



OPEN WORLD

A2**KEY****TEACHER'S
BOOK**with Downloadable
Resource Pack**Jessica Smith**

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BREAKING BANE 241

HOW TO USE THE STUDENT'S BOOK

WELCOME TO OPEN WORLD THE COURSE THAT TAKES YOUR STUDENTS FURTHER

Learn about the features in the Student's Book

Large images at the start of each unit introduce the topic and get students talking

2 CHANGING WORLD

VOCABULARY
SEASONS AND MONTHS

1 Look at the weather in the photos. Discuss the questions in pairs.
2 Which place is like the weather in your country today?
3 What kind of weather do you like best? Why?
4 Listen to Sonia describing her friends' holiday photos (A-D) and answer the questions.
Which photo ...
1 is Sonia's photo from her holiday in Iceland?
2 is from a trip to New York?
3 shows a forest in France?
4 shows a park in Japan?

5 Listen to Sonia again and check.

6 Complete the sentences with the words in the box. Listen again and check.
Autumn spring summer winter

1 It shows the view from the window of his hotel. I think it's December or January - it's definitely ...
2 That one is from his trip to Kyoto with his family in ... - it's April or May, I think.
3 My friend Nicholas visits his grandparents in the forest of Oxford every ... - I think this photo is from October or November.
4 Look at the clear, green sea. Isn't it beautiful? It's a perfect ... day or the end of July.

DID YOU KNOW?
Between English speakers say Fall, but in the US people say autumn.

VOCABULARY
WEATHER

1 What do you do at the weekend when the weather is very hot or very cold? Where do you go? What do you wear?

2 Read the texts (1-3) and match with the photos (A-C).

1 ALEX
My brother is living in Antarctica at the moment. He's studying the weather there. It doesn't usually get cold - you can use a 2 in winter. The temperature is usually freezing and the ground is icy. It's also getting warmer and the ice is getting thinner. And this changing weather is a problem for people everywhere.

2 VILAY
I'm staying with my cousin in Maastricht in the Netherlands for a month. It's the rainy season, so the weather is very wet. It's raining today. As about the village is famous for its often cloudy and foggy. In the summer, there are big storms with thunder and lightning. But our rainy seasons are changing too and bringing floods to some areas.

3 VERONICA
I've moved to living in the Caribbean. I live in the Caribbean. There aren't many clouds in the bright blue sky and there's hot sun all day long in summer. Of course, it's also very dry. When the sun is shining, like it is today, the temperature sometimes goes up to 30°C. In the winter and at night, it can be cool. Here too, the weather is changing and small changes can be a big problem for plants and animals here.

3 Look at the words in purple in the text and the examples below and complete the rules.
sun = sunny rain = rainy snow = snowy
storm = stormy fog = foggy cloud = cloudy
To change some weather nouns into adjectives, we add ...

4 Work in pairs and discuss the questions.
1 How do you feel when there's a storm?
2 What problems can there be in your country if there isn't enough rain?
3 Is the weather changing in your country? Is this a problem?

UNIT 2 CHANGING WORLD 27

EXAM TRAINING

'Training' exam tasks provide guidance and tips on each part of the exam

DID YOU KNOW?

Students learn the differences between British English and American English

GRAMMAR
PRESENT CONTINUOUS

GRAMMAR ON THE MOVE
Watch the video

1 Read the examples and match them with the rules.
a My brother is going to the airport at the moment.
b It's raining heavily. It's not possible at this time.

2 Use the present continuous to talk about:
1 actions that are happening now
2 situations that are temporary
3 future plans
4 positive and negative
5 feelings
6 temporary states
7 actions that are happening now
8 actions that are happening now
9 actions that are happening now
10 actions that are happening now

GRAMMAR REFERENCE page 200

3 Choose the correct options to complete the dialogues.
Emma: What are you doing, Tom? He's raining!
Tom: I'm heading for the beach. It's amazing! Look at those black clouds.
Emma: But the sun is shining! You're coming in through the window and we're all getting wet.
Kate: Do you know where I'll find my hat? I'm going to the beach at the moment. It's a great idea. The weather is warm and sunny. I'm on a rock and ... all the photos and I ... you. Life is great! I hope you ... your holidays, too. Alexandra x

4 Complete the questions with the verb in brackets.
Ask and answer in pairs.
1 What are you doing right now? (sit)
2 What are you doing now? (read)
3 Why are you smiling? (be)
4 What are you doing now? (be)
5 What are you doing now? (be)

LISTENING PART 2 TRAINING

1 Do you like going on trips to the countryside? Where do you like going? What do you like doing there?
2 You will hear a woman talking to college students about a trip to the beach. Look at questions 1 and 2 and listen to the first part of the recording.
College day trip to Long Beach
Date: (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16) (17) (18) (19) (20) (21) (22) (23) (24) (25) (26) (27) (28) (29) (30) (31) (32) (33) (34) (35) (36) (37) (38) (39) (40) (41) (42) (43) (44) (45) (46) (47) (48) (49) (50) (51) (52) (53) (54) (55) (56) (57) (58) (59) (60) (61) (62) (63) (64) (65) (66) (67) (68) (69) (70) (71) (72) (73) (74) (75) (76) (77) (78) (79) (80) (81) (82) (83) (84) (85) (86) (87) (88) (89) (90) (91) (92) (93) (94) (95) (96) (97) (98) (99) (100)

PUSH YOURSELF B1
VOCABULARY: WEATHER COLLOCATIONS

1 Read and match the newspaper headlines (1-4) with the photos (A-D).

2 Complete the sentences with the weather collocations from Exercise 1.
1 There is such a ... that it is difficult to see anything on the road in front of us.
2 This morning the temperatures are low and a ... has turned the water in the pond into ice.
3 The sun didn't show today. Everything is white. Look at the ... last night with thunder and lightning, but this morning it's a beautiful day here.
4 There were ... clouds. Look, there are no clouds at all.
5 It was a warm day and the children were playing outside in the ... last night. The wind blew down trees and damaged houses.
6 The ... was very heavy and it was difficult to see anything on the road in front of us.

