found \$5000 on a train.* The class respond *Did he?!*

## 12C2 Consonant groups

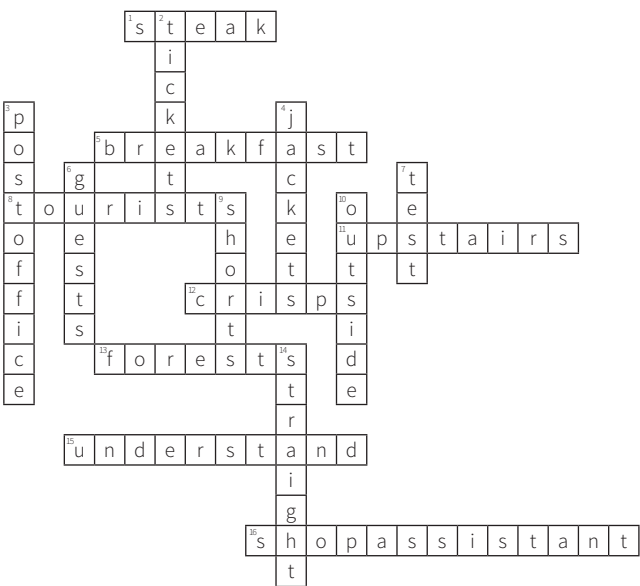
► Photocopiable activity on p.288

You will need one sheet for each pair of students, cut in half.

Divide the class into groups. Give them two minutes to write down as many words ending in *-st* and *-ts* as they can, e.g. *just, biggest, cuts, lots*. Explain that *-st* and *-ts* are consonant groups and the students are going to do a crossword with these and other consonant groups.

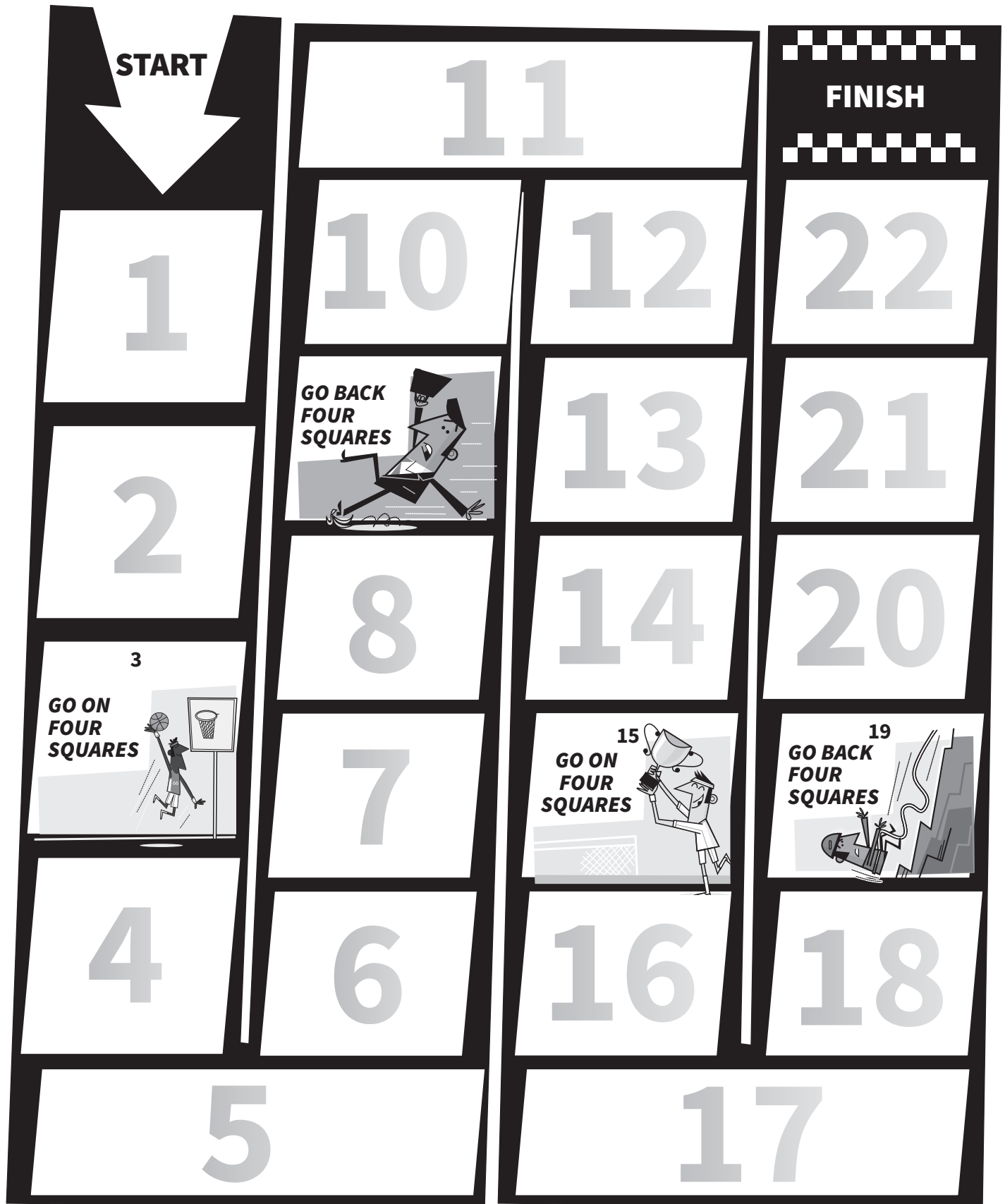
Divide the class into pairs. Give each student a sheet, A or B. They complete it by reading their clues to each other. Pre-teach *What is (1) across / down?* so they can use it when asking for clues. Check and drill answers with the class.

### Answers



# Board game

**Vocabulary 6B** Past Simple irregular verbs (Teacher's Notes on page 188); **Vocabulary 10B** High numbers (Teacher's notes on page 190) and **Pronunciation 9B** Sound and spelling: o (Teacher's notes on page 201).



# 1A Grammar

*be: positive and negative*

## People

<b>I</b>	<b>you</b>	<b>he</b>	<b>she</b>	<b>we</b>
<b>Sally and Ben</b>	<b>my friend</b>	<b>the students</b>	<b>the football team</b>	<b>the food</b>

## Cities


<b>Madrid</b>	<b>New York</b>	<b>Tokyo</b>	<b>Paris</b>	<b>Beijing</b>
<b>London</b>	<b>Moscow</b>	<b>Berlin</b>	<b>Rome</b>	<b>Ankara</b>

## Countries

<b>Russia</b>	<b>Germany</b>	<b>Japan</b>	<b>Spain</b>	<b>England</b>
<b>Turkey</b>	<b>Italy</b>	<b>France</b>	<b>America</b>	<b>China</b>

# 1B Grammar

*be*: questions and short answers


 Imagine you are a different person. Ask and answer questions, and guess who your partner is.

## WHO AM I?

Are you ...

- |                                       |           |
|---------------------------------------|-----------|
| 1 a man / a woman?                    | 11 _____? |
| 2 famous?                             | 12 _____? |
| 3 married?                            | 13 _____? |
| 4 young?                              | 14 _____? |
| 5 pleasant?                           | 15 _____? |
| 6 French?                             | 16 _____? |
| 7 a student / teacher at this school? | 17 _____? |
| 8 in this room?                       | 18 _____? |
| 9 on TV?                              | 19 _____? |
| 10 pretty?                            | 20 _____? |



 Imagine you are a different person. Ask and answer questions, and guess who your partner is.

## WHO AM I?

Are you ...

- |                                       |           |
|---------------------------------------|-----------|
| 1 a man / a woman?                    | 11 _____? |
| 2 famous?                             | 12 _____? |
| 3 married?                            | 13 _____? |
| 4 young?                              | 14 _____? |
| 5 pleasant?                           | 15 _____? |
| 6 French?                             | 16 _____? |
| 7 a student / teacher at this school? | 17 _____? |
| 8 in this room?                       | 18 _____? |
| 9 on TV?                              | 19 _____? |
| 10 pretty?                            | 20 _____? |



# 2A Grammar

## Present simple: positive and negative

### Student A

Find the differences between what this family and your partner's family do every day.

#### The Brown Family



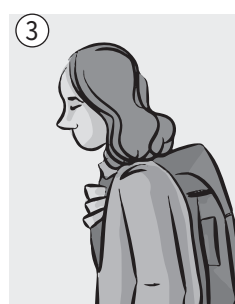
the mother and father



the son



the daughter



### Student B

Find the differences between what this family and your partner's family do every day.

#### The Green Family



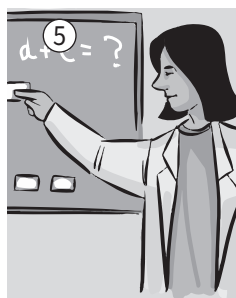
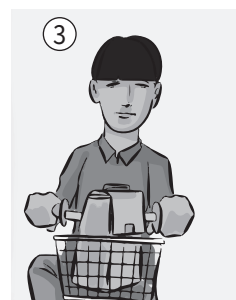
the mother and father



the son



the daughter



## Find someone who ...

Name

- |           |                                     |       |
|-----------|-------------------------------------|-------|
| <b>1</b>  | listens to music from the 1960s.    | _____ |
| <b>2</b>  | does sport at the weekend.          | _____ |
| <b>3</b>  | doesn't eat breakfast.              | _____ |
| <b>4</b>  | finishes work/school/college early. | _____ |
| <b>5</b>  | doesn't watch TV.                   | _____ |
| <b>6</b>  | speaks three languages.             | _____ |
| <b>7</b>  | reads newspapers.                   | _____ |
| <b>8</b>  | writes a lot of emails every day.   | _____ |
| <b>9</b>  | does homework on the bus.           | _____ |
| <b>10</b> | knows someone famous.               | _____ |
| <b>11</b> | doesn't live near here.             | _____ |
| <b>12</b> | buys things online.                 | _____ |
| <b>13</b> | _____                               | _____ |
| <b>14</b> | _____                               | _____ |

# 3A Grammar

## Position of adverbs of frequency



How often do you go to the cinema?	No, I'm sometimes late.
Do you eat everything?	No, I watch television.
Are you always on time for lessons?	I always walk because it's healthy.
Where do you usually go on holiday?	Every week. I love films.
How often do you check your email?	I sometimes talk to an English friend on the phone.
Do you cook at home?	Online or sometimes in the town centre.
Are you usually busy in the evenings?	I sometimes go to the mountains.
Where do you usually do your shopping?	No, I never eat tomatoes.
Do you often practise English outside the classroom?	Yes, but I sometimes order pizza for dinner.
How do you get to school?	About five times a day.

# 3B Grammar

## *have got*

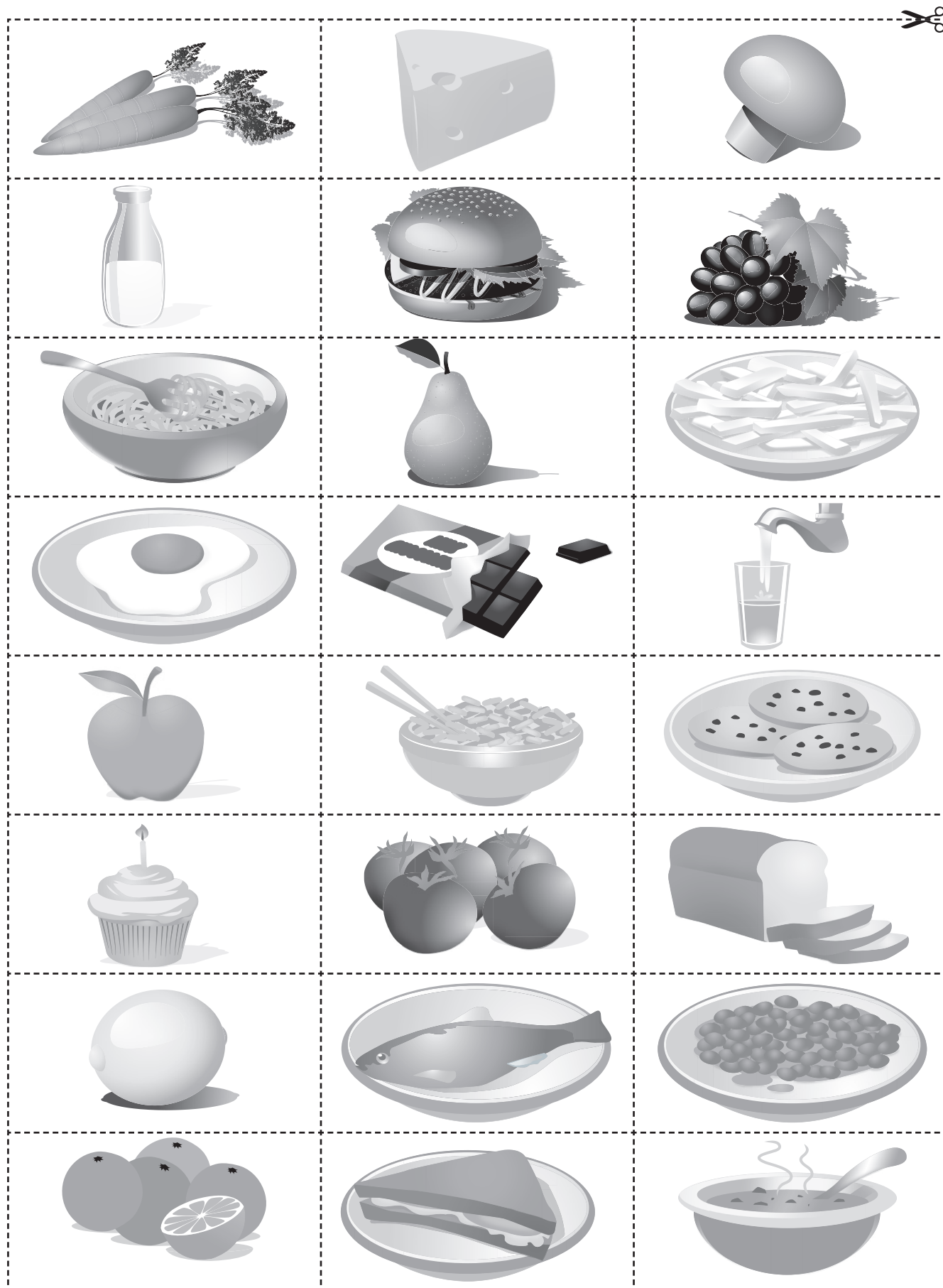
 Ask questions with *have got* to hit your partner's ships.



a laptop								
a smartphone								
a camera								
a car								
an English friend								
an e-book								
a pet								
a big house								
a lot of money								
a tablet								
	you	your mum	your dad	Hanna	Bob and Jim	Lucy and Katy	I	my brother

# 4A Grammar

Countable and uncountable nouns; *some, any, a / an*



# 4B Grammar

## Quantifiers: *much, many, a lot of*

### Game A

 Test each other and play *Noughts and crosses*.

- 1 We've got any potatoes.
- 2 How much milk do we need?
- 3 There aren't much students in the classroom.
- 4 There isn't any chocolate in my bag.
- 5 I like quite a lot milk in my coffee.
- 6 I've got a little money.
- 7 Can I have much beans, please?
- 8 How many eggs would you like?
- 9 I usually eat some biscuits at break.
- 10 Mum always gives me an sandwich for lunch.
- 11 Any people want to talk to you.
- 12 Can I have little water, please?
- 13 How many eggs do you need for some cake?
- 14 I haven't got much pasta.
- 15 I need a little time, please.

We've got **some** potatoes.

Correct

There aren't **many** students in the classroom.

Correct

I like quite a lot **of** milk in my coffee.

Correct

Can I have **a lot of** beans, please?

Correct

Correct

Mum always gives me **a** sandwich for lunch.

**Some** people want to talk to you.

Can I have **a** little water, please?

How many eggs do you need for **a** cake?

Correct

Correct



### Game B

 Test each other and play *Noughts and crosses*.

- 1 There aren't any chicken in this meal.
- 2 Can you buy some bread later?
- 3 Are there any carrots in the carrot cake?
- 4 A few chocolate is good for you.
- 5 There is a lot of people in England.
- 6 A doctor does many work every day.
- 7 There's a little cheese but not much.
- 8 I usually eat quite much bread at breakfast.
- 9 We don't have some breaks in the morning.
- 10 My sister doesn't eat many fruit.
- 11 Visitors often bring some flowers when people are ill.
- 12 My dad hasn't got some printer in his office.
- 13 You can't have a pizza without any cheese.
- 14 How many rice do I need for three people?
- 15 Cut up some mushrooms and an onion.

There **isn't** any chicken in this meal.

Correct

Correct

A **little** chocolate is good for you.

There **are** a lot of people in England.

A doctor does **a lot of** work every day.

Correct

I usually eat quite **a lot of** bread at breakfast.

We don't have **any** breaks in the morning.

My sister doesn't eat **much** fruit.

Correct

My dad hasn't got **a** printer in his office.

Correct

How **much** rice do I need for three people?

Correct

# 5A Grammar

*there is / there are*

Picture A

Ask and answer questions to find ten differences between this picture and your partner's.



