speakout 2ND EDITION

Discover English as it is really spoken

Speakout 2nd Edition is a comprehensive six-level general English course for adults that has been developed in association with ***BBC Worldwide*** and ***BBC Learning English***. The course integrates authentic video from popular BBC programmes into every unit and builds the skills and knowledge learners need to express themselves confidently in a real English-speaking environment.

The ***Speakout 2nd Edition*** Teacher's Book with its accompanying Resource and Assessment Disc contains everything the teacher needs to get the most out of the course:

- Detailed teaching notes including extension ideas, teaching tips, culture notes and answer keys
- An extensive range of photocopiable communication activities covering grammar, vocabulary and functional language plus worksheets to accompany BBC interviews
- Complete assessment package with unit, achievement, mid and end of course tests covering grammar, vocabulary and skills
- Audio and video scripts

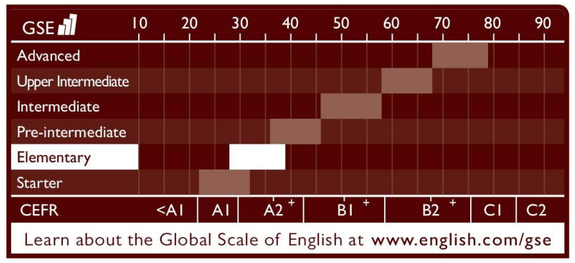
Speakout Extra provides downloadable grammar, vocabulary, pronunciation and skills practice worksheets.

Components

- Students' Book with DVD-ROM
- Students' Book with DVD-ROM and MyEnglishLab
- Class Audio CDs
- Workbook with Audio (with and without key)
- Teacher's Book with Resource and Assessment Disc
- ActiveTeach

Speakout Extra and other teacher's resources at:

www.pearsonELT.com/speakout



ISBN 978-1-292-12014-0

speakout 2ND EDITION Elementary Teacher's Book with Resource and Assessment Disc

Parsons • Duffy • Williams

PEARSON

Jenny Parsons and Matthew Duffy
with Damian Williams

speakout

Elementary Teacher's Book

with Resource and Assessment Disc

2ND EDITION

GLOBAL SCALE of English

BBC

ALWAYS LEARNING

PEARSON

speakout 2ND EDITION

Elementary
Teacher's Book

with Resource and Assessment Disc

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with Damian Williams

BBC

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TEACHER'S BOOK

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TEACHER'S RESOURCE AND ASSESSMENT DISC

Extra resources

- Class audio scripts
- Class video scripts
- Photocopiable worksheets with instructions
- Photocopiable worksheets index
- BBC interviews
- Worksheets for BBC interviews

Tests

- Unit tests
- Achievement tests
- Mid-course test
- End of course test
- Test audio
- Test audio scripts
- Test answer key

STUDENTS' BOOK CONTENTS

	LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	READING
UNIT 1	**WELCOME** page 7	BBC interviews | What's your name?			
1.1	Nice to meet you page 8	present simple: *be*	countries and nationalities	word stress	
1.2	Travel light page 10	*this/that, these/those*; possessives	objects	word stress; *this, that, these, those*	read about travelling light
1.3	Can I have a coffee? page 12	making requests	tourist places	polite intonation; sentence stress	
1.4	Fawlty Towers page 14				
UNIT 2	**LIFESTYLE** page 17	BBC interviews | What's your daily routine?			
2.1	Join us! page 18	present simple: *I/you/we/they*	activities	linking: *do you*	read about local groups
2.2	High flyers page 20	present simple: *he/she/it*	daily routines; jobs	third person 's'	
2.3	What time does it start? page 22	asking for information	the time	sentence stress; polite intonation	read leaflets about San Francisco
2.4	A Visit to Panama page 24				
UNIT 3	**PEOPLE** page 27	BBC interviews | What do you like doing with friends/family?			
3.1	Big happy families page 28	*have/has got*	family	sentence stress	read about an unusual family
3.2	Real friends? page 30	adverbs of frequency	personality	word stress	
3.3	Are you free tonight? page 32	making arrangements	time expressions	intonation to show interest	
3.4	Diwali Celebrations page 34				
UNIT 4	**PLACES** page 37	BBC interviews | Where do you live?			
4.1	A place to stay page 38	*there is/are*	rooms and furniture; prepositions	word stress; weak forms: *there's a, there are*	read about two places in Malta
4.2	Around town page 40	*can* for possibility	places in towns; prepositions	word stress; weak forms: *can/can't*	read about some unusual places in town
4.3	Can I help you? page 42	shopping	things to buy	polite intonation	
4.4	Favourite Places page 44				
UNIT 5	**FOOD** page 47	BBC interviews | What's your favourite dish?			
5.1	My fridge page 48	countable and uncountable nouns	food and drink	weak forms: *a, an, some, any*	read about a photographer's project
5.2	A lifetime in numbers page 50	*how much/many*; quantifiers	containers	numbers	read about eating and drinking habits
5.3	Are you ready to order? page 52	ordering in a restaurant	restaurant words	polite intonation; linking	read a menu
5.4	Beach Barbecue page 54				
UNIT 6	**THE PAST** page 57	BBC interviews | Did you go out last night?			
6.1	In their past page 58	*was/were*	dates and time phrases	weak forms: *was/were*	
6.2	Time twins page 60	past simple	life story collocations	past simple verbs: *-ed* endings	read about time twins
6.3	What did you do? page 62	asking follow-up questions	activities	linking: *did you*	
6.4	Nelson Mandela page 64				

DVD-ROM: BBC DVD CLIPS AND SCRIPTS | BBC INTERVIEWS AND SCRIPTS | CLASS AUDIO AND SCRIPTS

	LISTENING/DVD	SPEAKING	WRITING
	listen to people introduce themselves	introduce yourself and others	improve your use of capital letters
		identify objects	
	understand people in tourist situations	make requests	
	BBC **Fawlty Towers**: watch an extract from a sitcom about a hotel	check into a hotel	complete a registration form at a hotel
		talk about activities and groups	link sentences with *and*, *but* and *or*
	listen to people talk about their daily routines	talk about your daily routine and people's jobs	
	listen to people at a tourist information centre; check when you don't understand	ask questions at a tourist information centre	
	BBC **Tribal Wives**: watch an extract from a programme about living with tribes	talk about good guests and bad guests	write an email asking a friend for a place to stay
		talk about your family	
	listen to people talk about their friends	describe someone you know and say why you like them	improve your use of apostrophe 's; write about your family and friends
	learn to show interest when you listen	make arrangements to meet friends	
	BBC **Diwali**: watch an extract from a BBC programme showing the traditions of Diwali	talk about a special occasion	write a description of a special event
	listen to a woman describing her apartment	describe a room in your home	improve your use of commas; write a description of your home
		talk about things you can do in your town	
	understand conversations in shops	have a conversation in a shop	
	BBC **50 Places To See Before You Die**: watch an extract from a documentary about some amazing places	talk about a favourite place	write a blog about your favourite place
	listen to a photographer talk about food	talk about your eating and drinking habits	
		conduct a class food survey	use paragraphs to write a short report about your class
	listen to people ordering in a restaurant; learn to understand fast speech	order a meal in a restaurant	
	BBC **Ainsley Harriott's Beach Barbecue**: watch an extract from a cookery programme with a famous chef	describe your favourite special dish	write an email with a recipe
	hear interesting facts about famous people's lives	describe your favourite chidhood things	
		talk about past events in your life	link sentences with *because* and *so*; write your life story in 100 words
	listen to people talking about their weekends	talk about how your weekend was	
	BBC **Nelson Mandela: The Fight For Freedom**: watch an extract from a documentary about a great leader	interview a special person	write a profile about a special person

STUDENTS' BOOK CONTENTS

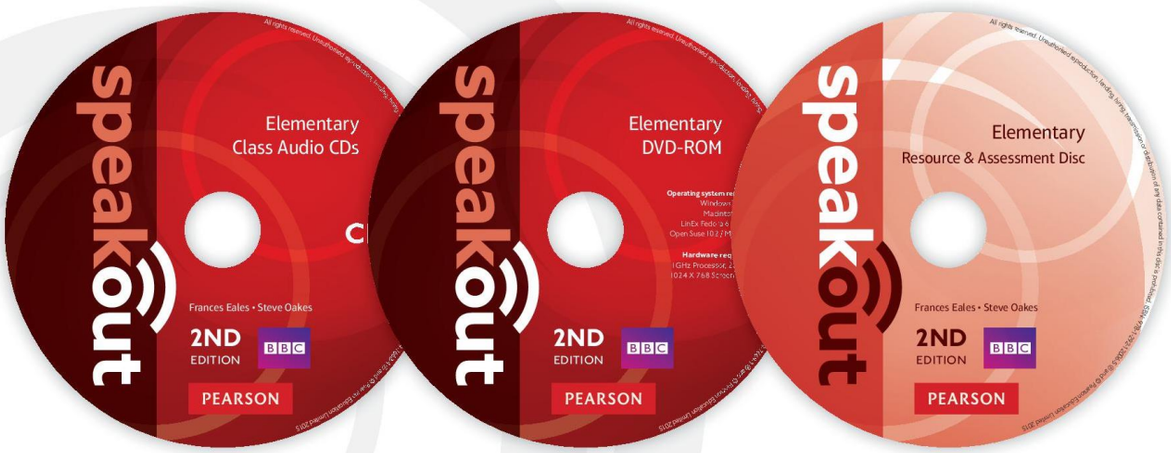
	LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	READING
UNIT 7 HOLIDAYS page 67	BBC interviews | How was your last holiday?				
7.1	Travel partners page 68	comparatives	travel adjectives	word stress; sentence stress	read a quiz about travel
7.2	The longest bike ride page 70	superlatives	places	weak form: *the*	read an article about a bike tour across Asia
7.3	Can you tell me the way? page 72	giving directions	places	sentence stress: correcting	read about Liverpool
7.4	Hong Kong page 74				
UNIT 8 NOW page 77	BBC interviews | What was the last film you saw?				
8.1	Having a great time page 78	present continuous	verbs + prepositions	weak forms: prepositions and articles	read research about language people use on social networking sites
8.2	What a difference! page 80	present simple and continuous	appearance	intonation in questions	
8.3	What do you recommend? page 82	recommending	types of film	word stress; linking	read a questionnaire about films
8.4	Changing Trends page 84				
UNIT 9 TRANSPORT page 87	BBC interviews | How do you get to work?				
9.1	Citybikes page 88	*can/can't, have to/don't have to*	adjectives	word stress; weak sound /ə/	read an article about Mexico City's EcoBici
9.2	Free ride page 90	articles: *a/an, the*, no article	transport collocations	weak forms: *a, an, the*	read about transport in different places
9.3	Sorry I'm late page 92	apologising	excuses	intonation in apologies	read excuses for being late
9.4	Airport page 94				
UNIT 10 PLANS page 97	BBC interviews | What are your plans for the future?				
10.1	Life's a lottery page 98	*be going to; would like to*	plans	weak forms: *going to, would*	read about a lottery winner
10.2	Survive page 100	*will, might (not), won't*	phrases with *get*	contractions	read an article about nature's dangers
10.3	Let's do something new page 102	making suggestions	art and culture	intonation: sounding positive	
10.4	Wild Weather page 104				
UNIT 11 HEALTH page 107	BBC interviews | Do you have a healthy lifestyle?				
11.1	I don't feel well page 108	*should/shouldn't*	the body; health	sentence stress; weak form: *should*	
11.2	On thing at a time page 110	adverbs	communication	sentence stress: adverbs	read an article about multi-tasking
11.3	Help! page 112	offering to help	verbs of movement	intonation in offers	read about helpful cities
11.4	Fat or Sugar? page 114				
UNIT 12 EXPERIENCES page 117	BBC interviews | What's the most exciting thing you've done?				
12.1	Great experiences page 118	present perfect	experiences	sentence stress: present perfect	
12.2	Afraid of nothing page 120	present perfect and past simple	prepositions	irregular past participles	read about a dangerous job
12.3	Hello, I've got a problem page 122	telephoning	telephoning expressions	sentence stress	
12.4	Shark Therapy page 124				

IRREGULAR VERBS page 127 LANGUAGE BANK page 128 PHOTO BANK page 152

	LISTENING/DVD	SPEAKING	WRITING
	listen to people talk about how they like to travel	talk about holidays	
	listen to a conversation with a traveller	plan and talk about a long journey	check and correct information about a holiday
	understand directions	give directions	
	BBC **Going Local: Hong Kong**: watch an extract from a travel show about Hong Kong	describe part of a town/city you know	write a short travel article about a town/city
		talk about what people are doing	improve your use of pronouns; write comments on a photo
	listen to people talk about actors	talk about what you wear	
	listen to conversations about films	ask for and give recommendations	
	BBC **Robert Peston Goes Shopping**: watch an extract from a BBC programme about shopping trends	talk about a survey on trends	write a summary of a survey
		talk about transport in different cities	
	listen to a man talk about travelling for free	talk about types of transport	
	listen to a woman talk about her problems getting to work	apologise for being late	write a story using linkers
	BBC **Airport**: watch an extract from a documentary about a day at Heathrow airport	deal with problems when flying	write a website entry about problems when flying
	listen to a radio interview with lottery winners	talk about your future plans/wishes	
		make predictions about situations	improve your use of linkers and write a short story
		make and respond to suggestions for a day out	
	BBC **Wild Weather**: watch an extract from a documentary about the wettest place in Europe	describe unusual weather	write a message forum notice about your city
	listen to a radio programme about colds and flu	talk about what to do when you don't feel well	
		talk about ways of reducing stress	make your stories more interesting with adverbs
	listen to situations where people offer to help	offer to help someone	
	BBC **Horizon: Sugar Versus Fat**: watch an extract from a documentary about fat and sugar	talk about diets	write some advice for a health forum
	listen to people talking about their experiences	ask and answer questions about life experiences	write an email using linkers
		describe how you feel about different situations	
	listen to phone conversations	make telephone calls and say telephone numbers	
	BBC **Shark Therapy**: watch an extract from a documentary about sharks	talk about an exciting or frightening experience	write a story about an exciting or frightening experience

COMMUNICATION BANK page 161 AUDIO SCRIPTS page 169


speakout
Frances Eales • Steve Oakes
Elementary
Students' Book
with DVD-ROM
2ND
EDITION
GLOBAL SCALE of English
BBC
ALWAYS LEARNING
PEARSON
speakout
Frances Eales • Steve Oakes • Louis Harrison
Elementary
Workbook
with key
2ND
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Elementary
Resource & Assessment Disc
Frances Eales • Steve Oakes
2ND
EDITION
BBC
PEARSON

Our first priority in writing *Speakout Second Edition* was to find out what people liked about the first edition and what could be improved. To that end, we asked teachers and learners around the world for feedback on every level of the course. What did they like? What worked well in class? What changes would they like to see?

We then took a fresh look at every single exercise in the series and improved or updated it based on the feedback we'd received. We revised the grammar, vocabulary and skills syllabuses in line with the *Global Scale of English*, we ensured that there was more recycling and practice of key language, and we included a wealth of up-to-date new material:

- **New BBC video clips** – The BBC video clips which accompany each unit are one of the most original features of the course. We've retained the most popular clips and included some wonderful new material from the BBC archive to engage and motivate learners.
- **New reading/listening texts** – Teachers really appreciated the range of authentic texts in the first edition. We've broadened the range of genres in the second edition to reflect the types of texts learners read outside the classroom. Listening texts are also more authentic and we've included a wider variety of international accents.
- **New pronunciation sections** – We've developed a stronger pronunciation syllabus. Teachers wanted more support in this area, so we now have a wider range of pronunciation features in the three input lessons in each unit. Further pronunciation practice can also be found in *Speakout Extra*.
- **New images and clearer design** – The overall design is lighter, less cluttered and easier to navigate. We've refreshed the photos and illustrations completely, and selected dramatic images to introduce each new unit. Great images motivate learners, and provide excellent prompts for language activities.
- **New supplementary material** – One thing teachers always ask for is 'more'. More grammar, more vocabulary, more pronunciation. There's only so much we can fit into the Students' Books but, for those who want more practice in specific areas, *Speakout Extra* provides a bank of additional exercises that can be accessed via the *Speakout* website. *Speakout Extra* includes grammar, vocabulary, pronunciation and skills practice as well as ideas and activities for exploiting the BBC clips and interviews. *Speakout Extra* will be updated regularly so don't forget to check it out.

We really appreciate the feedback you've given us and hope you find *Speakout Second Edition* even more stimulating and user-friendly than the first edition.

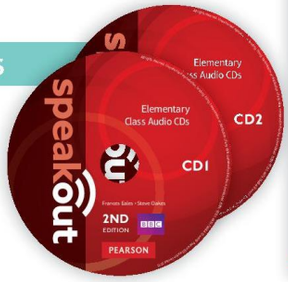


From left to right: Steve Oakes, Antonia Clare, JJ Wilson and Frances Eales

OVERVIEW OF THE COMPONENTS

STUDENTS' BOOK WITH DVD-ROM

- Twelve units with 90 to 120 hours of teaching material
- Comprehensive *Language bank* with detailed explanations and extra practice
- *Photo bank* to expand vocabulary
- Audio material for use in class
- DVD content (BBC clips and interviews)
- Audio and video scripts



CLASS AUDIO CDs

- Audio material for use in class

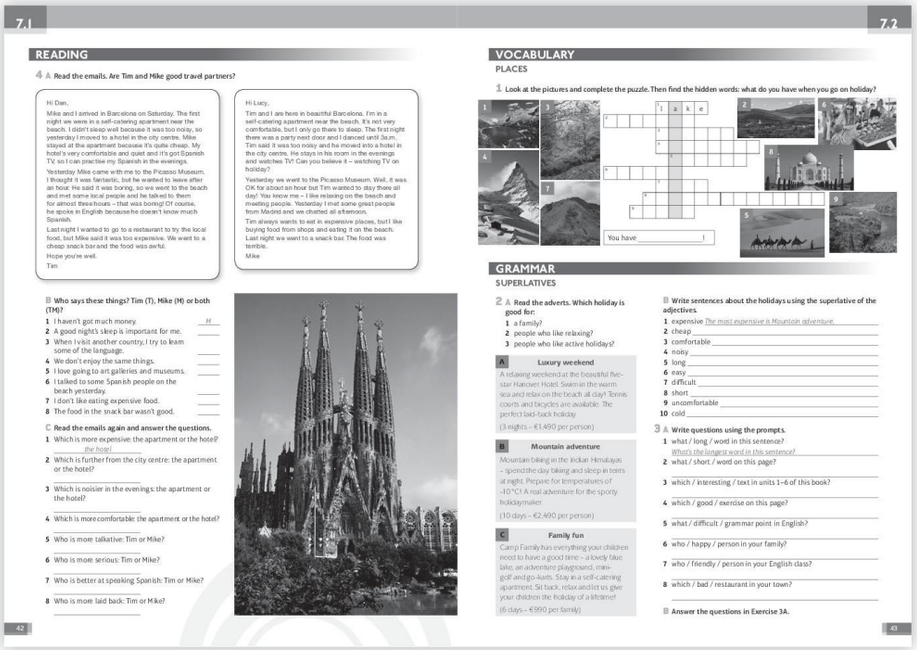


WORKBOOK

- Additional grammar, vocabulary and pronunciation exercises to complement material in the Students' Book
- Additional functional language practice exercises
- Additional reading, listening and writing practice
- Regular review sections
- With- and without-key versions

WORKBOOK AUDIO

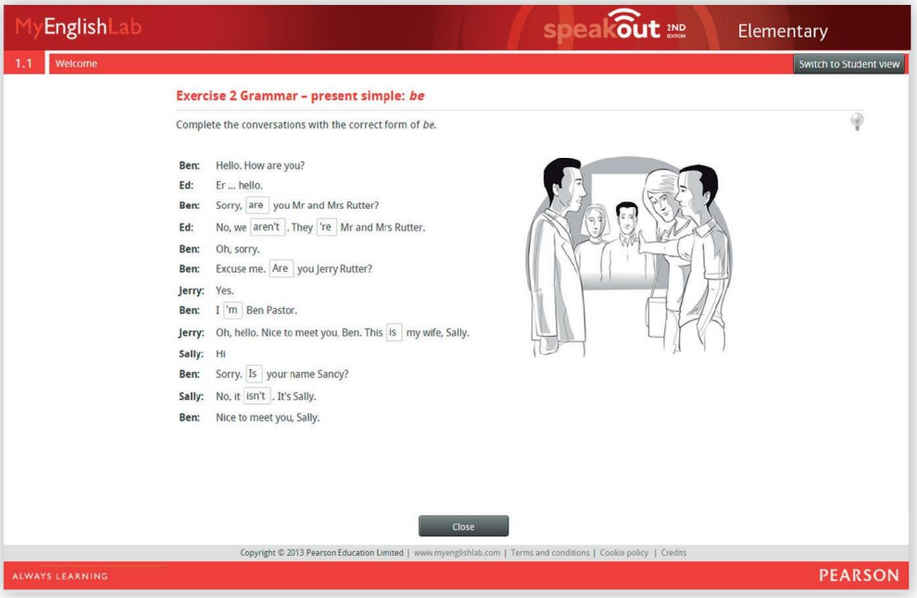
- Audio material to practice listening, pronunciation and functional language
- Visit www.english.com/speakout to download the audio

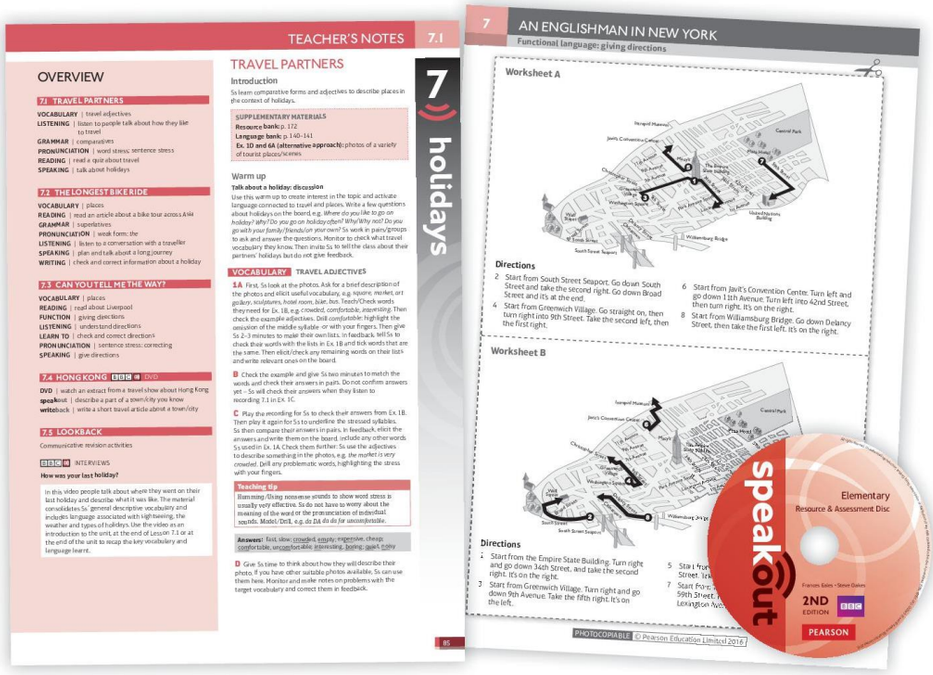


MYENGLISHLAB

Learning Management System that provides:

- Interactive Workbook with instant feedback
- Extra practice in grammar, vocabulary and skills
- Unit and achievement tests
- Mid- and end of course tests
- BBC interviews and interactive exercises





TEACHER'S BOOK WITH RESOURCE AND ASSESSMENT DISC

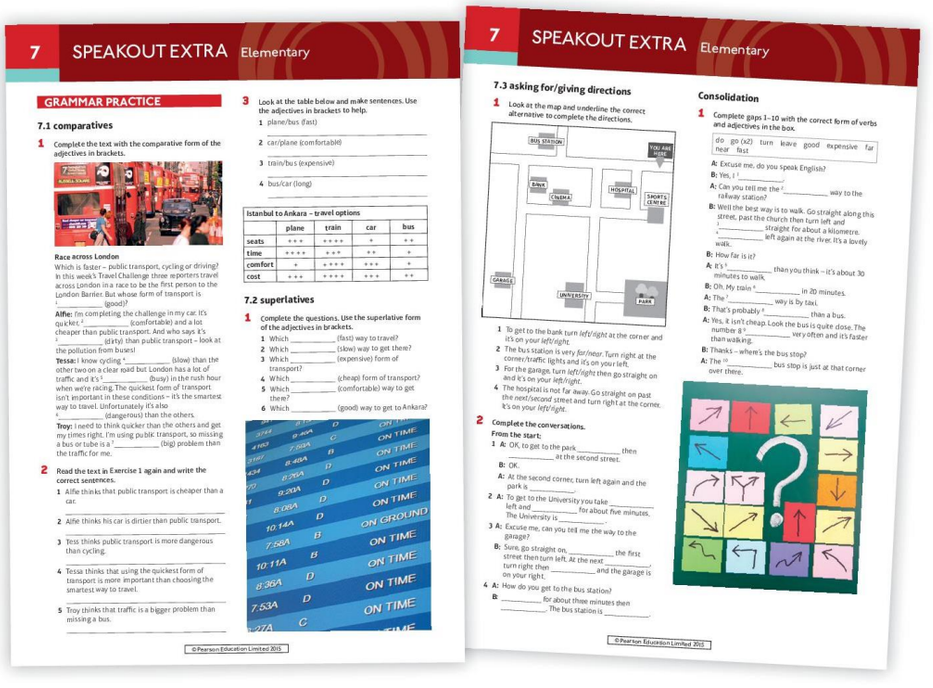
- Teacher's notes for every unit with warmers, fillers, alternative suggestions, culture notes and answer keys
- Generic teaching tips on useful areas such as grammar, lexis, pronunciation, using video, etc.
- Photocopiable grammar, vocabulary, and functional language worksheets for every unit
- Class audio and video scripts
- BBC interviews, worksheets and scripts
- Unit and achievement tests
- Mid- and end of course tests
- Test audio, audio scripts and answer keys



ACTIVETEACH

Software for classroom use to help teachers get the most out of the course:

- Integrated audio and video content
- Answer-reveal feature
- Large extra resources section
- Grammar and vocabulary review games
- BBC interviews and worksheets
- Assessment package containing all the course tests
- A host of useful classroom tools



WEBSITE AND *SPEAKOUT EXTRA*

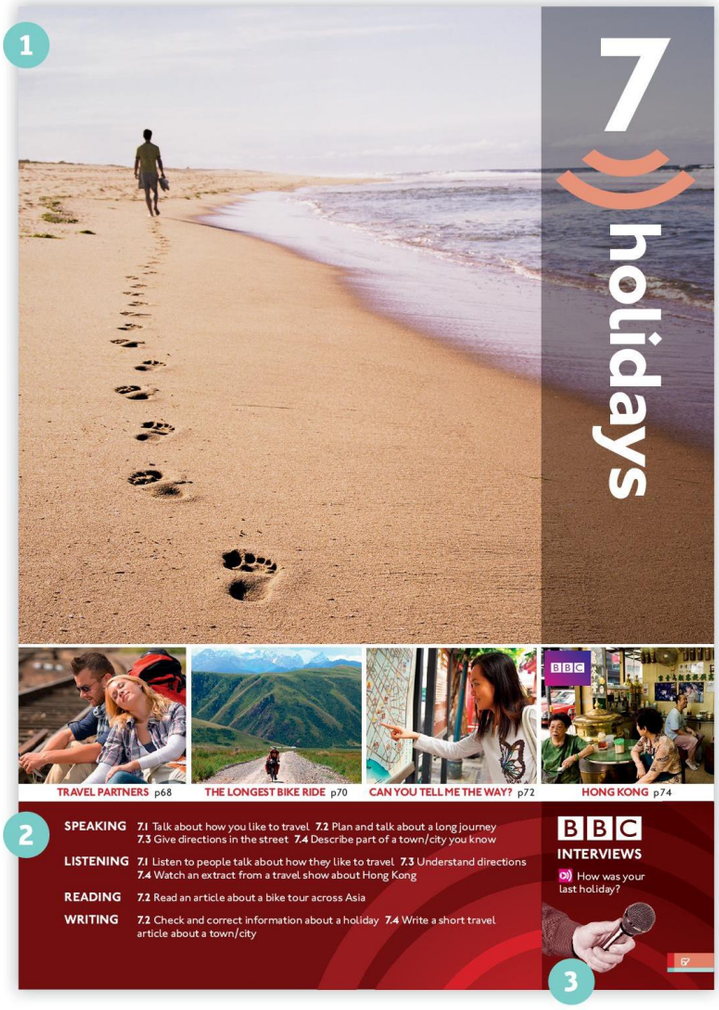
- Information about the course
- Sample materials
- Placement test
- Teaching tips and ideas
- Free downloadable worksheets provide additional grammar, vocabulary, pronunciation and skills practice (*Speakout Extra*)
- Extra video-exploitation activities to help learners get the most out of the course (*Speakout Extra*)

Speakout Extra and other teacher's resources available at:

www.pearsonelt.com/speakout

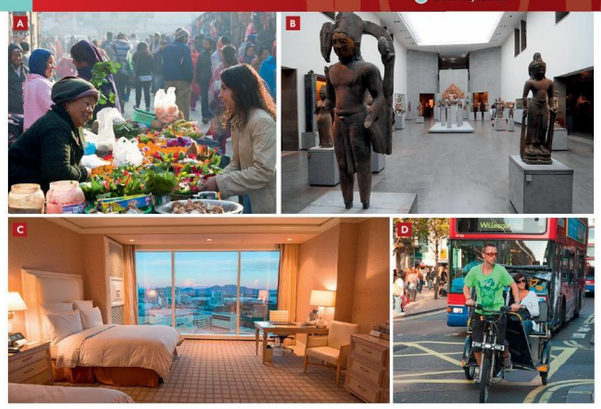
Speakout Second Edition Students' Book is clearly designed and easy to use. Each unit follows the same pattern with an introductory page, two main input lessons covering grammar, vocabulary, pronunciation and skills work, a functional lesson and a skills-consolidation lesson based on a clip from a BBC programme. The unit culminates with a page of *Lookback* exercises and there is a detailed *Language bank*, *Photo bank* and *Communication bank* at the back of the book.

1. Striking images provoke interest in the topic
2. Language focus and outcomes stated at the start of each lesson
3. BBC interviews provide 'models' of authentic language
4. Grammar presented in context with clear explanations and plenty of practice
5. Learners referred to Language bank at the back of the book for further practice
6. Key lexis introduced in context and expanded in Photo bank at the back of the book
7. Special pronunciation sections in each lesson
8. Focus on reading and/or listening in every spread
9. Writing sections focus on different genres and sub-skills
10. Focus on useful functional language
11. *Learn to* sections develop listening/speaking skills
12. Useful learning tips in each unit



7.1 TRAVEL PARTNERS

G comparatives
P word stress; sentence stress
V travel adjectives



6 VOCABULARY

TRAVEL ADJECTIVES

1 A Work in pairs. Do you enjoy travelling? Do you ever go abroad? What places/things can you see in the photos? Make a list of adjectives to describe them.

Market: hot, busy …

B Match the adjectives in column A with their opposites in column B.

A	B
hot	noisy
fast	empty
crowded	boring
expensive	cheap
comfortable	cold
interesting	uncomfortable
quiet	slow

7

C 7.1 **WORD STRESS** Listen and underline the stressed syllable in each adjective. Then listen again and repeat.

crowded

D Work in pairs and take turns. Student A: choose one of the photos A–D. Describe it using four adjectives from Exercise 1B. Student B: guess the photo.

SPEAKING

2 A Do the travel quiz below. Circle your answers.

B Work in pairs and compare your answers. Are you good travel partners? Why/Why not?

TRAVEL QUIZ Going on holiday this year? Do the quiz and find your perfect travel partner!

1 **I like travelling …**
a) by plane **b)** by train **c)** by car

2 **I like staying in …**
a) a hotel **b)** a self-catering apartment **c)** a tent

3 **I prefer …**
a) relaxing on a beach **b)** doing something sporty **c)** going sightseeing

4 **I like going on holiday …**
a) in spring **b)** in summer **c)** in winter

5 **When I'm on holiday I like eating …**
a) local dishes **b)** the food I usually eat **c)** fast food

6 **In the evenings I like …**
a) going for a walk **b)** going to a restaurant **c)** going to a nightclub

7 **My perfect holiday is …**
a) a weekend **b)** a week **c)** a month

LISTENING

3 A 7.2 Listen to two people doing the quiz. Answer the questions.

1 How many of their answers are the same?
2 Are they good travel partners?

B Listen again. Write man (M) and woman (W) next to the answers in the quiz in Exercise 2A.

C Work in pairs and discuss. Is the man or the woman a good travel partner for *you*? Why/Why not?

4 GRAMMAR

COMPARATIVES

4 A Look at audio script 7.2 on page 172 and complete the sentences.

1 Planes are fast_____ _____ trains.
2 Summer's hot_____ _____ spring.
3 A hotel's _____ expensive _____ an apartment.

B 7.3 **SENTENCE STRESS** Underline the stressed words in the sentences above. Listen and check. Notice the pronunciation of *than* /ðən/. Then listen again and repeat.

C Complete the table.

	Adjective	Comparative	Rule
short adjectives	fast	fast_er_	Use adjective + -_____
long adjectives	comfortable	_____ comfortable	Use _____ + adjective
irregular adjectives	good/bad	better/worse	

5

▷ page 140 **LANGUAGEBANK**

5 A Write comparative sentences. Use the adjectives in brackets.

1 shoes, trainers (comfortable) for travelling
Trainers are more comfortable than shoes for travelling.
2 autumn, spring (romantic)
3 travelling by car, travelling by bus (bad) on a hot day
4 cafés, restaurants (cheap) in my city
5 an e-book, a book (good) on holiday
6 museums, art galleries (interesting)
7 city, beach (nice) for a day out
8 a cheap hotel, a good hotel (easy to find)

B Work in pairs and compare your answers.

6 A Choose two places you know, e.g. cities, cafés, nightclubs. Which one do you like more? Write two sentences about each place using comparatives.

I like Krakow more than Warsaw because it's smaller and cheaper.

B Talk to other students and tell each other about your places. Which place would you like to visit?

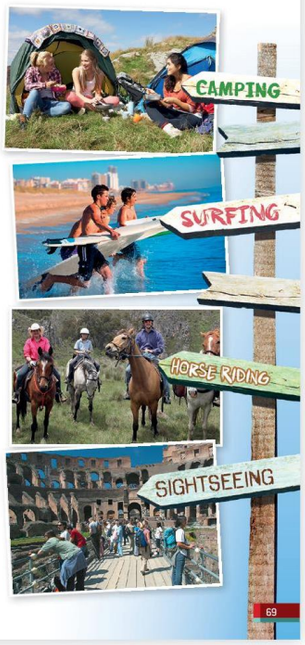
A: *I like Krakow more than Warsaw.*
B: *Why?*
A: *Because it's smaller and more beautiful.*

SPEAKING

7 A Write notes about a good or bad holiday *you* went on. Think about the questions below and use the photos to help.

- Where and when did you go?
- Who did you go with?
- Where did you stay? Was it good?
- What did you do? Did you enjoy it?
- Where did you eat? Did you like the food?
- Was it hot?
- Did you like it more than your town/city? Why/Why not?

B Work in pairs. Ask and answer the questions above. What's similar about your holidays?



7.2 THE LONGEST BIKE RIDE

G superlatives
P weak form: *the*
V places

6 VOCABULARY

PLACES

1 A Work in pairs. Look at photos A–E. Which of the things in the box can you see?

a mountain	a hill	a river	a lake
a forest	a village	a market	
a famous building	a desert		



B Work in pairs. Look at the words in the box in Exercise 1A and write an example for each word. Use your country if possible.

A mountain: Monte Cervino (Italy)

8

The Silk Route Bike Tour: is it the greatest journey in the world? The company calls it 'the longest, hardest, highest, hottest, coldest bicycle tour in the world'. In eighteen weeks you travel over 12,000 kilometres through seven different countries and have the most exciting ride of your life.

'A thousand years ago people went by camel and did about twenty-five kilometres a day,' says Nate Cavalieri, one of the Silk Route Tour staff. 'But on a bike you do twenty-five kilometres in an hour.' And along the way you see some of the most beautiful places in the world.

From Shanghai, you go across Asia, through Iran and arrive in Istanbul, Turkey, at the end. You travel across the deserts of China and cycle the Pamir Highway to over 4,600 metres, across the 'Roof of the World' in the mountains of Tajikistan. On the way there are villages, markets and ancient buildings.

At night, you stay in ancient roadside hotels or in camps. A chef cooks dinner for about half of the 133 days; on other days cyclists can eat in local restaurants or shop in local markets for their food.

One cyclist blogged, 'The best thing was the friendliness of the people.' And the worst things? 'The snow and the cold in the Pamirs.'

So is it the greatest journey in the world? Cyclist and blogger Miles MacDonald thinks so. 'The Silk Route is a true expedition. It is long and difficult, but it's such an amazing experience that you arrive in Istanbul a completely changed person.'



READING

2 A Read the introduction to the article about the Silk Route Tour and answer the questions.

1 What is the Silk Route Tour?
2 How many countries does it travel through?

B Work in pairs. What else would you like to know about the Silk Route Tour? Write three questions using the words in the box to help.

countries	sleep	people	food	bikes	price

Which countries does it visit?

3 A Read the article. Did you find the answers to your questions?

B Read the article again. Are sentences 1–6 true (T) or false (F)?

1 The Silk Route Tour travels through seven countries in eighty weeks.
2 A bicycle is faster than a camel.
3 The tour starts in Istanbul and ends in Shanghai.
4 Cyclists stay in hotels and camps.
5 They take turns cooking dinner every evening.
6 One cyclist thought the snow and the hills were the best things.

C Would you like to go on the Silk Route Tour? Why/Why not?

4 GRAMMAR

SUPERLATIVES

4 A Complete the sentences with words from the article above.

1 Is it the _____ journey in the world?
2 You see some of the _____ _____ places in the world.
3 The _____ thing was the friendliness of the people.

B Underline other examples of superlatives in the introduction. Then complete the table below.

	Adjective	Superlative	Rule
short adjectives	great	*the greatest*	Use _____ + adjective + -_____
longer adjectives	exciting	_____	Use _____ + + adjective
irregular adjectives	good bad	_____ _____	

7

C 7.4 **WEAK FORM: *the*** Listen to the pronunciation of *the* in the sentences in Exercise 4A. Then listen and repeat.

5

page 140 **LANGUAGEBANK**

5 A Make questions about the Silk Route Tour.

1 What / cold / place you visited?
What was the coldest place you visited?
2 What / hot / place?
3 What / friendly / place?
4 What / far / distance you travelled in one day?
5 What / beautiful / building you saw?
6 What / amazing / experience of the journey?

B Match answers a)–f) with questions 1–6.

a) 'It was Turpan, China.'
'For me, the Gobi Desert: fifty degrees centigrade!'
b) 'The Blue Mosque. I took 100 photos.'
'The Bibi-Khanym Mosque.'
c) 'Meeting locals everywhere.'
'Arriving in Istanbul.'
d) 'About 150 kilometres, in western China.'
'I don't remember … at least 100 kilometres.'
e) 'The mountains in Kyrgyzstan.'
'The desert at night. There was snow!'
f) 'Iran; the people there were so kind.'
'Everywhere, really.'

C 7.5 Listen to a conversation with a Silk Route Tour cyclist. Underline the answers he gives in a)–f).

SPEAKING

6 A Work with other students. Plan a long journey to another country. Choose five places to visit: the most exciting, the most beautiful, the highest, etc.

First we go to … , then we visit the oldest/most famous … in …

B Tell the class about your journey. Ask and answer questions about each journey.

A: Where do you sleep at night?
B: In small hotels.

C Discuss. Which journey is the most interesting?

9 WRITING

CHECKING AND CORRECTING

7 A Read the student's homework below. Find and correct ten mistakes with:

• spelling • past simple • singular/plural
• comparatives/superlatives

On Saturday we went by bus across the ~~dessert~~ desert.
We meet a lot of peoples. The peoples in the villages was friendlyer than in the city. At night we staid in a camp. It was not very comftable, but it was more cheaper than the hotels. We buyed all our food in markets.

B Write four sentences about your last holiday.

7.3 CAN YOU TELL ME THE WAY?

F giving directions
P sentence stress: correcting
V places

6 VOCABULARY

PLACES

1 A Work in pairs and look at the photos and the information. Why is Liverpool famous? What can a tourist do there?



B Look at the map of Liverpool on page 73. In the box below tick the places you can find on the map.

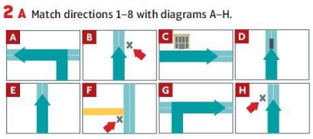
a road/street	a park	a square	traffic lights
a corner	a pedestrian street	a car park	
a crossroads			

C Work in pairs. Cover this page and take turns. Student A: point at one of the places above on the map. Student B: say the place.

10 FUNCTION

GIVING DIRECTIONS

2 A Match directions 1–8 with diagrams A–H.



1 Turn right. *G*
2 Turn left.
3 Go straight on.
4 Go past the cinema.
5 Stop at the traffic lights.
6 It's on the corner.
7 It's on the right.
8 It's on the left.

B 7.6 Listen and check. Then listen and repeat.

3 A 7.7 Look at the map and find 'Start here'. Listen to a woman asking for directions. Write the letter (A–M) for:

1 The Beatles Story Museum 2 The cinema

B 7.8 Listen again. How does the woman ask for directions? Complete the conversations.

W: Excuse me.
M: Yes.
W: [1]_____ you [2]_____ me [3]_____ _____ _____ the Beatles Story?
M: Yeah. You go straight on here.
W: Excuse me. [4]_____ _____ a cinema [5]_____ here?
M: Erm. Let me think. Yes, there's a cinema in Liverpool One.

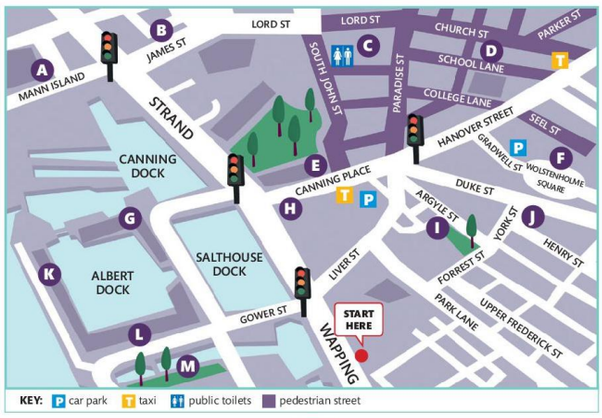
C Listen again and underline the stressed words in the woman's sentences. Then listen and repeat.

D 7.9 Number the directions to Liverpool One in order. Then listen again and check.

a) the cinema is on the left
b) go past the big car park
c) go straight on here *1*
d) go straight on at the traffic lights
e) you can't miss it
f) turn right at the traffic lights
g) there's a pedestrian street

page 140 **LANGUAGEBANK**

4 Work in pairs. Student A: look at page 165. Student B: look at page 168.



11 LEARN TO

CHECK AND CORRECT DIRECTIONS

5 A Read the extracts. How does the woman check the directions? Underline the phrases she uses.

M: You go straight on here, and can you see those traffic lights?
W: Yes.
M: Well, turn left at the traffic lights.
W: Turn left?
M: Yes … and the Beatles Story is on your right …
W: Thanks. So, it's left at the traffic lights and then past some water and then it's on the right, at Alba …?
M: Albert Dock.
W: Albert Dock. Right, thanks.
M: And then you can see Liverpool One in front of you. You can't miss it. It's really big.
W: Can I just check the first part? So straight on here, then turn left at the traffic lights.
M: No, turn right.
W: Turn right and go straight on.
M: Yes.



7

B 7.10 **SENTENCE STRESS: correcting** Look at the conversation extracts below. Listen and underline the stressed words in B's answers.

1 A: Turn left.
B: No, turn right.
2 A: So it's in Wood Road.
B: No, it's in Wood Street.
3 A: So it's in College Lane.
B: No, it's in School Lane.
4 A: So it's past the traffic lights.
B: No, past the park.

C Listen again and repeat B's answers.

12 speakout TIP

When you want to correct a mistake, you can use stress. Remember to say the correct word higher, **LOUDER** and l o n g e r.

Is it fifty-two High Street? *No, it's **thirty**-two.*

D Work in pairs and take turns. Student A: look at page 167. Student B: look at page 163.

SPEAKING

6 Work in pairs. Student A: choose a starting point on the map and give directions to one of the places (A–M). Student B: listen and follow the directions. Check you understand everything.

7.4 BBC HONG KONG

DVD PREVIEW

1 A Work in pairs. Look at the page and answer the questions.

1 Which of the things in the box can you see on the page?

a skyscraper	karaoke	a tram
a shopping centre	a bamboo steamer	

2 What can you see/do in Hong Kong?
3 Which activities are popular in Hong Kong a) for tourists b) for locals c) for both?

B Read the text and underline the correct alternative.

1 Carmen is a *new/business/travel* journalist.
2 She has *two/three/four* questions.
3 She gets information from *local people/guidebooks and tourists.*

1 Going Local: Hong Kong



In *Going Local*, BBC journalists go to cities around the world and try to see the city through the eyes of a local person. In this programme, travel journalist Carmen Roberts is in Hong Kong. She has three questions or challenges* and she travels around the city to find the answers. There are two rules: no guidebooks and no tourists – so Carmen can only ask local people for help. Join Carmen as she leaves the skyscrapers, shopping centres and tourist places and tries to get to the heart of Hong Kong.

*a challenge = a difficult but exciting activity or task

DVD VIEW

2 A Work in pairs and read Carmen's three challenges. Which do you think is the easiest thing to find in Hong Kong?

1 Find the best milk tea in Hong Kong.
2 Find a shop where you can buy locally made goods.
3 Where do locals go to have fun?

B Watch the DVD. Which was the easiest thing to find? What problems did Carmen have with the challenges?

C Look at the programme extracts below. Watch the DVD again and correct the mistakes.

1 The tea is really, really strong but it's also very ~~hot~~. *sweet*
2 It's quite refreshing actually when it's a warm day here in Hong Kong.
3 I found a place to go but when do I get there?
4 Look at the rows and rows and rows of bamboo baskets, as far as the eye can look.
5 How long does it take you to finish one?
6 What do you do for friends?
7 There's a place like right next door actually called Blue MR or something.
8 Pick a song that you can definitely hear, a classic.

3 Work in pairs and answer the questions.

1 For you, what is the most interesting thing to do or to see in Hong Kong?
2 Can you think of two other challenges to give Carmen?
3 Do you think Hong Kong is a good place to visit? Why/Why not?

3 speakout a city challenge

4 A Work in pairs and read the questions. Tick one question you would like to answer for a town/city you know.

1 Where do locals go to have fun?
2 Where is there a walk that tourists don't know about?
3 Where can you find great street food?
4 Where can you see something tourists never see?
5 Where can you take the best photo in the town/city?

B Answer the questions below about your challenge. Write notes not full sentences.

- Where is it?
- What can you find or see there?
- When is the best time to go there?
- Why do you like it?

4 C 7.11 Listen to a man talk about a place in his city. Which challenge in Exercise 4A does he speak about?

D Listen again. Which questions in Exercise 4B does he answer?

E Listen again and tick the key phrases you hear.

5 KEY PHRASES

It's in the [north/south/west/east] of London.
It's [near/next to …]
There are lots of …
It's got lots of …
You can [find/see/eat/…]
It's [the best place to/one of the best places to] …
Most tourists don't know about it.
Tourists [don't usually/often] go there.
It's really [interesting/delicious/fun/quiet/beautiful/…]

5 A Work in groups. Student A: answer the question you chose in Exercise 4A. Use the key phrases to help. Other students: ask some questions about the place.

B Which place or experience was the most interesting for you?

writeback a travel article

6 A Work in pairs and read the article. Which question in Exercise 4A does it answer? Which of the three places would you most like to visit?

My London

London is the capital of the UK. It's in the south-east of England on the River Thames. Tourists love its famous sites: Buckingham Palace, Big Ben, the wonderful art galleries and museums. But where do you go to escape the tourists? Here are three ideas:

1 **Little Venice** – This is a beautiful area in the north of London with water all around. It's a good place to sit, have a coffee and watch people on their houseboats.

2 **Sir John Soane's Museum** – John Soane was an architect and an art collector and in his house (the museum) there are many strange and amazing objects. Morning is the best time to go there – it's nice and quiet then.

3 **Temple Gardens** – These are some of my favourite gardens in London. They're in the centre of London near the River Thames in an area for lawyers and law companies. They're perfect for a walk or a picnic lunch especially in summer.

B Read the article again. For each place, which questions does the writer answer?

Where is it?
What can you see or do there?
When is a good time to visit?

C Write a website article about two or three places in your town/city which are away from the tourist centres. Use the ideas and phrases from Exercise 4 and the article above to help. Write 100–150 words.





Speakout Second Edition Students' Book has a motivating DVD spread at the end of every unit. Based on authentic clips from the BBC's rich archive, these lessons are designed to consolidate language and act as a springboard for further speaking and writing tasks.

The *Lookback* page provides a review of key language covered in the unit with exercises that can be done altogether at the end of the unit or individually as and when appropriate. *Speakout Second Edition* also has a detailed *Language bank*, a *Photo bank* and *Communication bank*.

1. Learners read about the DVD clip in preparation for viewing
2. Different viewing tasks help learners understand and appreciate the DVD clip
3. *Speakout* tasks consolidate language and build learners' confidence
4. 'Models' are provided to help learners perform the task
5. Key phrases give learners the language they need to perform the task
6. *Writeback* tasks provide further communicative practice
7. *Lookback* exercises are an enjoyable 'test' of language covered in unit
8. *Language bank* provides detailed explanations and further practice
9. *Photo bank* extends key lexical sets
10. *Communication bank* provides further opportunities to practise key language

7.5 LOOKBACK

7 TRAVEL ADJECTIVES

1 A Complete the travel adjectives.

1	f_st	8	c_mf_rt_bl_
2	c_ld	9	n_ _sy
3	sl_w	10	_nt_r_st_ng
4	cr_wd_d	11	h_t
5	ch_ _p	12	q_ _ _t
6	_mpty	13	_xp_ns_v_
7	b_r_ng	14	_nc_mf_rt_bl_

B Work in pairs. Which adjectives in 1A describe …

… the building you are in now?
… your last weekend?
… your last holiday?
… your favourite café or restaurant?
… your favourite type of car?

COMPARATIVES

2 A Look at the two ways of travelling from Moscow to Beijing. Write six sentences comparing them. Use adjectives from Exercise 1A.

China Airlines flight: €1,130, Business class, seven hours twenty minutes, two meals, two movies

Trans-Siberian Railway: €590 second class, seven days, four beds per compartment, restaurant on train

The train is cheaper than the plane.

B Work in pairs and discuss. Which way of travelling from Moscow to Beijing is better: the train or the plane? Why?

PLACES

3 Work in pairs. Look at the words in the box below and find one place:

1 where you can swim.
2 with a lot of trees.
3 where people live.
4 where you can buy things.
5 that's hot in the day and cold at night.
6 that is high.
7 that tourists often visit.
8 that usually has a name.

a mountain	a village	a desert	a lake	a hill
a market	a river	a forest	a famous building	

SUPERLATIVES

4 A Complete the quiz with superlatives of the adjectives in brackets.

City quiz

1 *The friendliest* (friendly) city in the world is:
a) Rio de Janeiro **b)** Cairo **c)** Kuala Lumpur
2 The world's _____ (big) city is:
a) Seoul **b)** Mexico City **c)** Tokyo
3 _____ (good) place to live is:
a) Zurich **b)** Vancouver **c)** Melbourne
4 _____ (safe) city in the world is:
a) Vienna **b)** Singapore **c)** Dublin
5 _____ (beautiful) city is:
a) Cape Town **b)** Sydney **c)** Prague
6 _____ (popular) tourist destination in the world is:
a) Spain **b)** the USA **c)** France
7 _____ (fast)-growing cities in the world are in:
a) China **b)** Africa **c)** India
8 _____ (busy) shopping street in the world is in:
a) London **b)** Hong Kong **c)** Shanghai

key 1 a 2 c 3 b 4 a 5 a 6 c 7 b 8 a

B Work in pairs and do the quiz. Then check your answers in the key.

GIVING DIRECTIONS

5 A Put the words in order. Start with the underlined words.

1 there / restaurant / here / Is / a / near?
2 corner / turn / Go / left / straight / at / on / the / and
3 bank / turn / Go / the / and / right / past
4 left / on / It's / the
5 the / at / Stop / crossroads
6 way / you / to / tell / the / Can / me / supermarket? / the
7 the / The / station / on / right / police / is
8 it / miss / can't / You

B Work in pairs and take turns. Student A: think of a place near where you are now. Give directions. Student B: guess the place.

A: Go out of the main entrance and turn left …

7 LANGUAGE BANK

LB 7

GRAMMAR

7.1 comparatives

adjective		comparative	rule
one-syllable adjectives some two-syllable adjectives adjectives:	cold quiet	colder quieter	adjective + *-er*
ending in *-e*	large	larger	adjective + *-r*
ending in *-y*	noisy	noisier	adjective ~~*-y*~~ + *-ier*
ending in a consonant + vowel + consonant	hot	hotter	double the final consonant of the adjective + *-er*
many two-syllable adjectives all longer adjectives	boring expensive	more boring more expensive	*more* + adjective
irregular adjectives	good bad far	better worse further/farther	

Use comparatives (+ *than*) to compare things and people.
My sister's ***taller than*** *me.* *A restaurant is* ***quieter than*** *a disco.*

7.2 superlatives

adjective	superlative	rule
cold nice friendly big	the coldest the nicest the friendliest the biggest	*the* + adjective + *-est* *the* + adjective + *-st* *the* + adjective ~~*-y*~~ + *-iest* double the final consonant of the adjective + *-est*
boring interesting	the most boring the most interesting	*the most* + adjective
good bad far	the best the worst the furthest/farthest	

Use superlatives to talk about the number one thing in a group.
Maria's spelling is ***the best*** *in the class.*
Note: The spelling rules for superlatives are the same as for comparatives.

7.3 giving directions

Asking for directions		
Excuse me,	can you tell me the way to could you tell me the way to how can I get to	the station, please? Oxford Street, please?
	is there a	sports shop near here?

Giving directions		
Go	straight on/ahead.	
It's	past	the bank.
Turn	left/right	at the crossroads. into Lake Road.
It's	on	the left/right. the corner of …

Use imperatives (e.g. *Turn, Go, Stop*) or *You* + infinitive to give directions.
Go *straight on at the traffic lights.*
You turn *right at the post office.*
When speaking, check information by repeating what you hear.
The ***third*** *right?*
So, I take the next ***left****?*
Correct information by stressing the correction.
No, the ***first*** *right.*
No, the next ***right****.*

PRACTICE

7.1

A Write the comparative of the adjectives.

1 fast *faster*
2 close _____
3 big _____
4 beautiful _____
5 easy _____
6 cheap _____
7 important _____
8 happy _____
9 intelligent _____
10 late _____

B Complete the sentences with comparatives. Use the adjectives in brackets.

1 A café is _____ _____ a nightclub. (quiet)
2 It's _____ in south India _____ in north India. (hot)
3 My brother is _____ _____ you. (funny)
4 Your job is _____ _____ _____ mine. (interesting)
5 The people here are _____ _____ the people in my town. (kind)
6 Winter this year was _____ _____ winter last year. (bad)
7 When I was young I was _____ _____ _____ I am now. (serious)
8 These earphones are _____ _____ those ones. (good)
9 The beach is _____ _____ the swimming pool. (far)
10 The museum's _____ _____ the art gallery. (near)

7.2

A Write the superlative of the adjectives.

1 great *the greatest*
2 quiet _____
3 comfortable _____
4 close _____
5 noisy _____
6 cheap _____
7 interesting _____
8 hot _____
9 fast _____
10 crowded _____

B Complete the sentences. Use the superlative of the adjectives in the box.

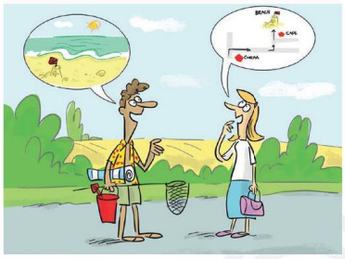
~~long~~ busy big high good old deep popular

1 *The longest* bridge in the world is the Pearl Bridge in Japan. It's 1,991 metres.
2 _____ tourist destination in Europe is Disneyland Paris. Over twelve million people visit it in a year.
3 _____ and _____ lake in the world is Lake Baikal, in southern Siberia, Russia. It's 1,600 metres deep and over twenty-five million years old.
4 _____ rainforest in the world is the Amazon. It's four million square kilometres.
5 _____ mountain in the USA is Mount McKinley. It's 6,194 metres. _____ view is at the top.
6 _____ train station in the world is Shinjuku Station in Tokyo. Over three million people use it every day and it has over 200 exits.

7.3

A Read the conversation. Add six more missing words.

A: Excuse *me*, can you tell me way to the beach?
B: Yes, you turn right the cinema. Then straight on for about fifteen minutes.
A: Fifty minutes?
B: No, fifteen minutes. Then turn left Menier Avenue. Go the café your right. You can see the beach straight ahead. You can't miss it.
A: Thank you very much.



9 PHOTO BANK

Lesson 9.2 TRANSPORT

1 Match the types of the transport with the photos.

1 a bike
2 a boat
3 a bus
4 a car
5 a ferry
6 a horse
7 a lorry/a truck
8 a motorbike
9 a plane
10 a scooter
11 a ship
12 a taxi
13 a train
14 a tram
15 an underground/a subway train
16 a van

































2 Put the words into the transport groups.

a bike

land

sea

air

10 COMMUNICATION BANK

Lesson 1.3

7 Student B: answer Student A's questions. Then ask Student A the prices to complete your table.

A: *How much is a muffin and a tea?*
B: *One seventy-five. How much is a sandwich and a juice?*

	tea	juice	coffee
muffin		2.25	2.00
burger	3.65		3.90
chips		2.45	
sandwich	3.25		

Lesson 4.3

6 **A** Student A: You are a shop assistant in a sports shop. Look at the things in the list below. Write a different price for each. Then role-play the situation. Answer Student B's questions. Begin the conversation: *Good morning. Can I help you?*

- a football *€19.99*
- trainers
- a swimming costume
- walking boots

B Now you are a customer in an electronics shop. Role-play the situation. Ask Student B questions and try to buy the things below. When you buy something, write the price.

- a SIM card
- a memory stick
- headphones
- a tablet

Lesson 5.3

6 **B** Student B

TODAY'S SPECIALS

Chef's Sunday special –
Roast beef with potatoes and corn on the cob

Garden delight –
Rice with three different vegetables (peas, green beans, carrots)

Spring mix –
Salad and two kinds of meat: lamb and beef

Lesson 11.2

5 Student A

A Read this list of ways of reducing stress. Put a tick (✓) for good ideas and a cross (✗) for bad ideas.

Turn off your phone for one hour a day.
Sleep nine hours a night.
Do a karate class.
Take a five-minute break from work every hour.
Don't drink coffee.
Do something you enjoy, e.g. singing, twice a week.
Play video games.
Paint your walls green – it's a relaxing colour.

B Work with other Student As and compare your ideas. Choose the top three good ideas.

A: *Which ideas do you think are good?*

C Work in pairs with a Student B and tell each other your top three ideas. Choose the best three ideas.

A: *What are your top ideas?*
B: *Well first I think you should/shouldn't …*

D Work with all the other students and choose the best three ideas.

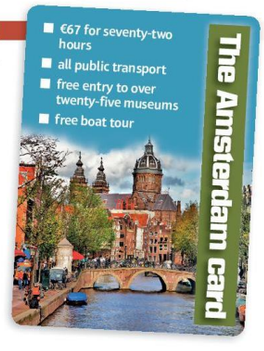
Lesson 5.2

4 **B** Student B

(The underlined answers are correct.)
2 a) about 50 times b) about 15 times
4 a) about 2,000 b) about 7,000
6 a) 200 bottles b) 2,000 bottles
8 a) about 590 kilometres b) about 950 kilometres

Lesson 9.1

6 **A** Student A

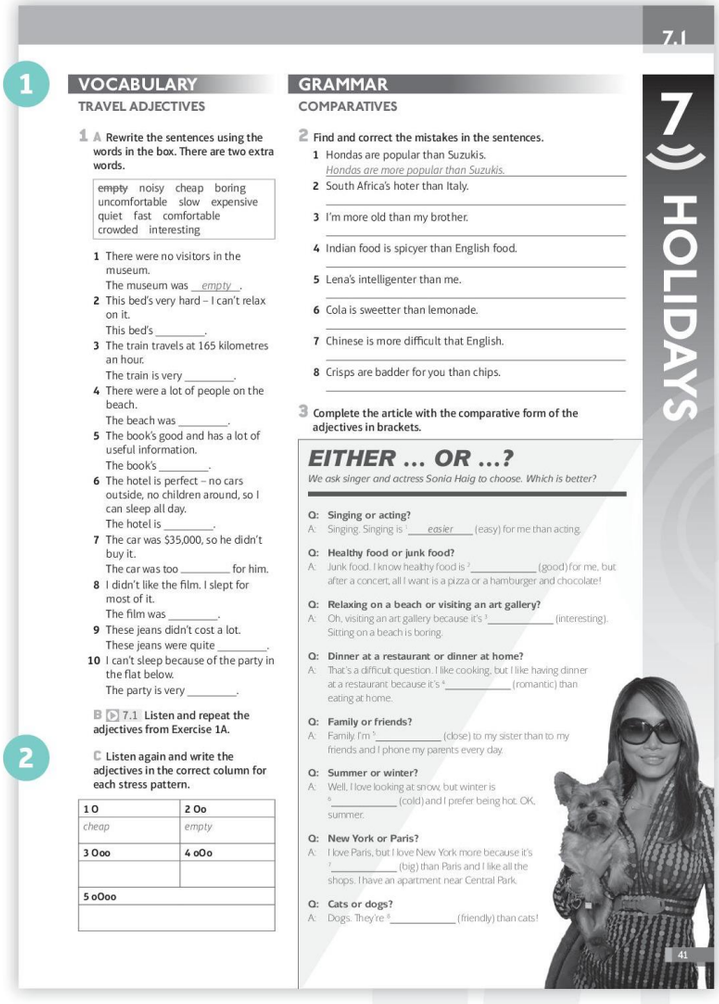


WORKBOOK

Speakout Second Edition Workbook contains a wide variety of review and practice exercises and covers all of the language areas in the corresponding Students' Book unit. It also contains regular review sections to help learners consolidate what they have learned.

1. Extensive practice of vocabulary and grammar covered in the Students' Book
2. Additional practice of pronunciation points covered in the Students' Book
3. Reading and listening texts develop learners' skills
4. Writing exercises focus on useful sub-skills

Speakout Second Edition Workbook Audio is available online. Visit www.english.com/speakout to download audio material to accompany the pronunciation, listening and functional practice exercises.



7.1

7 HOLIDAYS

1 VOCABULARY

TRAVEL ADJECTIVES

1 A Rewrite the sentences using the words in the box. There are two extra words.

empty noisy cheap boring uncomfortable slow expensive quiet fast comfortable crowded interesting

1 There were no visitors in the museum.
The museum was *empty*.
2 This bed's very hard – I can't relax on it.
This bed's _____.
3 The train travels at 165 kilometres an hour.
The train is very _____.
4 There were a lot of people on the beach.
The beach was _____.
5 The book's good and has a lot of useful information.
The book's _____.
6 The hotel is perfect – no cars outside, no children around, so I can sleep all day.
The hotel is _____.
7 The car was $35,000, so he didn't buy it.
The car was too _____ for him.
8 I didn't like the film. I slept for most of it.
The film was _____.
9 These jeans didn't cost a lot.
These jeans were quite _____.
10 I can't sleep because of the party in the flat below.
The party is very _____.

B ▶ 7.1 Listen and repeat the adjectives from Exercise 1A.

2 C Listen again and write the adjectives in the correct column for each stress pattern.

1 O	2 Oo
cheap	*empty*
3 Ooo	4 oOo
5 oOoo	

GRAMMAR

COMPARATIVES

2 Find and correct the mistakes in the sentences.

1 Hondas are popular than Suzukis.
Hondas are more popular than Suzukis.
2 South Africa's hoter than Italy.
3 I'm more old than my brother.
4 Indian food is spicyer than English food.
5 Lena's intelligenter than me.
6 Cola is sweetter than lemonade.
7 Chinese is more difficult that English.
8 Crisps are badder for you than chips.

3 Complete the article with the comparative form of the adjectives in brackets.

EITHER ... OR ...?

We ask singer and actress Sonia Haig to choose. Which is better?

Q: Singing or acting?
A: Singing. Singing is [1] *easier* (easy) for me than acting.

Q: Healthy food or junk food?
A: Junk food. I know healthy food is [2] _____ (good) for me, but after a concert, all I want is a pizza or a hamburger and chocolate!

Q: Relaxing on a beach or visiting an art gallery?
A: Oh, visiting an art gallery because it's [3] _____ (interesting). Sitting on a beach is boring.

Q: Dinner at a restaurant or dinner at home?
A: That's a difficult question. I like cooking, but I like having dinner at a restaurant because it's [4] _____ (romantic) than eating at home.

Q: Family or friends?
A: Family. I'm [5] _____ (close) to my sister than to my friends and I phone my parents every day.

Q: Summer or winter?
A: Well, I love looking at snow, but winter is [6] _____ (cold) and I prefer being hot. OK, summer.

Q: New York or Paris?
A: I love Paris, but I love New York more because it's [7] _____ (big) than Paris and I like all the shops. I have an apartment near Central Park.

Q: Cats or dogs?
A: Dogs. They're [8] _____ (friendly) than cats!

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7.1

3 READING

4 A Read the emails. Are Tim and Mike good travel partners?

Hi Dan,

Mike and I arrived in Barcelona on Saturday. The first night we were in a self-catering apartment near the beach. I didn't sleep well because it was too noisy, so yesterday I moved to a hotel in the city centre. Mike stayed at the apartment because it's quite cheap. My hotel's very comfortable and quiet and it's got Spanish TV, so I can practise my Spanish in the evenings.