3 Choose two weather collocations and use them to write newspaper headlines.

UNIT 2 CHANGING WORLD 27

GRAMMAR ON THE MOVE

Students scan the QR codes to watch grammar animations in their free time to learn about each grammar point

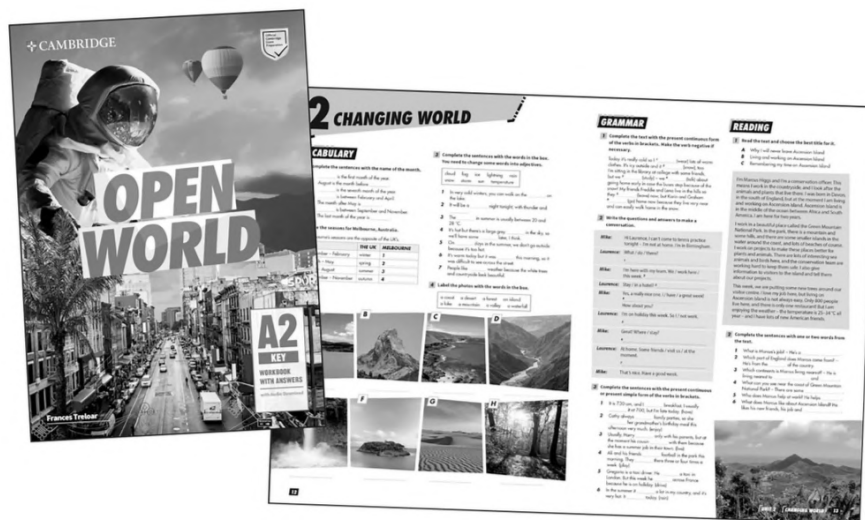
PUSH YOURSELF

Students learn and practise more challenging language and skills that take them to the next level

COMPONENT LINE-UP

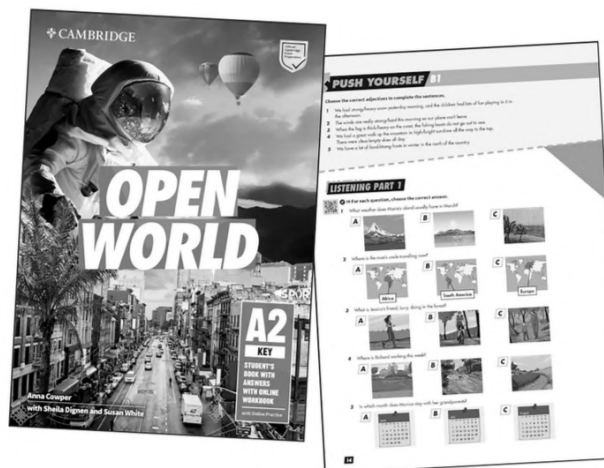
WORKBOOK WITH AND WITHOUT ANSWERS WITH AUDIO DOWNLOAD

The activities in the Workbook consolidate the language presented in the Student's Book. It also includes extra exam practice in every unit. Students can access and download the audio files using the QR code or the code in the book.



ONLINE WORKBOOK

The Online Workbook is a digital version of the print Workbook and allows you to track your students' progress, highlighting areas of strength and weakness for ongoing performance improvement.



TEACHER'S BOOK WITH DOWNLOADABLE RESOURCE PACK

This Teacher's Book includes step-by-step activities for each stage of the lesson, with answer keys, background information, model answers and extension tasks. The Teacher's Book also provides access to:

- The Class Audio
- Extra teacher photocopiable resources
- Speaking videos
- Two practice tests

TEST GENERATORS

The Test Generators allow you to build your own tests for each unit, term and end-of-year assessment. They are available at two levels: Standard and Plus.

PRESENTATION PLUS

Presentation Plus is easy-to-use, interactive classroom presentation software that helps you deliver effective and engaging lessons. It includes the Student's Book and Workbook content and allows you to present and annotate content and link to the online resources.

A2 KEY EXAM INFORMATION

PART/TIMING	CONTENT	EXAM FOCUS
1 Reading and Writing 60 minutes	Part 1: Discrete three-option multiple-choice questions on six short texts. Part 2: Matching. There are three short texts with seven items. Candidates are asked to decide which text an item refers to. Part 3: Three-option multiple choice. Candidates read a text and are asked to choose the correct answer from five multiple-choice questions. Part 4: Three-option multiple-choice cloze. A text is followed by six questions. Candidates select the correct word from each question to complete the text. Part 5: Open cloze. Candidates complete gaps in one or two short texts. Part 6: Writing – short message Part 7: Writing – story	Part 1: Candidates focus on overall understanding of emails, notices and messages. Part 2: Candidates read for specific information and detailed comprehension. Part 3: Candidates read for detailed understanding and main ideas. Part 4: Candidates read and identify the appropriate word. Part 5: Candidates read and identify the appropriate word with the focus on grammar. Part 6: Candidates write a communicative note or email of at least 25 words. Part 7: Candidates write a narrative of at least 35 words describing the people, events and locations that are shown in three pictures.
2 Listening approximately 30 minutes	Part 1: Five short dialogues with three-option multiple-choice questions with pictures. Part 2: Longer dialogue. Five gaps to fill with words or numbers. Part 3: Longer informal dialogue with five three-option multiple-choice items. Part 4: Five three-option multiple-choice questions on five short dialogues or monologues. Part 5: Matching. There is a longer informal dialogue. Candidates match five items with eight options.	Part 1: Candidates are expected to listen and identify key information. Part 2: Candidates are expected to identify and write down key information. Part 3: Candidates listen to identify specific information, feelings and opinions. Part 4: Candidates listen to identify the main idea, message, gist, topic or point. Part 5: Candidates listen to identify specific information.
3 Speaking 8–10 minutes per pair of candidates	Part 1 Phase 1: Each candidate interacts with the interlocutor, giving factual information of a personal nature. Part 1 Phase 2: A topic-based interview where the interlocutor asks each candidate two questions about their daily life. Part 2 Phase 1: A discussion based on topic-based artwork prompts. Candidates discuss the objects and activities in the artwork with each other. Part 2 Phase 2: The interlocutor leads a follow-up discussion on the same topic as in Phase 1. Each candidate is asked two questions.	Part 1: Candidates focus on interactional and social language. Part 2: Candidates focus on organising a larger unit of discourse.