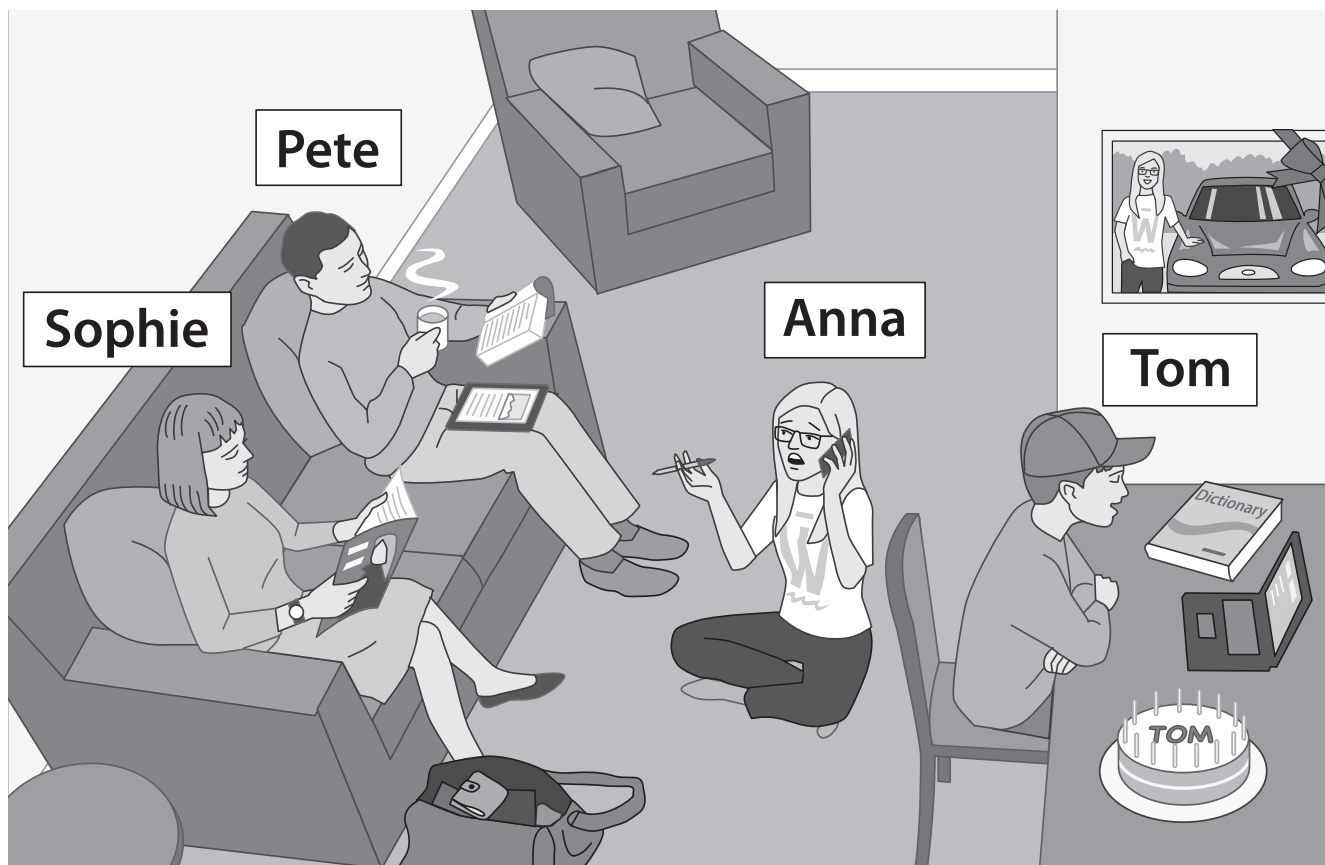
Picture B

Ask and answer questions to find ten differences between this picture and your partner's.



# 5B Grammar

## Possessive pronouns and possessive 's



the dictionary	the bag	the T-shirt	the car
the watch	the smartphone	the birthday cake	the purse
the tablet	the magazine	the pair of glasses	the cup of coffee
the hat (cap)	the laptop	the pen	the book

# 6A Grammar

Past simple: *be*

Look at these pictures for ten seconds. Another student will ask you what there was and were.



# 6B Grammar

## Past simple: positive

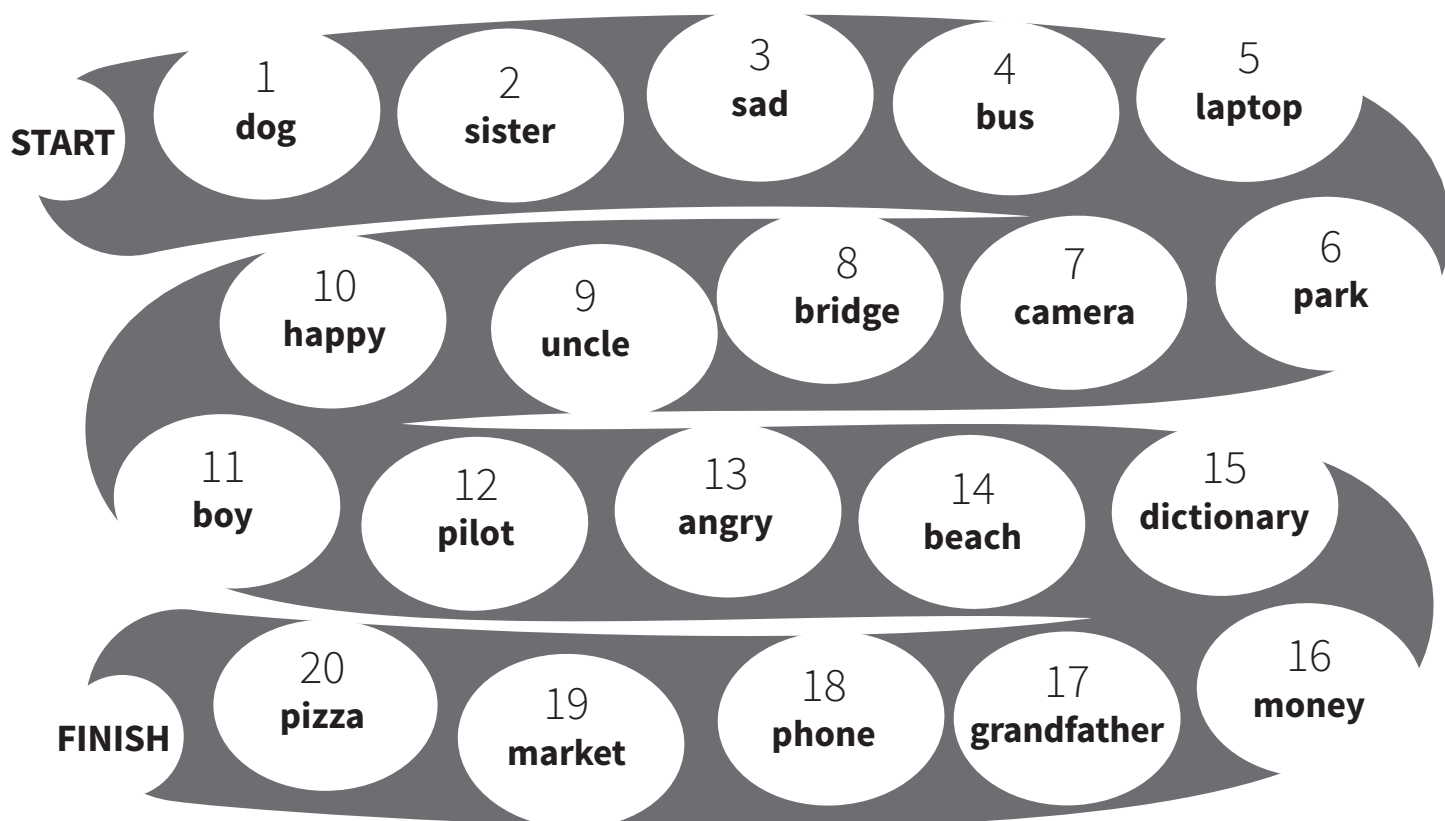
### Activity A

Find 14 irregular past forms in the word search, across → or down ↓.



### Activity B

Roll the dice and make sentences with the words you land on and a verb from the word search.



# 7A Grammar

## Past simple: negative and questions

Picture A

Ask and answer questions about the holidays you and your partner had.



Picture B

Ask and answer questions about the holidays you and your partner had.



# 7B Grammar

*love / like / don't mind / hate + verb + -ing*

Make sentences about what you like, love, don't mind, and hate doing.



# 8A Grammar

*can / can't, could / couldn't for ability*

## Activity A



- 1 two sister for use weeks computer couldn't her my
- 2 in can do school library our after homework the we our
- 3 was well speak when ten could she rosie
- 4 this very new I phone quickly text on can't
- 5 for you cook can dinner people 12 ?

## Activity B



### ***Talk about it!***

- 1 What can you do with a smartphone that you couldn't do with an old mobile phone?
- 2 What could you do well when you were a child that you can't do now?
- 3 What can you do in a town that you can't do in the countryside?
- 4 What can you do when you have your own flat that you can't do when you live with your parents?
- 5 What can you do in a hot country that you can't do in a cold one?
- 6 What can you buy in shops today that your parents couldn't buy when they were your age?

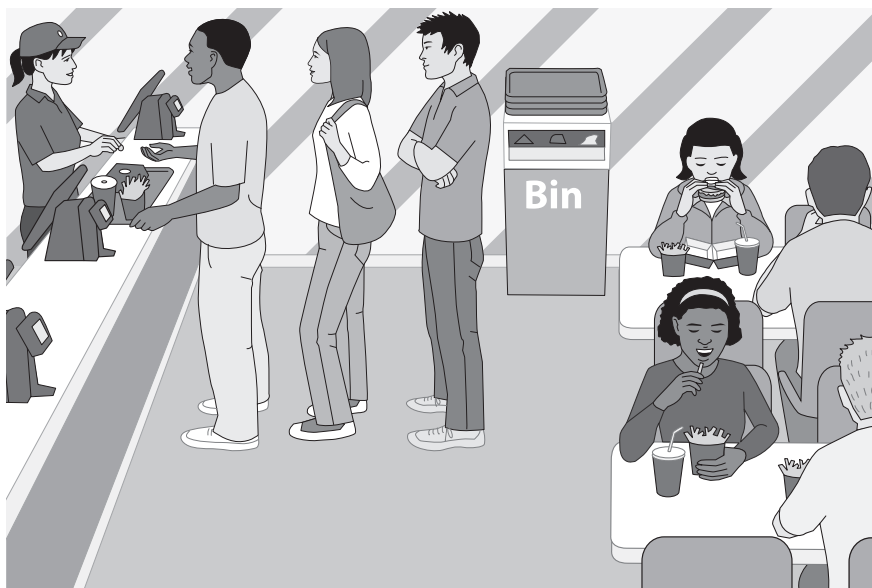
# 8B Grammar

*have to / don't have to*

## Student A

Write sentences with the words in the box and *have to / don't have to*. Check them with your partner.

carry your own food   make a reservation   queue  
pay before you sit down   wait for your food   wear smart clothes  
use forks and knives   put your rubbish in the bin



## Student B

Write sentences with the words in the box and *have to / don't have to*. Check them with your partner.

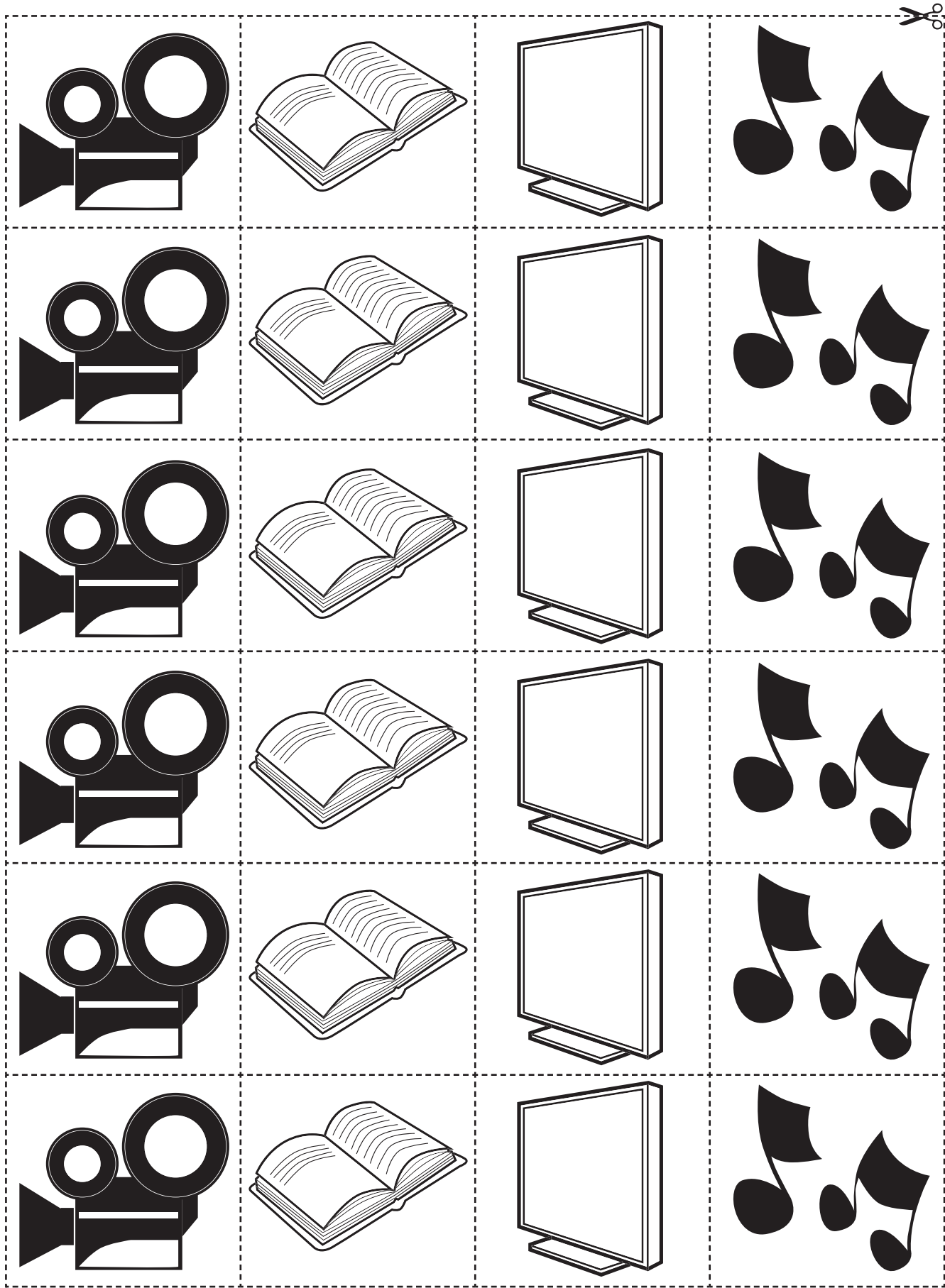
carry your own food   make a reservation   queue  
pay before you sit down   wait for your food   wear smart clothes  
use forks and knives   put your rubbish in the bin



9A

Grammar

Present continuous




# 9B Grammar

## Present simple or present continuous

<p>in the café</p> 	<p>at 10.30</p> 	<p>watch the TV</p> 	<p>cup of coffee</p> 
<p>fish and chips</p> 	<p>clean the living room</p> 	<p>by bus</p> 	<p>jeans</p> 
<p>newspaper</p> 	<p>a sandwich</p> 	<p>email</p> 	<p>at night</p> 
<p>with my friends</p> 	<p>flowers</p> 	<p>on Monday</p> 	<p>play football</p> 

# 10A Grammar

## Comparative adjectives



<b>expensive</b>	<b>comfortable</b>	<b>kind</b>
<b>easy</b>	<b>boring</b>	<b>pretty</b>
<b>happy</b>	<b>good</b>	<b>hot</b>
<b>bad</b>	<b>heavy</b>	<b>fast</b>
<b>long</b>	<b>healthy</b>	<b>small</b>
<b>clever</b>	<b>friendly</b>	<b>funny</b>
<b>difficult</b>	<b>pleasant</b>	<b>big</b>
<b>popular</b>	<b>dangerous</b>	<b>exciting</b>

# 10B Grammar

## Superlative adjectives

### Adjectives

<b>interesting</b>	<b>fit</b>	<b>beautiful</b>	<b>short</b>
<b>cheap</b>	<b>important</b>	<b>unusual</b>	<b>slow</b>

### Nouns

<b>book</b>	<b>month</b>	<b>TV show</b>	<b>job</b>
<b>person</b>	<b>animal</b>	<b>actor</b>	<b>song</b>
<b>film</b>	<b>free-time activity</b>	<b>gadget</b>	<b>food</b>
<b>car</b>	<b>clothes</b>	<b>drink</b>	<b>sport</b>
<b>holiday</b>	<b>journey</b>	<b>toy</b>	<b>photograph</b>

# 11A Grammar

## Present perfect

 Make sentences using the present perfect to win pieces of the puzzle.