Yesterday Mike came with me to the Picasso Museum. I thought it was fantastic, but he wanted to leave after an hour. He said it was boring, so we went to the beach and met some local people and he talked to them for almost three hours – that was boring! Of course, he spoke in English because he doesn't know much Spanish.

Last night I wanted to go to a restaurant to try the local food, but Mike said it was too expensive. We went to a cheap snack bar and the food was awful.

Hope you're well.

Tim

Hi Lucy,

Tim and I are here in beautiful Barcelona. I'm in a self-catering apartment near the beach. It's not very comfortable, but I only go there to sleep. The first night there was a party next door and I danced until 3a.m. Tim said it was too noisy and he moved into a hotel in the city centre. He stays in his room in the evenings and watches TV! Can you believe it – watching TV on holiday?

Yesterday we went to the Picasso Museum. Well, it was OK for about an hour but Tim wanted to stay there all day! You know me – I like relaxing on the beach and meeting people. Yesterday I met some great people from Madrid and we chatted all afternoon.

Tim always wants to eat in expensive places, but I like buying food from shops and eating it on the beach. Last night we went to a snack bar. The food was terrible.

Mike

B Who says these things? Tim (T), Mike (M) or both (TM)?

1 I haven't got much money. *M*
2 A good night's sleep is important for me. _____
3 When I visit another country, I try to learn some of the language. _____
4 We don't enjoy the same things. _____
5 I love going to art galleries and museums. _____
6 I talked to some Spanish people on the beach yesterday. _____
7 I don't like eating expensive food. _____
8 The food in the snack bar wasn't good. _____

C Read the emails again and answer the questions.

1 Which is more expensive: the apartment or the hotel?
the hotel
2 Which is further from the city centre: the apartment or the hotel?
3 Which is noisier in the evenings: the apartment or the hotel?
4 Which is more comfortable: the apartment or the hotel?
5 Who is more talkative: Tim or Mike?
6 Who is more serious: Tim or Mike?
7 Who is better at speaking Spanish: Tim or Mike?
8 Who is more laid back: Tim or Mike?



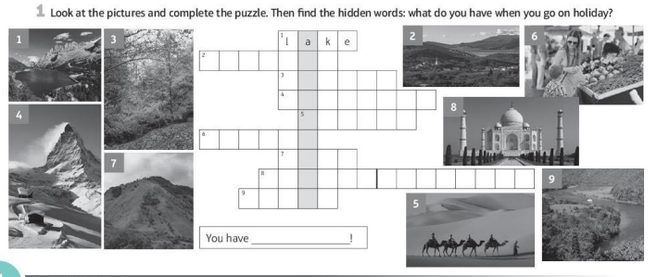
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7.2

VOCABULARY

PLACES

1 Look at the pictures and complete the puzzle. Then find the hidden words: what do you have when you go on holiday?



1 GRAMMAR

SUPERLATIVES

2 A Read the adverts. Which holiday is good for:

1 a family?
2 people who like relaxing?
3 people who like active holidays?

A Luxury weekend
A relaxing weekend at the beautiful five-star Hanover Hotel. Swim in the warm sea and relax on the beach all day! Tennis courts and bicycles are available. The perfect laid-back holiday.
(3 nights – €1,490 per person)

B Mountain adventure
Mountain biking in the Indian Himalayas – spend the day biking and sleep in tents at night. Prepare for temperatures of -10 °C! A real adventure for the sporty holidaymaker.
(10 days – €2,490 per person)

C Family fun
Camp Family has everything your children need to have a good time – a lovely blue lake, an adventure playground, mini-golf and go-karts. Stay in a self-catering apartment. Sit back, relax and let us give your children the holiday of a lifetime!
(6 days – €990 per family)

B Write sentences about the holidays using the superlative of the adjectives.

1 expensive *The most expensive is Mountain adventure.*
2 cheap _____
3 comfortable _____
4 noisy _____
5 long _____
6 easy _____
7 difficult _____
8 short _____
9 uncomfortable _____
10 cold _____

3 A Write questions using the prompts.

1 what / long / word in this sentence?
What's the longest word in this sentence?
2 what / short / word on this page?
3 which / interesting / text in units 1–6 of this book?
4 which / good / exercise on this page?
5 what / difficult / grammar point in English?
6 who / happy / person in your family?
7 who / friendly / person in your English class?
8 which / bad / restaurant in your town?

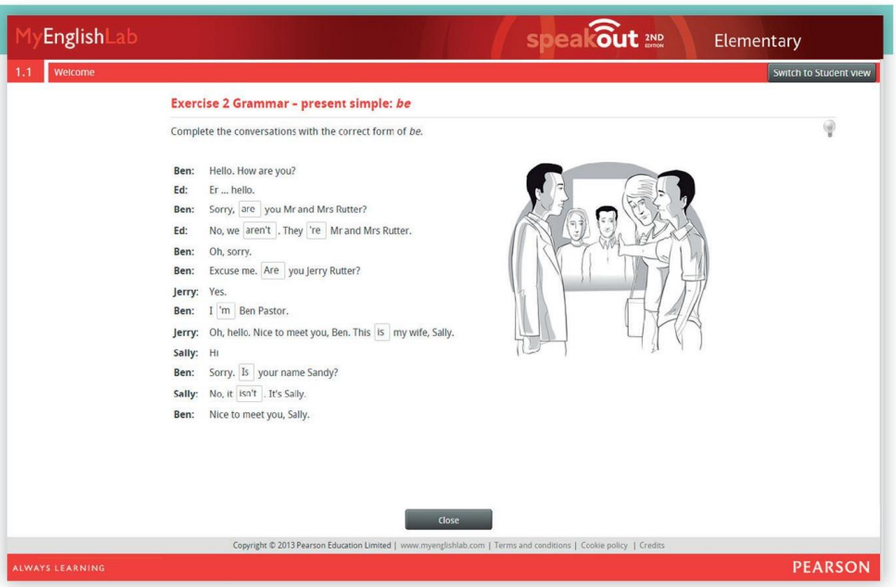
B Answer the questions in Exercise 3A.

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MYENGLISHLAB

MyEnglishLab provides a fully blended and personalised learning environment that benefits both teachers and learners. It offers:

- An interactive Workbook with instant feedback and automatic grade book
- A common error report that highlights mistakes learners are making
- Tips and feedback that direct learners to reference materials and encourage them to work out answers themselves
- Unit and achievement tests
- Mid- and end of course tests
- BBC interviews and interactive exercises



ACTIVETEACH

Speakout Second Edition ActiveTeach contains everything you need to make the course come alive. It includes integrated whiteboard software that allows you to add notes, embed files, save your work and reduce preparation time.

- Answers to exercises are revealed a the touch of a button
- Audio and video content fully integrated with time-coded scripting
- Shortcuts to the relevant pages of the *Language bank* and *Photo bank* make navigation easy
- Extra resources section includes editable scripts, photocopiable worksheets, tests and BBC interviews for every unit with accompanying worksheets
- Grammar and vocabulary review games
- Assessment package containing all the course tests
- Useful tools include a regular keyboard, a phonetic keyboard, a stopwatch and scoreboard.



WEBSITE

Speakout Second Edition's website provides a wealth of information to support the course including:

- Information about the course, components and authors
- Introductory videos by the authors of the course
- Sample materials and free downloadable worksheets
- Teaching tips
- Placement test
- Editable audio and video scripts
- Global Scale of English mapping documents

Visit www.pearsonelt.com/speakout to check out the range of material available.

SPEAKOUT EXTRA

Speakout Extra provides a bank of additional downloadable exercises that can be accessed via the companion website:

- Downloadable grammar, vocabulary, pronunciation and skills worksheets
- BBC interviews and accompanying worksheets
- Additional worksheets to accompany DVD clips in the Students' Books
- Updated regularly with new material

Visit www.pearsonelt.com/speakout to check out the range of material available.


7 SPEAKOUT EXTRA Elementary

GRAMMAR PRACTICE

7.1 comparatives

1 Complete the text with the comparative form of the adjectives in brackets.

Race across London

Which is faster – public transport, cycling or driving? In this week's Travel Challenge three reporters travel across London in a race to be the first person to the London Barrier. But whose form of transport is [1] _____ (good)?

Alfie: I'm completing the challenge in my car. It's quicker, [2] _____ (comfortable) and a lot cheaper than public transport. And who says it's [3] _____ (dirty) than public transport – look at the pollution from buses!

Tessa: I know cycling is [4] _____ (slow) than the other two on a clear road but London has a lot of traffic and it's [5] _____ (busy) in the rush hour when we're racing. The quickest form of transport isn't important in these conditions – it's the smartest way to travel. Unfortunately it's also [6] _____ (dangerous) than the others.

Troy: I need to think quicker than the others and get my times right. I'm using public transport, so missing a bus or tube is a [7] _____ (big) problem than the traffic for me.

2 Read the text in Exercise 1 again and write the correct sentences.

1 Alfie thinks that public transport is cheaper than a car.

2 Alfie thinks his car is dirtier than public transport.

3 Tess thinks public transport is more dangerous than cycling.

4 Tessa thinks that using the quickest form of transport is more important than choosing the smartest way to travel.

5 Troy thinks that traffic is a bigger problem than missing a bus.

3 Look at the table below and make sentences. Use the adjectives in brackets to help.

1 plane/bus (fast)

2 car/plane (comfortable)

3 train/bus (expensive)

4 bus/car (long)

Istanbul to Ankara – travel options

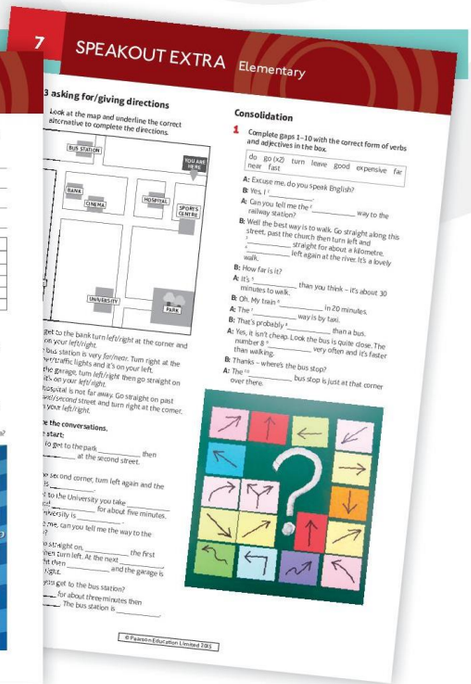
	plane	train	car	bus
seats	+++	++++	+	++
time	++++	+++	++	+
comfort	+	++++	+++	+
cost	+++	++++	+++	++

7.2 superlatives

1 Complete the questions. Use the superlative form of the adjectives in brackets.

1 Which _____ (fast) way to travel?
2 Which _____ (slow) way to get there?
3 Which _____ (expensive) form of transport?
4 Which _____ (cheap) form of transport?
5 Which _____ (comfortable) way to get there?
6 Which _____ (good) way to get to Ankara?

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7 SPEAKOUT EXTRA Elementary

3 asking for/giving directions

Look at the map and underline the correct alternative to complete the directions.

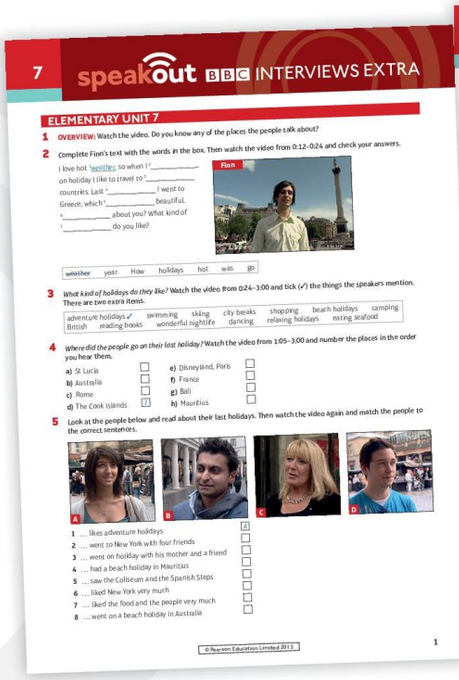
Consolidation

1 Complete gaps 1–10 with the correct form of verbs and adjectives in the box.

do go (x2) turn leave good expensive far near fast

A: Excuse me, do you speak English?
B: Yes, I [1] _____.
A: Can you tell me the [2] _____ way to the railway station?
B: Well the best way is to walk. Go straight along this street, past the church then turn left and [3] _____ straight for about a kilometre. [4] _____ left again at the river. It's a lovely walk.
B: How far is it?
A: It's [5] _____ than you think – it's about 30 minutes to walk.
B: Oh. My train [6] _____ in 20 minutes.
A: The [7] _____ way is by taxi.
B: That's probably [8] _____ than a bus.
A: Yes, it isn't cheap. Look the bus is quite close. The number 8 [9] _____ very often and it's faster than walking.
B: Thanks – where's the bus stop?
A: The [10] _____ bus stop is just at that corner over there.

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7 speakout BBC INTERVIEWS EXTRA

ELEMENTARY UNIT 7

1 OVERVIEW: Watch the video. Do you know any of the places the people talk about?

2 Complete Finn's text with the words in the box. Then watch the video from 0:12–0:24 and check your answers.

I love hot [1] weather, so when I [2] _____ on holiday I like to travel to [3] _____ countries. Last [4] _____ I went to Greece, which [5] _____ beautiful. [6] _____ about you? What kind of [7] _____ do you like?

weather year How holidays hot was go

3 What kind of holidays do they like? Watch the video from 0:24–3:00 and tick (✓) the things the speakers mention. There are two extra items.

adventure holidays ✓ | swimming | skiing | city breaks | shopping | beach holidays | camping | British | reading books | wonderful nightlife | dancing | relaxing holidays | eating seafood

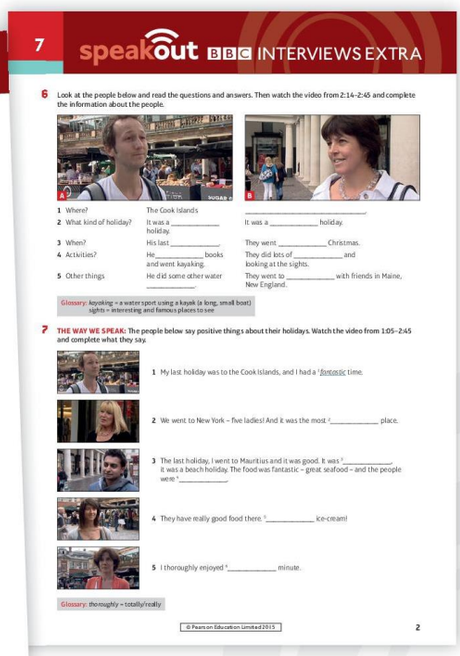
4 Where did the people go on their last holiday? Watch the video from 1:05–3:00 and number the places in the order you hear them.

a) St Lucia
b) Australia
c) Rome
d) The Cook Islands 1
e) Disneyland, Paris
f) France
g) Bali
h) Mauritius

5 Look at the people below and read about their last holidays. Then watch the video again and match the people to the correct sentences.

1 … likes adventure holidays
2 … went to New York with four friends
3 … went on holiday with his mother and a friend
4 … had a beach holiday in Mauritius
5 … saw the Coliseum and the Spanish Steps
6 … liked New York very much
7 … liked the food and the people very much
8 … went on a beach holiday in Australia

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7 speakout BBC INTERVIEWS EXTRA

6 Look at the people below and read the questions and answers. Then watch the video from 2:14–2:45 and complete the information about the people.

	A	B
1 Where?	The Cook Islands	
2 What kind of holiday?	It was a _____ holiday.	It was a _____ holiday.
3 When?	His last _____.	They went _____ Christmas.
4 Activities?	He _____ books and went kayaking.	They did lots of _____ and looking at the sights.
5 Other things	He did some other water _____.	They went to _____ with friends in Maine, New England.

Glossary: kayaking = a water sport using a kayak (a long, small boat)
sights = interesting and famous places to see

7 THE WAY WE SPEAK: The people below say positive things about their holidays. Watch the video from 1:05–2:45 and complete what they say.

1 My last holiday was to the Cook Islands, and I had a [1] *fantastic* time.
2 We went to New York – five ladies! And it was the most [2] _____ place.
3 The last holiday, I went to Mauritius and it was good. It was [3] _____. It was a beach holiday. The food was fantastic – great seafood – and the people were [4] _____.
4 They have really good food there. [5] _____ ice-cream!
5 I thoroughly enjoyed [6] _____ minute.

Glossary: thoroughly = totally/really

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The thinking behind *Speakout Second Edition*

Speakout Second Edition has been significantly updated and refreshed following feedback from students and teachers from around the world. It offers engaging topics with authentic BBC material to really bring them to life. At the same time it offers a robust and comprehensive focus on grammar, vocabulary, functions and pronunciation. As the name of the course might suggest, speaking activities are prominent, but that is not at the expense of the other core skills of reading, writing and listening, which are developed systematically throughout.

With this balanced approach to topics, language development and skills work, our aim has been to create a course book full of 'lessons that really work' in practice. Below we will briefly explain our approach in each of these areas.

TOPICS AND CONTENT

In *Speakout Second Edition* we have chosen topics that are relevant to students' lives and are global in nature. Where a topic area is covered in other ELT courses we have endeavoured to find a fresh angle on it. It is clear to us that authenticity is important to learners, and many texts come from the BBC's rich resources (audio, visual and print) as well as other real-world sources. At lower levels, we have sometimes adapted materials by adjusting the language to make it more manageable for students while trying to keep the tone as authentic as possible. We have also attempted to match the authentic feel of a text with an authentic interaction. Every unit contains a variety of rich and authentic input material including BBC interviews (filmed on location in London, England) and DVD material, featuring some of the best drama, documentary and light entertainment programmes that the BBC has to offer.

GRAMMAR

Knowing how to recognise and use grammatical structures is central to our ability to communicate with each other. Although at first students can often get by with words and phrases, they increasingly need grammar to make themselves understood. Students also need to understand sentence formation when reading and listening, and to be able to produce accurate grammar in professional and exam situations. We share students' belief that learning grammar is a core feature of learning a language and believe that a guided discovery approach, where students are challenged to notice new forms, works best. At the same time, learning is scaffolded so that students are supported at all times in a systematic way. Clear grammar presentations are followed by written and oral practice.

In *Speakout Second Edition* you will find:

- **Grammar in context** – We want to be sure that the grammar focus is clear and memorable for students. Grammar is almost always taken from the listening or reading texts, so that learners can see the language in action, and understand how and when it is used.
- **Focus on noticing** – We involve students in the discovery of language patterns by asking them to identify aspects of meaning and form, and complete rules or tables.
- **Cross-references to *Language bank*** – As well as a summary of rules within the unit, there are also cross-references to the *Language bank* at the back of the book which provides further explanation of the grammar point in focus as well as additional practice.
- **Plentiful and varied practice** – We ensure that there is plenty of practice, both form and meaning-based, in the *Language bank* to give students confidence in manipulating the new language. Additional form-based grammar practice is also provided in the Workbook and in *Speakout Extra*. On the main input page we include personalised practice, which is designed to be genuinely communicative, and to offer students the opportunity to say something about themselves or the topic. There is also regular recycling of new language in the *Lookback* pages. Again, the focus here is on moving learners towards communicative use of the language.

VOCABULARY

Developing a wide range of vocabulary is key to increasing communicative effectiveness; developing a knowledge of high-frequency collocations and fixed and semi-fixed phrases is key to increasing spoken fluency. An extensive understanding of words and phrases helps learners become more confident when reading and listening, and developing a range of vocabulary is important for effective writing. Equally vital is learner-training, equipping students with the skills to record, memorise and recall vocabulary for use.

There is a prominent focus on vocabulary in *Speakout Second Edition*. We include vocabulary in almost all lessons, whether in a lexical set linked to a particular topic, as preparation for a speaking activity, or to aid comprehension of a DVD clip or a listening or reading text. Where we want students to use the language actively, we encourage them to use the vocabulary to talk about their own lives or opinions. At lower levels, the *Photo bank* also extends the vocabulary taught in the lessons, using memorable photographs and graphics to support students' understanding. Vocabulary items have been selected according to their usefulness with a strong focus on the following:

- **Vocabulary 'chunks'** – As well as lexical sets, we also regularly focus on how words fit together with other words, often getting students to notice how words are used in a text and to focus on high-frequency 'chunks' such as verb-noun collocations or whole phrases.
- **Vocabulary systems** – We give regular attention to word-building skills, a valuable tool in expanding vocabulary. At higher levels, the *Vocabulary plus* sections deal with systems such as affixation, multi-word verbs and compound words in greater depth.
- **Recycling** – Practice exercises ensure that vocabulary is encountered on a number of occasions: within the lessons, on the *Lookback* page, in subsequent lessons and in the *Photo bank/Vocabulary bank* at the back of the book. Additional vocabulary practice is also provided in the Workbook and in *Speakout Extra*.
- **Learner training** – One of the main focuses of the *Speakout* tips – which look at all areas of language learning – is to highlight vocabulary learning strategies, aiming to build good study skills that will enable students to gain and retain new language.

FUNCTIONAL LANGUAGE

One thing that both teachers and learners appreciate is the need to manage communication in a wide variety of encounters, and to know what's appropriate to say in given situations. These can be transactional exchanges, where the main focus is on getting something done (buying something in a shop or phoning to make an enquiry), or interactional exchanges, where the main focus is on socialising with others (talking about the weekend, or responding appropriately to good news). As one learner commented to us, 'Grammar rules aren't enough – I need to know what to say.' Although it is possible to categorise 'functions' under 'lexical phrases', we believe it is useful for learners to focus on functional phrases separately from vocabulary or grammar.

The third lesson in every unit of *Speakout Second Edition* looks at one such situation, and focuses on the functional language needed. Learners hear or see the language used in context and then practise it in mini-situations, in both a written and a spoken context. Each of these lessons also includes a *Learn to* section, which highlights and practises a useful strategy for dealing with both transactional and interactional exchanges, for example asking for clarification, showing interest, etc. Learners will find themselves not just more confident users of the language, but also more active listeners.

SPEAKING

The dynamism of most lessons depends on the success of the speaking tasks, whether the task is a short oral practice of new language, a discussion comparing information or opinions, a personal response to a reading text, or a presentation where a student might speak uninterrupted for a minute or more. Students develop fluency when they are motivated to speak. For this to happen, engaging topics and tasks are essential, as is the sequencing of stages and task design. For longer tasks, students often need to prepare their ideas and language in a structured way. This all-important rehearsal time leads to more motivation and confidence as well as greater accuracy, fluency and complexity. Also, where appropriate, students need to hear a model before they speak, in order to have a realistic goal.

In *Speakout Second Edition* there is a strong focus on:

- **Communicative practice** – After introducing any new language (vocabulary, grammar or function) there are many opportunities for students to use it in a variety of activities which focus on communication as well as accuracy. These include personalised exchanges, dialogues, flow-charts and role-plays.
- **Fluency development** – Opportunities are included in every unit for students to respond spontaneously. They might be asked to respond to a series of questions, to comment on a BBC DVD clip, interview or text, or to take part in conversations, discussions and role-plays. These activities involve a variety of interaction patterns such as pairs and groups.
- **Speaking strategies and sub-skills** – In the third lesson of each unit, students are encouraged to notice in a systematic way features which will help them improve their speaking. These include, for example, ways to manage a phone conversation, the use of mirror questions to ask for clarification, sentence starters to introduce an opinion and intonation to correct mistakes.
- **Extended speaking tasks** – In the *Speakout Second Edition* BBC DVD lesson, as well as in other speaking tasks throughout the course, students are encouraged to attempt more adventurous and extended use of language in tasks such as problem solving, developing a project or telling a story. These tasks go beyond discussion; they include rehearsal time, useful language and a concrete outcome.

LISTENING

For most users of English, listening is the most frequently used skill. A learner who can speak well but not understand at least as well is unlikely to be a competent communicator or user of the language. We feel that listening can be developed effectively through well-structured materials. As with speaking, the choice of interesting topics and texts works hand in hand with carefully considered sequencing and task design. At the same time, listening texts can act as a springboard to stimulate discussion in class.

The listening strands in *Speakout Second Edition* focus on:

- **Authentic material** – In *Speakout Second Edition*, we believe that it is motivating for all levels of learner to try to access and cope with authentic material. Each unit includes a DVD extract from a BBC documentary, drama or light entertainment programme as well as a BBC Interview filmed on location with real people giving their opinions. At the higher levels you will also find unscripted audio texts and BBC radio extracts. All are invaluable in the way they expose learners to real language in use as well as different varieties of English. Where recordings, particularly at lower levels, are scripted, they aim to reflect the patterns of natural speech.
- **Sub-skills and strategies** – Tasks across the recordings in each unit are designed with a number of sub-skills and strategies in mind. These include: listening for global meaning and more detail; scanning for specific information; becoming sensitised to possible misunderstandings; and noticing nuances of intonation and expression. We also help learners to listen actively by using strategies such as asking for repetition and paraphrasing.
- **Texts as a context for new language** – We see listening as a key mode of input and *Speakout Second Edition* includes many listening texts which contain target grammar, vocabulary or functions in their natural contexts. Learners are encouraged to notice this new language and how and where it occurs, often by using the audio scripts as a resource.
- **Texts as a model for speaking** – In the third and fourth lessons of each unit the recordings serve as models for speaking tasks. These models reveal the ways in which speakers use specific language to structure their discourse, for example with regard to turn-taking, hesitating and checking for understanding. These recordings also serve as a goal for the learners' speaking.

READING

Reading is a priority for many students, whether it's for study, work or pleasure, and can be practised alone, anywhere and at any time. Learners who read regularly tend to have a richer, more varied vocabulary, and are often better writers, which in turn supports their oral communication skills. Nowadays, the internet has given students access to an extraordinary range of English language reading material, and the availability of English language newspapers, books and magazines is greater than ever before. The language learner who develops skill and confidence in reading in the classroom will be more motivated to read outside the classroom. Within the classroom, reading texts can also introduce stimulating topics and act as springboards for class discussion.

The reading strands in *Speakout Second Edition* focus on:

- **Authentic texts** – As with *Speakout Second Edition* listening materials, there is an emphasis on authenticity, and this is reflected in a number of ways. Many of the reading texts in *Speakout Second Edition* are sourced from the BBC. Where texts have been adapted or graded, there is an attempt to maintain authenticity by remaining faithful to the text type in terms of content and style. We have chosen up-to-date, relevant texts to stimulate interest and motivate learners to read. The texts represent a variety of genres that correspond to the text types that learners will probably encounter in their everyday lives.
- **Sub-skills and strategies** – In *Speakout Second Edition* we strive to maintain authenticity in the way the readers interact with a text. We always give students a reason to read, and provide tasks which bring about or simulate authentic reading, including real-life tasks such as summarising, extracting specific information, reacting to an opinion or following an anecdote. We also focus on strategies for decoding texts, such as guessing the meaning of unknown vocabulary, understanding pronoun referencing and following discourse markers.
- **Noticing new language** – Noticing language in use is a key step towards the development of a rich vocabulary and greater all-round proficiency in a language, and this is most easily achieved through reading. In *Speakout Second Edition*, reading texts often serve as valuable contexts for introducing grammar and vocabulary as well as discourse features.
- **Texts as a model for writing** – In the writing sections, as well as the *Writeback* sections of the DVD spreads, the readings serve as models for students to refer to when they are writing, in terms of overall organisation as well as style and language content.

WRITING

In recent years the growth of email and the internet has led to a shift in the nature of the writing our students need to do. Email has also led to an increased informality in written English. However, many students need to develop their formal writing for professional and exam-taking purposes. It is therefore important to focus on a range of genres, from formal text types such as essays, letters and reports to informal genres such as blog entries and personal messages.

There are four strands to writing in *Speakout Second Edition* which focus on:

- **Genres** – In every unit at the four higher levels there is a section that focuses on a genre of writing, emails for example. We provide a model to show the conventions of the genre and, where appropriate, we highlight fixed phrases associated with it. We usually then ask the students to produce their own piece of writing. While there is always a written product, we also focus on the process of writing, including the relevant stages such as brainstorming, planning, and checking. At Starter and Elementary, we focus on more basic writing skills, including basic written sentence patterns, linking, punctuation and text organisation, in some cases linking this focus to a specific genre.
- **Sub-skills and strategies** – While dealing with the genres, we include a section which focuses on a sub-skill or strategy that is generally applicable to all writing. Sub-skills include paragraphing, organising content and using linking words and pronouns, while strategies include activities like writing a first draft quickly, keeping your reader in mind and self-editing. We present the sub-skill by asking the students to notice the feature. We then provide an opportunity for the students to practise it.
- **Development of fluency** – At the end of every unit, following the DVD and final speaking task, we include a *Writeback* task. The idea behind these tasks is to develop fluency in their writing. While we always provide a model, the task is not tied to any particular grammatical structure. Instead the emphasis is on using writing to generate ideas and personal responses.
- **Writing as a classroom activity** – We believe that writing can be very usefully employed as an aid to speaking and as a reflective technique for responding to texts – akin to the practice of writing notes in the margins of books. It also provides a change of pace and focus in lessons. Activities such as short dictations, note-taking, brainstorming on paper and group story writing are all included in *Speakout Second Edition* and additional writing practice is provided in *Speakout Extra*.

PRONUNCIATION

In recent years, attitudes towards pronunciation in many English language classrooms have moved towards a focus on intelligibility: if students' spoken language is understandable, then the pronunciation is good enough. We are aware, however, that many learners and teachers place great importance on developing pronunciation that is more than 'good enough', and that systematic attention to pronunciation in a lesson, however brief, can have a significant impact on developing learners' speech.

In *Speakout Second Edition*, we have taken a practical, integrated approach to developing students' pronunciation, highlighting features that often cause problems in conjunction with a given area of grammar, particular vocabulary items and functional language. Where relevant to the level, a grammatical or functional language focus is followed by a focus on a feature of pronunciation, for example, the weak forms of auxiliary verbs or connected speech in certain functional exponents. Students are given the opportunity to listen to models of the pronunciation, notice the key feature and then practise it.

Each input lesson looks at a specific feature of pronunciation and the following strands are covered:

- **Sentence stress** – We help learners to identify which words are stressed in a sentence. This is particularly important for helping learners to understand rapid spoken English where the important information is highlighted by the speaker.
- **Word stress** – When dealing with new vocabulary, we emphasise the importance of using the correct word stress patterns. This helps listeners to identify the word being used and helps the speaker to use the correct vowel sounds.
- **Intonation** – We look at how intonation and the way we deliver a sentence can influence its meaning, or how the sentence is received.
- **Connected speech** – We help learners to understand rapid spoken English by looking at how the sounds change in fast speech. To encourage fluency we also help learners to produce rapid speech.
- **Individual sounds** – Sometimes specific individual sounds can cause problems for learners. We help learners to identify and produce specific sounds where they are important.

Additional pronunciation practice is provided in the Workbook and in *Speakout Extra*.

TEACHING ELEMENTARY LEARNERS

Teaching any particular level of language learner presents the teacher with a unique set of challenges and rewards. Some are particular to that level only, while others are applicable to a number of levels. Here we will try to offer a few thoughts and guidelines for teaching elementary learners.

The first thing to bear in mind is that labels for levels can be very broad and any elementary class will probably consist of individuals with a range of different learning experiences, styles and preferences. Some learners may have studied a considerable amount of English already, perhaps many years ago, while others may have come straight from a starter/beginner class. Some may be highly communicative and be able to get across a great deal with few words and a little grammar, while others may be 'above level' in their ability to do written grammar exercises or read a text, but lack confidence when asked to speak as they feel their knowledge isn't enough to accurately convey what they want to say.

Many elementary students will be fairly new to language learning and may be relatively unfamiliar with the classroom practices and characteristics of a communicative language classroom, for example, pair work, mingling and less-controlled activities. These students will therefore need more orientation and explanation than higher-level students. They may also find it difficult to understand classroom instructions and won't understand the metalanguage that teachers sometimes use to talk about grammar.

However, a class of elementary learners can be incredibly rewarding to teach. Progress is often fast and measurable and most elementary students thoroughly enjoy the interactivity of a modern language classroom as well as the camaraderie of the group. As regards level, we can generalise that the 'average' elementary student can already do a certain number of basic things in English, and could probably survive in an English speaking environment using a number of words and phrases, albeit quite inaccurately and with many gaps in their knowledge.

Here are our Top Tips to help at this level:

- When planning your lessons, think through in detail how you will set up activities. When giving instructions, use gestures and always demonstrate an activity rather than explaining it; do it with a student yourself or ask two students to do it in front of the class. Whenever doing an activity type for the first time, it's worth taking time to make sure that students know what to do, not only so that the task goes as planned on that occasion, but also as an investment towards future lessons.
- Reviewing vocabulary is particularly important at elementary level, in part because the sound system of English is new so elementary students find retention of vocabulary particularly difficult. Try to include vocabulary review games and activities into your warmers, fillers and coolers.
- Grade your language so that it is easy to understand. As obvious as this may seem, it's important to remind yourself before and during a lesson. Grading language is a teaching skill that comes naturally for some teachers and which other teachers need to work on. Developing your own ability in this area will benefit your students enormously.
- Use gestures, visuals, real objects and concept questions when introducing language.
- Provide plenty of pair work for speaking activities or for checking answers after a listening or reading activity so that students can build up their confidence.
- Try to provide a good balance of communicative activities and more controlled accuracy-building ones. Elementary students need both.
- Don't expect freer activities to sustain themselves for very long. It's common for lower-level learners to shut down, get confused or feel unsure about a task.
- Whenever students do written tasks in their notebooks, including copying from the whiteboard, closely monitor what they write. It's common for elementary students to have serious difficulties with English spelling, and important that the record they go home with is accurate.
- If you have a monolingual group and speak the learners' mother tongue, consider doing so very selectively. It's useful for learners to hear English as much as possible, and careful planning of instructions can make them valuable listening practice. And the more you rely on their L1 to communicate, the more they will – and the greater difficulty they'll have becoming functional in English.
- Be consistent about giving and checking homework. A large proportion of learning – particularly retention – happens during self-study rather than during formal lessons.
- Finally, keep in mind that a language lesson may be an emotionally very stressful experience for elementary students. For this reason, things that make each individual feel recognised and 'human' – encouragement, praise, the use of students' names, even a well-placed smile or eye contact (where culturally appropriate) – can go a long way towards students leaving a lesson feeling positive and motivated and looking forward to the next one.

Antonia Clare, Frances Eales, Steve Oakes and JJ Wilson

The Global Scale of English

The Global Scale of English (GSE) is a standardised, granular scale that measures English language proficiency. The scale is part of a wider GSE ecosystem that includes Learning Objectives or 'can do' statements that describe exactly what a learner can do at each point on the scale, teaching and learning materials in a variety of media, and low- and high-stakes tests – all aligned to the Global Scale of English. Using the Global Scale of English students and teachers can now answer three questions accurately: Exactly how good is my English? What progress have I made towards my learning goal? What do I need to do next if I want to improve?

Unlike some other frameworks that measure English proficiency in broad bands, the Global Scale of English identifies what a learner can do at each point on a scale from 10–90, across each of the four skills: listening, reading, speaking and writing. This allows learners and teachers to understand a learner's exact level of proficiency, what progress they've made and what they need to learn next.

The Global Scale of English is designed to motivate learners by making it easier to demonstrate granular progress in their language ability. Teachers can use their knowledge of their students' Global Scale of English levels to choose course materials that are precisely matched to ability and learning goals. The Global Scale of English serves as a standard against which English language courses and assessments worldwide can be benchmarked, offering a truly global and shared understanding of language proficiency levels.

Visit English.com/gse for more information about the Global Scale of English.

SPEAKOUT SECOND EDITION AND THE GSE

The authors and editorial team were informed by the GSE Learning Objectives for Adult Learners during the writing and development of *Speakout Second Edition*. Revisions to the grammar, vocabulary and skills syllabuses were influenced by these GSE Learning Objectives, and they helped to ensure that the outcomes of each lesson are clear, meaningful and relevant to learners. The spread below shows how the GSE Learning Obectives for Adult Learners are reflected in the skills content of a typical lesson in *Speakout Elementary Second Edition*:

1. (Reading GSE 35) Can understand the general meaning of short, simple informational material and descriptions if there is visual support.
2. (Listening GSE 33) Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography).
3. (Speaking GSE 41) Can tell a story or describe something in a simple list of points.
4. (Speaking GSE 37) Can ask and answer questions about basic plans and intentions.
5. (Writing GSE 40) Can write short basic descriptions of past events and activities.

Visit www.pearsonelt.com/speakout for the full list of GSE Learning Objectives for Adult Learners covered in each level of *Speakout Second Edition*.



7.2 THE LONGEST BIKE RIDE

G superlatives
P weak form: *the*
V places

VOCABULARY
PLACES

1 A Work in pairs. Look at photos A–E. Which of the things in the box can you see?

a mountain a hill a river a lake
a forest a village a market
a famous building a desert

B Work in pairs. Look at the words in the box in Exercise 1A and write an example for each word. Use your country if possible.
A mountain: Monte Cervino (Italy)

The Silk Route Bike Tour: is it the greatest journey in the world? The company calls it 'the longest, hardest, highest, hottest, coldest bicycle tour in the world'. In eighteen weeks you travel over 12,000 kilometres through seven different countries and have the most exciting ride of your life.

'A thousand years ago people went by camel and did about twenty-five kilometres a day,' says Nate Cavalieri, one of the Silk Route Tour staff. 'But on a bike you do twenty-five kilometres in an hour.' And along the way you see some of the most beautiful places in the world.

From Shanghai, you go across Asia, through Iran and arrive in Istanbul, Turkey, at the end. You travel across the deserts of China and cycle the Pamir Highway to over 4,600 metres, across the 'Roof of the World' in the mountains of Tajikistan. On the way there are villages, markets and ancient buildings.

At night, you stay in ancient roadside hotels or in camps. A chef cooks dinner for about half of the 133 days; on other days cyclists can eat in local restaurants or shop in local markets for their food.

One cyclist blogged, 'The best thing was the friendliness of the people.' And the worst things? 'The snow and the cold in the Pamirs.'

So is it the greatest journey in the world? Cyclist and blogger Miles MacDonald thinks so. 'The Silk Route is a true expedition. It is long and difficult, but it's such an amazing experience that you arrive in Istanbul a completely changed person.'

The Silk Route Bike Tour

1 READING

2 A Read the introduction to the article about the Silk Route Tour and answer the questions.
1 What is the Silk Route Tour?
2 How many countries does it travel through?

B Work in pairs. What else would you like to know about the Silk Route Tour? Write three questions using the words in the box to help.

countries sleep people food bikes price

Which countries does it visit?

3 A Read the article. Did you find the answers to your questions?

B Read the article again. Are sentences 1–6 true (T) or false (F)?
1 The Silk Route Tour travels through seven countries in eighty weeks.
2 A bicycle is faster than a camel.
3 The tour starts in Istanbul and ends in Shanghai.
4 Cyclists stay in hotels and camps.
5 They take turns cooking dinner every evening.
6 One cyclist thought the snow and the hills were the best things.

C Would you like to go on the Silk Route Tour? Why/Why not?

GRAMMAR
SUPERLATIVES

4 A Complete the sentences with words from the article above.
1 Is it the _____ journey in the world?
2 You see some of the _____ _____ places in the world.
3 The _____ thing was the friendliness of the people.

B Underline other examples of superlatives in t introduction. Then complete the table below.

	Adjective	Superlative	Rule
short adjectives	great	*the greatest*	Use _____ + adjective + -_____
longer adjectives	exciting	_____	Use _____ + _____ + adjective
irregular adjectives	good bad	_____ _____	

C 7.4 WEAK FORM: *the* Listen to the pronunciation of *the* in the sentences in Exercise 4A. Then listen and repeat.

▷ page 140 LANGUAGEBANK

5 A Make questions about the Silk Route Tour.
1 What / cold / place you visited?
What was the coldest place you visited?
2 What / hot / place?
3 What / friendly / place?
4 What / far / distance you travelled in one day?
5 What / beautiful / building you saw?
6 What / amazing / experience of the journey?

B Match answers a)–f) with questions 1–6.
a) 'It was Turpan, China.'
'For me, the Gobi Desert: fifty degrees centigrade!'
b) 'The Blue Mosque. I took 100 photos.'
'The Bibi-Khanym Mosque.'
c) 'Meeting locals everywhere.'
'Arriving in Istanbul.'
d) 'About 150 kilometres, in western China.'
'I don't remember … at least 100 kilometres.'
e) 'The mountains in Kyrgyzstan.'
'The desert at night. There was snow!'
f) 'Iran; the people there were so kind.'
'Everywhere, really.'

C 7.5 Listen to a conversation with a Silk Route Tour cyclist. Underline the answers he gives in a)–f).

SPEAKING

6 A Work with other students. Plan a long journey to another country. Choose five places to visit: the most exciting, the most beautiful, the highest, etc.
First we go to …, then we visit the oldest/most famous … in …

B Tell the class about your journey. Ask and answer questions about each journey.
A: Where do you sleep at night?
B: In small hotels.

C Discuss. Which journey is the most interesting?

WRITING
CHECKING AND CORRECTING

7 A Read the student's homework below. Find and correct ten mistakes with:
• spelling • past simple • singular/plural
• comparatives/superlatives

On Saturday we went by bus across the ~~desert~~ desert.
We meet a lot of peoples. The peoples in the villages was friendlyer than in the city. At night we staid in a camp. It was not very comftable, but it was more cheaper than the hotels. We buyed all our food in markets.

B Write four sentences about your last holiday.

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LEAD-IN

Introduction

The activities on the Lead-in page are designed to provide revision and communicative practice in lexical sets and functional language that elementary Ss should be familiar with. Use the Lead-in page to assess your Ss existing knowledge and revise/teach the target language in each activity.

OBJECTS AND COLOURS

1A Do this as a whole class activity. First, allow Ss time to read the words in the box and tick the ones they know. Teach any new words and then ask Ss to circle the objects they can see in the classroom. Then, for each word, ask: *Can you see a … ?* and elicit a simple *yes/no* answer from Ss. Do not confirm answers yet or ask Ss to point to the objects – they will do this in Ex. 1B.

B Put Ss in pairs and check the rubric and example. Ss then take it in turns to point to an object for their partner to name. Go round monitoring and helping Ss where necessary.

C Ss complete the exercise alone and then check answers in pairs before class feedback.

Answers: **1** green **2** red **3** brown **4** yellow **5** white **6** orange **7** blue **8** black **9** purple

D In pairs, Ss take it in turns to ask and answer about their favourite colour.

THE ALPHABET

2A Check the rubric and examples carefully and make sure Ss understand what they have to do. With ***weaker classes***, give/elicit a few examples first. Then play the recording for Ss to write the letters in the correct column.

Answers: **Column 1:** A, H, J, K **Column 2:** B, C, D, E, G, P, T, V **Column 3:** F, L, M, N, S, X, Z
Column 4: I, Y **Column 5:** O **Column 6:** Q, U, W **Column 7:** R

B Play the recording again for Ss to listen and repeat the letters.

C Check the example and do one more with a stronger student. In pairs, Ss then take it in turns to spell a word for their partner to say. Monitor and note down any words Ss misspell, to highlight/correct in feedback.

QUESTION WORDS

3A Write the question words *what*, *who*, *where*, *when*, *which* and *how* on the board and check meaning. With ***stronger classes***, invite Ss to give you an example question for each word. Ss then complete the exercise alone and check answers in pairs before class feedback.

Answers: **2** Where **3** How **4** Who's **5** When **6** Why **7** Which

B Ss ask and answer the questions in pairs. ***Fast-finishers*** can ask/answer more questions, e.g. *What's your father's/mother's/best friend's name? Who's your favourite singer/football player?*

CLASSROOM LANGUAGE

4A Allow Ss time to read the exchanges and ask you about any unknown words. They then complete the exercise alone and check answers in pairs. Do not confirm answers yet – Ss will check them in Ex. 4B.

B Play the recording for Ss to check their answers to Ex. 4A. Then play it again for Ss to repeat. Help them with intonation if necessary and let them repeat the questions as many times as necessary until they are confident.

Answers: **2** don't **3** repeat **4** that **5** Could **6** page

NUMBERS

5A Give Ss time to complete the exercise alone and then check answers in pairs. Do not confirm answers yet – Ss will check them in Ex. 5B.

B Play the recording for Ss to check their answers, then play it again for them to repeat the numbers.

Answers: 1, 3, 9, 4, 10, 6, 12, 8, 2, 7, 11, 5, 15, 13, 50, 30, 100, 20

C Put Ss in pairs and give them 2–3 minutes for the activity. ***Fast-finishers*** can say/write more numbers. Monitor closely to check/help Ss with pronunciation.

OVERVIEW

1.1 NICE TO MEET YOU

SPEAKING | introduce yourself and others
LISTENING | listen to people introduce themselves
GRAMMAR | present simple: *be*
VOCABULARY | countries and nationalities
PRONUNCIATION | word stress
WRITING | improve your use of capital letters

1.2 TRAVEL LIGHT

VOCABULARY | objects
READING | read about travelling light
GRAMMAR | *this/that, these/those*; possessives
PRONUNCIATION | word stress; *this, that, these, those*
SPEAKING | identify objects

1.3 CAN I HAVE A COFFEE?

VOCABULARY | tourist places
FUNCTION | making requests
LISTENING | understand people in tourist situations
LEARN TO | listen for key words
PRONUNCIATION | polite intonation; sentence stress
SPEAKING | make requests

1.4 FAWLTY TOWERS BBC DVD

DVD | watch an extract from a sitcom about a hotel
speakout | check into a hotel
writeback | complete a registration form at a hotel

1.5 LOOKBACK

Communicative revision activities

BBC INTERVIEWS

What's your name?

This video consolidates the unit topic with people introducing themselves and talking about where they are from. The material extends into a discussion about what people like and don't like about where they live. Use the video at the end of Lesson 1.1, at the end of the unit or set it as homework.

NICE TO MEET YOU

Introduction

Ss get to know each other. They learn/revise the present simple of the verb *be* and the names of countries and nationalities, including their word stress. They also practise greeting people and making introductions.

SUPPLEMENTARY MATERIALS
Resource bank: p. 148
Language bank: p. 128–129
Photo bank: p. 152
Warm up optional extra activity: a tennis ball/an orange/a ball of paper or similar
Ex. 4A: a map of the world (e.g. from Google Earth)
Ex. 7A: photos of famous places and their food

Warm up

Your Ss may or may not know each other already but either way, you will want to break the ice and build rapport in the first lesson. Use a 'getting to know you' activity such as the *Meet and greet* worksheet on p. 148 of the Resource bank or a similar activity of your choice. This will also help you to assess your Ss' language level, especially their speaking skills.

Optional extra activity

If you are teaching a ***multilingual class***, Ss may find the pronunciation of their classmates' names difficult. If so, you could follow up with this memory activity. Organise Ss into a large circle (if you have a ***large class***, break Ss into smaller circles) and demonstrate the activity. Throw a ball (or similar) to a student, saying his/her name at the same time. The student then does the same to a different person in the circle. Ss continue this activity until they can remember their classmates' names fairly confidently.

SPEAKING

Culture notes

Greetings: In Britain it is becoming more common for friends to kiss each other on the cheek when they meet. However, it is still normal for people to shake hands when they are introduced, particularly in formal situations.

1A Ss do the activity alone, then compare answers in pairs. It is a good idea to follow this procedure with most exercise types as it promotes cooperation and builds Ss' confidence. In feedback, elicit answers and drill each line chorally, using natural stress and intonation. Monitor closely to check problems. Help Ss with these while they work or check in feedback.

Answers: **B** 2 **C** 1 **D** 3

B Ss should now be ready to practise the conversation more freely. If your classroom is large enough, Ss can walk around, introducing themselves to each other.

C First, elicit some names of Ss from the class: point to a student and ask another student to say his/her name. Check the meaning of *his* and *her*. Ss can then practise in pairs or small groups.

LISTENING

2A Elicit details about the photos. Ask questions depending on the level of your Ss, e.g. *How many people are there in the photos? Are they students/teachers/business people/friends/family? Where are they?* Get Ss to check answers in pairs before feedback.

Answers: **A** 3 **B** 1

Teaching tip

While listening, Ss often miss the most important information because they try to understand every single word. Tell Ss not to worry about words they do not understand and to just concentrate on the task.

Unit 1 Recording 1

1

D = Dave J = Jenny A = Anthony O = Omar

D: Hi, Jenny. Hi, Anthony. Good to see you.
J: Hi, Dave.
A: Hey, Dave. How are you?
D: Great, thanks. And you?
A: Good.
J: I'm fine.
D: Hi, erm …
J: Oh, this is Omar.
D: Hi, Omar. I'm Dave. Nice to meet you.
O: And you.
D: Can I join you?
J: Sure, come and sit down.
D: Are you in Jenny's class?
O: No, we're friends. I'm not a student.
D: Oh, so are you friends from school?
J: Yes, we are. We're old friends from school. We …

2

M = Marie K = Ken C = Chris

M: Hey, Ken. How are you?
K: Oh hi, Marie. Good to see you. I'm OK. How are things?
M: Not bad. Busy.
K: Yeah, me too. Hi, I'm Ken.
C: I'm Chris. Nice to meet you.
M: Oh sorry, yes, Ken, this is Chris; Chris, this is Ken.
K: Pleased to meet you, Chris.
M: He's here from the UK.
K: Really? First time in Hong Kong?
C: Yeah. First time.
K: What do you think?
C: It's fantastic. Beautiful.
K: Great. Hey, nice to meet you.
C: You too.
K: And good to see you, Marie.
M: Good to see you, too. Goodbye.

3

R = Rita A = Andrea L = Liz M = Mark

R: Good morning, everyone. This is Andrea. Andrea, this is Liz and Mark.
A: Pleased to meet you.
L: Good to meet you.
M: Nice to meet you.
L: Sorry, is your name Andrew?
A: No, it isn't. It's Andrea. It's an Italian name.
L: Oh, are you from Italy?
A: My mother is, but no, I'm British.
M: Coffee, Andrew? Ah, Andrea – sorry, I'm bad with names.
A: No, thanks.

B Check the place names (*UK, Hong Kong, Italy*) and *his first time*. Ss then listen again, underline the correct answers and check in pairs before feedback.

Answers: **1b)** isn't **2a)** is **2b)** is **3a)** is **3b)** isn't

Teaching tip

It can be very useful at times to let Ss read the audio script while they listen, especially with ***weaker classes***.

C If time, Ss can listen again and tick the phrases as they hear them. If not, just go through the example and let Ss complete the exercise individually. Check answers in feedback.

Answers: **2** F **3** F **4** N **5** F **6** N

GRAMMAR PRESENT SIMPLE: BE

3A Encourage Ss to try to work things out for themselves. They can complete the table alone or in pairs. Then play the recording for them to check their answers. If they have a lot of difficulty, you could play the recording again, pausing after each extract for them to check. ***Stronger Ss*** can check their answers in section 1.1 of the Language bank on p. 128. Otherwise, do feedback as normal, checking meaning, form and pronunciation.

Answers: 's, 're, 'm, Are, are, Is, isn't

Watch out!

Contractions: Ss often use the full form of the verb because it is easier (e.g. *I am Pedro*). To help Ss sound natural, encourage them to use contracted forms from the start. Model and drill the contracted forms of new verb forms thoroughly and correct the use of full forms when appropriate.

Unit 1 Recording 2

1
A: Hi, Omar. I'm Dave. Nice to meet you.
B: And you.

2
A: He's here from the UK.
B: Really? First time in Hong Kong?

3
A: Are you in Jenny's class?
B: No, we're friends. I'm not a student.

4
A: Oh, so are you friends from school?
B: Yes, we are. We're old friends from school.

5
A: Sorry, is your name Andrew?
B: No, it isn't. It's Andrea.

▷ LANGUAGEBANK 1.1 p. 128–129

Go through the notes with Ss. Check understanding and highlight the alternative negative forms: *you're not, he's not*, etc. Model and drill sentences with contractions in each box. Elicit more personalised examples for each use of *be*, e.g. *She's Marta. It's a pencil.* Ss can then ask and answer similar questions in open pairs across the class, e.g. *Is Marcia a tourist? Are Boris and Hiroko students? Are you married?*

Answers:
A **1** 'm **2** 're **3** 's **4** 's **5** 're **6** 're
B **1** Are **2** 'm not **3** 'm **4** Are **5** 'm **6** Are **7** am
C **1** Debra isn't in the café. **2** Is your name Khan?
3 Mr and Mrs Cabrera aren't at the airport.
4 This is my friend Paolo. **5** What are their names?
6 Where's the health centre?

B Give Ss a couple of minutes to complete the conversation and check in pairs. Check answers. Model and drill the conversation chorally. Ss then practise reading the conversation in groups of three. Monitor and help them with pronunciation. Finally, invite three stronger Ss to act out the conversation to the class. With ***stronger classes***, teach a few additional useful phrases: *He's a friend of mine. She's my sister. He's a colleague.*

Answers: **1** is **2** 's **3** you **4** Are **5** am

C After working in threes, groups could move round the class, introducing their partners to the others.

VOCABULARY COUNTRIES AND NATIONALITIES

4A If you have a map of the world, ask Ss to locate the countries in the table on the map (or use the map in the Photo bank, p. 152). Elicit/Teach the nationalities. Model and drill the pronunciation. Ss then complete the table. In feedback, check spelling and write the words in a table on the board. Point out the endings of the nationalities in each line: *-ish*, *-an/-ian*, *-ese*. Ss should copy the table into their vocabulary notebooks (see Teaching tip below).

Answers:
Spanish, Turkish, British
Italian, Argentinian, Russian, American
Chinese, Japanese

B Do this exercise with the whole class. If you have a ***multilingual class***, elicit new countries/nationalities and add them to the table on the board.

C Ss listen and underline the stressed syllables. Play the recording a second time if necessary. In feedback, invite Ss to underline the word stress on the board; the class can agree/disagree. Check and drill problem words further.

Answers:
Spain, Spanish; Turkey, Turkish; the UK, British
Italy, Italian; Argentina, Argentinian; Russia, Russian; the USA, American
China, Chinese; Japan, Japanese

D Put Ss in pairs. Give them one minute to complete the activity, then ask them to swap roles and repeat it. Monitor while Ss are working and check pronunciation problems in feedback.

Optional extra activity

As a light-hearted follow up, Ss work in small groups and take it in turns to mouth a country or nationality slowly and clearly (no sound must be made). The others have to say what it is.

speakout TIP

Read the tip with Ss. Explain that noting word stress in their notebooks will help them remember how to pronounce new words. Refer to the countries/nationalities they have just learnt.

Teaching tip

This is a good opportunity to focus on the importance of keeping organised records. Ss should have a notebook/file for their English classes. They can write their grammar notes in the front and new vocabulary in the back.

▷ PHOTOBANK p. 152

The Photo bank is a valuable resource and will enrich Ss' vocabulary. It is advisable to do the exercises in class as the vocabulary is often useful for subsequent practice exercises.

1A Give Ss two minutes to match the countries in pairs. Those with the most correct answers win. Check answers in feedback and prompt Ss to self-correct any pronunciation mistakes.

B Point out to Ss that the nationalities are organised according to their endings. This will help them remember the words. (NB: *France/French* is an exception, as are *Germany/German*, *Greece/Greek*, *Thailand/Thai* and *Oman/Omani*). Ss could add the new words to the table (Ex. 4A) in their vocabulary notebooks.

Answers:
1A **2** C **3** L **4** R **5** H **6** A **7** P **8** B **9** N **10** Q **11** F **12** E **13** D **14** O **15** G **16** I **17** M **18** K **19** S **20** T
B **1** Egyptian **2** Brazilian **3** Indian **4** Australian **5** Colombian **6** Canadian **7** Korean **8** Mexican **9** Malaysian **10** Peruvian **11** Scottish **12** Irish **13** Portuguese **14** Vietnamese **15** German **16** Greek **17** Thai **18** Omani **19** French **20** South African

5A First, check the title of the quiz and any new words in the rubrics (e.g. *shapes*, *food*). Do the examples but do *not* teach the names of the dishes yet as this is part of the quiz. Play the recording for part 1. Then give Ss 2–3 minutes to finish the quiz in pairs.

B Ss check their answers on p. 163. In feedback, elicit/teach new food words, e.g. *pasta*, *sushi*, *curry*, *paella*, *dumplings*.

Answers:
1 **1** E (balalaika) **2** A (Irish jig) **3** C (Turkish folk music) **4** B (samba) **5** D (didgeridoo)
2 **1** C **2** E **3** B **4** D **5** A
3 **1** E (pasta) **2** D (sushi) **3** C (curry) **4** A (paella) **5** B (dumplings)

WRITING CAPITAL LETTERS

6A With ***weaker classes***, first check the meaning of the words in the box by eliciting/giving an example of each one, e.g. *city – London*; *famous place – the London Eye*. Ss could do the exercise in pairs/small groups. In feedback, discuss which rules are the same/different in Ss' own language.

Answers: Ss should tick all categories except *all nouns*, *jobs* and *food*.

B In feedback, nominate Ss to write the corrected sentences on the board. The other Ss agree/disagree.

Answers: **1** The Eiffel Tower is in France.
2 'Buenos días!' is Spanish for 'hello'. **3** Sake is Japanese.
4 Spaghetti is food from Italy.

C Give Ss 2–3 minutes to complete the activity in pairs. In feedback, invite a few Ss to spell a name for you/other Ss to write on the board.

SPEAKING

7A If you have brought in photos of famous places/food, give them out so as to motivate Ss and/or provide support for ***weaker Ss***.

B Do feedback in open pairs. Nominate a student from each pair to read out their information for their partner to guess the country.

Homework ideas

- **Ex. 6B:** Ss write four sentences about their country.
- **Language bank:** 1.1, Ex. A–C, p. 129
- **Workbook:** Ex. 1–6 , p. 5–6

TRAVEL LIGHT

Introduction

Ss learn/revise and practise *this/that*, *these/those*, the possessive *'s* and possessive adjectives and pronouns in the context of travelling.

SUPPLEMENTARY MATERIALS

Resource bank: p. 147 and 149
Language bank: p. 128–129
Photo bank: p. 152
Ex. 1A: realia or photos of some of the items from the word box, to help teach/check meaning (e.g. sunglasses, a magazine, keys, a credit card)

Warm up

Review of countries and nationalities: The Alphabet Game

The aim of the game is to activate and revise words from a particular category – in this case, countries and nationalities. Demonstrate by saying the letter *A*. Ss must shout out the names of any countries/nationalities beginning with *A*, e.g. *Australian*, *Argentina*. Continue with the other letters of the alphabet: *B*, *C*, *D*, etc. If Ss cannot think of a word for a specific letter, move on quickly to the next one to maintain the pace. In feedback, add/elicit any words Ss missed and correct any pronunciation errors you noticed.

VOCABULARY OBJECTS

1A If you have brought in realia/photos, use them to elicit/teach the words – this would be particularly useful in a ***weaker class***. Ss work alone and then check in pairs. In feedback, check answers and teach any unknown words. The pronunciation is practised in Ex. 1B.

Answers: **A** a passport **B** a ticket **C** a watch **D** shampoo **E** a sweater **F** a purse **G** a magazine **H** a newspaper **I** a credit card **J** a camera **K** sunglasses **L** a laptop **M** a mobile (phone) **N** a diary **O** an MP3 player and earphones **P** keys (missing object: a toothbrush)

B Model the example by holding up two fingers to illustrate the number of syllables. Highlight the stress on the first finger and emphasise the first syllable: *camera*. Play the recording twice if needed. In feedback, invite Ss to write the answers on the board, underlining the stress. Point out that most two-syllable nouns are stressed on the first syllable.

Answers: See Ex. 1A above.

C Monitor closely to assess Ss' pronunciation. Also note how well they are using the articles *a/an* with singular countable nouns and zero article with plural nouns. In feedback, correct/teach the use of articles if necessary.

D Demonstrate the activity with a stronger student, using your own bag. Then give Ss 2–3 minutes to discuss in their pairs. They could then walk around and find out if their classmates chose the same words. In feedback, ask: *What are the five most common things?* If you have not done so yet, ask Ss to write the new words from Ex. 1A in their vocabulary notebooks. Monitor to check how/where Ss are recording vocabulary and if they are underlining stressed syllables.

Teaching tip

Suggest Ss carry a vocabulary notebook in their bag/pocket so they can record and revise new words wherever they are!

READING

2A Check the meaning of *carry-on bag* and give Ss two minutes to discuss in pairs. In feedback, ask if Ss always take any things in their carry-on bags which are not in the picture.

Teaching tip

It is a good idea to activate Ss' knowledge of the topic of a reading or listening text with a discussion related to it. For this text, if you have a ***stronger class***, ask questions like: *Do you travel a lot? Where do you go? What do you usually take?*

B Read/Check the title, introduction and section headings before Ss read the text. Then give Ss 2–3 minutes to read the text and answer the question alone, before checking in pairs. Tell them not to worry about unknown words at this stage.

Answer: 11 (MP3 player, charger, laptop, adaptor, diary, keys, passport, ticket, purse, toothbrush, toothpaste)

C Give Ss two minutes to find the words and write them down. Check answers in feedback and teach/check any new words from the text.

Answers: **1** adaptor **2** charger **3** coins **4** toothpaste **5** mobile (phone)

D First, elicit an example of good/bad ideas in the text. With ***weaker classes***, you could discuss ideas in the Ss' own language. Alternatively, write this sentence on the board as a prompt and drill with an example: *It's a _____ idea to take _____ in your bag.*

GRAMMAR *THIS/THAT, THESE/THOSE;* POSSESSIVES

3A Ask Ss to look at the pictures. Ask: *Where are these places/things?* It is OK if Ss reply in their own language, but ensure they understand what each picture represents before they listen. Play the recording and check answers in feedback.

Answers: **1** C **2** A **3** B

Unit 1 Recording 6

1

S = Security guard W = Woman

S: Is this your bag?
W: Yes, it is.
S: Could you open it, please?
W: What's the problem?
S: This is the problem.
W: That's my shampoo.
S: Sorry, it's over a hundred millilitres.
W: Oh, sorry … I forgot.
S: Have a good day.

2

S = Security guard M = Man

S: Come through, please.
M: OK.
S: Come over here, please. What's that in your pocket?
M: Ah, sorry, these are my keys.
S: OK, go ahead.

3

M = Man W = Woman

M: Excuse me, those are my friend's bags. Can I … ?
W: Sorry, that's my bag. The black one in your hand.
M: No, this is my friend's.
W: Look, my name's on it. It's mine.
M: Oh, sorry, you're right. It's yours.

B With ***weaker classes***, use objects around you to illustrate *this/that* and *these/those*, e.g. *This is my book. Those are your books.* Allow ***stronger classes*** to do the exercise first before playing the recording. In feedback, elicit the answers and briefly check how much Ss know about the use of the apostrophe *'s* and possessive adjectives/pronouns.

Answers: **1** this **2** This **3** That's **4** that **5** these **6** those **7** friend's **8** that's **9** this **10** friend's **11** mine **12** yours

4A Allow Ss to write and discuss their answers in pairs, then check in feedback.

Answers: **1** those **2** this **3** that **4** these

B Ss now practise using the weak forms in sentences. Play the recording for Ss to just listen, then play it again, pausing after each sentence for them to repeat chorally. Ss might not be able to distinguish between the /ɪ/ and /iː/ in *this* and *these*, so focus on the pronunciation here. Explain what the phonemic symbols are and that Ss will be looking at different sounds during the course.

5A Check the example. It may be helpful for Ss to compare the way they say this in their own language. Highlight the fact that *'s* is not the verb *to be*. Ss work alone, then check in pairs before class feedback.

Answers: **2** John's **3** my **4** mine **5** your **6** yours **7** Sally's

B Ss should now be more familiar with the forms. Use this exercise to check this before looking at the Language bank. ***Stronger Ss*** could check their answers themselves on p. 128.

Answers: **2** Maria's **3** mine **4** yours **5** your **6** mine **7** Ali's

Watch out!

The different uses of the apostrophe *'s* can be very confusing. Some Ss may translate from their own language and say, e.g. *the car of my father* instead of *my father's car*. This is not grammatically incorrect but sounds very unnatural. Ss need a lot of practice of seeing the language in context and learning how to understand the different meanings.

▷ LANGUAGEBANK 1.2 p. 128–129

A Go through the first table. Teach/Demonstrate *near* and *far*. Ss then work in pairs. One student points to objects in the room and their partner says, e.g. *That's a bag. Those are books.* Ss then do Ex. A. As a follow up, they could write and act out their own conversations, based on the ones here.

B/C Go through the notes for possessive *'s* and possessive pronouns. Drill personalised questions and answers, e.g. *T: Is this Juan's book? S: No, it's Joanna's. T: Are these your pens? S: No, they're yours.* Ss can do Ex. B and C in class or for homework.

Answers:

A **1** this **2** those **3** That **4** that **5** that **6** those **7** This **8** that

B **1** Megan's **2** Vicky's **3** teacher's **4** Boris's **5** Ralph's

C **2** No, they aren't *Stefan's*. They're *Daniela's*.
3 No, it's *yours*. *Mine's* in my bag.
4 No, they aren't *hers*. They're *ours*.

SPEAKING

6 Model/Drill the example with the with a stronger student. Ss then practise in pairs. Monitor while they work in case they need help with new vocabulary. If time, ask different pairs to act out one of their conversations to the class.

7A Demonstrate the activity: collect two objects from different Ss and ask the class to say who they belong to, e.g. *Marko's pen*, *Maria's book*. Then put Ss in small groups and give them 2–3 minutes to complete the activity. Again, monitor while Ss identify the objects as they may need help with new vocabulary.

B Number the Ss in each group from Ex. 7A 1, 2, 3, etc. Then put Ss in new groups, with all Ss 1 working together, all Ss 2 working together, etc. Each student must take two objects from their group with them (not their own) so they can do the activity. Then repeat the process, by renaming the Ss in each group A, B, C, etc. Ss A group together, Ss B group together and so on, so they can do the activity again with different Ss. Monitor while Ss work and make notes of any problems. Give feedback by writing problem sentences on the board and asking Ss to correct them in pairs or as a class.