S WHO I AM

UNIT OBJECTIVES

Topic:	personal identification
Grammar:	<i>be; have got; can;</i> present simple – <i>he/she/it</i>
Vocabulary:	countries and nationalities; families
Listening:	listening for specific personal information: a short dialogue
Reading:	reading for detail: two personal profiles
Speaking:	asking and answering personal questions; numbers and dates
Writing:	a profile
Pronunciation:	pronouncing the letters of the alphabet

Ask your students to watch the Grammar on the Move videos on pages 10 and 11. You can use these to present or reinforce *have got* and *can*.

GRAMMAR

SB P8

BE

LEAD-IN

With books closed ask students what they talk about when they meet someone new and try to elicit some ideas such as age, hobbies and interests.

- 1 Open books and ask students to work in pairs to ask and answer the questions, giving true answers for themselves. They should try to suggest the actual words they might use, e.g. *How old are you? Where are you from? What's your favourite football team?*

- 2 002 Tell students they are going to hear some people meeting for the first time. Look at the pictures together, covering up the conversations and asking students to say where they think the people are and what they are doing there. With a stronger group, students can listen to the conversations without reading them and match the name of the place with each conversation. Check answers.

A at a sports centre, photo 1 **B** on holiday, photo 3
C in an English class, photo 2

AUDIOSCRIPT 002

A

Ben: Hi, I'm Ben. What's your name?
Jim: Hello Ben. My name's Jim. Nice to meet you.
Ben: Nice to meet you, too, Jim. Is this the basketball club?
Jim: No, it isn't. It's five-a-side football.

B

Man: Are you British?
Woman: No, we aren't. We're Canadian.
Man: Oh, that's interesting. Where are you from in Canada?

C

Girl 1: Is he our English teacher?
Girl 2: Yes, he is. His name is Mr Robinson. He's very nice. Are you a new student?
Girl 1: Yes, I am. This is my first lesson.
Girl 2: Where are you from?

- 3 002 With a weaker class elicit the verb *to be* and write it on the board. Include contractions (*I am/'m, he/she/it is/'s*, etc.). Allow students to work individually to complete the gaps in the dialogue using the correct form of the verb *to be*. Remind them the words *can* be used more than once. Repeat the recording so students can check their answers with a partner before class feedback.

1 'm 2 's 3 Is 4 isn't, 's 5 Are 6 Aren't, 're
 7 's, are 8 Is 9 is, 's, Are 10 am 11 are

EXTENSION

Encourage students to underline the questions in each dialogue and then model the correct intonation (or use the recording as the model) for each one. Drill the questions chorally and then individually. Allow students to practise reading the dialogues with a partner, focusing on intonation. Go around the class listening and giving feedback on intonation styles.

➔ **GRAMMAR REFERENCE** / Page 196

VOCABULARY

SB P8

COUNTRIES AND NATIONALITIES

LEAD-IN

With books closed, write *Country* on the board and brainstorm students' suggestions to make a list of countries they know. Then add a second column with the heading *Nationality*, and ask students to complete it. Highlight the stress patterns and changes from noun to adjective, e.g. *Japan* /dʒəˈpæn/ and *Japanese* /dʒəˈpæn.ɪz/ and drill the words as necessary.

Look at the words in the box and ask students if the words are countries or nationalities (nationalities). Allow students to work in pairs to complete the dialogues. Check answers.

- 1 Italian, American
- 2 Spanish, Mexican
- 3 French, Chinese

READING

SB P9

- 1 Look at the pictures together and establish that they show one extended family. Ask students to guess the relationship between the people. You can start by saying, e.g. *I think this man is married to this woman*. Ask students to guess who Karl is.

Then ask students to read the text to check their answers (Karl is number 1). Allow students to work individually to write the names of the other people next to the numbers by reading the text again. Check answers, establishing if any of their initial guesses were correct.

- 1 Karl 2 Robert 3 Adam 4 Zadie
- 5 Adi 6 Lily 7 Marco 8 Leroy

- 2 Ask students to read the text again, if necessary, and in pairs to match the questions and answers. Check as a class.

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

FAST FINISHERS

Students can try to write one or two further questions about the text and ask their partner to answer them.

- 3 Focus students' attention on the question words in bold in Exercise 2. Look at the first question together and ask the class to answer, e.g. *When the question is 'Who...?' (the answer is always a person)*. Then students do the rest of the exercise individually. Check answers together.

- 1 who 2 where 3 what 4 how old
- 5 whose 6 how many

EXTENSION

Tell students to close their books as they are going to play a memory game. Divide the class into two teams and tell them you are going to ask them questions to see what they can remember about Karl's family. Start with the questions in Exercise 2 and continue asking other similar questions about the family, e.g. *Who is Robert? He's Karl's father. How old is Leroy? He's 28, etc.* Teams can either nominate a student to write the answers down, or take turns to say the answer. Award one point for the correct answer and another point if they say/write it using a complete sentence.

VOCABULARY

SB P10

FAMILIES

WARMER

With books closed, elicit some names of different family members and write them on the board. For example, you could write *me* in the centre, then a line to *my mother* and ask students to help you complete the family tree as you write other lines leading to *grandmother, father, brother, aunt*, etc. Encourage students to ask questions about the people in your family. For example: *What's your mother's name? How old is your aunt? Where are your grandparents from?*

- 1 Look at the family tree on page 10 of the Student's Book together and ask students to read the texts below. As they read, encourage them to identify the position of the people described in the diagram. Students work in pairs to complete the sentences and then check together.

LANGUAGE NOTE

It may be helpful to focus on the difference between *grandchildren* (children of your children) and *nephews* and *nieces* (sons and daughters of your brothers/sisters) as in some languages the same word is used for both. Point out that there is no general term for *nephews* (male) and *nieces* (female) whereas *cousins* can be male or female.

The term *sibling* exists but is not appropriate for students at this level, so remind them to use *brothers* and *sisters* in the same way as *nieces* and *nephews*. *Parents* and *grandparents* can be used generically, but there is no equivalent in English for *uncles* and *aunts*. This is different in some other languages.