1 read	2 hear	3 write	4 watch	5 see	6 wait	7 take
8 be	9 go	10 walk	11 have	12 do	13 make	14 buy
15 eat	16 drink	17 understand	18 run	19 spend	20 find	21 begin
22 choose	23 think	24 speak	25 swim	26 sell	27 study	28 jump
29 paint	30 teach	31 know	32 cook	33 listen	34 put	35 climb
36 travel	37 break	38 leave	39 meet	40 wear	41 catch	42 sing

1	2 <b>W</b>	3 <b>e</b>	4 <b>,</b>	5 <b>v</b>	6 <b>e</b>	7
8 <b>r</b>	9 <b>e</b>	10 <b>a</b>	11 <b>l</b>	12 <b>l</b>	13 <b>y</b>	14
15 <b>e</b>	16 <b>n</b>	17 <b>j</b>	18 <b>o</b>	19 <b>y</b>	20 <b>e</b>	21 <b>d</b>
22	23	24 <b>o</b>	25 <b>u</b>	26 <b>r</b>	27	28
29 <b>E</b>	30 <b>n</b>	31 <b>g</b>	32 <b>l</b>	33 <b>i</b>	34 <b>s</b>	35 <b>h</b>
36	37 <b>c</b>	38 <b>l</b>	39 <b>a</b>	40 <b>s</b>	41 <b>s</b>	42 <b>.</b>

# 11B Grammar

Present perfect or past simple




<b>win a competition</b>	<b>eat something unusual</b>	<b>sing in public</b>
<b>do a dangerous sport</b>	<b>meet someone famous</b>	<b>read a novel in English</b>
<b>be on TV</b>	<b>swim with dolphins</b>	<b>cook a meal for more than four people</b>
<b>fly in a helicopter</b>	<b>sleep in an unusual place</b>	<b>pass a very difficult exam</b>
<b>be on a plane for more than eight hours</b>	<b>experience terrible weather</b>	<b>have an argument with someone</b>

## Find someone who is going to ...


	Name	Details
<b>1</b> buy something expensive.	_____	_____
<b>2</b> learn another language soon.	_____	_____
<b>3</b> go to bed early tonight.	_____	_____
<b>4</b> phone someone after class.	_____	_____
<b>5</b> learn to drive soon.	_____	_____
<b>6</b> travel to another country soon.	_____	_____
<b>7</b> go to a music concert/festival.	_____	_____
<b>8</b> celebrate a birthday soon.	_____	_____
<b>9</b> go to the dentist soon.	_____	_____
<b>10</b> start a new sport or hobby.	_____	_____
<b>11</b> find a (new) job soon.	_____	_____
<b>12</b> buy a present for someone.	_____	_____
<b>13</b> enter a competition.	_____	_____
<b>14</b> have dinner with someone special soon.	_____	_____
<b>15</b> go on a train soon.	_____	_____
<b>16</b> do homework all evening.	_____	_____

# 12B Grammar

## *should / shouldn't*

 Tell these people what they should and shouldn't do.

**START**

**1**  
"I need some money."  


**2**  
"I can't sleep at night."

**3**  
GO FORWARD 3 SPACES

**4**  
"I don't understand some grammar points."

**5**  
MISS A TURN

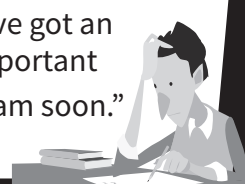
**11**  
"It's my wife's / husband's birthday tomorrow."

**10**  
"I want to get a pet."


**9**  
GO BACK 2 SPACES

**8**  
"I want to make some new friends."

**7**  
"I've got a job interview."

**6**  
"I've got an important exam soon."  


**12**  
"I want to have a big party."

**13**  
"I want to improve my English."  



**14**  
"I've got a bad headache."

**15**  
HAVE ANOTHER TURN

**16**  
"I want to live on my own."


**17**  
MISS A TURN


**FINISH**

**22**  
"I'd like to find an English friend."  


**21**  
"I need a new smartphone."

**20**  
GO FORWARD ONE SPACE

**19**  
"I want to be famous."  


**18**  
"I'm always late."  


# 1A Vocabulary

## Countries and nationalities

Card 1

Brazil	Spain	_____
_____	Mexican	Chinese
Iran	_____	Saudi



Card 2

Australian	New Zealand	the USA
Nigeria	_____	Argentinian
_____	Turkish	_____



Card 3

_____	American	Canada
Polish	Iranian	_____
Germany	_____	Colombia



Card 4

China	Britain	_____
_____	France	Russian
Brazilian	_____	Pakistan



Card 5

Poland	Italy	Australia
Argentina	_____	Japanese
_____	French	_____



Card 6

_____	_____	South African
Japan	Turkey	_____
German	British	Russia

# 1B Vocabulary

## Adjectives

Think of an example for ten of the people, things and places in the squares. Write the examples in circles 1–10. Exchange sheets and match other students' examples with the ideas in the squares.

a **brilliant**  
sportsperson

a **famous,  
modern**  
building

a **friendly**  
student in the  
class

a **famous,  
old** building

an  
**amazing**  
song

a **great**  
film

a **terrible**  
place to  
live

a **popular**  
food / drink in  
your country

a **well-  
known**  
person on TV

something  
**horrible** to  
eat or drink

a **wonderful**  
place for a  
holiday

a **fantastic**  
book

a **quiet** place  
to study

10 empty circles numbered 1 to 10 for writing examples.

# 2A Vocabulary

## Jobs

### Activity A

Add vowels to make eight jobs. Write them on the lines.

- 1 ngnr \_\_\_\_\_
- 2 bsnsmsn \_\_\_\_\_
- 3 trgd \_\_\_\_\_
- 4 clnr \_\_\_\_\_
- 5 nrs \_\_\_\_\_
- 6 rcptnst \_\_\_\_\_
- 7 ctr \_\_\_\_\_
- 8 phtgrphr \_\_\_\_\_




### Activity B

Find ten more jobs in the word search, across → or down ↓.

m	n	a	p	s	e	t	c	o	g	s	u	t
e	h	l	i	p	t	i	h	e	t	e	r	a
c	e	d	l	b	a	k	e	i	m	c	l	x
h	k	r	o	n	d	p	f	o	g	r	s	i
a	e	a	t	h	m	a	n	a	g	e	r	d
n	v	u	r	s	u	o	d	x	n	t	a	r
i	d	e	n	t	i	s	t	a	u	a	c	i
c	n	c	s	p	h	i	g	e	u	r	f	v
f	i	f	a	r	m	e	r	o	g	y	z	e
w	v	o	a	y	f	a	l	t	e	m	r	r
s	h	o	p	a	s	s	i	s	t	a	n	t
p	o	l	i	c	e	o	f	f	i	c	e	r

### Activity C

 Mime jobs from A and B for other students to guess.

# 2B Vocabulary

## Studying; Time

### Activity A

Circle ten words in the word snake.

term pass mark timetable exam notes break studies fail test

### Activity B

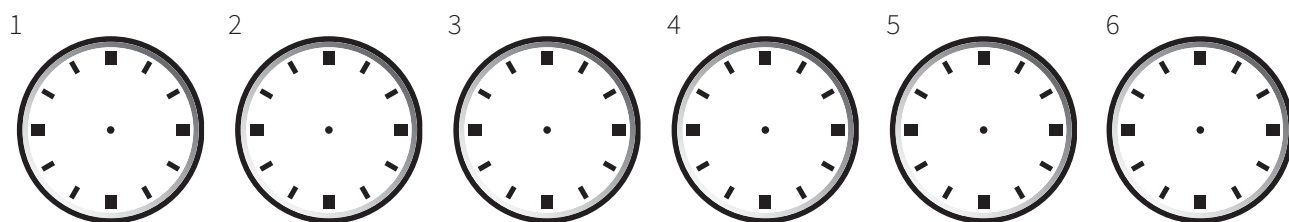
Complete the sentences with the words from A.

- 1 Have you got a \_\_\_\_\_ for our English classes? I need to look at the days.
- 2 I have a notebook to make \_\_\_\_\_ during the lesson.
- 3 I don't want a low \_\_\_\_\_ – I need 60% or more.
- 4 I really want to \_\_\_\_\_ the exam; it's very important for me.
- 5 My brother studies a lot for the maths \_\_\_\_\_ at the end of the year.
- 6 I think the \_\_\_\_\_ is 12 weeks.
- 7 Do you have a study \_\_\_\_\_ in the afternoon? Do you go for a walk?
- 8 I'd like to continue my English \_\_\_\_\_ next year.
- 9 If you \_\_\_\_\_ an exam, you can do it again in the summer.
- 10 We have a ten-minute \_\_\_\_\_ in class every two weeks.

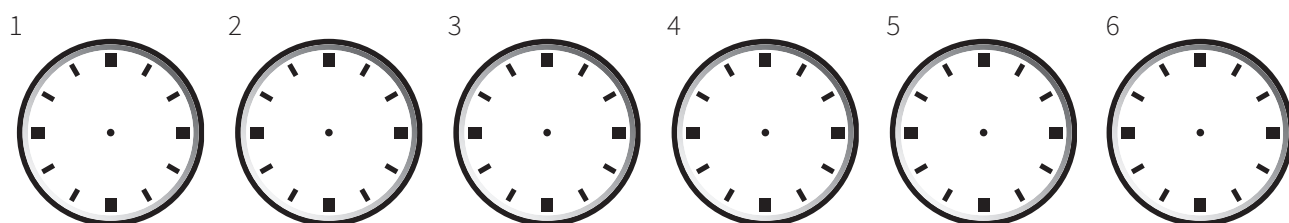
### Activity C

Draw different times in the first six clocks.

YOUR CLOCKS



YOUR PARTNER'S CLOCKS



### Activity D

Take turns to say the times on your clocks. Draw your partner's times in the clocks.

# 3A Vocabulary

## Time expressions

### How often do **you** ...

	Student 1	Student 2	Student 3
text _____?	_____	_____	_____
write _____?	_____	_____	_____
go on holiday?	_____	_____	_____
watch _____ on TV?	_____	_____	_____
drive to _____?	_____	_____	_____
meet friends for _____?	_____	_____	_____
buy _____?	_____	_____	_____
wash your _____?	_____	_____	_____
drink tea or coffee?	_____	_____	_____
cook?	_____	_____	_____
go to a(n) _____ lesson?	_____	_____	_____
listen to _____?	_____	_____	_____

**every ...**  
 once a ...  
*twice a ...*  
 three/four/five times a ...  
***I don't!***

*day*  
**week**  
 month  
 year

# 3B Vocabulary

## Technology

### Activity A

Match 1–6 with a–f to make six technology words.

1 head

2 sat

3 smart

4 lap

5 e-

6 key

a board

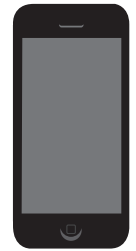
b reader

c phones

d nav

e phone

f top



### Activity B

Complete the statements with the words in A.

# That's me!



- 1 I always listen to music with \_\_\_\_\_. I don't want to annoy other people.
- 2 I never want to buy an \_\_\_\_\_. Real books for me, please.
- 3 Now that I have a tablet, I never turn on my \_\_\_\_\_.
- 4 I use only two fingers to type on the \_\_\_\_\_. I'm really slow.
- 5 Travelling with a \_\_\_\_\_ in the car is really dangerous!
- 6 I've got a \_\_\_\_\_, so I don't need a camera.

### Activity C

- Put a tick (✓) next to the sentences in B that you agree with.  
Compare your answers in small groups and explain.

# 4A Vocabulary

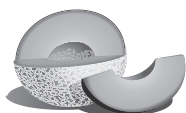
## Food

### Activity A

Complete the crossword.

#### Down

1



2



3



6



7



11



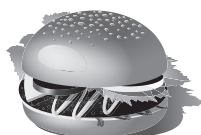
12



15



19



#### Across

4



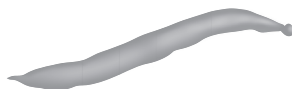
5



8



9



10



13



14



16



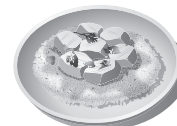
17



18



20



### Activity B

Think of definitions for five of the words in A. Test other students.

# 4B Vocabulary

Talking about food

Activity A

Label the pictures with the words in the box.

fried      boiled      baked      grilled      roast

① \_\_\_\_\_



② \_\_\_\_\_



③ \_\_\_\_\_



④ \_\_\_\_\_



⑤ \_\_\_\_\_



Activity B

How can you eat these different types of food? Add ticks (✓) and crosses (X) in the table.

	tomatoes	rice	potatoes	chicken	eggs	steak	onion	pasta	bread
fried	✓								
boiled	X								
baked	X								
grilled	✓								
roast	✓								

Activity C

Tick (✓) the correct sentences. Correct the mistakes.

- 1 Could you get me a jar of cola? \_\_\_\_\_
- 2 Do you want a bar of oil? \_\_\_\_\_
- 3 I'd like a packet of crisps. \_\_\_\_\_
- 4 I need to buy a tin of rice. \_\_\_\_\_
- 5 We can get a bottle of milk. \_\_\_\_\_
- 6 There's a jar of strawberry jam in the cupboard. \_\_\_\_\_
- 7 Is that a bottle of cereal? \_\_\_\_\_
- 8 I've got a bottle of apples in the car. \_\_\_\_\_

# 5A Vocabulary

## Places in a city

### Activity A

Add vowels to make places in a city.

Two vertical poles are shown, each with a black circle at the top. Signs are attached to the poles with arrows pointing in different directions. The signs contain letter patterns for a word completion activity.

**Left Pole Signs:**

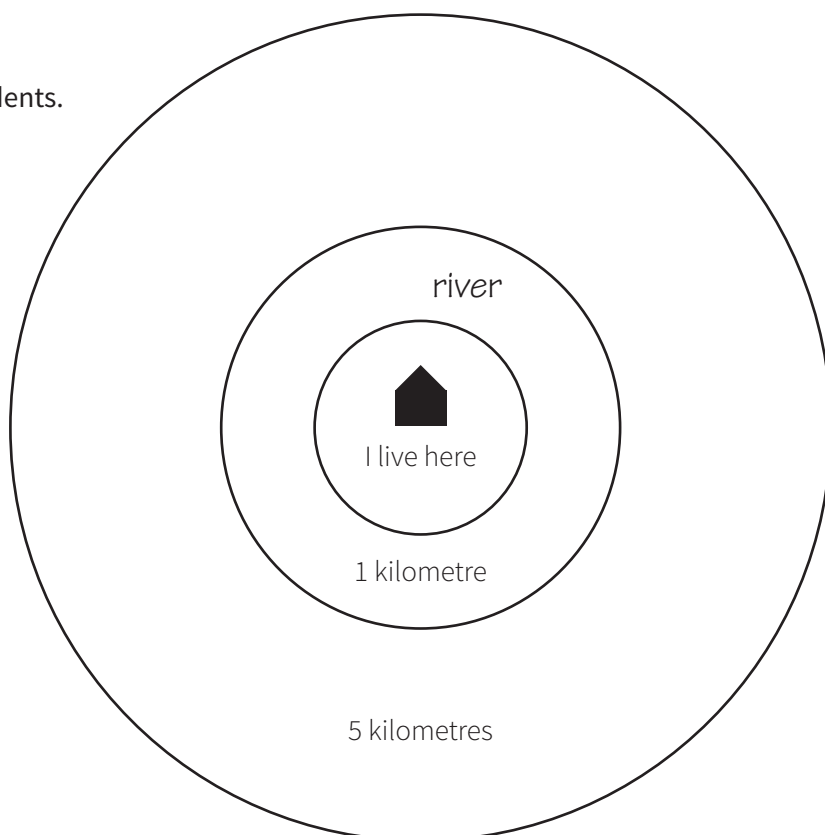
- 1 c\_\_nc\_rt h\_\_ll
- 2 p\_\_st \_\_ff\_\_c\_\_
- 3 sp\_\_rts c\_\_ntr\_\_
- 4 th\_\_ \_\_tr\_\_
- 5 r\_\_v\_\_r
- 6 beautiful p\_\_rk
- 7 r\_\_st\_\_ \_\_r\_\_nt
- 8 m\_\_tr\_\_ st\_\_t\_\_ \_\_n

**Right Pole Signs:**

- 9 sq\_\_ \_\_r\_\_
- 10 \_\_p\_\_rtm\_\_nts
- 11 old b\_\_ \_\_ld\_\_ngs
- 12 br\_\_dg\_\_
- 13 st\_\_d\_\_ \_\_m
- 14 p\_\_l\_\_c\_\_ st\_\_t\_\_ \_\_n
- 15 w\_\_ndm\_\_ll
- 16 c\_\_f\_\_

### Activity B


- Write ten places on the diagram.
- Share your diagram with other students.




# 5B Vocabulary


## Furniture


### Student A


 Label your own furniture and then describe it to your partner. Draw and label your partner's furniture.


*Your furniture*


  
1 \_\_\_\_\_

  
2 \_\_\_\_\_

  
3 \_\_\_\_\_

  
4 \_\_\_\_\_

  
5 \_\_\_\_\_

  
6 \_\_\_\_\_

*Your partner's furniture*

①

②

③


④

⑤


⑥





### Student B


 Label your own furniture and then describe it to your partner. Draw and label your partner's furniture.