▷ PHOTOBANK p. 152

1A Ss will know some of the words, so use the exercises as a diagnostic tool. Ss work alone and then check in pairs. Check/Teach any new words in feedback and drill the pronunciation. Elicit the main stress and ask Ss to write new words in their notebooks, underlining the stress.

B First, elicit/check the rule for the use of the articles *a/an* with singular nouns and no article with plurals; *a* is used before consonants and *an* before vowels. In feedback, model/drill words Ss have problems with.

Answers:

1A **2** C **3** L **4** K **5** J **6** E **7** B **8** I **9** D **10** H **11** G **12** F

B **3** an **4** – **5** a **6** – **7** an **8** – **9** a **10** a **11** a **12** –

Homework ideas

- Ss find a photo of a room/place with lots of objects in it. They write a description of it as if they were actually there, talking to another person, e.g. *This is a table and that's a …*
- **Language bank:** 1.2 Ex. A–C, p. 129
- **Workbook:** Ex. 1–6, p. 7–8

CAN I HAVE A COFFEE?

Introduction

Ss learn and practise how to make polite requests in tourist places. They also practise the skill of listening for key words.

SUPPLEMENTARY MATERIALS
Resource bank: p. 150
Language bank: p. 128–129

Warm up

Revision of possessives: memory game

Collect one item from every student in the class. It does not matter if some are the same as long as they *look* different, e.g. different watches or keys. As you collect the items, elicit and drill *That's Magda's pen. Those are Marc's keys.* Place all the objects where Ss can see them. Ask pairs of Ss to stand up in turn. Student A points to an object and asks: *Is that Marc's pen?* Student B answers: *Yes, it is./No, it isn't. It's Magda's.*

VOCABULARY TOURIST PLACES

1A Ss look at the photos and then match them with the places. Check/Drill the pronunciation of the places in feedback. With ***stronger classes***, ask: *Where are the places? Do you have them in your town/city? Do you go to them? Why/Why not?*

Answers: **1** B **2** C **3** A

B Ask Ss to look at the words in the box and the word webs. Elicit/Teach the meaning of new words first, then let Ss complete the exercise. Do not confirm answers yet – Ss will check their answers in Ex. 1C.

C Ss listen and check their answers. Play the recording a second time for Ss to repeat. In feedback, recheck the meaning and pronunciation of the words in the box and the ones Ss added.

Answers:
tourist shop: a battery, a souvenir
train station: a single ticket, a return ticket, a platform
snack bar: an apple juice, a coffee, a sandwich

Teaching tip

Ss should copy the word webs into their notebooks. Word webs are a very effective way of recording vocabulary because the visual element helps Ss to remember it more easily. Encourage them to use word webs in their notebooks whenever possible.

D Demonstrate the activity: say *tourist shop* and elicit from Ss one thing you can buy there, e.g. *a souvenir*. Give Ss a minute to look at the words in Ex. 1B again and memorise them. ***Stronger Ss*** could use other places if they know any.

FUNCTION MAKING REQUESTS

2A Check/Teach the meaning of *making requests* in the heading (asking for something). Remind Ss not to try to listen to every word and to concentrate on doing the task. In feedback, ask Ss which words helped them to guess the place, e.g. *battery* and *sandwich*.

Answers: **1** in a tourist shop **2** in a snack bar **3** in a train station

Unit 1 Recording 10

1

T = Tourist S = Shop assistant

T: Excuse me, do you speak English?
S: Yes. Can I help you?
T: Can I have one of those, please?
S: One of these batteries? For your camera?
T: Yes, that's right.
S: OK. That's eleven euros, please.

2

T = Tourist W = Waiter

T: Can I have a sandwich and an apple juice, please?
W: That's six euros.
T: Ah, I only have five euros. How much is the sandwich?
W: Four euros fifty. And the apple juice is one fifty.
T: OK. Could I have the sandwich, but no juice?
W: Yes, of course. That's four fifty.
T: Thank you.

3

T = Tourist TS = Ticket seller

TS: Can I help you?
T: Could I have a single to Sydney, please?
TS: Today?
T: Yes.
TS: That's twenty-five dollars.
T: Here you are. Which platform is it?
TS: Platform three.
T: Thanks.

B Ss listen again, write their answers, then compare them in pairs. Play the recording again if Ss still have doubts. Check answers and elicit the spelling. With ***stronger classes***, elicit more detail from the conversations, *e.g. How much is the battery?* (eleven euros) *How much is the sandwich?* (four euros fifty) *Where does the man want to go?* (to Sydney).

Answers: **1** a battery **2** a sandwich **3** a single ticket (to Sydney)

Watch out!

The stress and intonation of polite requests can be hard for Ss to hear and produce. Model and drill the language clearly and thoroughly. Tell Ss that being polite is especially important in Britain and will make the difference between getting good or bad service!

3A Ask Ss to read the questions before they listen. Play the recording for them to complete the requests. If necessary, play it a second time, pausing after each request. In feedback, elicit/explain the difference between *Can I* and *Could I* (*Could I* is more formal and polite).

Answers: **2** Can I have **3** Could I have

B Write the first sentence on the board and point out the rising intonation for polite requests. Ss then listen again and repeat.

Teaching tip

To help Ss understand intonation patterns, use visuals or movement. Beat the stress with your hands while you model the questions and move your arms to illustrate the falling/rising intonation at the end of the request.

▷ LANGUAGEBANK 1.3 p. 128–129

Go through the notes with Ss. The important thing to stress here is the responses. Drill some requests and responses chorally and then in open pairs across the class. Ss then complete Ex. A. After feedback, they could practise the conversation in pairs, taking turns to be A and B.

Answers: **1** Can **2** could **3** postcard **4** stamps **5** That's **6** Here **7** you **8** Thanks **9** too

4A Ss hear two versions of each of the requests in Ex. 3A: one polite and one not very polite. Play the first pair of sentences and ask: *Which one is polite? Which one is not very polite? Why?* (The intonation in the first one is flat and the speaker sounds bored/rude. In the second version, the speaker uses polite and friendly intonation.) Play the rest of the recording for Ss to note down their answers. In feedback, drill the polite requests.

Answers: **1** N **2** P **3** P **4** N **5** N **6** P

B Give Ss a few minutes to prepare their questions. They could do this in pairs, then ask and answer the questions with another partner. Monitor discreetly and give feedback on problem areas.

LEARN TO LISTEN FOR KEY WORDS

5A First, ask Ss to read the conversation. Check/Teach *How much is …?* Also explain the conventions for talking about prices, e.g. *four euros fifty* vs *one fifty*. Model the example, slightly exaggerating the stressed words to highlight the point here. Then read the Speakout tip with Ss. Let Ss complete the exercise and compare answers in pairs, but do not confirm answers yet – Ss will do this in Ex. 5B.

Teaching tip

Highlight the importance of sentence stress by explaining that stressed words are usually the *key* words in a sentence. Ss will be able to understand the main information when listening if they listen for the stressed words.

B Play the recording for Ss to check their answers, then play it a second time, pausing after each sentence for Ss to repeat. Ss could then practise the conversation in pairs and act it out to the class.

Answers:
B: That's six euros.
A: Ah, I only have five euros. How much is the sandwich?
B: Four euros fifty. And the apple juice is one fifty.
A: OK. Could I have the sandwich, but no juice?
B: That's four fifty.

6 Ask Ss to read the questions before they listen. Remind them to listen for the key, stressed words. Monitor while they check in pairs, noting how well they understood the pronunciation of *15/50* and *13/30*. Focus on this in feedback if necessary.

Answers: **1** c) **2** c) **3** a) **4** b) **5** c) **6** a)

Unit 1 Recording 14

1
A: How much is an apple juice, please?
B: It's two euros twenty.

2
A single ticket is four euros eighty and a taxi is thirteen euros.

3
That's two euros fifty for the coffee and another three seventy-five for the sandwich and a bottle of water – that's one thirty. That's seven euros and fifty-five cents altogether.

7 First, put Ss in pairs, facing each other. Tell them *not* to show their books to their partners. (NB: The success of communicative activities like this depends largely on preparing and organising your Ss carefully.) Ss look at the relevant page in the back of their books. Explain that they are in a snack bar. They have the same menu but different prices. They have to complete their menu by asking questions. Drill the examples, getting Ss to write their answers in the grid. Check/Teach the meaning of the words in the grid and then set a time limit of 5–6 minutes for the activity. Monitor closely, making notes of any problems for feedback.

SPEAKING

8A Ss should write the prices in euros – or in their own currency if you have a ***monolingual class***. Elicit some examples and write the prices on the board.

B Set the activity up carefully. Check the examples and elicit/drill some example requests/responses from different Ss. Also check the meaning of the food and drinks on the menu. With ***monolingual classes***, Ss could design their own menus with food and drink prices from their country. This is especially appropriate if food and drinks are very different in a snack bar there. Monitor discreetly while Ss work, making notes of correct language as well as problems for feedback. After feedback, invite pairs to act out their conversations to the class.

Teaching tip

Feedback after a fluency activity can be dealt with in several different ways. It is important to bear in mind that the main focus does not always need to be on grammar. It can also be on vocabulary, pronunciation and function. It is a good idea to balance your feedback with positive comments, as well as things that could be improved. Task achievement is more important than errors of accuracy in a fluency activity. However, a focus on accuracy is always very useful, as long as the focus is on language that Ss should be familiar with and is central to the task.

Homework ideas

- **Ex. 1:** Ss write new conversations set in the places in Ex. 1. Each conversation should include at least one request.
- **Language bank:** 1.3 Ex. A, p. 129
- **Workbook:** Ex. 1–6, p. 9

FAWLTY TOWERS

Introduction

In this lesson, Ss practise the four skills. First, they have the opportunity to watch an amusing excerpt from an authentic BBC sitcom of the 1970s, *Fawlty Towers*, set in a quirky British hotel. They then learn some basic language for hotel situations: checking into a hotel and filling in a registration form and a booking form.

Warm up

Use the photos in the Students' Book and the Culture notes below to lead in to the lesson. First, write these words on the board: *hotel*, *manager*, *waiter* and *waitress*. Tell Ss not to worry if they do not know all of the words yet. Put them in pairs and give them two minutes to find the people in the photos. Check answers in feedback – you could ask Ss to stand up and point to the people in the photos. Then use the photos to teach any words Ss do not know, e.g. *manager*. Finally, ask: *Do you know the people here/the TV programme* Fawlty Towers*?* Ss may recognise John Cleese. If so, elicit what they know about him. Otherwise, tell them about him and the programme.

Culture notes

Fawlty Towers is a legendary BBC sitcom. It is about a group of eccentric characters in a badly-run hotel, who get involved in farcical situations. First broadcast on BBC1 in 1975, only 12 episodes were made. In spite of that, the sitcom is still very popular now and reruns are played all over the world. In 2004 it was voted the top favourite BBC sitcom in an international poll. Basil Fawlty was played by the actor John Cleese, who is also known for his roles in the Monty Python films, such as *The Life of Brian*, and as Q in some of the James Bond films.

DVD PREVIEW

1 Check the rubric and remind Ss not to worry about unknown words at the moment. Give them two minutes to read the text and then discuss their answers in pairs. In feedback, check answers and ask further comprehension questions if appropriate to your Ss' needs (e.g. *What is Fawlty Towers? Where is Manuel from? Is Fawlty Towers a good hotel?*). Also teach/check the meaning of *comedy*, *married*, *terrible*, *angry*, *guest* and *staff*.

Answers: **A** Sybil Fawlty **B** Basil Fawlty **C** Manuel **D** Polly

2A Ss should be familiar with most of these icons/words, so could do the exercise alone. Check meaning and pronunciation in feedback, highlighting the word stress.

Answers: **B** stairs **C** a restaurant **D** reception
E room service **F** air-conditioning **G** free WiFi **H** parking

B Tell Ss that this is a memory test, so they have to close their books. Elicit an example word from Ex. 2A and write it on the board. Elicit and underline the stressed syllable. Then give Ss 2–3 minutes to do the exercise. ***Fast-finishers*** could check their answers together. In feedback, invite different Ss to write the words on the board and underline the stressed syllables. The others correct the spelling and stress if necessary. Ss can then copy the corrected words into their vocabulary notebooks.

C Check the example and put Ss in pairs. Give them two minutes to discuss, using the new vocabulary in Ex. 2B and their own ideas. Monitor to check/teach other words they might want to use, e.g. *price*, *place*, *good food*, *comfortable beds*, *a good view*, *friendly staff*. In feedback, discuss Ss' opinions. Write the most popular ideas on the board and any new words that have come up.

DVD VIEW

3A Check the meaning of *funny* and play the DVD. Ss can then share their answers in pairs or as a whole class.

B Read the rubric and questions with Ss. Check *surprised* by miming it. Before Ss watch again, put them in pairs and tell them not to worry about words they do not understand – they only need to answer the four questions.

Answers: **1** T (Manuel speaks English, but not very well.) **2** F
3 T **4** T

C Check the example. While Ss are working, you may need to feed in new vocabulary, e.g. *cook*, *tired*, *remarkable*. Ss will check their answers in Ex. 3D.

D Play the DVD again. Ask Ss to shout *Stop!* when they hear an answer. Point out that *Samson's* is the name of a shop in the local town. If feasible, have a class discussion about the DVD. Ask: *Do you like it? Do you think it's funny? Why/Why not?*

Answers: **2** well **3** book **4** today **5** fine **6** animal **7** £12
8 Canadian

DVD 1 Fawlty Towers

Mn = Manuel M = Major BF = Basil Fawlty

Mn: How are you, sir? You see, I speak English well. I learn it from a book. Hello, I am English. Hello. How are you, sir? I can speak English. Ah, hello, Major. How are you today?
M: Oh … I'm fine, thank you.
Mn: It's a beautiful day today.
M: Is it? Oh … yes, yes. I suppose it is.
Mn: Yes, I can speak English. I learn it from a book.
M: Did you, did you, really? Oh, there you are, Fawlty.
BF: Yes. I'm just going to open up, Major.
M: Oh, fine. I say, that, that's a remarkable animal you have there, Fawlty. Er … where did you get it?
BF: Er … Samson's. In the town.
M: Really? Well, was, was it expensive?
BF: Er … twelve pounds, I think.
M: Good Lord! Japanese, was it?
BF: Canadian, I think, Major.

Optional extra activity

Exploit the DVD further by playing it again, pausing to ask comprehension questions, e.g. *Where is Manuel/the animal's head? Why is the Major surprised? Why does the Major ask Fawlty about the animal?* The Major's language is particularly interesting. He's an old-fashioned army officer and uses rather anarchic expressions such as *I say* and *Good Lord!*

speakout at a hotel

4A Check the meaning of *guest* and *receptionist* in the rubric. The Key phrases are fairly simple, but be prepared to teach/check them, especially *reservation*, *surname* and *keycard*. Ss will check their answers in Ex. 4B.

B Play the recording for Ss to check their answers. Monitor to see if they have any doubts. If so, play the recording again. In feedback, model and drill each answer chorally and individually. (The Key phrases are in bold in the audio script below.)

Answers: G, R, R, R, R, G, G

C Ss listen again and complete the information. In feedback, check answers and elicit/drill the questions *Could you spell that?* and *What's your phone number?*

Answers: (Jeff) Baumann, 212 4742 285, PI936

Unit 1 Recording 1.15

R = Receptionist G = Guest

R: **Good evening. Can I help you?**
G: Good evening. **Yes, I have a reservation**. My name's Baumann.
R: Ah, yes. Mr Baumann. **For two nights?**
G: That's right.
R: Could I ask you to complete this form?
G: Oh, I haven't got my glasses. Can you help?
R: Certainly. **What's your surname?**
G: Baumann.
R: **Could you spell that?**
G: B-a-u-m-a-n-n.
R: Is that double N?
G: Yes, that's right.
R: Your first name?
G: Jeff.
R: And what's your phone number?
G: 212 4742 285.
R: OK. **You're in room 407**. That's on the fourth floor. The lift's over there.
G: Room 407?
R: Yes, and **this is your keycard**.
G: Thank you. **What's the WiFi code?**
R: It's PI936.
G: Thank you. **What time's breakfast?**
R: From seven to ten.
G: And where is it?
R: In the restaurant, over there.
G: Thank you.
R: Have a good stay.
G: Thanks.

Watch out!

The importance of setting up fluency and writing activities carefully should not be underestimated. The more time and support is given to Ss during preparation time, the more accurate and confident their performance will be. The extra activity that follows illustrates one way of setting up a role-play.

Optional extra activity

Prepare Ss for Ex. 5. Ask: *Why does the receptionist read out the questions to the guest?* (Because he hasn't got his glasses.) Then write these prompts on the board: *Baumann, B-A-U-M-A-N-N, Jeff, 212 4742 285, from seven to ten, in the restaurant*. Elicit the questions the receptionist/guest asked for each of these words (*What's your surname? Could you spell that? Your first name? What's your phone number? What time's breakfast? And where is it?*) and write them on the board.

5 First, write an email address on the board (e.g. *john.smith@yahoo.co.uk*) and check how to say it: *john-dot-smith-at-yahoo-dot-co-dot-uk*. Read and check the rubric with Ss. Then look at the form and example conversation. Ss then work in pairs to check the questions they need to ask, if they did not do the extra activity above. Monitor and support Ss with spelling and grammar while they write. ***Weaker Ss*** can use the audio script for support if necessary. They can write out their conversation and rehearse it before the role-play. When this stage has been completed, Ss do the role-play with a different partner: they each ask/answer questions and complete the form. Monitor discreetly during this stage, taking notes of both good language and any problems for a brief feedback session.

writeback a form

6A Give Ss a minute to read the form, then check new words: *block capitals*, *postcode*, *ID*, *arrival*, *departure*, *card holder*, *expiry date*, *signature*. Ss then answer the questions and check in pairs before feedback.

Answers:
1 twice (Surname/First name, Name of card holder)
2 four (Arrival date, Departure date, Expiry date, Date)
3 b), c) (You have to write in block capitals.)

B Ss work alone to fill in the form. Monitor closely to provide support, especially to ***weaker Ss***, who could also work in pairs if necessary. Alternatively, pair a stronger student with a weaker one so the former can help the latter.

Homework ideas

- **Ex. 5:** Ss complete the form in with information about a friend/a relative and then write the conversation between the receptionist and guest.
- **Ex. 6:** Ss fill in another booking form with information about a famous or fictional person.

LOOKBACK

Introduction

Lookback exercises can be used as extra practice or preparation for an exercise in the Students' Book, e.g. a role-play.

SUPPLEMENTARY MATERIALS
Ex. 4C: common everyday objects

PRESENT SIMPLE: *BE*

1A Ss do the exercise alone. Check answers to the gap fill but do not discuss the questions. Ss will answer them in Ex. 1B.

Answers: **1** 's **2** are **3** 's **4** are **5** 'm, 's

B Ss answer the questions in pairs. They could then join with another pair to compare/discuss their answers. In feedback, elicit other things Ss know about these people/places.

Answers:
1 in Malaysia
2 Germany, the UK/England, China, Portugal
3 in Istanbul, Turkey
4 Argentina, Brazil/Bolivia, Chile/Columbia
5 (as relevant)

QUESTIONS WITH *BE*

2 Check the rubric and example and demonstrate the activity with a stronger student. Then put Ss in pairs and give them 3–4 minutes for the activity. Monitor closely to provide support. To make the activity more competitive, restrict the number of questions Ss can ask to eight or ten. If they cannot guess the person, they lose. If time, Ss could repeat the activity with new partners.

COUNTRIES, NATIONALITIES AND CAPITAL LETTERS

3A Ss work alone to write the answers and then check in pairs. ***Fast-finishers*** can prepare other jumbled countries and write them on the board in feedback.

Answers: **1** Russia **2** Egypt **3** Spain **4** Thailand **5** Mexico **6** India

B Encourage ***stronger Ss*** to do this without looking back in their books.

C Ss work in pairs to spell each other's words. Monitor and give feedback on their accuracy.

OBJECTS, *THIS/THAT/THESE/THOSE*

4A Ss work alone. To provide more challenge, ask them to underline the stressed syllable in each noun.

Answers: **1** mobile (phone) **2** key **3** watch **4** purse **5** laptop **6** toothbrush

B Ss do the exercise alone and check in pairs. Check answers in feedback. Ss can then practise reading the conversations in pairs, to prepare them for the next exercise. Monitor and check their pronunciation.

Answers: **1** that **2** these **3** those

C If you have them, hand out common objects Ss know. This activity could be done as a class mingling activity. Ss take their object(s) with them and ask/answer each other's questions.

POSSESSIVES

5A Check the meaning of *poem* and *hands*. Elicit/Explain that the final words in each line of a poem often rhyme with each other, e.g. *look*, *cook*. Ss check their answers in pairs before feedback.

Answers: **2** mine **3** my **4** fine **5** your **6** Ann's **7** yours **8** hands

B Ss practise reading the poems aloud until they can say them from memory. Invite them to say/read the poems to the class.

WORD GROUPS

6A Check the rubric and examples. ***Weaker Ss*** can check back in their books if they need help. Monitor to support Ss and check their progress.

B First, read out your own words as an example for the class (e.g. *a passport*, *a laptop*, *a sandwich*) and elicit *two-syllable words* from a student. Monitor while Ss do the activity. In feedback, Ss take it in turns to write two words from one of the groups on the board. Invite the class to correct spelling mistakes if necessary. They then have to guess the word group. With stronger classes, you could follow up with a more personalised activity. In small teams, Ss choose other word groups, e.g. *jobs*, *food*, *drink*, and write three or four examples for each one. The teams then compete with each other to guess the word groups.

Suggested answers:
1 laptop, MP3 player, battery, adaptor, charger, camera
2 glasses, toothbrush, euros, ticket, return, sandwich, Russia, Britain, Poland, Japan, Thailand
3 hotel, café, restaurant, train station, snack bar

MAKING REQUESTS

7A Check the example with Ss. Explain that they have to add a word from the box in some lines. Ss work alone and then compare answers in pairs. ***Weaker Ss*** could work together. Monitor to assess their performance. Check answers in feedback. Prompt Ss to self-correct or invite other Ss to correct their classmates' mistakes.

Answers:
B: A single or *return*?
A: How much is *it*?
A: And which platform *is* it?
B: Platform three. Over *there*.
A: Thank *you*.

B Remind Ss that key words provide the main information in a sentence. Do the first one as an example. Ss make their list alone, but you may need to provide support to ***weaker Ss***.

Suggested answers: **A:** ticket, Rome **B:** single, return **A:** return, How **B:** Twenty-five, euros **A:** platform **B:** three, there **A:** Thank

C First, Ss compare their answers in pairs. Remind them that key words are usually stressed in a sentence. Monitor while Ss practise the conversation. Make notes on pronunciation and accuracy problems for feedback or assessment purposes. In feedback, invite pairs to act out the conversation.

BBC interviews and worksheet

What's your name?

This video consolidates the unit topic with people introducing themselves and talking about where they are from. The material extends into a discussion about what people like and don't like about where they live.

OVERVIEW

2.1 JOIN US!

READING | read about local groups
VOCABULARY | activities
GRAMMAR | present simple: *I/you/we/they*
PRONUNCIATION | linking: *do you*
SPEAKING | talk about activities and groups
WRITING | link sentences with *and*, *but* and *or*

2.2 HIGH FLYERS

VOCABULARY | daily routines; jobs
LISTENING | listen to people talk about their daily routines
GRAMMAR | present simple: *he/she/it*
PRONUNCIATION | third person 's'
SPEAKING | talk about your daliy routine and people's jobs

2.3 WHAT TIME DOES IT START?

VOCABULARY | the time
READING | read leaflets about San Francisco
FUNCTION | asking for information
LEARN TO | show you don't understand
LISTENING | listen to people at a tourist information centre; check when you don't understand
PRONUNCIATION | sentence stress; polite intonation
SPEAKING | ask questions at a tourist information centre

2.4 A VISIT TO PANAMA BBC DVD

DVD | watch an extract from a programme about living with tribes
speakout | talk about good guests and bad guests
writeback | write an email asking a friend for a place to stay

2.5 LOOKBACK

Communicative revision activities

BBC INTERVIEWS

What's your daily routine?

In this video people talk about their jobs and daily routines, including what they like and do not like about them. It consolidates and extends language around the topics of work and lifestyle, including common verbs (present simple for routine) and time. Use the video at the end of Lesson 2.2 or 2.3, at the end of the unit or set it as homework.

JOIN US!

Introduction

Ss learn/revise and practise the *I/you/we/they* forms of the present simple with verbs describing common activities. They read about online special interest groups and then create their own.

SUPPLEMENTARY MATERIALS
Resource bank: p. 152
Language bank: p. 130–131
Ex. 1A–B: pictures of the activities, e.g. reading, listening to music, doing sport, eating junk food

Warm up

Revision of vocabulary: word dictation

Write the headings *bag*, *snack bar* and *tourist shop* across the board. Elicit/Check meanings and get Ss to copy down the words. Then dictate 12 nouns from Unit 1 that match one of the headings and may come up in Ex. 2A, e.g. *a sandwich*, *an MP3 player*, *an apple juice*, *a newspaper*, *a book*, *a postcard*, *DVDs*, *a magazine*, *water*, *a diary*, *a battery*, *a menu*. Ss write the words under the correct heading and then compare answers in pairs/groups. Some words could go under more than one heading, e.g. *a diary* (tourist shop/bag). This does not matter, as long as Ss can justify their answers. The pairs/groups with the most correct answers win.

READING

1A Lead in. Ask: *What are your favourite activities?* Ss' answers should indicate how well Ss know the present simple and common activity verbs. With ***weaker classes***, elicit only nouns, e.g. *music*, *football*, *computer games*. Ask Ss to work in pairs and discuss the question. Elicit answers in feedback.

Teaching tip
Exploit the photos in the Students' Book whenever possible. They provide an excellent springboard for creating interest and exploiting Ss' knowledge of the world. Use them to teach/check vocabulary, practise descriptive language, give opinions, etc.

B Use the photos to elicit/pre-teach vocabulary in the website extracts, e.g. *like/watch a film*, *have a coffee/drink*, *do exercise/sport*. Alternatively, if you have brought in pictures, use them here. Then check/teach vocabulary in Ex. 1B, e.g. *improve my English*, *going to restaurants/the cinema/cafés*. Remind Ss not to worry about words they do not know and to focus only on answering the questions. Give them two minutes to scan the texts quickly and answer the question. Then get them to compare ideas in pairs. As they do this, monitor closely. In feedback, ask Ss to justify their answers so that you can check their familiarity with the present simple and activity verbs further.

Answers: **1** English Italian group **2** Dublin film group **3** Get fit group

C Ask Ss to work in pairs. Elicit answers in feedback and ask Ss to give reasons for their choices.

VOCABULARY ACTIVITIES

2A First, check unknown vocabulary in the exercise, e.g. *running*, *junk food*. With a ***mixed ability class***, provide support for ***weaker Ss*** by putting them with ***stronger ones***, or put ***weaker Ss*** together and give them extra support. Ask Ss to find and underline the verbs in the website extracts and then do the exercise. In feedback, highlight the use of *go* + *-ing* in *go running*. It would be useful to ask: *What tense are the verbs in the texts in?* Elicit/Tell Ss the name (present simple) but do not explain further here. Ss study this later.

Watch out!

Ss often make mistakes with collocations, prepositions and articles in English, e.g. *I make sport*, *we listen the music*. It is very important to encourage them to notice and record collocations as much as possible, e.g. verbs + nouns (see Ex. 2A–C), verb + prepositions (e.g. *write about*, *chat with*) and fixed phrases (e.g. *all the time*, *of course*).

Answers: **2** watch **3** play **4** go **5** read **6** listen to **7** do **8** eat

B Check the words in the box first. ***Fast-finishers*** could add other words that collocate with the verbs. In feedback, draw a word web on the board for each verb. Invite Ss to come to the board and write their answers in the correct place. They can then copy the word webs into their vocabulary notebooks, adding all the nouns from Ex. 2A and B.

Answers: **2** DVDs **3** football **4** swimming **5** a book **6** the teacher **7** nothing **8** a sandwich

C This could also be done in small groups or with the whole class. To change the pace and interaction pattern, Ss could test each other while walking around the room.

speakout TIP

Read the tip with Ss and refer back to the collocations in Ex. 2. Invite Ss to explain why recording collocations is a good idea. To follow up, Ss underline all the verb + noun collocations in the texts and write them down.

Answers: meet in a café/30 minutes before the start time, get fit

GRAMMAR PRESENT SIMPLE: I/YOU/WE/THEY

3A Ss complete the table alone, then compare answers in pairs. Monitor while they do this to check if they need help. In feedback, write the answers on the board. Elicit and drill personalised examples, e.g. *I watch DVDs*.

Answers: watch, don't eat, Do

B Ss do the exercise alone or in pairs. In feedback, elicit the answers, write them on the board and check that Ss understand *regularly* (= often) and *at the moment of speaking*.

Answers: *regularly*, *don't* + verb, *do you* + verb

▷ LANGUAGEBANK 2.1 p. 130–131

Get Ss to read the language notes. Check understanding of negatives, questions and short answers again, and follow up with a personalised substitution drill in open/closed pairs, e.g. *Do you like films/music/football/books/junk food/magazines?* Ss respond with answers that are true for them.

Answers:

A **2** watch **3** don't eat **4** don't work **5** read **6** don't drink **7** listen to

B **2** Do they go running every day?
3 Do you chat with friends a lot?
4 Do you like eating junk food?
5 Do they watch football on TV?
6 Do you go to the cinema a lot?

C **2** No, they don't. **3** Yes, we do. **4** No, I don't. **5** No, they don't. **6** Yes, we do.

4 Give Ss 2–3 minutes to read the extracts again. They then complete the text and check their answers in the extracts. In feedback, ask Ss to cover their answers and look at you. Read out the text, pausing at each gap for Ss to give you the correct answer.

Answers: **2** speak **3** go **4** don't eat **5** don't like **6** do **7** don't play **8** go

5A Ss work alone. In feedback, write the sentences on the board, elicit the answers and underline the stressed words. Explain that verbs and nouns are usually stressed in sentences. Play the recording again if Ss have difficulty with this exercise.

Answers:

1 **A:** Do you want to practise your English? **B:** Yes, I do.
2 **A:** Do you like meeting new people? **B:** No, I don't.

B Point to the two questions from Ex. 5A on the board. First, say *do you like* slowly, separating each word. Then repeat the phrase, getting faster, until /duː juː/ becomes /dəjə/. Then drill the words chorally in the same way. Ss then listen and repeat.

Teaching tip

Strong and weak forms sometimes have an even weaker form in informal spoken English, e.g. for *do you* there is /duːjuː/, /dʊjʊ/ and /dʒʊ/. Elementary Ss are unlikely to be able to produce the weakest realisation, so the middle one is more realistic and will help Ss produce more natural-sounding English.

C Check other verbs Ss might need from the texts, e.g. *take photos*, *post something on a website*, *do nothing*. Set a time limit of five minutes and monitor closely to check the accuracy of Ss' questions. ***Fast-finishers*** could write more questions.

D Regroup Ss for this activity. Monitor carefully and take notes of Ss' problems for feedback. In feedback, elicit answers to the board: put a table on the board, labelled *interest group 1*, *2*, *3*, *4*, etc., and complete it to find the most popular group in the class. Give feedback on problems you noted down while monitoring.

Teaching tip

Monitoring is an essential part of the teaching and learning process. It helps you to assess how well Ss are coping with tasks. You can then adjust your expectations/approach in subsequent activities, especially feedback. It also gives Ss the chance to ask for help and clarification.

SPEAKING

6A If Ss are not keen on any of the groups here, brainstorm other ideas to the board. With ***weaker classes***, also brainstorm possible activities, referring back to the lead in activity in Ex. 1A. Pair/Group Ss according to their interests.

B Ss should take notes about the other group and prepare to present the information to the class.

Optional extra activity

This exercise could be extended into a project. If you have computers in your school, Ss could write up the information about their online group and download pictures to illustrate it. Otherwise, they find pictures at home and bring them to the next lesson. They then create a poster with their texts and pictures. Display the posters around the classroom. Ss walk around and read about the other groups. In feedback, discuss which online group(s) they would like to join and why.

WRITING *AND, BUT, OR*

7A Refer Ss back to the website extracts to help them answer the questions. Elicit the answers in feedback.

Answers: **1** English Italian group **2** Get fit group **3** Dublin film group

B Ss complete the sentences alone, then check in pairs. In feedback, elicit the answers, then check the differences in meaning between *and*, *but* and *or* using examples (e.g. *I like football and cricket. I like football but I don't like baseball. Do you like tennis or football?*). Concept-check the differences in meaning here.

Answers: **1** but **2** or **3** and

C Provide Ss with an example for sentence 1 using *and*, *but* and *or* (e.g. *I like listening to English and podcasts. I like listening to English but not French. I like listening to English or German.*). Ss work alone. Monitor to help with any problems.

D Give Ss 1–2 minutes to complete the activity. Elicit answers from different pairs during feedback.

E Arrange Ss in small groups. Ask them to decide what type of Group-meet they are. They can either choose the groups from Ex. 6 or choose a new group. Refer Ss to the website extracts and ask them to include the following information in their websites: the name of their group, where the group meets, what people in their group do (at least three activities), what people in their group do *not* do (at least two activities). Set a time limit for the writing activity and encourage one of the group members to be the 'group secretary' and write the website page. Monitor, helping where necessary. Ask one student from each group to read out their website page to the class. Once all groups have read out their pages, ask the class to vote on the most popular group.

Optional extra activity

As an alternative or follow-up activity, Ss can display their website pages on posters on walls around the class. They can use photos to help illustrate their websites. Ss can move around the class reading each other's posters. Encourage the Ss in each group to provide more information about their website page in order to get other Ss to vote for their website.

Homework ideas

- **Ex. 6:** Ss write a paragraph about the online group they talked about.
- **Language bank:** 2.1 Ex. A–C, p. 131
- **Workbook:** Ex. 1–6, p. 10–11

HIGH FLYERS

Introduction

Ss learn/revise and practise the present simple third person forms in the context of daily routines and jobs.

SUPPLEMENTARY MATERIALS
Resource bank: p. 151 and 153
Language bank: p. 130–131
Photo bank: p. 153
Warm up: a *Find someone who …* worksheet (see notes below)
Ex. 1A: pictures of daily activities/routines

Warm up

Revision of activity verbs and the present simple

Before class, prepare a *Find someone who …* worksheet with ten questions. Use verbs from Lesson 2.1, e.g. *Do you watch DVDs?* Make enough copies for all Ss. They mingle and ask/answer the questions. If a student answers *yes* to a question, the student asking the question writes their name next to that question. He/She then moves on to another person until all the questions are answered or a time limit of five minutes is reached.

VOCABULARY DAILY ROUTINES

1A With ***stronger classes***, Ss could cover the box and look at the photos. They guess as many phrases as possible, e.g. *have breakfast*. They can then look at the box. ***Weaker classes*** will need more support. Use the photos/your own pictures to teach and drill the verb phrases.

Answers: **B** leave home **C** get home **D** go to bed
E finish work/school **F** have breakfast **G** start work/school
H have lunch (not in the photos: have dinner)

B You may need to check the meaning of *early* and *late* and the form of *wh-* questions before Ss do the exercise. Remind them to cover the box in Ex. 1A before they begin. While Ss check their answers in pairs, monitor closely for accuracy. In feedback, drill the questions, using rising intonation for *yes/no* questions and falling intonation for *wh-* questions.

Answers: **2** have **3** leave **4** start **5** have **6** get **7** go

C Ss will need to answer with clock times for questions 3, 4 and 6. This will be covered in more detail in Lesson 2.3, so do not spend time on it here.

LISTENING

2 Lead in and create interest. Elicit details about the photos, e.g. *Where are the people? What are their jobs?* (Gonzales: painter; Gagan: tour guide/Sherpa; Emma: pilot) Then give Ss 1–2 minutes to discuss the main question in pairs.

3A Remind Ss to focus only on the two questions while listening. Play the recording, then elicit Ss' answers.

Answers:
1 Yes, they do.
2 Gonzales: No, but his wife loves the money.
Emma: Her eight-year-old girl doesn't like it.

B If necessary, revise/teach the days of the week first, then play the recording again.

Answers: **1** Emma T **2** Gonzales F, Emma F
3 Gonzales T, Emma T **4** Gonzales T, Emma F

Unit 2 Recording 2

P = Presenter G = Gonzales E = Emma

P: And today on Radio 99 we talk to some high flyers – men and women who work in very high places around the world: high buildings or high mountains or planes. Our first guest is from the United States. His name is Gonzales Delgado and he has a great job. He works on bridges. Welcome, Gonzales.
G: Good morning.
P: So, tell us about your job.
G: Well, I'm a painter and I work on bridges. Now I'm at the Mackinack Bridge, in Michigan.
P: Oh yes. I have a photo of you on that bridge. It looks dangerous.
G: Yeah, maybe, but I like it.
P: What do you like about it?
G: Well, I leave home at four in the morning and start work at five and it's quiet; no people, no cars – just me. I love the fresh air. It's great being outside. I like all that. The only problem is the wind and the cold …
P: Yes.
G: … and then I finish work at two and get home at three and that's great!
P: Yes. And do you come down to have lunch?
G: No, I have a sandwich up on the bridge.
P: And what does your family think about it?
G: Oh well, my wife doesn't like it. She thinks it's dangerous. But she loves the money – it's very good money.
P: I'm sure! Anyway, thanks, Gonzalez. Please don't go because our next guest is another high flyer. She's a pilot in Canada. Good morning, Emma. Can you hear me? Emma?
E: Yes, fine. Hi.
P: Where are you now?
E: In Ottawa, Canada, at the airport.
P: So, do you fly from Ottawa?
E: Well, I live in Ottawa. But mostly I fly between small towns. I take food, post and other things out to small towns in Canada.
P: Is that a lot of flying?
E: Yes, it's, erm, four or five hours from one town to another.
P: That's a lot of time. When do you eat?
E: Oh, I don't eat on the plane. I have dinner in the towns, with friends.
P: And you fly every week?
E: Yeah. I leave home on Monday morning and I get back home on Thursday.
P: Do you like your job?
E: Oh yes, yes, I do. I love the mountains. They're, they're beautiful …
P: Yes.
E: … really beautiful.
P: And what does your family think about your job?
E: Hmm … so-so. I'm not home for three days a week, so that's a problem for my eight-year-old girl.
P: Ah. What's her name?
E: Her name's Alice.
P: Does she want to be a pilot?
E: No, Alice doesn't like flying. She wants to work with animals – she watches animal programmes on TV all the time.
P: Thanks, Emma. Have a safe journey.
E: No problem. Thank you.
P: So, Gonzalez, do you …

GRAMMAR PRESENT SIMPLE: *HE/SHE/IT*

4A ***Stronger Ss*** may be able to do this without looking at the audio script. Guide ***weaker Ss*** to the correct part of the script.

Answers:
Table: works, has, loves, watches, like **Rules:** -s, -es, doesn't, has

Watch out!

The present simple third person *-s* is late acquired and can still cause problems even for advanced learners. Constant correction, drills and practice are needed to prevent fossilisation of this common error. The same applies to *don't* and *doesn't*.

B Ss work alone. In feedback, drill the pronunciation of the four verbs.

Answers: /z/: has, loves /ɪz/: watches

Unit 2 Recording 3

works, has, loves, watches

C You might want to explain to Ss that third person verbs ending in a voiced consonant add /z/, while those ending in an unvoiced consonant add /s/, e.g. *gets*, *leaves*.

Teaching tip

Demonstrate the difference between voiced and unvoiced sounds, e.g. /s/ and /z/, /t/ and /d/: ask Ss to say the /s/ sound and put their hands on their throats; they will not feel a vibration. Then do the same for the voiced /z/ sound; this time they should feel a vibration.

Answers: /s/: gets, starts, likes, wants, stops
/z/: leaves, phones, goes, sees /ɪz/: teaches, finishes

Unit 2 Recording 4

gets, leaves, phones, teaches, starts, likes, goes, wants, sees, finishes, stops

▷ LANGUAGEBANK 2.2 p. 130–131 (Ex. A–C)

Go through the notes for positive and negative statements (but not questions and short answers yet) and elicit more examples of the third person verb endings, e.g. *reads*, *eats*, *washes*. Ss do Ex. A–C, but not D yet.

Answers:
A **2** studies **3** understands **4** takes **5** washes **6** chats **7** writes **8** has **9** plays **10** does
B **1** gets up **2** drinks **3** goes **4** studies **5** watches **6** listens to **7** has **8** starts **9** reads **10** talks **11** works **12** meet **13** finishes **14** relaxes
C **1** but he *doesn't* like cats **2** but he *doesn't* drink tea **3** but she *doesn't read* books **4** but she *doesn't* work on Monday **5** but it *doesn't* have WiFi

5 Ss look at the photo and make predictions about Gagan's life before they read the text.

Answers: **2** doesn't have **3** leaves **4** goes **5** meets **6** puts **7** walk **8** stop **9** makes **10** doesn't eat **11** walk **12** doesn't go

6A For this activity, pair Ss with partners they know well.

B Monitor and take notes on problems with accuracy.

C Ss work with a new partner. Again, monitor and take notes for class feedback.

GRAMMAR PRESENT SIMPLE: *HE/SHE/IT*

7A Write the sentences from the table on the board, with gaps for *does*, *doesn't* and the verb. Elicit and underline the question and short answer forms.

Answers: does, does, doesn't

B Use the sentences on the board. Ss listen and tell you which words to stress. Ss then listen again and repeat. When they are repeating the sentences, beat the stress and show the intonation patterns with your hands.

Answers: Does she want to be a pilot? What does your family think?

8 Put Ss in pairs and direct them to p. 162 and 166. Ss read their texts and write questions for the information gap activity. Then, in their pairs, they ask/answer their questions in order to complete the gaps in their texts. Monitor and then elicit the answers from the class.

Answers:
Student A: **1** Shanghai **2** six **3** on the bus **4** five **5** 6a.m. **6** does exercises **7** 10p.m.
Student B: **1** 5a.m. **2** seven **3** top of the building **4** Switzerland **5** 7a.m. **6** goes to bed **7** 11p.m.

▷ LANGUAGEBANK 2.2 p. 130–131 (Ex. D)

Go through the notes for questions and short answers. Ss then complete Ex. D.

Answers: **1** Do **2** don't **3** does **4** does **5** teaches **6** does **7** does **8** doesn't **9** loves/likes **10** do **11** watch **12** talk/chat **13** does **14** talks

VOCABULARY JOBS

9A Ss work alone. In feedback, elicit the answers and check the meaning and spelling of any of the words Ss had difficulty with.

Answers: **A** chef **B** police officer **C** hairdresser **D** doctor **E** teacher **F** shop assistant

Unit 2 Recording 6

A Order for table six – ready.
B Stop. Stand still. Name?
C OK, that's finished. What do you think?
D **A:** Let me just listen. OK, say, 'Aaah'. **B:** Aaah.
E **A:** Good morning, everyone. **B:** Good morning, Mr Green.
F That'll be seven ninety-nine.

B With ***stronger classes***, give Ss three minutes to write their lists. They can then look at the Photo bank to check if they have the same words. With ***weaker classes***, brainstorm words Ss know and then do the exercises in the Photo bank.

▷ PHOTOBANK p. 153

1A Ss match the jobs they know. Teach those they do not know. With ***stronger classes***, elicit information about what each job involves, e.g. *A lawyer works in an office. He earns a lot of money.*

B Elicit the rule: *an* comes before a vowel sound and *a* comes before a consonant sound.

Answers:
1A **1** E **2** L **3** I **4** D **5** Q **6** C **7** M **8** J **9** P **10** A **11** O **12** B **13** N **14** K **15** F **16** H **17** G
B **1** a **2** a **3** an **4** a **5** an **6** a **7** a **8** a **9** a **10** a **11** a **12** a **13** a **14** a **15** a **16** an **17** a

SPEAKING

10 A light-hearted activity to round off the lesson. Do one or two examples to prepare Ss for it.

Homework ideas

- Ss write about the job of someone they know well.
- **Language bank:** 2.2 Ex. A–D, p. 131
- **Workbook:** Ex. 1–6, p. 12–13

WHAT TIME DOES IT START?

Introduction

Ss learn how to ask for information in tourist places. They also practise listening for key words and asking for clarification.

SUPPLEMENTARY MATERIALS
Resource bank: p. 154
Language bank: p. 130–131
Ex. 1: an imitation clock with moving hands
Ex. 2A: a world map and photos of San Francisco

Warm up

Revision of clock times and routine verbs

Write the following times on the board: *7.00, 8.00, 9.00, 12.00, 5.00, 7.00, 9.00, 11.00.* Model/Drill *What do you do at 7 o'clock every day?* Elicit Ss' answers, e.g. *I get up.* In pairs, Ss then take it in turns to ask/answer about the other times on the board.

VOCABULARY THE TIME

1A With ***mixed ability classes***, put ***stronger*** and ***weaker Ss*** together. For a ***weaker class***, present the language using clock drawings/an imitation clock on the board.

Answers: **2** B ten **3** E ten **4** D half **5** A quarter **6** F to

B First, model and drill the example question/answer in open pairs. Then monitor closely and give feedback on errors Ss make with telling the time.

C After completing the exercise, Ss compare answers in pairs. In feedback, play the recording again, pausing after each question to elicit the answer. You could then play the recording a third time, for Ss to repeat the times.

Answers: **1** 12:30 **2** 4:15 **3** 6:40 **4** 4:35

D Divide the class into two groups, A and B, and tell them to look at the relevant pages in the Communication bank. Give Ss two minutes to practise saying the times shown on their clocks. Then put Ss into A and B pairs and give them four minutes to ask/answer the questions. Monitor discreetly, taking notes for class feedback.

Answers:
A **1** five o'clock
3 ten to twelve/eleven fifty
5 quarter to eight/seven forty-five
7 twenty-five past one/one twenty-five
B **2** half past nine/nine thirty
4 twenty past three/three twenty
6 quarter past ten/ten fifteen
8 twenty-five to two/one thirty-five

E If necessary, drill the listed questions first. Monitor and provide support to ***weaker Ss***. ***Fast-finishers*** could ask/answer more questions.

FUNCTION ASKING FOR INFORMATION

Culture notes

San Francisco is the cultural, commercial and financial centre of Northern California. The city is a popular tourist destination, known for its cool summers, fog, steep rolling hills, eclectic mix of architecture and landmarks, including the Golden Gate Bridge, cable cars, the former prison on Alcatraz Island and its Chinatown district. San Francisco is also the headquarters of five major banking institutions and various other companies such as the Gap Inc., Pacific Gas and Electric Company, Yelp, Pinterest, Twitter, Uber, Mozilla and Craigslist.

2A With books closed, create interest and activate Ss' knowledge of the world. Ask questions based on the Culture notes above, e.g. *Where's San Francisco? Do you know it? What is it famous for?* If you have brought in a map and photos of San Francisco, use them here. Ss then open their books and look at the photos. Use them to check the meaning of new words in the leaflets: *bus route*, *bay*, *hop-on-hop-off*, *refreshments*, *food markets*, *temple* and *pharmacy*. Give Ss 3–4 minutes to read and underline the answers in the leaflets. Tell them to underline *only* the main information, not the detail. After reading, Ss compare and discuss their answers in pairs. In feedback, teach/check essential vocabulary in the answers. Elicit more detail if you have a ***stronger class***.

Answers:
1 hop-on-hop-off bus tour, Golden Gate boat tour, Chinatown walking tour
2 **a)** all three tours; **b)** hop-on-hop-off bus tour and Golden Gate boat tour; **c)** hop-on-hop-off bus tour and Chinatown walking tour

B Introduce the listening: tell Ss they will hear a man and woman who want to book one of the tours. Remind them to focus on the questions and not worry about unknown language. After listening, Ss compare answers in pairs and listen again if they have doubts.

Answers:
1 the Golden Gate boat tour
2 no
3 The man doesn't understand the tourist information woman. She speaks too fast and he feels very stupid.

Unit 2 Recording 8

A: Oh look, tourist information. We can ask there.
B: OK. You ask.
A: No, you ask. My English isn't very good.
B: You speak English very well. You ask.
A: No, you ask.
B: No, *you* ask.
A: OK. Excuse me, do you speak English?
C: Yes, can I help you?
A: Yes, thank you. My friend has a question.
B: No! Oh … uh … OK … We want to take a tour.
C: OK. Which tour is that? The hop-on-hop-off bus tour, the Golden Gate boat tour or the Chinatown walking tour?
B: Uh … I don't understand anything.
A: She asked which tour.
B: Oh, the Golden Gate boat tour.
C: Ah, the boat tour. Good choice, and I think we have a couple of places left on the tour tomorrow morning if you're interested in that one …
B: Thank you, goodbye.
C: Oh. Goodbye.
A: What's the problem?
B: I don't understand her. She speaks too fast!
A: Oh come on! Let's go back.
B: No, I don't want to. I feel so stupid!
A: Oh come on!

3A Give Ss three minutes to write the questions and compare answers in pairs. Do not confirm answers yet. Ss will check them in Ex. 3B.

B After Ss have listened and checked their answers, play the first question again. Write it on the board and elicit the stressed words. Then play the other questions. Nominate Ss to write them on the board and underline the stressed words. Also point out the position of the preposition *from* at the end of question 2. Give more examples: *What gym do you go to? Where does he come from?*

Answers:
1 What time does it start?
2 Where does it leave from?
3 When does the tour finish?
4 How much does it cost?
5 Do you take credit cards?

C Link the words *does it* in each sentence on the board and drill the sentences. Draw Ss' attention to pronunciation by beating the stress and moving your arms to illustrate the falling intonation at the end of the *wh-* questions.

Answers: See Ex. 3B above.

D Remind Ss to focus on answering the questions when listening. Play the recording again if necessary after Ss compare answers in pairs. In feedback, nominate Ss to ask and answer the questions across the class in open pairs (see questions in bold in the audio script below). Prompt Ss to self-correct or invite peer correction where needed.

Answers: **1** 10 o'clock **2** the front gate/Pier 43 **3** 1p.m.
4 26 dollars (52 dollars for two) **5** yes

Unit 2 Recording 10

A: Hello. We're back.
C: Hello again! So, do you want the Golden Gate boat tour?
A: Er … could you speak more slowly, please?
C: Of course. Would you like the Golden Gate boat tour?
A: Yes, tomorrow.
C: Would you like the morning or afternoon tour?
A: Tomorrow morning. **What time does it start?**
C: At ten o'clock exactly.
A: Excuse me, ten o'clock … ?
C: Yes, at ten.
A: And **where does it leave from?**
C: From Pier forty-three. Or the minibus to the boat leaves from the front gate at nine forty-five.
A: Sorry, could you repeat that?
C: The minibus to the boat leaves from the front gate.
A: The front gate? Here? Outside?
C: Yes, just over there. Do you see the sign?
B: Yes, I can see the sign. I can see it!
A: Nine forty-five.
B: Nine forty-five. OK. And **when does the tour finish?**
C: The boat arrives back here at 1p.m.
A: 1p.m. OK. **How much does it cost?**
C: Twenty-six dollars per person.
A: Twenty-six dollars. So fifty-two dollars for two.
C: That's right.
A: OK, that's good. So could we have two tickets for tomorrow morning, please?
B: Er … **do you take credit cards?**
C: Yes, of course.

▷ LANGUAGEBANK 2.3 p. 130–131

A Refer Ss to the table on asking for information when they do Ex. A.

B Before Ss look at the table on answering with *in/at/on*, write the three prepositions across the board. Elicit short answers to suitable questions using the prepositions, e.g. *When do you watch TV/play football? In the evening./At the weekend./ On Sunday*. Ss then read and copy the table into their notebooks before doing Ex. B.

Answers:
A **2** What time/When does the train arrive?
3 How much does it cost?
4 What time/When does the museum open?
5 What time/When does the museum close?
6 How much does it cost?
B *At* the weekend we do a lot *on* Saturday, but *on* Sunday we have a relaxing day. We get up *at* 10 o'clock *in* the morning and have a late breakfast. We have lunch *at* about 2 o'clock and then *in* the afternoon we relax *at* home. *In* the evening we watch a DVD or something on TV and then we go to bed *at* about 11.30 *at* night.

LEARN TO SHOW YOU DON'T UNDERSTAND

4A Give Ss time to read the conversation before listening. Play the recording. Ss underline their answers and then compare them in pairs. In feedback, ask Ss if they have ever had a similar experience.

Answers:
Could you speak more slowly, please?
Excuse me, ten o'clock … ?
Sorry, could you repeat that?

B Ss could first listen and underline the stressed words (*Could you speak more slowly, please? Excuse me, ten o'clock … ? Sorry, could you repeat that?*). When they repeat the sentences, check that their intonation rises and falls in the same way as the recording.

C First, demonstrate the activity with a stronger student. Mumble your address/phone number (or invented ones) very quickly. Encourage Ss to say their own/invented addresses and phone numbers in a similar way. In feedback, invite groups to act out their conversations to the class.

SPEAKING

5A First, check the rubrics and put Ss in A/B pairs facing each other. Tell them not to show each other their books. Ss A look at p. 163 and Ss B ask the questions to complete their notes. Monitor discreetly and take notes of good and problematic language/pronunciation.

B Ss change roles for the second role-play. Monitor to provide support but also continue to take notes of good and problematic language or pronunciation, particularly the use of the third person verbs. Give Ss feedback on their performance at the end.

Homework ideas

- **Ex. 1E:** Ss write a paragraph about their partner's routines.
- **Ex. 5:** Ss write a conversation based on the information here.
- **Language bank:** 2.3 Ex. A–B, p. 131
- **Workbook:** Ex. 1–3, p. 14

A VISIT TO PANAMA

Introduction

In this lesson, Ss watch an excerpt from a BBC travel programme. They then learn/practise language to talk about having guests in their home or country and write an email describing a visit to where they live

Warm up

Create interest by asking Ss to look at the photo and ask them where they think it is. Ask other questions, e.g. *Is it a nice place? Who lives there?* If you have a world map, use it to elicit places where Ss think the place might be. Then point to the coast of Panama and pre-teach/check meaning of *island*. Ask: *Do you watch TV documentary programmes? Why/Why not?* Tell Ss they will watch a documentary programme later in the lesson.

Culture notes

The BBC documentary series *Tribal wives* is about six British women who swap their everyday lives for life as 'tribal wives' in some of the most remote communities on Earth. By spending time with tribes where women's roles are very different, they hope they can find some answers and in doing so, change their own lives.

The subject of this episode, the Kuna Indians, are a deeply spiritual people who live on a stunning scattering of coral islands off the coast of Panama. A monogamous tribe with tight-knit families, they believe that their homes and families are protected by ever-present spirits. Living with them for a month is Sass Willis, a 34-year-old woman from Oxford who packs every moment of her day. When she was younger, Sass had to choose between her parents and when she decided to live with her father, she never saw her mother again. Amongst the Kuna, however, Sass makes an extraordinary discovery: the mother she feels she has never had.

DVD PREVIEW

1 Do this as a whole class. Before Ss look at the photos, check the meaning of the words.

2 Pre-teach/Check the meaning of the following words in the questions and text: *lifestyle*, *coast*, *hammock*, *traditional*. Set a time limit of three minutes for the activity and remind Ss not to worry if they do not understand every single word.

Answers:

1 She's a thirty-four-year-old woman from Oxford. She goes to (the eastern coast of) Panama/the island of Niadup.
2 Ana Lida and her husband Diego
3 She lives in a hut, sleeps in a hammock, wears their clothes, helps with jobs around the home and paints her face in the traditional way.

Optional extra activity

After feedback, reinforce the vocabulary from the programme information with a miming activity. In pairs/small groups, Ss take it in turns to mime some of the lifestyle activities Sass adapts when living with the tribe, e.g. helping with jobs around the home. The others guess what it is, using the infinitive, not the present continuous.

DVD VIEW

3A Remind Ss to concentrate on the task.

Answers: 3, 5

Teaching tip

As an alternative approach, play the DVD with the sound turned down. Ss will be able to concentrate on the action in the programme and activate the vocabulary they know while doing the task at the same time.

B Check the meaning of *mend*, *put on* and *sweep the ground* first. If you have to replay the DVD, select the scenes related to the activities.

Answers: **1** c) **2** h) **3** f) **4** a) **5** g) **6** b) **7** d)
(not in the programme: e)

C With ***stronger classes***, ask Ss to match the questions and answers without watching the DVD again. With ***weaker classes***, play the excerpt from the DVD when Sass first meets Ana Lida. Check answers in feedback.

Answers: **1** b) **2** c) **3** a) **4** d)

D Ss work alone. Monitor closely and help them if necessary.

E Put Ss in pairs and get them to compare and discuss their answers. Monitor closely and make sure they are giving reasons for their answers. When they have finished, have a brief class discussion about the family's lifestyle.

DVD 2 A Visit To Panama

N = Narrator S = Sass ALd = Ana Lida ALn = Ana Lina
W = Woman

N: Sass Willis is a thirty-four-year-old woman from Oxford. She travels over five thousand miles to the eastern coast of Panama to live with the Kuna Indians on the island of Niadup. On the island, Sass stays with fifty-five-year-old Ana Lida and her husband Diego.
S: And who lives in this house?
ALd: I live here with my husband.
S: Is that, erm, the bed?
ALd: I sleep in the hammock, and my husband sleeps in the bed.
S: Hi, my name is Sass. And your name is?
ALn: Ana Lina.
S: Ana Lina. Ah … And do you live, do you live here or do you live nearby?
ALn: Yes, I live in the hut opposite. The door is open.
N: Ana Lina wants to paint Sass's nose.
ALn: I'm very nervous. I like her laugh. It's finished.
S: OK? Oh perfect!
N: It's 5a.m. Ana Lida wakes Sass up. Her first job is to make the coffee.
S: And is this coffee for breakfast for everybody?
ALd: Yes, the whole family is going to drink this coffee.
N: Sass takes coffee to some men.
S: We need one more.
N: And then she starts learning her daily jobs.
S: OK. And how often do you do this?
W: Every day, morning and evening.
ALd: Hold it like this. Yes, like that. Good, that's right.
S: Oh no!
ALd: She's sewn it onto her trousers! Are you happy? Are you happy?
S: Yeah … embarrassed.
N: It's time for Sass to put on Kuna clothes.
ALd: Take your shirt off.
S: Beautiful. Beautiful.
ALd: You look so beautiful! You are such a beautiful woman and such a good woman.
S: I'm beautiful? Oh thank you!
ALd: Oh my love!
S: I feel so thankful that you can let me be here and be part of your family.
ALd: Thank you.
S: Do you want a hand with the water?

speakout a good guest

4A Check/Elicit the meaning of *guest*. Ss work in pairs and discuss the questions. In feedback, discuss as a whole class and write any new vocabulary on the board.

B Go through the example with the class and ask Ss to work in pairs. Monitor, helping where necessary. Elicit answers, highlighting any particularly interesting or creative ones.

5A Play the recording and remind Ss that they do not need to understand every word. Get them to compare answers in pairs before class feedback. For ***weaker classes***, play the recording twice.

Answers: arrive early/late, give money, stay a short/long time, speak in your/their language

B Play the recording again and get Ss to compare answers in pairs before class feedback. In feedback, drill the Key phrases, focusing on the word stress each time.

Answers: Ss should tick all the phrases apart from *What do you mean?*

Unit 2 Recording 13

A: What do you think? What does a good guest do?
B: Erm, well, he …
A: Or she …
B: Yes, let's say he …
A: OK.
B: He doesn't arrive early.
A: For example?
B: For example, he says seven o'clock and then he arrives at six o'clock. One hour early, and I'm not ready.
A: Yes, I agree. That's bad.
B: So, number one: a good guest doesn't arrive early.
A: Not too early, not too late.
B: Yes, that's good. What else?
A: Erm, what about money?
B: Hmm … I don't know, what do you think?
A: Well, I think it's important to give some money for your food.
B: Oh no, I don't agree.
A: Well, maybe you have dinner at a restaurant one evening and you pay.
B: It depends. Not for one night.
A: OK, when a guest stays three nights, he pays for dinner at a restaurant.
B: I think that's strange, but OK.
A: And language? Maybe the guest speaks a different language.
B: Yeah. Well, then …

C First, go through the example with the class. Encourage Ss to use the Key phrases in their tips. If you are teaching a ***monolingual class***, ensure that there is a mix of tips from their own country and other countries. Monitor and make notes on examples of good language and problems for class feedback. To extend the activity, Ss could swap groups and discuss their tips.

D Ss from each group take it in turns to read their top tips to the class. Explain that as Ss listen, they should make notes so that they can then ask questions about their classmates' tips. If time, conduct a class vote on the best top tips.

writeback an email

6A Give Ss three minutes to read the email and answer the question.

Answer: a place to stay in Barcelona

Alternative approach

You could do this as a reading comprehension activity. Prepare some comprehension questions, e.g. *Where does Dom want to visit?* (Barcelona) *How long is his visit?* (ten days) *Where does he want to stay?* (in a hotel, and with Antonio for the last weekend) Ss could work in pairs or groups to answer them or you could do this as a whole class activity.

B Set a time limit for the ordering activity and get Ss to compare answers in pairs before class feedback.

Answers:
2 How are you?
3 Are you very busy?
4 I'm in Barcelona
5 for ten days next month.
6 Do you know a good hotel in the city?
7 Can I come and stay with
8 you for the last weekend?
9 Best wishes,
10 Dom

C Tell Ss that they should use Dom's email as a model for their writing. If you have a ***monolingual class***, encourage Ss to use a different country/city for their email. Monitor and help with Ss' ideas where necessary.

D Put Ss in pairs. They should read each other's emails and then write their responses. Monitor and help with any vocabulary.

Homework ideas

- Ss write a paragraph about the DVD excerpt.
- **Ex. 6C/D:** Ss write a final draft of their emails.

LOOKBACK

Introduction

The Lookback exercises are very flexible and can be exploited in a variety of ways, e.g. as fillers if there is time at the end of the lesson or to boost Ss' energy levels between activities.

ACTIVITIES

1A In ***mixed ability classes***, group ***weaker Ss*** together so that you can provide them with more support. ***Stronger Ss*** could do the exercise together and should try not to look back in their books for the answers.

Answers: **2** watch **3** drink **4** listen **5** do **6** eat **7** read **8** go

B Ss ask/answer the questions in pairs and make notes of their partner's answers. They then write them in sentences to hand in for your assessment, e.g. *Michel reads sports magazines.*

DAILY ROUTINES

2A Monitor to help struggling Ss with this.

B Encourage Ss to extend the conversations by asking as many questions as possible, in preparation for the next activity. They should take notes of relevant information. Monitor and make notes of problems with the target language. You can then decide what language needs revising, which Ss are having problems, etc.

C Again, monitor and make notes as above.

PRESENT SIMPLE

3A Ss should write about a person they know, but not too well. Then they can speculate. It would be preferable for Ss to work with a different partner than in Ex. 2.

Answers: **2** plays/doesn't play **3** goes/doesn't go **4** does/doesn't do **5** studies/doesn't study **6** watches/doesn't watch **7** goes/doesn't go **8** cooks/doesn't cook

B In feedback, ask Ss how many correct sentences they had and whether there were any surprises.

C Monitor and make notes of problems with the use of present simple questions and short answers.

JOBS

4A Give Ss one minute to circle the jobs. The first student to finish is the winner. To follow up, Ss underline the main stress in each word (underlined in the answer key below) and check answers in pairs. The pair with the most correct answers wins.

Answers: nurse, teacher, waiter, hairdresser, receptionist, engineer, lawyer, actress, accountant, doctor, politician, chef

B Ss discuss and decide which jobs are right for the people. They should try to justify their answers, e.g. *A nurse works with people every day.*

Suggested answers: **1** nurse, teacher **2** hairdresser, politician **3** doctor, accountant **4** accountant, engineer **5** actress, waiter, sportsperson **6** chef, waiter

ASKING FOR INFORMATION

Culture notes

Sicily is the largest island in the Mediterranean Sea. Along with surrounding minor islands, it constitutes an autonomous region of Italy and it is officially referred to as Regione Siciliana (Sicilian Region). Sicily has a rich and unique culture, especially with regard to the arts, music, literature, cuisine and architecture. Its most prominent landmark is Mount Etna, which, at 3,350m, is the tallest active volcano in Europe and one of the most active in the world. It also holds importance for archaeological and ancient sites such as the Necropolis of Pantalica, the Valley of the Temples and Selinunte.

5A If you have a map, elicit the location of Sicily. Ask: *What do you know about Sicily? Where is it?* Ss then write questions using the information. Do not give any help with the questions – see what Ss can produce by themselves. However, monitor closely and make notes for feedback and assessment purposes.

Answers:
What time/When does the tour start?
What time/When does it finish?
Where does it leave from?
How much is it?
Do you take credit cards?

B Ss could swap roles after the first role-play. Monitor while Ss talk and assess their performance. You may want to keep records of their accuracy/fluency to compare with the results of more formal tests.

Optional extra activity

Revise time phrases with this activity. Prepare eight present simple questions using information Ss will know (e.g. *When do you have your English class? What time does the class start/finish? How much does a coffee/cinema ticket cost? When do you relax/go to the cinema/do your homework/go out with friends?*) In class, draw a large grid with nine squares on the board and number them 1–9. Ss copy it with squares large enough to write in. Start with square 1 and ask the questions in numerical order. Ss write their answers with time phrases, e.g. *On Wednesday. In the afternoon. At 5.15. At the weekend.* Ss swap grids for feedback. Elicit answers, focusing on the prepositions. Ss tick the square if their partner has the correct one.

BBC interviews and worksheet

What's your daily routine?

In this video people talk about their jobs and daily routines, including what they like and do not like about them. It consolidates and extends language around the topics of work and lifestyle, including common verbs (present simple for routine) and time.