Relatives refers to all the members of a person's extended family (*cousins, grandparents, brothers, sisters*, etc.) whereas *parents* is used only for a person's mother and/or father. It is a false friend in some languages.

- 1 grandparents 2 nephew 3 uncle 4 nieces
- 5 aunt 6 cousins 7 granddaughter, grandson

- 2 With a stronger class, students may be able to do this exercise with the words in the box covered. They can then uncover and check before you give feedback to the class.

- 1 Mum 2 Dad 3 Grandma/Granny
- 4 Grandad/Grandpa

LANGUAGE NOTE

Students may have heard or seen *mom* or *mam* as alternatives to *mum*, which are generally used more commonly in the US and Ireland.

There is no difference between *grandma* and *granny* and some people also use *nana* (or *nanna*) or *nanny*. It depends on use within individual families. You could have a short discussion about whether there are similar terms in the students' language(s).

GRAMMAR

SB P10

HAVE GOT

LEAD-IN

Write a sentence on the board about yourself using *have got*, e.g. *I've got one brother and two cats, but I haven't got a dog*. Then try to elicit some similar sentences, first from two or three stronger students, then two or three weaker ones, using your sentence as a model.

Open books and look at the table together, pointing out the third person singular form.

- 1 A weaker group can do the exercise in pairs or work individually before feedback as a class.

1 's 2 haven't 3 Have, I have 4 Has, has

➔ **GRAMMAR REFERENCE** / Page 196

- 2 Draw students' attention to the question forms in the table and highlight that the two parts of the verb (*have got* / *has got*) are separated by the subject when making questions, e.g. *Have you got ...?* / *Has she got ...?*

Students complete the questions and after a quick check round the class they practise asking and answering them in pairs. Encourage students to use the complete short answers, *Yes, I have* / *No, I haven't*, rather than *Yes/No*, and where possible, to extend their answers using another sentence.

Use the first question to demonstrate the rule by asking three or four students for answers, trying to elicit, e.g. *Yes, I have. I've got one brother and two sisters*, or, *No, I haven't, but I have got a cat!*

FAST FINISHERS

Students can think of two or three more questions to ask their partner using *have got*.

1 Have, got 2 Has, got 3 has, got 4 has, got

READING

SB P11

- 1 Ask students to cover the text and look at the photo and the questions. Brainstorm ideas and encourage students to speculate about where he's from and which languages he speaks. Write all the suggestions on the board.
- 2 Give students no more than a minute to read the text to find the answers. As a class, check whether any of the answers on the board were correct.

He works at a dance school; He can speak English and Portuguese.

- 3 Ask students to read the questions below the text and choose the correct answer individually. Encourage students to compare their answers with a partner and point to the part of the text which explains why their answer is correct. Check as a class, again asking students to say reasons for their answers using the information in the text.

1 Porto 2 two languages 3 a dance teacher
4 two sisters 5 dance

GRAMMAR

SB P11

CAN

- 1 Direct students' attention to the three sentences from the text about Miguel above the Grammar box. Remind them that *can* is used here to talk about ability.

Highlight the two forms used for the negative (*can't* and *cannot*) which can be used interchangeably, and the question forms.

1 can 2 can't 3 Can 4 can't

➔ **GRAMMAR REFERENCE** / Page 197

- 2 Students look at the examples in speech bubbles and then work in pairs to ask and answer questions. Encourage students to make questions about other people and if necessary provide an example such as, *Can your friend speak English?*

Suggested answers

Can your parents speak English? / Can your dad dance? / Can your teacher swim? / Can your brother/sister play tennis? / Can you cook?

PRESENT SIMPLE HE/SHE/IT

SB P11

LEAD-IN

Ask students some questions about Miguel to elicit sentences in the present simple. For example, *Where does he come from? (He comes from Porto.); Where does he live? (He lives in New York.); Where does he work? (He works in a dance school.)*.

If they don't remember the answers, give them time to look back at the text. Then ask students some direct questions, e.g. *Where do you come from? (I come from Rome.); Where do you live? (I live in Milan.)*. Write some of the answers on the board and highlight the s on the third person singular verb forms.

Then ask some more questions about Miguel to elicit the short answers, such as, *Does Miguel like living in New York? (Yes, he does.); Does he like his job? (Yes, he does.); Does he work in a shop? (No, he doesn't.)*. Remind students of the use of *does* for third person singular questions and *doesn't* for negative sentences and short answers.

- 3 Allow students a few minutes to read the sentences and complete the examples in the box with the correct form of the verb *like* or an auxiliary verb. Check answers as a class.

1 likes 2 doesn't like 3 Does 4 like 5 does
6 doesn't

GRAMMAR REFERENCE / Page 197

- 4 Ask students what they can guess from the picture without reading the information. If necessary, use questions to elicit ideas, e.g. *Where does she work? How old is she?*

Then write these words on the board: *computers, snakes, cooking, cars, bicycles, films, music, cats*. Ask students to guess whether Polly likes or dislikes these things after explaining any vocabulary they don't understand.

Give students two minutes to read the profile to check whether they were right.

Then students read more carefully to complete the sentences with the correct form of the verbs in the box.

Give students a few minutes to do the task and check answers in pairs before class feedback.

1 lives 2 comes 3 likes 4 works

- 5 In pairs students match the questions and answers. Check as a class.

1 c 2 a 3 b

- 6 Ask students to look back at the three Grammar boxes (*have got, can, present simple*) to remind themselves of the question forms before completing the questions with the verbs given. Students work individually to write questions and answers where required. Check as a class.

1 doesn't live 2 Can, speak, Yes, she can.
3 Has, got, Yes, she has.
4 does, work, She works at a pizza restaurant.
5 Does, like, Yes, she does. 6 doesn't like

LISTENING

SB P12

PERSONAL INFORMATION

WARMER

Ask three or four students to spell the name of someone they know while you write what they spell on the board. If they pronounce a letter incorrectly it is important that you write the *actual* letter they pronounce, or ask them to repeat it correctly in order to highlight when they make a mistake. Ask students if they know how many letters there are in the English alphabet (26) and if that is a different number to their own language.