*Your furniture*


  
1 \_\_\_\_\_

  
2 \_\_\_\_\_

  
3 \_\_\_\_\_

  
4 \_\_\_\_\_

  
5 \_\_\_\_\_

  
6 \_\_\_\_\_

*Your partner's furniture*

①

②

③

④

⑤

⑥

# 6A Vocabulary

## Years and dates

### Student A

#### YEARS AND DATES QUIZ

*Example* Today is 2/11. What's tomorrow's date? *the third of November*

- 1 What is the tenth month of the year? \_\_\_\_\_
- 2 What month comes between February and April? \_\_\_\_\_
- 3 When is New Year's Day? \_\_\_\_\_
- 4 Today is 14/7. What's tomorrow's date? \_\_\_\_\_
- 5 What month does Wimbledon start? \_\_\_\_\_
- 6 What month comes before September? \_\_\_\_\_
- 7 Today is 1/12. What was yesterday's date? \_\_\_\_\_
- 8 When was the World Cup in Brazil? \_\_\_\_\_
- 9 Yesterday was 20/2. What's today's date? \_\_\_\_\_
- 10 Today is Monday, 30/4. What's the date on Thursday? \_\_\_\_\_

#### Student B's answers

- 1 the first of February
- 2 April
- 3 (in) 2022 (two thousand and twenty-two)
- 4 the twenty-fifth of June
- 5 the first of May
- 6 (in) 2012 (two thousand and twelve)
- 7 the eleventh of October
- 8 July
- 9 the thirteenth of November
- 10 the twenty-third of September

### Student B

#### YEARS AND DATES QUIZ

*Example* Today is 2/11. What's tomorrow's date? *the third of November*

- 1 What date comes after 31/1? \_\_\_\_\_
- 2 What month comes after March? \_\_\_\_\_
- 3 When is the World Cup in Qatar? \_\_\_\_\_
- 4 Today is 26/6. What was yesterday's date? \_\_\_\_\_
- 5 When is May Day? \_\_\_\_\_
- 6 When were the London Olympics? \_\_\_\_\_
- 7 Today is Friday, 9/10. What's the date on Sunday? \_\_\_\_\_
- 8 What month comes before August? \_\_\_\_\_
- 9 Yesterday was 12/11. What's today's date? \_\_\_\_\_
- 10 Today is 22/9. What's the date tomorrow? \_\_\_\_\_


#### Student A's answers

- 1 October
- 2 March
- 3 the first of January
- 4 the fifteenth of July
- 5 (in) June
- 6 August
- 7 the thirtieth of November
- 8 (in) 2014 (two thousand and fourteen)
- 9 the twenty-first of February
- 10 the third of May

# 6B Vocabulary

## Past simple irregular verbs

### Student A


 Play the board game on page 203 by completing these sentences with the correct past simple irregular verb.

- 1 Last week I \_\_\_\_\_ some new shoes.
- 2 I \_\_\_\_\_ last Saturday at home watching films.
- 3 Last night I \_\_\_\_\_ my sister about my new girlfriend.
- 4 I \_\_\_\_\_ to the theatre last Saturday.
- 5 I \_\_\_\_\_ a very good book last night.
- 6 Gigi's from Argentina, but I \_\_\_\_\_ she was Spanish.
- 7 I'm happy because my team \_\_\_\_\_ the match.
- 8 My brother went to university and \_\_\_\_\_ a doctor.
- 9 I \_\_\_\_\_ my car to a friend for €1,000.
- 10 I \_\_\_\_\_ my shopping at the supermarket yesterday evening.
- 11 Last week I \_\_\_\_\_ out that my grandmother was Russian.
- 12 My father \_\_\_\_\_ me €100 for my birthday this morning.

### Student B's answers

- 1 came
- 2 made
- 3 cost
- 4 ate
- 5 gave
- 6 did
- 7 brought
- 8 lost
- 9 got/took
- 10 spent/had
- 11 cut
- 12 read

### Student B

 Play the board game on page 203 by completing these sentences with the correct past simple irregular verb.

- 1 Yesterday my friend \_\_\_\_\_ to my house for dinner.
- 2 I \_\_\_\_\_ lunch for my family last Sunday.
- 3 The train ticket was very expensive; it \_\_\_\_\_ me \$85.
- 4 The burger was horrible but I \_\_\_\_\_ it.
- 5 I \_\_\_\_\_ that book to a friend; he really liked it.
- 6 I \_\_\_\_\_ my homework on the bus this morning.
- 7 I \_\_\_\_\_ my dictionary with me to class today.
- 8 I \_\_\_\_\_ my phone yesterday. I think it's probably in my office.
- 9 I was late, so I \_\_\_\_\_ a bus to the station.
- 10 I \_\_\_\_\_ a week in Greece last summer.
- 11 I \_\_\_\_\_ my brother's hair. It looks terrible!
- 12 I \_\_\_\_\_ about the new school in the newspaper yesterday.

### Student A's answers

- 1 bought
- 2 spent
- 3 told
- 4 went
- 5 read
- 6 thought
- 7 won
- 8 became
- 9 sold
- 10 did
- 11 found
- 12 gave

# 7A Vocabulary

## Transport

### Activity A

Complete the crossword.

#### Across

1



3 Do you want to \_\_\_\_\_ the train?

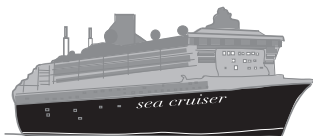
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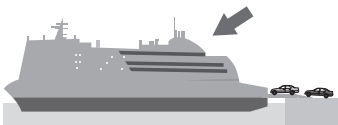
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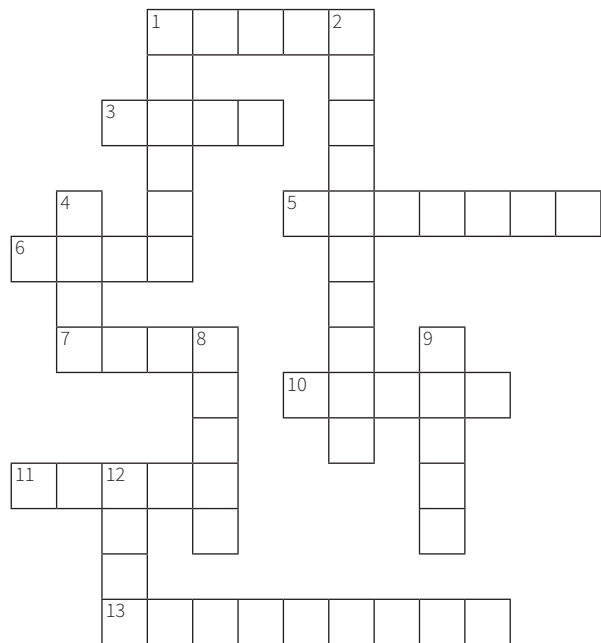


10



11 Let's \_\_\_\_\_ the bus now.

13



#### Down

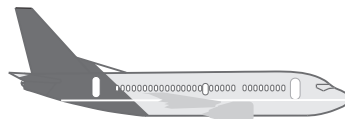
1 We have to \_\_\_\_\_ trains in Paris.

2



4 Hurry! I don't want to \_\_\_\_\_ the bus.

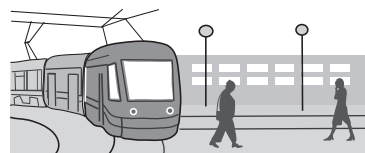
8



9



12



### Activity B

Are the sentences true or false?

- 1 When you miss a plane, you have to take a different one.
- 2 When you change trains, you get off one train and get on a different one.
- 3 When you catch a train, you have to wait for the next one.
- 4 When you miss a train, you can get a taxi.
- 5 When a bus arrives, you can get on it.
- 6 When a bus arrives, you can get off it.
- 7 You can take a train, a bus, a plane or a taxi.
- 8 You can miss a bus, a train, a plane or a taxi.

# 7B Vocabulary

## Transport adjectives

### Activity A

Do you agree or disagree with sentences 1–8? If you disagree, change them to make them true for you.

Example: Travelling by plane is usually very <sup>fast</sup> slow.

① Motorbikes are quite comfortable.

② Trams are a very safe form of transport.

③ Buses are expensive in my country.

④ In my city, many streets are empty at night.

⑤ Motorbikes are a fast way to travel.

⑥ Stadiums are usually clean after a football match.

⑦ Metro stations are crowded in the mornings.

⑧ Trains with air conditioning are uncomfortable.

### Activity B: Student 1

Complete the dialogue with adjectives and then check with your partner. Practise the questions and answers together.

1 Is your computer quite \_\_\_\_\_?

*No, it's very slow.*

2 Was that dress \_\_\_\_\_?

*No, it was quite cheap.*

3 Was the room \_\_\_\_\_?

*No, it was very clean.*

4 Are those shoes \_\_\_\_\_?

*No, actually they're very comfortable.*

5 Is this bike \_\_\_\_\_?

*No, it's quite safe.*

6 Was the theatre \_\_\_\_\_?

*No, it was empty.*

### Activity B: Student 2

Complete the dialogue with adjectives and then check with your partner. Practise the questions and answers together.

1 *Is your computer quite fast?*

*No, it's very \_\_\_\_\_.*

2 *Was that dress expensive?*

*No, it was quite \_\_\_\_\_.*

3 *Was the room dirty?*

*No, it was very \_\_\_\_\_.*

4 *Are those shoes uncomfortable?*

*No, actually they're very \_\_\_\_\_.*

5 *Is this bike dangerous?*

*No, it's quite \_\_\_\_\_.*

6 *Was the theatre full?*

*No, it was \_\_\_\_\_.*

8A

Vocabulary

Sport and exercise

do yoga	play badminton	dance / go dancing	play rugby
ride a bike	do exercise	play golf	skate / go skating
ski / go skiing	go fishing	run / go running	play volleyball
play hockey	go sailing	play football	do judo

Complete the table with sports and exercise.

Better on your own or with one other person	Better with a lot of people

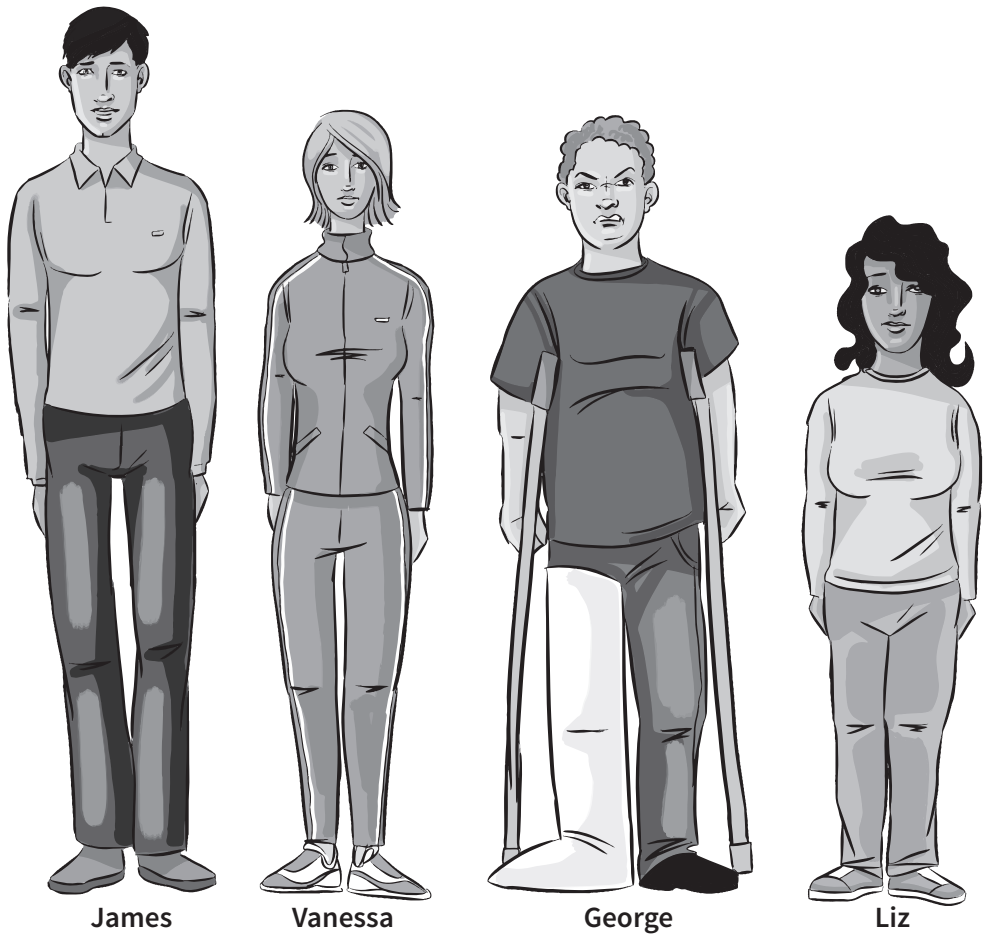
8B

Vocabulary

Parts of the body; Appearance

Activity A

Look at the picture for two minutes. Remember what the people look like.



Activity B

Complete the table with words to describe what the people in A look like.

James	Vanessa	George	Liz
thin			

# 9A Vocabulary

## Shopping; Money and prices

### Activity A

Match 1–8 with a–h to make eight places.

- |               |              |
|---------------|--------------|
| 1 shopping    | a park       |
| 2 information | b machine    |
| 3 bus         | c mall       |
| 4 car         | d stop       |
| 5 department  | e restaurant |
| 6 clothes     | f desk       |
| 7 cash        | g store      |
| 8 fast food   | h shop       |

### Activity B


Write the answers to these questions.







- 1 Where do you leave a car? \_\_\_\_\_
- 2 Where do you wait for a bus? \_\_\_\_\_
- 3 What's another word for an ATM? \_\_\_\_\_
- 4 How do you go up or down in a building? \_\_\_\_\_
- 5 Where can you go to ask questions in a shopping mall? \_\_\_\_\_
- 6 Where do you go in a shop or building? \_\_\_\_\_
- 7 Where can you buy trousers? \_\_\_\_\_
- 8 Where can you buy a hamburger? \_\_\_\_\_
- 9 Where can you get a cup of coffee? \_\_\_\_\_
- 10 What's another word for *pharmacy*? \_\_\_\_\_







### Activity C

 Ask and answer the questions in B.

### Activity D

 Write six prices in 'Your prices' using £, p, \$, and c. Tell your partner your prices and write down your partner's prices.

Your prices	
① 	④ 
② 	⑤ 
③ 	⑥ 

Your partner's prices	
① 	④ 
② 	⑤ 
③ 	⑥ 

# 9B Vocabulary

## Clothes

### Activity A

Write the answers and then test your partner.

## CLOTHES RACE

- 1 You wear these on your feet. shoes
- 2 You wear these on your hands when it's cold. \_\_\_\_\_
- 3 You wear these over your legs. \_\_\_\_\_
- 4 You wear these on your ears. \_\_\_\_\_
- 5 You wear this round your neck when it's cold. \_\_\_\_\_
- 6 You wear these on your legs when it's hot (not trousers). \_\_\_\_\_
- 7 You can wear this over a shirt. \_\_\_\_\_
- 8 You can wear this under a shirt, or when it's hot. \_\_\_\_\_
- 9 You wear this on a finger. \_\_\_\_\_
- 10 You wear this round your neck, especially women. \_\_\_\_\_
- 11 You wear this when it rains. \_\_\_\_\_
- 12 You wear this and it tells you the time. \_\_\_\_\_



### Activity B

Ask and answer the questions.

- 1 Do men and women wear everything in 1–12 in A?
- 2 Do you prefer jeans or trousers?
- 3 Women – do you prefer skirts and dresses, or trousers?
- 4 Men – do you prefer shirts or T-shirts?
- 5 Men and women – do you like wearing jewellery? If so, what do you wear?
- 6 What did you wear yesterday?

# 10A Vocabulary


## IT collocations

### Activity A

Find ten IT words in the word search. Words can go across → or down ↓.

F	W	N	C	L	E	M	A	I	L	S
W	Q	D	C	R	J	O	E	O	M	A
E	D	O	W	N	L	O	A	D	B	V
B	J	C	R	S	U	R	F	P	B	E
S	L	U	C	H	M	O	I	H	O	U
I	D	M	M	P	Q	C	L	I	C	K
T	H	E	W	E	B	R	E	E	S	E
E	K	N	E	G	A	H	G	Y	O	M
E	E	T	D	L	O	G	O	N	W	A

### Activity B

 Complete the collocations with the words from the box and then talk about how often you do them.

check    visit    surf    click on    download    save (x2)    make    log on

- 1 \_\_\_\_\_ to a computer
- 2 \_\_\_\_\_ a call on Skype
- 3 \_\_\_\_\_ emails on your phone
- 4 \_\_\_\_\_ the Web to find information
- 5 \_\_\_\_\_ a file on your computer
- 6 \_\_\_\_\_ a website which is in English
- 7 \_\_\_\_\_ a music file from the Internet
- 8 \_\_\_\_\_ a link to watch a video
- 9 \_\_\_\_\_ a document on your smartphone

# 10B Vocabulary

## High numbers

### Student A

 Play the board game on page 203 by saying these numbers correctly.