OVERVIEW

3.1 BIG HAPPY FAMILIES

VOCABULARY | family
READING | read about an unusual family
GRAMMAR | *have/has got*
PRONUNCIATION | sentence stress
SPEAKING | talk about your family

3.2 REAL FRIENDS?

LISTENING | listen to people talk about their friends
GRAMMAR | adverbs of frequency
VOCABULARY | personality
PRONUNCIATION | word stress
SPEAKING | describe someone you know and say why you like them
WRITING | improve your use of apostrophe *'s*; write about your family and friends

3.3 ARE YOU FREE TONIGHT?

VOCABULARY | time expressions
LISTENING | learn to show interest when you listen
LEARN TO | show interest
PRONUNCIATION | intonation to show interest
FUNCTION | making arrangements
SPEAKING | make arrangements to meet friends

3.4 DIWALI CELEBRATIONS BBC DVD

DVD | watch an extract from a BBC programme showing the traditions of Diwali
speakout | talk about a special occasion
writeback | write a description of a special event

3.5 LOOKBACK

Communicative revision activities

BBC INTERVIEWS

What do you like doing with friends/family?

This video consolidates and extends Ss' vocabulary around the topic of friends and family. The material also encapsulates authentic usage of the adverbs of frequency presented in Lesson 3.2 as well as recycling key vocabulary. Use the video at the end of Lesson 3.1 or 3.2, at the end of the unit or set it as homework.

BIG HAPPY FAMILIES

Introduction

Ss learn/revise and practise *have/has got* and vocabulary to talk about families.

SUPPLEMENTARY MATERIALS
Resource bank: p. 157
Language bank: p. 132–133
Photo bank: p. 154

Warm up

Lead in to the topic of family life and activate basic family vocabulary (*mother*, *father*, *sister*, *brother*) with this simple whole class activity. List different jobs around the house on the board (e.g. *make breakfast*, *clean the house*, *cook dinner*, *go to the supermarket*, *tidy my room*). Ask: *Who does these things in your family?* Elicit answers from different Ss. Alternatively, do this as a mingling activity, where Ss walk around asking and answering questions about the tasks on the board (e.g. A: *Who makes breakfast?* B: *My mother.*).

VOCABULARY FAMILY

1A The aim of this exercise is to activate more family words Ss know. With a ***strong*** or ***mixed ability class***, ask: *Have you got a big or small family?* Elicit answers and activate family words before Ss do the exercise. With ***weaker classes***, use the photo to teach/elicit and drill the family words. Ss should write the words in their notebooks in two columns: *male* and *female*.

Suggested answers: The mother is in the middle of the photo (wearing a red T-shirt) and the father is third from the left, at the back. There are fourteen children in the photo. All the children are sons or daughters and brothers or sisters (Ss should identify at least one of each). The parents are husband and wife.

B After Ss have circled the family words in Ex. 1A, elicit other male/female family words they know and write them on the board. Ss add them to their lists.

Answers: Ss should circle the following words in Ex. 1A: parents, children, son, daughter, brother, sister, husband, wife.

▷ PHOTOBANK p. 154

1A Ss do the exercise alone and then compare answers in pairs. In feedback, check/drill the meaning of new words and elicit the main stress. Ss should add any new words to their lists from Ex. 1A and B on p. 28.
B Check the example and elicit more information about Robert to illustrate the activity, e.g. *He's Elizabeth's husband/Mark and Amy's father/Katy's uncle. Amy's his daughter. Mark's his son. Katy's his niece. Jake's his nephew.* Monitor and check Ss' accuracy while they write. Ss can then read out their descriptions in groups. Other Ss listen and check if they are correct.

Answers:
1A **1** Frank (A) and Maggie (B) **2** Ann (C) and John (D) **3** Robert (F) **4** Ann (C) **5** Mark (I) and Amy (J) **6** Katy (G) **7** Mark (I) **8** Elizabeth (E) and Robert (F) **9** Katy (G) and Jake (H) **10** Mark (I) and Amy (J)

READING

2A With ***strong classes***, divide the class into four groups, A, B, C and D. Group A makes a list of good things about life in a big family and B makes a list of bad things; C makes a list of good things about life in a small family and D makes a list of bad things. Give Ss three minutes to make their lists. Monitor closely to help with vocabulary. Then regroup Ss with an A, B, C and D student in each group. They read out their lists and agree/disagree. Conduct class feedback.

Suggested answers:
big family: good: children always have company; they have to learn to share things/don't get spoilt; clothes, toys, etc. are handed down and reused; bad: expensive; children don't have so many opportunities; don't have so much individual attention
small family: good: more money/attention; parents have closer contact; bad: children spoilt/given too much attention; children can be lonely/fight each other more/be more competitive

B First, put Ss into A/B pairs, facing each other. Tell them not to show each other their books. Check the titles of both texts. Elicit where Queensland is (Australia), using a map if you have one. Do the examples for both texts to show Ss what to do. Remind them that not all their numbers are in the texts. Give Ss 2–3 minutes to circle the numbers. Monitor closely to provide help with vocabulary, but also remind Ss to focus on the task, not words they do not need.

Suggested answers:
A (the Radford family)
17: 17-seat minibus
9: 9 boys/sons in the Radford family;
9 bedrooms in the Radford house
7: 7 girls/daughters in the Radford family
3: Noel brings the children home at 3p.m.
1: daughter Sophie has got a 1-year-old daughter, Daisy
B (the Bonell family)
600: food shopping costs $600 a week
16: 16 children in the Bonell family
9: 9 boys/sons in the Bonell family
8: children help in the house from the age of 8
7: 7 girls/daughters in the Bonell family;
7 bedrooms in the Bonell house
2: 2 children in neighbour's family;
the 2 oldest kids don't live with the family

C Elicit one or two examples before Ss exchange their information. Tell them to use notes as in the example in Ex. 2B, not complete sentences. This will help to avoid the use of *have/has got*, which is taught in Ex. 3. In feedback, check Ss' answers and ask them if their opinions of large families have changed.

D Give Ss 2–3 minutes to complete the exercise in pairs. In feedback, focus on useful vocabulary from the texts, e.g. *noisy*, *collect*, *babysitters*, *minibus*, *bakery*.

Answers:
The Bonell family don't all live together; all do housework together; like their big family.
The Radford family have got a bakery; sometimes make pizza; like their big family.

Optional extra activity

Exploit the texts further: Ss work in pairs/groups and write 4–6 questions about their text using the present simple. Reorganise Ss so that they work with groups who worked on the other text and tell them to take turns to ask/answer the questions.

GRAMMAR *HAVE/HAS GOT*

Watch out!
Here Ss learn and practise the British use of *have/has got* for talking about possessions/families. *Have/Has got* does not use the auxiliary *do*. However, the American usage (*do you have*, etc.) is acceptable. Ss can get confused and say, e.g. *Do you have got … ?* Clarify the difference early on: provide plenty of controlled practice and correct when necessary.

3A Ss find the sentences in the text and complete them. Check meaning and form in feedback.

Answers: **1** have got **2** has got **3** haven't got

B Ss complete the table alone and compare answers in pairs. They can then check them in the first table in the Language bank, on p. 132. Recheck the concept and drill the pronunciation.

Answers: have, has, have, has

C Play the recording for Ss to listen and underline the answers. In feedback, point out that it is important to use contracted forms to make their speaking more natural.

Answers: **1** 's **2** 've **3** haven't **4** hasn't

D Use finger highlighting to illustrate the contracted forms: first, say the full form (e.g. *I have got*), using two fingers. Then put the fingers together for the contracted form (e.g. *I've got*), to show the merging of the words. (NB: Use finger highlighting when you model/drill sentences with contractions.)

Answers:
1 Kate's got five sisters.
2 I've got a sister and two brothers.
3 They haven't got a car.
4 He hasn't got a big family.

4A Give Ss 15 seconds to read the text and tell you what the topic is: a family. Do an extra example before Ss start. Ss compare answers in pairs before feedback. Nominate Ss to answer and encourage them to self-correct when they make a mistake.

Answers: **2** is **3** is **4** 'm **5** is **6** 've got **7** hasn't got **8** isn't **9** 's got **10** 'm **11** 've got **12** 're

B Check the examples in the family tree, including the ages. Ss then do the activity alone and compare answers in pairs before feedback. In feedback, ask: *What sort of words follow 'have got' and 'be'?* (nouns/family words, numbers/ages)

Answers:
(from left to right)
Top: Dad, Mum
Middle: Andreas, Lisa 35, Paul 30, Me 27, Marek
Bottom: Eva, Vlad 3, Henryk 1

▷ LANGUAGEBANK 3.1 p. 132–133

Go through the notes with Ss. If you have a ***strong class***, they will be aware of the use of *any* in questions. If not, do not explain it here; Ss will study this in the next unit. Ss have not practised the question form yet but will do so later.

Answers:

A **1** Have **2** got **3** 've got **4** haven't got **5** Have **6** got **7** have **8** 've got **9** 's got **10** have got **11** 's got **12** 's got **13** Has **14** got **15** 's got

B **2** Have you got **3** Has your classroom got **4** Is your teacher **5** Are you **6** Have you got **7** Are you **8** Is your brother **9** Has your home got **10** Are the keys

SPEAKING

5A Elicit the first answer as an example. Refer Ss back to the question form table in the Language bank if necessary. In feedback, drill the questions and elicit true answers if possible.

Answers: **1** Have, got **2** have, got **3** Has, got **4** has, got

B Demonstrate the activity. Draw a family tree with two members on the board (use your own/an invented family).

C First, model/drill the example questions. Ss then ask you the questions. Answer them, adding your answers to your family tree on the board. Ss then exchange family trees and ask/answer the questions in pairs. ***Fast-finishers*** could add more family members to their trees. Monitor and make notes on accuracy and pronunciation for feedback.

D Monitor while Ss check their family trees. In feedback, nominate Ss to tell the class about their partner's family.

6A Divide Ss into groups. Explain that different English-speaking countries sometimes use different names for parents and grandparents. Give Ss 3–4 minutes to read the texts and discuss the question in their groups.

B Ss discuss their answers in their groups. In feedback, elicit answers from different Ss.

Homework ideas

- **Ex. 5:** Ss write a few sentences about their family, using their family tree. They could also add photos to their family trees.
- **Language bank:** 3.1 Ex. A–B, p. 133
- **Workbook:** Ex. 1–6, p. 15–16

REAL FRIENDS?

Introduction

Ss practise using the present simple further, with adverbs of frequency. They learn adjectives to describe personality, then talk and write about themselves and friends.

SUPPLEMENTARY MATERIALS
Resource bank: p. 155 and 156
Language bank: p. 132–133

Warm up

Revision of question forms: team game

Organise Ss into teams (A, B, C, etc.) and give each student in each team a number: 1, 2, 3, etc. Give an example, e.g. *At 6.30 in the morning*. Elicit a question which matches this answer, e.g. *What time do you/does he/do they get up?* Team A starts. If Student 1 gives a correct question, he/she gets three points. If he/she has to consult the team, he/she gets two points. If the team get it wrong, Team B can answer and get one point. Teams take it in turns to provide a question. Use these prompts to start with: *at 7.30 in the evening*; *an accountant*; *£350 a week*; *Paris*; *7.15 in the morning*; *relax and play video games*; *at 11.30 at night*; *Australia*; *1.30p.m.*; *79 euros*; *on Mondays and Fridays*; *at 9.15, at 10, 12 and 2 o'clock*.

Teaching tip

You can play team games like this with a variety of different language. People of all ages usually enjoy games – they provide motivation as well as memorable practice.

SPEAKING

1A In feedback, check the meaning of *'online' friends*, *'have fun' friends* and *'real' friends*, and elicit answers from different Ss.

Suggested answers:
'online' friends: friends on the internet, e.g. on Facebook, Twitter or other social networking sites
'have fun' friends: friends you do activities/go to social events with, e.g. play football, go running, go to the cinema, go to a party
'real' friends: close friends/best friends; friends you talk to about personal things; friends who help you when you have a problem

B Ss discuss in pairs. Elicit answers from different Ss in feedback.

LISTENING

2A Remind Ss to focus on answering the questions and not get distracted by unknown language.

Answers: **2** a) **3** c)

B Ss listen again and compare answers in pairs before feedback. While they check in pairs, monitor closely to decide if they need to hear the recording again. If you have a ***stronger class***, Ss can check their answers in the audio script.

Teaching tip

Try to exploit the audio scripts for extra language practice and/or promoting learner autonomy. They can also be used as a model for speaking and/or writing.

Answers: **2** doesn't want **3** thirty-five **4** doesn't know **5** talks to **6** doesn't see

C Ss discuss the question in pairs. Elicit answers in feedback, encouraging Ss to give reasons for their answers.

Unit 3 Recording 2

1 Hakim from Indonesia

H = Hakim M = Man

H: I know a lot of people but I haven't got many close friends. Do you know Tomi?
M: Yes, he works in your office.
H: That's right. Well, we like doing the same things – sport, cinema, you know.
M: Uh huh.
H: Well, at the weekends we usually play football or go running together but I never talk about home life or personal things.
M: Yeah, I know what you mean.
H: I talk to Padma, my wife. Yes, Padma is my best friend. I don't need other people. I'm happy with my family.

2 Bridget from Scotland

B = Bridget W = Woman

B: I've got, erm, thirty-five online friends and I know them all. They're people in my family and my friends in real life.
W: Really?
B: But my son, Mark, has got about one thousand five hundred friends! I mean, one thousand five hundred friends!
W: He doesn't know one thousand five hundred people!
B: Of course not. He meets people at parties and he adds them to his friends or he meets them online.
W: But they aren't *real* friends.
B: I don't think so. But Mark is sometimes on his computer for eight hours or ten hours. Not every day, but two or three times a week.
W: It's crazy!
B: Yes, I think so.

3 Jane from New Zealand

J = Jane W = Woman

J: I think my sister is one of my *real* friends.
W: Your sister, Diana?
J: Yes, I think she's my *best* friend. She phones me every day and we talk about everything – our problems and our good times, everything.
W: You're lucky. I haven't got any brothers or sisters.
J: I know. She always listens to me and we often visit each other.
W: That's nice.
J: And then I've got a really good friend from school. Her name's Julie. We hardly ever see each other, erm, maybe three or four times in the last five years, but we often email or text each other.
W: Yeah, I have a friend like that …

GRAMMAR ADVERBS OF FREQUENCY

3A Copy the line with the percentages on the board. Check answers and ask Ss where you should write each adverb on the line or invite Ss to come to the board and write the adverbs themselves.

Answers: 10% hardly ever 40% sometimes 60% often 80% usually

B In feedback, ask Ss to find more examples of adverbs of frequency in audio script 3.2 on p. 170.

Answers: **1** after **2** before

C First, check the meaning of *each other* and *personal things*. Check the example and then give Ss 3–4 minutes to complete the exercise individually.

Answers:
2 Real friends always understand each other.
3 A real friend is sometimes a brother or sister.
4 Real friends never ask about personal things.
5 Real friends hardly ever disagree
6 Real friends are usually the same age.

D Ss work alone and then discuss in pairs. In feedback, you could ask for a show of hands for each of the sentences and then elicit more ideas from Ss about what real friends always/never do.

▷ LANGUAGEBANK 3.2 p. 132–133

Go through the table and notes and point out that *usually* and *sometimes* can also be used at the beginning of a sentence. Ss can do Ex. A and B in class or at home, depending on how much controlled practice they need.

Answers:

A
1 The students are never late.
2 They always do their homework.
3 It hardly ever rains here.
4 We don't usually watch TV in the morning.
5 I am sometimes very quiet.
6 We hardly ever eat meat.
7 What time does the lesson usually finish?
8 The doctor is often here at half past seven.
9 The boat tour never leaves from here.
10 Do you often go to that snack bar?
11 At the weekend Kim sometimes gets up at eleven.
12 My watch isn't always correct.

B
2 I always have breakfast with my family.
3 My father usually reads a newspaper on Sundays./ Usually my father reads a newspaper on Sundays.
4 We're often tired in the morning.
5 I hardly ever go to bed before 11p.m.
6 I never drink coffee.
7 Nicola's sometimes late./Sometimes Nicola's late.
8 My sister often phones me in the evening.
9 The hotel receptionist is always friendly.
10 The coffee here is never hot!

VOCABULARY PERSONALITY

4A Ss could complete the activity individually or in pairs. In feedback, ask questions to check understanding of the adjectives, e.g. for picture A, ask: *Does the man talk a lot?* For picture B, ask: *Is the exercise easy for her?* Do the same with the other pictures.

Answers: **A** talkative **B** intelligent **C** funny **E** friendly **F** kind

B Before checking the meaning of the opposites, allow Ss to try it themselves. Teach/Check new words in feedback.

Answers: serious – funny, boring – interesting, unfriendly – friendly, quiet – talkative, unkind – kind

C In feedback, elicit and illustrate the stress for each word, e.g. for *stupid*, hold up the fingers of one hand. Ask: *How many syllables?* Show two fingers. Ask: *Where's the stress?* Point to the first finger. After confirming answers, play the recording again for Ss to repeat the words.

Answers: intelligent, serious, funny, boring, interesting, unfriendly, friendly, quiet, talkative, unkind, kind

5A Ss could do the exercise individually or in pairs. In feedback, check that they understand that the modifiers *really* and *very* have the same meaning here.

Answers: **2** really interesting **3** interesting **4** not very interesting

B Ss listen and repeat the sentences.

C Ss work alone and then compare answers in pairs.

Answers: **2** I'm *not* very quiet. **3** I'm ~~not~~ funny. **4** correct **5** I'm ~~not~~ (very) serious.

D Give Ss time to change the sentences in Ex. 5C to describe someone they know. Then put them in pairs and give them 2–3 minutes to compare their answers. Encourage ***fast-finishers***/ ***stronger Ss*** to use other descriptive adjectives they know.

speakout TIP

Check that Ss understand the tip and elicit two examples from Ex. 4B. Check/Teach new words here, e.g. *unwell*, used to describe people's health: *My grandfather is unwell at the moment.*

Answers: unhappy, unusual, unwell, unreal

SPEAKING

6A Give Ss three minutes to decide who they will write about and to complete the table. Monitor closely to provide help with language they may need.

B Ss take notes about their partner's friends or family and report back to the class. Give feedback on Ss' performance.

C Ss decide which of their partner's friends or family they would like to meet. Elicit answers from different Ss in feedback and encourage them to justify their answers.

WRITING DESCRIPTIONS; APOSTROPHE 'S

7A Check the meaning of *fantastic* in the text and do an example. Ss then work alone. Do feedback after Ex. 7B.

Answers: Miguel's an online friend of mine. We're friends because we both like photography. Miguel's photos are fantastic. He's got a great camera. I don't know a lot about his family, but I know he lives in Bogotá and he's got three children. His wife's name's Angelica.

B Do an example, then ask Ss to discuss the answers in pairs. In feedback, encourage self- and peer-correction.

Answers:
has: He's got a great camera; he's got three children
is: Miguel's an online friend; name's Angelica
possessive 's': Miguel's photos; His wife's

C Ss could add the apostrophes in their books or, if they need practice with writing, copy the corrected text in their notebooks. Check the meaning of *lovely*, *apartment* and *single*.

Answers: My best friend's name's Leo. He's got a lovely wife, Klara, and they both work as actors in films and on television programmes. They live in an apartment in Moscow and have two children, Vera and Nikolay. Vera's at school and she lives with them. Nikolay, Vera**'s** brother, is single and he lives and works in St Petersburg. He's got a small apartment there. Leo likes talking, but Klara's a quiet person, and very kind.

D Ss could write about the people in Ex. 6 or choose different ones. If you know that the subject of families is too sensitive for any of your Ss or that they need a challenge, offer them an alternative: they can write about an imaginary family or a family from the TV. If you have computer facilities, they could look online and find out about the family of a favourite singer/actor. Encourage Ss to use the text in Ex. 7C as a model. After writing, put Ss in pairs and get them to show their drafts to each other and ask for advice and help if necessary.

Homework ideas

- **Ex. 7D:** Ss write a final draft of their texts.
- **Language bank:** 3.2 Ex. A–B, p. 133
- **Workbook:** Ex. 1–5, p. 17–18

ARE YOU FREE TONIGHT?

Introduction

Ss learn and practise time expressions. They then practise the skill of how to be a good listener and show interest in what the other person is saying. Finally, they learn and practise useful phrases for making arrangements.

SUPPLEMENTARY MATERIALS

Resource bank: p. 158

Language bank: p. 132–133

Warm up: copies of the text (see notes below)

Ex. 7: copies of local entertainment listings (e.g. from the cinema/theatre with times) from newspapers or the internet

Warm up

Dictogloss

This is not a traditional dictation. Read out the following text at normal speed:

My friend Jane's got a new job in an office. She really likes it because the job's interesting and the people are very friendly. The work's quite difficult but Jane's intelligent and doesn't have any problems with it. She gets home late every night but she doesn't work on Saturday. We usually go shopping in the afternoon and see a film in the evening.

Ss listen. Read the text out again, with short pauses between each sentence. Ask Ss to make notes of key words but not write full sentences. Read it once more at normal speed for Ss to add to their notes. Ss work in pairs/groups of three to reconstruct the text as closely as possible to the original, using their notes. It does not have to be exactly the same but Ss have to concentrate on making their text grammatically accurate and with correct spelling. Distribute copies of your original text for Ss to check their answers or invite Ss to take it in turns to write sentences on the board and discuss them as a class. (NB: A dictogloss can be used with any short text.)

VOCABULARY TIME EXPRESSIONS

1A Before Ss begin, check the meaning of *a.m.* and *p.m.* Model/Drill the time expressions in feedback.

Answers: **2** a) **3** e) **4** b) **5** d)

B Ask: *How often do you go to a club?* and elicit some answers (e.g. *never*, *once a month/week*). Give Ss one minute to note down their own answers for each activity.

C Ss compare their answers in pairs. Monitor and make notes for a correction slot.

Teaching tip

A correction slot is the stage when you give feedback and encourage Ss to notice and correct errors they made in a previous activity.

LISTENING

2A Pre-teach/Check the meaning of *interesting*, *perfect* and *busy*. Play the recording. Ss answer the question and then compare answers in pairs. Play the recording again in feedback if Ss are not sure of the answer.

Answer: the cinema

B After listening, Ss check their answers in the audio script on p. 170–171. In feedback, ask Ss to justify their answers.

Answers: **2** F Ron doesn't like all the people in his office. **3** T **4** F They don't agree to meet.

C Ss discuss the question in pairs before feedback.

Answer: No. He doesn't show any interest in Ron's new job and he doesn't ask Ron any questions. His voice doesn't sound interested (he has a very flat intonation).

Unit 3 Recording 5

M = Max R = Ron

M: Hello?
R: Hi, Max. It's Ron.
M: Oh, hi. How are you?
R: Fine, thanks. And you?
M: OK.
R: Uh, well, I'm at my new office – you know I've got a new job. Uh, the people are very friendly … Hello, are you there?
M: Yes. Yes, I'm still here.
R: … and the work's really interesting … Er, hello, are you there?
M: Yes.
R: Oh. And, well, it's not perfect. I haven't got my own office and my manager isn't very friendly … Are you there?
M: Yes, I'm here.
R: Anyway, are you free tonight?
M: Yeah, I think so.
R: How about going to the cinema? I'd like to see the new Jennifer Lawrence film.
M: Jennifer Lawrence … Ah, wait, I'm busy. Sorry.
R: Oh. OK, well, maybe next time.
M: Yeah, see you.
R: Bye.

3A With ***weaker classes***, let Ss listen first. Ask: *Is Amy unfriendly?* (no) *Is she like Max?* (no) Ss then listen again and complete the note. With ***stronger classes***, Ss could listen and check their answers in the audio script.

Answers: **1** half past five **2** the ABC cinema **3** six o'clock

B Ss discuss the question in pairs/groups.

Answer: Yes, because she asks Ron questions and responds to his comments in a friendly way. She shows interest in him (see the sentences in bold in the audio script below).

Unit 3 Recording 6

A = Amy R = Ron

A: Hello?
R: Hi, Amy. It's Ron.
A: Oh, hi. **How are you?**
R: Fine, thanks. And you?
A: I'm OK. **How's your new job?**
R: Good. The people are very friendly …
A: **Uh-huh**.
R: … and the work's really interesting.
A: **That's great!**
R: It's not perfect. I haven't got my own office and my manager isn't very friendly.
A: **Oh, that's a shame!**
R: Yeah. Anyway, are you free tonight?
A: Yes, I think so. What would you like to do?
R: How about going to the cinema? I want to see the new Jennifer Lawrence film.
A: Sounds good. Where's it showing?
R: At the ABC in town.

A: OK. What time does it start?
R: Let me look. The film's at six o'clock and at half past eight. What time's good for you?
A: I finish work at five, so six is good.
R: Right. How about meeting at, er, half past five at the cinema?
A: Yes, that's fine.
R: Great! See you there.
A: Yeah. Oh, how about asking Max?
R: Hmm. *You* call him!
A: OK. Bye.
R: Bye.

LEARN TO SHOW INTEREST

4A Give Ss 1–2 minutes to read the extract and underline the expressions. Teach *that's a shame*. Check the answers but do not focus on pronunciation at this point.

Answers: Uh-huh. That's great! Oh, that's a shame!

B Check *neutral* in the rubric. Elicit Ss' answers and drill the pronunciation of the three phrases.

Answers: Uh-huh. (N) That's great! (+) Oh, that's a shame! (–)

C Teach/Check and drill the adjectives *terrible*, *awful*, *wonderful* and *fantastic* by saying them with the appropriate emotion and facial expressions. Ss then complete the phrases.

Answers:
Positive: wonderful, fantastic
Negative: terrible, awful

D Model the stress and intonation of the examples with your hands. Encourage Ss to show strong emotion when they repeat the phrases.

Unit 3 Recording 7

That's great!
That's a shame!
That's terrible!
That's wonderful!
That's awful!
That's fantastic!

Watch out!

Ss are often too shy/reluctant to exaggerate their intonation and show strong emotion. It is useful to exaggerate your own model when drilling the target language. Physical movement can also help Ss to relax. Tell Ss to stand up as they say the stressed syllable and then sit down. Standing up helps them to raise the pitch of their voice. Repeat this as many times as necessary, getting faster and faster.

E With a ***weaker class***, Ss can listen first without responding. Check *boyfriend*, *nice*, *rain* and then elicit their responses in open class. As a follow up, Ss work in pairs, taking it in turns to say their own sentences for their partner to respond to.

Unit 3 Recording 8

1 I've got a new job.
2 I haven't got any money.
3 I've got a new boyfriend.
4 And he's a very nice person.
5 Oh, look – rain!
6 My English teacher is great!

FUNCTION MAKING ARRANGEMENTS

5A Lead in to the topic. Tell Ss to look at the photos and ask: *Do you like going to the cinema? How often do you go? What sort of films do you like?* Check the meaning of *making arrangements*. Ask Ss what they do when they want to go to the cinema with a friend and elicit *ask/invite them*. Then ask: *And then?* Elicit *talk about when/where to meet*. Then elicit examples of questions Ss might ask when they invite a friend somewhere or arrange to go to the cinema. They could plan what to say in their own language if this would help them. Ss then do the exercise. Do not confirm answers yet as Ss will listen to the sentences in Ex. 5B.

Answers: **1** Are **2** would you like **3** going **4** showing **5** What **6** at **7** What **8** meeting

B Play the recording as many times as necessary until Ss are confident. Highlight the use of the *-ing* form after *how about*. Then drill the sentences in open/closed pairs.

▷ **LANGUAGEBANK 3.3** p. 132–133

A Go through the tables and notes with Ss. Emphasise how important the responses are. Model and drill some exchanges in open/closed pairs. The exercise can be done in class or set as homework.

Answers:
A **1** Are you **2** how **3** good for **4** What would you **5** How about **6** on **7** Sounds **8** does, start **9** would, like **10** about meeting

6 Ss should cover Ex. 5A when they do this. Monitor closely to check/help with pronunciation and accuracy.

SPEAKING

7A Use authentic entertainment listings (e.g. cinema and theatre listings) as prompts here if you have them.

B First, look at the flowchart with Ss. Then play the recording for Ex. 3A again. Ss listen and tick the correct part of the flowchart as they hear it. With ***weaker classes***, you could play each section again for Ss to repeat and gain confidence. They could then write out their conversation and rehearse it before doing the role-play. In feedback, invite Ss to act out their conversations to the class. Do a correction slot as required.

Optional extra activity

When Ss have finished the first role-play, they could do it again or choose a different place to talk about with another partner. You could give some feedback before this if necessary, to improve Ss' performance.

Homework ideas

- **Ex. 7B:** Ss use the flowchart to write a new conversation.
- **Language bank:** 3.3 Ex. A, p. 133
- **Workbook:** Ex. 1–3, p. 19

DIWALI CELEBRATIONS

Introduction

In this lesson Ss practise the four skills in the context of how people celebrate special occasions. They watch an excerpt from the BBC programme *The Hindu festival, Diwali* and practise talking about their own special occasions. Finally, they write a description of a special occasion of their choice.

SUPPLEMENTARY MATERIALS

Warm up: photos of different celebrations from around the world, e.g. Chinese New Year, the Rio Carnival

Ex. 1 and/or 5: photos of special occasions (both you and Ss) – multicultural occasions if possible

Ex. 6: computer facilities (if available)

Warm up

Tell Ss that they are going to watch a DVD programme about a special festival. Show them photos of different festivals from around the world e.g. Chinese New Year, the Rio Carnival and ask: *What do you know about them? What do they celebrate?* Elicit information and then ask Ss to open their books and look at the photos of the Diwali Festival. Ask: *What can you see?* Use the Culture notes below for reference to explain more about the festival.

Culture notes

In Britain, as in India, the Hindu festival is a time for:

- spring-cleaning the home
- wearing new clothes
- exchanging gifts (often sweets and dried fruits) and preparing festive meals
- decorating buildings with fancy lights
- huge firework displays.

DVD PREVIEW

1 If you or the Ss have brought in photos of special occasions, use them to teach the names of celebrations and also as prompts for this activity. If you have a ***multilingual class***, Ss might have more to say. However, do not spend more than four minutes on the lead in as Ss will have the opportunity to talk a lot about celebrations throughout the lesson.

Suggested answers:
birthdays: make a cake, have a party
weddings: buy presents, throw rice
Christmas: decorate Christmas tree, buy presents
New Year's Eve: go to a party, eat special food
wedding anniversaries: give someone a card, go to a restaurant
graduation celebrations: go to a restaurant
housewarming parties: buy presents, dance

2A Check the meaning of *presents/gifts*, *give*, *wear*, *special clothes*. ***Weaker Ss*** can do the exercise in pairs. In feedback, ask questions to recheck the meaning of the phrases (e.g. *When do you wear special clothes?*).

Answers: **2** g) **3** a) **4** h) **5** d) **6** b) **7** i) **8** j) **9** c) **10** f)

B Elicit/Give an example, e.g. *prepare drinks*. Monitor closely to provide help if needed. Elicit new phrases and write them on the board, then check meaning and pronunciation. Ss write the new phrases in their vocabulary notebooks.

3 Ss work alone, then compare answers in pairs. In feedback, check any difficult vocabulary in the text e.g. *customs*, *light*, *event*.

Suggested answers:
1 the Festival of Light, because it is a time of colour and light
2 the UK
3 more (a five-day event)

DVD VIEW

4A Check the instructions and play the DVD. Ss answer the questions individually, then compare answers in pairs. Play the DVD again if necessary.

Answers:
Activities from Ex. 2A: eat special food, give presents/gifts to each other, watch fireworks, decorate your home, wear new clothes
Other customs: clean rooms, wash money, buy gold and silver, throw food and water on the ground, make a picture, visit parents and grandparents (and bow to show respect), send each other cards

Alternative approach

If time allows, Ex. 4A could be done as a 'backs to the screen' activity. Divide the class into two groups. One group have their backs to the screen whilst their partners watch the DVD and describe or mime the activities they see. Swap groups and then play the DVD again so Ss can check their answers.

B Ss might know the answers if they have already watched the DVD two or three times. They work alone and then compare answers in pairs. If they have doubts about any of the answers, replay the relevant sections of the DVD.

Answers: **2** F (It lasts for five days.) **3** T
4 F (She throws it in four directions.) **5** T **6** T
7 F (People visit their parents and grandparents.) **8** T

C First, check new vocabulary, e.g. *prepare*, *forwards*, *new beginnings*. Give Ss time to complete the exercise, then play the DVD again for them to check their answers.

Answers: **2** before **3** long **4** back **5** about **6** time
7 everywhere **8** everyone

DVD 3 Diwali Celebrations

For more than a billion Hindus in India and all around the world, Diwali is the most important festival of the year. Diwali is full of light and colour and that is why it is called the Festival of Light. Diwali comes every year in October or November and people start to prepare many weeks before the festival begins.

First, people decorate their homes, and clean every part of every room. The Diwali festival is five days long and every day has different customs.

On the first day of Diwali, people wash money, first in milk and then in water. This day is also an important day to buy gold and silver. Men usually buy jewellery for their wives.

It's the second day of Diwali. These women get up early in the morning to cook pakoras. But the pakoras are not for breakfast; they're for a special custom. The woman walks out into the road and throws a pakora in four directions. Then she pours water on the ground. She walks forward and she doesn't look back. Diwali is about new beginnings and this custom helps people forget the bad things in the past and go forward in their lives.

It's the third day of Diwali. People use bright colours to make a picture. This one is a picture of a lamp, an important idea in Diwali. For many Hindus, this day is their New Year's Day. They buy and wear new clothes. It's a very busy time for clothes shops.

The third day is the actual Diwali day, the Hindu New Year's Day. On the third day people visit their parents and grandparents and bow to show respect. In families, people give presents to each other. People also send each other Diwali cards.

Diwali is also a time for the family to have a special meal together. Food is very important in Diwali. People buy sweets or sometimes make them at home. This is one part of Diwali that children particularly like. And finally, this day ends with a big bang – with fireworks. All the family enjoy this colourful show of light and colour.

For the five days of Diwali light is everywhere, in the candles and lamps in the home, and in the fireworks in the sky. It's a new beginning for everyone in this Festival of Light.

Optional extra activity

Conduct a follow-up class discussion about the DVD content. Ask Ss some follow-up questions, e.g. *Do you think the festival is interesting? What's interesting/special about it? Is it similar to any other festivals you know?*

speakout a special occasion

5A Check the instructions and elicit examples. If you have a ***multilingual class***, Ss from the same country/region might want to work together. Monitor and notice what kind of language Ss are using/problems they are having but do not help much at this stage. Ss will rework their notes in Ex. 5D.

B Write *Hogmanay* on the board and ask Ss what they know about it. If no one knows, ask Ss to look at the photos and try to guess. Teach *shortbread*, *coal* and *cleaning* (*products*), but do not sing *Auld Lang Syne* yet – it's on the recording! Play the recording for Ss to complete the task individually, then get them to compare answers in pairs before class feedback.

Answers: **1** C **2** D **3** A **4** B

C Play the recording. Ss work individually and then compare answers in pairs. In feedback, elicit the phrases and encourage Ss to add details they remember about Hogmanay. You could also play the recording again while Ss read the audio script.

Answers: Ss should tick all the phrases (in bold in the audio script below).

D It is important to give Ss time to look at their notes again and think about where/how they can use the Key phrases. Monitor and support Ss while they do this. However, during the fluency activity which follows, monitor at a distance, making notes on examples of good language and problems, especially with the Key phrases, for feedback later.

Unit 3 Recording 10

A: What's a special occasion in your country?
B: Hogmanay.
A: Hog … er … man … ?
B: Hog-man-ay. **Let me tell you about it**. OK, **Hogmanay happens in Scotland on New Year's Day**. In our families, **on the day before** Hogmanay, **we always clean the house** – all day – because it's important to start the New Year in a clean house. Then, in the evening, we usually have a big party with friends and family. At midnight we stand in a circle, join hands, sing *Auld Lang Syne* – you know: 'Should auld acquaintance be forgot.' I think people sing this in a lot of countries now. **We** also **have a special custom**. After midnight, the first person who visits the house gives presents to the family, usually shortbread or coal. This brings good luck. Then we eat and drink. The party often goes on all night. **I like it because** all our friends and family come together and it's a great start to the New Year!

writeback describing an event

6A Tell Ss that they are going to read a description of Hogmanay. Check the meaning of *time expressions* and give or elicit an example (e.g. *on New Year's Day*). Ss then do the task. Check new language in feedback, e.g. *stand in a circle*.

Answers: in the evening, At midnight, Then, After midnight

B Ss can write a description of the same occasion they talked about in Ex. 5 or choose a new one. If you have computer facilities in your school, Ss could use a travel or tourism website to find a special occasion to write about. They could also add pictures/photos. Ask Ss to use the description in Ex. 6A as a model and encourage them to use the Key phrases in Ex. 5 and time expressions. Monitor and provide support to those who need it. Ss can then swap their descriptions with a partner and ask/answer questions about their special occasions.

Homework ideas

- **Ex. 6B:** Ss write a final draft of their description.
- Ss write a description of another special occasion, using the one in Ex. 6A as a model.

LOOKBACK

Introduction

As well as ideas mentioned in previous Lookback sections, the exercises here can be used for revision after the relevant lesson. They can, of course, also be used as a revision lesson at the end of each unit. The key is to vary the way the exercises are exploited in order to fulfil their original purpose – communicative practice.

SUPPLEMENTARY MATERIALS
Optional extra activity: prompts for the mingling activity (sentences written on pieces of paper – see notes below)

FAMILY

1A Do an example with Ss. They compete the exercise alone and then compare answers in pairs. In feedback, nominate different Ss to come to the board and write the answers.

Answers: **1** grandfather **2** nephew **3** niece **4** aunt **5** father, uncle **6** parents

B Check the example and give Ss 2–3 minutes to write four sentences. Monitor and help ***weaker Ss*** with spelling and pronunciation. Ss do not have to write true sentences – they can invent them.

C Put Ss in pairs and monitor while they work, noting problems with meaning, spelling and pronunciation for a correction slot in feedback.

HAVE/HAS GOT

2A Check the example and monitor while Ss prepare the questions. Check/Drill them in feedback to prepare Ss for Ex. 2B.

B Do this as a mingling activity. Ss stand and walk around asking/answering the questions. They write the name of the person who answers *yes*. Remind them to use a different name each time. To follow up, Ss work in groups to share their information and write a summary of their findings, e.g. *Naomi has got a cat.*

ADVERBS OF FREQUENCY

3A Give Ss one minute to complete the adverbs, then get them to compare answers in pairs.

Answers: **1** always **2** usually **3** often **4** sometimes **5** hardly ever **6** never

B Give Ss 3–4 minutes to write their sentences. Monitor and make notes on Ss' accuracy for feedback or assessment purposes. Check how well Ss are positioning the adverbs in their sentences.

C Once again, continue to monitor and make notes for feedback and assessment. In feedback, nominate pairs to tell the class about their similarities and differences.

PERSONALITY

4A Make this into a race. The first student to write all the correct answers wins.

Answers: **2** talkative – quiet **3** friendly – unfriendly **4** serious – funny **5** kind – unkind **6** interesting – boring

B Give Ss an example (e.g. *It's important that a doctor is intelligent.*) and elicit/drill the responses *I agree* and *I don't agree*. Monitor and assess Ss' use of the adjectives, and provide new ones they might need.

Suggested answers:
1 doctor: friendly
2 parent: kind, intelligent
3 TV presenter: interesting, friendly, serious (depending on the programme)

C Put Ss in pairs and monitor while they work, noting problems with meaning and pronunciation for a correction slot in feedback.

MAKING ARRANGEMENTS

5A ***Weaker Ss*** could refer back to p. 32–33 if they need help.

Answers:
Hi! Are you free tonight? Would you like to go clubbing?
Great! How about the TX club? What time's good for you?

B Give Ss 2–3 minutes to write their reply. If time, do a correction slot in class. Alternatively, collect Ss' answers and mark them after class.

6A Elicit one or two examples and where to write them, e.g. *go running – Saturday* or *Sunday morning*. Give Ss two minutes to complete the diary. Monitor to make sure all Ss are completing the task correctly.

B First, model and drill the example and alternative responses. Repeat the question and elicit responses from the class, based on their diaries. Then put Ss in groups. They take turns to invite each other. If one student says *no*, they can ask another one. If nobody can accept, another student takes a turn. Monitor discreetly and make notes on Ss' performance. In feedback, write correct/incorrect sentences on the board. Ss work in pairs to decide which ones are correct and how to correct the mistakes.

Optional extra activity

This activity aims to revise the *Learn to show interest* phrases on p. 32. Before class, write short sentences Ss could respond to in order to show interest. You will need enough for one per student. Mix positive and negative statements, e.g. *I've got a new boyfriend/girlfriend. My dog's not well. It's my birthday today. My car doesn't work. I've got a fantastic new job. I haven't got any money. My husband/wife hasn't got a job. My job's really boring.* Demonstrate the activity by reading a statement and eliciting a response, e.g. say: *I've got a new job!* and elicit *That's fantastic!*, with the appropriate intonation and energy. Ss mingle, making/responding to the statements energetically!

Homework ideas

Workbook: Review 1, p. 20–22

BBC interviews and worksheet

What do you like doing with friends/family?
This video consolidates and extends Ss' vocabulary around the topics of friends and family. The material encapsulates authentic usage of the adverbs of frequency presented in Lesson 3.2 as well as recycling key vocabulary.

OVERVIEW

4.1 A PLACE TO STAY

VOCABULARY | rooms and furniture; prepositions
READING | read about two places in Malta
LISTENING | listen to a woman describing her apartment
GRAMMAR | *there is/there are*
PRONUNCIATION | word stress; weak forms: *there's a, there are*
SPEAKING | describe a room in your home
WRITING | improve your use of commas; write a description of your home

4.2 AROUND TOWN

READING | read about some unusual places in town
VOCABULARY | places in towns; prepositions
GRAMMAR | *can* for possibility
PRONUNCIATION | word stress; weak forms: *can/can't*
SPEAKING | talk about things you can do in your town

4.3 CAN I HELP YOU?

VOCABULARY | things to buy
FUNCTION | shopping
LISTENING | understand conversations in shops
LEARN TO | say *no* politely in a shop
PRONUNCIATION | polite intonation
SPEAKING | have a conversation in a shop

4.4 FAVOURITE PLACES BBC DVD

DVD | watch an extract from a documentary about some amazing places
speakout | talk about a favourite place
writeback | write a blog about your place

4.5 LOOKBACK

Communicative revision activities

BBC INTERVIEWS

Where do you live?

In this video people describe the place where they live and discuss what they like and do not like about it. The material extends Ss' descriptive vocabulary around the topics of accommodation, location and society. Use the video as an introduction to the unit, at the end of Lesson 4.1 or at the end of the unit to recycle the language learnt.

A PLACE TO STAY

Introduction

Ss learn/revise the use of *there is/there are* with rooms and furniture. They then practise describing rooms and homes, including their own.

SUPPLEMENTARY MATERIALS
Resource bank: p. 159 and 160
Language bank: p. 134–135
Photo bank: p. 155
Ex. 2A: pictures of rooms/furniture (in addition to the ones in the Photo bank) to present the vocabulary

Warm up

Lead in to the topic of the lesson. Dictate/Write the following questions on the board:
Where do you live: in a house or an apartment?
Is it big/small?
How many rooms has it got?
Where is it?
Who do you live with?
Do you like your home? Why/Why not?
Give Ss 2–3 minutes to ask/answer the questions in pairs/small groups. In feedback, nominate Ss to describe their partner's houses to the class.

VOCABULARY ROOMS AND FURNITURE

1A Give Ss 2–3 minutes to look at the website and discuss the questions in pairs. In feedback, elicit answers from different Ss, encouraging them to give reasons.

Answers:
The website offers apartments to stay in. Ss might know websites such as Airbnb, Couchsurfing and HomeExchange, among many others.

B Ss read the information and discuss the questions in pairs. Do not pre-teach any vocabulary at this point, as this will be covered in Ex. 2. Elicit answers in feedback.

2A Give Ss time to complete the exercise individually. In feedback, check the meaning of the rooms/places in an apartment and furniture. If you have brought in pictures, use them here or draw some of the items on the board.

Answers:
Rooms/Places: bedroom, bathroom, roof terrace, living room
Furniture: beds, sofa, washbasin, (big-screen) television

B Put Ss in pairs and give them 3–4 minutes to complete the task. While they are working, monitor closely, helping where necessary. Refer Ss to the Photo bank to check their answers before class feedback.

▷ PHOTOBANK p. 155

The vocabulary here builds on what Ss have just practised. If you are short of time, Ss can do the exercises at home, using dictionaries to check. (NB The photos can be used for later exercises in the lesson, describing rooms with *there is/are*.)

1A In feedback, check answers, using finger highlighting to elicit the word stress (see the Teaching tip below).

B In feedback, check answers and correct/drill problem words.

2 Make this activity into a competition to vary the pace of the lesson. Give Ss another minute to check their lists in pairs. The winners are the pair with the most (correctly spelt) answers.

Answers:
1A **1** F **2** D **3** C **4** G **5** A **6** E **7** H **8** B **9** J **10** I **11** K **12** F **13** Suggested answer: I/J **14** Suggested answer: C/H
B bath **n** bed **p** carpet **l** cupboard **g** chair **b** desk **c** lamp **i** plant **e** rug **q** television **h** shower **m** sink **f** sofa **j** shelves **d** table **a** wardrobe **r** washbasin **o**

Teaching tip

Use finger highlighting to correct/drill problem words. Hold up one hand in a fist. Open one finger for each syllable, e.g. *so-fa*. Ask: *Where's the stress?* Elicit the answer (*so-*) and show it with the first finger.

C After listening, Ss check answers in pairs. Monitor but do not conduct feedback until after Ex. 1D.

D Play the recording again for Ss to mark the stress. Check answers, then play the recording again for Ss to listen and repeat.

Answers: a sofa, an armchair, a carpet, a cupboard, a shower, a wardrobe, a table, a bedroom, a bathroom, a kitchen, an office, a terrace (They are all two-syllable words and they are all stressed on the first syllable.)

E Monitor closely again and do remedial work in feedback if needed. In a ***mixed ability class***, put ***weaker Ss*** together so that you can provide more support.

speakout TIP

This helps Ss to constantly review new words together with the items they represent – and remember them more easily. Check in the next lesson how many Ss have tried it.

LISTENING

3A Explain to Ss that they are going to hear a telephone conversation about one of the apartments in Ex. 1. With ***weaker*** or ***mixed ability classes***, ask Ss to quickly read the texts in Ex. 1 again. Pre-teach/Check the meaning of the following words in the recording: *share*, *separate*, *late*, *beach*, *swimming pool*. After listening, Ss compare answers in pairs.

Answer: the first apartment (Sunny room and sea views)

B Put Ss in pairs and give them some time to look at Jamie's plans. Then play the recording for them to complete the task. If necessary, play it a second time for them to complete the reasons. Check answers in feedback. A ***strong class*** can check their answers in the audio script on p. 171.

Answers: **2** ✓ **3** ✓ **4** ✗ (There aren't any buses late at night.) **5** ✓ **6** ✗ (It's not a swimming beach.)

C Ss work in pairs and discuss the question. Point out that they can refer to Ex. 3B for ideas. Elicit answers in feedback.

Unit 4 Recording 2

J = Jamie R = Renée

J: Hi, it's Jamie.
R: Oh hi, you got my email.
J: Yeah, is it OK to talk now?
R: Yes, that's fine.
J: I've got two or three questions.
R: Go ahead.
J: So there's a roof terrace …
R: Uh-huh.
J: … so we can sit and enjoy the sun.
R: Erm, yes, but it's very hot in the daytime. Erm, very hot, but it's good for the evening.
J: Oh, to have dinner, that's good.
R: Yeah, there are chairs and a table on the terrace.
J: Right. There's no information about cooking. Is there a kitchen?
R: Yes, oh yes, you're welcome to use our kitchen any time.
J: Oh, so we share the kitchen.
R: That's right. There isn't a separate kitchen.
J: Oh, OK. And you say Valletta is only thirty minutes away.
R: Er, yes – well, maybe forty minutes by bus.
J: And are there buses at night?
R: Erm, well, there aren't any buses *late* at night.
J: I see.
R: But they're good in the daytime. And the early evening.
J: Uh-huh. But there are lots of restaurants near the apartment, right?
R: Yeah, some really good Italian and Greek restaurants on the sea front.
J: OK, great! Well, two minutes from the sea – that sounds amazing! Great for my morning swim.
R: Well, it's not really a swimming beach. But it's nice, the sea. We often walk there in the evening.
J: Oh. Is there a good swimming beach somewhere?
R: Erm, well, there's a swimming pool in a hotel about ten minutes away. The name …

GRAMMAR *THERE IS/ARE*

Watch out!

Ss often leave out *there* in *there is* and say, e.g. *Is a sofa in the living room*. Or they might translate it from their language, e.g. *It has a sofa in the living room*. It is important to highlight and check the form clearly and give plenty of controlled practice and feedback.

4A With a ***weaker*** or ***mixed ability class***, play the recording again: Ss listen and read the audio script. in feedback, check the concept: we use *there is/are* to say that something 'exists' in a place. Check further, using objects in the classroom (e.g. *There's a table. Is there a cupboard?*). Ss could then underline examples of *there is/there are* in the audio script (all underlined above).

Answers: are, isn't, aren't, there, there

B Write *there's a* and *there are* on the board with the phrases in phonemics under each one. Underline the weak /ə/ at the end of both phrases. Ss then listen and repeat the sentences. Play the recording as many times as necessary to build Ss' confidence.

Unit 4 Recording 3

There's a roof terrace.
There are chairs and a table.
There isn't a separate kitchen.
There aren't any buses late at night.
Is there a kitchen?
Are there buses at night?

5A Give Ss one minute to read the email and find the answer. You could then ask a few more questions about the email, e.g. *Is there WiFi in the apartment?* (yes) *Can Jamie play music?* (yes) *Is the apartment near the sea?* (yes).

Answers: No, he isn't a friend. He's got an apartment and Jamie might stay there.

B Check new language: *separate*, *ten minutes' walk away*. ***Fast-finishers*** could write questions to ask in feedback, e.g. *Are there any cafés near the apartment? Is there a DVD player? Are there any neighbours?* In feedback, build on the ***fast-finishers'*** questions if you have them, in preparation for Ex. 6.

Answers: **2** there are **3** There's **4** there's **5** there aren't **6** There are **7** there isn't **8** there's

6 Elicit and drill sample questions using the prompts. Give Ss time to prepare their questions. Make notes of their problems with the target language. In feedback, do a correction slot.

Teaching tip

Correction slots can be used for feedback or as warm ups in the next lesson. They are a very important part of the learning/teaching process: they tell you what Ss need help with. Write 4–6 sentences on the board. Include both correct and incorrect sentences that you note while monitoring. Ss correct the errors alone/in pairs. Then do feedback again.

▷ **LANGUAGEBANK 4.1** p. 134–135

Go through the table and notes with Ss. With a ***weaker class*** who need more controlled practice, do Ex. A–C in class.

Answers:

A **2** There are four chairs in the living room.
3 There are two bedrooms in my flat.
4 There isn't a sofa in my living room.
5 There's a bathroom upstairs.
6 There aren't any shelves in the bathroom.
7 There's a television in our kitchen.
8 There isn't a garden.

B **1** are there **2** Is there **3** are there **4** Is there **5** Is there **6** are there

C **2** Yes, there is.
3 There are three bedrooms (in my/our flat).
4 No, there isn't.
5 Yes, there is.
6 There's one bathroom (in my/our flat).

WRITING COMMAS

7A Get Ss to discuss their answers in pairs. Point out that in a sentence with a list of more than two things, commas are essential to understanding.

Answers: Sentence 2 is correct because there are commas between each item on the list, except the last one after *and*.

B In feedback, invite Ss to write the sentences on the board. If time, ask them to write two sentences (with two or three nouns each) about their homes.

Answers:

1 There are three bedrooms, two bathrooms and a balcony.
2 no commas
3 I get up at seven, have a shower, have breakfast in the kitchen and go to work.

C Refer Ss to the texts on p. 38 and the email in Ex. 5A for help. Give them enough time to draft their own text for the website. While they are writing, monitor and provide support.

D Ss work in groups and read each other's descriptions. Monitor and encourage them to ask extra questions about each other's homes. In feedback, ask different Ss to tell the class where they would like to stay and why.

VOCABULARY PREPOSITIONS

8A First, present and give controlled practice of the prepositions using classroom objects, e.g. *The book's on the table. The pen's under the book.* Then use the exercise to check further.

Answers: **B** on **C** in front of **D** behind **E** next to **F** under **G** above **H** between

B Keep to the time limit – this will increase the challenge and raise adrenalin! In feedback, Ss look at the picture again and check answers in pairs.

Answers:

1 There are four books on the **table**.
2 There's a table in front of the **window**.
3 There's a **picture** above the TV.
4 There's a **lamp** next to the sofa.
5 There's a rug under the **table**.
6 There's a **picture** behind the lamp.

C Elicit and write an example with Ss. Then give them 2–3 minutes to write their sentences. Monitor and help Ss with accuracy and spelling.

D Ss correct each other's sentences. Point out that they can only look at the picture after they have finished, to check their answers. As a follow up, Ss take turns to describe one of the rooms on p. 155. Their partner has to guess which room they are describing.

SPEAKING

9A Give Ss three minutes for the activity. They should use a piece of paper large enough to draw the furniture in.

B First, demonstrate the activity. Ss should face each other and not show their picture to their partner. Monitor and take notes on examples of correct/incorrect language for a correction slot in the warm up for the next lesson.

Homework ideas

- **Ex. 7C:** Ss write a final draft of their description. Ask them to add photos if possible.
- **Language bank:** 4.1 Ex. A–C, p. 135
- **Workbook:** Ex. 1–5, p. 23–24

AROUND TOWN

Introduction

Ss learn/revise *can* for possibility, places in towns and more prepositions. They then practise describing places in their own towns/cities.

SUPPLEMENTARY MATERIALS

Resource bank: p. 161

Language bank: p. 134–135

Warm up: copies of the feedback activity if required (see notes below)

Ex. 2B: photos of places in a town (theatre, museum, town hall, pharmacy, etc.)

Ex.6B, optional extra activity: copies of questions for the webquest (see notes below)

Warm up

Feedback on fluency activity game

Use 6–7 sentences containing good language and errors Ss made in Ex. 9 on p. 39, e.g. *There are a table under the window.* Write them on the board or use photocopies. Check the first sentence with Ss. Ask: *Is it correct or incorrect?* (incorrect) *Why?* (because there is only one table) Put Ss in pairs/groups and give them 3–4 minutes to decide which sentences are incorrect and then correct them. Check Ss' answers. Pairs/Groups get one point for each incorrect sentence they find and two points for each mistake they correct.

READING

1A Create interest in the topic and text. Ask: *Do you live in a village, a town or a city? Has it got a supermarket? A cinema? Do you like it? Why/Why not?* Elicit answers and other places Ss might know, e.g. *cinema, café, supermarket, bank, post office.* Write them on the board. Ss then look at the photos in their books and discuss in pairs. Elicit Ss' answers but do not confirm them until after Ex. 1B.

B Give Ss two minutes to read the text and check their ideas, then check answers in feedback.

Answers:
A post office (in Vanuatu). It's unusual because it's underwater.
A library (the Little Free Library) (in Pakistan). It's unusual because it's very small and you take a book from one place and give it back in another place.
A cinema (the Sol Cinema). It's unusual because it's very small and they only show short films. It's solar powered.

C Pre-teach/Check the meaning of any new words in the text and questions e.g. *plastic, maximum, for free, solar powered.* Ask Ss to read the text again, complete the exercise and then compare answers in pairs. Check answers in feedback.

Answers: **2** L **3** C **4** PO **5** C **6** L

Optional extra activity

You could do a brief reading comprehension task, using your own questions about the text, e.g. *Where is Vanuatu?* (2,000 km east of Brisbane) *When is the post office open?* (only one hour a day) *How many free libraries are there in the world?* (over 12,000) *How long are the films at the Sol Cinema?* (up to ten minutes long) *Why is it called the Sol Cinema?* (because it's solar powered)

D Ask Ss to underline the answers in the text. For ***weaker/mixed ability classes***, ask Ss to read the text again before they answer the questions. Get Ss to compare answers in pairs before class feedback.

Answers: **2** a book **3** a film **4** a postcard **5** a library **6** a book

E Ss discuss the question in pairs/small groups. Elicit answers in feedback and ask Ss to give reasons for their answers.

VOCABULARY PLACES IN TOWNS

2A Ask Ss to work in pairs. Set a time limit for the activity (2–3 minutes), to give it a competitive edge.

Answers: post office, supermarket, school, bank, cinema, library

B If you have brought in photos, use them here to present the vocabulary. You might also need to teach/check vocabulary in the sentences: *paintings, borrow, old objects, police officer, medicine.* Briefly check the use of *can* in the sentences, to mean 'it is possible to' (this is dealt with in Ex. 3). Get Ss to compare answers in pairs before class feedback.

Answers: **2** a post office **3** a library **4** a supermarket
5 a cinema **6** a theatre **7** a sports centre **8** a museum
9 a police station **10** a pharmacy

C Ss complete the exercise individually and then compare answers in pairs. Play the recording for them to check their answers, then play it a second time for Ss to listen and repeat. In feedback, invite them to write the answers on the board.

Answers: **1** an art gallery **2** a post office **3** a cinema
4 a supermarket **5** a theatre **6** a sports centre
7 a pharmacy **8** a library **9** a police station **10** a museum

D Ss can do this in small groups. If they need a change of pace, elicit their answers in open class.

GRAMMAR CAN FOR POSSIBILITY

Watch out!

As with all modal verbs, Ss often use *can* with the auxiliary *do* (e.g. *Do you can … ?*) or use the full infinitive (e.g. *You can to buy …*). Pick up on the problem early on: highlight the form clearly and correct any errors consistently.

3A Ss will be familiar with *can* from Ex. 2B and should find this exercise straightforward.

Answer: possible

B Ss complete the table individually and then compare answers in pairs. Point out that *can't* is the contracted form of *cannot*.

Answers: can, can't

C Write *can* and *can't* on the board. If you have a phonemic chart available, use it here. Model/Drill the two words in isolation. Ss listen and underline the correct alternatives. In feedback, play the recording again for Ss to listen and repeat the two sentences.

Answers: **1** unstressed **2** stressed

Teaching tip

Clearly demonstrating individual sounds can be very helpful for Ss, particularly if they are high-frequency sounds. Open your mouth and drop your jaw for /ɑ:/, saying 'ah' as if you were at the doctor's. Close your mouth almost completely and make a small sound in your throat for /ə/. The unstressed 'schwa' sound (/ə/ as in /kən/) is very common in English. It is extremely useful for Ss to know as it helps their pronunciation of both single words and connected speech sound much more natural.

D If Ss have doubts after the first listening, play the recording a second time.

Answers: 1 – 2 + 3 ? 4 – 5 ? 6 –

Unit 4 Recording 6

1 You can't borrow DVDs.
2 You can watch short films there.
3 Can you buy medicine here?
4 You can't swim there.
5 Where can I change money?
6 We can't eat lunch here.

E Drill the sentences further, highlighting the pronunciation of *can* and *can't* if needed. Pay particular attention to the unstressed form of *can* in the question.

4A Check the example. Monitor closely while Ss are writing, to check their accuracy and provide support to those who need it. ***Fast-finishers*** can write more sentences.

B Tell Ss not to show their sentences to each other. Again, monitor closely to sort out any problems that arise. With a ***mixed ability class***, put ***stronger*** and ***weaker Ss*** in separate pairs.

C Drill the example question and *yes/no* answers in open and closed pairs before Ss do the speaking activity.

▷ **LANGUAGEBANK 4.2** p. 134–135

Go through the tables and notes with Ss and recheck use and form. Highlight the fact that we use *can/can't* + infinitive (without *to*) with all persons.

Answers:

A **2** Can you play tennis? **3** Can you smoke?
4 Can you take your dog? **5** Can you listen to music?

B **At the seaside hotel: b)** you can play tennis.
c) you can't smoke. **d)** you can't take your dog.
e) you can't listen to music.
At the beach apartment: f) you can cook.
g) you can't play tennis. **h)** you can't smoke.
i) you can take your dog. **j)** you can listen to music.

VOCABULARY PREPOSITIONS

5A With ***weaker classes***, first present and practise the prepositions using things in the classroom (e.g. *My desk is opposite the door.*). Convey and check the difference between *opposite* and *in front of*. In feedback, drill the prepositions chorally and individually. Highlight the main stress if necessary.

Answers: 2 B 3 D 4 C 5 E 6 F

B Introduce the map. Check *art gallery*, *shopping centre* and *pharmacy* and elicit where Ss are on the map (*You are here*).

C Remind Ss that they are on the red spot (*You are here*). Play the recording, pausing after each sentence to give Ss time to write the places. They then compare answers in pairs. Play the recording again if they still have doubts. In feedback, elicit and drill the sentences. (NB: The audio reveals some of the places. The following exercise will reveal the rest.)

Answers: **D** supermarket **A** cinema **E** post office
F sports centre

Unit 4 Recording 7

The supermarket is opposite the art gallery.
The cinema is on the right of the art gallery.
The post office is opposite the cinema and on the left of the supermarket.
The sports centre is near the post office.

D Divide the class into As and Bs. Ss A work together in pairs and Ss B do the same. They each look at the relevant page and decide where the places should be written on the map. Monitor to help Ss if necessary. Then put Ss into A/B pairs, facing each other and not showing their maps to their partners. With a ***weaker class***, drill the question *Where's the museum/theatre?* In feedback, check the position of the four places.

Answers: **B** theatre **C** museum **G** school **H** park

SPEAKING

6A If you have a ***monolingual class***, brainstorm some places first. If there are Ss who have the same favourite place, they could prepare together. In ***mixed ability classes***, ***weaker Ss*** could work together so that you can provide extra help. They can then join different groups in the next exercise.

B Ss work in small groups. Monitor discreetly and take notes of Ss' performance. In feedback, invite volunteers to briefly tell the class about one of their group's favourite places.

Teaching tip

In fluency activities, it is not a good idea to interrupt Ss while they talk – they might become self-conscious and be afraid to speak in case they make mistakes.

Optional extra activity

If you have computer facilities in your school, Ss could do a webquest. Before class, do an internet search of interesting places in your town and make a note of the link(s). Write 8–10 simple comprehension questions about the places you find. They could be *wh-* questions or true/false questions.

In the computer class, give Ss the link(s) and a copy of the questions. They work alone/in pairs/groups of three, depending on the facilities. Set a time limit and check answers at the end.

Homework ideas

- **Ex. 6:** Ss write a description of their favourite place in town or a partner's favourite place (if it is in a different town).
- **Language bank**: 4.2 Ex. A–B, p. 135
- **Workbook:** Ex. 1–5, p. 25–26

CAN I HELP YOU?

Introduction

Ss learn and practise the names of shops and how to buy things in them. They also learn one of the most useful aspects of shopping: saying *no* politely.

SUPPLEMENTARY MATERIALS
Resource bank: p. 162
Language bank: p. 134–135
Photo bank: p. 156
Ex. 1–2: pictures (or realia) of some things you can buy in a clothes shop, a sports shop or an electronics shop

Warm up

Revision of prepositions: picture dictation

Draw the street plan below on the board but with only *cinema* filled in:

post office	bank	cinema	pharmacy	theatre
Main Street				
town hall	café	museum	sports centre	supermarket

Dictate the position of the other places, e.g. *The bank is on the left of the cinema. The café is opposite the bank.* Ss write the places in the correct spaces. In feedback, nominate Ss to come to the board. The class tells them where to write the names, e.g. *The pharmacy is on the right of the cinema.*

VOCABULARY THINGS TO BUY

1A First, create interest and activate vocabulary Ss already know. Tell them to look at the photos and ask: *Where are the people? What kind of shops are they in?* If Ss know the present continuous, ask: *What are the people doing/buying?* Ss can then discuss questions 1 and 2. Before they do question 3, check the meaning of *online* and the items on the list by eliciting examples of each type, e.g. *clothes: jeans, trainers, tops, shoes*. ***Weaker Ss*** could give the trade names of shops if they do not know what type of shop it is. However, you could then teach/drill the name of each shop in feedback: *supermarket, clothes shop, bookshop*, etc.

B Give Ss two minutes to write their lists. ***Stronger Ss*** could check them in the Photo bank on p. 156. Otherwise, elicit Ss' lists and write them on the board or nominate Ss to come to the board and write the words. Check meaning/pronunciation before moving on to the Photo bank.

▷ **PHOTOBANK** p. 156

1 Ss work in pairs and match the photos with the words. Check meaning/pronunciation. Ask: *What can you buy in this shop?*

Answers:
1 B 2 L 3 E 4 F 5 G 6 I 7 H 8 M 9 J 10 K 11 D 12 N 13 C 14 A

2A Ss work alone and then compare answers in pairs. Ask them to try to pronounce and underline the stressed syllable in each word. They will check their answers in the next exercise.

B Play the recording for Ss to check their answers and correct any mistakes with their underlining. Then play it a second time for them to listen and repeat.

Answers:
a sports shop: a football shirt, trainers, walking boots
an electronics shop: a printer, a SIM card, a tablet (computer), a memory stick
a clothes shop: a sweater, jeans, a jacket, a T-shirt

C Give Ss one minute to do this. ***Fast-finishers*** can write more words. Check them all in feedback.

D ***Weaker Ss*** could use the photos in the Photo bank to help them, but covering the names of the shops. Give Ss extra practice by changing partners or doing a mingling activity to change the pace/interaction.

FUNCTION SHOPPING

3A Before starting, remind Ss that they only need to focus on key information and not get distracted by unknown language. With ***stronger classes***, you might find they have already written the prices, too. If so, check them and move to Ex. 3C.

Answers: **1** B no **2** A SIM card, B yes **3** A trainers, B no **4** A nothing, B no

B Remind Ss of how to say prices in English. Look back at p. 13 in the Students' Book if necessary.

Answers: **1** 19.99 **2** 8.99 **3** 120 euros **4** –

Unit 4 Recording 9

S = Shop assistant C = Customer

1
S: Can I help you?
C: Yes, how much is this sweater?
S: Erm, let me look. It's nineteen ninety-nine.
C: And where are the changing rooms?
S: Over there, next to the mirrors.
C: Thanks.
S: How is it?
C: Hmm … It's too small. Have you got it in large?
S: Sorry, no.
C: Mmm … It really is too small. No, it isn't right. Thanks anyway.
S: No problem.