- 1 Students work in pairs to read and say the alphabet and make a note of any letters they don't know how to pronounce.
- 2 003 Use the recording as a model for the pronunciation and drill any letters that students have difficulty pronouncing.

AUDIOSCRIPT 003

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

- 3 004 Write *UN* on the board and ask students to pronounce it (/juː'n/). Remind students that they should pronounce the two letters separately.

Then ask if anyone knows what the letters stand for (United Nations). Students work in pairs to say the abbreviations and write what they think they stand for before listening to the recording to check their answers.

1 UK – United Kingdom 2 USA – United States of America
3 EU – European Union 4 DOB – date of birth
5 LOL – laugh out loud

AUDIOSCRIPT 004

1 UK (United Kingdom)
2 USA (United States of America)
3 EU (European Union)
4 DOB (date of birth)
5 LOL (laugh out loud)

EXTENSION

Ask students if they know any other abbreviations used in English. Some examples may include: ASAP (as soon as possible), FYI (for your information), VIP (very important person), BW (best wishes), BRB (be right back).

Read the *Did you know?* box with the class to highlight the difference between the American and British pronunciation of the letter 'z'.

With books closed write the title of the lesson (Personal information) on the board and ask students where they can find personal information about someone. Try to elicit *driving licence*, *passport* and *identity card*. Students may also suggest other documents such as a health card or a student card. Write all their suggestions on the board.

- 4 Students answer the questions in groups of three. If they have the document with them, allow them to show it to their partners and talk about the information in English. For example, *This is my date of birth. This is my photo, and this is my address.*

Suggested answer

Your first name, surname, address and date of birth

- 5 005 Direct students' attention to the photo at the bottom of the page and ask them where they think the people are. Listen to the recording to check answers.

at a sports club

AUDIOSCRIPT 005

- George:** Hello, I'd like to become a member, please.
Woman: OK, that's no problem. Which sports are you interested in?
George: Tennis and swimming – and I'd also like to use the gym.
Woman: That's fine. Can I take some personal information? What's your name, please?
George: George Smithson.
Woman: How do you spell that?
George: George G-E-O-R-G-E and my surname is Smithson – S-M-I-T-H-S-O-N.
Woman: Could you spell your surname again, please?
George: Yes, it's Smithson – S-M-I-T-H-S-O-N.
Woman: Thank you, Mr Smithson.

- 6 005 Look at part 1 of the membership form and ask students what information they need to listen for to complete the gaps (a first name and a surname).

After listening to the recording again, students check answers in pairs.

Ask one student to spell the surname (Smithson) for the class.

First name: George Surname: Smithson

- 7 006 Tell students they are going to hear the same two people continuing their conversation.

Ask students to say what information they need to listen for to complete the form in part 2 (a date of birth (a day, a month and year), an address (a house number, road name, town and postcode), and a phone number).

Students compare answers with a partner before listening a second time to check or complete their answers. Then check as a class.

Date of birth: 17 June 1995

Address: 16 Redwood Road, New Town, NW4 8JG

Phone number: 06819 772 3451

AUDIOSCRIPT 006

- Woman:** OK, could you tell me your date of birth, please?
George: Oh, yes. It's the 17th June, 1995.
Woman: The 17th June ... 1995.
George: Yes, that's right.
Woman: Thank you. And now I just need your contact details. What's your address please?
George: It's sixteen – that's one six, Redwood Road R-E-D-W-O-O-D Road, New Town and the postcode is NW4 8JG.
Woman: NW4 8JG.
George: Yes, that's right.
Woman: OK and finally, what's your phone number?
George: It's 06819 772 3451.

- 8 Students work in pairs to complete the questions then check answers as a class.

1 name 2 spell 3 old 4 date of birth
 5 address 6 phone number

- 9 Make sure students know how to ask for the spelling of a word they don't know, (*Can you spell that please?/How do you spell that?*) and remind students to ask for spellings if necessary. Other useful questions to elicit before students start are, *Can you repeat that please?* and *Sorry?* if they want something repeated.

FAST FINISHERS

Students can ask their partner some extra questions about a member of their partner's family. For example, *What's your father's name?; How old is your brother?*, etc.

SPEAKING

SB P13

PERSONAL INFORMATION

WARMER

Ask the class to count back from 30 or 40 depending on the size of the group, with each student saying the number before the previous student (30, 29, 28, etc.). You could set this up by counting from 33 to 31 and asking students to continue.

Listen carefully to stress patterns of 30 /θɜː.ti/ and 13 /θɜː.tiːn/ and if necessary model the differences between 19 and 90, 18 and 80, etc.

- Students ask and answer the questions in pairs but may need support with vocabulary. Allow them two or three minutes to answer the questions, then feedback by eliciting as much information as possible about the people in the photos. Take the opportunity to revise nationalities asking, *What's his/her nationality?* (American, Mexican, British). Ask, *What's his/her job?* If necessary teach vocabulary such as *tennis player*, *champion*, *singer*, *actor*, *actress*.

Beyoncé, famous singer and songwriter. USA
Diego Boneta, famous actor and singer. Mexican-American
Millie Bobby Brown, actress, England

- 007 Give students a minute to look at the dates of birth and check they know how to pronounce them (the fourth of September, nineteen eighty-one). In pairs, students guess which person the dates match to, then play the recording to check answers.

- Beyoncé: 4 September 1981
- Diego Boneta: 29 November 1990
- Millie Bobby Brown: 19 February 2004

AUDIOSCRIPT 007

Beyoncé is a very famous American singer. She was born on the 4th September 1981 in Houston. Beyoncé has got two daughters and a son.

Diego Boneta is Mexican-American. He's an actor, but he can also sing. He was born in Mexico City on 29 November 1990. He's got a brother and a sister.

Millie Bobby Brown is a young British actress. She was born on the 19th February 2004 in Marbella. She's got a brother and two sisters.

- Write a date on the board and ask a student to read it out using the correct pronunciation. Then model the task by encouraging students to ask you questions about the date starting with the example questions in the Student's Book until the students guess the significance of the date. While students do the exercise in pairs, move around the classroom checking question forms and pronunciation.