#### Your numbers

① **2,000**

⑦ 400,200

② 300,000

⑧ **2,060**

③ 1,500

⑨ 792

④ **4,000,000**

⑩ 8,577

⑤ 1,250

⑪ **491**

⑥ **5,055**

⑫ 3,500,000

#### Student B's answers

- 1 nine hundred and forty
- 2 five million
- 3 five thousand four hundred
- 4 six hundred thousand
- 5 two thousand and ten
- 6 seven thousand six hundred and twenty
- 7 two hundred thousand seven hundred
- 8 eight hundred and seventy-five
- 9 four thousand eight hundred and fifty
- 10 nine thousand
- 11 seventeen thousand three hundred
- 12 six hundred and eighty-two



### Student B

 Play the board game on page 203 by saying these numbers correctly.

#### Your numbers

① 940

⑦

② **5,000,000**

⑧ 875

③ 5,400

⑨ 4,850

④ 600,000

⑩ **9,000**

⑤ **2,010**

⑪ 17,300

⑥ 7,620

⑫ **682**

#### Student A's answers

- 1 two thousand
- 2 three hundred thousand
- 3 one thousand five hundred
- 4 four million
- 5 one thousand two hundred and fifty
- 6 five thousand and fifty-five
- 7 four hundred thousand two hundred
- 8 two thousand and sixty
- 9 seven hundred and ninety-two
- 10 eight thousand five hundred and seventy-seven
- 11 four hundred and ninety-one
- 12 three million five hundred thousand

**200,700**

# 11A Vocabulary

## Irregular past participles

### Activity A

Circle 13 past participles in the word snake.

fell had eaten read wrote bought flew been fall flown broken saw heard write forgotten buy written fallen ate seen fly broken

### Activity B

Complete the sentences with the correct past participle from A.  
Then ask questions to complete the names

## Find someone who ...

Name

- 1 has \_\_\_\_\_ their arm or a tooth. \_\_\_\_\_
- 2 has \_\_\_\_\_ across the Atlantic. \_\_\_\_\_
- 3 has \_\_\_\_\_ a famous person in the street. \_\_\_\_\_
- 4 has \_\_\_\_\_ a Harry Potter book. \_\_\_\_\_
- 5 has \_\_\_\_\_ to Africa. \_\_\_\_\_
- 6 has \_\_\_\_\_ a present for their teacher. \_\_\_\_\_
- 7 has \_\_\_\_\_ to do their English homework. \_\_\_\_\_
- 8 has \_\_\_\_\_ when skiing. \_\_\_\_\_
- 9 has \_\_\_\_\_ a short story. \_\_\_\_\_
- 10 has \_\_\_\_\_ a curry. \_\_\_\_\_
- 11 has \_\_\_\_\_ dinner in an expensive restaurant. \_\_\_\_\_
- 12 has \_\_\_\_\_ their teacher sing. \_\_\_\_\_

# 11B Vocabulary

## Music


### Activity A

Complete the questions with the correct music word.

## LET THE MUSIC PLAY ON!

- 1 When and where do you usually listen to **p**\_\_\_\_\_ music?
- 2 Who is your favourite **s**\_\_\_\_\_ at the moment?
- 3 Do you know anyone who plays in an **o**\_\_\_\_\_? If so, who?
- 4 Do you think **j**\_\_\_\_\_ is interesting or boring?
- 5 Do you like any girl **b**\_\_\_\_\_? If so, who?
- 6 Is **f**\_\_\_\_\_ music popular in your country? Can you name a famous **f**\_\_\_\_\_ song?
- 7 Are you a good **d**\_\_\_\_\_?
- 8 Can you name an **o**\_\_\_\_\_ by Mozart?
- 9 Does your teacher like **c**\_\_\_\_\_ music, e.g. Vivaldi, Beethoven?
- 10 How many people in your group like **r**\_\_\_\_\_ music?

### Activity B

-  Write your answers to questions 1–8 in A and ask your teacher question 9. Then ask and answer questions 1–10 with other students.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_

# 12A Vocabulary

## Geography

### Activity A

Add vowels to complete the geography words.

1 \_sl\_ \_nd

4 w\_ \_t\_ \_rf\_ \_ll

7 f\_ \_ \_ld

10 r\_ \_v\_ \_r

2 w\_ \_ \_d

5 b\_ \_ \_ch

8 m\_ \_ \_nt\_ \_ \_n

11 h\_ \_ll

3 f\_ \_r\_ \_st

6 j\_ \_ngl\_ \_

9 l\_ \_k\_ \_

12 c\_ \_ \_st

### Activity B

Complete the table with the words from A. Which places have water? Which have trees?

Water	Trees



### Activity C

Write an example for each word and then test your partner.

1 an island   Ibiza

2 a lake

3 a river

4 a mountain

5 a rainforest/jungle


6 a waterfall

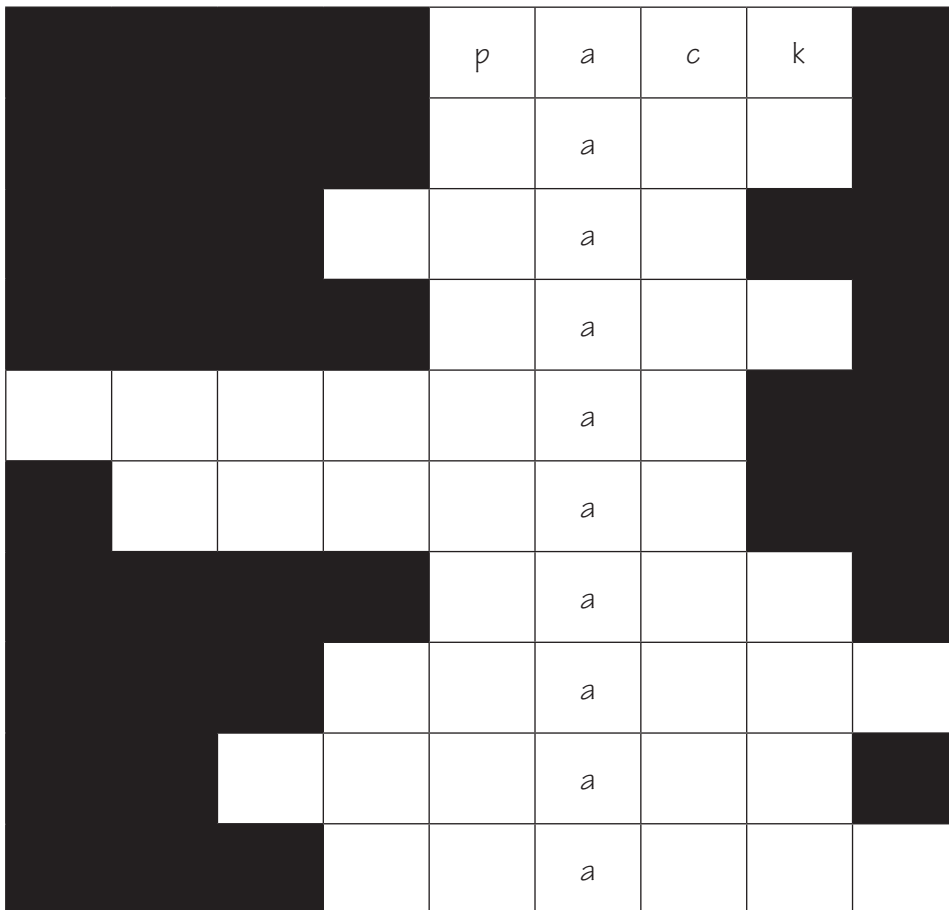
7 a beach

8 a desert

## 12B Vocabulary

### Travel collocations

 Complete the crossword and then ask and answer the questions.



Where did you go on \_\_\_\_\_ last year?

Have you ever lived \_\_\_\_\_? If not, which country would you choose to live in?

What do you put in first when you pack your bag for a trip? ✓

What plans do you \_\_\_\_\_ before you go on a trip?

Do you \_\_\_\_\_ right after you get home?

How often do you \_\_\_\_\_ to other countries? Where have you been this year?

Do you usually \_\_\_\_\_ at a hotel or with friends?

What do you do when you go \_\_\_\_\_ home after a long trip?

Are you going to \_\_\_\_\_ a holiday this year?

Do you ever \_\_\_\_\_ your plans at the last minute?

# Unit 1

## Wordpower

from

Complete the sentences with *from*.

1 The school coffee bar is open

2 The sun is about 150 million km

3 Kim walked 2,500 km

4 Sally was a university student

5 Lions come

6 Wine comes

7 The flight

8 Milk comes

9 My office is 250 m

10 In Japan, it often rains

11 It is 70 km

12 Pedro is Brazilian, but his cousin is

from

1

2

3

4

5

6

7

8

9

10

11

12

<b>early June to late July.</b>	<b>Argentina.</b>	<b>JFK airport is here.</b>	<b>cows.</b>
<b>London to Brighton.</b>	<b>2006 until 2009.</b>	<b>my house.</b>	<b>grapes.</b>
<b>Paris to Moscow.</b>	<b>the Earth.</b>	<b>Africa.</b>	<b>9 am to 4 pm every day.</b>

# Unit 2

## Wordpower

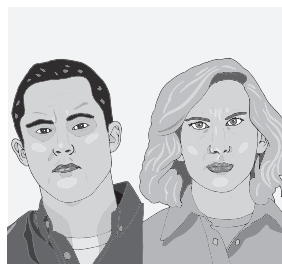
work

### Student A

Ask and answer questions to complete your text.



John works as <sup>1</sup>\_\_\_\_\_. He works for 'English Now', a small school in Sydney. From Monday to Thursday, he starts work <sup>2</sup>\_\_\_\_\_ and he leaves work at 4.30 pm. When he's at work, he <sup>3</sup>\_\_\_\_\_. On Fridays, he goes to work at 7.30 and he leaves work <sup>4</sup>\_\_\_\_\_.



John's brother Simon has three jobs. He works in a café every morning, and he works <sup>5</sup>\_\_\_\_\_ every afternoon. He also works as a cleaner in <sup>6</sup>\_\_\_\_\_ on Saturdays. He doesn't like his jobs. He'd like to work as a photographer and work for <sup>7</sup>\_\_\_\_\_. Simon has three jobs because his wife Sally is out of work at the moment.

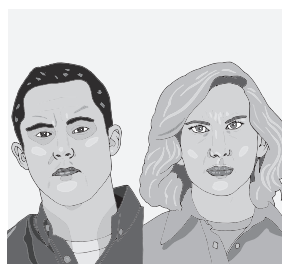


### Student B

Ask and answer questions to complete your text.



John works as an English teacher. He works for <sup>1</sup>\_\_\_\_\_, a small school in Sydney. From Monday to Thursday, he starts work at 8.30 am and he leaves work <sup>2</sup>\_\_\_\_\_. When he's at work, he has two cups of coffee. On Fridays, he goes to work <sup>3</sup>\_\_\_\_\_ and he leaves work at 2.00 pm.



John's brother Simon has three jobs. He works in <sup>4</sup>\_\_\_\_\_ every morning, and he works in a bookshop every afternoon. He also works as <sup>5</sup>\_\_\_\_\_ in a hotel on Saturdays. He doesn't like his jobs. He'd like to work as <sup>6</sup>\_\_\_\_\_ and work for a newspaper. Simon has three jobs because his wife Sally is <sup>7</sup>\_\_\_\_\_ at the moment.

# Unit 3

## Wordpower

### Prepositions of time



Sunday	at	half past six	in	the autumn	at
night	in	the morning	on	19th March	in
the afternoon	at	the weekend	on	New Year's Eve	on
Wednesday	in	December	at	9.15	at
four o'clock	in	April	on	14th November	in
the evening	on	weekdays	at	lunchtime	in
the summer	on	17th December	at	five past four	on

# Unit 4

## Wordpower

*like*

### Student A

Find someone who ...	Name	Details
likes tea.	_____	_____
would like to go to the USA.	_____	_____
knows what it's like to ride a horse.	_____	_____
doesn't like hot weather.	_____	_____
would like to join you for dinner tonight.	_____	_____
thinks he / she is like his / her father.	_____	_____
eats a lot of meat, like lamb and chicken.	_____	_____



### Student B

Find someone who ...	Name	Details
would like to go to a café after class with you.	_____	_____
would like to go to Japan.	_____	_____
knows what it's like to drive a fast car.	_____	_____
doesn't like football.	_____	_____
likes chocolate.	_____	_____
thinks he / she is like his / her mother.	_____	_____
eats a lot of fruit, like apples and bananas.	_____	_____



### Student C

Find someone who ...	Name	Details
would like to play football on Saturday with you.	_____	_____
would like to go to Thailand.	_____	_____
knows what it's like to ride a motorbike.	_____	_____
doesn't like shopping.	_____	_____
likes coffee.	_____	_____
thinks he / she is like his / her best friend.	_____	_____
eats a lot of sweet food, like cakes and ice cream.	_____	_____

# Unit 5

## Wordpower

### Prepositions of place

#### Student A

In groups, share your information. Write the name and the job of the person who lives in each house.

**People** Edward Joan Peter  
Rosie Sally Tony

**Jobs** teacher (x2) pilot  
cleaner doctor dentist

1 Name: _____ Job: _____	3 Name: _____ Job: _____	5 Name: _____ Job: _____	7 CAFÉ
2 Name: _____ Job: _____	4 Name: _____ Job: _____	6 SHOP	8 Name: _____ Job: _____

#### Your information

- Tony lives at the end of the Street.
- A teacher lives between Sally and the pilot.
- The doctor lives opposite the dentist.

#### Student B

In groups, share your information. Write the name and the job of the person who lives in each house.

**People** Edward Joan Peter  
Rosie Sally Tony

**Jobs** teacher (x2) pilot  
cleaner doctor dentist

1 Name: _____ Job: _____	3 Name: _____ Job: _____	5 Name: _____ Job: _____	7 CAFÉ
2 Name: _____ Job: _____	4 Name: _____ Job: _____	6 SHOP	8 Name: _____ Job: _____

#### Your information

- There is a bus stop in front of Edward's house.
- The pilot lives next to the café.
- The teachers live opposite each other.

#### Student C

In groups, share your information. Write the name and the job of the person who lives in each house.

**People** Edward Joan Peter  
Rosie Sally Tony

**Jobs** teacher (x2) pilot  
cleaner doctor dentist

1 Name: _____ Job: _____	3 Name: _____ Job: _____	5 Name: _____ Job: _____	7 CAFÉ
2 Name: _____ Job: _____	4 Name: _____ Job: _____	6 SHOP	8 Name: _____ Job: _____

#### Your information

- Peter is a dentist.
- There is a tree behind the cleaner's house.
- Joan lives next to a teacher.

# Unit 6

## Wordpower

go



### Student A

How many people in the class ...

- go to class by bus? ☐
- go out to the cinema every week? ☐
- went running last week? ☐
- went to a party last month? ☐
- go for a cup of coffee after class every day? ☐
- would like to go to the theatre on Saturday? ☐

### Student B

How many people in the class ...

- go to class by car? ☐
- went to the cinema last week? ☐
- go for a walk at the weekend? ☐
- go to a café at lunchtime every day? ☐
- would like to go shopping after class today? ☐
- went to a football match last month? ☐

### Student C

How many people in the class ...

- go to class on foot? ☐
- went to a concert last month? ☐
- went shopping last weekend? ☐
- go to the gym every week? ☐
- would like to go for a swim tomorrow? ☐
- would like to go for a cup of coffee this evening? ☐

### Student D

How many people in the class ...

- go to class by bike? ☐
- go shopping every day? ☐
- would like to go home early today? ☐
- would like to go to a restaurant this evening? ☐
- went for a walk last week? ☐
- went to a museum last month? ☐

# Unit 7 get Wordpower

**START**

1	2 You <b>get</b> to school early – go forward 3 squares	3 You <b>get</b> the wrong bus to school – miss a turn	4	5
10	9 You forgot to <b>get</b> bread – go back 4 squares	8	7 You <b>get</b> to the cinema too late – go back 3 squares	6 You <b>get</b> some good news – go forward 2 squares
11 You <b>get</b> a phone call from a friend and talk for an hour – miss a turn	12 It's hot, so you stop to <b>get</b> a bottle of water – miss a turn	13	14 You <b>get</b> a new job – throw again	15 You <b>get</b> better after a cold – go forward 2 squares
20 You miss the bus, so you <b>get</b> a taxi – go forward 2 squares	19 Your boss <b>gets</b> angry when you make a mistake – go back 3 squares	18	17 You <b>get</b> home late after a night out – go back 4 squares	16
21 You <b>get</b> an invitation to a party – go forward 3 squares	22	23 You <b>get</b> to the airport to meet a friend – throw again	24	25 You <b>get</b> a present from your aunt – go forward 3 spaces
30	29 The party isn't fun. You <b>get</b> your coat and go home – go back four squares	28	27 You <b>get</b> the wrong address to the party – miss a turn	26

**FINISH**

Unit 8

Wordpower

tell / say

Can you _____ me the time?	My cousin sometimes _____ really good jokes.	The teacher _____ us to do our homework yesterday.	They didn't _____ me anything about the party.
Sean always _____ very scary stories.	I don't think she _____ me the truth yesterday.	Did Brian _____ goodbye when he left?	Make sure your brother _____ thank you for the party.
He _____ sorry when he was late for class today.	Matt _____ to Elaine he wanted to go home.	Did you _____ something to me?	Kirsty _____ hello to her teacher every morning.

tell	tells	told	tell
tells	told	say	says
said	said	say	says

# Unit 9

## Wordpower *time*

### Student A

 Read these sentences aloud for your partner to rephrase with the words in brackets.