2
C: Uh, excuse me.
S: Yes, can I help you?
C: I need one of these for my mobile. Mine doesn't work in England.
S: Let's see. What type is that?
C: Uh, let's see … Well, it's a normal SIM card, I think.
S: Here you are.
C: How much is it?
S: It's eight ninety-nine. The PIN code is on the back. And the phone number is here.
C: Does it work on my phone?
S: Yes, it does. You can make local calls with it.
C: That's fine. I'll take it.

3
S: Can I help you?
C: Yes, can I try these trainers?
S: What size are you?
C: Thirty-eight.
S: These are size thirty-eight. How are they?
C: Yes, um, good, thanks. How much are they?
S: One hundred and twenty euros. Would you like to buy them?
C: One hundred and twenty? I'm not sure. I need to think about it. Thanks.
S: Fine. No problem.

4
S: Can I help you?
C: No, thanks. I'm just looking.

C Guide Ss to the correct place in the audio script if necessary. You could then play the recording again for Ss to check their answers. Teach/Check useful vocabulary: *changing rooms*, *mirrors*. In feedback, teach/check the meaning of *too small*. Demonstrate with other examples: try to lift the table/a desk and say/elicit *It's too heavy/too big*. Model and drill the sentences. Check the concept of *too*. Then elicit/drill other words that could replace *large* in question 2, e.g. *small*, *medium*, *extra large*, *green*, *blue*. Finally, check/drill *I'll take it*. It's the same as *I'll have/buy it*.

Answers: **2** large **3** it **4** take

Optional extra activity

Stronger classes rehearse and act out one of the other conversations in the audio script. Teach/Check new language, e.g. *Can I try these trainers?*

D This exercise checks understanding of the language in Ex. 3C. Ss do it alone and compare answers in pairs before class feedback.

Answers: **1** long **2** have **3** medium **4** are they

▷ LANGUAGEBANK 4.3 p. 134–135

Go through the tables and notes with Ss. They could do Ex. A now if they need more controlled practice before moving on; otherwise, they can do it at home.

Answers:
1 Have you got, in **2** Have you got, in **3** too big **4** How much **5** expensive, Thanks

Culture notes

A comparison between British and European clothes sizes:

Men's clothes

British	36	38	40	42	44	46
European	46	48	51	54	56	59

Women's clothes

British	10	12	14	16	18	20
European	38	40	42	44	46	48

4A Ss look at the flowchart and complete the customer's sentences. First, check what type of sizes Ss are familiar with as they tend to vary from one country to another. Ss then write the sentences. Monitor and do feedback to check accuracy.

Answers:
Yes. Have you got this sweater in size forty-two?
Oh, it's too big. Have you got it in size forty?
Have you got it in black?
That's too small. I'll have the grey one.

B In pairs, Ss rehearse and read their conversation aloud while you monitor and help.

LEARN TO SAY NO POLITELY IN A SHOP

5A Do the first response as an example: *No, thanks. I'm just looking.* Ask: *What do you say in your country? Is it the same/different?* Ss can work alone or in pairs for this exercise. Do not confirm answers yet – Ss will check their answers in Ex. 5B.

B When Ss repeat, listen carefully and correct their intonation if necessary.

Answers: No, thanks. I'm just looking. No, it isn't right. Thanks anyway. I'm not sure. I need to think about it.

C Ask Ss to cover Ex. 5A. Explain that they have to listen to what the shop assistant says and use appropriate phrases from Ex. 5B to say *no* politely. Play the recording.

Answers:
1 No, thanks. I'm just looking.
2 No, it isn't right. Thanks anyway.
3 I'm not sure. I need to think about it.

Unit 4 Recording 11

S = Shop assistant C = Customer

1 Can I help you?
2 **C:** Have you got it in large?
S: Sorry, no.
3 **C:** How much are they?
S: One hundred and twenty euros. Would you like to buy them?

SPEAKING

6A Put Ss in A and B pairs and get them to look at the instructions. Check the meaning of *swimming costume*. Ss A write their prices for the items on p. 164, while Ss B prepare their questions, e.g. *Good morning. Have you got a football? How much is it?* Drill a sample question and answer before Ss begin. Tell Ss A to start with *Good morning. Can I help you?* Make notes on their performance for feedback later. (NB: Ss could put a really high price on some things so that the customer cannot buy them and has to say *no* politely.)

B Ss now change roles. Ss B are the shop assistants and Ss A are the customers. Ss A prepare their questions while Ss B write their prices. While Ss do the role-play, monitor and make notes on their performance. In feedback, invite Ss to act out their conversations to the class. Then give feedback and do any necessary remedial work.

Homework ideas

- **Ex. 6:** Ss write a conversation based on the role-play.
- **Language bank:** 4.3 Ex. A, p. 135
- **Workbook:** Ex. 1–3, p. 27

FAVOURITE PLACES

Introduction

In this lesson Ss practise the four skills in the context of favourite places. They first watch a BBC TV travel programme about five of the top tourist destinations in the world and then learn how to describe their own favourite places.

SUPPLEMENTARY MATERIALS
Warm up and Ex. 1A: a world map

Warm up

An activity to create interest in the lesson – spend about ten minutes on it. Show/Give Ss a map of the world. Ask: *What's the number one place to visit in the world?* Give Ss one minute to decide and make notes/think about their reasons. They then talk about their place in pairs/groups of three and show their partners where it is on the map. They should give reasons for their choices if possible. In feedback, elicit Ss' answers and write the five most popular places on the board. Leave the list on the board to refer back to later.

DVD PREVIEW

1A Ss look at the photos and name the places. Elicit places Ss know and teach the locations of the others using your own map if you have one. Drill the pronunciation of the place names but do not reveal too much information about the places yet because this will be covered in Ex. 1B.

Answers:
A Cape Town, South Africa
B the Masai Mara, Kenya
C the Iguaçu Falls, on the border of Argentina and Brazil
D Paris, France
E Bangkok, Thailand
F the Grand Canyon, USA

Culture notes

Cape Town is a city in the south of South Africa. It is famous for its unusually shaped mountain called Table Mountain.

The Masai Mara is a national game reserve in the southwest of Kenya, named after the famous African tribe, the Masai (or Massai).

The Iguaçu Falls are waterfalls of the Iguaçu River on the border of Argentina and Brazil. They are divided into many separate waterfalls varying between 60 and 80 metres high.

Paris is considered to be the most romantic city in the world, especially the walks along the banks of the River Seine.

Bangkok is the capital of Thailand. 95 percent of the population is Buddhist and there are many beautiful temples to visit.

The Grand Canyon has almost five million visitors a year. It is 277 miles (446 km) long, from 4 to 18 miles (6.4 to 29 km) wide and its deepest point is over a mile (1.83 km).

B Read and check new language in the sentences using the photos here: *romantic*, *art galleries*, *views*, *temples*, *nightlife*, *awesome*. Use photo B to check *elephant* – Ss will see the other animals in the DVD. Ss work alone and then check answers in pairs before class feedback. If Ss know any of these places, elicit opinions/details of what they know briefly; more information will be revealed when they watch the DVD.

Answers: **2** A **3** E **4** F **5** B **6** C

2 Check the questions before Ss read the text. Give them 2–3 minutes to do the exercise and discuss their number one place, giving reasons if they can. Elicit but do not confirm answers until Ss watch the DVD in Ex. 3A.

DVD VIEW

3A Remind Ss to concentrate on checking their answers from Ex. 2 and not worry if they do not understand everything. Play the DVD. Ss watch and then compare answers in pairs. If they still have doubts, play the DVD again. Give ***stronger Ss*** another task, e.g. *Count the number of all the famous places you recognise/see.*

Answers: **1** 50 **2** the Grand Canyon

B First, Ss read the sentences. Check/Teach essential vocabulary, e.g. *wide*, *warm*, *exciting*. Remind Ss to listen carefully for the correct word in each sentence. After watching, Ss check their answers in pairs. If they still have doubts, play the relevant sections of the DVD again. Check answers and then refer back to the five places on the board from the warm up. Ask: *Are any of the places on the DVD on your list? Do you think the Grand Canyon is the number one place?* Have a brief discussion but do not prolong it as Ss will discuss this further in Ex. 3D.

Answers: **1** need **2** open, warm **3** small **4** expensive **5** place **6** amazing (The answers are in bold in the video script.)

C First check understanding of the adjectives in the box. Give Ss time to complete the exercise, while you monitor and provide help where necessary. Encourage Ss to say the words as they write them. Elicit answers in feedback and then drill/check the pronunciation of the adjectives using finger highlighting to elicit the word stress each time.

Answers:
1 friendly, awesome
2 amazing, romantic, exciting
3 wonderful, popular, interesting

D Put Ss in pairs and check the rubric. Refer back to the places on the DVD and the places on the board from the warm up. Ask: *Do you still think these are the five number one places to visit?* Emphasise that now Ss have to decide on three places they *both* want to visit. As a starting point, they could write their own list and then compare it with their partner's. Set a time limit of five minutes. They have to keep suggesting places until they both agree on three. Each pair then writes the places on a piece of paper and puts it on the board/walls. Ss get up and read the lists to see how similar/different they are to theirs. Finally, discuss the lists and decide what the three most popular places are and why.

DVD 4 50 Places To See Before You Die

N = Narrator M = Man W = Woman

N: There are so many amazing places to see around the world. What are your top fifty? We asked our viewers, and here are some of their favourites.

Welcome to Bangkok! With over six million people, it's big, it's busy and our viewers love it. It's great for shopping and the nightlife is great, too.

M1: It's got lots of clubs, bars, shops, food – everything you **need**, really.

N: Thailand is an important place for Buddhists around the world, and there are four hundred temples in Bangkok alone. Tourists love to visit the temples, too.

Another favourite is the Masai Mara in Kenya. It's a fantastic place to watch animals. Zebras, elephants, antelope, hippos and lions. You can see them all. So why is it so special?

W1: I just love the wide, **open** spaces. The animals are amazing and the people are so **warm** and friendly.

N: And now from Africa to South America, it's the Iguaçu Falls on the border of Argentina and Brazil. The name Iguaçu means 'big water' and the falls certainly are big.

M2: The falls are so big, so huge. You stand next to them and feel very, very **small**. It's the natural world at its best.

N: Now a popular, romantic city – the city of lights, Paris.

W2: To me Paris is elegant, romantic and **expensive**.

N: But beautiful. Enjoy the views of the city from the top of the Eiffel Tower.

Back to Africa now – South Africa. Yes, it's Cape Town. And behind Cape Town is the thousand-metre high Table Mountain, with its wonderful views.

M3: We went there over New Year and it was lovely. I mean, just a lovely, lovely **place**.

N: Everyone loves the mountains and beaches that make Cape Town so special. And these little guys – the penguins.

This is the big moment: the number one place to see before you die. The big favourite is … the Grand Canyon! The Grand Canyon is an amazing place. You can read about the Grand Canyon and you can look at photographs and videos, but nothing can prepare you for the real thing.

M4: There's so much to see that you never stop seeing something new.

M5: The colours are just so **amazing**.

W3: With every changing inch of the sunset, the colours in the canyon change.

N: But there's only one word that everyone says when they talk about the Grand Canyon.

Voices: It really is awesome. Just completely awesome. Awesome. Awesome is the word. It was awesome. Awesome. Awesome. Awesome's the only word.

speakout a favourite place

4A Check the instructions and elicit examples. In a ***multilingual class***, Ss from the same country/region could work together. Monitor and notice what problems Ss are having but do not help much at this stage. Ss will work on their notes again in Ex. 4C.

B Write *Lake Titicaca* on the board. Ask: *What would you like to know about it?* Elicit questions and write them on the board, e.g. *Where is it?* Play the recording. Ss listen for the answers to their questions. Check them in feedback.

Answers: • between Bolivia and Peru • every year
• go out to the lake in a boat and sometimes visit one of the islands
• likes the lake's deep blue colour and it's a great place to relax

C Read the Key phrases. Ss listen again and check their answers in pairs before feedback. You could also play the recording again while Ss read the audio script, to help them with Ex. 4D.

Answers: Ss should tick all the phrases except *I like it because it's …* and *There's always something … to do*. (The Key phrases are in bold in the audio script below.)

Unit 4 Recording 12

One of my favourite places in the world **is** Lake Titicaca. **It's between** Bolivia and Peru and is, um, about four thousand metres above sea level. The water is always very, very cold. **I go there every year** with my family and we stay in a small town near the lake. **When I'm there, I usually** go out on the lake in a boat and sometimes I visit one of the small islands. Sometimes there are big waves on the lake but it's usually very quiet. So why do I like the lake? Well, I love its deep blue colour and **it's a great place to** relax.

D First, elicit some examples based on Ss' notes in Ex. 4A and the audio script above. Use the Key phrases, e.g. *One of my favourite places is …* Give Ss time to look at their notes again to think about where/how they can use the Key phrases. Monitor and support them while they do this. In feedback, invite volunteers to tell the class about their favourite places. If time, conduct a class vote on the best place to visit.

writeback describing a place

5A First, check the instructions and the meaning of *artist*, *chat* and *latest*. Give Ss 3–4 minutes to read the description and do the task. Ss check answers in pairs before class feedback.

Answers: **a)** 3 **b)** 1 **c)** 2

B Ss use their notes from Ex. 4A and the text in Ex. 5A to help them write a first draft of their description. Monitor and provide support to those who need it. Also encourage Ss to show their drafts to other Ss and ask for advice.

Homework ideas

Ex. 5B: Ss write a final draft of their description.

LOOKBACK

Introduction

As well as providing communicative practice and revision activities, the Lookback exercises are designed to help you assess your Ss' progress with the language they have learnt in the unit. The assessment is largely informal, as in monitoring and giving feedback on Ss' errors. This allows you to identify what Ss are having problems with and clarify them. You could also focus on individual Ss while they work on these activities and compare their performance with their results in more formal tests. Ss often perform better when they are not in a formal testing situation.

ROOMS AND FURNITURE

1A Ss do this activity alone and then compare answers in pairs. Tell them not to look back in their books while they do this. To change the pace, you could make the exercise more competitive: the first pair to finish and get all the correct answers wins.

Answers: **1** armchair **2** bed **3** cupboard **4** shelves **5** sofa **6** wardrobe **7** washbasin **8** television

Optional extra activity

Ss work in pairs/teams. Give them 2–3 minutes to look back in their books and prepare eight more room/furniture words in the same way as in Ex. 1A – without the vowels. They should write them on a piece of paper. Collect the papers when they have finished and redistribute them. The pairs/teams have to write the words correctly. Again, the first ones to finish and get all the correct answers win.

B Ss do this exercise alone. If necessary, use your own house as an example and write your sentence on the board as an extra model. ***Weaker Ss*** could look back in their books if they are not sure. Monitor closely to help and check they are writing the correct words.

C Monitor and check/drill answers in feedback.

THERE IS/THERE ARE AND PREPOSITIONS

2A Do an example with Ss. They then do the activity alone. In feedback, invite volunteers to come to the board and draw the picture.

B Tell Ss not to show their pictures to other Ss while they do the exercise.

C First, model and drill the example question and answer. Remind Ss that they need to use prepositions here. Ss face each other in pairs. Tell them not to show their pictures to their partners. Monitor closely to assess how well Ss are using the prepositions and give feedback if necessary.

PLACES IN TOWNS

3 Check the meaning of *secret message* and *hint*. Also check/teach new language in the phrases, e.g. *get help*, *aspirin*, *a play*. Then do the first word as an example. You could make this activity more competitive in the same way as suggested in Ex. 1.

Answers: **1** post office **2** cinema **3** police station **4** supermarket **5** pharmacy **6** theatre **7** museum **8** sports centre **9** art gallery **10** library
(secret message: I'm very hungry.)

CAN FOR POSSIBILITY

4A Do the first question as an example. Then ask Ss to work alone while you monitor to assess how well they are using the question form. Check/Drill Ss' answers and give feedback as necessary.

Answers:
1 Where can I buy a SIM card for my mobile?
2 Where can I sit?
3 How can I say 'beautiful' in Italian?
4 Where can they watch the football match?
5 Can my friend come to the lesson?
6 What can we do in the sports centre?

B Ss do this exercise alone. Again, monitor and check/drill their answers in feedback.

C Monitor while Ss work and make sure they are taking it in turns to ask the questions. ***Fast-finishers*** can give their own prompts; their partners have to think of the correct questions. Do feedback in open pairs across the class. Give feedback on problems Ss had with *can*, prepositions and other vocabulary.

SHOPPING

5A Ss could do this exercise alone and check their answers in their books. Check/Drill the answers in feedback and do remedial teaching if necessary.

Answers:
1 Have you got *these* shoes in size thirty-six?
2 They are *too small*.
3 Have you got *them in* size thirty-four?
4 How much *are they*?
5 That's *too expensive*.
6 *I'll* take them.
7 No, *it's* all right. Thanks anyway.
8 I'm not sure. I need *to* think about it.

B Ss could work with a different partner if appropriate. Point out that the sentences they choose will affect whether the customer buys the item or not. While Ss write their conversation, monitor and take notes on the writing ability of each individual student if possible. Use this exercise to assess Ss' writing skills in terms of accuracy and add the information to your class assessment records.

C While Ss do the role-play, monitor and take notes on their performance. Again, use this exercise to assess Ss' speaking skills in terms of accuracy and add the information to your records.

BBC interviews and worksheet

Where do you live?

In this video people describe the place where they live and discuss what they like and do not like about it. The material extends Ss' descriptive vocabulary around the topics of accommodation, location and society.

OVERVIEW

5.1 MY FRIDGE

VOCABULARY | food and drink
GRAMMAR | countable and uncountable nouns
PRONUNCIATION | weak forms: *a, an, some, any*
READING | read about a photographer's project
LISTENING | listen to a photographer talk about food
SPEAKING | talk about your eating and drinking habits

5.2 A LIFETIME IN NUMBERS

VOCABULARY | containers
READING | read about eating and drinking habits
PRONUNCIATION | numbers
GRAMMAR | *how much/many*; quantifiers
SPEAKING | conduct a class food survey
WRITING | use paragraphs to write a short report about your class

5.3 ARE YOU READY TO ORDER?

VOCABULARY | restaurant words
FUNCTION | ordering in a restaurant
LISTENING | listen to people ordering in a restaurant
READING | read a menu
SPEAKING | order a meal in a restaurant
LEARN TO | understand fast speech
PRONUNCIATION | polite intonation; linking

5.4 BEACH BARBEQUE BBC DVD

DVD | watch an extract from a cookery programme with a famous chef
speakout | describe your favourite special dish
writeback | write an email with a recipe

5.5 LOOKBACK

Communicative revision activities

BBC INTERVIEWS

What's your favourite dish?

In this video people describe their favourite kind of food and a favourite dish. They also talk about their favourite place to eat and why they like it. The material consolidates and extends Ss' food and 'eating out' vocabulary in a fun, authentic way. Use the video as an introduction to the unit or at the end of the unit to recap/recycle the key vocabulary and language learnt.

MY FRIDGE

Introduction

Ss learn/revise food and drink vocabulary and countable and uncountable nouns associated with food and drink. They learn and practise talking about eating and drinking habits.

SUPPLEMENTARY MATERIALS
Resource bank: p. 163 and 164
Language bank: p. 136–137
Photo bank p. 157
Warm up: strips of paper with the sentences from the text – one set for each group of Ss (see notes below)
Ex. 1: pictures of different food/drink (or realia)

Warm up

Introduction to the topic of the lesson: student dictation

Before class, write/print out each sentence separately from the text below. There are eleven sentences but the first one is the example.

Hi, I'm Susan. I'm from Australia and Australians love barbecues. We have them in our gardens and on the beach. We have special places for barbecues in the parks, too. We always invite lots of people to our barbecues. We cook the burgers and fish. Our friends and family bring other things. They bring salads, beer, cola and fruit. We usually have barbecues in the afternoon. We talk, listen to music and eat. It's great!

Put Ss in groups of 5–10 and ask them to stand up if possible. Give each student one or two sentences from the text, *not* in the right order. Ss practise saying their sentence(s) to themselves. Provide help with pronunciation and vocabulary. Each student then reads out their sentence(s) to the group. Ss move around to stand (or sit) in the right order in their group. They may have to read out their sentences several times until they can do this. Ss then read out their sentences in the correct order. Ask them to do this several times until they can say them at normal speed, without looking at their papers if possible. As a follow up, Ss can dictate the sentences to each other in their groups or you can hand out a photocopy for them to check it themselves. (NB: This activity can be used for any text. It works particularly well with narratives.)

VOCABULARY FOOD AND DRINK

1A Ask: *What's your favourite food? What food/drink do you love/hate?* Teach/Check and drill new words. Before Ss do the exercise, check *fridge*. Ask: *What can you put in a fridge?* In feedback, ask ***stronger Ss*** to justify their answers.

B With a ***weaker class***, use the photos here to present the nouns or use your own pictures/realia. With a ***mixed ability class***, put ***stronger*** and ***weaker Ss*** together – the former can help the latter. In ***stronger classes***, Ss do the exercise alone and then check answers in pairs. Check/Drill pronunciation in feedback.

Answers: chicken (B), a banana (B), an apple (A + B), eggs (–), fruit juice (–), a pear (B), peppers (A), butter (–), garlic (A), milk (A + B), potatoes (A + B), salmon (B), broccoli (A), strawberries (A) (things not in the fridges: eggs, fruit juice, butter)

C First, check the centre words and elicit an example for each. Ss then complete the word webs alone or in pairs. In feedback, recheck the meaning/pronunciation of each word. Ss can underline the stress in words of more than one syllable. They should copy the word webs in their vocabulary notebooks.

Answers:
fruit: an apple, a pear, strawberries
vegetables: peppers, garlic, potatoes, broccoli
drink: fruit juice, milk
meat and fish: chicken, salmon
other: cheese, butter, eggs

D With a ***stronger class***, ask Ss to do Ex. D first, then proceed to the Photo bank. With a ***weaker class***, do the Photo bank activity first. Elicit answers in feedback and check/drill pronunciation of the words.

Answers: (words from the Photo bank)
fruit: grapes, an orange, a lemon
vegetables: an onion, beans, a cabbage, peas, a lettuce, spinach, an aubergine, corn on the cob, tomatoes
meat and fish: beef, lamb, prawns
other: oil, cake, biscuits, yoghurt, sugar, ice cream, bread, rice, pasta, cereal, noodles

▷ PHOTOBANK p. 157

1A–B With a ***weaker class***, check Ss' understanding using the photos. Otherwise, Ss work alone/in pairs to do the exercise. In feedback, check answers and use finger highlighting to elicit the main stress.

Answers:
1 J (C) **2** E (C) **3** K (C) **4** G (C) **5** L (C) **6** A (U) **7** F (C) **8** H (U) **9** B (C) **10** C (C) **11** D (C) **12** M (C) **13** N (U) **14** Z (U) **15** X (C) **16** Y (U) **17** W (U) **18** V (U) **19** O (U) **20** R (U) **21** P (U) **22** Q (U) **23** I (C) **24** S (U) **25** U (U) **26** T (C)

E Demonstrate the activity with a stronger student and put Ss in pairs. Monitor closely while they are working, making a note of problems with meaning and/or pronunciation for feedback.

GRAMMAR COUNTABLE AND UNCOUNTABLE NOUNS

Watch out!
Many languages do not distinguish between countable and uncountable nouns and Ss tend to translate from their own language. It is important to clarify the difference and give sufficient controlled practice. Correct Ss and encourage them to self-correct whenever possible to prevent fossilisation.

2A With a ***weaker class***, teach the concept of countable and uncountable. Show a picture of bananas, for example. Ask: *How many bananas are there?* Elicit the answer, then ask: *Can you count them? Are they singular or plural?* Then do the same with *butter*. Ask: *Can you count butter? Is it singular or plural?* Ss might want to argue that containers are countable items, e.g. *a packet of butter.* If so, tell them that containers are countable but they will study this in the next lesson. With a ***strong*** or ***mixed ability class***, you could check the examples and concept, then put ***stronger*** and ***weaker Ss*** together to discuss their answers.

Alternative approach
Before Ss check their answers in Ex. 2B, copy the table on the board. Ss take it turns to add words to each column. They can dispute their classmates' answers, but do not confirm the correct answers yet.

B Ss listen and check their answers. Recheck the rules: for each/some of the words, ask: *Can you count it/them? Is it singular or plural?* Point out that uncountable nouns do not usually end in *-s*. After checking answers, play the recording again for Ss to listen and repeat.

Answers:
Countable singular: an apple, a pear
Countable plural: eggs, strawberries, peppers
Uncountable: butter, garlic, milk, chicken, salmon, broccoli, fruit juice

3A First, do an example. Ss then work alone and check answers in pairs before feedback.

Answers: **1** cheese **2** bananas **3** eggs **4** garlic **5** milk **6** vegetables

B Elicit Ss' answers for the first sentence. Give them two minutes to write their sentences. Monitor and help with accuracy before Ss check in pairs. In feedback, invite Ss to tell the class about their and their partner's answers, e.g. *Juan loves cheese but I don't.*

▷ LANGUAGEBANK 5.1 p. 136–137 (Ex. A)

With ***weaker classes***, go through the notes on countable and uncountable nouns with Ss and get them to do Ex. A in class. ***Stronger Ss*** could read the notes and do the exercise at home.

Answers:
A **1** ~~chickens~~ chicken **2** ~~Garlics~~ Garlic **4** ~~wines~~ wine **5** ~~prawn~~ prawns **6** ~~butters~~ butter, ~~margarines~~ margarine **8** ~~are~~ is

speakout TIP

Read the tip with Ss and ask them to write *C* or *U* next to the words in their word webs from Ex. 1C. They can then look at the Photo bank and choose five words to write in their notebooks.

LISTENING

4A Ask Ss to read the text and set a time limit for this activity. Ss compare answers in pairs before class feedback.

Answers: Because he thinks a fridge can tell you something about a person. The people in his project are his friends.

B You could first do a prediction activity here. Go through the questions one by one, or write them on the board, and elicit Ss' opinions. Encourage them to argue and justify their predictions. Ss then listen and check their ideas. In feedback, elicit the correct answers. Find out how many Ss predicted the answers correctly. (NB: Prediction activities like this can be used with both listening and reading texts.)

Answers: **2** A **3** B **4** B **5** B **6** A

C Ss need to understand specific parts of the audio script here. You may need to play the sections that contain the answers (in bold in the audio script below) more than once. In feedback, you could ask Ss to underline the answers in the audio script.

Answers:
Fridge A: takeaway food/Chinese takeaway, broccoli, peppers, apple, garlic, vegetables, fruit
Fridge B: fish, (roast) chicken, pasta (salad), cheese, water

Unit 5 Recording 2

I travel around the world and I usually stay with friends, not in hotels. I always take photos of my friends and last year I started taking photos of their fridges, too. It's amazing what a fridge can tell you about a person. Look at this picture. You can see right away it's a single person – probably lives alone. There isn't much food in this fridge and maybe he doesn't like cooking. There's some takeaway food here, **Chinese takeaway**. There's not a lot of food, but he's got some **broccoli**, some **peppers** and an **apple** up here. Oh and some **garlic**. I know he's a big meat eater; let's see, has he got any meat? OK, in this photo he hasn't got any meat, but I know he *likes* meat. Look at all these **vegetables** and **fruit** – I mean, he tries to be healthy. And I know him well. His name's Vinnie and he lives in New York City. He's single, a businessman, a quiet, serious guy. He buys fruit and vegetables, but he doesn't often cook; he often has takeaway food or goes out to restaurants.

Look at this one. All this food – they've got some **fish** here, some chicken – a **roast chicken**, ready to eat – and there's a big **pasta salad** and some really nice **cheese**. They've got all this **water** because they do a lot of exercise and they like having water with them when they go running or play tennis. You can see they try to be very healthy – just look at all that fresh food. But the main thing is, all this food is ready to cook. That tells me that these people are friendly; they like having friends for dinner. And it's true, Mike and Liz are really friendly and I love staying with them because they're funny and intelligent and there are always lots of people around in their apartment. I stay with them every time I go to Lisbon.

GRAMMAR NOUNS WITH A/AN, SOME, ANY

5A Ss are familiar with the use of *a* and *an* and learnt that *any* is used in questions in Unit 4. They could therefore discuss the answers in pairs and then listen and check. Play the recording a second time and drill the sentences. Pay particular attention to the pronunciation of *an*.

Answers: some, some, an; any, any

B Do an example. Ss then complete the table alone and check in pairs. In feedback, elicit and check Ss' answers, e.g. *Why is it a pear?* (because it's countable/singular) See the Language bank for help with this. It is also important to point out that *any* is used in negatives and questions. Tell Ss this will be practised in Ex. 6.

Answers:
Countable singular: a, a, a
Countable plural: some, any, any
Uncountable: some, any, any

Optional extra activity

Ss read audio script 5.2 on p. 171–172 and underline examples of *a*, *an*, *some* and *any*.

6A Give Ss one minute to read the text, then elicit answers in open class. Check/Teach *fresh* (*fish*), *grill*, *cucumber*.

B Ss complete the text individually and then compare answers in pairs. In feedback, check the rules for each answer.

Answers: **2** some **3** some **4** a **5** some **6** any **7** a **8** any **9** a **10** any

C Ss can choose any items from this page or from the Photo bank on p. 157.

D Model and drill the example conversation in open and closed pairs. Then give Ss 2–3 minutes for the activity. The student with the most correct answers wins. ***Fast-finishers*** can choose more items to ask/answer about.

▷ LANGUAGEBANK 5.1 p. 136–137 (Ex. B–C)

If necessary, go through the notes on nouns with *a/an*, *some*, *any* with Ss to recap on the rules, including the fact that *any* is used with negatives and questions. The last point is important but you could leave it until Lesson 5.3, where Ss will learn how to use *some* in requests and offers.

Answers:
A **A** a banana **B** an orange **C** some chocolate **D** a sandwich **E** some bread **F** a chicken **G** a cucumber **H** some yoghurt **I** some (fruit/orange) juice **J** some butter **K** some biscuits **L** some milk
C **1** any **2** Is, any **3** a **4** any **5** 's **6** Is, any **7** some

SPEAKING

7A Elicit example answers for question 1. Monitor discreetly while Ss work and prompt them to self-correct if necessary.

B Go through the example before Ss begin. Monitor discreetly while Ss talk, making notes of any problems with new language to focus on later. In feedback, ask each group how similar their eating habits are.

Optional extra activity

Ss write a few sentences about their group's eating habits, e.g. *For breakfast, two people sometimes have cereal and we all drink coffee.*

Homework ideas

- Ss take a photo of their fridges and write a description of its contents. They can add the photo to their texts.
- **Language bank:** 5.1 Ex. A–C, p. 137
- **Workbook:** Ex. 1–7, p. 28–29

A LIFETIME IN NUMBERS

Introduction

Ss learn containers vocabulary and quantifiers, then practise them in the context of a class survey. They then learn how to paragraph their writing.

SUPPLEMENTARY MATERIALS
Resource bank: p. 165
Language bank: p. 136–137
Ex. 1B: realia: containers

Warm up

Revision of *a/an*, *some* and *any*: memory game

Divide the class into two or four groups. Give Ss the following sentence: *In my lunch bag there's some bread.* In their groups, Ss take it in turns to repeat the sentence and add another item, e.g. A: *In my lunch bag there's some bread and an apple.* B: *In my lunch bag there's some bread, an apple and some cheese*. If Ss make a mistake, they are out of the game. The others continue until only the winner is left.

VOCABULARY CONTAINERS

1A Give Ss 1–2 minutes to make a list of the food and drink items they can see in the photos, then check answers as a whole class. Elicit the words Ss know (e.g. *water*, *biscuits*) and teach new ones (e.g. *honey*).

Answers: **A** water **B** milk **C** rice **D** beans **E** orange/fruit juice **F** noodles **G** honey **H** coffee **I** biscuits **J** tea

B If you have brought containers to class, use them here to present the new language, e.g. *a jar*, *a can*. Elicit words Ss know and teach/drill new ones. Then model the complete phrase, e.g. *a tin of beans*, *a bag of rice*. Highlight the linking between the final consonant of the container word and *of*, e.g. *a bottle of* = /əˈbɒtləʌ/. Drill the phrases chorally and individually to prepare Ss for the next exercise.

Answers: a jar **G** a bottle **A** a bag **C** a cup **J** a tin/can **D** a carton **B** a packet **I** a glass **E** a mug **H**

C Model and drill the example before Ss work in pairs. Monitor closely and prompt Ss to self-correct. Give further feedback after the exercise if necessary.

Optional extra activity

Use the photos of fridges on p. 48–49 and the Photo bank on p. 157 for this activity. Give Ss three minutes to find six new examples of containers or food/drink that comes in a container, e.g. *a bottle of oil/milk*, *a bowl of ice cream/strawberries/pasta*.

READING

2A If you have a ***weaker class***, present the numbers on the board. Write *100 – one hundred* and *1,000 – one thousand* and model/drill them. Then drill *150* and *1,500*. Highlight the fact that *hundred* is followed by *and* (*one hundred **and** fifty*) but *thousand* is not (*one thousand, five hundred*). Ss can then do the exercise in pairs. Monitor closely to check how well Ss are doing. After they have listened and checked the answers, play the recording again for them to repeat the numbers.

B If you have a ***weaker*** or ***mixed ability class***, do a pre-task for the text. Ask Ss to look at the introduction to the text but cover the rest of it. Read out the questions and check *average* and *lifetime*. Put Ss in pairs/groups of three and give them 1–2 minutes to look at the photos in Ex. 1A. They write their opinions using the numbers in Ex. 2A, e.g. *800 cups of tea*. Ss compare answers with another pair/group. In feedback, ask how similar their guesses were. Give Ss two minutes to read the complete text and underline the food and drink words from the photos in Ex. 1A. In feedback, check their answers. Teach/Check important words: *sheep*, *chickens*, *cows*, *weight*, *cookies* (AmE for *biscuits*), *rolls*, *toilet paper*. Ss then complete the text with the numbers. Do not confirm answers yet – Ss will check them in the next exercise.

C Play the recording, pausing at each gap to give Ss time to write the correct answer if they got it wrong. Play the recording again if necessary. Discuss which answers were interesting/surprising/amusing.

Answers: **2** 1,200 **3** 4 ½ **4** 4,010 **5** 7 **6** 35,000 **7** 60,000 **8** 980 **9** 61 **10** 4,300

D Give Ss 3–4 minutes to discuss the questions in pairs. In feedback, ask what the most popular food and drink in your class are.

GRAMMAR HOW MUCH/MANY; QUANTIFIERS

3A When Ss have completed the sentences, elicit the answers and write the two questions on the board, underlining the nouns *food* and *cookies*. Ss then underline the correct answers in the rules and check in pairs. In feedback, point to the questions on the board and ask: *Which noun is countable?* (*cookies*) *Uncountable?* (*food*)

Answers:
Sentences: 1 How much **2** How many
Rules: 1 uncountable **2** countable

Watch out!

Ss tend to overuse *many* rather than *a lot* and *lots of* in positive statements. Check and correct this problem consistently to prevent fossilisation.

B Do the first item as an example and teach *none* (= not one). Ss then work alone and check their answers in pairs. In feedback, ask: *How many biscuits are there on each plate?* and elicit Ss' answers. At this stage, it would be useful to copy the table from the Language bank onto the board. Leave the *Quantifiers* columns empty. Elicit the correct quantifiers for countable nouns and write them in the correct column. Then present the quantifiers for uncountable nouns (see Teaching tip below) and write them in the table. Finally, you could ask Ss to copy the table down.

Answers: **A** none **B** not many **C** quite a lot **D** a lot/lots

Teaching tip

To illustrate quantifiers with uncountable nouns, draw the following on the board: 1) an empty bottle, 2) a bottle with a little water, 3) a bottle three quarters full and 4) an almost full bottle. Ask: *How much water is there in 1/2/3/4?* Elicit/Teach *none, not much, quite a lot, a lot/lots* and write the words under each bottle.

▷ LANGUAGEBANK 5.2 p. 136–137

A Go through the notes and table if you have not done so yet. ***Stronger classes*** could read the notes at home. ***Weaker Ss*** should do both exercises in class. Check *omelette* in question 4.

B Before Ss do the exercise, check the use of *no* + noun vs. *none*, e.g. *There are no men in the picture. There are none.*

Answers:
A **1** How much **2** How many **3** How much **4** How many **5** How many **6** How many
B **2** are (quite) a lot of **3** are no **4** aren't many **5** isn't much **6** 's (quite) a lot of

4A First, teach/check *laugh*, *make friends* and *grow*. Check the example and get Ss to do the exercise alone and then compare answers in pairs. In feedback, ask Ss to say whether each noun is countable or uncountable. Also drill some of the questions if necessary, to prepare Ss for Ex. 4C.

Answers: **2** many **3** much **4** many **5** many **6** much **7** many **8** much

B Monitor while Ss read the answers and give help where necessary.

C Check and drill the example first. The tone of the activity is very light-hearted: reassure Ss that they are not expected to know the correct answers. In feedback, recheck the answers and discuss which facts surprised Ss.

Answers: **1** about 300 times **2** about 15 times **3** 7,500 litres **4** about 7,000 **5** about 2,000 **6** 200 bottles **7** 1,700 **8** about 950 kilometres

SPEAKING

5A First, check the instructions and examples. Ss then complete the table with their own answers. Monitor and help where necessary. Put Ss in small groups. Ss take it in turns to ask one student a question and the group writes the answer in the table. Monitor discreetly and make notes of how well Ss are using quantifiers. Give feedback on this later.

B First, check *good diet* and *healthy lifestyle*. Then read the example and elicit Ss' opinions of their partners. Make sure they give reasons, using the information in their tables. Give Ss 4–5 minutes for the activity. Again, make notes to add to those you made in Ex. 5A. In feedback, invite ***stronger Ss*** to tell the class about their partners. Give feedback on their performance now or in the next lesson.

WRITING PARAGRAPHS

6A Check *introduction*, *meat-eater* and *vegetarian*. Ss then work alone and check answers in pairs. In feedback, elicit reasons for each answer.

Answers: **a)** 5 **c)** 4 **d)** 2 **e)** 3

B Check *topic*. With ***weaker classes***, you may have to do this exercise with the Ss. Otherwise, Ss work alone/in pairs before class feedback.

Answers: sentences, one, two or more, paragraph

C Set a time limit and ask Ss to read the text. Pre-teach/Check *result* and *on average* and give Ss 1–2 minutes to discuss in their pairs. Elicit the answer in feedback.

Answers: Photo B is better because the report mentions chocolate but not salad.

D Ask Ss to read the text again. Remind them to look for different topics as this will tell them where new paragraphs start. In feedback, check answers and elicit the topics of the three paragraphs: the introduction, exercise and diet.

Answers:
1st paragraph ends with … *this is the result.*
2nd paragraph ends with … *2.5 litres of water a day!*
3rd paragraph ends with … *not as healthy as we think!*

E First, write the following prompts on the board: *I think X* [a student's name] *has a good diet because … I don't think Y* [a student's name] *has a healthy lifestyle because …* Elicit some opinions from Ss, e.g. *I don't think Cedric has a healthy lifestyle because he doesn't eat fruit or vegetables and he never does any exercise*. Put Ss in the same groups as in Ex. 5A. They work alone to write a draft report but should check each other's drafts. Monitor closely and prompt Ss to self-correct/rewrite a sentence if necessary.

Optional extra activity

If you have computer facilities in your school, find and check out a healthy living website. If you think it is appropriate for your Ss' age group/interests, they could use it to create/complete a questionnaire about their diet and lifestyle.

Homework ideas

- **Ex. 6E:** Ss write the final draft of their report.
- **Language bank:** 5.2 Ex. A–B, p. 137
- **Workbook:** Ex. 1–6, p. 30–31

ARE YOU READY TO ORDER?

Introduction

Ss learn and practise how to order food in a restaurant. They also learn restaurant vocabulary and about the way words are linked in spoken English, which helps them understand fast speech.

SUPPLEMENTARY MATERIALS
Resource bank: p. 166
Language bank: p. 136–137

Warm up

Revision of food and drink: in the hot seat

Divide the class into two groups, A and B. Put a chair in front of the board. A student from group A sits there, facing the class. Write the name of an item of food/drink eaten or a container used in restaurants on the board behind the student, e.g. *bottle of water*, *fish*. Student A can then ask his/her team ten *yes/no* questions to guess the word, e.g. *Can you eat/drink it? Is it countable/uncountable? Is it a vegetable/healthy?* Student A gets a point for the correct answer. Then group B has a turn. The team with the most points wins. (NB: This activity can be used with any lexical set.)

VOCABULARY RESTAURANT WORDS

1A First, look at the photos and ask: *What can you see?* Teach/Check the difference between a 'good' restaurant, a fast food restaurant and a café. Ask: *What can you see in each one? What do you think you can eat at each one?* Elicit types of food Ss know. Then give Ss two minutes to discuss the questions. Monitor to see if they need more time. Reorganise Ss to compare their ideas. ***Fast-finishers*** could recommend other places they know to the others.

B With a ***strong*** or ***mixed ability class***, Ss read the words on the left and cover the definitions. In pairs, they define words they know and then check. Otherwise, elicit words Ss know, e.g. *waiter/waitress*, *menu*, *chef*. Ss then match the others. In feedback, check answers and write useful new phrases on the board, e.g. *ask for the menu*, *order food/drinks*, *a special dish*, *give a tip*, *pay the bill*. Ask Ss to write them in their vocabulary notebooks.

Answers: **1** d) **2** e) **3** c) **4** a) **5** f) **6** g) **7** b)

FUNCTION ORDERING IN A RESTAURANT

2A First, elicit things people say in restaurants. Ss know simple requests, so could say, e.g. *Can I see the menu/have the bill, please?* Check the example and new words in the exercise, e.g. *ready*, *eat in*, *takeaway*, *special*, *fries*, or do this later in feedback. Give Ss three minutes to work alone and then compare answers in pairs. Check answers in feedback.

Answers: **b)** FF **c)** R **d)** R **e)** FF **f)** FF **g)** R **h)** FF **i)** FF **j)** R **k)** R/FF

B Ss listen, complete the exercise and then compare answers in pairs. In feedback, play the recording again, pausing after each phrase (in bold in the audio script below) for Ss to repeat.

Answers: Ss should tick a), d), g) and j).

C Ss do this alone/in pairs before listening again. Alternatively, they can listen and read the audio script at the same time and underline the phrases.

Answers: **1** j) **2** a) **3** g) **4** d)

Unit 5 Recording 6

WT = Waiter M = Man W = Woman

WT: **Good evening. A table for two?**
M: Yes, please.
WT: By the window?
M: That's fine.
WT: Can I take your coats?
M/W: Thank you.
WT: **Would you like something to drink?**
W: Er, yes, please. Could I have an orange juice, please?
M: And I'd like a cola, please. And can we have a bottle of mineral water, please?
WT: Certainly. The menu.
M: Thank you.
WT: **Tonight's special is** Chicken á la Chef de Saint Germaine de Paris Rive Gauche.
W: What's that?
WT: It's grilled chicken with potatoes and green beans.
W: Is it French?
WT: Not really.
W: But it has a French name.
WT: Well, that's true. It's very good.
WT: **Are you ready to order?**
M: Yes, I'd like some soup and the special.
W: The same for me, please.
WT: Thank you.

3A With ***stronger classes***, ask Ss to try to complete the sentences and compare answers in pairs before you play the recording. In feedback, check *soup*. Explain that *can I* and *could I* have the same function (requests) but *could I* is often seen to be more polite. Do not confirm answers yet – Ss will check them in the next exercise.

Answers: **1** I have **2** we have, bottle, water **3** I'd, soup **4** same, me

B Ss listen and check their answers.

Answers: soup (and the special: grilled chicken with potatoes and green beans)

▷ **LANGUAGEBANK 5.3** p. 136–137

Check/Drill the requests and responses in open and closed pairs. ***Weaker classes*** can do Ex. A in class.

Answers:
1 can/could, please **2** 'd **3** would, like **4** Can/Could **5** Would, like **6** I'd

Optional extra activity

To help Ss prepare for Ex. 5, play the recording again. Ss listen and repeat the requests. Replay the recording until Ss can hear and reproduce the polite intonation.

4A Check the example and set a two-minute time limit. In feedback, model/drill each sentence, highlighting the stress and intonation.

Answers:
B: Yes, *can* we have two …
B: Yes. *We'd* like the fish and …
A: Would you like *any* vegetables?
B: *Could* I have some carrots … ?
C: The same *for* me, please.

B Give Ss time to rehearse the conversation. Monitor closely, helping with pronunciation.

5A Play the first two sentences and elicit the answers from the class. Ask: *What's the difference?* Elicit answers (in the first request, the voice is flat and sounds rude; in the second, the voice has a wider range and rises/falls on the stressed word, *orange*, which makes it sound friendly and polite).

Answers: 2 P 3 P 4 N 5 P 6 N 7 N 8 P

Unit 5 Recording 8

1–2 Could I have an orange juice, please?
3–4 Can we have a bottle of mineral water, please?
5–6 I'd like some soup, please.
7–8 The same for me, please.

B Play the recording again for Ss to repeat, using the correct/polite intonation.

C Put Ss in pairs. Elicit a polite request and then an impolite one. While Ss are working, monitor and notice their stress and intonation. In feedback, help Ss to improve their voice range: tell them to stand up and sit down when they say the stressed words.

SPEAKING

6A Check any new vocabulary in the menu, e.g. *melon*, *roast lamb*, *mint sauce*, *smoked salmon*, *seasonal*. Alternatively, Ss could use dictionaries if they have them. Then Ss discuss the questions in pairs. They can use their imagination about the special dishes! In feedback, have a brief discussion of Ss' answers.

Teaching tip

To exploit the language in a text in more depth, split the class into groups and number them 1, 2, 3, etc. Each student looks up new vocabulary in one part of the text(s) and then 'teaches' the others. For the menu here, Ss work in groups of four. Each student looks up new words in one of the sections of the menu.

B Ss now do a role-play. Put them in A/B pairs and check the example conversation so that the aim of the role-play is clear. Then Ss A look at the menu and decide what they will order while Ss B look at the information on p. 164, an explanation of today's specials. Help Ss B with any vocabulary they need. With ***weaker classes***, Ss A could first work together in pairs to discuss their choices, while Ss B practise reading out the explanations of the specials in pairs. For the role-play itself, Ss B could stand up with a notebook, etc., as if in a restaurant. Tell Ss A to decide what to order after the explanations. Monitor discreetly while Ss talk, making notes of good and problematic language/pronunciation for feedback later.

C Ss change roles, working in new pairs. Follow the same procedure as above. Ss A look at the information on p. 161 and Ss B look at p. 163. ***Fast-finishers*** could do the role-play again with different partners. In feedback, invite pairs to act out their conversations to the class. Give feedback as required.

LEARN TO UNDERSTAND FAST SPEECH

7A First, check the vocabulary in the pictures: *hamburger*, *cola*, *fries*, *small*, *medium*, *large*. Ask: *What's the name of hamburgers in local fast food restaurants?* (e.g. Big Mac, Giant Whopper) Explain that the hamburger here is called a Jackpot Special. Ss listen, complete the exercise and then compare answers in pairs. In feedback, ask: *How does the man speak?* (very fast!)

Answer: B

Unit 5 Recording 10

A: Afternoon, what can I get you?
B: Uh, the Jackpot Special, please.
A: Is that eat in or take away?
B: Take away.
A: Large fries with that?
B: No, medium.
A: Something to drink?
B: A cola.
A: Small, medium or large?
B: Small.
A: Anything else?
B: No, thanks.
A: That'll be nine ninety-five.
B: OK.

B Ss listen and complete the exercise, then compare answers in pairs. Explain that Ss will hear each sentence twice: once spoken slowly and a second time, spoken faster.

Answers:
1 Afternoon. What can I get you?
2 Small, medium or large?
3 Is that eat in or take away?
4 Anything else?
5 Thanks. Have a nice day!

speakout TIP

Read the tip with Ss, write the example questions on the board and draw the link between consonants/vowels. Model/Drill the phrases.

C Check the example. It might be useful for Ss to write the phrases in their notebooks first, leaving space for the linking/underlining. Ss could work alone or in pairs for this exercise.

Answers:
2 Small, medium or large?
3 Is that eat in or take away?
4 Anything else?
5 Thanks. Have a nice day!

D When Ss have listened and checked, invite them to write the phrases on the board. Other Ss suggest corrections if they disagree. Play the recording again if necessary. Ss then listen and repeat.

E This is a light-hearted exercise to finish the lesson with. Ss should underline the stressed words and draw lines to show the linking first. Help them with this as needed. In feedback, Ss from different pairs compete to see how fast they can say the same sentence.

Homework ideas

- Ss write a conversation based on the one in Ex. 4A and the role-play in Ex. 6B–C.
- **Language bank:** 5.3 Ex. A, p. 137
- **Workbook:** Ex. 1–3, p. 32

BEACH BARBECUE

Introduction

In this lesson, Ss meet the famous English chef, Ainsley Harriott on the DVD. He presents a BBC TV food series and this programme takes place on Alonissos, a Greek island. Ss learn about the local food and how to cook barbecued squid. Finally, they talk about their favourite dish and practise describing a dish of their choice.

SUPPLEMENTARY MATERIALS
Warm up: a map of Greece and the Greek islands

Warm up

This is an activity to create interest in the DVD clip and the topic – do not spend more than 5–7 minutes on it. First, look at the photo on p. 54. Ask: *Do you know this man? Where is he? Why do you think he's famous?* Elicit Ss' answers. Encourage them to speculate. Do not tell Ss the answers yet – they will cover this in Ex. 1B. Show a map of Greece and the Greek Islands and ask: *What do you know about places in Greece?* Elicit/Show Ss where the places are on the map, including Alonissos, and look at the background photo. Ask: *What do you think this area of Greece is like? Would you like to go there?* Discuss Ss' answers. Then move on to the topic of food. Ask: *Do you like Greek food? Why/Why not? Do you like any other foreign food?* Elicit and discuss Ss' answers. Write any useful new vocabulary on the board.

Culture notes

Alonissos is a Greek island in the Aegean Sea in Europe. Its warm climate, beautiful beaches, historic architecture and delicious food have made it a popular tourist destination.

Ainsley Harriott is a successful British celebrity cook and television presenter. He has presented many cookery series for BBC TV and is best known for presenting the popular show *Ready, Steady, Cook*.

DVD PREVIEW

1A Check the questions and elicit some initial answers before Ss discuss them in pairs. Monitor closely and provide any new words Ss need while they talk, e.g. *picnic*, *barbecue*. Discuss answers with the class. Again, teach/check words Ss want to use and write them on the board if they are useful.

Teaching tip

To illustrate quantifiers, it is a good idea to draw a column on the right-hand side of the board at the start of the lesson. Use it to write up new words/phrases that come up during the lesson and encourage Ss to copy it down in their vocabulary notebooks at the end of the lesson.

B Check the meaning of the title: *Ainsley Harriott's Beach Barbecue*. Read out the questions and give Ss two minutes to read the text and answer them. Note that Ss have to find specific key information here. To encourage them not to read every word, it is a good idea to give a very short time limit. Tell Ss not to worry about words they do not know. Ss check answers in pairs and reread the text if they do not agree. In feedback, elicit Ss' answers and check new vocabulary, e.g. *stuffed squid*. With ***stronger classes***, ask further comprehension questions, e.g. *Where does Ainsley Harriott travel? Why? Who does he talk to?*

Answers: **1** an English chef **2** cooking outside on a barbecue
3 Alonissos, a Greek island **4** stuffed squid

DVD VIEW

2A Pre-teach any new vocabulary e.g. *a frying pan*, *mint*, *a fork*, *a spoon*. Encourage Ss to use a dictionary to check the meaning and pronunciation of the words and peer-teach where appropriate.

B Ask Ss to write six items from the box in their notebooks. Explain that they should watch the DVD and tick the items on their list that they see. In feedback, invite any initial comments about the programme, e.g. the place, the food, the location.

Answers: All the words in the box feature in the DVD, apart from *yoghurt*, *beans* and *a fork*.

3A Give Ss time to complete the exercise and compare answers in pairs before class feedback. With ***stronger classes***, you could get Ss to check the meaning of any unknown verbs in their dictionaries, if they have them. With ***weaker classes***, you may need to do the exercise with the Ss, as a whole class.

Answers: **2** F **3** E **4** B **5** A **6** D

B Ss should now know all the necessary vocabulary, so give them three minutes to answer the questions. They then compare answers in pairs and watch the DVD again to check.

Answers:
2 F (He doesn't boil the rice – it's already cooked.)
3 T
4 F (He sprinkles it over the stuffing mixture of rice, spinach, garlic and onion.)
5 T
6 F (He doesn't stir the sauce.)

C Ss watch the DVD again and complete the exercise. With ***stronger classes***, Ss can do the exercise first, then watch the DVD to check.

Answers: **2** garlic **3** four **4** good **5** fry **6** nice

D Ss discuss the questions in pairs. Alternatively, do this as a whole class discussion. Elicit answers in feedback and encourage Ss to give reasons for their answers.

DVD 5 Ainsley Harriott's Beach Barbecue

N = Narrator A = Ainsley

N: Ainsley Harriott, the famous British chef, travels all over the world to find new dishes and to cook them outside, on a barbecue. This week he travels to the beautiful Greek island of Alonissos to find out about the local cuisine. Ainsley meets people from across the island who show him how to cook some traditional seafood on a barbecue. Today Ainsley's cooking barbecued squid stuffed with rice and spinach.

A: These waters really are full of beautiful seafood, just like this squid.
Now, I'm going to do you a beautiful chargrilled squid stuffed with rice, mint and spinach. Drizzle some oil inside. That's it. Chopped onion – sprinkle that in. And of course, one clove of garlic. That's perfect. I've got about three ounces of cooked rice. OK. A bit of lemon juice. Lovely. I've also got here some nice fresh mint. Sprinkle that in. Some pepper. Then we stuff our squid. That's lovely. That's beautiful. Once again, a touch of pepper. And a little bit more salt. And a little bit more oil. Onto the barbie. Perfect. And remember, you don't need to cook this too long – five or six minutes. Doesn't that look beautiful? And it tastes good, too.

speakout a favourite dish

4A First, check the instructions and list. Teach/Check *ingredients*. Give Ss 4–5 minutes to make notes, monitoring closely and providing help where necessary.

B First, check *American pancakes*. Play the recording and get Ss to compare answers in pairs before class feedback. Then discuss the question in open class.

Answers: She talks about all the items.

Optional extra activity

If you have a ***stronger class***, ask Ss to make notes about each of the items on the list as they listen. Ss can then compare answers in pairs and check them in the audio script on p. 172.

C First, read and check the Key phrases and teach/drill *delicious* and *salty*. Ss then listen again and tick the phrases they hear (in bold in the audio script below). Ss can check their answers in pairs before class feedback. Play the recording again if necessary.

Answers: Ss should tick all the phrases except *It's/They're [delicious/sweet/salty/very hot]*.

Unit 5 Recording 12

One of my favourite dishes is American pancakes. **I like them because they're easy to make** and not too sweet. Americans often eat pancakes for breakfast, but I like eating them at any time, hot or cold.

So, **you need some** flour, some sugar and a bit of salt, some baking powder, a cup of milk, an egg and a little oil. **Mix together the** milk, egg and oil in a big bowl. Then add the flour, sugar and salt. Stir everything together.

After that, you put a little oil in a frying pan and heat it, but not too hot. Put some of the pancake mix into the pan. After about one minute turn the pancake over and then wait about two minutes. Take it out and make some more.

Pancakes are really good with butter and honey or with lemon and sugar, but some people like them plain, with nothing on them.

D Ss can use audio script 5.12 as a model for this activity. Using their notes from Ex. 4A, they think about where/how they can use the Key phrases and the new vocabulary. Ss then work in pairs and tell each other about their dishes. Monitor and support Ss closely here.

E This activity can be done with Ss working in groups or as a whole class. Make notes of good language and any problems with the Key phrases/vocabulary for feedback later.

writeback describing a dish

5A Ask: *Do you use recipes? How often? What for?* Elicit and discuss Ss' answers briefly. Ss then read and discuss the questions in pairs. Check new language in feedback, e.g. *heat, soy sauce*.

Answers: Because he wants an easy dish to cook for his girlfriend and her parents.

B Elicit/Check the meaning of *next* and *then*: they both mean the same but *next* is more commonly used in instructions. Point out that we would not normally use it in conversation, e.g. we would not say *I get up at seven and have breakfast. Next I go to work*. Also check the meaning of the other underlined linkers. In feedback, elicit answers. Ask: *Why can't 'then', 'next' and 'after that' change places with 'finally'?* (because *finally* can only refer to the last step).

Answers: Next, Then, After that

C Ss could use their notes from Ex. 4, the email in Ex. 5A and audio script 5.12 to help them with their description. Monitor and support Ss. Encourage them to show their drafts to other Ss to ask for advice and build confidence. Ss could add drawings/photos to their text if they like.

Homework ideas

Ex. 5C: Ss write a final draft of their email or a description of another typical dish from their country.

LOOKBACK

Introduction

Many of the Lookback exercises can be used to provide you with an informal assessment of your Ss' speaking skills. Fluency practice is usually given in the last exercise of each section. When assessing speaking skills, four things should be taken into account: accuracy of grammar, range of vocabulary used, fluency and pronunciation.

FOOD AND DRINK

1A ***Strong Ss*** should do this exercise alone. ***Weaker Ss*** can refer back to Ex. 1B on p. 48 and the Photo bank on p. 157 for help. (NB: Allow this whenever Ss are having problems with a Lookback exercise.)

Answers: **2** milk **3** potato **4** banana **5** strawberries **6** cheese

B Check the example. ***Weaker Ss*** could write their sentences in pairs; this will enable you to provide more help and support if needed. ***Fast-finishers*** can write two more sentences.

C Put ***weaker*** and ***stronger Ss*** in separate pairs. Monitor while Ss do this activity and make notes on their performance (accuracy of language, pronunciation and fluency) for feedback or assessment if required.

COUNTABLE AND UNCOUNTABLE NOUNS WITH A/AN, SOME, ANY

2A Give Ss two minutes to look at the fridges again and memorise the contents. They then do the exercise and check back afterwards.

Answers: **2** aren't any **3** 's some **4** 's some **5** are some **6** isn't an

B Ss write their questions alone. They can refer to the photos on p. 48 and 49.

C Monitor while Ss ask/answer their questions. Make notes on their performance for feedback/revision or assessment if required.

CONTAINERS

3A Give Ss one minute to do this. The winner is the first person to put up his/her hand and have all the correct answers. ***Fast-finishers*** can write another word snake with food words.

Answers: cup, packet, bag, carton, bottle, jar, bowl, mug, glass, can, tin

B ***Fast-finishers*** can add more food and drink words for each container.

Optional extra activity

Individually, Ss draw a fridge with three shelves and write/draw three items of food and drink on each shelf. Then, in pairs, facing each other, they take it in turns to ask *yes/no* questions to find out what's in their partner's fridge, e.g. *Is there a carton of milk? Are there any vegetables?* Alternatively, Ss draw the fridge/contents as above and describe their picture to their partner for him/her to draw. They then compare the two pictures and check if they are the same.

HOW MUCH/MANY; QUANTIFIERS

4A Monitor closely to check the accuracy of Ss' sentences.

Answers:
2 How much chocolate do you eat every week?
3 How many sisters have you got?
4 How many people are there in your family?
5 How much sugar do you have in your coffee?
6 How much tea do you drink every week?
7 How many rooms are there in your home?
8 How much salt do you like in your food?

B Ss work alone and write their answers down.

C Put Ss in groups and check the instructions carefully. Ss take it in turns to guess the correct question. If one gets it wrong, another has a turn.

ORDERING IN A RESTAURANT

5A Ss work alone and then compare answers in pairs. ***Weaker Ss*** can refer back to Ex. 2 on p. 52 and the Language bank on p. 136 for help.

Suggested answers:
W: Are you ready to order?
C: Could/Can I have some pea soup, please?
W: Would you like a main course?
C: Yes, please. I'd like the roast beef./Could I have the roast beef, please?
W: Would you like some vegetables?
C: Yes, please. I'd like peas and potatoes.
W: Would you like something to drink?
C: Can/Could I have a glass of water, please?

B Monitor while Ss practise the conversation. Make notes on their performance for feedback/revision or assessment if required.

6A Check the vocabulary in the names of the dishes so that Ss are clear about what sort of dish they can invent. They can refer back to the menu on p. 53 for ideas.

Suggested answers:
1 roast beef with grilled vegetables and potatoes
2 vegetable soup and pasta with tomato and onion sauce
3 cheese, tomato, mushroom and ham pizza with a side salad

B Give Ss time to prepare for the role-play before putting them in groups. They can take it in turns to be the waiter. Monitor while Ss talk, making notes on their performance for feedback/revision and assessment if required.

BBC interviews and worksheet

What's your favourite dish?

In this video people describe their favourite kind of food and a favourite dish. They also talk about their favourite place to eat and why they like it. The material consolidates and extends Ss' food and 'eating out' vocabulary in a fun, authentic way.

OVERVIEW

6.1 IN THEIR PAST

LISTENING | hear interesting facts about famous people's lives
GRAMMAR | *was/were*
PRONUNCIATION | weak forms: *was/were*
SPEAKING | describe your favourite childhood things
VOCABULARY | dates and time phrases

6.2 TIME TWINS

READING | read about time twins
GRAMMAR | past simple
PRONUNCIATION | past simple verbs: *-ed* endings
VOCABULARY | life story collocations
SPEAKING | talk about past events in your life
WRITING | link sentences with *because* and *so*; write your life story in 100 words

6.3 WHAT DID YOU DO?

VOCABULARY | activities
FUNCTION | asking follow-up questions
LISTENING | listen to people talking about their weekends
PRONUNCIATION | linking: *did you*
LEARN TO | extend conversations
SPEAKING | talk about how your weekend was

6.4 NELSON MANDELA BBC DVD

DVD | watch an extract from a documentary about a great leader
speakout | interview a special person
writeback | write a profile about a special person

6.5 LOOKBACK

Communicative revision activities

BBC INTERVIEWS

Did you go out last night?

This video consolidates language around the topic of going out in general and then focuses on what people did last night. As well as providing plenty of authentic examples of the past simple in context, the material also recycles some useful time phrases. Use the video at the start of the unit to introduce Ss to the topic or at the end of the unit as a round up.

IN THEIR PAST

Introduction

Ss learn/revise the past simple of *be*, dates and time phrases. They practise the new language in the context of talking about celebrities, special national and international days and their own past.

SUPPLEMENTARY MATERIALS
Resource bank: p. 167 and 168
Language bank: p. 138–139
Photo bank: p. 158
Warm up: copies of the text (See notes below.)

Warm up

Introduce the topic of the lesson with a running dictation. Before the lesson, make one copy of the text below for each pair of Ss in your class, plus 3–4 copies to put around the classroom walls.

Harrison Ford's got four children and three grandchildren. He's a very good pilot and has got seven planes and a helicopter. What's he famous for? He's an American actor and he's famous for his role as Hans Solo in Star Wars *and Dr Jones in the* Indiana Jones *films.*

Put up 3–4 copies of the text and organise Ss into A/B pairs. Ss A must run to read the text on the walls, then run back and dictate a phrase/sentence to Ss B. Ss B may need to ask for repetition and/or spelling. Give a copy of the text to each pair as they finish so they can check their answers; the others carry on. Check the text in feedback and discuss what else Ss know about Harrison Ford if time. This is a hectic, noisy activity but Ss usually enjoy it. (NB: A running dictation can be used with any short text, poem or song.)

Culture notes

Harrison Ford, born 13 July 1942, has made over 100 films for the cinema and TV. His first major role was Han Solo in the first *Star Wars* trilogy (1977, 1980, 1982) and then Indiana Jones (1981, 1989, 1993, 2008).

LISTENING

1A Ss look at the photos. Ask: *Who are these people? What are they famous for? Where are they from?* Tell Ss not to worry if they do not know them all. Elicit one or two answers. At this point it would be useful to practise how to say the people's names. Give Ss 2–3 minutes to discuss. Monitor to see what they know and what to expect in feedback. Elicit answers in feedback and discuss them for 2–3 minutes. (See the Culture notes below and audio script 6.1 for further information.)

Culture notes

Oprah Winfrey, born 29 January 1954, is an American media proprietor, talk show host, actress, producer and philanthropist. She is best known for her multi-award-winning talk show *The Oprah Winfrey Show*.

Taylor Swift, born 13 December 1989, is an American singer-songwriter and actress. To date, she has sold over 30 million albums and 80 million digital single downloads.

Quentin Tarantino, born 27 March 1963, is an American film director, screenwriter, cinematographer, producer and actor. Tarantino's films have garnered both critical and commercial success.

Culture notes

Michelle Yeoh, born 6 August 1962, is a Malaysian actress, best known in the Western world for her roles in the 1997 James Bond film *Tomorrow Never Dies* and the Chinese-language martial arts films *Crouching Tiger, Hidden Dragon* (2000), and *Crouching Tiger Hidden Dragon: The Green Legend* (2015).

Benedict Cumberbatch, born 19 July 1976, is an English actor and film producer who has performed in film, television, theatre and radio. He is best known for his role in the BBC series *Sherlock*. His portrayal of Alan Turing in *The Imitation Game* (2014) earned him an Academy Award nomination for Best Actor.

Lionel Messi, born 24 June 1987, is an Argentine professional footballer. Often ranked as the best player in the world, he is the first football player in history to win four FIFA/Ballons d'Or and the first to win three Golden Boot awards.

B Apart from being a prediction exercise for the listening task, this exercise should also activate use of the past simple. Give Ss time to read the information and then complete the exercise in their pairs. If dictionaries are available, Ss use them to check new words, e.g. *millionaire*, *songwriter*, *director*, *violence*. Throughout the exercise, listen closely and notice how well Ss are using it. In feedback, elicit answers but do not confirm them yet.

C Ss listen and check. Play the recording again if necessary. In feedback, elicit reasons why each answer is either true or false. This will tell you more about Ss' knowledge of the past simple.