WRITING

SB P13

A PROFILE

- Brainstorm information students can remember about Miguel (page 11), as a class. Then, students complete as much of the form as they can before looking back at the original text to check and complete their answers.

Name: Miguel
Likes: New York and his job
Lives: New York
Age: 30
Family: his parents and two sisters
Is from: Porto
Languages: English and Portuguese
Things he can do: dance, speak English and Portuguese

- Students can work individually or in pairs to brainstorm ideas for a person to write a profile about. They don't have to choose the same person. If you have internet access, students could use it to find information about their choice in the classroom. Alternatively, they could choose a person they know or already know about.
- The writing task can be done in the classroom or at home. Encourage students to look at the text about Miguel as a model and revise the language in the grammar and vocabulary sections of the unit. The finished texts could be presented with a photo and displayed in the classroom, or some students could read their texts to the class.

EXTENSION

Students could complete another table similar to Exercise 1 without writing the name of the person. Other students can then practise question forms by asking for the information, e.g. *Where does he/she live?*; *What languages does he/she speak?*; *How old is he/she?*, etc. Then students can guess who is being described.

➔ **WORKBOOK** / Starter Unit, page 4

1 A BUSY LIFE

UNIT OBJECTIVES

Topic:	daily life
Grammar:	present simple; question forms; adverbs of frequency
Vocabulary:	things I do; jobs; applying for a job
Listening:	Part 1: choosing the correct picture with short dialogues; routines
Reading:	Part 2: multiple-choice questions about night jobs
Speaking:	asking questions about people
Writing:	an email about a job
Pronunciation:	pronouncing times
Exam focus:	Reading Part 2; Listening Part 1
Real world:	talking about yourself in Mexico City

Ask your students to watch the Grammar on the Move videos on pages 16 and 19. You can use these to present or reinforce the present simple and adverbs of frequency.

VOCABULARY

SB P14

THINGS I DO

LEAD-IN

With books closed ask the question, *What do you do in your free time?* to brainstorm activities. Write students' suggestions on the board. Help students with vocabulary as necessary, and try to elicit some of the activities from the book by asking additional questions such as, *Who do you spend your free time with?*; *Where do you go?*

- 1 Draw students' attention to the photos A–F in the Student's Book and ask them to work in pairs to answer the questions about a perfect day.

Ask two or three students to tell the class about their perfect day.

- 2 Students match the activities in the box with the photos on the page. Remind them to use each activity only once. Students check answers in pairs before checking as a class.

A spend time alone **B** spend time with friends
C play video games **D** relax at home
E go shopping **F** play or watch sport

- 3 008 Read the instructions, as a class, and make sure students understand that they will hear four short monologues. Play the first recording (Speaker 1).

Check answers as a class.

Once this has been completed, ask students to match the pictures as they listen to the other recordings. Repeat if necessary. Check as a class.

Speaker 1: B; Speaker 2: F; Speaker 3: A;
 Speaker 4: C

AUDIOSCRIPT 008

Narrator: Speaker 1

Woman 1: My perfect day ...? Well, on my perfect day, I spend time with my friends. We go to the beach and swim, talk and have fun. We probably go home at about half past seven.

Narrator: Speaker 2

Boy: For me, a perfect day is about sport. I meet my friends at the park when it opens at quarter past eight and we play basketball. When we get tired, we watch sport on TV and eat ice cream.

Narrator: Speaker 3

Man: My perfect day is when I can spend time alone. I like getting up early and going for a long walk in the countryside. I can walk for 15 or 20 kilometres in the fresh air. Perfect!

Narrator: Speaker 4

Woman 2: For me, a perfect day is playing video games for hours with my friends. We play all day and stop at about half past nine in the evening to go for a pizza.

- 4 008 Read the questions as a class, checking understanding as necessary. A stronger group could try to answer the questions before they listen to the recording again to check their answers. Otherwise, students listen again and try to answer the questions as they listen. Then check answers in pairs before checking as a class. With a weaker class it may be necessary to play one or more recordings more than twice.

- 1 at the beach
- 2 They watch sport on TV and eat ice cream.
- 3 going for a long walk alone
- 4 go out for a pizza

- 5 Look at the photos in Exercise 2 again, and provide students with an example by telling them something about yourself. For example, *I go shopping on Saturdays. I usually go to clothes shops and bookshops.*

Students then work in pairs to answer the questions. A stronger group can try to add an extra sentence, giving more detail as in the example above. If necessary, write some time expressions on the board to help students talk about when they do the activities. For example, *on Monday, Tuesday, at the weekend*. Point out that we use *on* before days of the week but *at the* before *weekend*. Remind students that *on Saturdays* means *every Saturday* whereas *on Saturday* refers to *Saturday this week*. Ask four or five students to tell the class about the activities they do.

FAST FINISHERS

Students can add some more sentences about other activities they do. Encourage them to say where and when they do them and if they are alone or with friends or family.

EXTENSION

The task can be extended by encouraging students to talk about other activities they do at different times of the year, using *in the spring/summer/autumn/winter*. For example, *I go skiing in the winter*.

LISTENING

SB P15

ROUTINES

- 1 If necessary, revise the time in English by writing several examples on the board and asking students, *What's the time?* Students work in pairs to match the times with the clocks. Check answers.

CULTURAL INFORMATION

In most English-speaking countries, the 12-hour clock is used in most situations. When it is necessary to specify, people say *8 am* or *8 pm* or *10.30 in the morning* or *evening*. However, the 24-hour clock is always used for plane, bus and train timetables.

- 1 one o'clock 2 half past nine
3 quarter past eight 4 quarter to six

- 2 009 With books closed, tell students they are going to listen to *times*. Play the first recording and have students repeat as a class. It helps students focus on the sounds if they do not read the words on the page and become distracted by the spelling. Drill chorally and individually if necessary. Play the second recording and ask students to repeat as a class, then ask three or four students to repeat the time individually. Continue in this way for the other recordings. Repeat the recordings as necessary.

AUDIOSCRIPT 009

at half past six
at half past two
at quarter to four
at quarter to seven
at quarter past nine
at quarter past eleven

- 3 009 Ask students to open their books and read the questions. Play the recordings again. Students read the times and listen to answer the questions. Students compare answers in pairs before checking as a class.