- 1 You need to practise for many years to play the violin well. (It takes time)
- 2 Did you enjoy the party? (have a good time at)
- 3 This weekend, I want to see my family. (spend time with)
- 4 Alison should study, but she is chatting on her computer. (wasting time)
- 5 It is difficult to know when to study when you work eight hours every day. (find time)
- 6 To get there faster, take a taxi. (save time)



### Student B

 Read these sentences aloud for your partner to rephrase with the words in brackets.

- 1 Anne has a big family so it's difficult for her to know when to relax. (find time)
- 2 To finish your work early, have lunch in your office. (save time)
- 3 Jim is really busy, but he's watching television! (wasting time)
- 4 Bob left work early to see his girlfriend. (spend time with)
- 5 I hope you have fun on your holiday. (a good time)
- 6 I'll need to practise for years to be a very good dancer. (It takes time)

# Unit 10

## Wordpower

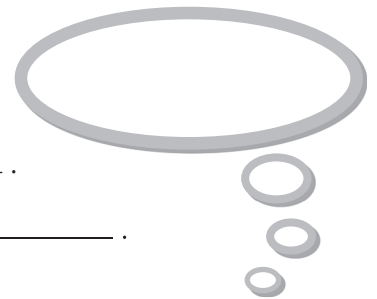
*most*

### Student A

 Complete the sentences with your ideas and then find other students who agree with you.

I think ...

- the **most** hard-working person in the class is \_\_\_\_\_.
- **most** teachers in this school are \_\_\_\_\_.
- that, **most** of all, young people like \_\_\_\_\_.
- the **most** beautiful place in this country is \_\_\_\_\_.
- people in this town spend **most** of their free time \_\_\_\_\_.



### Student B


 Complete the sentences with your ideas and then find other students who agree with you.

I think ...

- **most** people in the class will \_\_\_\_\_ tonight.
- the **most** popular place in this town is \_\_\_\_\_.
- students in this class find \_\_\_\_\_ the **most** difficult thing to do.
- that, **most** of all, tourists enjoy \_\_\_\_\_ in this country.
- the **most** popular food in my country is \_\_\_\_\_.

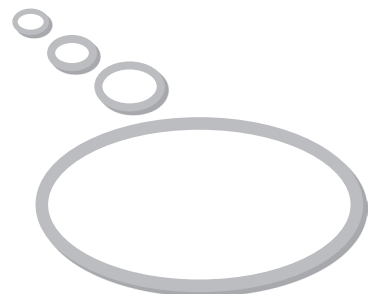


### Student C

 Complete the sentences with your ideas and then find other students who agree with you.

I think ...

- that, **most** days, people in this country feel \_\_\_\_\_.
- the **most** interesting country to travel to is \_\_\_\_\_.
- that, **most** of all, young people today want to become \_\_\_\_\_.
- children like \_\_\_\_\_ **most** of the time.
- **most** of us enjoy \_\_\_\_\_ in class.



# Unit 11

## Wordpower

Multi-word verbs



**lie**

**down**

**lay**

**down**

**grow**

**up**

**grew**

**up**

**call**

**back**

**called**

**back**

**come**

**round**

**came**

**round**

**fill**

**in**

**filled**

**in**

**try**

**on**


**tried**

**on**

# Unit 12

## Wordpower

*take*

 Complete the sentences with your own ideas and then get advice from other students.

I'm going to \_\_\_\_\_ and I don't know what to **take**.

- 1 \_\_\_\_\_ .
- 2 \_\_\_\_\_ .
- 3 \_\_\_\_\_ .

It **takes** me too long to get to \_\_\_\_\_ .

- 1 \_\_\_\_\_ .
- 2 \_\_\_\_\_ .
- 3 \_\_\_\_\_ .

I don't know how to get to \_\_\_\_\_ from here.


- 1 \_\_\_\_\_ .
- 2 \_\_\_\_\_ .
- 3 \_\_\_\_\_ .

I don't feel well. I have a \_\_\_\_\_ and I don't know what to **take**.

- 1 \_\_\_\_\_ .
- 2 \_\_\_\_\_ .
- 3 \_\_\_\_\_ .

# Welcome! Pronunciation

## Phonemic symbols



zoo	who	women	very	walk	window	television	think
time	tour	shirt	shut	sing	picnic	part	put
near	me	man	now	job	the	cold	happy
face	here	eight	chip	dog	breakfast	boy	book



brekfəst	wɪndəʊ	pɪknɪk	tʃɪp	dʒɒb	naʊ	wɔːk	veri
mæn	bɔɪ	hʌɪ	telɪvɪʒən	ʃɜːt	nɪə	hæpi	ʃʌt
fɜːs	θɪŋk	tɑɪm	mɪks	tʊə	bʊk	pɑːt	ðə
kəʊld	dɒg	zuː	sɪŋ	ɜːt	pʊt	heə	wɪmɪn

# 1A Pronunciation

## Syllables and word stress

### Student A

Find the 'odd word out'.

1 country 2 December 3 station 4 table 5 green 6 magic

7 away 8 football 9 people 10 beautiful 11 Japanese 12 university



### Student B

Find the 'odd word out'.

1 orange 2 grandmother 3 address 4 chair 5 asleep 6 kitchen

7 strange 8 believe 9 teacher 10 magazine 11 important 12 international



### Student C

Find the 'odd word out'.

1 again 2 banana 3 machine 4 door 5 place 6 computer

7 plays 8 doctor 9 hotel 10 elephant 11 remember 12 pronunciation

# 1B Pronunciation

Sound and spelling: /k/

## Activity A

Find your way from *back* to *school*. You can move across → or down ↓ through squares where there is a /k/ sound. Say the words.

back	car	sock	each
city	chance	cool	ice
cheese	kind	keep	catch
cinema	bike	match	watch
church	OK	quiet	school

## Activity B

1 Complete the table with words from A to make a test for other students. Write:

- two pairs with two /k/ words
- two pairs with one /k/ word
- two pairs without a /k/ word

Word 1	Word 2	Answer
1 back	city	1
2		
3		
4		
5		
6		
7		

2 Swap tests with other students and write the number of /k/ words in the table: 2, 1 or 0?

# 2A Pronunciation

## -s endings

### Questions Card

 Find the correct answers to these questions. Their -s endings have an extra syllable.

1 How does she go to work?	2 What's his job?	3 Does he have a hobby?
4 Will she do it?	5 Why is he so sad?	6 Is the shop open?
7 Is it the same?	8 Is the game over?	9 Where does the train go?
10 What's her hobby?	11 How does it work?	12 Is it a good business?



### Answers Card A

1 She <b>gets</b> the bus.	2 He <b>teaches</b> French.	3 He <b>takes</b> dancing lessons.
4 She <b>promises</b> to.	5 He <b>needs</b> a holiday.	6 No, it <b>closes</b> at seven.
7 No, it <b>changes</b> every day.	8 It <b>looks</b> that way.	9 It <b>passes</b> Oxford.
10 She <b>plays</b> tennis.	11 It <b>has</b> a battery.	12 No, it <b>needs</b> a new manager.



### Answers Card B

1 She <b>catches</b> the train.	2 He <b>works</b> in a factory.	3 He <b>plays</b> computer games.
4 She <b>says</b> she will.	5 He <b>misses</b> his wife.	6 No, but it <b>opens</b> again soon.
7 Yes, it always <b>looks</b> like that.	8 John <b>says</b> it is.	9 It <b>goes</b> past Oxford.
10 She <b>dances</b> the tango.	11 It <b>uses</b> electricity.	12 Yes, it <b>makes</b> a lot of money.



### Answers Card C

1 She <b>walks</b> there.	2 He <b>makes</b> computers.	3 He <b>watches</b> a lot of TV.
4 She really <b>wants</b> to.	5 He <b>lives</b> alone.	6 Yes, it <b>works</b> 24 hours.
7 It <b>seems</b> to be.	8 It <b>finishes</b> soon.	9 The driver <b>knows</b> .
10 She <b>goes</b> swimming.	11 It <b>needs</b> two batteries.	12 No, it <b>loses</b> a lot of money.

# 20 Pronunciation

Sound and spelling: *ou*

### Activity A

Add *ou* to the words below and write them in the table.

snd	abt	fr	neighbr	t	fams	yr
rnd	frteen	favrite	dangers	hr	ld	

colour /ə/	course /ɔː/	house /aʊ/
		sound


### Activity B

 Read the clues. For each one, say a word from A.

- 1 Not in. *out*
- 2 Red, blue, green.
- 3 You live here.
- 4  $3 + 1 = ?$
- 5 You play golf on this.
- 6 The moon, an orange and a face are this.
- 7 Music makes this.
- 8 What you like very much.
- 9 The person next to you.
- 10 Not quiet.



### Activity C

 Ask and answer the questions.

- 1 What is your favourite colour?
- 2 Do you like your neighbours?
- 3 Do you want to be famous?
- 4 Do you live in a house or a flat?
- 5 What course would you like to do?
- 6 Where do you like to go out?
- 7 Do you do a dangerous sport?
- 8 Tell me one thing about your town / city.

# 3A Pronunciation

## Sound and spelling: /aɪ/ and /eɪ/

- 1 Write the words in the grid. 1–6 are /aɪ/ words and 7–12 are /eɪ/ words.

break day eight find July night plane rain table time try why

**You**

6						
5						
4						
3						
2						
1 find						
/aɪ/ /eɪ/	7 break	8	9	10	11	12

**Your partner**

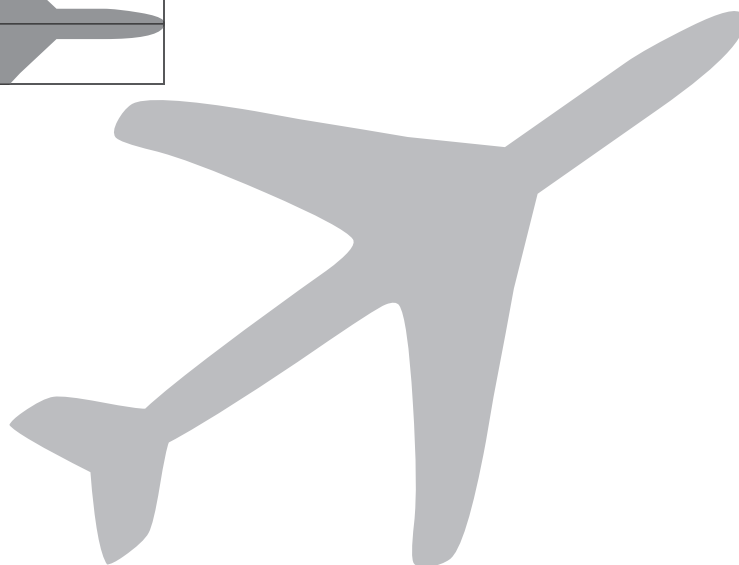
6						
5						
4						
3						
2						
1 find						
/aɪ/ /eɪ/	7 break	8	9	10	11	12

- 2 Draw three planes in your grid:

one plane → four squares




- 3 Play *Battleplanes* in pairs.



# 3C Pronunciation

## Main stress

### Activity A

 Underline the main stress in the replies. Then practise the questions and answers with a partner.

- 1 Where do you come from? I'm from Manchester.
- 2 What do you do? I'm a manager in a small company.
- 3 And do you like it? I do.
- 4 Have you got any brothers or sisters? I've got a sister.
- 5 What is your favourite drink? Tea, probably.
- 6 And what about food? I like pizza a lot.
- 7 Why are you studying English? My boss wants me to.
- 8 Can you speak any other languages? I know Spanish quite well.
- 9 What sports do you do? Swimming is my favourite type of exercise.
- 10 Do you often go to the cinema? Maybe twice a month.
- 11 How do you get to college / work? I walk there.
- 12 What time do you usually get up? About seven o'clock.
- 13 What present do you want for your next birthday? A bicycle would be nice.
- 14 What do you do in your free time? I play the guitar.
- 15 Where do you like to go on holiday? I like beach holidays.
- 16 Do you have any plans for the future? To have my own business.

### Activity B

 Ask and answer the questions with your own answers.

# 4A Pronunciation

Sound and spelling: *ea*



chair	lake	feet	pair
sheep	grape	museum	these
today	where	beans	bear
eighteen	take	eat	pear
sea	read	fair	wake
tea	air	feel	share
please	cake	hair	east

# 4C Pronunciation

## Word groups

### Activity A

☞ Mark the word groups in these jokes. Then tell the jokes in class.

1

"Waiter, | there's a dead fly | in my soup!"  
"Yes, Sir, | the hot water kills them."

2

"For my starter, I'll have a pizza. Will it be long?"  
"Sorry, but we only have round ones."

3

"Stop, your finger is in the coffee!"  
"Don't worry, it's not hot."

4

"For my main course, I'd like chicken."  
"What with, Madam?"  
"A knife and fork."

5

"There are no tomatoes, not one, in this tomato soup!"  
"Sure, and there are no Greeks, none at all, in the Greek salad."

6

"Young man, there's a fly in my drink!"  
"Don't worry, it's free."

7

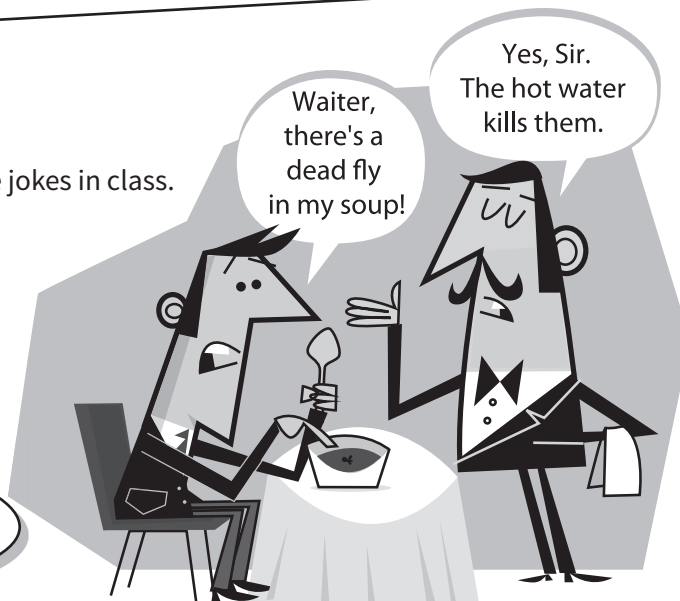
"This fish is not fresh!"  
"Well, it was last week."

8

"I don't like this soup, I really don't."  
"No, but the fly does."

9

"This steak tastes funny, very funny."  
"Funny? Why aren't you laughing?"



### Activity B

1 Student A, you are the waiter / waitress. Student B, you are the customer.

Mark the word groups in your part of the dialogue with |.

#### Waiter / Waitress

- And to start with what would you like?
- Sorry what soup?
- I see and what about your main course?
- Mushroom soup are you sure? That's tomato soup and then mushroom soup?
- What about dessert soup as well?
- So let me get this right. Three soups first tomato and then mushroom and vegetable for dessert.
- Why don't you have much time?

#### Customer

- For my starter I'll have tomato soup.
- Tomato soup I said tomato.
- Well let me look at the menu. The mushroom soup looks good very good.
- That's right Waiter / Waitress.
- I think so maybe the vegetable.
- Perfect but don't take too long.
- No I don't because

2 ☞ Finish the customer's last sentence. Then act out the dialogue.

# 5A Pronunciation

Sound and spelling: /b/ and /p/; *there is* and *there are*

## Student A

- 1 Label the picture with the words in the box and practise saying them.

**p**ark **p**eople **p**icnic **p**ainting **p**izza **b**ottles  
**b**lanket **b**oy **b**oat **b**ridge **b**all **b**ird



- 2 Find eight differences between your picture and Student B's picture.

In my picture,  
there's a bridge.



## Student B

- 1 Label the picture with the words in the box and practise saying them.