Answers:
The false statements are: **1** a) **2** b) **3** c) **4** a) **5** c) **6** b)

D Put Ss in pairs and ask them to choose three of the people in the photos. They then listen again for one extra fact about each person. Check answers in feedback.

Unit 6 Recording 1

1 Is Lionel Messi the best footballer in the world? A lot of people think so. Messi was born in Argentina. At school he was a very good student, but there was a problem: he was very small. Doctors in Spain helped him and now he lives in Spain and plays football for Barcelona. Interesting fact? He always plays with his hair wet.

2 Oprah Winfrey's life is amazing. She was born in 1954 in Mississippi, in the US. Oprah's parents were very poor, but at the age of thirty-two she was a millionaire from her radio and TV shows. She is also famous for her book club and her work with poor girls. Interesting fact? Oprah hates chewing gum.

3 Benedict Cumberbatch is an English actor, famous for *Sherlock* on the BBC and also many films, including *The Hobbit* and *Star Trek*. At school, his hobbies were acting, sport and painting. He is very popular in China and Korea. Interesting facts: he rides a motorbike around London. He was an English teacher for a year before he was an actor.

4 Taylor Swift is an American singer-songwriter. She was born in 1989 and her childhood was on a Christmas tree farm. Her first hobbies were horse riding and singing. She was a songwriter from the age of five and her first number one song was *Our Song* when she was eighteen years old. Her songs are about her life and loves. Interesting facts: her grandmother was an opera singer and her favourite number is thirteen.

5 Actress Michelle Yeoh was born in Malaysia. She was a dancer before she was an actress. As an actress, she was first famous in the West for her role in the James Bond film *Tomorrow Never Dies*, but Yeoh's first films weren't American – they were from Hong Kong. Interesting fact: she was the winner of the Miss Malaysia beauty contest in 1983.

6 Quentin Tarantino is a director, actor and producer and writer of movies such as *Pulp Fiction* and the *Kill Bill* films. His movies often have a lot of violence, but Tarantino says he hates violence. He plans to stop making movies at age sixty and write books instead. Interesting fact: His mother was part Irish and part Cherokee Indian.

GRAMMAR WAS/WERE

2A Write the sentence on the board to focus Ss' attention. Elicit the verbs *were* and *was* and underline them. Check the form: *was* is singular, *were* is plural. ***Stronger Ss*** could do Ex. 2A–C alone/in pairs and check their answers in Language bank 6.1 on p. 138.

Answers: The verbs are *were* and *was*. They are in the past. *Was* is singular and *were* is plural.

B Elicit/Check the present and past forms of *be*. Ask: *What are the present simple forms of 'be'?* (*am*, *is*, *are*) *The past simple forms?* (*was*, *were*) Elicit personalised examples from different Ss, e.g. *My mother was a teacher. My first hobby was tennis.*

Answers: was, were

C First, elicit the negative sentence and write it on the board. Underline *weren't*, elicit the full form (*were not*) and write it on the board. Now elicit the question for sentence b) and write it on the board. Highlight the inversion of the subject and verb and also elicit the short answers: *Yes, he was./No, he wasn't*. Finally, go through the rules with the class.

Answers:
Sentences: a) Yeoh's first films weren't American.
b) Was Lionel Messi a good student?
Rules: not, was, were

3A Do the first sentence as an example. Then play the rest of the sentences. Ss complete the exercise alone, then compare answers in pairs. Play the recording again if Ss have doubts.

Answers: **1** N **2** P **3** P **4** N **5** N **6** P **7** P **8** N

Unit 6 Recording 2

1 She's very kind.
2 She was very kind.
3 They were my friends.
4 They're my friends.
5 It isn't very funny.
6 It wasn't very funny.
7 We were very happy.
8 We're very happy.

B Do the first sentence as an example. Then play the rest of the sentences, pausing after each one to give Ss enough time to write. Check answers *after* Ex. 3C.

C Ss listen again and underline the stressed words. Check answers to both Ex. 3B and 3C.

Answers: **1** She was very kind. **2** They were my friends.
3 It wasn't very funny. **4** We were very happy.

D Write an example on the board: *She was (/wəz/) very kind.* Model and drill the weak form. Play the recording for Ss to repeat the sentences. Drill them and play the recording again if Ss need more practice.

4A First, check *was/were born* and *afraid of the dark*. Then check the example and give Ss two minutes to write the questions. Monitor and prompt Ss to self-correct if necessary. In feedback, elicit and drill the questions. Check that Ss are using the weak form of *were* /wə/.

Answers:
2 Were you born in the summer?
3 Were you a very quiet child?
4 Were you afraid of the dark when you were a child?
5 Was you first teacher a man or a woman?
6 Were your parents childhood friends?
7 Was your grandfather born in another country?
8 Was your grandmother a good cook?

B Monitor closely to make notes on accuracy. ***Fast-finishers*** could ask more questions. Check Ss' answers in open pairs across the class and give feedback.

▷ LANGUAGEBANK 6.1 p. 138–139

Ss should check the tables and notes for reference, in class or at home. Before Ss do Ex. A, check *yesterday* and *last night*.

Answers:
A **1** Were you a happy child?
2 How was your holiday?
3 Was Jack at the concert yesterday?
4 Were the windows open last night?
5 How many people were there at the party?
B **1** was **2** was **3** wasn't **4** were **5** were

SPEAKING

5A Elicit some examples from the class. Then give Ss 2–3 minutes to make a list of their favourite things.

B Ask Ss to note their partner's answers. After comparing ideas in pairs, Ss work in groups to exchange information and find out what they have in common. In feedback, Ss report back on their findings.

C Ss work in pairs and write their sentences. Monitor closely, helping where necessary.

D Ss exchange sentences with another pair and try to guess who the sentences are about. In feedback, elicit any interesting or surprising facts from Ss.

VOCABULARY DATES AND TIME PHRASES

6A Do an example first. Play the recording twice if necessary. Drill the answers in feedback, in preparation for Ex. 6B.

Answers: **1** 1990 **2** 2003 **3** 1987 **4** 2021 **5** 1951 **6** 1772

B Monitor while Ss work and do any necessary pronunciation correction in feedback.

Optional extra activity

Revise the months with a quick alphabet activity. Say the alphabet quickly. Ss say the month that starts with the letters as they come up, e.g. *April*, *December*.

C Ss work in pairs and take turns to say the months of the year. Then play the recording for Ss to listen and repeat.

▷ PHOTOBANK p. 158

To teach/revise ordinal numbers and dates, try to do the Photo bank activities in class, especially with ***weaker classes***.

1A Ss complete the exercise individually, then compare answers in pairs before class feedback.

B Briefly revise ordinal numbers before Ss do the exercise: point out/elicit that most ordinal numbers are formed using the number + *-th*, then point out *first*, *second* and *third*, which are irregular.

C Briefly revise dates before Ss do the exercise: do A as an example and elicit the two different ways to say the date. Let Ss complete the exercise in pairs, then do class feedback.

Answers:
A January, February, March, April, May, June, July, August, September, October, November, December
B tenth, eleventh, fourteenth, seventeenth, twenty-second, twenty-third, twenty-fifth, twenty-eighth, twenty-ninth, thirtieth, thirty-first
C **A** the first of April/April the first
B the second of August/August the second
C the third of November/November the third
D the fifth of January/January the fifth
E the eighth of June/June the eighth
F the ninth of May/May the ninth
G the twelfth of September/September the twelfth
H the twentieth of February/February the twentieth
First, *second* and *third* are irregular. The spelling changes with the others: five – fi*f*th, eight – eigh*t*h (just add *-h*), nine – ninth (lose the *-e*), twelve – twel*f*th, twenty – twenti*e*th (change *-y* to *-ie*), thirty-one – thirty-first (irregular)

7A Read and check the special occasions. Ask: *Which ones do you have in your country? What happens on these days?* Ss work alone/in pairs to match those they know and guess those they don't.

B Ss listen and check their answers.

Answers: **1** D **2** B **3** F **4** A **5** C **6** E

C Put ***weaker Ss*** with ***stronger ones*** for this exercise. In feedback, elicit and drill the answers.

Answers: second, third, fourth, fifth, twelfth, twenty-first, twenty-second, thirtieth

D Ss work in small groups and tell each other about the dates. Monitor and encourage Ss to ask follow-up questions. Elicit answers from different Ss in feedback.

8A ***Stronger Ss*** can work with/help ***weaker ones***. In feedback, check further. Ask a true question, e.g. *When was 3 July?* Elicit the correct answer, e.g. *ten days ago/last week*.

Answers: **2** last **3** on **4** in **5** ago

B Monitor and check Ss' work. Encourage self-correction and help those who need it.

C Elicit some examples before Ss begin. Monitor discreetly, making notes of any problems with new language to focus on later. In feedback, write sentences with Ss' mistakes on the board. Ss correct them.

Homework ideas

- **Ex. 7:** Ss write a paragraph about one of the special occasions.
- **Language bank**: 6.1 Ex. A–B, p. 139
- **Workbook:** Ex. 1–6, p. 33–34

TIME TWINS

Introduction

Ss learn and practise all forms of past simple regular and irregular verbs in the context of life stories. They then learn how to link sentences with *because* and *so* and write their life story.

SUPPLEMENTARY MATERIALS

Resource bank: p. 169

Language bank: p. 138–139

Warm up: prompts (time phrases) on pieces of paper (see notes below)

Warm up

Revision of *was/were* and time phrases

Before class, write different times phrases on separate pieces of paper, e.g. *yesterday afternoon, last Sunday, last August, two hours ago, on 31 December, a year ago, three days ago*. In class, put them up around the classroom walls. Ss walk round the room and, in pairs, ask/answer questions using the time phrases, e.g. A: *Where were you three days ago?* B: *I was at work all day.*

READING

1A First, check the meaning of *twins*. Ss then cover the texts, look at the photos and discuss the questions as a whole class. Elicit Ss' ideas in as much detail as possible. They can then look at the first paragraph of each text to check their answers.

Suggested answers: They're time twins because they were born on the same day. Samiya likes technology and running. Lidia likes fashion and basketball.

B Before reading, tell Ss not to worry about new words yet. Give them 4–5 minutes to order the texts and check in pairs.

C After Ss check their answers, tell them to cover the texts again. Elicit details they remember about the two women to check how well they use the past simple. It does not matter if they make mistakes – do not correct them at this point.

Answers:
Text 1: 1 A 2 C 3 E 4 B 5 F 6 D
Text 2: 1 A 2 F 3 D 4 B 5 E 6 C

D Ss work alone and make notes. Discuss answers in feedback.

Answers: They were born on the same day. They were shy as children. There was an important change in their lives when they were fifteen. They bought their parents a new house.

Unit 6 Recording 7

Samiya **was** born in Nigeria on the eighteenth of August 1993, in a village near Lagos. Her parents **didn't have** a lot of money, and the family lived in a small house. Samiya's father worked as a taxi driver and her mother **was** a teacher. In her childhood, Samiya **was** shy, but her parents **knew** she was very intelligent; she **was** really good at maths and computer games. When she **was** fifteen she **went** to university and studied information technology. In her fourth year at university she **met** her future husband, Obi, and after they finished university they **got** married. Samiya and Obi **had** some great ideas for apps and together they started a company. The company **made** apps for teaching children maths and English. Their apps **made** a lot of money and with the money, Samiya **bought** her parents a new house.

Lidia **was** born on the eighteenth of August 1993, in Poland, in a large town near Gdansk. She **was** tall for her age and very beautiful, but she **was** shy. She hated school, but she loved sport and played basketball every day after school with a group of boys. She wanted to be an international basketball star. When she **was** fifteen, her family moved to Italy. One day she **went** to a park in Rome to play basketball, and a man walked up to her and **took** pictures of her. Lidia **thought** 'This is it, it's my big moment!' It **was** her big moment, but she **didn't become** a basketball star; the man **was** a fashion photographer, and Lidia **became** a professional model. With the money from her first year's work, she **bought** her parents a new house.

GRAMMAR PAST SIMPLE

2A Do the first verb as an example (regular verbs are underlined in the audio script above). Ss can then work alone and check their answers in pairs. In feedback, write the verbs on the board but do not check pronunciation yet. Elicit the rules: underline the endings *-d* and *-ed* and ask: *When do you add -d?* (with verbs ending in *-e*) Then underline the ending *-ied* in *studied* and ask: *What does the -y change to?* (*-i*)

Answers: (See the audio script above for the past simple verbs.)
Rules: *-d, -ed, -i, -ed*

B Play the recording, pausing for Ss to listen and write each verb in the correct place. Revise/Teach the pronunciation rules for *-ed* endings:

1 Verbs end in the /d/ sound after vowels and voiced consonants, except /d/, e.g. /b/, /v/, /z/, /g/, /m/, /n/, /l/.
2 Verbs end in /t/ after unvoiced consonants except /t/, e.g. /p/, /f/, /s/, /k/.
3 Verbs end in /ɪd/ after /d/ and /t/, e.g. *wanted*, *decided*.

In feedback, elicit Ss' answers. Play the recording again for Ss to repeat the verbs as many times as needed.

Answers:
/t/: worked
/d/: lived, played
/ɪd/: started, wanted

Watch out!

The pronunciation of the *-ed* endings in regular verbs is a common problem for Ss. They over-generalise the rule for verbs like *wanted*, *decided* and pronounce all *-ed* endings in the same way: /ɪd/. It is very important to highlight and correct this mistake at all times to prevent fossilisation.

C Ss now focus on irregular verbs. Ask them to find and underline the example (*went*) in the texts (irregular verbs are in bold in the audio script above). Then give Ss two minutes to underline the other verbs. In feedback, elicit and write the verbs on the board. It would be useful to read and check the Speakout tip at this point. If Ss do not have dictionaries, they can look at the list on p. 127 to find the verbs.

Teaching tip

It is important for Ss to know that irregular verbs are vocabulary, not grammar, and they have to learn them. Refer them to the irregular verbs list on p. 127. Advise them to refer to it constantly and memorise new irregular verbs as they come up in the book.

Answers: **2** had **3** made **4** knew **5** bought **6** took **7** became **8** thought

D Write the sentences on the board. Elicit the answers and point out that *did* is used in all persons, both singular and plural. Then drill the sentences using contractions.

Answers: didn't (did not), did

3A The sentences are about Samiya and Lidia. Give Ss three minutes to complete them and check their answers in pairs. In feedback, elicit and drill the verbs.

Answers: **2** loved **3** tried **4** helped **5** worked **6** moved **7** enjoyed **8** asked

B Ss do this alone and then compare their answers in pairs. ***Fast-finishers*** could try to fit each sentence in a suitable place in the texts. In feedback, ask Ss to justify their answers.

Answers: **2** S **3** L **4** S **5** S **6** L **7** L **8** L

Optional extra activity

Ss work in pairs/small groups to write five questions about the two texts. They then ask/answer the questions across the class or in large groups.

4A Do question 1 as an example. Before Ss complete the exercise, remind them that they can refer to the list on p. 127 if necessary.

Answers: **1** didn't have **2** did **3** ate **4** spoke **5** didn't go **6** bought **7** used **8** started

B Here Ss do personalised practice, which should make the language more memorable. Elicit one or two examples, e.g. *Last year, I didn't have a car/did a lot of sport.* Ss then write their own sentences. Monitor and check the accuracy of their work, prompting them to self-correct.

C In pairs, Ss take it in turns to read a sentence to their partner. If he/she has the same answer, they tick it. In feedback, check which Ss had three answers the same.

5A Give Ss time to complete the questions individually and then compare answers in pairs. In feedback, check the position of *last* in *When did you last see him/her?* Then model and drill the questions.

Answers: **1** did you meet **2** did you like **3** Did you do **4** did you speak **5** did you last see **6** did you do

B Elicit some questions/answers first. Monitor while Ss work and make notes of problems to address later.

▷ LANGUAGEBANK 6.2 p. 138–139

Go through the table and notes with Ss. With ***weaker classes*** who need more controlled practice, do Ex. A–C in class.

Answers:

A **1** studied **2** danced **3** worked **4** played **5** loved **6** listened to

B **2** got up **3** didn't do **4** drove **5** didn't have **6** met **7** told **8** didn't listen **9** didn't meet **10** ate **11** watched **12** didn't change **13** drank **14** went

C **2** Where did he live when he was young?
3 When did he begin film work?
4 What role did he have most fun playing?
(famous person: Johnny Depp)

VOCABULARY LIFE STORY COLLOCATIONS

6A Ss work alone and then compare answers in pairs. In feedback, elicit answers and write them on the board. Ask: *Which other words can go with the verbs?* and add correct answers to the lists on the board. Remind Ss to write the collocations in their vocabulary notebooks and to add other words to these lists as they proceed through the course.

Answers: **2** become **3** get **4** meet **5** start **6** work

B Ss work in pairs. To change the pace/make the activity more competitive, give Ss one minute to think of the answers – the pair with the most correct collocations at the end of the activity are the winners.

SPEAKING

7A Ss work alone and make notes.

B Encourage Ss to extend the conversation by asking more questions, e.g. *Where did you meet him/her? How old were you?*

WRITING BECAUSE AND SO

8A Check further in feedback. Write on the board, e.g. *I wanted to be an engineer. I went to university.* Ask Ss to join the sentences in two ways using *so* and *because*.

Optional extra activity

Ss write 4–6 sentences with *so* and *because* about Samiya and Lidia, e.g. *Samiya bought her parents a house because she made a lot of money*.

Answers: **1** so **2** because

B Ss write their sentences on a piece of paper and give them to you. If appropriate, read them out to the class, who have to guess who wrote each sentence.

C Elicit/Discuss the information needed to write a life story and write prompts on the board, e.g. *when/where born*; *school/university*; *work/job*; *married/children*; *where you live now*. Ss work alone to draft their life story using the prompts and the linking words. Then put them in pairs and encourage them to read each other's drafts. Monitor closely and prompt Ss to self-correct/rewrite if necessary.

Homework ideas

- **Ex. 5A:** Ss write a paragraph about their friend.
- **Ex. 8C:** Ss write the final draft of their life story.
- **Language bank:** 6.2 Ex. A–C, p. 139
- **Workbook:** Ex. 1–6, p. 35–36

WHAT DID YOU DO?

Introduction

Ss learn and practise the important social skill of how to ask follow-up questions and extend everyday social conversations. At the same time, they practise the past simple extensively.

SUPPLEMENTARY MATERIALS

Resource bank: p. 170

Language bank: p. 138–139

Ex. 6D (alternative approach): video/audio recording device if possible

Ex. 7: newspaper/online listings for weekend events in your town

Warm up

Revision of language in Lessons 6.1 and 6.2: guessing game

Ss write down 4–6 dates/days that are important to them on a piece of paper, e.g. *20 April 1988*, *September 2008*, *last Saturday*. In pairs/small groups, they swap papers. They look at their partner's dates and ask *yes/no* questions to find out why they are important, e.g. *20 April 1988: Was your sister born then? Did your parents get married on that date?* In feedback, invite Ss to tell the class about interesting events in their partners' lives.

VOCABULARY ACTIVITIES

1 Lead in. Tell Ss to look at the photos and ask: *What do you think these people do at the weekend?* Teach/Check, e.g. *go to a football match*, *go for a walk*. Then ask Ss the questions in the rubric and elicit some example answers. Go through the example in the book, put Ss in pairs and give them time to ask/answer the questions. Monitor and provide vocabulary they may need. In feedback, Ss tell the class about their partner's favourite days. Check new words and write them on the board.

2A Ask Ss to work in pairs, make their lists and then check their answers on p. 18. In feedback, elicit answers and find out which pair got the most correct answers.

Suggested answers:
read: newspapers, magazines, a book
listen to: music, an MP3 player, the teacher
have: a coffee, fun, a drink
play: tennis, computer games, football
watch: films, TV, DVDs
do: exercise, sport, nothing
go: running, to a restaurant, swimming

B Draw the example word web with *go* on the board and check the wrong phrase *swimming pool*. Ask: *What verb does it go with?* Elicit *go to* (*the*). Ss then copy down all the word webs but leave out the incorrect phrases. Encourage Ss to compare their vocabulary records and check how they are organising their records of common collocations. Ss check their answers in pairs and correct any errors they agree on. ***Fast-finishers*** can write down the correct verb for each incorrect phrase. In feedback, check answers and also elicit the verbs that go with the incorrect phrases. To follow up, elicit other phrases that go with each verb, e.g. *go running*, *watch a film*. Ss add them to their word webs.

Answers: see: a book do: dinner stay: to a hotel write: my homework

C Elicit one or two examples to check instructions. Point to the word web on the board (from Ex. 2B) and ask: *Do you sometimes go to the gym at weekends?* Put a tick on the board for *yes*, and a cross for *never*. Ss then do the same on their own word webs.

Teaching tip

Checking instructions clearly and thoroughly is a crucial part of classroom management. Always do an example or demonstrate the activity so Ss are clear about what they have to do. This will make the activity run more smoothly.

D Give Ss time to add their activities to the word webs, monitoring and providing help to those who need it.

E Check the example and elicit/drill more questions using the verbs in the word webs.

FUNCTION ASKING FOLLOW-UP QUESTIONS

3A Explain to Ss that they will hear two different conversations in which people talk about what they did last weekend. Then play the recording. Ss listen and discuss their answers in pairs.

B Play the recording again. Ss complete the table and compare their answers in pairs before class feedback.

Answers:
Isabel: Saturday: went for a walk (by the sea); Sunday: –
Ahmed: Saturday: nothing much; Sunday: went running (with some old friends from school) and saw a film (in the evening)
Jane: Saturday: slept; Sunday: went into town (with some friends) and had a coffee

C You could remind Ss that they learnt how to show interest in Unit 3. Check the example and the phrases *not bad* (= *it was OK*) and *nothing special* (= *I didn't do anything special*). Ss then do the exercise alone or in pairs. Check answers in feedback. Ss can then practise saying the phrases.

Answers: **2** A **3** Q **4** I **5** Q **6** A **7** I **8** Q **9** Q **10** A **11** Q **12** Q

D Check the instructions and play the recording again. Ss complete the exercise and then compare answers in pairs. In feedback, play the recording again. Ss shout *Stop!* each time they hear an answer. You can then replay each answer for Ss to listen and repeat, paying attention to stress and intonation.

Answers: Ss should tick 1, 2, 3, 4, 6, 8, 9 and 11.

Alternative approach

Tell Ss to listen and read the audio script on p. 172 at the same time and underline the phrases as they hear them (in bold in the audio script below).

E Ss work in pairs. Elicit answers in feedback.

Answers:
Start a conversation:
11 How was your weekend? **1** Did you have a good weekend?
Follow-up questions:
3 Where did you go? **5** Why was that? **8** What did you do?
9 Who did you go with? **12** Why? What happened?

Unit 6 Recording 9

A = Ahmed I = Isabel J = Jane

1
A: Hi, Isabel!
I: Hi, Ahmed. **How was your weekend?**
A: Good. And yours? What did you do?
I: On Saturday I went for a walk. It was really good. Nice weather.
A: Yes, it was lovely. **Where did you go?**
I: Down by the sea. It was really beautiful.
A: That sounds nice.
I: And you? What did you do?
A: **Nothing much** on Saturday but on Sunday we went running.
I: Oh, **who did you go with?**
A: Some old friends of mine from school. And then we saw a film in the evening.
I: Oh, what was it?

2
A: Oh look, there's Jane.
I: Jane, hey, come and sit with us.
J: Hi, guys.
A: **Did you have a good weekend?**
J: Weekend? Yes, **it was OK**.
I: **What did you do?**
J: I slept.
I: You slept? You stayed in bed? All weekend?
J: Yeah. Well, on Saturday. I was very tired. Oh, I saw some friends on Sunday afternoon, yesterday afternoon. We went into town and had a coffee.
I: **That sounds good.**
J: How about you? **What did you do?**
I: Oh I went for a walk …

4 Give Ss a minute to look at the sentences, then play the recording once for them to just listen while looking at the sentences. Model/Drill the first sentence, then play the recording again for Ss to listen and repeat.

5A First, assign Student A and Student B roles and look at the flowchart with Ss. ***Weaker Ss*** could use audio script 6.9 on p. 172 for support. You could also allow weaker Ss to write out their conversation and rehearse it before doing the role-play. In feedback, invite Ss to act out their conversations to the class. This would be useful preparation for Ex. 5B.

Answers:
A: How was your weekend?
B: It was so-so.
A: Oh, why was that?
B: We went to Dublin.
A: That sounds good. What happened?
B: It was really wet.
A: That's a shame. What did you do?
B: We went to a museum and then we listened to (some) Irish music in a café.
A: That sounds good. Who did you go with?
B: (I went) with two friends of mine.

B Give Ss time to prepare notes before they work in pairs. Tell them to show interest at least twice when they respond. Monitor discreetly and make notes on Ss' accuracy and pronunciation for feedback. Invite Ss to act out their conversation to the class. In feedback, write some examples of good/problematic language on the board. Ss correct the mistakes, alone or in pairs.

▷ LANGUAGEBANK 6.3 p. 138–139

With ***weaker classes***, go through the tables with Ss and get them to do Ex. A in class. ***Stronger Ss*** could study the tables and do the exercise at home.

Answers:
1 was your **2** did you **3** That sounds/Sounds **4** you go
5 did you **6** do at **7** That sounds/Sounds **8** that's

LEARN TO EXTEND CONVERSATIONS

6A First, check the meaning of *extend* (make longer). Ss then discuss the questions in pairs. In feedback, elicit reasons from Ss (for the question *Why?*) and then refer them to the Speakout tip. This will clarify and highlight the aims of this section.

Answers:
1 five (three and two); to extend the conversation
2 by asking a follow-up question (*Where did you go?*) and with *That sounds nice.*

B Ss now do some less controlled practice where they have some choice about what to say. Give them 2–3 minutes to complete the conversation alone. Monitor and provide support where needed.

C In pairs, Ss practise the conversation. Tell them to pay attention to stress, linking and intonation. Monitor and help Ss where needed. Encourage them to self-correct.

D Put Ss in groups of 4–6, depending on the size of your class. While each pair acts out their conversation, the others make a note of any differences to their own conversation. Monitor discreetly and make your own notes on Ss' performances. In feedback, find out who liked the party. Each group could also talk about the similarities/differences between their conversations.

Alternative approach

If you have video or audio recording facilities, record each pair acting out their conversation. The whole class can then watch/listen and compare them in feedback.

The recordings would also be very useful for oral assessment purposes. You could keep them and later grade Ss' performance according to accuracy, fluency and pronunciation.

SPEAKING

7A First, use the questions to elicit ideas about what would make a weekend perfect/terrible. If you have brought information about weekend events in your town, Ss could use them here as a source of ideas. Then give Ss 2–3 minutes to make notes about what they want to say. Tell them they can be as imaginative/inventive as they like! ***Weaker Ss*** might prefer to work together or with ***stronger ones***.

B First, illustrate what Ss have to do. Use the example and develop it, eliciting further responses, extra information, etc. Then put Ss in groups of 4–6. Monitor to check they are taking turns and participating fully. In feedback, invite the Ss with the most original stories to act them out to the class.

Homework ideas

- Ss write about a special day/celebration in their countries.
- **Ex. 7:** Ss write a conversation about a perfect/terrible weekend.
- **Language bank**: 6.3 Ex. A, p. 139
- **Workbook:** Ex. 1–4, p. 37

NELSON MANDELA

Introduction

Ss watch a DVD extract from the BBC documentary programme *Nelson Mandela: The Fight for Freedom* and learn about the life of Nelson Mandela. They then learn how to interview a person they admire and write their profile.

SUPPLEMENTARY MATERIALS

Warm up: a world map, photos of South Africa

Ex. 2B (alternative approach): event cards (see notes below)

Ex. 3: photos of famous people your Ss might admire/like

Warm up

Create interest in the DVD. If you have a world map, show/invite a student to show where South Africa is on the map. Then show some photos of South Africa if possible. Ask: *What do you know about the history of South Africa? Which famous South Africans do you know? What do you know about Nelson Mandela?* Elicit and discuss Ss' answers. Write any useful new vocabulary on the board.

Culture notes

Nelson Mandela (1918–2013) was a freedom fighter, loved and respected around the world. In his struggle against apartheid, Mandela felt violence was justified. He was considered by the South African government and many others, to be a terrorist. He was arrested and sentenced to life imprisonment.

During his 27 years in jail, world leaders, pop stars and the public called for his freedom and an end to apartheid. Finally, in 1990, at the age of 72, he was freed.

Forgiving his oppressors, Mandela negotiated with the South African government and in 1994 the country held its first free election. 23 million people voted and Mandela won by an overwhelming majority, becoming the first black president of a new South Africa. In his retirement he worked ceaselessly to combat poverty, injustice and HIV.

DVD PREVIEW

1A First, check the meaning of *leader*, *fight against*, *president*, *lawyer*, *prison*. Ask Ss to work in pairs and discuss the information. Elicit answers from the class. It does not matter if Ss do not know much about Nelson Mandela – they will find out later.

B Tell Ss that they are going to watch a DVD about Nelson Mandela later. Check the meaning of *retired*, *giving talks*, *freedom fighter* and *peace*. Give Ss two minutes to read the text and answer the questions. Check answers in feedback.

Answers: **1** public life **2** ninety-five

DVD VIEW

2A Look at the timeline with Ss and check new vocabulary, e.g. *joined*, *went to/was released from prison*, *voted*, *election*, *became President*, *retired*, *raised money*, *medical research*, *education*, *eldest*. Discuss the question in open class.

B Ask Ss to close their books and then play the DVD. Ss watch and then check their answers in pairs. If necessary, play the DVD again.

Answers: Ss should tick all the events except *He got married to his second wife, Winnie* and *His eldest son died.*

Alternative approach

Prepare a set of cards with the events on the timeline and make copies: you will need one set of cards for each pair/group of Ss in your class. Make sure not to include the dates on the cards at this stage as Ss will look at these in Ex. 2C.

Put Ss in pairs/groups, give each pair/group a set of cards and explain that two of the events are not in the DVD. With books closed, Ss watch the DVD and place the cards in the order that they are talked about in the DVD. Check answers in feedback.

C Play the DVD again for Ss to complete the timeline with the correct dates. If time, get them to compare answers in pairs before class feedback.

Answers: **1** 1937 **2** 1944 **3** 1952 **4** 1962 **5** 1990 **6** 1994 **7** 1999 **8** 2004

Optional extra activity

Ask Ss to prepare some questions about the dates on the timeline, e.g. *When did he go to university?* This will check how much information Ss have remembered from the DVD and provide extra practice of past simple question forms. They then close their books and in pairs, take turns to ask and answer their questions. In feedback, elicit answers and find out which pair answered most questions correctly.

D Ss work in pairs and underline the correct alternatives. Play the DVD again so they can check their answers. With ***weaker classes***, get Ss to complete the activity as they watch/listen and then to watch again and check their answers.

Answers: **1** release **2** throw **3** drop **4** walking **5** faithful

E Ss discuss the questions is pairs/small groups. Then have a brief class discussion in feedback.

DVD 6 Nelson Mandela: The Fight For Freedom

N = Narrator DK = de Klerk NC = Newscaster M = Mandela
DT = Desmond Tutu

N: Nelson Mandela was born in 1918 in Qunu, a small village in South Africa.
When Mandela was nine years old, his father died. Mandela went to school and then in 1937 went to university and after university, he went to Johannesburg. In Johannesburg he saw apartheid, the segregation of blacks and whites. He lived in a poor black township and saw the terrible life of black people in the city. This experience changed his life. In 1944, Mandela joined the ANC, the African National Congress. This was the start of the road to becoming a leader in the fight against apartheid.
He finished his studies and became a lawyer in 1952. He was more and more active in the fight against apartheid and in 1962 the government put Mandela in prison. He spent twenty-seven years in prison. While Mandela was in prison, the fight against apartheid continued and people around the world called for Mandela's release. Finally, the President of South Africa, F.W. de Klerk, decided to release Mandela.

DK: I wish to put it plainly, that the government has taken a firm decision to release Mr Mandela unconditionally.

N: Mandela finally left prison in February 1990.

NC: There's Mr Mandela. Mr Nelson Mandela, a free man, taking his first steps into a new South Africa.

N: But peace didn't come easily. It was a dangerous time. Mandela called for peace, but not everybody wanted peace.

M: Take your guns, your knives and your pangas and throw them into the sea. I said, 'If I am your leader, you have to listen to me. And if you don't want to listen to me, then drop me as a leader.'

N: Four years after Mandela left prison, there were elections for president. For the first time, blacks voted in a free election.

DT: People can't believe it when you say, 'Hey, I'm free! I'm free!' and you're walking tall.
N: And on May the tenth 1994, Nelson Mandela became president of South Africa.
M: I, Nelson Rolihlahla Mandela, do hereby swear to be faithful to the Republic of South Africa.
N: In his five years as president, Mandela worked to bring peace between blacks and whites. Then in 1999, he retired, but he didn't stop working. For the next five years, he travelled around the world and raised money for children, education and medical research. Not long before his death, he visited the family grave. He said that when he died, he wanted to be buried in Qunu, his childhood home. Nelson Mandela died on December the fifth 2013, at the age of ninety-five.

speakout an interview

3A Teach/Check *hero* and *admire*. Show a photo of/name a person who has done something most people think is good, e.g. Bill Gates. Ask: *Did he do good things? Do people/you like/respect him? Is he a hero? Who else do you admire?* Elicit Ss' answers. They then discuss people they admire in pairs/groups. In feedback, elicit the names of the people Ss talked about and write them on the board.
(NB: If Ss cannot think of anybody they admire, give them a photo of a suitable famous person.)

B Check the rubric and tell Ss to focus only on the question while they listen. Play the recording. Ss write their answers and then compare them in pairs. Play the recording again if necessary. ***Stronger Ss*** might be able to guess the meaning of *orphan* and *orphanage*. Elicit Ss' answers and teach/drill these two words.

Answers: She works with poor children/orphans. She opened an orphanage in 2006.

Unit 6 Recording 11

F = Fernanda I = Interviewer

I: **Thank you for joining us today and welcome to the programme**, Fernanda.
F: Thank you.
I: We are all very interested to know more about your work, but first of all, let's start from the beginning. Um, where were you born?
F: I was born in San Pedro in Honduras in 1973.
I: **Can I ask you about your childhood?**
F: Yes, of course. I was the fourth child in a very big family – there were eleven of us. My father was a teacher and my mother cleaned houses for rich people.
I: Did you go to school?
F: Yes, I did. Education was very important to my parents.
I: **When did you decide to** work with poor children?
F: When I was in school, one of my friends lost his parents. He had no family, no living grandparents, so he moved to a house for orphans. I visited him and when I saw his life there, I decided to work with orphans – children with no parents or children who lost their parents.
I: When did you open your orphanage?
F: We opened it in 2006.
I: We?
F: Yes, my husband and I. We got married in 2000.
I: And who's your hero?
F: I'm glad you asked that – it's Mother Teresa. I often think about her words: 'I can do no great things, only small things with great love.'
I: That's very true. So how many kids are there at the orphanage?
F: At the moment we have about two hundred and fifty. We usually have between two and three hundred.
I: You're very busy, then!
F: Yes, I am.
I: Do you ever have time to relax?
F: Not much, but when I have time, I like to read.
I: Ah, so what's your favourite book?
F: **Let me think about that**. I like many books but *Long Walk to Freedom* is one of my favourites. It's the story of Nelson Mandela's life in his own words.
I: That sounds interesting, thank you. OK, now, it's time to ask the audience for questions. **Are there any questions for** Fernanda? Yes, sir, you …

C Ss read the Key phrases. Teach *interviewer* and *interviewee* and play the recording. Ss tick the phrases they hear and then compare answers in pairs (the Key phrases are in bold in the audio script above). With ***stronger classes***, ask Ss to check their answers in the audio script on p. 172 and elicit the complete sentence for each Key phrase. Teach/Check any essential vocabulary, e.g. *orphan* and *orphanage*. In feedback, elicit other details Ss remember, e.g. *She's from San Pedro in Honduras.*

Answers:
Thank you for joining us today and welcome to the programme.
Can I ask you about [your childhood]?
When did you [decide to …]?
Are there any questions [for …]?
Let me think about that.

Optional extra activity

Dictate or write some listening comprehension questions on the board, e.g. *Where's Fernanda from?* (San Pedro in Honduras) *What did her father do?* (He was a teacher.) *Why did she go to an orphanage?* (to visit a friend) *When did she open her orphanage?* (in 2006) *When did she get married?* (in 2000) *Who's Fernanda's hero?* (mother Teresa) *What's her favourite book about?* (Nelson Mandela's life)

Ss listen again and answer the questions. They then read the audio script on p. 172 and check their answers. In feedback, refer Ss to Mother Teresa's quote in the audio script and discuss it with the class.

D In pairs, Ss choose one of the people from Ex. 3A. Give them four minutes to discuss and write at least five questions – ***fast-finishers*** can write more. Remind them that they should only write questions they know the answers to! They can use the Key phrases and audio script 6.11 to help them. Monitor and encourage Ss to self-correct.

E Put the pairs from Ex. 3D in groups of 4–8, depending on the size of your class. Pairs take turns to role-play their interview, while the other Ss make notes. After each interview, the other Ss in the group ask their follow-up questions. Monitor discreetly and make notes on Ss' performance. In feedback, invite Ss to tell the class about one of the special people.

writeback a profile

4A Elicit what Ss remember about Fernanda Espinosa. Check *life-changing experience* and *early life*. Give Ss one minute to read the text quickly and match the paragraphs with the topics. Check answers in feedback. If you did not do the *optional extra activity* in Ex. 3C, you could ask some comprehension questions here.

Answers: **a)** 2 **c)** 4 **d)** 3

B Using their notes from Ex. 3 and the text in Ex. 4A as a model, Ss write a first draft of their profile. Monitor and support Ss, providing any vocabulary they might need. Encourage them to show their drafts to other Ss for peer correction and suggestions. If your Ss have a class blog, they can put their profile there.

Homework ideas

Ex. 4B: Ss write a final draft of the profile, adding photos if possible.

LOOKBACK

Introduction

There are many different ways of exploiting the Lookback exercises. As Ss have just finished the first half of the Students' Book, you might want to prepare them for a more formal test. In this case, set aside a lesson for Ss to do all the exercises with no help from you or their books. Monitor the speaking activities and make notes of Ss' performance. At the end of the lesson, check answers in a more formal way and do any remedial teaching necessary. Ss should now have a clearer idea of what to work on for a formal test.

WAS/WERE

1A ***Weaker Ss*** could check their answers on p. 28–29 when they have finished the exercise. ***Fast-finishers*** can prepare more jumbled sentences and write them on the board at the end. The first person in the class to write the new sentences correctly wins.

Answers:
1 I was at work yesterday afternoon.
2 Where were you at six o'clock?
3 I was at my friend's flat on Wednesday evening.
4 When were you at the shops?
5 Were you at home at half past twelve?
6 Where were you on Monday morning?

B Do an example first. Then give Ss one minute to complete the table. Monitor to help those who need it.

C Put ***weaker*** and ***stronger Ss*** together to prepare the questions they need to ask, as in the example. Monitor while Ss are working and prompt them to self-correct. Then put Ss in different pairs to ask/answer the questions. Make notes on their performance (accuracy of language and pronunciation) for feedback or assessment if required.

DATES AND TIME PHRASES

2 Ss could do this exercise in teams. Give them a three-minute time limit to complete it. Do not give them any help or check the answers with the class. Feedback is a competition: each team takes it in turns to answer. If they get it wrong, they lose one point. If they get it right, they win two points. The team with the most points wins.

Answers: **2** yesterday **3** in/last **4** on/last **5** last **6** on (the) **7** ago **8** in

3A ***Weaker Ss*** could look back in their books for ideas. ***Fast-finishers*** can write more examples for each verb.

B Monitor while Ss work and make notes on their accuracy and pronunciation for feedback or assessment if required.

PAST SIMPLE

4A Do the first question as an example. Check *miss lunch*. Give Ss one minute to complete the exercise alone.

Answers: **1** missed/didn't miss **2** met/didn't meet **3** studied/didn't study **4** slept/didn't sleep **5** made/didn't make **6** came/didn't come

B Check the example and give Ss time to note down an extra piece of information for each sentence. Then put them in pairs so that they can compare answers and exchange the extra information. In feedback, Ss tell the class one of their partner's answers, including the extra piece of information.

5A Ss work alone and write the questions. Monitor closely to check and provide help to those who need it.

Suggested answers:
1 Where were you born?
2 Did you grow up in a city?/Where did you grow up?
3 Did you usually walk to school when you were ten?/ How did you get to school when you were ten?
4 Did you go abroad every summer when you were a child?/ How often did you go abroad when you were a child?
5 Did you play a lot of sports at school?

B Monitor and assess Ss' accuracy with question forms while they work. Give feedback as appropriate.

Alternative approach

Ss work in small groups and do a survey. They take it in turns to ask the questions and note down the answers. In pairs, they then write the results of their survey, e.g. *Three students were born in a hospital and three weren't.* They could then swap groups and read out/compare their sentences.

LIFE STORY COLLOCATIONS

6A Ss complete the exercise alone. ***Weaker Ss*** could look back in their books to find the answers.

Answers: **1** meet **2** get **3** start **4** work **5** become

B Give Ss 2–3 minutes to change the sentences, monitoring and helping those who need it.

C Ss compare answers in pairs. Make notes on their use of the target language for feedback later.

ASKING FOLLOW-UP QUESTIONS

7A Make sure Ss are clear about what they have to do here. They only need to change the question words, which have been used in the wrong question each time. ***Weaker Ss*** could look back in their books to find the answers.

Answers:
1 How was your weekend?
2 What did you do at the weekend?
3 What happened?
4 correct
5 Where did you go?
6 Who did you go with?

B Put Ss in pairs and give them 2–3 minutes to choose their questions and prepare their conversation. Monitor and make notes on accuracy for feedback.

C Ss role-play their conversations in their pairs. If time, invite pairs to act out their conversations to the class.

Homework ideas

Workbook: Review 2, p. 38–40

BBC interviews and worksheet

Did you go out last night?

This video consolidates language around the topic of going out in general and then focuses on what people did last night. As well as providing plenty of authentic examples of the past simple in context, the material also recycles some useful time phrases.

OVERVIEW

7.1 TRAVEL PARTNERS

VOCABULARY | travel adjectives
LISTENING | listen to people talk about how they like to travel
GRAMMAR | comparatives
PRONUNCIATION | word stress; sentence stress
READING | read a quiz about travel
SPEAKING | talk about holidays

7.2 THE LONGEST BIKE RIDE

VOCABULARY | places
READING | read an article about a bike tour across Asia
GRAMMAR | superlatives
PRONUNCIATION | weak form: *the*
LISTENING | listen to a conversation with a traveller
SPEAKING | plan and talk about a long journey
WRITING | check and correct information about a holiday

7.3 CAN YOU TELL ME THE WAY?

VOCABULARY | places
READING | read about Liverpool
FUNCTION | giving directions
LISTENING | understand directions
LEARN TO | check and correct directions
PRONUNCIATION | sentence stress: correcting
SPEAKING | give directions

7.4 HONG KONG BBC DVD

DVD | watch an extract from a travel show about Hong Kong
speakout | describe a part of a town/city you know
writeback | write a short travel article about a town/city

7.5 LOOKBACK

Communicative revision activities

BBC INTERVIEWS

How was your last holiday?

In this video people talk about where they went on their last holiday and describe what it was like. The material consolidates Ss' general descriptive vocabulary and includes language associated with sightseeing, the weather and types of holidays. Use the video as an introduction to the unit, at the end of Lesson 7.1 or at the end of the unit to recap the key vocabulary and language learnt.

TRAVEL PARTNERS

Introduction

Ss learn comparative forms and adjectives to describe places in the context of holidays.

SUPPLEMENTARY MATERIALS
Resource bank: p. 172
Language bank: p. 140–141
Ex. 1D and 6A (alternative approach): photos of a variety of tourist places/scenes

Warm up

Talk about a holiday: discussion

Use this warm up to create interest in the topic and activate language connected to travel and places. Write a few questions about holidays on the board, e.g. *Where do you like to go on holiday? Why? Do you go on holiday often? Why/Why not? Do you go with your family/friends/on your own?* Ss work in pairs/groups to ask and answer the questions. Monitor to check what travel vocabulary they know. Then invite Ss to tell the class about their partners' holidays but do not give feedback.

VOCABULARY TRAVEL ADJECTIVES

1A First, Ss look at the photos. Ask for a brief description of the photos and elicit useful vocabulary, e.g. *square, market, art gallery, sculptures, hotel room, bike, bus*. Teach/Check words they need for Ex. 1B, e.g. *crowded, comfortable, interesting*. Then check the example adjectives. Drill *comfortable*: highlight the omission of the middle syllable *-or* with your fingers. Then give Ss 2–3 minutes to make their own lists. In feedback, tell Ss to check their words with the lists in Ex. 1B and tick words that are the same. Then elicit/check any remaining words on their lists and write relevant ones on the board.

B Check the example and give Ss two minutes to match the words and check their answers in pairs. Do not confirm answers yet – Ss will check their answers when they listen to recording 7.1 in Ex. 1C.

C Play the recording for Ss to check their answers from Ex. 1B. Then play it again for Ss to underline the stressed syllables. Ss then compare their answers in pairs. In feedback, elicit the answers and write them on the board. Include any other words Ss used in Ex. 1A. Check them further: Ss use the adjectives to describe something in the photos, e.g. *the market is very crowded*. Drill any problematic words, highlighting the stress with your fingers.

Teaching tip
Humming/Using nonsense sounds to show word stress is usually very effective. Ss do not have to worry about the meaning of the word or the pronunciation of individual sounds. Model/Drill, e.g. *da DA da da for uncomfortable.*

Answers: fast, slow; crowded, empty; expensive, cheap; comfortable, uncomfortable; interesting, boring; quiet, noisy

D Give Ss time to think about how they will describe their photo. If you have other suitable photos available, Ss can use them here. Monitor and make notes on problems with the target vocabulary and correct them in feedback.

SPEAKING

2A Introduce the quiz: read/check the introduction. Also check *self-catering apartment*, *tent*, *going sightseeing*, *local dishes*.

B Prepare Ss with the language they will need to compare, e.g. for question 1, Student B says, 'I like travelling by plane.' Student A says, 'Me too,' or 'I don't. I like travelling by train.' Put Ss in pairs with a partner they do not know very well to make the quiz more authentic. In feedback, pairs tell the class if they are good/bad travel partners and why.

LISTENING

3A Here Ss listen for gist, so tell them to not to worry about language they do not understand. Elicit Ss' answers in feedback. If necessary, play the last few lines again. With a ***stronger class***, elicit other details they remember.

Answers: **1** four **2** yes

B Do the first question as an example. Play the first part of the recording and stop after the woman says, 'Not always!' Elicit the answers and play the rest of the recording. Ss write their answers and compare them in pairs before feedback. If necessary, play the recording again, stopping at the relevant points.

Answers: **1** a) M; b) W **2** b) M; a) W **3** c) M, W **4** a) M; b) W **5** a) M, W **6** b) M, W **7** c) M, W

Unit 7 Recording 2

M = Man W = Woman

M: So, on holiday, how do you like travelling? By plane, train or car?
W: Well, I don't like airports, so put 'train'. I hate travelling by car.
M: Me too. I put 'plane' because, well, planes are **faster than** trains.
W: Not always! OK, number two. It says, 'I like staying in a) a hotel, b) a self-catering apartment or c) a tent.'
M: Forget the tent! Um, in an apartment. And you?
W: In a hotel.
M: Really? A hotel's **more expensive than** an apartment!
W: Yeah, but it's **more comfortable**. Hmm … next question. Do you prefer relaxing on a beach, doing something sporty or going sightseeing?
M: What does it mean – something sporty?
W: Erm, playing tennis or maybe golf.
M: No, thank you! Not on holiday. But I hate staying on the beach all day. Boring!
W: OK – there's one we answered the same. So we agree about that.
M: Yeah, sightseeing's definitely **more interesting than** the beach!
W: Right. When do you like going on holiday: in spring, summer or winter?
M: In spring – I never go on holiday in winter, but I don't really like very hot weather. Tourist places are **more crowded** in summer.
W: True. But the weather's better. Summer's **hotter than** spring. I love hot weather.
M: Well, we don't agree there. Anyway, next question. What do you like eating: local dishes, the food you usually eat or fast food?
W: Local dishes, I think. You?
M: Definitely!
W: Hmm, interesting. Next: in the evenings I like going for a walk, going to a restaurant or going to a nightclub.
M: Erm, going to a restaurant.
W: Oh, good. Me too. I don't like noisy places.
M: Yes, I agree. Restaurants are **quieter**, **more relaxing**. But I like going for a walk, too, sometimes, so I'm not sure. OK, let's say 'going to a restaurant'.
W: And the last question: how long is your perfect holiday?
M: Three months.
W: You can't have *three* months! The answer is: 'a weekend, a week or a month'.
M: OK, a month then.
W: Me too!
M: Maybe we can travel together …

C Ss look at their quiz answers again and compare them with the man and woman's answers. If they get four or more answers the same, they are good travel partners – though Ss may have different opinions!

GRAMMAR COMPARATIVES

Watch out!

Ss tend to find the rules of comparative forms and the use of *than* quite confusing at first. Highlight the form clearly and give Ss adequate spoken and written practice. Monitor and correct errors consistently to prevent fossilisation.

4A Write the gapped sentences on the board while Ss find the sentences in the audio script. Elicit/Complete the missing words. Check meaning: draw a plane and a train on the board (or show pictures of them) and write *1000 km/h* under the plane and *300 km/h* under the train. Ask: *How fast does the plane go? The train?* Elicit answers. Ask: *Do they go at the same speed?* (no) Elicit/Say: *Planes are faster than trains.* Do the same for the other two sentences. Then check form, using the sentences on the board. Draw a box around the *-er* endings in *faster* and *hotter* and around *more expensive*. Explain/Elicit that in one-syllable adjectives ending in one consonant preceded by a single vowel, we always double the final consonant, e.g. *big – bigger*.

Answers: **1** faster than **2** hotter than **3** more, than

Alternative approach

Present the comparative forms through pictures, using the same examples as here or your own, e.g. you can draw tall, short, old and young people on the board or use pictures. Do not write anything on the board until you have checked meaning, form and pronunciation. Then check Language bank 7.1 on p. 140.

B In ***weaker classes***, play the recording first. Ss then underline the stressed words and listen again to check. Play the recording once more for Ss to repeat the sentences. Highlight the weak form and linking in *than an* /ðənən/ in sentence 3.

Answers:
1 Planes are faster than trains.
2 Summer's hotter than spring.
3 A hotel's more expensive than an apartment.

C ***Stronger Ss*** complete the table and then look at Language bank 7.1 to check their answers. Otherwise, check Ss' answers here and elicit/check the rules of form before looking at the Language bank.

Answers:
short adjectives: *-er*
long adjectives: more, more

Optional extra activity

Ss read audio script 7.2 on p. 172 and underline all the examples of comparative forms (in bold in the audio script above). They then practise saying them.

▷ LANGUAGEBANK 7.1 p. 140–141

Read and check the table in class with ***weaker Ss***, who should then do Ex. A and B on p. 141.

Answers:

A **2** closer **3** bigger **4** more beautiful **5** easier **6** cheaper **7** more important **8** happier **9** more intelligent **10** later

B **1** quieter than **2** hotter, than **3** funnier than **4** more interesting than **5** kinder than **6** worse than **7** more serious than **8** better than **9** further than **10** nearer than

5A Check the example with the class, pointing out that Ss should give their own opinions. They then work alone. Monitor and help where necessary.

Suggested answers:

2 Spring is more romantic than autumn.
3 Travelling by bus is worse than travelling by car on a hot day.
4 Cafés are cheaper than restaurants in my city.
5 An e-book is better than a book on holiday.
6 Museums are more interesting than art galleries.
7 A city is nicer than a beach for a day out.
8 A cheap hotel is easier to find than a good hotel.

B After Ss have compared their answers in pairs, they can work with other pairs to exchange information and find out what they all have in common. In feedback, Ss report to the class about their findings.

Optional extra activity

Ss work in pairs/small groups and compare the places in the photos on p. 68, using the adjectives in Ex. 1B.

6A First, brainstorm places Ss know/like in their own towns/countries or abroad, elicit some examples and write them on the board. Then give Ss 2–3 minutes to write their sentences.

Alternative approach

For more extensive practice in ***monolingual classes***, give Ss two photos each if you have brought them. In ***multicultural classes***, Ss from the same country/region might like to work together. Ss then work alone/in pairs and write the sentences. ***Fast-finishers*** can write more.

B Ss read their sentences to each other in pairs/groups and can agree/disagree if they know the places. They can also ask more questions about each place. Monitor while Ss talk, making notes of problems with the target language for feedback.

SPEAKING

7A Ss first look at the photos. Elicit the activities shown: *camping*, *surfing*, *horse riding*, *sightseeing*. Then use them to elicit examples of good/bad things about these types of holiday: *being in the fresh air*, *being in the sea*, *being in the countryside*, *seeing famous places*. Briefly elicit examples of good/bad holidays Ss have had. They then work alone and make notes in answer to the questions. Monitor closely to provide support/language where necessary.

B In pairs, Ss take it in turns to ask and answer the questions. In feedback, Ss tell the class about their partner's experiences.

Homework ideas

- Ss write a paragraph comparing two places they know, with photos if possible.
- **Ex. 7:** Ss write a paragraph about a good or bad holiday.
- **Language bank:** 7.1 Ex. A–B, p. 141
- **Workbook:** Ex. 1–4, p. 41–42

THE LONGEST BIKE RIDE

Introduction

Ss learn and practise superlative forms in the context of a bike tour which is over 12,000 km long. They then plan their own journey and learn how to check and correct mistakes in their written work.

SUPPLEMENTARY MATERIALS
Resource bank: p. 171 and 173
Language bank: p. 140–141
Ex. 1B and 6A: a map of the world

Warm up

Lead in to the topic of the lesson. Ask: *How do you prefer to travel when you go on holiday? Why?* Ss discuss the question in pairs. In feedback, elicit Ss' answers and find out what the most popular means of transport is. Ss then look at the photos in Ex. 1. Ask: *What do you see in each photo? Where do you think these places are?* Elicit Ss' answers.

VOCABULARY PLACES

1A Give Ss two minutes to find the things from the box in the photos. In feedback, check/drill their answers and teach any words that are new to them, e.g. *hill*, *lake*, *village*, *desert*.

Answers: **A** a mountain, a lake, a forest **B** a market **C** a famous building **D** a desert, a hill **E** a forest

B Check the example and ask Ss for one more example for *a mountain* from the class (e.g. Mount Rainier, Washington, US). In ***multilingual classes***, group Ss from the same country/area together. In feedback, elicit Ss' answers. If you have a map of the world available, Ss can show the class where the places are. Write interesting places that might be useful for Ex. 6A on the board.

READING

2A Lead in to the text. Teach/Check *tour* and contrast the meaning with *journey* (*journey*: when you travel from one place to another, e.g. *car/plane/bus journey*; *tour*: when you visit several different places on a journey). Ask: *Do you travel to one or many places on a tour?* Then ask Ss if they have ever been on a tour. Discuss this briefly. Check the rubric and questions. Ss then read the introduction and answer the questions.

Culture notes

The Silk Route, or Silk Road, is a series of trade routes that were central to cultural interaction through Asia and Europe over thousands of years. The Silk Road derives its name from the lucrative trade in Chinese silk carried out along its length, beginning during the Han dynasty (206BC–220AD). Trade on the Silk Road was a significant factor in the development of the civilisations of China, the Indian subcontinent, Persia, Europe and Arabia, opening long-distance, political and economic interactions between the different cultures. Though silk was certainly the major trade item from China, many other goods were also traded.

Answers:
1 the longest, hardest, highest, hottest, coldest bike tour in the world
2 seven

B Here Ss do a prediction activity, which will give them a reason to read. (NB: Native speakers rarely read a text unless they have a reason or purpose, e.g. information they want to find out. This is what motivates readers.) Check the example. Ss should cover the text. Give them 2–3 minutes to discuss and write their questions. Monitor closely to check the accuracy of their writing and support Ss who need it.

3A Give Ss 3–4 minutes to read the text alone and find answers to their questions. It does not matter if they do not – the aim is to give Ss a reason to read the text. In feedback, elicit answers they found/did not find in the text

B First, check language in the statements: *travel through*, *camel*, *cyclists*, *camps*. Set a time limit of 2–3 minutes. ***Fast-finishers*** should prepare to explain why the false statements are false (see answer key below). In feedback, elicit Ss' answers, asking them to say where in the text they found each answer.

Answers:
1 F (in eighteen weeks)
2 T
3 F (It starts in Shanghai and ends in Istanbul.)
4 T
5 F (A chef cooks for them or they eat in restaurants or shop for food at local markets.)
6 F (The cyclist thought the friendliness of the people was the best thing.)

C Write *Yes*/*No* on the board. Then check the question and elicit some answers with reasons, e.g. *Yes, because I really want to travel./No, because I don't like cycling.* Write the *yes*/*no* reasons on the board. Ss then work in small groups and discuss the question, making notes of the reasons. In feedback, nominate a student from each group to summarise the group's answers.

GRAMMAR SUPERLATIVES

Watch out!
Ss tend to find superlative forms easier once they have learnt the comparative. However, they often confuse the two forms when they speak, e.g. they say things like *the most long bus ride* or *it's more biggest than*. For this reason, highlight the form clearly and give Ss spoken and written practice in *full* sentences.

4A ***Stronger classes*** could do Ex. 4A and B alone and then check their answers in the Language bank on p. 140. Otherwise, write the three gapped sentences on the board. Ss read and find the answers. In feedback, elicit the answers and complete the sentences. Elicit/Check the rules for short and longer adjectives and irregular superlatives.

Answers: **1** greatest **2** most beautiful **3** best

B Ss underline the examples in the text. Elicit them and write them on the board. Ss then complete the table. Recheck the rules of form, including the use of *the* before superlative adjectives.

Answers:
Text: greatest, longest, hardest, highest, hottest, coldest, most exciting
Table: short adjectives: *the*, *-est*; longer adjectives: the most exciting, the, most; irregular adjectives: the best, the worst

C Refer Ss to the sentences from Ex. 4A on the board and ask them to underline the three examples of *the*. Play the recording and ask Ss to listen to the pronunciation of *the* in the sentences. Then play the recording again for Ss to listen and repeat.

▷ LANGUAGEBANK 7.2 p. 140–141

Ss read the notes either in class or at home. Point out that the spelling changes are the same as for comparative adjectives.

Answers:
A **2** the quietest **3** the most comfortable **4** the closest
5 the noisiest **6** the cheapest **7** the most interesting
8 the hottest **9** the fastest **10** the most crowded
B **2** The most popular
3 The deepest/The oldest, (the) oldest/deepest
4 The biggest **5** The highest, The best **6** The busiest

5A Check the example. Ss then write the questions alone. Monitor closely to check the accuracy of the target language. Check and drill the questions in feedback.

Answers:
2 What was the hottest place?
3 What was the friendliest place?
4 What was the furthest distance you travelled in one day?
5 What was the most beautiful building you saw?
6 What was the most amazing experience of the journey?

B Ss do the exercise alone and then compare their answers in pairs before class feedback.

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

C Ss listen to a conversation with Jeff, a Silk Route Tour cyclist, and underline the answers he gives in Ex. 5B. If necessary, play the recording, or parts of it, again. In feedback, elicit any details Ss remember about the places. They could then cover the answers and ask/answer the questions in pairs/open class.

Answers:
a) 'It was Turpan, China.'
b) 'The Bibi-Khanym Mosque.'
c) 'Arriving in Istanbul.'
d) 'About 150 kilometres, in western China.'
e) 'The mountains in Kyrgyzstan.'
f) 'Iran; the people there were so kind.'

Unit 7 Recording 5

I = Interviewer J = Jeff

I: So, Jeff, a few questions about the trip. What was the coldest place you visited?
J: The coldest place was in the mountains in Kyrgyzstan. There was lots of snow, too.
I: Really? And what was the hottest place?
J: Well, it was Turpan, China. I think it was over fifty degrees centigrade.
I: Ah, was it? And what was the friendliest place?
J: That's an impossible question. I can't say. We met so many fantastic people. I think Iran – the people there were so kind. Perhaps that was my biggest surprise.
I: OK. What was the longest you travelled in one day?
J: One day we travelled about a hundred and fifty kilometres in Western China. That was a long day!
I: Very! So what was the most beautiful building you saw?
J: There were some great ones in all of the countries but my favourite building was the Bibi-Khanym Mosque in Uzbekistan. I think it's the most beautiful building in the world.
I: Wow! So what was the most amazing experience of the journey?
J: Arriving in Istanbul after twelve thousand kilometres. Amazing!

SPEAKING

6A For this exercise, refer back to the places Ss have read/talked about in this lesson. Ask: *Would you like to make a long journey to any of these countries? What other places would you like to travel to?* Find out which parts of the world Ss would like to go to, e.g. *Asia, Africa, South America*, and group Ss accordingly. Monitor while Ss prepare their presentation; provide support and encourage them to self-correct.

B Ss in each group first decide which part of the journey each of them will talk about. During the presentation, the rest of the class listen and write additional questions to ask at the end. During the presentations, make notes on Ss' performances for feedback later.

C Each group discusses which journey was the most interesting and why. They then present their conclusions to the class. Finally, have a class vote for the most interesting journey.

WRITING CHECKING AND CORRECTING

7A Check the example. Ss then finish the exercise alone and check in pairs. In feedback, elicit the answers, including the type of mistake.

Answers: On Saturday we went by bus across the ~~dessert~~ **desert**. We ~~meet~~ **met** a lot of ~~peoples~~ **people**. The ~~peoples~~ **people** in the villages ~~was~~ **were** ~~friendlyer~~ **friendlier** than in the city. At night we ~~staid~~ **stayed** in a camp. It was not very ~~comftable~~ **comfortable**, but it was ~~more~~ cheaper than the hotels. We ~~buyed~~ **bought** all our food in markets.

B Give Ss 3–4 minutes to write their sentences. Give them the opening prompt: *Last year/summer/August, I went to …* They then write four more sentences. Monitor but do not interrupt Ss while they are writing. When they have finished, they can work in pairs to check each other's work. Again, monitor while they are doing this but do not interrupt. Collect in the corrections when they have finished, check them and give feedback in the next lesson.

Homework ideas

- Ss write a paragraph about why they would/wouldn't like to go on the Silk Route Bike Tour.
- **Ex. 6:** Ss write the plan of their journey.
- **Language bank:** 7.2 Ex. A–B, p. 141
- **Workbook:** Ex. 1–5, p. 43–44

CAN YOU TELL ME THE WAY?

Introduction

Ss learn and practise how to ask for and give directions and, equally importantly, how to check and correct them.

SUPPLEMENTARY MATERIALS
Resource bank: p. 174
Language bank: p. 140–141
Ex. 1: a map of England, a Beatles' song
Ex. 6 (alternative approach): a map of your town/city

Warm up

Ask: *What are the most interesting places to go to in your town/area? What places are not very interesting?* Give Ss 2 minutes to think/write their lists. Then, in pairs, Ss talk about the places on their lists and what is interesting/not interesting about them. Elicit and discuss Ss' answers briefly in feedback.

VOCABULARY PLACES

Culture notes

Liverpool is a city in Merseyside, England, on the eastern side of the Mersey Estuary. A borough from 1207 and a city from 1880, it has a population of over 470,000. Tourism forms a significant part of the city's economy. The popularity of the Beatles and other groups from the Merseybeat era and later, as well as its football clubs, Liverpool FC and Everton FC, contribute to Liverpool's status as a tourist destination. Liverpool celebrated its 800th anniversary in 2007.

1A First get Ss to look at the photos and ask: *Do you know this city? Where is it? Do you know the band in the second photo or any of their songs?* If possible, play an excerpt of a Beatles song to arouse interest. Discuss briefly, then put Ss in pairs and ask them to read the information and discuss the questions in the rubric. In feedback, discuss Ss' answers, show them where Liverpool is on a map if possible and tell them more about the city – see the Culture notes above.

Answers: It's famous for the Beatles and world-class football. A tourist can visit art galleries and museums, eat at a variety of restaurants, visit shops, pubs and cafés and visit the waterfront.

B First, teach and drill the new vocabulary in the box. Use the map on p. 73 to convey/check meaning wherever possible. Ss find the places on the map and check with a partner if they are having problems. In feedback, elicit the answers and hold up your book to show Ss where the places are (or ask Ss to do this). Check/Drill the pronunciation of the places again. Ss then write the words in their vocabulary notebooks.

Answers: Ss should tick all the places in the box.
(NB: The smaller purple streets are pedestrian streets.)

C Put Ss in pairs and ask them to cover p. 72. They take turns to point at one of the places from Ex. 1B on the map for their partner to name. Monitor the pairs, checking pronunciation. In feedback, check/drill the words again if necessary.

FUNCTION GIVING DIRECTIONS

2A Check the example. Ss then do the exercise alone and check answers in pairs. Do not confirm answers yet – Ss will check them in Ex. 2B.

B Play the recording for Ss to check their answers to Ex. 2A. Then play it a second time for them to listen and repeat. Highlight any specific words or phrases Ss have problems pronouncing.

Answers: **2** A **3** E **4** C **5** D **6** F **7** B **8** H

3A Make sure Ss have found 'Start here' on the map before you play the recording. Get Ss to compare answers in pairs before class feedback.

Answers: **1** L **2** C

Unit 7 Recording 7

W = Woman M = man

1
W: Excuse me.
M: Yes?
W: Can you tell me the way to the Beatles Story?
M: Yeah. You go straight on here and can you see those traffic lights?
W: Yes.
M: Well, turn left at the traffic lights.
W: Turn left?
M: Yes. Then you go past some water – that's Salthouse Dock – and you come to some big red buildings – that's Albert Dock. You can't miss it.
W: OK.
M: There are always a lot of tour buses there. Go straight on for about a hundred metres and the Beatles Story is on your right.
W: Thanks. So it's left at the traffic lights and then past some water and then it's on the right, at Alba … ?
M: Albert Dock.
W: Albert Dock. Right, thanks.
M: No problem.