- 1 at half past six
at half past two
at quarter to four
at quarter to seven
at quarter past nine
at quarter past eleven
2 the /l/ is silent
3 They are both pronounced /ə/ (like the final sound in *America* or *teacher*)

EXTENSION

Encourage students to take turns reading the times in exercises 1 and 2 aloud to a partner, remembering to apply the pronunciation rules. Move around the class listening and checking.

- 4 Read the questions and then give an example answer for yourself, e.g. *I am in the car at 8:00 in the morning*. Then ask one or two students to say where they are at 8:00 to check understanding of the task. Students then work in pairs to answer the questions.
- 5 010 Tell students they will hear Amy describing her typical day. Encourage students to read the questions before listening to the recording. Remind students to continue listening even if they don't catch the answer to a question. After listening, students compare their answers with a partner before repeating the recording (if required) and checking as a class.

1 She's a teacher.
2 She's a police officer.
3 They live in a small village.

AUDIOSCRIPT 010

- Interviewer:** So, Amy, what job do you do?
Amy: I'm a teacher.
Interviewer: Can you tell me about your day? What time do you get up?
Amy: I usually wake up at quarter past seven, but I don't get up! I always stay in bed until half past seven and then I get up! Then I have breakfast with my sister, Olivia. She's a police officer, and we live together.
Interviewer: What do you have for breakfast?
Amy: I usually have toast and Olivia has cereal. We both drink coffee for breakfast. We don't like tea. After breakfast, I have a shower and get dressed. Then I get my bag, put on my coat and leave the house to go to work.
Interviewer: How do you get to work?
Amy: By bus. We live in a small village and it's the quickest way to get into town.
Interviewer: How does Olivia get to work? Does she go by bus, too?
Amy: No, she doesn't catch the bus. She goes by car.

- 6** 011 Encourage students to read the statements in pairs and to ask you for help with any words they don't understand, before listening to the recording again. Remind students that the information is in the same order as the statements, so if they miss an answer they should continue listening. If necessary, the recording – or parts of it – can be repeated. On the second listening, ask students to listen for the reason why the false statements are false.

1 F She wakes up at 7.15. 2 T 3 T 4 F Lessons start at nine o'clock. 5 T 6 T 7 F She sometimes watches TV.

AUDIOSCRIPT 011

- Interviewer:** So, Amy, what job do you do?
Amy: I'm a teacher.
Interviewer: Can you tell me about your day? What time do you get up?
Amy: I usually wake up at quarter past seven, but I don't get up! I always stay in bed until half past seven and then I get up! Then I have breakfast with my sister, Olivia. She's a police officer, and we live together.
Interviewer: What do you have for breakfast?
Amy: I usually have toast and Olivia has cereal. We both drink coffee for breakfast. We don't like tea. After breakfast, I have a shower and get dressed. Then I get my bag, put on my coat and leave the house to go to work.
Interviewer: How do you get to work?
Amy: By bus. We live in a small village and it's the quickest way to get into town.
Interviewer: How does Olivia get to work? Does she go by bus, too?
Amy: No, she doesn't catch the bus. She goes by car.
Interviewer: So, Amy, can you tell me about your day at work?
Amy: I arrive at work at quarter to nine. Lessons start at nine o'clock and lunch is at half past twelve.
Interviewer: Where do you have lunch? Do you have lunch at college?
Amy: No, I don't. I have lunch in a café. Sometimes, if it's a nice day, we buy sandwiches and go to the park.
Interviewer: Who do you have lunch with?
Amy: I often have lunch with some of the other teachers from college, but I like having lunch alone sometimes. In the afternoon, lessons finish at half past three. I do some work and get the bus back. I usually get home at about quarter past five.
Interviewer: What do you do when you get home?
Amy: I take off my work clothes and put on my jeans and go outside for some fresh air! I take my dog for a walk and when we get home, I have dinner. Then I sometimes watch TV.
Interviewer: And when do you go to bed?
Amy: I usually go to bed at about half past ten.

- 7** Ask students to complete the sentences, then check their answers in pairs.

1 get dressed 2 take off 3 get on 4 wake up
 5 put on 6 get up

FAST FINISHERS

Students can write sentences about themselves using some of the verbs from Exercise 7.

BEFORE AND AFTER

Read the sentences with the class and ensure that the meanings of the two terms are understood completely.

+ EXTENSION

Brainstorm vocabulary for other things that students do every day. For example, *have a shower/bath, clean my teeth, catch a train/bus*, etc. Help students with any vocabulary they don't know. Students work in pairs to talk about their day. Encourage them to use complete sentences and *before* and *after*. Ask two or three students to repeat their answers to the class.

GRAMMAR

SB P16

PRESENT SIMPLE

WARMER

With books closed, write some sentences on the board using the present simple. For example, *I usually wake up at 8.00 on Sundays, but my brother always wakes up at 7.30.; Julie goes to the cinema on Saturday evenings, but she doesn't like watching TV.* Ask the students questions about the present simple, e.g. *When do we add -s or -es to the main verb? How do we make the negative, questions and short answers?*

- 1** Open books and check answers by looking at the Grammar box. Encourage students to read the example sentences and give them two or three minutes to choose the correct options to complete the rules.

1 regularly 2 always true

→ **GRAMMAR REFERENCE** / Page 198

- 2** Ask students to look at the picture and tell you what they can see. Try to elicit *police officer* and if necessary explain that a police officer can describe a man and/or a woman in the police force. Give students five or six minutes to choose the correct options in the text and then check answers in pairs. Check answers as a class.

1 don't 2 get up 3 meet 4 doesn't 5 feels
 6 have 7 go 8 don't

- 3** Remind students that they may have to use question and short answer forms to fill the gaps in the sentences. Point out that three of the verbs will be in the negative. Students work in pairs to do the exercise and then check answers as a class.

1 doesn't get dressed **2** has, doesn't eat **3** walks
4 Do, go, catch **5** don't write

- 4** Read the instructions together and, if necessary, give an example to make sure students understand the task, e.g. *I go to work during the week, but I stay at home at the weekend.* Encourage students to give more than one example.