**p**ark **p**eople **p**icnic **p**lates **b**ook **b**urgers  
**b**lanket **b**oy **b**oat **b**ridge **b**ike **b**ird



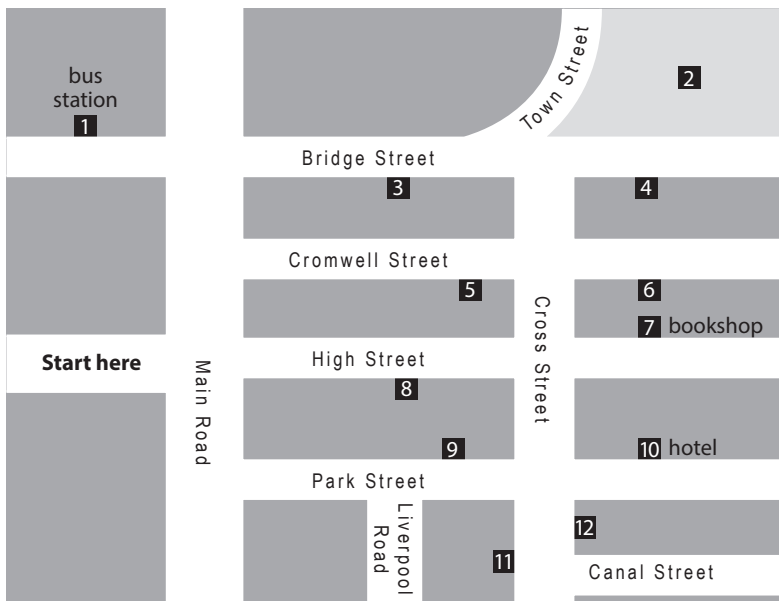
- 2 Find eight differences between your picture and Student A's picture.

In my picture,  
there's a bridge.

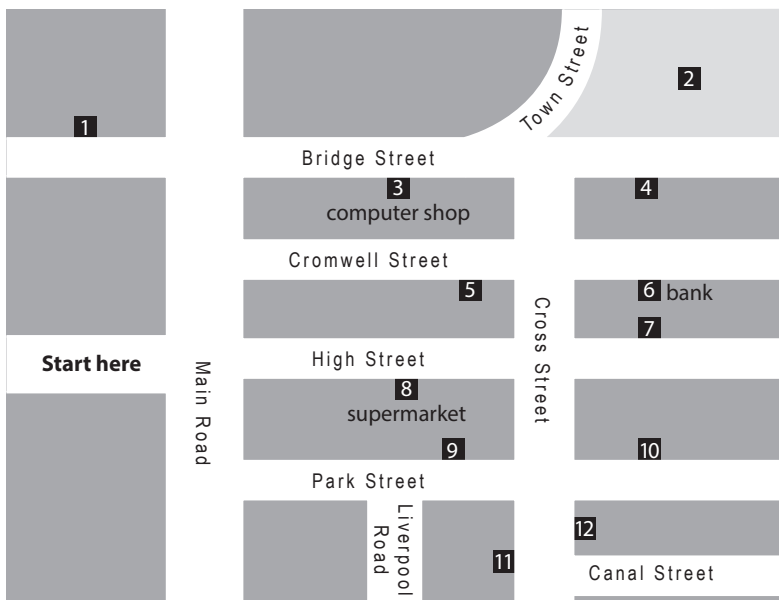
# 50 Pronunciation

## Sentence stress

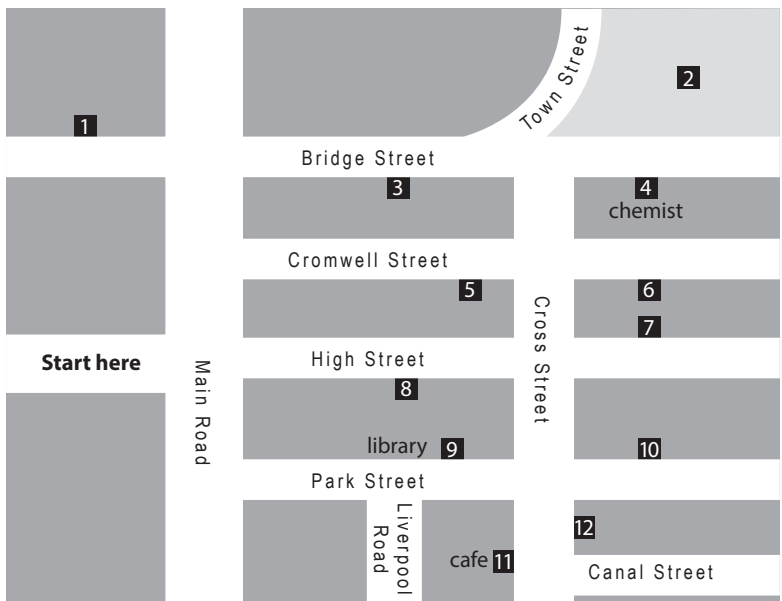
Student A



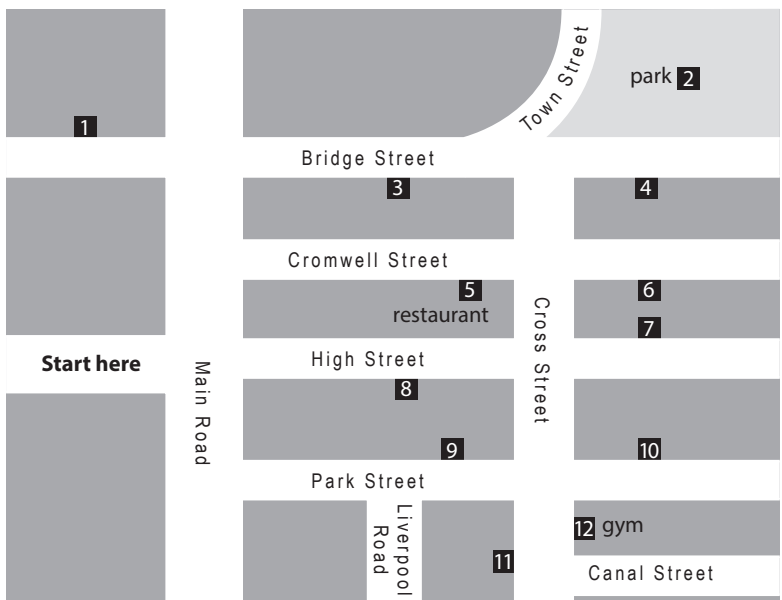
Student B



Student C



Student D



# 6A Pronunciation

## was / were

There was a very expensive painting at the home of Sir Alex Lohan. There was a party at his house last night and one of the guests stole it at about 9:30 pm. Who was it? The police interviewed the guests. You all have different pieces of information. Tell each other what you know, fill in the table and find out who took the painting.

	Tom and Sarah Swift	Dr Cooper	Kylie Smith	Zac Peters	Ben and Lucy Rowland
Relationship with Sir Alex					
Where were they?					
What time were they there?					
Who was with them?					
Other information					

Tom and Sarah Swift <b>were</b> business partners of Sir Alex.	Dr Cooper <b>was</b> Sir Alex's personal doctor.	Kylie Smith <b>was</b> Sir Alex's ex-wife.	Zac Peters <b>was</b> Sir Alex's friend.	The other two people <b>were</b> Sir Alex's neighbours.
Tom and Sarah <b>were</b> in the library.	Dr Cooper <b>was</b> in the kitchen.	His ex-wife <b>was</b> in the dining room.	Zac <b>was</b> in the living room.	Ben and Lucy <b>were</b> in the garden.
Tom and Sarah <b>were</b> there from 8 – 10 pm.	Dr Cooper <b>was</b> there from 9 – 10 pm.	Kylie didn't remember when she <b>was</b> there.	Zac <b>was</b> there at about 9 pm.	Ben and Lucy <b>were</b> there all evening.
His business partners <b>were</b> with some other guests.	Dr Cooper <b>was</b> with the cook.	Kylie <b>was</b> alone.	Zac Peters <b>was</b> with a lot of people.	Ben and Lucy <b>were</b> with Dr Cooper.
Tom and Sarah <b>were</b> unhappy with their business partner.	There <b>was</b> \$20,000 in the doctor's medicine bag.	Sir Alex's ex-wife <b>was</b> an art collector.	Zac remembered the cook <b>was</b> ill.	The two neighbours <b>were</b> nervous in the interview.

# 6B Pronunciation

*-ed* endings; Sound and spelling: /ʌ/ and /ʊ/

### Activity A

☞ Tick ✓ eight *-ed* words that have an extra syllable. Practise saying them.

answered arrived asked chatted closed decided hated  
invited laughed liked looked needed opened phoned  
remembered hurried shouted waited wanted

### Activity B

☞ Complete the story with the verbs you ticked in A. Then read it aloud.

Last Saturday, my friend Jane <sup>1</sup> *invited* me to her birthday party. I <sup>2</sup> \_\_\_\_\_ to buy her a present, but I didn't know what she <sup>3</sup> \_\_\_\_\_. So, I phoned our friend Simon. We <sup>4</sup> \_\_\_\_\_ for a bit and I asked him about Jane's present. Simon remembered that Jane <sup>5</sup> \_\_\_\_\_ fast food and she really loved cooking. 'How about a cookery book?' I asked him. Simon answered, 'Nice idea, she'll like that.'

We arrived at Jane's house on Saturday night and <sup>6</sup> \_\_\_\_\_ for her to come to the door. Jane opened the door and closed it again quickly. Simon and I looked at each other. There was a strange smell ... Jane <sup>7</sup> \_\_\_\_\_, 'Help!' We hurried inside. 'Oh dear. She <sup>8</sup> \_\_\_\_\_ your present before the party!' laughed Simon.



### Activity C

Look at the picture of Jane's kitchen for one minute. Remember as many things as you can.



### Activity D

☞ Write the /ʌ/ and /ʊ/ words in the picture in C in the table. Practise saying them.

much /ʌ/	put /ʊ/
oven	cook

# 7A Pronunciation

*did you*

## Student A

- 1 Choose three questions to dictate to your partner.
- 2 Write down the questions they dictate to you.
- 3 Ask and answer the questions.
- 4 Together, choose five questions to ask other students.

**Did you** really want to come to class today?

**Who did you** talk to on the phone yesterday?

Where **did you** last go on holiday?

How many pets **did you** have when you were a child?

When **did you** last go to the cinema?

When **did you** get your first mobile phone?

How **did you** celebrate your last birthday?

\_\_\_\_\_ ?  
\_\_\_\_\_ ?  
\_\_\_\_\_ ?



## Student B

- 1 Choose three questions to dictate to your partner.
- 2 Write down the questions they dictate to you.
- 3 Ask and answer the questions.
- 4 Together, choose five questions to ask other students.

**Did you** watch anything interesting on TV yesterday?

**Which job did you** want to do when you were young?

What **did you** have for breakfast today?

**Did you** have a favourite teacher when you were a child?

Where **did you** get those shoes?


How **did you** feel on your first day in this class?

When **did you** last feel angry / annoyed?

\_\_\_\_\_ ?  
\_\_\_\_\_ ?  
\_\_\_\_\_ ?

# 7B Pronunciation


## Word stress



<b>listen</b>	<b>Japan</b>	<b>describe</b>	<b>expensive</b>	<b>television</b>
<b>opposite</b>	<b>decided</b>	<b>electronics</b>	<b>photograph</b>	<b>women</b>
<b>reservation</b>	<b>message</b>	<b>surprising</b>	<b>invitation</b>	<b>customer</b>
<b>became</b>	<b>projector</b>	<b>breakfast</b>	<b>prefer</b>	<b>telephone</b>
<b>fantastic</b>	<b>bicycle</b>	<b>directions</b>	<b>mobile</b>	<b>Chinese</b>
<b>ferry</b>	<b>Argentina</b>	<b>exam</b>	<b>comfortable</b>	<b>conversation</b>
<b>information</b>	<b>tourist</b>	<b>hotel</b>	<b>picture</b>	<b>important</b>
<b>dictionary</b>	<b>dangerous</b>	<b>beginning</b>	<b>July</b>	<b>Pakistani</b>

# 8A Pronunciation

## *can / can't, could / couldn't*

 Work with a partner to find your way home.

**1**

You are travelling by sea when there is a storm. Your boat goes down but you can swim well so you swim to an island. Do you walk down the beach (10) or do you go through the forest (15)?

**2**

The man wakes up. He is very sleepy. You can still steal the map (20) or you have to wait and see what he says (12).

**3**

The woman takes you to her village. They are making some food. You can smell something strange. You don't have to eat but you are hungry. Go to 11 to have food and 9 to say no.

**4**

The horse can go really fast and soon you can see a village. These people can help you. You can finally go home! Well done!

**5**

You walk on and then you can see a light in a tree. There is a tree house and a man is asleep there. He has a map! You have to take it! Do you wake him up (2) or just steal the map (20)?

**10**

A woman comes to you. You can't understand her very well but she says you have to go with her. Do you go with her (3) or run away (7)?

**9**

The people are angry! In their culture, you can't say no to their food. Go to 11 to eat with them or you can run away to 17.

**8**

You walk for hours and hours, but you can't get anywhere. You can't get off the island and you have to start again. Go to 1.

**7**

You can't go very far because soon there is a really big egg in front of you. Do you break it (18) or run into the forest (5)?

**6**

Can you really swim 5 km in cold water? No, you can't. Nobody can. You have to start your adventure again. Go to 1.

**11**

Great food! You eat all you can and then go back to the beach. Turn left (7) or right (16).

**12**

The man can help you. He gives you the map and you can see how to get off the island. You can go home now. Well done!

**13**

You don't have to walk all the way because you can see a horse by the side of the lake. Do you get on the horse (14) or just walk (8)?

**14**

Can you ride? If you can, go to 4 and if you can't, go to 21.

**15**

It is very dark and you can't see anything in the forest. Do you go back to the beach (10) or go on through the forest (5)?

**16**

There is a lake here. You can't see the other side, but remember you can swim well. You can swim across (6), you can stay where you are (19) or you can walk on (13).

**21**

You fall off the horse and break your leg. You can't walk now. You have to start your adventure again. Go to 1.

**20**

That was a bad idea. The man can hear you. He wakes up and throws you out of his tree. You can't walk for now so you have to rest and start your adventure again. Go to 1.

**19**

Come on! You can't stay here all day! You can choose between swimming (6) or walking (13). You have to choose now!

**18**

You can't break the egg and a big angry bird flies up and takes you away. You have to start your adventure again. Go to 1.

**17**

You run and run. There are now three paths and you can't go back! You can go straight ahead (19), you can turn left (7) or you can turn right (16).

# 8C Pronunciation

## Joining words

### Student A

- 1 Read the story. Mark the /t/ and /d/ sounds that join onto the next words with this symbol ㄣ.

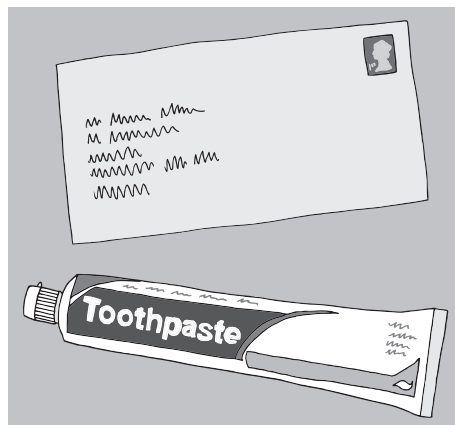
An old man went into \_\_\_\_\_ and asked to see the boss. \_\_\_\_\_, and after a short time, the boss came out of his office. He \_\_\_\_\_, and the man said to him he had a really simple idea to make the company millions of pounds \_\_\_\_\_ . He asked for eight thousand pounds.

The boss was \_\_\_\_\_. He didn't know what to do so \_\_\_\_\_ and talked to his wife, and \_\_\_\_\_. He still couldn't decide.

\_\_\_\_\_, after a night with no sleep, he

\_\_\_\_\_. He gave him eight thousand pounds, \_\_\_\_\_.

Inside the envelope was \_\_\_\_\_ with the words ...



- 2 Read your story with a partner and write down the missing words.

What words were on the paper?



### Student B

- 1 Read the story. Mark the /t/ and /d/ sounds that join onto the next words with this symbol ㄣ.

An old man went into a toothpaste factory and

\_\_\_\_\_. The receptionist told the

man to wait, \_\_\_\_\_, the boss came out of his office. He asked politely what the man wanted, and

\_\_\_\_\_ to make the company millions of pounds starting the very next day. \_\_\_\_\_.

The boss was very surprised when he heard this. He

\_\_\_\_\_ so he emailed the factory

manager and \_\_\_\_\_, and asked them

for advice. He \_\_\_\_\_. The next day,

after \_\_\_\_\_, he invited the old man

to come back to the office. He \_\_\_\_\_, and the man gave him an envelope.

\_\_\_\_\_ was a piece of white paper with the words ...



- 2 Read your story with a partner and write down the missing words.

What words were on the paper?