2
W: Excuse me, is there a cinema near here?
M: Erm, let me think. Yes, there's a cinema in Liverpool One, the big shopping centre, but it's not very near.
W: Can you tell me the way?
M: I think the easiest way is, erm, OK, go straight on here and then turn right at the traffic lights. The name of the road is Liver Street.
W: Liver Street.
M: Yes, and keep walking. Go past the big car park on the left. There are traffic lights at Hanover Street. Go straight on at the traffic lights. There's a pedestrian street. I think it's called Paradise Street.
W: Paradise Street. OK.
M: Go straight on. The cinema is on the left. You can't miss it. It's really big.
W: Can I just check the first part? So straight on here, then turn left at the traffic lights, …
M: No, turn right.
W: Turn right and go straight on.
M: Yes.
W: Erm, can you repeat the last part?
M: OK, at the traffic lights at Hanover Street, don't turn left or right, just go straight on.
W: OK, and then the cinema's on the left.
M: Yes.
W: How far is it?
M: Oh, about ten minutes from here.
W: Thanks very much.
M: You're welcome.

B Play the recording for Ss to complete the conversations. Get them to compare answers in pairs before class feedback.

Answers: **1** Can **2** tell **3** the way to **4** Is there **5** near

C Play the recording for Ss to underline the stressed words. Check answers and then play the recording again for Ss to listen and repeat.

Answers:
Excuse me. Can you tell me the way to the Beatles Story?
Excuse me. Is there a cinema near here?

D Ss number the directions in order, then check their answers in pairs. Play the recording again for them to check their answers.

Answers: **a)** 6 **b)** 3 **d)** 4 **e)** 7 **f)** 2 **g)** 5

▷ **LANGUAGEBANK 7.3** p. 140–141

Check the table with Ss and teach *go straight on/ahead*. ***Weaker classes*** could do Ex. A in class.

Answers:
Can you tell me *the* way to the beach?
Yes, you turn right *at* the cinema.
Then *go* straight on …
Then turn left *into* Menier Avenue.
Go *past* the café *on* your right.

4 Do an example before Ss begin the activity, e.g. give them directions to Wolstenholme Square on the map: read out your directions, for Ss to follow on their maps and tell you where they are. Then put Ss in pairs and briefly explain the activity. Ss first work alone to write their directions. They can refer to the Language bank or previous exercises if they need to. While Ss write, monitor closely and provide help where needed. Try to check all Ss' work quickly before they do speaking activity. They then take it in turns to ask for and give their directions. Monitor discreetly again. In feedback, write some examples of good and problematic language on the board. Ss correct the mistakes, alone or in pairs.

Suggested answers:
Liverpool James Street Station (B): Go straight on here. Go past the traffic lights into Strand and keep walking. Go straight on and turn right into James street. The station is on the left.
Greek restaurant (J): Go straight on here and turn right at the traffic lights. The name of the road is Liver Street. Go straight on and turn right into Park Lane, then turn left into Forrest Street. Go straight on and into York Street and keep walking. The Greek restaurant is on the right.
Tate Liverpool (K): Go straight on here and turn left at the traffic lights. The name of the road is Gower Street. Go straight on until the end. Then turn right and go straight on. Tate Liverpool is on the right, at the end of the road.
Pharmacy (I): Go straight on here and turn right at the traffic lights. The name of the road is Liver Street. Go straight on and turn right into Park Lane, then turn left into Forrest Street. Go straight on and turn left into Argyle Street. Go past the park and the pharmacy is on the left.

LEARN TO CHECK AND CORRECT DIRECTIONS

5A Check the rubric and give Ss 2–3 minutes to read the extracts and underline the phrases. Get them to compare answers in pairs before class feedback.

Answers:
Turn left?
So, it's left at the … and then it's … ?
Can I just check the first part?
So straight on here, then …
Turn right and go straight on.

B Before Ss do the exercise, it would be useful to go through the Speakout tip with them and then do question 1 as an example with the class. Ss can then do the rest of the questions on their own and compare answers in pairs before class feedback.

Answers: **1** right **2** Street **3** School **4** park

C Play the recording again, pausing after each of B's answers for Ss to repeat. They can then take it in turns to practise the conversations in pairs. Monitor closely to check the stressed words and give feedback as required.

D Set up the information gap activity carefully. First, divide the class into Ss A and Ss B and tell them which page to look at. Ss A work in pairs with other Ss A and Ss B do the same. They practise saying their set of sentences. Monitor and help Ss with pronunciation problems. Ss then work in A/B pairs facing each other. Tell them not to show their page to their partners. Do the first example with the class to make sure Ss understand the activity. Monitor while they work, noting any problems with stressed words. In feedback, invite pairs to read out a sentence. Drill/Correct stressed words if necessary.

SPEAKING

6 Put Ss in pairs and explain the activity. First, Ss work alone to prepare their directions on the map. Tell them to choose different places from Ex. 4. While Ss write, monitor closely, prompting them to self-correct errors of accuracy. Try to check all Ss' work quickly before they do the pairwork activity. They then take it turns to give and check the directions. Monitor discreetly again. In feedback, write some examples of good and problematic language on the board. Ss correct the mistakes, alone or in pairs.

Alternative approach

Instead of using the map in the book, you can use a map of your own town/city. Draw a rough map of your area on the board, elicit some well-known meeting places in the area and write them on the map. Demonstrate the activity: ask a student for directions from one place to another. Interrupt and check the directions as much as you can. Then put Ss in pairs. They first decide on a starting point and then think about the places they want to give directions to. When they are ready, they take it in turns to give/check the directions. Monitor discreetly and make notes on Ss' performance for feedback later.

Homework ideas

- Ss draw/print out another map of a town they know well and write directions from one place to three other places.
- **Language bank:** 7.3 Ex. A, p. 141
- **Workbook:** Ex. 1–4, p. 45

HONG KONG

Introduction

Ss watch a DVD extract from the BBC travel series *Going Local* and learn about life in Hong Kong. They then learn and practise talking about a town/city and write a travel article.

SUPPLEMENTARY MATERIALS

Warm up: a world map, photos of Hong Kong
Ex. 4A: photos of your favourite places in your town/city
Ex. 4C: a map of the UK

Culture notes

Hong Kong is a city on the southern coast of China. It is well-known for its expansive skyline, deep natural harbour and extreme population density (some seven million inhabitants over a land mass of 1,104 km^2). Due to the scarcity of land, the city has become a centre of modern architecture, earning Hong Kong the title of the world's most vertical city. Also, Hong Kong is the world's third most important financial centre after New York and London.

Warm up

Create interest in the DVD. Ask Ss to close their books. Show them Hong Kong on a world map and then some photos of Hong Kong. Ask: *What do you know about Hong Kong? What is it famous for?* Use the information in the Culture notes above to help prompt Ss.

DVD PREVIEW

1A Ss work in pairs for this activity. Monitor and help where necessary. In feedback, check the meaning of the words in the box.

Answers: a skyscraper, a tram, a bamboo steamer

B First, check the meaning of *journalist*, *guidebooks*, *see through someone's eyes* and *(get) to the heart of*. Ss read the text alone and underline the correct alternatives in the statements. Elicit answers in feedback.

Answers: **1** travel **2** three **3** local people

DVD VIEW

2A First, check the meaning of *locally made goods* and *have fun*. Ss discuss the question in pairs. Do not confirm answers yet – Ss will check them in Ex. 2B.

B Go through the rubric with Ss and play the DVD. Before feedback, Ss check their answers in pairs. Play the DVD again if necessary. In feedback, check answers and invite any initial comments about what Ss have seen.

Answers:
Easiest thing to find: the karaoke bar (it's next door)
Problems: a couple of people don't understand what she asks about the milk tea; she finds it difficult to find the location of the dim sum steamer and the best way to get there

C Ss first read the programme extracts. Check *sweet*, *rows* and *a classic*. Play the DVD again. With ***weaker classes***, pause it after each extract to give them time to correct the mistakes. In feedback, play the DVD again, stopping at each answer to elicit/check it.

Answers: **2** a *hot* day **3** but *how* do I get there
4 as far as the eye can *see* **5** to *make* one **6** for *fun*
7 called *Red* MR **8** that you can definitely *sing*

Optional extra activity

Prepare a set of comprehension questions based on the three challenges in the DVD, e.g. *When is it best to drink the tea?* (on a hot day) *How does Carmen get to the Dim Sum steamer shop?* (by tram) *Where is the karaoke bar?* (next door)

3 Play the DVD again before Ss answer the questions. This time they watch for interest and to enjoy it. Give Ss 3–4 minutes to discuss the questions in pairs/groups. In feedback, find out what Ss think are the two most interesting things to do.

DVD 7 Going Local: Hong Kong

C = Carmen Roberts M = Man W = Woman

C: It's a city of seven million people in just over eleven hundred square kilometres. This is one of the most densely populated areas in the entire world. We're in Hong Kong. I'm Carmen Roberts and my job as a travel journalist is to ditch the skyscrapers and the shopping centres and get to the heart of Hong Kong and find out what makes this city tick. So my editor will text me a series of challenges. The only rules: no tourists and no guide books. We are going local. First challenge: Where to find the best milk tea in Hong Kong?
C: Gong yingman?
Gong yingman?
M1: What?
C: Do you speak English?
M1: A little bit.
C: I'm looking for the best milk tea place in Hong Kong.
M1: What?
W1: Do you know the Lan Fong Yuen in Gage street? The milk flavour is so elegant and so smooth.
M2: It's milk tea, the best.
C: OK. Milk tea. Ah, Lan Fong Yuen. Gong Laai cha. The tea is really, really strong, but it's also very sweet. It's quite refreshing, actually, when it's a hot day here in Hong Kong.
OK, next challenge: find a shop where I can buy locally made goods. Hello, hello, hi there. Come on, come on. I need some help. Just really quickly, really quickly. Surely this girl's local. Where can I find a shop that sells locally made goods? Made in Hong Kong?
W2: The steaming dim sum.
M3: The steamer. You can buy it in Sai Ying Pun area. You can take the tram.
C: Thank you. This is a bit harder than I thought it would be. I found a place to go, but how do I get there? There's some mini-buses, mini-buses, taxis … Hugo, where's the tram? Oh.
Jackpot! Yes! Hello. It looks quite authentic. There's a man making bamboo baskets. It's amazing! Look at the rows and rows and rows of bamboo baskets as far as the eye can see.
How long does is take you to make one?
M4: About half hour.
C: Half hour, that's all? Wow, you're fast! I've always wanted a bamboo steamer. Might make a good present for my mum.
Final challenge: where do locals go to have fun? What do you do for fun?
M5: I break, break now. I go to lunch, yes. I go dancing. Dancing. Dancing. Hip hop. Yes. Oh.
C: Hi there.
W3: Hi.
C: What do local people around here do for fun?
W3: Oh. I think karaoke is good fun here.
M6: Karaoke.
W3: There's a place, like, right next door, actually, called Red Mr or something. It's good to make fun of yourself once in a while, right?
C: Yeah. Easy for you to say.
Look, I see a sign. Red Mr. Oh. Check it out. It's like a disco. There's these two people pashing in here! Oh, oh sorry. Ha ha! Oops. Hi, can I join you?
W4: Pick a song that you can definitely sing. A classic.
C: Something easy.

speakout a city challenge

4A Ask: *What's your favourite town/city in your country?* Show Ss photos of your favourite places if you have them available, and explain why you like them. Elicit and discuss reasons for Ss' answers. Ask Ss to choose one question to answer about a town/city they know. If you have internet facilities available, Ss could choose a place and search for the information they need.

B Ss make notes about their challenge. Monitor and support Ss who need help.

C First, lead in to the topic. Ask: *Where's London? What do you know about it?* Elicit answers briefly. Show them a map of the UK if possible. Then check the rubric and tell Ss to look at the questions in Ex. 4A. Play the recording. Ss listen and then compare their answers in pairs. Play the recording again if needed. In feedback, elicit answers. If possible, elicit other details Ss remember about London. Teach *houseboat* and *light*.

Answer: 4

D Play the recording again. Ss listen for the questions in Ex. 4B that the speaker answers. Get them to compare answers in pairs before class feedback.

Answers:
Where is it? (North London)
What can you find or see there? (water, boats, houseboats, people)
Why do you like it? (I can sit there, have a coffee and watch people on the boats or by the water.)

E Play the recording again. Ss tick the Key phrases and check their answers in pairs (the answers are in bold in the audio script below). In feedback, elicit/drill the complete sentence for each Key phrase. ***Stronger classes*** could read the audio script on p. 173 and check their answers.

Answers:
It's in the [north] of London.
It's [next to] …
There are lots of …
You can [take] …
It's [one of the best places to] …
Most tourists don't know about it.
It's really [quiet].

Optional extra activity

You can personalise Ex. 4C–4E by creating a live listening about a place that you know. Make sure that you include Key phrases from Ex. 4E.

Unit 7 Recording 11

OK, so this place is in London. **It's in the north of London** and **most tourists don't know about it**. It's called Little Venice; Little Venice because **it's next to** the water – there's water everywhere. **There are lots of** boats, houseboats – people live in them. **There are lots of** good restaurants and cafés next to the water. I like it because I can sit there, have a coffee and watch people on the boats or by the water. Little Venice is a lovely place in the daytime or at night. And **it's one of the best places to** take photos. **You can take** a photo of the houseboats or the water or the people. Some of the people are very interesting. I think the best time to take a photo is in the early morning or in the early evening because **it's really quiet** and the light is beautiful.

5A First, give Ss time to add to their notes if necessary. They may also need to rehearse what they are going to say. Monitor to support and encourage Ss to self-correct. ***Weaker Ss*** could use the audio script as a model for their own presentation.

B Invite Ss from each group to tell the class which place was the most interesting for them and why. Give feedback on Ss' performance now or in the next lesson.

writeback a travel article

6A First, give Ss one minute to read the article quickly and underline the information about London they already know. Elicit Ss' answers. Check the meaning of *sites*, *architect*, *art collector*, *lawyer*. They then read the article again to find out which question from Ex. 4A it answers and decide which of the three places they would most like to visit. Elicit and discuss Ss' answers in open class.

Answer: 2

B Ss read the article again and decide which questions the writer answers for each place. Get them to compare answers in pairs before class feedback.

Answers:
1 Where is it? What can you see or do there?
2 What can you see or do there? When is a good time to visit?
3 What can you see or do there? When is a good time to visit?

C Ss use their notes from Ex. 4 and the text in Ex. 6A as a model for the first draft of their article. Monitor and support Ss. Encourage them to show their drafts to other Ss and ask their advice. If your Ss have a class blog, they can put their article there.

Homework ideas

- **Ex. 3:** Ss write two short paragraphs in answer to questions 1 and 3.
- **Ex. 6C:** Ss write a final draft of their article, with photos if possible.

LOOKBACK

Introduction

Lookback exercises can be used to provide extra practice or to prepare Ss for the next exercise in the Students' Book, e.g. a role-play. They can also be extended to provide freer practice and to develop Ss' confidence in their use of English.

SUPPLEMENTARY MATERIALS

Ex. 5B: a map of your town/city

TRAVEL ADJECTIVES

1A Ss complete the adjectives on their own, then check answers in pairs before feedback.

Answers: **1** fast **2** cold **3** slow **4** crowded **5** cheap **6** empty **7** boring **8** comfortable **9** noisy **10** interesting **11** hot **12** quiet **13** expensive **14** uncomfortable

B Ss work in pairs and take turns asking and answering the questions using the adjectives from Ex. 1A. Monitor while Ss talk and make notes on their accuracy and pronunciation for feedback or assessment if required.

COMPARATIVES

2A Check the rubric, information and example. Then give Ss five minutes to write the sentences alone. ***Fast-finishers*** can try to write more than six sentences. Monitor Ss' work and check answers in feedback.

Suggested answers:
The plane is more expensive/faster than the train.
The train is cheaper/slower than the plane.
The train/plane is more boring/interesting than the plane/train.
The train is more uncomfortable/exciting/relaxing than the plane.

B Elicit an example from a stronger student. Then give Ss two minutes to think and make notes of their answers. Monitor and prompt ***weaker Ss*** to self-correct if necessary. Ss then discuss their opinions in pairs and try to convince their partners that they are right. Monitor while Ss talk and make notes on their accuracy and pronunciation for feedback or assessment if required.

Optional extra activity

If you have internet facilities available, Ss could research possible journeys from Moscow to Beijing with five places to visit on the way and download timetables, photos, etc.

This exercise could also become a more extended project. Ss plan/do research either at home or at school, collect information, write the texts, find pictures, etc. Ss choose tasks they are best suited to, e.g. writing, drawing, research.

They bring all the information to the next lesson and prepare their presentation of their journey to the class. It can be paper-based (e.g. an informative poster to display in the class) or computer-based (e.g. as part of the class blog or via PowerPoint).

PLACES

3 Make this into a race. Give pairs one minute to complete the exercise, writing their answers on a piece of paper. At the end of the time limit, get pairs to exchange papers. Do class feedback. Ss check each other's work, awarding one point for each correct answer. The pair with the most correct answers wins.

Answers:
1 a lake, a river
2 a forest
3 a village
4 a market, a village
5 a desert, a forest
6 a hill, a mountain
7 a famous building
8 a mountain, a village, a desert, a lake, a river, a forest, a famous building

SUPERLATIVES

4A Ss complete the quiz on their own, then check answers in pairs before class feedback.

Answers: **2** biggest **3** The best **4** The safest **5** The most beautiful **6** The most popular **7** The fastest **8** The busiest

B Ss do the quiz and check their answers in the key. Monitor to make sure they do not look at it until they have finished! Also make notes on their accuracy and pronunciation for feedback or assessment if required.

GIVING DIRECTIONS

5A Ss work alone and write the directions. Monitor closely to check the accuracy of their sentences.

Answers:
1 Is there a restaurant near here?
2 Go straight on at the corner and turn left/and turn left at the corner.
3 Go past the bank and turn right.
4 It's on the left.
5 Stop at the crossroads.
6 Can you tell me the way to the supermarket?
7 The police station is on the right.
8 You can't miss it.

B Use a map of your town/city for this activity. If you used the alternative approach for Ex. 6 on p. 73, you can use the same map here. Monitor while Ss talk and make notes on their accuracy and pronunciation for feedback or assessment if required.

BBC interviews and worksheet

How was your last holiday?

In this video people talk about where they went on their last holiday and describe what it was like. The material consolidates Ss' general descriptive vocabulary and includes language associated with sightseeing, the weather and types of holidays.

OVERVIEW

8.1 HAVING A GREAT TIME

READING | read research about language people use on social networking sites
GRAMMAR | present continuous
VOCABULARY | verbs + prepositions
PRONUNCIATION | weak forms: prepositions and articles
SPEAKING | talk about what people are doing
WRITING | improve your use of pronouns; write comments on a photo

8.2 WHAT A DIFFERENCE!

LISTENING | listen to people talk about actors
VOCABULARY | appearance
PRONUNCIATION | intonation in questions
GRAMMAR | present simple and continuous
SPEAKING | talk about what you wear

8.3 WHAT DO YOU RECOMMEND?

READING | read a questionnaire about films
VOCABULARY | types of film
LISTENING | listen to conversations about films
FUNCTION | recommending
LEARN TO | link words to speak faster
PRONUNCIATION | word stress; linking
SPEAKING | ask for and give recommendations

8.4 CHANGING TRENDS BBC DVD

DVD | watch an extract from a BBC programme about shopping trends
speakout | talk about a survey on trends
writeback | write a summary of a survey

8.5 LOOKBACK

Communicative revision activities

BBC INTERVIEWS

What was the last film you saw?

In this video people talk about how often they go to the cinema and what kinds of film they most enjoy. They also talk about the last film they saw and their favourite actors. Use the video at the end of Lesson 8.3, at the start of the unit to test Ss' existing knowledge or at the end of the unit to check what Ss have learnt.

HAVING A GREAT TIME

Introduction

Ss learn/revise and practise the present continuous in the context of entertainment. They also practise common verb + preposition collocations and learn how pronouns can make a text more concise.

SUPPLEMENTARY MATERIALS

Resource bank: p. 176
Language bank: p. 142–143
Warm up: the numbers 1–12, written on small pieces of paper (see notes below)
Ex. 3D, optional extra activity: photos of people doing different free time activities
Ex. 7D: photos of people (bring in photos or ask Ss to bring one photo each or have one on their mobile phone)

Warm up

Revision of comparatives and free time activities: a quiz

Before class, write the numbers 1–12 on small pieces of paper (or Ss can do it) and put them in a bag/hat or similar. In class, draw a grid on the board as below but *without* the adjectives. Put Ss in pairs. In turn, each pair takes a number out of the bag (e.g. 7). Tell them the adjective for that number (e.g. *interesting*) and ask them to make a correct comparative sentence using that adjective. The sentence has to be about free time activities (e.g. *Reading is more interesting than watching TV.*). If necessary, provide prompts, e.g. *listen to* (*music/the news*), *play* (*the piano/tennis*), *go* (*shopping/to the cinema*), *have* (*a party/dinner*). Ss get a point for a correct sentence. The pair with the most points wins.

1 easy	5 romantic	9 relaxing
2 noisy	6 cheap	10 good
3 comfortable	7 interesting	11 bad
4 expensive	8 bad	12 boring

READING

1 Create interest and lead in to the topic. Ask: *How often do you use the internet? What are your favourite websites? Do you use social networking sites, e.g. Facebook? Do you share photos on them? Why/Why not?* Discuss briefly. Then check vocabulary in the sentences: *take photos*, *subjects*, *online*. Ss do the exercise in pairs. Elicit answers in feedback.

2A Check the meaning of *personality* and *identity* and ask Ss to read the introduction of the article. Ss discuss answers in pairs. Elicit answers in feedback.

Answers: Your words, your identity

B Check the meaning of *teenagers* and give Ss 1–2 minutes to complete the exercise in pairs. Do not confirm answers yet – Ss will check them in Ex. 2C.

C Ask Ss to read paragraphs 2–5 of the text to check their answers in Ex. 2B. Set a time limit for this and tell Ss not to worry about understanding every word. In feedback, check any new vocabulary in the text.

Answers: **1** d) **2** e) **3** c) **4** b) **5** a)

D Ss do this exercise in pairs and check their answers on p. 168. Before they begin, remind them to think about the language used by different age groups/genders in Ex. 2B.

Answers: The first writer is probably a woman in her thirties. The second writer is probably a man in his twenties.

Optional extra activity

For further text exploitation, set up a jigsaw reading activity. Divide the class into Ss A and B. Ss A make a set of *True/False* statements for paragraphs 2–4, e.g. *The researchers studied over 40,000 messages*. Ss B do the same for paragraphs 5–6. Monitor closely, helping Ss with their statements where necessary. Then put Ss in A/B pairs and ask them to decide if their partner's statements are true or false.

E Put Ss in small groups and ask them to discuss the questions. Monitor and encourage them to think of reasons why they agree or disagree. In feedback, invite/nominate Ss from each group to provide a summary of their discussions.

Teaching tip

It is a good idea to nominate – say the name of the student you want to answer. It allows you to involve all the Ss and prevent any one student from dominating the class.

GRAMMAR PRESENT CONTINUOUS

3A ***Stronger classes*** could do Ex. 3A–C alone or in pairs and check their answers in the Language bank on p. 142. While Ss are completing the table here, write the gapped sentences on the board. In feedback, elicit the answers and write them in the gaps.

Answers: is, 'm having, 're relaxing

Watch out!

Ss are familiar with the verb *be* but they often leave it out when using the present continuous. This is because the auxiliary verb is not usually stressed, so Ss do not hear it and therefore do not produce it. Highlight the form clearly and monitor carefully for Ss' errors to avoid bad habits developing.

B Ask Ss to complete the rule. Elicit answers and check the concept, e.g. ask: *I'm talking to you. You're listening to me. Is it now or every day?* Also remind Ss to use contractions to sound more natural.

Answers: at this moment, be, -ing

C Write the gapped questions on the board, play the recording and elicit/write the answers. Ss copy them down.

Answers: **1** are **2** 's

D Play the recording for Ss to underline the stressed words, then play it again for them to repeat the questions. Drill the questions individually to check Ss' stress.

Answers: **1** What are you thinking about? **2** What's he doing?

Optional extra activity

Before moving to the Language bank, do some further controlled oral practice. Show Ss photos of people doing different free time activities and ask questions to elicit present continuous sentences, e.g. *What is he doing? Is she sending a text?* Then do substitution drills in open pairs using the photos before handing them out to Ss and do a 'chain' drill. For this activity, Ss stand in a circle/sit in a group. Give them one photo each. They ask the person on their left a question about it, using the present continuous. He/She answers it and then asks the question to the next person on their left and so on.

▷ LANGUAGEBANK 8.1 p. 142–143

A With ***weaker classes***, go through the tables and notes before Ss do the exercise in class.

B Teach/Check *report*, *play cards*, *take a break*, *speaker phone*, *boss* and *joke* before Ss do the exercise.

Answers:

A **1** living **2** going **3** coming **4** putting **5** feeling **6** making **7** getting **8** standing **9** driving **10** meeting

B
G: I'm reading.
B: What are you reading?
G: I'm reading some reports. What are you doing?
B: Karl and I are playing cards and listening to music.
G: So you aren't working today.
B: Well, we're taking a break.
G: I'm talking on the speaker phone. My boss is listening.
B: Are you joking?
Boss: No, he isn't joking!

4A Ss do the exercise alone and then check answers in pairs before class feedback.

Answers: **1** B **2** A **3** C

B Briefly check the verbs in the box and give Ss three minutes to complete the gaps. Tell them to check the spelling of the *-ing* form of the verbs in the Language bank on p. 142. In feedback, elicit answers and check the form and spelling. Model/Drill any verbs Ss have problems with.

Answers:

1 're enjoying, 'm chatting, 're eating
2 're waiting, 's taking, 'm feeling
3 're listening, 're making, 's singing, 's playing

C Give Ss time to think about the questions. Then check the example. Monitor closely to help ***weaker Ss***. In feedback, pairs ask/answer their questions in open class. Prompt them to correct their own and others' mistakes as necessary.

D Elicit some examples from Ss, e.g. *I think my brother's playing computer games at the moment; or maybe he's listening to music.* Give Ss time to think about their sentences. Monitor while they talk and make a note of errors to focus on in feedback.

VOCABULARY VERBS + PREPOSITIONS

5A Ask Ss to complete the sentences and then check their answers in the text. In feedback, ask Ss what type of words *at* and *about* are (prepositions).

Answers: **1** at **2** about

B Do an example. Suggest that Ss find examples of verbs and prepositions in the previous exercises if they are not sure. Do not confirm answers yet – Ss will check them in Ex. 5C.

Teaching tip

As prepositions are always difficult for learners of English, stress the importance of learning 'words that go together'. Remind Ss to underline collocations such as verbs + prepositions in texts and record them in their vocabulary notebooks.

C Ss listen and check their answers to Ex. 5B. Highlight the weak forms of prepositions and articles. They then listen again and repeat until they are confident.

Answers: **1** about **2** to **3** of **4** for **5** about **6** with **7** on **8** about

D Check the example and elicit other nouns that go with *think about*. Draw a word web on the board for *think about* and add the nouns to it. Ss then do the activity, noting down the nouns they thought of. In feedback, draw word webs for each verb on the board and elicit/add the nouns to them. Ss copy them down.

Optional extra activity

As an extension activity, Ss work in pairs/small groups and make posters of two or three of the word webs. If possible, display them on the classroom walls.

SPEAKING

6 Set up this activity carefully. First, divide the class: half As and half Bs. Check the example for both pictures. Then Ss A look at their picture and answer the questions in pairs. Ss B do the same. Monitor and help Ss with vocabulary if necessary. Then put Ss into A/B pairs, facing each other and not showing their pictures to their partner. Give them 4–5 minutes for the activity. They take turns to ask/answer questions until they find the eight differences. Monitor and make notes on Ss' performance for feedback later. In feedback, nominate Ss to list the differences to the class.

Answers: In Student B's picture Keiko's wearing sunglasses. Kimoko's talking, not texting on her mobile, and she's wearing a green top, not a blue one. Mike's holding a sandwich, not eating it. Andrea's looking at his mobile, not at the Coldplay/concert poster. Angie's looking at her watch. Jim's holding a newspaper, not reading it. Viktor's running but he isn't carrying a bottle of water.

WRITING PRONOUNS

7A Write the comment on the board and underline *them*, *They* and *her*. Elicit what type of words they are (pronouns). Ss read the comment and match it with one of the comments from Ex. 4A. Elicit answers in feedback.

Answer: 3

B Ss write the people's names under the pronouns. They then compare answers in pairs. In feedback, elicit answers and write them on the board. Ask: *Why is it important to use pronouns in this way?* (It makes a text more concise/less repetitive.)

Answers: them = Sarah and Jeff; they = Sarah and Jeff; her = Sarah

C Check the example first. Ss should first work alone, though ***weaker Ss*** might prefer to work in pairs. In feedback, nominate Ss to read out one phrase at a time. Invite them to write the phrases on the board if it would be useful for them.

Answers:
She looks tired. That's not good for her voice.
I have their last CD. It was great!

D If you or the Ss have brought in photos, or if Ss have photos on their mobile phones, use them here. Tell Ss they can write a comment about one of these photos or choose one from the Students' Book. They should use the comments in Ex. 7C as a model and some of the adjectives from the text in Ex. 1. Give them three minutes to write their comments. Monitor and help Ss where necessary.

E Put Ss in groups. They swap their comments and write a new comment about their partners' photos. Monitor, checking and providing help where necessary. In feedback, nominate Ss to stand up and show their photo to the class, and elicit the comments written about it.

Homework ideas

- Ss take/find some photos of friends/family and write sentences describing what they are doing.
- **Ex. 7D:** Ss write more comments using different photos. They should write two or three sentences for each photo and use pronouns.
- **Language bank:** 8.1 Ex. A–B, p. 143
- **Workbook:** Ex. 1–6, p. 46–47

WHAT A DIFFERENCE!

Introduction

Ss learn how to describe people's appearance in the context of talking about famous film stars. They also revise and practise the present continuous and present simple.

SUPPLEMENTARY MATERIALS
Resource bank: p. 175 and 177
Language bank: p. 142–143
Photo bank: p. 159
Warm up: mobile phones

Warm up

Revision of present continuous and clothing vocabulary

Ss write their mobile phone number on a piece of paper and give it to you. Hand out the numbers to different Ss. Tell them to send this text to the number they have: *What are you wearing?* Ss reply to the message saying, e.g. *I'm wearing a red T-shirt and jeans.* Ss then identify the person who sent the text and say hello. If Ss cannot use mobile phones, tell them to write the answer to the question on a piece of paper. Collect and redistribute the papers to different Ss, who then identify the person who wrote the message.

LISTENING

Culture notes

Christian Bale, born 30 January 1974, is a British actor. His films include *Batman Begins* and *American Hustle*. He is known for going to great lengths to portray characters in film, notably for the psychological thriller *The Machinist* (2004), where he lost 29 kg to play the role of Trevor Reznik.

Renée Zellweger, born 25 April 1969, is an American actress. She first gained widespread attention for her role in *Jerry Maguire* (1996), opposite Tom Cruise, and subsequently received two nominations for the Academy Award for Best Actress for her roles as Bridget Jones in the comedy *Bridget Jones's Diary* (2001) and as Roxie Hart in the musical *Chicago* (2002).

1A Elicit the names of the people in the photos and ask Ss if they know who they are and/or any of their films. Use the information in the Culture notes above as prompts if necessary. Check *lose weight* and *put on weight*. Then give Ss two minutes to discuss the questions. Elicit answers but do not confirm them until after the listening activities below.

B Tell Ss that they are going to listen to people talking about Christian Bale and Renée Zellweger. Ss listen, complete the task and then compare answers in pairs before class feedback.

Answers: **1** B **2** A **3** E **4** C **5** D

C Elicit/Check the meaning of *doughnut*. Allow enough time for Ss to make notes and check answers after Ex. 1D.

D Play the recording again and ask Ss to compare their answers to Ex. 1C in pairs. ***Weaker Ss*** can check their answers in the audio script on p. 173. Elicit answers in feedback.

Answers:
coffee and apple: what Christian Bale had every day in order to lose weight for his role in *The Machinist*
29 KG: the amount of weight Christian Bale lost for *The Machinist*
10 KG: the amount of weight Renée Zellweger put on for *Bridget Jones's Diary*
doughnuts: what Renée Zellweger ate to put on weight

Unit 8 Recording 3

A: Amazing!
B: What are you reading?
A: Look at this.
B: Who are they? Oh, that's Christian Bale, yeah?
A: Yup, in one of the *Batman* films. And this?
B: I don't know.
A: It's the same actor. Christian Bale. All three of these.
B: Wow, that is amazing! He's so … different. He's a lot bigger here and he's got glasses.
A: Yeah, and longer hair.
B: Which film is that from?
A: *American Hustle*.
B: Oh yeah, I remember now. And this one?
A: That's him, too, in *The Machinist*. He lost twenty-nine kilos for that film.
B: Unbelievable! How did he do it?
A: Erm, let me see. Erm, he just had one apple and a cup of coffee every day. And water. And he ran a lot.
B: That's not very healthy.
A: Then he put on fifty kilos for the next *Batman* film.
B: Crazy!
A: I think he's great, though. He always changes his appearance for each film.
B: A lot of actors do that.
A: Yeah, that's what this article is about. Look at these.
B: That's, erm … ah, don't tell me, don't tell me! Erm, I saw the film … ah, *Bridget Jones's Diary*. I liked it. Oh what's her name?
A: Renée Zellweger.
B: Oh, that's right. That's an old film. And how old is she now?
A: In her forties, I think. But she was in her early thirties when she was in *Bridget Jones*.
B: I think she looks nice.
A: Yeah, and look. This is her, too.
B: Wow!
A: This is her in *Leatherheads*. It came out in 2008.
B: How did she do that?
A: Erm, it says she put on ten kilos for *Bridget Jones*. Pizza, chocolate, doughnuts. And then she lost it. But she doesn't look so different.
B: No, just thinner, really. And she's wearing black in this picture, so she looks thinner. Her face is the same. I actually think she looks better like this, in *Bridget Jones*.
A: I know what you mean. Oh this is interesting.
B: What?
A: Zellweger ate doughnuts to put on weight. And what's the first thing Christian Bale ate when he wanted to put on weight?
B: Doughnuts?
A: Yup. Now I'm hungry!

E Ss discuss the questions in groups. Monitor and help where necessary. Elicit answers in feedback.

VOCABULARY APPEARANCE

2A Ss work alone and then compare answers in pairs. In feedback, check/drill the pronunciation of the words. Check the difference between the use of *have got* and *be* with descriptive language: *have got* + adj + noun; *be* + adj. Elicit more examples of the language using the photos/your Ss, e.g. *Mia is in her teens. She's got long dark hair.*

Answers:
1 **b)** B, D **c)** A, C **d)** A, B, C, D, E **e)** D **f)** B, D
2 **a)** C **b)** A, E **c)** A **d)** E **e)** A

B Play the recording. Ss listen and select the photos. If necessary, play the recording a second time.

Answers: **1** C **2** E

C Play the recording again, pausing after each question for Ss to write. In feedback, check the meaning of question 2. Ask: *Does the question ask about character or appearance?* Contrast this with *What's she like?* which can be about both character and appearance.

Answers: **1** Is it a man or a woman? **2** What does she look like?

Unit 8 Recording 4

1
A: Is it a man or a woman?
B: A woman.
A: What does she look like?
B: I think she's in her thirties. She's got straight blonde hair. She's a little overweight. She's reading something.
A: Oh, it's Renée Zellweger in …

2
A: Is it a man or a woman?
B: A man.
A: What does he look like?
B: He's got short brown hair. He's very thin.
A: Oh, I know! It's Christian Bale in …

▷ PHOTOBANK p. 159

1A–B Check the use of *fat* and *thin* versus *overweight* and *slim*. Highlight the notes under the box in Ex. 1A. After Ss have labelled the photos, they write sentences about each photo, e.g. *He's short and overweight and is wearing a blue shirt and trousers.*

2 This is a very useful exercise to check in class if time allows.

Answers:
1B **1** M **2** I **3** D **4** H **5** N **6** C **7** B **8** E **9** F **10** G **11** L **12** A **13** K **14** J

2 **adj:** tall, short, slim, overweight, bald, straight, curly, long, short, medium, (*thin, **fat)
U: hair, build
C sing: suit, jacket, shirt, tie, top, skirt, sweater, dress, T-shirt, coat
C pl: socks, jeans, trousers, shorts

D Play the recording, then drill the questions in open pairs across the class.

Answers:
down: What does she look like?
up, then down: Is it a man or a woman?

E Ss complete the activity in pairs. ***Fast-finishers*** could ask/answer about more than one person.

GRAMMAR PRESENT SIMPLE AND CONTINUOUS

3A Write the two sentences on the board and elicit, underline and check the answers. ***Stronger classes*** can do Ex. 3A–C alone and then check their answers in the Language bank on p.142.

Answers:
1 's wearing, present continuous
2 changes, present simple

Watch out!

Ss tend to confuse both the form and meaning of the present simple and continuous, mainly due to confusion with the auxiliary verbs *do* and *be*. It is important to contrast/provide practice where both tenses are used. In Ex. 3–4, raise Ss' awareness by prompting self-correction.

B Elicit and check answers using the two sentences on the board. Also check the concept of the present simple to talk about states/things which are always true, e.g. *She works in Paris.*

Answers: **1** present continuous **2** present simple

C Ss can check their answers in the Language bank on p. 142.

Answers: do, wear; are, wearing; wear, 'm wearing

4A First, check *businessman* and *walker* using the pictures. Some languages use the verb phrase *wear a bag/suitcase*, so ask Ss *What's the man carrying?* and elicit answers. Ss then answer the question in pairs, groups or as a whole class.

Answers:
Cartoon 1: The man is wearing inappropriate/casual clothes at work.
Cartoon 2: The man is dressed in the wrong clothes for a walking trip and is carrying a suitcase.

B Ss do the exercise alone and then compare answers in pairs. In feedback, recheck the concept of the two tenses.

Answers: **1** wear **2** 's wearing **3** isn't wearing **4** 's wearing **5** don't wear

C First, check *sandals*. This time Ss have to provide the verbs themselves, so recheck the use of *wear* and *carry* in feedback. Ask Ss to justify their use of tenses here.

Answers: **1** don't **2** wear **3** wear **4** 's wearing **5** 's wearing **6** isn't carrying **7** 's carrying

▷ LANGUAGEBANK 8.2 p. 142–143

With ***weaker classes***, Ss should do the exercises in class. For Ex. B, you could ask Ss to write true answers to the questions after completing them.

Answers:
A **2** watch, 'm watching **3** have, 're having **4** 'm writing, phone **5** listen to, 're listening to **6** stays, 's staying
B **2** Are, studying **3** Does, work **4** Is, working **5** Is, wearing **6** Does, wear **7** Do, do **8** Are, doing **9** Do, listen **10** Are, listening

SPEAKING

5 Give Ss one minute to look around at the clothes other Ss are wearing. Then pair them with Ss from a different part of the classroom to make this exercise more challenging.

6A Give Ss three minutes to think/make notes. Elicit some example answers before Ss work in pairs. Monitor and make notes on their accuracy. Give feedback on this to help them with Ex. 6B.

B Take notes on examples of good language and problems for later. Invite Ss to tell the class about their partners in feedback.

Homework ideas

- Ss find a photo of their favourite celebrity and write a short paragraph describing them.
- **Ex. 6:** Ss write sentences about their favourite kinds of clothes and when they wear them.
- **Language bank:** 8.2 Ex. A–B, p. 143
- **Workbook:** Ex. 1–5, p. 48–49

WHAT DO YOU RECOMMEND?

Introduction

Ss learn and practise how to talk about and recommend films. They also practise how to link words to help them make their pronunciation sound more natural.

SUPPLEMENTARY MATERIALS
Resource bank: p. 178
Language bank: p. 142–143
Ex. 7A and 8: current film listings

Warm up

Revision of descriptions

Ask Ss to look at the people in the film posters and to pick out one person. Give them 2–3 minutes to note down a brief description. Then demonstrate the activity. Ask: *Is it a man or a woman? Is he/she tall or short? Is he/she slim or overweight? Has he got a beard?* Elicit some example answers. Ss then work in pairs. Give them two minutes each to ask/answer their questions. In feedback, nominate Ss to describe the person to the class.

SPEAKING

1A Activate Ss' interest in the topic. Ask *Do you watch films? How often? Once/Twice a month? Every week?* Elicit Ss' answers and have a brief discussion. Check the rubric and elicit some answers to the first question. Ss then work alone and write their answers to the questions.

B Ss compare and make notes of their partner's answers. In feedback, nominate Ss to tell the class about their partner. Prompt them to self-correct if necessary.

VOCABULARY TYPES OF FILM

Culture notes

Valentine's Day is a 2010 American romantic comedy in which intertwining couples and singles in Los Angeles break up and make up based on the pressures and expectations of Valentine's Day.

Gravity is a 2013 science fiction thriller starring Sandra Bullock and George Clooney as astronauts and sees them stranded in space after the destruction of their space shuttle.

Les Misérables is a 2012 musical historical drama starring Hugh Jackman, Russel Crowe and Anne Hathaway. Based on the 1862 classic novel by Victor Hugo, the film tells the story of Jean Valjean, an ex-convict who decides to turn his life around.

Lincoln is a 2012 American epic historical drama starring Daniel Day-Lewis and Sally Field. Directed by Steven Spielberg, the film covers the final four months of US president Abraham Lincoln's life and his efforts to emancipate slaves.

Happy-Go-Lucky is a 2008 British comedy-drama. The screenplay focuses on a cheerful and optimistic primary school teacher and her relationships with those around her.

Skyfall is the 23rd James Bond film and features Daniel Craig in his third performance as James Bond, and Javier Bardem as Raoul Silva, the film's villain.

Rio 2 is a 2014 American 3D computer-animated musical adventure comedy, the sequel to the 2011 computer-animated film *Rio*. The title refers to the Brazilian city of Rio de Janeiro, where the first film was set and *Rio 2* begins, though most of its plot occurs in the Amazon rainforest.

Let the Right One In is a 2008 Swedish romantic horror film based on John Ajvide Lindqvist's 2004 novel. The film tells the story of a bullied 12-year-old boy who develops a friendship with a vampire child in Stockholm.

2A Ss look at the posters. Ask: *Have you seen any of these films? Who was in them? Did you enjoy them? Why/Why not?* Ss answer in pairs or in open class. Check/Teach and elicit the meaning and pronunciation of the words in the box, using the film posters and/or Ss' knowledge of the films. Ss then do the exercise alone and check answers in pairs before class feedback. To check further, elicit examples of other films of the same genre.

Answers: **B** a sci-fi film **C** a musical **D** a drama **E** a comedy **F** an action film **G** an animated film **H** a horror film

B Do not check new words in this exercise before Ss do it, but monitor to see what they know. In feedback, check answers and teach new vocabulary, e.g. *fall in love*, *space travel*, *aliens*, *scary*, *car chase*.

Answers: **2** a musical **3** a comedy **4** A sci-fi film **5** A horror film **6** an action film **7** a drama **8** an animated film

C Write the example and stress pattern on the board and drill it. Then put Ss in pairs and give them 3–4 minutes to complete the exercise. While monitoring, encourage Ss to hum the stress pattern each time. Do not confirm answers yet – Ss will check them in Exercise 2D.

D Play the recording for Ss to check their answers to Ex. 2C. Elicit answers and write them under the correct stress pattern on the board. Then play the recording again, pausing after each word for Ss to repeat.

Answers:
Ooo: comedy, musical, action film, sci-fi film
Oo: drama
oOoo: romantic film
Ooooo: animated film

E Check the example. Ss discuss the questions in pairs. Monitor and note down any problems with the pronunciation/use of the new vocabulary for feedback.

FUNCTION RECOMMENDING

3A Introduce the context of the two conversations: two friends are discussing which DVD one of them will watch on a journey and a film to watch at home. Reassure Ss that they only need to listen for the names of the films; they will listen to the recording again later. With ***weaker classes***, you could tell Ss how many films they are listening for (three).

Answers: Gravity, Let the Right One In, Happy-Go-Lucky

B Tell Ss to focus on the questions. ***Stronger Ss*** could also note down words they do not understand. After Ss have compared answers in pairs, play the recording again if they still have doubts. With ***stronger classes***, elicit other information about the films.

Answers: **2** 2 **3** 1, 2 **4** 2 **5** 2 **6** 1 **7** 1, 2 **8** 1

Unit 8 Recording 7

1

H = Harry P = Phil

H: … we went to a gig and we had a great time. Hey, Phil?
P: Yeah?
H: I've got a long train journey next week. I'm off to Edinburgh. Can you recommend a good film? For the journey?
P: Erm … let me think. What kind of films do you like?
H: Well, action films and, er, dramas – that kind of thing.
P: Erm, how about *Gravity*?
H: Oh that film with, er, who's in it?
P: Sandra Bullock and George Clooney. It's very good.

H: Mmm … I don't really like sci-fi films.
P: I don't either but this one is good. It's got a lot of drama and the acting is great. Sandra Bullock is amazing!
H: What's it about? It's two astronauts, yeah?
P: Yes, it's about two astronauts and they have an accident in space and they try to get back home. That's all. But it's fantastic. The photography is great. I think you'd like it.
H: OK. Sounds good. Thanks.
P: No problem.

2

R = Rachel C = Clara

R: Hey, Clara. Can you recommend a good film?
C: At home or at the cinema?
R: At home.
C: What kind of films do you like?
R: Erm, different kinds, erm, comedies, dramas, romantic films …
C: Do you want a new film?
R: No, it can be new or old.
C: What about *Let the Right One In?* It's a kind of love story.
R: Mmm … I saw that on TV last year. It's more of a horror film. I don't really like horror films.
C: Mmm … let me think. Do you know *Happy-Go-Lucky*?
R: No, I don't think so.
C: Well, it's a comedy but also a drama. I really liked it. And I laughed a lot.
R: What's it about?
C: Erm, it's about a teacher in London. Her name's Poppy; she's really kind to everyone and she's always happy. It's about her life. Erm, she takes driving lessons and there are problems at her school and … anyway, I think you'd like it.
R: Sounds good. Who's in it?
C: I don't know their names. But the actress playing Poppy is fantastic.
R: OK. Thanks. I'll try it.

4A Ss now focus on recommendation language from the recording. Check the example. Ss then work alone and check answers in pairs. Do not confirm answers yet – Ss will check them in Ex. 4B.

B Ss listen to sentences from recording 8.7 and check their answers to Ex. 4A. Elicit and check their answers and then play the recording again. Pause after each sentence for Ss to repeat. Drill further if necessary: highlight/elicit the stress and intonation to prepare Ss for Ex. 5.

Answers: **1** Can you recommend a good film? **2** What kind of films do you like? **3** How about *Gravity*? **4** I don't really like sci-fi films. **5** Do you know *Happy-Go-Lucky?* **6** What's it about? **7** Who's in it? **8** I think you'd like it.

C Ss work in pairs, look at the sentences from Ex. 4A and decide who is asking for/giving a recommendation. Elicit answers in feedback and check meaning where necessary.

Answers: **1** A **2** G **3** G **4** A **5** G **6** A **7** A **8** G

▷ LANGUAGEBANK 8.3 p. 142–143

Ss read the table on p. 142 and can refer to it when they do Ex. A on p. 143. ***Weaker Ss*** could do it in class.

Answers:
A **I:** *Can* you recommend a good film?
J: What kind of films *do* you like?
J: Do you know ~~it~~ *Rush Hour*?
I: Who's *in* it?
I: What's *it* about?
J: I think you'*d* like it.

5 Give Ss one minute to decide on the film they will recommend. Then check/drill the example before Ss work in pairs. Monitor discreetly while Ss talk and make notes of how well they use the target language for feedback later.

LEARN TO LINK WORDS TO SPEAK FASTER

6A The flowchart here contains another conversation about recommending a film. Ss complete the questions and compare them in pairs. The answers are checked in Ex. 6B.

Answers: **1** you recommend **2** How about **3** know it **4** it about **5** in it **6** like it

B Play the recording for Ss to check their answers from Ex. 6A. They should write them in their notebooks to prepare for Ex. 6C.

speakout TIP

Read the tip and drill the example. Ss will practise word linking in Ex. 6C.

C Do an example with the class. Ss then work alone to draw the links and compare answers in pairs. In feedback, invite Ss to write the sentences with the word links on the board. Do not confirm answers until after Ex. 6D.

D Play the recording for Ss to repeat the sentences. Check the answers to Ex. 6C on the board and drill the sentences again.

Answers:
1 Can you recommend‿a good‿action film?
2 How‿about‿*Unstoppable*?
3 Do you know‿it?
4 What's‿it‿about?
5 Who's‿in‿it?
6 I think you'd like‿it.

E Ss might need to practise the conversation several times until they can do it confidently. First, ask Ss to write ten key words from the conversation to help them remember. Monitor closely to help them with word linking. In feedback, invite pairs to act out the conversation to the class.

7A Elicit films that Ss know well or hand out film listings to Ss if you have brought them. Ss discuss and decide which eight to choose. Help them with the English titles if necessary.

B Give Ss time to think and make notes on the film and provide support to those who need it. Ss then work in pairs and take turns to be A and B. Monitor closely and encourage Ss to self-correct any problems with the target language in preparation for Ex. 8.

SPEAKING

8 Elicit some current films that are on in your town/country (or use the film listings from Ex. 7 again). Give Ss time to prepare, providing help with vocabulary if necessary. Monitor discreetly and make notes on Ss' performance. In feedback, elicit/discuss the films Ss chose and their recommendations for the class. Give feedback as required.

Homework ideas

- **Ex. 2:** Ss write a paragraph about which types of film they like, saying why they like them.
- **Ex. 8:** Ss write a conversation recommending a film they saw recently or write a description of the film they recommended.
- **Language bank:** 8.3 Ex. A, p. 143
- **Workbook:** Ex. 1–4, p. 50

CHANGING TRENDS

Introduction

Ss watch an extract from a BBC current affairs programme which examines the changing trends of shopping over the years. They then practise conducting a survey on trends and writing a summary of a survey.

SUPPLEMENTARY MATERIALS

Ex. 1: photos of small shops on a high street, a shopping mall and a person shopping online

Warm up

Lead in and create interest. Ask: *What type of shops are there in your town/city? What are the most popular types of shops?* Ss discuss the questions in pairs/small groups. If you have a ***multilingual class***, Ss from the same country/region could work together. In feedback, elicit Ss' answers and encourage the class to ask further questions about the shops.

DVD PREVIEW

1 First, check the meaning of *small shops*, *shopping malls* and *shopping online* using photos if you have them. Give Ss 3–4 minutes to discuss the statements in pairs. In feedback, invite Ss to report their answers back to the class.

2 Ss read the programme information alone and answer the questions in pairs. In feedback, elicit answers and check *lifestyle*, *trends*, *hypermarkets*.

Answers:
1 shopping in small shops, shopping in malls, shopping at hypermarkets, online shopping
2 small shops

Culture notes

Note the following differences between the British English and American English usage of the following words. *Shop*, *shopping centre* and *high street* are more commonly used in British English; *store*, *shopping mall* and *main street* are more commonly used in American English.

DVD VIEW

3A Provide/Elicit an example first, before Ss work in their pairs (e.g. *You get good customer service in small shops.*). Monitor while Ss are working, helping them with vocabulary if necessary. Elicit answers in feedback and write Ss' ideas on the board in preparation for Ex. 3B.

B Tell Ss to look out for the ideas they thought of in Ex. 3A and play the DVD. In feedback, elicit answers and invite initial comments about the programme.

Alternative approach

If Ss did not come up with many ideas in Ex. 3A, you could ask them to watch the DVD and note down the positive and negative things mentioned in the clip.

C Check *human*, *car showrooms* and *fashion*. In pairs/small groups, Ss decide which words and phrases are for small shops and which are for internet shopping. They then watch the DVD again to check their answers. You could ask them to shout *Stop!* when a phrase comes up on the DVD.

Answers:
S: not just a place to shop, like car showrooms, human
I: the fashion, easy, cold

D Check the statements carefully and help Ss with any new vocabulary. Ss watch the DVD again, note down their answers and compare them in pairs. In feedback, play the DVD again and ask Ss shout *Stop!* when an answer comes up. If time, have a brief class discussion about the opinions expressed in the statements and see if Ss agree or disagree.

Answers: **1** chat, news **2** fashion **3** touch **4** offer, else **5** lifestyle

4 Ss discuss the questions in pairs. In feedback, invite Ss from different pairs to share their opinions with the class and encourage them to justify their answers.

DVD 8 Robert Peston Goes Shopping

N = Narrator M = Man W = Woman

N: Where do you shop? In small local shops? In a large supershop? In a shopping mall? Or online? In tonight's programme, we look at where people shop now and answer the big question: do small shops have a future? The small shop was once an important part of our lifestyle. It was the place where people met to chat and find out the latest news. It wasn't just a place to shop. Then in the 1970s and 80s the shopping malls arrived. After that came the supershop, the hypermarket, those large shops out of town where people did their weekly shopping. Finally, there's the internet. Internet shopping became the fashion, the way everyone wanted to shop. Life became very difficult for the small shops as people went online for everything – books, music, clothes, food, you name it.

M: I like shopping online because it's easy. I can stay home, have a coffee and do my shopping on my laptop. Maybe I'm lazy, but I enjoy shopping this way.

N: But many shop owners don't agree. They say internet shopping isn't the same as the real thing.
Big shops and small shops are now more like car showrooms. Shoppers go there to look at, touch and try on products. But do they buy?

W: I enjoy going to real shops. I can use my mobile to go online and get all the information I need. I can find the best price and order online.

N: So what can small shops do to make customers come back? They have to offer something that people can't get anywhere else. Some shops are finding new ways to attract customers. They are having fashion shows, concerts and parties in the shop. Finally, people are changing. A lot of people don't want to sit at home and shop. They want the lifestyle that small shops can give. The chance to meet people and chat. The chance to get away from the cold world of the internet and feel that shopping has a real human side.

speakout a survey on trends

5A Ask: *What's different about technology now compared with ten years ago?* Elicit and discuss Ss' answers briefly. Tell them that they are now going to discuss different topics and how they have changed in the last 5–10 years. Read/Check the rubric and questions and teach *cultural festivals*. Give Ss 2–3 minutes to discuss in pairs.

B Check the rubric and play the recording. Ss listen, make notes and compare answers in pairs. Play the recording again if necessary, depending on the doubts Ss have when they compare their answers. In feedback, elicit Ss' answers and check/teach useful words.

Answers:
price: (much) more expensive
security: much better now; sometimes too good; takes a long time; more security people around
fashion: depends on the festival
technology: big change; couldn't always get information on the internet or buy tickets years ago; not everybody had a mobile phone; it was difficult to find a friend at a big festival

Unit 8 Recording 11

A: **Can I ask you a few questions?**
B: Sure.
A: Do you often go to music festivals?
B: Oh yes. I love festivals – not just music, but all types. I started going to music festivals when I was very young.
A: Really? **What kinds of festivals do you like?**
B: I like all kinds.
A: For example?
B: Rock festivals, folk festivals, theatre, literature …
A: Oh, so you really do like all kinds of festivals. Do you think festivals are very different now?
B: Compared to years ago? Oh yes.
A: **How are they different?**
B: Well, lots of ways.
A: OK, I'll say something about festivals, you tell me how it's different now.
B: OK.
A: Price?
B: More expensive. Much more expensive.
A: OK. What about, er, security?
B: Well, security is much better now. Sometimes it's too good! They check your bag when you go in and it takes a long time.
A: Mmm.
B: And there are more security people around. But it feels safer at these big festivals now.
B: That's interesting. Erm, how about what people wear? You know, fashion at festivals.
B: Oh, I don't know. **It depends on the festival**.
A: That's OK. One more thing: technology.
B: Oh, that's a big change. **Years ago you couldn't always get information on the internet**. Or buy tickets.
A: Wow! I can't imagine that!
B: And a simple thing like mobile phones. Not everybody had one. So when you wanted to find your friend at a big festival, it was really difficult.
A: That's really interesting. Thanks for your time.
B: That's all right.

C Go through the Key phrases with the class. Ss then listen, tick the ones they hear and check their answers in pairs (the answers are in bold in the audio script above) before class feedback. In feedback, elicit/drill the complete sentence for each Key phrase.

Answers:
Can I ask you a few questions?
What kind of festivals do you like?
How are they different?
It depends on the festival.
Years ago you couldn't always get information on the internet.

6A Give Ss time to decide which topic they are going to write questions about. Before they begin, tell them to use the Key phrases in their questions.

B Ss mill around the class to conduct their survey and ask questions about their topic. Make sure that they make notes on other Ss' answers. Monitor discreetly and take notes on Ss' accuracy, fluency and pronunciation.

C Invite Ss from each pair to tell the class about what they found out in their survey. Give feedback on Ss' performance.

writeback a summary of a survey

7A Give Ss three minutes to complete the exercise. Elicit their answers after they have discussed them in pairs. Ensure Ss provide evidence for their answers in feedback.

Answers:
- **Price** – Everyone said festivals are more expensive than before. ✓
- **Security** – Some people said there's no change. ✗
  The rest of the group said there's much more security now than five years ago. ✓
- **Fashion** – Some people didn't have an opinion about fashion at festivals. ✓
  A few people said people wore more interesting and colourful clothes in the past. ✗
- **Technology** – Two students said the biggest changes were in technology, ✓ but most of the group said there's no change. ✗
  People found information and bought tickets on the internet five years ago, the same as now. ✗

B Ss work alone, then check answers in pairs before feedback.

Answers:
Talking about the whole group:
Everybody said … ; Everyone said … ; People found …
Talking about part of the group:
Most people go … ; some go … ; only one of us goes … ;
Some people said … ; The rest of the group said … ;
Some people didn't have … ; A few people said … ;
Two students said … ; most of the group said …

C Ss use their notes from Ex. 6B and the text in Ex. 7A as a model for the first draft of their summary. Monitor and support them while they are writing. Encourage them to show their drafts to other Ss and ask for advice.

D Ask Ss to work in groups and swap their summaries so all the other Ss in the group can read them. In feedback, elicit how and if individual Ss' opinions on a topic are different from the rest of the group's.

Homework ideas
Ex. 7C: Ss write a final draft of their survey summary. If they have a class blog, Ss can put their summary there.

LOOKBACK

Introduction

The Lookback exercises are very flexible and can be exploited in a variety of ways, e.g. as fillers if there is time at the end of a lesson or to provide a change of pace and interaction between other activities.

SUPPLEMENTARY MATERIALS
Ex. 3C: photos of famous people

PRESENT CONTINUOUS

1A Do question 1 as an example. Ss then complete the exercise alone. Check answers and spelling in feedback.

Answers: **1** 's raining **2** 's flying **3** 's sitting **4** are talking **5** 's working **6** are driving **7** are playing **8** 's making

B Tell Ss to be quiet, listen carefully for noises that match the sentences in Ex. 1A and tick them. If necessary/appropriate, Ss then look through the window or go outside for a few minutes to check the other sentences.

VERBS + PREPOSITIONS

2A Do question 1 as an example. Ss then work alone and write the answers. Check answers in feedback.

Answers: **1** at **2** about **3** of **4** for **5** about **6** about **7** with **8** to **9** on **10** about

B Check the rubric and example, then demonstrate the activity; do an example with a stronger student. Monitor discreetly while Ss talk in pairs and make notes on their performance for feedback or assessment if required.

APPEARANCE

3A Do question 1 as an example. Ss then work alone and write the answers. Check answers and spelling in feedback.

Answers: **1** black, red **2** short, long **3** moustache, beard **4** glasses **5** make-up **6** eyes **7** thin, overweight **8** twenties, thirties

B Provide an example. Then give Ss 2–3 minutes to write other questions. Check and drill them before Ss do Ex. C.

C Ss could also do this with photos of famous people if you have them. Monitor discreetly while Ss talk and make notes on their performance for feedback or assessment if required.

4A Make this into a race. Ss work in pairs. Give them one minute to complete the words on a piece of paper. Stop them after one minute and get Ss to swap papers. Elicit/Check the answers and invite Ss to write them on the board. The pair with the most correctly spelt answers wins.

Answers: **2** jeans **3** T-shirt **4** shoes **5** trousers **6** jacket **7** socks **8** skirt **9** top

B Do this as a competition in pairs/teams. Divide the class into teams and label each team A, B, C, etc. Team A starts by saying a clothes word. Team B have 5–10 seconds to look round the classroom and find someone who is wearing the item. Then Team B says a word for Team C and so on. Teams get a point for each correct answer. The team with the most points are the winners.

Optional extra activity

Ss look at p. 159 and write six of their own gapped clothes (and appearance) words from there. They then swap papers with other Ss, who have to write the words correctly.

PRESENT SIMPLE AND PRESENT CONTINUOUS

5A Ss could write other questions if any of the ones here don't apply to Ss in your class. Monitor closely to check the accuracy of their questions.

Suggested answers:
2 Does X usually use an electronic dictionary? Is he/she using an electronic dictionary now?
3 Does X often chew gum? Is he/she chewing gum at the moment?
4 Does X always speak English in class? Is he/she speaking English now?
5 Does X often wear black? Is he/she wearing black today?

B When Ss have answered the questions, do feedback in open pairs across the class. Encourage Ss to self-correct or correct each other.

RECOMMENDING

6A Monitor while Ss complete the conversation and encourage them to check each other's work. They then practise reading the conversation aloud in pairs.

Answers:
B: How *about* this book?
A: I don't really *like* sci-fi.
B: What kind *of* books do you like?
A: I *like* travel books and romantic stories.
B: *How* about *Life of Pi* by Yann Martel?
A: What's it about?
B: It's about a boy and a tiger on a boat.
A: That's interesting.
B: I think you'*d* like it.

B Ss could walk around the room for this activity or do it in pairs, changing partners each time so that each student works in at least three different pairs. Monitor while Ss talk and make notes on their accuracy and pronunciation for feedback or assessment if required.

BBC interviews and worksheet

What was the last film you saw?

In this video people talk about how often they go to the cinema and what kinds of film they most enjoy. They also talk about the last film they saw and their favourite actors.

OVERVIEW

9.1 CITYBIKES

VOCABULARY | adjectives
READING | read an article about Mexico's City's EcoBici
GRAMMAR | *can/can't, have to/don't have to*
PRONUNCIATION | word stress; weak sound /ə/
SPEAKING | talk about transport in different cities

9.2 FREE RIDE

VOCABULARY | transport collocations
LISTENING | listen to a man talk about travelling for free
GRAMMAR | articles: *a/an, the*, no article
PRONUNCIATION | weak forms: a, *an, the*
READING | read about transport in different places
SPEAKING | talk about types of transport

9.3 SORRY I'M LATE

VOCABULARY | excuses
FUNCTION | apologising
PRONUNCIATION | intonation in apologies
READING | read excuses for being late
LEARN TO | tell a long story
LISTENING | listen to a woman talk about her problems getting to work
WRITING | write a story using linkers
SPEAKING | apologise for being late

9.4 AIRPORT BBC DVD

DVD | watch an extract from a documentary about a day at Heathrow airport
speakout | deal with problems when flying
writeback | write a website entry about problems when flying

9.5 LOOKBACK

Communicative revision activities

BBC INTERVIEWS

How do you get to work?

In this video people talk about how they travel to work and what they like and don't like about their journey to and from work. They also discuss what they like to do on their journey to work. The material consolidates Ss' transport vocabulary and contextualises common phrases associated with travelling around a city. Use the video at the start of the unit to introduce the topic or at the end of the unit as a round up.

CITYBIKES

Introduction

Ss learn and practise language to talk about permission and obligation in the context of city transport systems. They read about the free bikes people in Mexico City can use to reduce air/traffic pollution.

SUPPLEMENTARY MATERIALS
Resource bank: p. 181
Language bank: p. 144–145
Warm up: photos of busy city roads (e.g. Mexico City, London, São Paulo)

Warm up

Show Ss some photos of busy city roads. In pairs, Ss discuss what they can see, where they think the cities are and what problems heavy traffic can cause. Elicit answers in feedback.

SPEAKING

1 Read the questions and elicit a few responses. Check *on foot and by public transport* and draw attention to the use of the preposition *on* in *on foot*. Give Ss two minutes to discuss their answers in pairs. Nominate Ss to report back to the class. Find out what the most popular means of transport is and whether Ss worry about pollution in towns/cities. If possible, elicit/teach *convenient, polluting, green*. Otherwise, do it in Ex. 2A.

VOCABULARY ADJECTIVES

2A Give Ss two minutes to decide which three adjectives express their opinion about cycling and why, e.g. *I think cycling in the city is dangerous because of the cars and lorries on the roads.* They then compare answers in pairs to see if they agree or not. In feedback, each pair reports their opinions back to the class.

B Give Ss two minutes to complete the exercise. Do not confirm answers yet – Ss will check them in Ex. 2C.

C Ss listen and tick their correct answers. In feedback, elicit sentences about different types of transport using each pair of words, e.g. *Cycling in the city is not safe – it's dangerous.*

Answers: fast – slow safe – dangerous healthy – unhealthy easy – difficult green – polluting convenient – inconvenient comfortable – uncomfortable

D After Ss have listened and compared answers in pairs, play the recording again for them to listen, repeat and recheck the underlined syllables. In feedback, elicit and drill the words further if necessary. Pay particular attention to *comfortable* (Ooo).

Answers: See Ex. 2C above.

speakout TIP

Read the tip with Ss and give them 1–2 minutes to look up *dangerous*. They then choose three words they are not sure how to pronounce and look them up in their dictionaries.

E Check the example and give Ss time to prepare. Monitor and make a note of problems. In feedback, nominate Ss in turn to give their opinions and/or to respond in open class.

READING

3A Tell Ss to look at the photo. Ask: *What do think the article is about?* and elicit answers. Then read the rubric and check the example. Ss then write three more questions about things they want to know. This activity gives Ss a reason to read the text – it does not matter if they cannot find the answers.

Suggested answers:
2 How many bikes are there?
3 Who are they for?
4 Where can you find them?

B Give Ss three minutes to read the text and see if they can find the answers to their questions. Tell them not to worry about new language yet. In feedback, nominate Ss to tell the class which answers they found. Check *cycle stations*, *bike-friendly*, *debit card*.