With a weaker group it may be helpful to brainstorm ideas and vocabulary on the board for things they do during the week and things they do at the weekend before asking them to tell their partner about themselves.

With a stronger group, students could then be asked to make new pairs and tell their new partner about their previous partner, using the third person, e.g. *Julio goes to football training during the week, but he plays a match at the weekend.*

QUESTION FORMS

LEAD-IN

With books closed, write the possible answers to the example questions on the board, e.g. *at half past seven, by car, in a café.* Encourage students to tell you which question word we use for each answer (*What time/When, How, Where*).

Brainstorm other question words students know, and add them to the list on the board with example answers (*Who...? Maria... Why...? because...*).

- 5** Then open books and read the example questions and answers. Ask students to focus on the questions to answer 1 and 2 in the box.

1 does **2** How/What

➔ GRAMMAR REFERENCE / Page 198

- 6** Students work in pairs to match the questions and answers. Check as a class by asking one student to read each question and another student to read the corresponding answer.

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

- 7** Look at the picture with the students and ask them some questions about it, e.g. *What's his name? How old is he? What job does he do?*, etc.

With a weaker class try to elicit the first question, *What job does he do?* and write it on the board before having students complete the other questions about Sergio.

Remind students to use the third person form and check the word order in questions. Check answers as a class.

1 What job does he do? **2** Where does he study?
3 Where does he live? **4** Who does he live with?
5 How does he get to work? **6** What time does he start and finish work? **7** What does he do in the evening? **8** Why does he like his job?

SPEAKING

SB P17

WHAT YOU DO AND WHAT YOU LIKE

- 1** 012 Read the instruction together and encourage students to read the sentences and try to predict which words fill the gaps.

Write all the suggestions on the board. Play the recording and ask students to listen for the answers. Check answers together.

If they are on the board, underline any answers to show students that trying to predict answers can be a useful skill. Remind them that they should try to predict answers when reading through the questions before listening in the exam.

1 watching, listening **2** studying, walking

AUDIOSCRIPT 012

Interviewer: So, Sergio, what do you like doing in the evening?
Sergio: I like watching TV and I love listening to music.
Interviewer: And what don't you like doing?
Sergio: I don't like studying for my job in the evenings. And I hate walking.

- 2** Ask students to complete the rule in the box. Check as a class.

-ing

- 3** Encourage students to read the whole text first and ask you for help with any vocabulary they don't understand. Then students work individually to complete the text. Remind them to use the correct form of the verbs.

1 staying **2** listening to **3** having **4** meeting
5 dancing **6** playing **7** watching **8** shopping

- 4** Remind students to talk about what they don't like as well as what they like or love.

- 5** Ask students to use the questions in the speech bubbles to interview a partner. Then exchange roles.

Encourage students to ask some other questions using the ideas in Exercise 5. Remind students to change the questions to the first person, and to use complete sentences in their answers.

With a weaker group, it may be necessary to transform the questions in Exercise 5 from third person to first person as a class before starting.

EXTENSION

Students work with another partner to report the information they learned about their first partner. Remind them to use the third person form of the verb.

- 6 Look at the photos with the students and elicit answers to the questions.

A in a garden, a gardener
B on an oil rig, a mechanic

- 7 Tell students they are going to read some more information about each of the people in Exercise 7. Divide the class into groups, A and B and tell student As to turn to page 192 and student Bs to turn to page 194.

With a weaker group:

- Ask students to pair up with another student who has the same letter (A+A and B+B).
- Students work together to complete the questions for their text using the question words given. Remind them to use information in the Grammar box to help with question forms (5–6 mins).
- Students read the text about the other person. Allow time for them to check vocabulary they don't understand with you (2–3 mins).
- Finally, students pair up with another student, this time someone who was working on the other text (A+B) and they take turns to ask the questions in order to complete the gaps in their own text (7–8 mins).

With a stronger group:

- Give students time to read the two texts and think about possible questions.
- Students can then pair up with another student (A+B) and take it in turns to ask questions in order to complete the gaps in their text.

NB: It's important that students don't read their partner's text, so it may be helpful to remind students of expressions such as, *Can you repeat that please?*; *Can you speak more slowly please?*; *Can you spell that please?*

Karen

1 7.00 am 2 big, old house in her village
3 a cup of tea and a sandwich 4 eats her breakfast
5 she works in the garden 6 2.00 pm 7 the owner of the garden 8 5.00 pm

Roman

1 in the Gulf of Mexico 2 for a week 3 10.00 pm
4 the gym 5 table tennis 6 his friend Pepe
7 it's very cold on the oil rig 8 9.45 pm

READING PART 2 TRAINING

SB P18

EXAM INFORMATION

Part 2 of the Reading paper is a matching task. Students have to read three short texts on the same topic and answer seven questions by choosing the correct option. The task in the Student's Book is simplified with six questions instead of seven. This section teaches students that they have to read for specific information and detailed comprehension. Students should allow about ten minutes to do Part 2 in the exam.

- 1 Ask students to answer the questions and write the good and bad things they suggest on the board. This language may be useful for Exercise 4.
- 2 In pairs, students match the jobs with the pictures, then read the texts quickly to check their answers. Tell students they don't have to understand every word at this point.

A the nurse B the nightclub DJ C the security guard

- 3 Read question 1 as a class and point out that the question is negative (*Which person doesn't always work ...*).

Ask students to read the texts again to find information to answer the question. In pairs, students choose the correct answer and say why.

Then read the exam tip as a class to check answers. Students then read the other questions and answer them in the same way. A stronger class can be encouraged to say why the other two answers are not correct.

Check answers as a class and ask students to say why they chose the answer they did.

1 C Pablo 2 B Tobi 3 B Tobi 4 A Bridget
5 C Pablo 6 A Bridget

- 4 Brainstorm other jobs and write them on the board. Then ask students to work in pairs to discuss the questions.

GRAMMAR

SB P19

ADVERBS OF FREQUENCY

- 1 Read the example sentences as a class, and ask students to choose the correct options in the summary. Check answers.

1 before 2 after 3 between

➔ GRAMMAR REFERENCE / Page 199