# 9A Pronunciation

## Stress in compound nouns



course	book	credit	card	book	shop
bus	stop	clothes	shop	police	station
dining	room	table	tennis	traffic	light
play	ground	computer	games	news	paper
country	side	week	end	department	store
tooth	ache	motor	bike	key	board
digital	camera	mobile	phone	car	park
information	desk	cash	machine	main	course
arm	chair	guide	book	hand	bag
beach	ball	pencil	case	pen	friend

# 9B Pronunciation

Sound and spelling: *o*



<p><b>The Beatles were a pop _____.</b></p> <p>(group /u:/)</p>	<p><b>Put on your shoes and _____.</b></p> <p>(socks /ɒ/)</p>	<p><b>One of your parents.</b></p> <p>(mother /ʌ/)</p>	<p><b>Not hot.</b></p> <p>(cold /əʊ/)</p>
<p><b>A _____ = many.</b></p> <p>(lot /ɒ/)</p>	<p><b>A big shoe.</b></p> <p>(boot /u:/)</p>	<p><b>The opposite of go.</b></p> <p>(come /ʌ/)</p>	<p><b>The past tense of drive.</b></p> <p>(drove /əʊ/)</p>
<p><b>The first day of the week.</b></p> <p>(Monday /ʌ/)</p>	<p><b>1 + 1 = ...</b></p> <p>(two /u:/)</p>	<p><b>Where you live.</b></p> <p>(home /əʊ/)</p>	<p><b>You wear these on your hands.</b></p> <p>(gloves /ʌ/)</p>
<p><b>Between May and July.</b></p> <p>(June /u:/)</p>	<p><b>You eat ice cream with this.</b></p> <p>(spoon /u:/)</p>	<p><b>You go here if you are sick.</b></p> <p>(hospital /ɒ/)</p>	<p><b>This says the time.</b></p> <p>(clock /ɒ/)</p>
<p><b>With a camera, take a ...</b></p> <p>(photo /əʊ/)</p>	<p><b>The opposite of hate.</b></p> <p>(love /ʌ/)</p>	<p><b>For example, two weeks in summer by the sea.</b></p> <p>(holiday /ɒ/)</p>	<p><b>Apples, bananas, pears, etc.</b></p> <p>(fruit /u:/)</p>

# 10A Pronunciation

## Revision of phonemic symbols

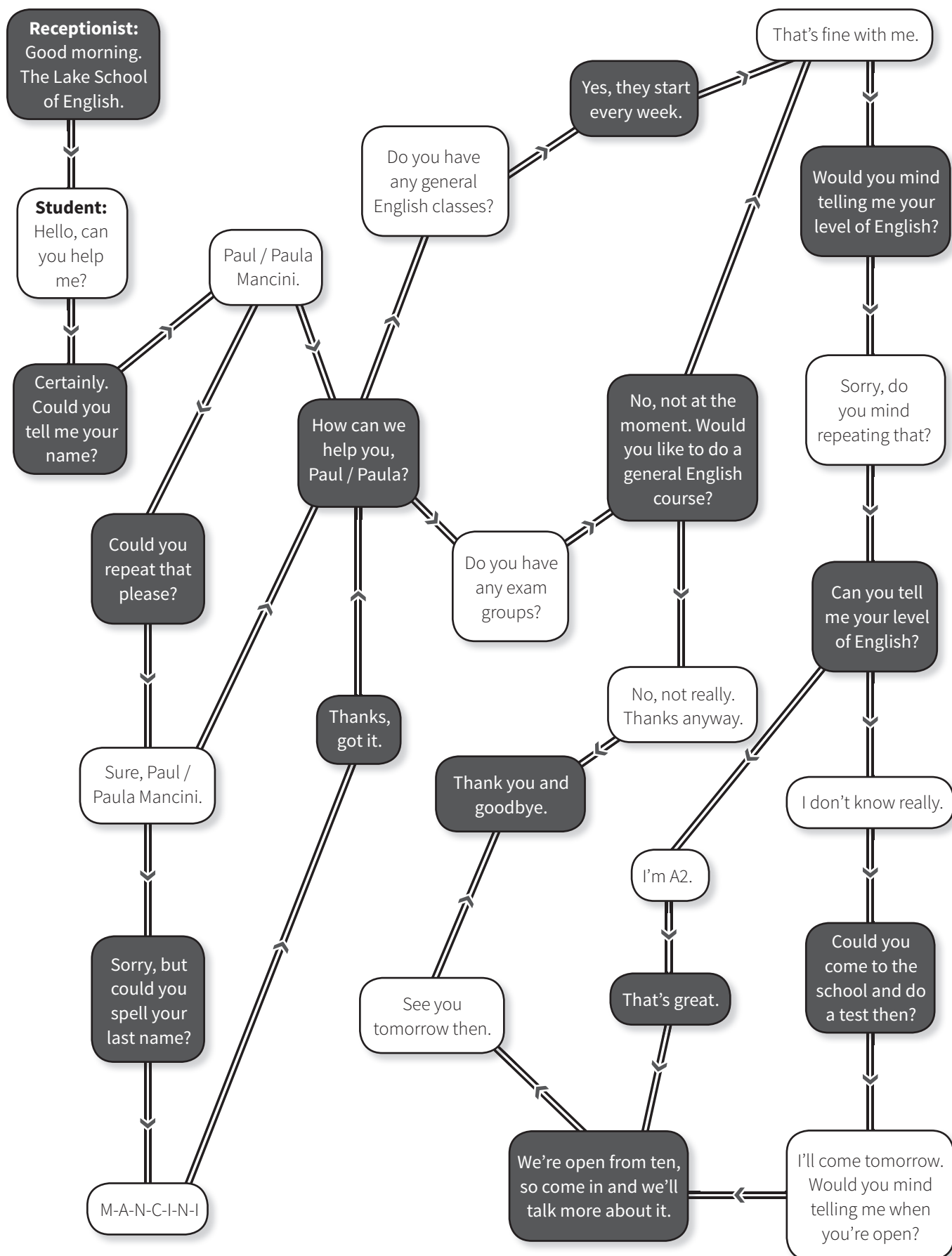
Find the transcriptions of these words in the word search, across → or down ↓.

banana	drink	finish	glass	museum
number	plate	sandwich	tennis	woman

s	z	ʌ	n	t	f	i	s	aɪ	d
æ	θ	i	ə	t	ɪ	ʒ	i	e	r
n	b	ə	n	ɑ:	n	ə	n	l	ɪ
w	æ	m	p	uː	ɪ	tʃ	ʌ	i	n
ɪ	g	əʊ	ɪ	tʃ	ʃ	uː	m	w	k
ɔʒ	ə	t	e	n	ɪ	s	b	ʊ	d
h	z	m	j	uː	z	iː	ə	m	b
p	iː	w	ɔː	t	ə	n	aɪ	ə	ə
p	l	eɪ	t	iː	ŋ	tʃ	k	n	h
g	l	ɑ:	s	p	ei	ʃ	ə	n	v

# 100 Pronunciation

## Main stress in requests



# 11A Pronunciation

Sound and spelling: /ɜː/

## Activity A

Find your way from *girl* to *nurse*. You can move across → or down ↓ through squares where there is an /ɜː/ sound. Say the words.

girl	heard	wear	turn	circle	work
best	birthday	beard	bird	leave	Germany
real	university	were	journalist	ear	learn
feel	bread	cream	walk	dream	early
least	hear	sea	read	here	shirt
short	easy	leave	better	worst	nurse

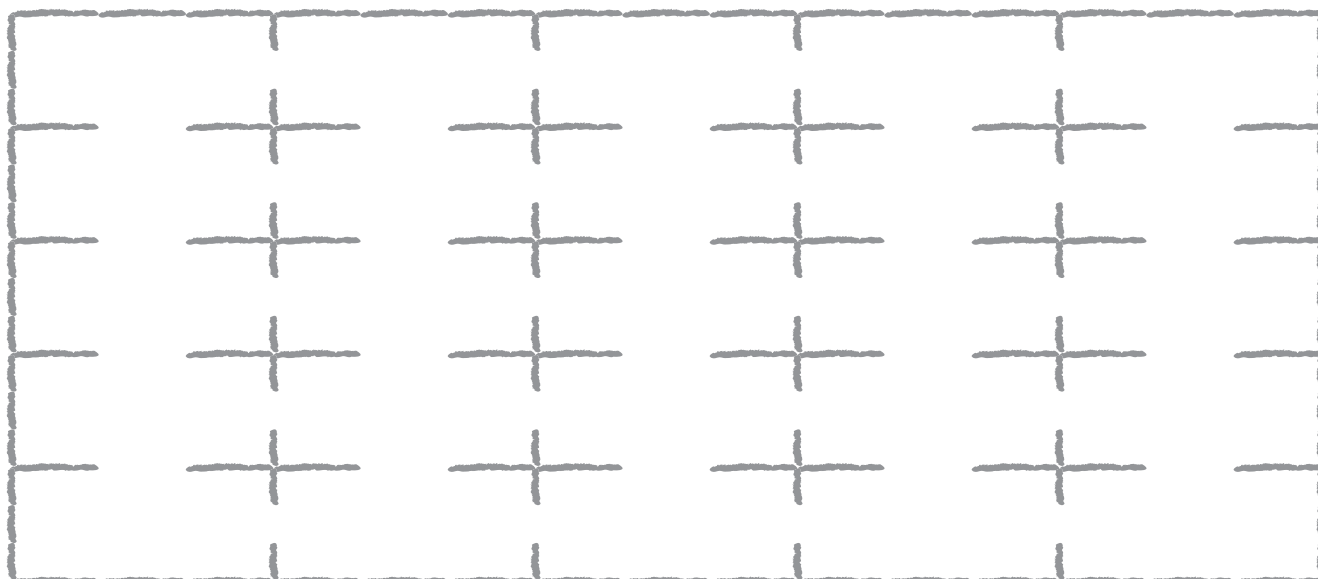
## Activity B

Circle the words in the box with the /ɜː/ sound and practise saying them.

bear   cheese   church   fear   first   journey   more   prefer   present   purse  
 reserve   there   think   third   thirteen   Thursday   verb   won't   worse

## Activity C

Make your own maze with words from A and B. Exchange it with another student's and find your way through theirs.



# 11C Pronunciation

## Main stress and tone

### Student A

1 Read statements 1–6 to Student B. Student B responds.

- |                                   |                                |
|-----------------------------------|--------------------------------|
| 1 I really like tennis.           | 4 I hope it'll be alright.     |
| 2 Laura went to Spain on holiday. | 5 They've finished everything. |
| 3 We need a new car.              | 6 It's very easy to do.        |

2 Listen to Student B's statements 7–13. Choose the correct response and say it.  
Circle the letter that goes with it.

<b>7</b> Do I? <b>A</b> Am I? <b>D</b> Have I? <b>O</b>	<b>8</b> Have you? <b>L</b> Were you? <b>H</b> Did you? <b>I</b>	<b>9</b> Me too. <b>B</b> Me neither. <b>N</b> I don't. <b>U</b>	<b>10</b> Did she? <b>G</b> Does she? <b>I</b> Has she? <b>M</b>	<b>11</b> Will he? <b>E</b> Has she? <b>C</b> Does she? <b>A</b>	<b>12</b> Do they? <b>N</b> Are they? <b>A</b> Have they? <b>O</b>	<b>13</b> Was it? <b>E</b> It too. <b>S</b> Has it? <b>T</b>
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3 Put your 13 letters together. If they're correct, they make a word.



### Student B

1 Listen to Student A's statements 1–6. Choose the correct response and say it. Circle the letter that goes with it.

<b>1</b> Are you? <b>C</b> Do you? <b>E</b> Did you? <b>T</b>	<b>2</b> Did she? <b>N</b> Has she? <b>I</b> Was she? <b>P</b>	<b>3</b> Have we? <b>R</b> Did we? <b>O</b> Do we? <b>T</b>	<b>4</b> Me neither! <b>U</b> Me too! <b>E</b> I do! <b>A</b>	<b>5</b> Have they? <b>R</b> Do they? <b>S</b> Did they? <b>N</b>	<b>6</b> Does it? <b>C</b> Is it? <b>T</b> Has it? <b>E</b>
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2 Read statements 7–13 to Student A. Student A responds.

- |                                   |                              |
|-----------------------------------|------------------------------|
| 7 You know the whole story.       | 11 He'll do it one day.      |
| 8 We found some money outside.    | 12 They speak English there. |
| 9 I just don't know.              | 13 It's got a strange name.  |
| 10 My wife has started a new job. |                              |

3 Put your 13 letters together. If they're correct, they make a word.

# 1201 Pronunciation

## Tones for showing surprise

 Make eight sentences about the ideas below. Tell your partner, and respond to your partner's with surprise.

**an extreme sport  
you've tried**

**strange food you've  
eaten or want to try**

**a bad habit  
you have**

**a dangerous situation  
you've been in**

**an unusual job  
you've done**

**a famous person  
you've seen in real life**

**an unusual place you've  
been to or want to visit**

**a competition or  
game you've won**

**a strange present  
you've had**

**a plan for the future  
you have**

**something unusual that  
happened when you were  
going somewhere**

**some news you've  
heard or read**

**something you've  
found or lost**

**a problem  
you have**

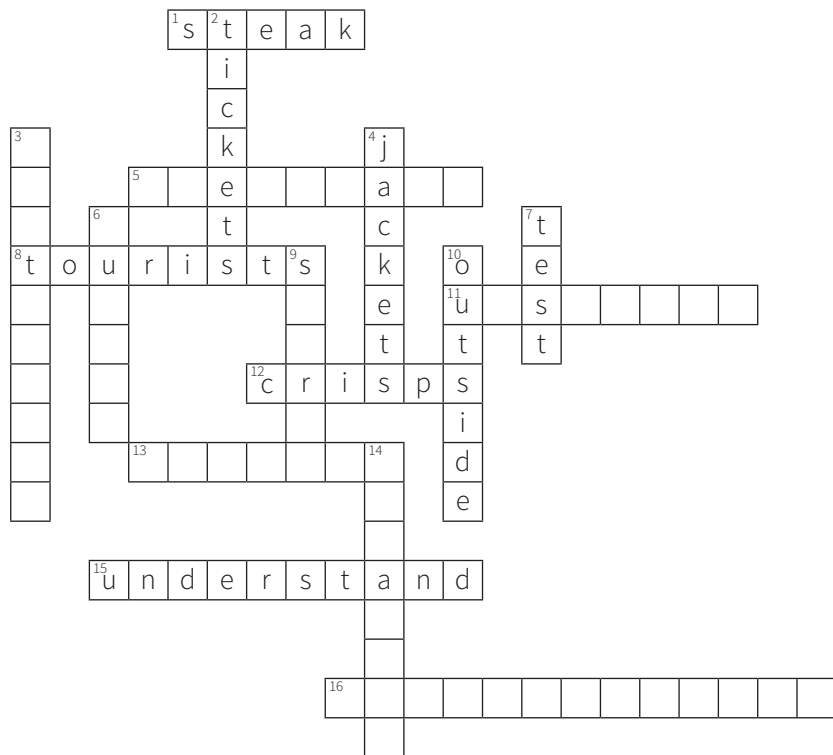
**something / someone  
that makes you angry**

# 12C2 Pronunciation

## Consonant groups

### Student A

 Do the crossword. Student B will give you clues for your missing words.



#### Across

- 1 a thick, flat piece of meat, often from a cow
- 8 people on holiday
- 12 a potato snack in a bag
- 15 Please repeat that, I don't \_\_\_\_\_.

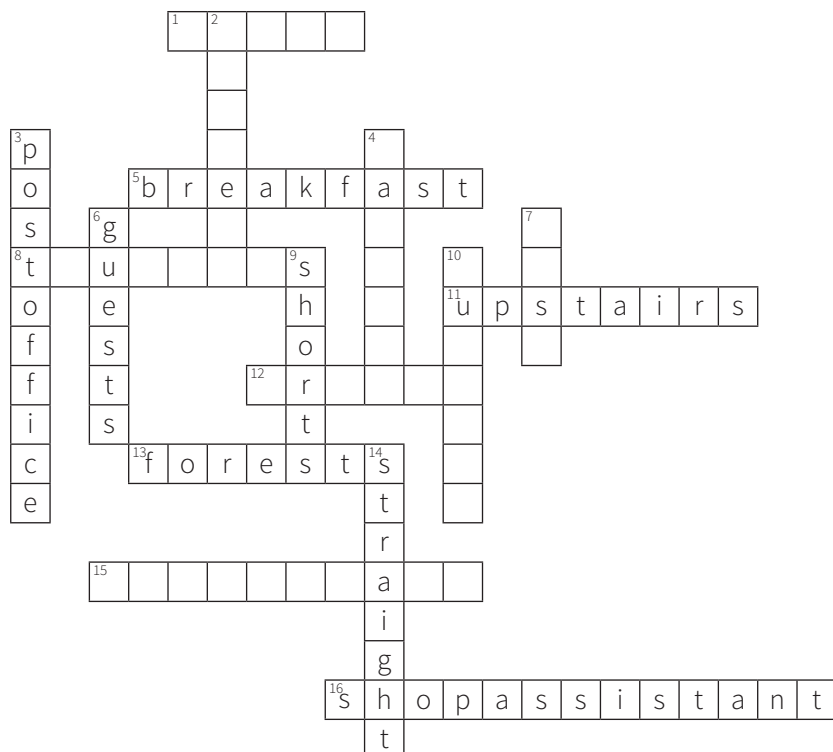
#### Down

- 2 I bought two \_\_\_\_\_ for the theatre.
- 4 People wear them when they go out.
- 7 a set of questions to find out what you know
- 10 Let's go \_\_\_\_\_ to the garden.



### Student B

 Do the crossword. Student A will give you clues for your missing words.



#### Across

- 5 You eat this when you wake up.
- 11 the opposite of downstairs
- 13 places with a lot of trees
- 16 He / She works in a shop. (2 words)

#### Down

- 3 You send letters from here. (2 words)
- 6 They stay in hotels.
- 9 You wear these on your legs on a hot day.
- 14 Not curly, but \_\_\_\_\_ hair.