C Ss read the sentences first. Then give them 3–4 minutes to check and write the correct answers. They then compare them in pairs before class feedback.

Answers:
1 T
2 F (Cyclists can take a bike from one cycle station and leave it at any other station in the city.)
3 T
4 F (It costs nothing for forty-five minutes of cycling.)
5 F (He uses a bike when he doesn't want to spend hours in a traffic jam. He uses his car when he feels tired.)
6 T

D Ss work in pairs/small groups and make a list of advantages/disadvantages of a bike share system in their town, using the adjectives from Ex. 2A. ***Multilingual classes*** will need more time to talk about and compare different towns/cities. In feedback, nominate one person from each group to tell the class what they decided and why.

GRAMMAR CAN/CAN'T, HAVE TO/DON'T HAVE TO

4A Ss use the article to help them do the exercise and check answers. Go straight on to Ex. 4B to check the concept/use.

Answers: **1** can **2** can't **3** have to **4** don't have to

Watch out!
Ss often use *to* after modal verbs (e.g. *I can't/must to go.*). Highlight the form clearly for Ss and give thorough controlled practice. Correct the problem at appropriate stages of the lesson to prevent fossilisation.

B Do the first item with the class, as an example. Ss do the others alone and then check answers in pairs. In feedback, check concept further, e.g. ask: *Is it necessary to take the bike back to the same pick-up station?* (no)

Answers: **1** c) **2** d) **3** a) **4** b)

C Ss complete the table using information from the article. ***Strong classes*** could check their answers in the Language bank on p. 144. Recheck the concept for each sentence in feedback).

Answers: can't, use, to, don't, pay

D Ss now focus on the pronunciation of the target language. Write the words from the exercise on the board and drill the pronunciation of each one. Ss copy the words down. Then do question 1 as an example. Play the recording, elicit the correct answer and underline it on the board. Then play the other sentences. Ss work alone and then compare answers in pairs. In feedback, play the recording again, pausing after each sentence for Ss to answer.

Answers:
1 /kæn/ **2** /kɑ:nt/ **3** /hæftə/ **4** /dəʊnthæftə/

E Ss listen and check, then listen again and repeat. Check pronunciation individually and prompt self-/peer correction if necessary.

Optional extra activity
Ss write a list of ten things they *can*, *can't*, *have to* and *don't have to* do in class/at the school. If appropriate, they could also include what the teacher *can/can't*, etc. do. They can make a poster to put on the wall. Alternatively, get Ss to write sentences explaining the rules of the class/school to new Ss and post them on the class blog online.

5A Do question 1 as an example. Ss then complete the exercise alone and check answers in pairs before feedback. In feedback, check concept, form and pronunciation again.

Answers: **1** can **2** have to **3** can't, can **4** have to **5** can't **6** have to **7** don't have to **8** can, have to

B Do question 1 as an example. If a sentence is not true for your Ss' town/city, they should rewrite it so that it is true, e.g. *You can't drive on the left in my town. You have to drive on the right.* In feedback, check/correct Ss' answers.

Optional extra activity
Ss write more sentences about things they *can*, *can't*, *have to* and *don't have to* do in their town/city. They could do this alone or in pairs/groups.

▷ LANGUAGEBANK 9.1 p. 144–145
If there is time, it would be a good idea for Ss to read the notes and do the exercises in class.
A Check the signs first.
B Check *formal* and *light* (*jacket*).

Answers:
A **1** can't go, have to
2 can, don't have to
3 have to, can't
4 can, don't have to
5 can't, have to
6 can, can't
B **2** can wear
3 don't have to come
4 can't come
5 have to get
6 don't have to get

SPEAKING

6A Check the rubric and the vocabulary in the table. Divide Ss into groups of As, Bs and Cs and tell them to look at the relevant pages. Ask: *What are the cards for?* (They provide discounts on things to do in the cities.) Then give them two minutes to complete their columns. Monitor to help Ss with vocabulary and check they are doing the exercise correctly.

B First, elicit the questions Ss need, e.g. *How much is the card? What type of transport can you use? Do you have to pay to go into the museums? Is there any other information?* Make sure Ss are facing each other and not showing each other their books. Give them 4–5 minutes to ask/answer and write the information. Stop the activity when most Ss have finished. Then check what they have to do next: decide which city has got the best system. While Ss are working, monitor, taking notes on language problems for later. In feedback, invite Ss to tell the class about their decisions.

Answers:

Amsterdam: €67 for 3 days/72 hours; all public transport; free entry to over 25 museums; free boat tour

Madrid: €64 for 3 days/72 hours; no public transport (transport pass is €18); free entry to over 50 museums; free guided tour

Prague: €36 for 3 days/72 hours; unlimited travel on public transport for €14; free entry to over 50 museums and sights; free guidebook

C Check the example and elicit other questions Ss could ask, e.g. *How much is a bus ticket? Do you have to buy the tickets before you get on the bus? Where can you buy them? Do you have daily/weekly/monthly travel cards?* Drill and write the questions on the board for ***weaker Ss***. Ss talk about two or three places they know and make notes about their partner's towns/cities. ***Fast-finishers*** can do more or join another pair to exchange information. Monitor and make notes as usual. In feedback, Ss tell the class about differences between the places they talked about.

Homework ideas

- **Ex. 6C:** Ss write a description of the transport system in their town/city and how it could be better.
- **Language bank:** 9.1 Ex. A–B, p. 145
- **Workbook:** Ex. 1–5, p. 51–52

FREE RIDE

Introduction

Ss learn and practise the use of articles and verb + noun collocations in the context of transport. They listen to and talk about transport in different places.

SUPPLEMENTARY MATERIALS
Resource bank: p. 179 and 180
Language bank: p. 144–145
Photo bank: p. 160

Warm up

Revision of *can/can't, have to/don't have to*

Ss write four sentences about what they can, can't, have to and don't have to do at work/college or at the start of their work/college day, e.g. *I have to get to work by 9 o'clock in the morning. I can drive to work and leave my car in the cark park. I don't have to wear a suit to work, but I can't wear jeans.* In pairs/groups, they read out their sentences and find out what they have in common. In feedback, they report any similarities back to the class.

VOCABULARY TRANSPORT COLLOCATIONS

1A Before Ss open their books, ask: *Have you got a car? What type of car is it? How often do you use it? Have you got a bike? How often do you use it?* Discuss Ss' answers briefly. Ss then cover the word webs and look at the photos. Elicit the types of transport in the photos, then ask: *What do you think of the types of transport in the photos?*

Answers: lorry/truck, car, ship, hitch-hiking

B Ask Ss to work in pairs and brainstorm other types of transport. Introduce a competitive edge by setting a time limit for this activity. Ss can then check their answers in the Photo bank.

▷ **PHOTOBANK** p. 160

1 Ss do the exercise and tick the words they already know. Check answers and pronunciation. Ss then copy the words and underline the stressed syllable.

2 In feedback, recheck pronunciation.

Answers:
1 1 E 2 N 3 L 4 O 5 P 6 C 7 M 8 J 9 H 10 B 11 G 12 A 13 K 14 D 15 F 16 I
2 **land**: a bus, a car, a horse, a lorry/truck, a motorbike, a scooter, a taxi, a train, a tram, an underground/a subway train, a van
sea: a boat, a ferry, a ship
air: a plane

2A Write the example word web on the board and check the instructions. Check/Mime the verbs in the word webs, e.g. *get on/off*. Tell Ss to write the correct versions of the word webs in their notebooks as they do the exercise. In feedback, nominate Ss to write their word webs on the board. The class decide if they are correct and suggest other words which collocate with each verb. Check *go on foot*.

Suggested answers:
get on/off: a car; a train/horse/plane/motorbike
get into/out of: a train; a lorry/truck/van
ride: a car; a horse
go by: foot; bus/plane/taxi

B Ss could point to the photos in the Photo bank for this exercise. In feedback, check answers and add new words to the word webs on the board.

C Do an example with Ss and encourage them to show interest in response to their partner's answers (e.g. A: *I usually go by bus.* B: *That's a good idea. How long does it take?*). Ss work in pairs and make notes of their partner's answers before reporting back to the class in feedback.

D Ask Ss to choose one of the questions from Ex. 2C and mill around the class asking other Ss. Set a time limit for the activity. Elicit answers from different Ss in feedback.

LISTENING

3A Put Ss in pairs and give them 2–3 minutes to discuss the questions. In feedback, nominate a few Ss to report back to the class.

B Tell Ss that they are going to listen to a conversation about transport and travelling. Point out that they should focus only on answering the two questions. Get them to compare answers in pairs before class feedback.

Suggested answers:
1 by plane, by train, by car, by bike, on foot, by ship
2 with a Driveaway car (by driving someone's car across the US), by working on a ship

C Tell Ss to listen carefully and take brief notes if possible. Play the recording twice if Ss still have doubts after the first listening. Play the relevant extracts from the recording (in bold in the audio script below) in feedback, stopping after each one to elicit and check Ss' answers. ***Weaker classes*** can read the audio script on p. 174 to check their answers.

Answers:
by car:
good: he was able to stop and visit a few places on the way; he loves driving; he loves cars
bad: you can't choose the date or the place you want to go
by ship:
good: he learnt a lot; he enjoyed the slow life; he loved watching the sun go down
bad: difficult to find a ship; you need time to travel

Unit 9 Recording 3

A: We never travel long distance. It's too expensive. And I hate travelling by plane.
B: Really? What about trains or cars?
A: Well, I like travelling by train and I love going by car because you can stop anywhere. But they're all too expensive now.
B: Mmm, not really. You can travel for free.
A: Sure, if you go by bike or on foot.
B: No. Last year I was on holiday in the US and I drove across the country for free.
A: How?
B: I had a Driveaway car.
A: A driveway?
B: No, drive-A-way. Driveaway. It's a company.
A: How does it work?
B: Well, there was a family in New York, and they wanted to go to Los Angeles but they didn't want to drive there. It's almost five thousand kilometres. But they needed their car in Los Angeles. So they went by plane and I drove their car to Los Angeles, to their hotel in the city centre. I had a week to get there. I stopped in the Grand Canyon on the way. It was the best journey ever – **I love driving and I love cars**.
A: That's amazing! And it's free?
B: Yeah, I just paid for petrol.

A: And did you have time to stop?
B: **I had a week, so I stopped in a few places**. St Louis – I have friends there – the Grand Canyon.
A: That sounds great.
B: It was wonderful. **Not good for everybody. You can't choose the date or the place you want to go**. But good for me.
A: Yes. And is that the longest journey? The longest you travelled for free?
B: Erm, let me think. I once travelled about fourteen thousand kilometres for free, by ship. I was in Mombasa.
A: Where's that?
B: It's a city in Kenya.
A: And?
B: Well, it has a lot of big container ships. I found a ship that went to Indonesia.
A: For free?
B: Well, I worked on the ship.
A: Oh, that sounds hard.
B: Not really. Well, long days, yes. **But I learnt a lot**. **And I loved the slow life**. **In the evenings I loved watching the sun go down**.
A: Was it difficult to find a ship?
B: **It wasn't easy**. **But if you have time, it's possible**.
A: **That's the problem, isn't it?** When I was younger, I had more time.
B: Do you want to travel with me next summer?
A: Where to?
B: Around India.
A: Mmm, maybe not.

D Give Ss three minutes to discuss their ideas in pairs. In ***mixed ability classes***, put ***strong*** and ***weak Ss*** together. Monitor discreetly and make notes on their performance. In feedback, invite Ss to share their ideas with the class.

GRAMMAR ARTICLES: A/AN, *THE*, NO ARTICLE

4A Ss first read the extract and then listen and complete it. Play the recording again if necessary. Check answers in feedback. With ***stronger classes***, elicit reasons for each answer to check if Ss can see any patterns in the use of articles.

Answers: **1** – **2** – **3** the **4** a **5** the **6** the **7** the **8** –

Watch out!

Articles cause confusion for learners because either they are used in a different way in their own language or they are not used at all. However, there are patterns in the use of articles which help, e.g. no article before plural nouns. Patterns like these are taught in this lesson. It is essential for Ss to learn, record and revise them as fixed/semi-fixed phrases.

B Check the rubric. Ss then work alone or in pairs and find examples for each rule. In feedback, check answers and elicit more examples for each rule. In ***weaker classes***, do the exercise with Ss, checking as you go along.

Answers: **b)** 8 **c)** 1 **d)** 2 **e)** 3, 5 **f)** 6 **g)** 7

C Model and drill the three words. Ss then listen and write the sentences. Check them and then play the recording again for Ss to repeat the sentences. Highlight the weak forms in each sentence (underlined in the answer key below).

Answers: **1** I didn't have a car. **2** I learnt a lot.
3 It's the best way to travel. **4** on the way home

5A Ss complete the sentences from recording 9.3 and then check in pairs. Do not confirm answers yet – Ss will check them in the next exercise.

B Give Ss time to check their answers in the audio script, then check in open class. With ***stronger classes***, you could ask Ss to underline other examples of *a/an*, *the* or zero article in the audio script.

Answers: **1** – **2** –, the **3** a, – **4** a, – **5** – **6** the **7** a, – **8** the, the

6A Elicit other possible answers to the example question, e.g. *on foot/by bus.* Ss then work alone, choose an ending and write their answers. Monitor and provide support if needed.

B Monitor and support Ss while they are working in their pairs. In feedback, Ss read out their answers to the class. Nominate other Ss to guess the question. Give feedback as required.

speakout TIP

Read the tip with Ss, then ask: *Do you record nouns like this? Why is it a good idea?* Review the way Ss are recording their vocabulary.

▷ LANGUAGEBANK 9.2 p. 144–145

Ss would benefit from doing Ex. A–C in class, referring to the notes for help.

Answers:
A **2** a **3** – **4** a **5** the **6** – **7** the **8** – **9** – **10** the **11** the **12** –
B **2** a **3** the **4** a **5** – **6** the
C **P:** Where can I buy *a* dictionary?
MT: There's *a* bookshop in South Street. I think they sell *dictionaries*.
P: I need *an* English–Spanish dictionary for my English class.
MT: Does your school have *a* library?
P: That's *a* good idea.

SPEAKING

7A Check new vocabulary in the text before Ss do the exercise or ask Ss to check new words in their dictionaries. Do not conduct feedback – Ss will discuss their answers in the next exercise.

Teaching tip

Ss at lower levels usually feel more comfortable with bilingual dictionaries. These are useful, of course, but if possible, encourage Ss to use an English–English one for elementary learners (e.g. the *Longman Wordwise Dictionary*). Dictionaries usually contain useful ideas for teaching Ss how to use them efficiently.

B Put Ss in groups and give them 3–4 minutes to discuss their ideas from Ex. 7A. Monitor and help them with any vocabulary they might need, and make notes on their performance. In feedback, nominate Ss from each group to tell the class which ideas they thought were the best. The class can then vote for the best idea.

Homework ideas

- **Ex. 7:** Ss write a paragraph about which transport ideas they would like to see introduced in their city/country.
- **Language bank:** 9.2 Ex. A–C, p. 145
- **Workbook:** Ex. 1–5, p. 53–54

SORRY I'M LATE

Introduction

Ss learn and practise how to make excuses, apologise and tell a long story using linking words.

SUPPLEMENTARY MATERIALS
Resource bank: p. 182
Language bank: p. 144–145
Warm up: copies of the text (see notes below)

Warm up

Revision of articles: dictogloss

Do a dictogloss using the following text:

In the 1950s people wanted to travel to work quickly and easily, so they thought of new methods of transport. One idea was a private helicopter! People wanted to go to their garage, get in their helicopter and go to work. The idea was very popular but, of course, it was impossible. Helicopters are very difficult to fly; and you can imagine the traffic problems in the sky – very busy and very noisy! Did the ideas work? Is traffic better now?

First, check the meaning of *helicopter*, then read out the text at normal speed while Ss listen. Read it again, pausing for a few seconds after each sentence for Ss to take notes. Tell them *not* to write every word. Then read it again at normal speed while Ss add to their notes. They then work in pairs and rewrite the text from the notes. It does not matter if they leave out information, but the text must be grammatically accurate, with correct spelling. Then hand out copies of the text so Ss can check their writing, paying particular attention to the use of articles. Monitor and nominate Ss to read out good examples of the text in feedback. Use the last question in the text to lead in to Ex. 1 – discuss briefly.

VOCABULARY EXCUSES

1A First, ask Ss to look at the photos and, as a whole class, discuss what is happening and the reasons why these scenarios might make the people late for work, school or meetings. Ss then work in pairs and discuss the question for 1–2 minutes. Elicit Ss' answers and have a brief class discussion. Then ask: *When was the last time you were late for something? Why? Was it a problem?* Ss discuss for two minutes. Monitor to check if Ss use any of the language from Ex. 1B below. In feedback, invite Ss to tell the class about any unusual reasons for their partner's lateness.

Watch out!

When using the language of excuses/apologies, Ss often have problems with *lose/miss*, e.g. they say *I lost the train* instead of *I missed the train*. Teach/Check the differences between the verbs with clear examples and give sufficient practice.

B Ss match the excuses and compare their answers in pairs. In feedback, elicit other examples for each verb, e.g. *I lost my homework/mobile.*

Answers: **2** c) **3** a) **4** e) **5** b)

C Ss can write their sentences alone or in pairs. Monitor to check the accuracy of their writing and prompt self-correction.

FUNCTION APOLOGISING

2A First, check the meaning of *managers*, *queue*, *ear plugs* and *feel awful about something*. Ask Ss to read the text and answer the questions. Set a time limit of three minutes for this stage. Ss then compare their answers in pairs. In feedback, elicit the reasons why they think the excuses are the best/worst and which excuse the photo relates to (3).

B Do an example with the class. Then encourage Ss to underline the other answers alone. Do not confirm answers yet – Ss will check them in Ex. 2C.

C Play the recording for Ss to listen and check their answers. In feedback, check the difference between *terribly* (adv) and *terrible* (adj). *I'm afraid* means *I'm sorry to say* (often used for explanations/apologies/excuses). When Ss listen again and repeat, encourage them to show (with their intonation) that they really mean what they're saying! Elicit/Drill more apologies using examples from Ex. 1B.

Answers:
The voice sounds low.
1 I'm very sorry I'm late.
2 Sorry to be late.
3 I'm terribly sorry I'm late.
4 I'm really sorry I'm late.
5 I'm so sorry I missed the meeting. I feel awful about it.
6 I'm afraid I didn't hear my alarm clock.

D Ss discuss the answers in pairs. Drill the responses with the appropriate intonation to show anger/understanding. Then drill the excuses from the text in Ex. 2A and responses in open pairs across the class.

Answers: **1** ✗ **2** ✗ **3** ✓ **4** ✓ **5** ✗

▷ **LANGUAGEBANK 9.3** p. 144–145

Check the table and notes. Drill new language in sentences, e.g. *I feel really bad about it.* Ss can refer to the table/notes when they do Ex. A.

Answers:
S: Oh, I'*m* really sorry. I'm afraid *I* left it at home.
T: Don't worry *about* it.
S: *I'm* afraid I forgot to do it. I *feel* bad about it.
T: Don't *let* it happen again!

3A Elicit possible answers for the first part of the conversation. Give Ss two minutes to prepare the rest of it before they practise saying it. Monitor/Provide support at both stages. In feedback, nominate Ss to read out their conversations to the class and prompt correction.

B Ss can work with the same/a different partner. Ask: *Would you apologise in the same way to a boss and a friend?* Elicit/Give examples. Again, monitor closely, but this time make notes on problem areas for feedback in Ex. 3C.

C Ss act out their conversations in groups/to the class. In feedback, write examples of incorrect functional language and intonation on the board. Ss then correct them in pairs.

LEARN TO TELL A LONG STORY

4A Check *online diary extracts* in the rubric. You could also check the meaning of *Service: 0 points* (you can say *zero*, or *no*) and *Originality: 10 points* in the third extract. It refers to the train services and their excuses. Give Ss two minutes to find the reasons why the woman was late and one minute to compare their answers in pairs. Tell them not to worry about new words in the extracts. Do feedback and check words Ss might need for Ex. 4B, e.g. *middle of nowhere*, *signal problem*, *air-conditioning*, *sweaty*.

Answers:
Monday: The train didn't go very fast.
Tuesday: She woke up late, missed the train and the next one stopped for twenty minutes.
Wednesday: The train stopped twice, once for no reason and then because there was a cow on the line.

B Tell Ss to focus on the questions. Then nominate Ss to give the answers.

Answer: Monday and Tuesday

C Ss read the diary and listen at the same time, underlining information that is different (see the phrases in bold in the audio script below).

Answers:
1 The recording says the woman was two hours late for work, but the text says one hour.
2 The recording says the train stopped for forty minutes, but the text says twenty minutes.

Optional extra activity

Ss write 5–6 questions about the audio script on p.174 (or the text in Ex. 4A) to ask each other in pairs/groups. ***Fast-finishers*** could write more.

Unit 9 Recording 7

K = Kamal V = Val

K: Hey, Val. Did you stay in bed too long this morning?
V: Ha, ha! It's these trains – they're terrible!
K: Why? What happened *this* time?
V: Well, first of all, the train was late leaving the station, but only about a quarter of an hour or so. After that, it just went at walking speed – all the way to London. Really! There was a guy on a bicycle on the road next to us. I think he got to London before we did!
K: Well, **you're two hours late** – and the boss wants to see you …
K: Hey, Val. The boss wants to see you. Whoa! What happened to you? You're all wet!
V: Believe me, it's a *long* story. First of all, I got up late because I didn't hear my alarm, so I only woke up at eight thirty. I ran to the train station – usually I walk – but I missed the train by two minutes! Then I waited for the next train, the nine-fifteen, and everything was fine until we just stopped – just *stopped* – in the middle of nowhere. The guard said that there was a signal problem. After that, the air-conditioning stopped working, so it was like an oven –
at least a thousand degrees! Finally, **after forty minutes, we started moving** – very, very slowly. What could I do? Uh oh, there's the boss.
K: Yeah. She's not happy. Two and a half hours late, Val. Good luck!

5A Ss now focus on linkers in an extract from recording 9.7. Check the example and teach/check *oven* and *degrees* if necessary. Ss then circle the other linkers and compare answers in pairs. Nominate Ss to answer in feedback.

Answers:
because I didn't hear …
so I only woke up …
but I missed the train …
Then I waited …
and everything was fine …
After that, the air-conditioning stopped …
Finally, after forty minutes …

B Check Ss' answers after they have discussed them in pairs. With ***stronger classes***, you could raise awareness further by eliciting the purpose of each linker (*then* and *after that* to show the sequence of events; *so* to introduce a result/consequence, *but* for contrast, *finally* to introduce a final point, *because* to give a reason).

Answers: **1** first of all, finally **2** then, after that

Optional extra activity

Ss underline the linkers in the online diary extracts in Ex. 4A. Tell Ss to make notes about the punctuation before and after each linker. Ss compare notes at the end before reporting back to the class.

SPEAKING

6A First, check the questions and elicit some answers using the photos on p. 92–93 , e.g. *I'm really sorry I'm late. There was a flood on the road.* Then give Ss 4–5 minutes to think about the event they are late for and make notes. They can choose a real or an imaginary situation. Monitor and support Ss while they are making notes.

B First, check the rubric and example. Elicit and drill some phrases that show interest (e.g. *No! Really? What happened next?*). While Ss are working in their pairs, make notes on their performance. They could then work with another partner and try to improve on their first story. In feedback, invite Ss to tell their stories to the class.

C Before Ss begin, remind them to use linkers from Ex. 5A wherever possible, e.g. *First of all, I … Then …* Monitor and encourage Ss to work together, compare their first drafts, etc. Ss who finish their story can read it out to the class.

Homework ideas

- **Ex. 6C:** Ss write the final draft of their story.
- **Language bank:** 9.3 Ex. A, p. 145
- **Workbook:** Ex. 1–3, p. 55

AIRPORT

Introduction

Ss watch an extract from the BBC series *Airport*, which shows the everyday experiences of people who work in and use airports. Ss then learn and practise talking about a problem and write a website entry about problems when flying.

SUPPLEMENTARY MATERIALS
Ex. 5D: video/audio recording device(s) if possible

Warm up

Lead in and create interest in the topic. Tell Ss to write one question about flying/airports, e.g. *Do you like flying/airports/planes? Why/Why not? Do you often fly? Where? Do you travel first class? What's the best/worst flight you had?* Organise Ss into two circles, one inside the other. (If this is not possible, Ss work in groups, sitting opposite each other in two rows.) Ss in the outside circle face those in the inside circle and ask the student facing them their question. They then move round and ask the same question to each person in the circle. In feedback, elicit any unusual answers. If possible, elicit/teach airport vocabulary for Ex. 2, e.g. *check in*.

DVD PREVIEW

1 Check the rubric and elicit some examples. Ss then discuss in pairs. In feedback, Ss tell the class about their partners. If the opportunity arises, teach airport language from Ex. 2 (see examples in brackets in the answer key below).

Suggested answers:
good: flying is exciting, faster; can be cheaper; airports have tax-free shopping
bad: airports are usually crowded; boring queues (at check-in/security/passport control); planes are often late; food/drink is expensive (in the departure lounge); flights are expensive/uncomfortable/frightening (take off)

2A If you taught airport vocabulary in the warm up or Ex. 1, Ss do the exercise now. If not, teach *departure* and then see if they can work out the order. With ***weaker classes***, teach the vocabulary and elicit the order but do not confirm it – Ss check in Ex. 2B.

B Ss listen and check their answers. Play the recording again for them to listen and repeat the phrases. Remember to encourage Ss to link words ending in consonants to words starting with vowels, e.g. *check in*, *wait in*, *get on*, *takes off*.

Answers: **b)** 8 **c)** 2 **d)** 4 **e)** 7 **f)** 6 **g)** 5 **h)** 3

C Do the example with Ss. They then continue the exercise in pairs. In feedback, ask: *Which of these actions do/don't you like?* Elicit answers and discuss them briefly.

3 Ask: *What do you know about Heathrow airport?* Elicit/Prompt answers, e.g. *It's in London. It's very big. There are five terminals.* If any Ss know Heathrow, ask: *What's it like?* Then check the questions. Give Ss 2–3 minutes to read the information and discuss their answers in pairs. In feedback, write some of their ideas for question 2 on the board. Teach *day-to-day*, *air traffic control*, *delayed*. Finally, ask for Ss' opinions: *What type of day-to-day events are on the airport programme?* Discuss the question briefly.

Answers: **1** computer **2** passengers

DVD VIEW

4A First, check the rubric and ask Ss to look at the list. Give them two minutes to check new words in their dictionaries, if they have them. If not, teach/check *queue*, *argue* and *board game*. Ss then discuss in pairs.

B Play the DVD. Ss watch and tick the activities from Ex. 4A they see. In feedback, elicit answers and invite initial comments about the programme.

Answers: Ss should tick 1, 2, 4, 5, 7, 8.

Alternative approach
Play the DVD without the sound. After Ss complete the exercise and compare answers in pairs, play it again if they have a lot of doubts, but with the sound turned up.

C Give Ss a minute to read the activities. Check *Zen* (calm and meditative as in the practice of Zen Buddhism) and play the DVD for Ss to match the activities with the people. Get them to compare answers in pairs and play the DVD again if necessary. In feedback, check answers (see sentences in bold in the DVD script below). Then ask: *Have you ever had a problem at an airport/on a plane?* If so, Ss tell the class about it. If not, ask: *What type of problems do people have?* Discuss Ss' answers and write any vocabulary that is useful for Ex. 5A on the board.

Answers:
Woman 1 can't find a place in a hotel.
Man 1 wants to go to Berlin.
Woman 2 is trying to get to Amsterdam.
Man 2 thinks everything is very calm, very 'Zen'.

DVD 9 Airport

N = Narrator M = Man W = Woman

N: Heathrow Airport is having a bad day. Hundreds of passengers can't fly because of a computer problem in air traffic control. In Terminal 1, things are getting worse. More and more passengers are arriving. Some aeroplanes are leaving, but many flights are cancelled. Everyone is hoping to find a flight. Some of the waiting passengers are having a snack while others are spending their time outside. It's a hot summer day. Back inside the terminal, it's getting hotter and hotter. Some people came here five hours ago.

W1: **I'm here with my grandmother and my parents** and it, it's terrible for us to wait here for such a long time. You know, we have to sleep at the airport **because no hotel is available**. So, it's just terrible.

M1: Have a look at this. Improvisation at its best. I'm glad they're sleeping now. **I was hoping to get to Berlin soon**.

N: People are still trying to find a flight.

W2: **I've had my son go on the internet, my daughter be in one queue**, me be in the other queue and on the mobile, all at the same time, **trying to get to Amsterdam for nine thirty tomorrow morning**.

M2: After five hours queuing, **you really become really Zen, you know. And here it's pretty calm**.

N: The airport managers find an interesting solution to one of the problems: garden chairs. With the chairs to relax in, some passengers are finding new ways to pass the time. Inside Terminal 1, it's late at night, after midnight, and many passengers are still here, waiting for their flight. Around three hundred flights left Heathrow that day, but three hundred and nineteen flights were cancelled, and over five hundred people spent the night in the terminal.

speakout deal with a problem

5A Check the rubric and give Ss two minutes to read the problems carefully. Check *baggage/luggage*, *heavy*, *delayed*, *screaming* (*child*), *walking out*, *vegetarian*. Ss then discuss and decide on two solutions for each problem. In feedback, elicit/discuss Ss' decisions and reasons.

B Check the rubric and play the recording. In feedback, elicit the answer and ask: *Do you think he was right to complain?*

Answer: Problem 5. The flight attendant brings the passenger a vegetarian meal.

Unit 9 Recording 9

A = Attendant P = Passenger

A: Your meal, sir.
P: Thank you. Um, excuse me.
A: Yes, can I help you?
P: Hope so! I'm sorry, but **there's a small problem here**. I ordered a vegetarian meal, but this is meat.
A: Oh, just a moment. I checked and we don't have a record of your order.
P: What?! But I *always* order vegetarian. I'm a frequent flyer.
A: **I understand**, sir, **but** we don't have any more vegetarian meals.
P: I don't believe it! You always have extra meals in business class.
A: Yes, but this is economy class.
P: **You don't understand**. **Let me explain one more time**. I don't eat meat. I ordered vegetarian. I can't fly to Tokyo without dinner. **It's your job to bring me a meal**. A business class vegetarian meal is fine.
A: Just a moment. Here you are, sir. A vegetarian meal.
P: Thank you – but this is already open. And it's cold! **Can I speak to the person in charge, please?**

C Ss read the Key phrases. Check *person in charge* and play the recording again. Ss tick the Key phrases and compare their answers in pairs (see the phrases in bold in the audio script above). In feedback, play the recording again. Pause at each Key phrase and elicit/drill the complete sentence. Tell Ss that *I see, but …* means the same as *I understand, but …*

Answers: Ss should tick all phrases except *But it's very important that [I arrive on time].*

D Give Ss time to choose the problem and decide which role they are going to play. They then think about their roles and make notes about what they want to say, using the Key phrases. They could also look at the audio script on p. 174 for help. Monitor and provide support where needed. Ss then do the role-play. Monitor discreetly and take notes on their performance. In feedback, invite pairs to act out their conversations to the class.

Teaching tip

If you or your Ss have recording devices available, Ss could record their role-play. Ss can listen to or watch their conversation and rerecord it until they are satisfied. They can then play it for the class or in groups and get feedback from you/other Ss.

writeback a website entry

6A Give Ss two minutes to read the text. They then discuss the question in pairs, groups or as a whole class.

B Give Ss time to complete the questions in their pairs. Elicit answers in feedback.

Answers: stop, sit, stay

C Check the meaning of *noise*, *couples* and *electronics* before Ss begin. While they are working, monitor and encourage them to self-correct.

D Explain the activity: Ss have to think of solutions for each of the three problems they thought of in Ex. 6C and write questions. Remind them to begin with *Why don't … ?*

E Ss pass round their completed lists for other Ss to read and make notes. Once everyone has read the lists, put Ss in groups and appoint a 'group secretary' to make a complete class list.

Optional extra activity

Ss could email you/other Ss other examples of real-life problems they have had at an airport. Encourage Ss to write replies/brainstorm how they would solve the problems.

Homework ideas

Ex. 5D: Ss write a conversation based on the same situation as the role-play.

LOOKBACK

Introduction

The activities here are designed to provide revision and communicative practice in a motivating way. Ss practise the grammar, vocabulary and functions from the unit and then put the language in use via the speaking activities. This not only helps Ss but gives you the opportunity to assess their ability to *use* the language they have learnt in the unit. Assessment is usually done through monitoring and doing any remedial work needed. However, it is also useful to focus on *individual* Ss while they do the activities and compare their performance with their results in more formal tests.

ADJECTIVES

1A Ss could do this as a race in pairs. The first pair to finish with the correct answers and spelling wins.

Answers: **1** slow, fast **2** polluting, green **3** dangerous, safe **4** difficult, easy **5** unhealthy, healthy **6** convenient, inconvenient **7** uncomfortable, comfortable

B Elicit an example for question 1, then give Ss 2–3 minutes to discuss in their pairs. In feedback, elicit answers from Ss and encourage them to use the adjectives in sentences (e.g. *I think a supermarket is more convenient than a local shop.*).

Suggested answers: **1** convenient **2** comfortable **3** fast **4** healthy **5** convenient

C While Ss are working, monitor and make notes on their performance for feedback or assessment if required.

CAN/CAN'T, HAVE TO/DON'T HAVE TO

2A Give Ss two minutes to choose the correct answers and then compare them in pairs. Then check answers in open class and elicit other examples for each place.

Answers: **1** can't **2** don't have to **3** have to **4** can't **5** can **6** don't have to

B Give Ss five minutes to write the sentences. In ***mixed-ability classes***, ***weaker Ss*** work in pairs/groups of three. Help and encourage them to self-correct or correct each other. ***Fast-finishers*** can write questions about other places.

C Monitor closely and note down problems with accuracy and pronunciation for feedback or assessment if required.

TRANSPORT COLLOCATIONS

3A Ss could do this alone or in pairs. ***Weaker Ss*** can look back to Ex. 2 on p. 90.

Suggested answers: **1** a motorbike, a horse **2** a taxi, a bus, a train **3** a bus, a bike, a tram **4** a car, a taxi, a lorry **5** train, car, taxi

B Check the rubric and example, and do another example with a stronger student. While Ss are working, monitor and make notes on their performance for feedback or assessment if required.

ARTICLES: A/AN, THE, NO ARTICLE

4A Ss should do this exercise alone. Monitor to assess their problems before checking/correcting answers.

Answers: **1** an, the **2** – **3** the **4** –, – **5** a **6** a **7** –

B Explain that Ss have to write questions for the sentences in Ex. 4A. Give them three minutes to write their questions and then check/correct them before they ask other Ss. Ss then ask/answer the questions in small groups and make a note of the *yes/no* answers to each question.

Answers:

1 Do you have to use an alarm clock to wake up in the morning?
2 Did you have breakfast this morning?
3 Do you live in the town/city centre?
4 Do you think bikes are better than cars for travelling in the town/city centre?
5 Have you got a motorbike?
6 Did you take a taxi home last weekend?
7 Do you go home by train?

C Ss mark the sentences in Ex. 4A *true* or *false*, based on their group's answers, and then report back to the class.

APOLOGISING

5A Ss could do this exercise alone or in pairs. ***Weaker Ss*** can refer back to Language bank 9.3 on p. 144 for help. Check answers in feedback.

Suggested answers:

Monday: A: I'm sorry I'm late. I didn't hear the alarm clock. B: That's OK. No problem.

Tuesday: A: I'm terribly sorry I'm late. I missed the train and the next train was late. B: Don't worry about it.

Wednesday: A: I'm so sorry to be late. I lost the car keys and then the car wouldn't start. B: Don't let it happen again!

B Put Ss in pairs and check the rubric. Explain that they need to write words that will help them remember the conversations. Give them 1–2 minutes to write the key words and then ask them to close their books and practise the conversations. Monitor and make notes on their performance for feedback or assessment if required.

Optional extra activity

Copy the situations below. Ss work in pairs, taking it in turns to apologise/make an excuse.

1 *A classmate/work colleague wants you to go to her birthday party on Saturday. It's your daughter's birthday on the same day.*
2 *Your mother wants you to go shopping for a birthday present for your sister. You want to go to the cinema.*
3 *A friend wants you to help him with his homework, but you have to play football tonight.*
4 *You have an important meeting/test tomorrow morning. Your friends want you to go out with them tonight.*

Homework ideas

Workbook: Review 3, p. 56–58

BBC interviews and worksheet

How do you get to work?

In this video people talk about how they travel to work and what they like and don't like about their journey to and from work. They also discuss what they like to do on their journey to work. The material consolidates Ss' transport vocabulary and contextualises common phrases associated with travelling around a city.

OVERVIEW

10.1 LIFE'S A LOTTERY

READING | read about a lottery winner
LISTENING | listen to a radio interview with lottery winners
GRAMMAR | *be going to; would like to*
PRONUNCIATION | weak forms: *going to, would*
VOCABULARY | plans
SPEAKING | talk about your future plans/wishes

10.2 SURVIVE

VOCABULARY | phrases with *get*
READING | read an article about nature's dangers
GRAMMAR | *will, might (not), won't*
PRONUNCIATION | contractions
SPEAKING | make predictions about situations
WRITING | improve your use of linkers and write a short story

10.3 LET'S DO SOMETHING NEW

VOCABULARY | art and culture
FUNCTION | making suggestions
PRONUNCIATION | intonation: sounding positive
LEARN TO | respond to suggestions
SPEAKING | make and respond to suggestions for a day out

10.4 WILD WEATHER BBC DVD

DVD | watch an extract from a documentary about the wettest place in Europe
speakout | describe unusual weather
writeback | write a message forum notice about your city

10.5 LOOKBACK

Communicative revision activities

BBC INTERVIEWS

What are your plans for the future?

In this video people talk about their plans and wishes for the future. The material includes a wide range of personal, professional and academic aspirations and utilises key verb phrases from the unit. Use the video at the start of the unit to test Ss' existing knowledge, after Lesson 10.1 or at the end of the unit to check what Ss have learnt.

LIFE'S A LOTTERY

Introduction

Ss learn and practise how to talk about future plans and wishes using *be going to* and *would like to* and read about the plans of a young couple who have won the lottery.

SUPPLEMENTARY MATERIALS
Resource bank: p. 183 and 184
Language bank: p. 146–147
Warm up: copies of the grid (see notes below)
Ex. 1A: realia – lottery ticket(s)
Ex. 5C: video/audio recording device(s) if possible

Warm up

Lead in to the lesson topic with this *Find someone who* activity. Make copies of the grid below (one for each student in your class) or ask Ss to copy it from the board.

Find someone who …	Name
does the lottery every week.	
likes playing bingo.	
plays cards.	
likes pub quizzes.	
buys scratch cards.	
plays board games.	
enters competitions online/ in newspapers and magazines.	
buys draw tickets.	

First, check new words in the grid, e.g. *scratch cards, competitions, draw tickets*. Explain the activity: Ss walk around the class/work in small groups and ask the first question until they find someone who answers *yes*. They then write their name down and move on to ask another student a question. Ss can write down the same name only once. Elicit/Drill the first question, as an example: *Do you do the lottery every week?* In feedback, check how many Ss do each activity.

LISTENING

1A Show the class a lottery ticket and ask: *What is this?* Elicit the answer and then check the rubric with Ss. Then put them in pairs and give them 2–3 minutes to discuss the questions. In feedback, elicit answers from different Ss and get them to justify their opinions.

B Ss look at the photos and read the extract to find out what is surprising about the story. In feedback, check the meaning of the title and any new vocabulary, e.g. *storm, thrilled, gardener*. If time, ask some more comprehension questions, e.g. *What is the man's job?* (He's a gardener.) *What happened to his car?* (A tree fell on it during a storm.) *Where did he find the ticket?* (on top of the car, under some leaves) *Are they going to leave their jobs?* (no)

Suggested answer: It is surprising because the man had very bad luck (a tree fell on his car), but he also had very good luck (he found a lottery ticket). Also, the people don't want to change their lives very much.

C Elicit one or two predictions and write them on the board, e.g. *go on holiday, travel round the world*. Then give Ss two minutes to note down six other things. In feedback, write Ss' ideas on the board.

D Check the rubric. Ss read the plans and write *S* (same) for those which are the same as their ideas on the board. Play the recording twice if Ss still have doubts after the first listening. Check and discuss Ss' answers from the board/their books (see the phrases in bold in the audio script below). Elicit other details Ss heard in the interview. Ask: *Which of your ideas weren't mentioned?* Play the recording again while Ss listen and read the audio script on p. 175. Do not check the use of *be going to* and *would like to* yet, but teach any other words/phrases Ss want to know, e.g. *dream*, *survive*.

Answers: give money to someone, have a party, move home, have a holiday, learn to fly, buy a new car

Teaching tip

Giving Ss an opportunity to listen and read the script at the same time usually gives them a sense of satisfaction and helps them to understand spoken English better. (Here, it will also prepare them for Ex. 2B.)

E Ss discuss the questions for 2–3 minutes. They could do this in pairs, groups or as a whole class. If time, ask the following questions: *Who likes/doesn't like Martin and Jean's plans? Why? Would you do the same things as Martin and Jean? Are there any disadvantages to winning the lottery?*

Unit 10 Recording 1

I = Interviewer J = Jean M = Martin

I: Jean and Martin, the luckiest couple in Australia today, welcome.
J/M: Thank you.
I: So Jean, when did you find out?
J: Martin phoned me at work. I didn't believe him at first.
M: She said, 'You're lying!' I said I didn't believe it myself.
J: Yeah.
I: And is it true that you're *not* going to stop working?
J: That's right. We enjoy our jobs.
M: Yes. People think gardening work is hard and boring, but it isn't. I work outdoors and I enjoy it. So yes, I'm going to stay in my job.
I: So what are you going to do with the money?
M: First thing, **we plan to give some money to Jean's parents** in England.
J: They're retired and they need a little help.
I: Oh, that's nice. And how about for yourselves? Any plans?
M: Well, we got married last year but we didn't have a big party. So **we're going to have a party** and invite all our friends and family.
I: Nice.
J: And **we'd like to move**. At the moment we're living in a small apartment. So **we're going to look for a house near the beach**.
M: Yes, maybe near the beach, or …
I: And are you going to take a break? Travel round the world?
J: Not a big break, **just a short holiday** – to Thailand.
M: I'm not sure about Thailand.
I: Oh, what would you like to do, Martin?
M: I'd like to go to Greece.
I: Fabulous! And do you want to buy anything else? Maybe a new computer or …
M: Well, I want to buy a plane. Just a small one, a small plane.
I: Oh. Do you fly?
M: No, I …
J: He doesn't fly. The plane is a kind of dream.
M: Well, **I'd like to learn to fly**.
I: Sounds wonderful! Thanks very much for talking to us today. Oh, just one last question: you get the money tomorrow, yeah? What's the first thing you're going to do?
J: **He's going to buy a new car**, of course! The old car didn't survive that tree.

GRAMMAR *BE GOING TO; WOULD LIKE TO*

2A Ss read the sentences from the interview and choose the correct alternative to complete the rules. With ***weaker classes***, you might want to read the rules with them. In feedback, check the concept further, e.g. say: *Martin wants to learn to fly. Is it a definite plan or not?* (No, it's still a dream/wish.) Tell Ss that *want to* and *would like to* have the same meaning, but *would like to* is more polite.

Answers: **1** have **2** don't have

B Ss read the table of forms and then look for the sentences in the audio script (underlined in the audio script above). Give Ss 2–3 minutes to complete the exercise. Do not confirm answers yet – Ss will check them in the Ex. 2C.

C Play the extracts from the interview for Ss to check/correct their answers to Ex. 2B. In feedback, write some sentences/questions on the board and highlight the patterns *be going to* + verb and *would like to* + verb. Also point out that when the main verb is *go*, you do not have to use *going to go* as it's repetitive, e.g. you can say *I'm going to the cinema.*

Answers: 'm, 're, 's, to; 'd, 'd, to; are, would, to, to

Optional extra activity

Ss underline other examples of the target language in the audio script. Give them time to compare their answers in pairs before class feedback.

D Do the first item as an example: play the first sentence and elicit the answer, then play the rest. Elicit the correct pronunciation of *going to* and *would*. Ss then listen and repeat the sentences chorally and individually.

Answers:
1 /tə/ **2** /wʊd/

▷ **LANGUAGEBANK 10.1** p. 146–147

Ss can refer to the tables and notes when they do Ex. A–C. ***Weaker Ss*** should do them in class.

Answers:
A **1** 'm going to (go to) **2** 're going to look at **3** Are you going to be **4** aren't going to wait **5** 're going to buy **6** 's Steve going to
B **1** 'd like to **2** 'm going **3** 'd like to **4** 'm going to
C **1** like **2** would **3** like **4** 'd **5** would **6** don't **7** want **8** 'd

3A First, check *start my own business* and *keep all the money for myself*. Monitor while Ss write to see how accurate their sentences are. Elicit answers in feedback. Prompt Ss to self-correct/correct each other's errors of meaning, form and pronunciation.

Answers:
2 I'd like to drive a sports car.
3 I'm going to have a holiday in the Caribbean.
4 I'm not going to give any presents to my family and friends.
5 I'd like to move to another country.
6 I'm going to buy a boat.
7 I'd like to start my own business.
8 I'm not going to keep all the money for myself.

B Check the instructions and do an example. Monitor and help Ss with accuracy.

C Demonstrate what Ss have to do. Elicit an answer, e.g. *I'd like to move to Monte Carlo*. Respond with *I wouldn't*. *I'd like to move to Paris* or *Me too*. Give Ss 3–4 minutes to talk while you monitor discreetly. Ss then report similarities/differences to the class. Give feedback as necessary.

VOCABULARY PLANS

4A Ss complete the gaps and then compare answers in pairs. In feedback, elicit Ss' plans using some of the collocations.

Answers: **2** get **3** do **4** go **5** stay **6** learn **7** go for **8** start **9** move **10** take

B Ss take turns to be Student A and B, but should cover the exercise when they answer. In feedback, read the Speakout tip with Ss and ask them to write the lists now/at home.

C Make this into a race. Give Ss two minutes to add at least one phrase for each verb. The student with the most correct answers wins. Ss then add the words to their lists from Ex. 4B.

Suggested answers:

1 lunch, breakfast, dinner, fun, a picnic, a bath
2 tired, some new clothes, home, up
3 (your) homework, some exercise
4 swimming, dancing, running
5 at home, in bed
6 (to speak) English, to play chess
7 a drive, a swim
8 an online business, a French course, a yoga class, the lesson
9 to Greece, to Paris
10 pictures, an exam, a shower

SPEAKING

5A Check the rubric and the example and give Ss one minute to complete the *You* column. Monitor and help with any vocabulary they need.

B Check/Drill the example and also one with *I'd like to* … Ss work in groups of 4–5 and complete the answers for three Ss. Make notes on their performance, particularly with the target language.

C Give Ss time to prepare what they are going to say before they report back to the class. Encourage them to ask for your help with this. Make notes again while Ss talk and give them feedback on examples of good language/problems.

Teaching tip

To give a different perspective on a speaking activity, use video/audio recording facilities or ask Ss to use their mobile phones to record themselves. Ss can then watch/listen to themselves and give their own feedback.

Homework ideas

- **Ex. 3B:** Ss write a paragraph about their plans/wishes.
- **Ex. 5:** Ss write about one of their friend's plans/wishes.
- **Language bank:** 10.1 Ex. A–C, p. 147
- **Workbook:** Ex. 1–4, p. 59–60

SURVIVE

Introduction

Ss learn and practise *will*, *won't*, *might* and *might not* for prediction in the context of how to survive at sea and in the desert/jungle.

SUPPLEMENTARY MATERIALS
Resource bank: p. 185
Language bank: p. 146–147

Warm up

Lead in to the topic with a ranking activity. Write these phrases on the board: *a) sailing round the world alone*; *b) climbing Mount Everest*; *c) crossing the desert in a 4x4 (truck/jeep)*; *d) exploring the Amazon jungle*. Ask: *Which activity is the most dangerous? Why?* Elicit a few answers. Then tell Ss to work alone and order the activities 1–4, where 1 is the most dangerous. Ss then work in pairs to discuss, argue and agree on the order together. Then put two pairs together to do the same thing. If there is time, Ss could decide on the order as a class. Otherwise, elicit each group's first choice and reasons for it.

VOCABULARY PHRASES WITH *GET*

1A Check the meaning of *survive* in the lesson title and also *scary* in the question. Put Ss in pairs and ask them to discuss the question for 1–2 minutes. Nominate Ss to give their answers to the class and decide which situation is the most dangerous/scary.

Suggested answers:
In a storm, lightning can hit you (and kill you).
An earthquake is very scary; buildings can fall and people can die.
A bee can sting you and for some people this is very dangerous.
In a big forest you can lose your way; sometimes there are dangerous animals or it can be very cold at night.

B Check *sunburnt*, *stung* and any other words in the box that Ss are not sure of. They then write their answers and compare them in pairs. In feedback, check answers and drill the phrases if necessary.

Answers: **2** thirsty **3** tired **4** wet **5** warm **6** hungry **7** lost **8** stung **9** cold **10** sunburnt

C First, check the example with Ss and then give them time to complete the exercise. Go round monitoring and help Ss with accuracy and any words they might need.

D Ask Ss to close their books and do an example with a strong student. Introduce a competitive element by awarding a point to whoever guesses the *get* phrase the quickest in each group. The student with the most points in each group wins. Elicit some examples in feedback and check/drill the pronunciation.

speakout TIP

Read the Speakout tip with Ss. Ask: *How many meanings does 'get' have in this exercise?* (only one: *become*)

Answers:
become: get angry, get sick
arrive: get to work, get there
obtain/buy: get a new motorbike, get some chocolate

READING

2A Give Ss time to read the text and write their answers. Check new vocabulary, e.g. *mother nature*, *field*, *storm*, *bee*, *signal*. In feedback, elicit answers from different Ss.

B Divide the class into As/Bs. Give them four minutes to read their texts alone and check their answers to Ex. 2A. Tell them to ask you/a partner (reading the same text) if they have any problems with the language. Then put Ss into A/B pairs. Bs tell As their answers to Ex. 2A. As confirm/correct them and say why this tip is important. Then As tell Bs their answers and Bs then do the same. Do feedback and check all the answers. Discuss which ideas in the texts surprised Ss.

Answers:
As the task is to check the facts against Ss' predictions, it is not sure what, if any, points Ss will match. However, here is a full list of the individual actions one should take in each situation, based on the texts:
lightning: get down from the hill; don't stand under trees; don't lie down on the ground; put your feet together and crouch down; don't put your hands on the ground; stay away from metal; stay inside your car if you can get to it (but don't touch anything metal)
earthquake: stay inside; get under a strong table or desk and hold on; stay away from window, mirrors and bookshelves; if in bed, stay there and put a pillow over your head; if in a car, drive away from buildings, bridges and trees and wait in your car until the end of the earthquake
bee: move away from other bees; don't pinch the sting with your fingers; push the sting out with a credit card; wash your arm with soap and water and raise it above your heart; put an ice pack on your arm; take painkillers; see your doctor if you still have problems
forest: stay calm; stay in one place; make a plan; build a shelter; make a fire; look for water; don't move far away from your starting place

C Ask Ss to close their books. Keep them in the same A/B pairs as Ex. 2B. Explain the activity and give them 2–3 minutes to tell their partner about their text and another 1–2 minutes to decide who the best survivor is. Monitor and prompt Ss where necessary.

D Check the meaning of the words in the box. Ss could check in their dictionaries if they have them. Set a time limit for the activity and tell Ss to underline the key information for the connections they find in their texts. Ss then discuss their answers in pairs. Elicit answers in feedback and encourage Ss to justify them.

Answers:
lightning: a car (you'll be safe inside), a mobile (don't use one), an umbrella (don't use one)
earthquake: a car (stay inside, but away from buildings), a mirror (stay away, it can break and hurt you), a pillow (put one over your head)
bee: a credit card (use one to push the sting out), an ice pack (put one on your arm), soap (wash your arm with it)
forest: some wood (make a fire), a shelter (build one), a mobile (it probably won't work)

Teaching tip
Jigsaw reading is a useful method of making reading activities more communicative by getting Ss to look for different parts of information in a text or series of texts. Jigsaw reading can also encourage peer teaching and correction.

GRAMMAR *WILL, MIGHT (NOT), WON'T*

Watch out!

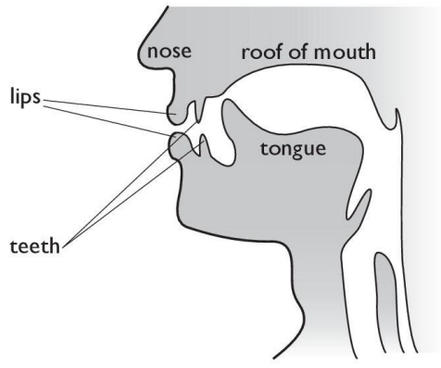
As mentioned in Unit 9, Ss often add *to* after modal verbs, e.g. they say *I won't/might to go*. They have just learnt and practised *be going to*, so it is likely they will make mistakes here. Highlight the form *clearly* for Ss and give thorough controlled practice. Correct the problem while monitoring and in feedback to prevent fossilisation of this error.

3A Ss read the sentences (from the texts on p. 161 and 168), put *might*, *will* and *won't* in the correct place on the line and then complete the rules. To check the language concepts further, Ss look at the texts again and underline examples of *will*, *might* and *won't*. In feedback, nominate Ss to read out the sentences. After each one, ask: *Is it possible/certain/certain not to happen?* Remind Ss that modal verbs are followed by an infinitive without *to*.

Answers:
Line: a) won't **b)** might **c)** will
Rules: *will*, *will not*, the verb/an infinitive (without *to*)

B Ss need to focus on the pronunciation of *'ll*, so highlight this when they repeat sentence 1.

C Ask: *Which sentences are in the present simple? Which are predictions?* Ss then listen and number the pairs of sentences in the order they hear them. Monitor while they compare their answers in pairs and play the recording again, twice if necessary, if they are not sure. Check answers and then play the recording again for Ss to repeat the sentences. Isolate/Drill *I'll* and contrast it with the pronoun *I*. Show Ss that their tongues should lightly touch the hard ridge behind their top teeth when they say *I'll*. Copy the diagram below on the board to make it clearer for Ss.



Answers: **1a)** 2; **1b)** 1 **2a)** 1; **2b)** 2 **3a)** 1; **3b)** 2 **4a)** 2; **4b)** 1

D Do the first item as an example. Ss then complete the exercise alone and check their answers in pairs before feedback. After checking answers, ask Ss how many correct answers they got.

Answers: **2** won't **3** might **4** will **5** might **6** might **7** won't **8** 'll

▷ LANGUAGEBANK 10.2 p. 146–147

Ss can refer to the tables and notes when they do the exercises.
A Check the meaning of *run away* and *come back*.
B Question 3 refers to watching a DVD/video.

Answers:
A **1** 'll **2** will **3** might **4** 'll **5** won't **6** 'll
B **2** might, 'll **3** might not, won't **4** might not, won't **5** might, 'll **6** might, 'll

SPEAKING

4A Ask Ss to look at the cartoon. Elicit/Teach *car crash*. Ss then discuss their answers in pairs. Monitor closely to provide them with vocabulary they might need. Alternatively, tell Ss to use their dictionaries. In feedback, elicit Ss' answers and write the problems on the board, e.g. *might get hungry*.

Suggested answers:
They might need medicine/bandages for people who are hurt/injured.
Their phones might not work, so they can't report the crash.
They might not have a map, so they may not know which way to go.
They might not have much food/drink, so they'll get hungry/thirsty.
They might get sunburnt/dehydrated.
It might be difficult to get out of the forest/for people (rescuers) to find them.

B Read and check the words in the box. Check the example and then refer Ss to the problems on the board. Ss then work in pairs and choose three objects which might be useful for the people in the cartoon, giving reasons for their choices.

C With ***weaker classes***, elicit other objects that might be useful and write them on the board if necessary. Ss then decide which three to choose. Otherwise, Ss think of three objects themselves, using dictionaries to find words they need.

Suggested answers: a compass, a map, a GPS phone, water, insect repellent, bandages, antiseptic cream, clothes/boots

D Tell Ss to discuss and agree on five objects, as they did in the warm up. Monitor and make notes of problems with the target language for feedback. Ss could then work with another pair/group to choose five objects. Alternatively, have a class discussion/vote to decide on the most important object of all.

WRITING *TOO, ALSO, AS WELL*

5A You could do this as a whole class activity, checking each sentence before moving on to the next one. In sentence 2, point out that *also* is used before a main verb but after the verb *be*.

Answers:
1 at the end of the sentence
2 before the main verb
3 at the end of the sentence

B Read the story with Ss and check vocabulary. Ss then do the exercise alone and check answers in pairs before class feedback.

Suggested answers:
(Each sentence should only contain one of the linking words.)
We (*also*) stopped for a rest in the afternoon (*too/as well*).
Sam taught us how to kill a snake … and (*also*) how to cook it (*too/as well*).
I ate some and Sam (*also*) ate some (*too/as well*).

C Ask: *Where are the two people? Who are they? Are they lost/on a camping holiday?* Elicit/Discuss possible ways in which the story could continue and end, e.g. *go to bed, get up, have breakfast, go home*. Elicit what problems they might have, what they might need and what else might happen, e.g. ask: *Do they have to find water to drink/food to eat?* Ss have to decide on the context of the story and how to continue it; they could do this in pairs/small groups. They make notes and start the first draft, asking for help if they need it.

Homework ideas

- **Ex. 5C:** Ss write a final draft of their story.
- **Language bank:** 10.2 Ex. A–B, p. 147
- **Workbook:** Ex. 1–8, p. 61–62

LET'S DO SOMETHING NEW

Introduction

Ss learn and practise how to make and respond to suggestions in the context of an entertainment listings website.

SUPPLEMENTARY MATERIALS
Resource bank: p. 186
Language bank: p. 146–147
Ex. 5B: if feasible, Ss bring/use their mobile phones

Warm up

Revision of indoor/outdoor free time activities

To lead in to the topic of the lesson, ask Ss to write down three activities they would like to try/learn but never have, e.g. *go sailing, go to art classes, act in a play*. Monitor/Help Ss with vocabulary if necessary. Elicit/Drill an example question, e.g. *Would you like to go sailing/go to art classes?* Ss then work in small groups and ask/answer to find out what their partners would like to do. In feedback, Ss from each group report similarities/differences to the class, e.g. *We all want to go to art classes. Hiroshi wants to learn to sail but Andrei and I don't.*

VOCABULARY ART AND CULTURE

1A Teach/Check the words in the box or ask Ss to use their dictionaries if they have them. Ss then complete the activity in pairs. Elicit answers in feedback and check/drill the pronunciation.

Answers:
Photo 1: an event
Photo 2: a film
Photo 3: a play
Photo 4: a painting, an exhibition

B Check *movement*. Ss then do the exercise alone and compare answers in pairs before class feedback.

Answers:
1 a film, a concert, a dance performance
2 a painting, a drawing, a photograph, a statue
3 a film, a concert, a play, a dance performance

C Ss can do this exercise alone or in pairs. Tell them that some of the words can go in more than one word web. Elicit answers in feedback and write the completed word webs on the board.

Answers:
watch: ~~a photograph~~; a dance performance
look at: ~~a dance performance~~; a painting, a photograph, a statue
go to: ~~a statue~~; a play, an exhibition, a dance performance

D Put Ss in pairs and ask them to cover the word webs. Check the rubric and give Ss 2–3 minutes to complete the exercise. Monitor the pairs and find out in feedback which student in each pair could remember the most collocations.

E Check the example and do another one with a strong student. Ss then work in pairs and take turns to ask and answer the questions. Monitor and make notes of any examples of good language/errors to focus on in feedback.

FUNCTION MAKING SUGGESTIONS

2A Give Ss 3–4 minutes to complete the activity. Do not check vocabulary yet – Ss will focus on this in Ex. 2B.

Answers: because the events are unusual or 'alternative' and different from the normal events in this type of events page

B Ss could do this alone or in their pairs. Check any unknown words before they begin, e.g. *featured, silent, blind date, improv (improvised), meditation*. Encourage Ss to be creative with what they think the event is! Do not confirm answers yet as Ss will check them in Ex. 2D.

C Tell Ss not to worry about understanding every word. They should focus only on noting down the events from the website that the people decide to go to.

Answers: the museum meditation in the afternoon and the playback theatre in the evening

Unit 10 Recording 5

M = Man W = Woman

W: Hey, let's do something new this weekend.
M: That's a good idea. Erm, what do you mean 'new'?
W: I mean something we don't usually do. Something different. OK … AlternativeCity. Hey, look at this.
W: Silent disco? What's that? Dancing with no music?
M: No, it's … You get headphones, wireless headphones, and you can hear the music and you dance.
W: I don't understand. Why?
M: Well, there's different music and you can choose. So you dance to your favourite music, with headphones. Shall we try it?
W: No. I don't feel like doing that. What's this one?
M: Blind date cinema. That's … Oh, we book a cinema ticket but they don't tell us the film.
W: That doesn't sound very good. Fine if it's a good film, but if it's a bad film?
M: No, it's OK. If we don't like the film, at the end they give us our money back.
W: Mmm, no. It's not for me.
M: OK, so how about going to the theatre?
W: That's not new.
M: No, playback theatre. It's a very small theatre. And people in the audience tell stories about their lives. The actors act out the stories.
W: Oh. Do I have to tell a story?
M: No, you can just watch. It says it can be very funny or more serious.
W: OK. That sounds interesting.
M: I'd like to go. Let's do that.
W: Cool!
M: OK, that's tomorrow evening at seven. And why don't we go to the museum in the afternoon?
W: For … museum meditation? What's that?
M: Listen to this. You go with a small group into one of the rooms and meditate for an hour.
W: Meditate? Do you look at the paintings or statues?
M: Mmm, I don't know. Maybe you close your eyes.
W: Oh, *then* you look at the paintings.
M: Mmm, yes, and then talk about them.
W: Brilliant! So shall we go to the theatre in the evening and the museum in the afternoon?
M: Sounds great. And for dinner?
W: Let me see. Oh, dinner in the dark?

D Put Ss in pairs and give them 2–3 minutes to check and correct their ideas from Ex. 2B. Then play the recording again for them to check. Discuss answers in feedback.

Suggested answers:
1 silent disco; You choose the music and listen to it on headphones.
2 blind date cinema; you buy a ticket but you don't know the film.
3 improv playback theatre; People in the audience tell a story (about their lives) and the actors act it out.
4 museum meditation; You meditate in a museum room, then you look at the exhibits and talk about them.

E Give Ss 3–4 minutes to discuss in their pairs, then elicit answers from different Ss in open class.

3A Check the example. Ss work alone and then compare answers in pairs. In feedback, elicit answers and write the sentences on the board. Highlight the form of the verb after each phrase.

Answers: **2** How about **3** Why don't we **4** Shall we

Watch out!

Ss often make mistakes with the use of the *verb + -ing* in suggestions. They tend to say things like *How about to go/What about to going to the cinema?* Check the form of the verbs used with each phrase and give Ss sufficient controlled practice. Prompt them to self-correct when they make a mistake.

B Ss complete the suggestions using Ex. 3A as a model. They then listen and check their answers. In feedback, check the form of the verbs carefully.

Answers: **1** about going **2** we go **3** don't we go **4** Let's go

C Play the recording and let Ss discuss their answers in pairs. In feedback, play the recording again and elicit the answers.

Answers: Yes. The speakers voice starts high.

D Ss now listen and repeat. If they have problems with the high start and high rise-fall at the end, ask them to stand up (for the high parts) and sit down (for the falling parts). Play the recording again. Ss stand up/sit down to the rhythm several times – until the novelty wears off!

E Demonstrate the question *How about going swimming?* with both positive (high start/high rise-fall at the end) and negative (low start/low rise-fall at end) intonation. Ss respond with *OK* or *No, thanks* appropriately. Then drill the suggestions (with positive/negative intonation) and responses in open pairs across the class. Ss then practise the other suggestions in pairs. Do feedback in open pairs across the class. Prompt self-correction.

LEARN TO RESPOND TO SUGGESTIONS

4A Check *don't feel like* and *it's not for me* and play the recording for Ss to complete the matching task. Get Ss to compare answers in pairs and if they still have doubts, play the recording again. Elicit and drill answers in feedback. ***Strong Ss*** could check their answers in the audio script on p. 175.

Answers: **2** b) **3** e), g) **4** d), f) **5** a)

B In feedback, emphasise that it is very important to know the appropriate responses to give in any conversation/social interaction.

Answers: **a)** + **b)** – **c)** + **d)** + **e)** – **f)** + **g)** –

C Put Ss in pairs and check the rubric and example. Then do another example with a strong student. Allow the pairs some thinking time for their activities and suggestions. Tell Ss to respond positively and negatively to their partner's suggestions. While Ss work in pairs, make notes of problems with accuracy and pronunciation/intonation. In feedback, nominate pairs to act out their conversations to the class. Give feedback and correct/drill problems with the target language.

▷ **LANGUAGEBANK 10.3** p. 146–147

Go through the tables and notes with Ss. If necessary, model and drill some exchanges in open/closed pairs. The exercise can be done in class or set as homework.

Answers:
J: I don't feel *like* stopping
S: Let's *have* a coffee.
J: Why *don't* you make some coffee?
S: That's a good *idea*. Shall *we* have a sandwich?
J: That doesn't *sound* good.
S: Sounds *good* to me.

SPEAKING

5A Ask Ss to copy the table below in their notebooks. Give them three minutes to decide on their activities and a place and time for each, and complete the 'You' column. Be available for Ss to ask you for vocabulary if they need to.

	You	Student 1	Student 2	Student 3
Activity 1				
Activity 2				
Activity 3				

B Check the rubric and the instructions in the flowchart. Elicit examples of language for each box, e.g. *Hi, Tom. It's Sam here.* Ss then work in pairs and take turns to go first. To make the role-play more authentic, pairs should sit back to back and pretend they are on the phone. They could use their mobiles as realia. If appropriate, Ss could use their mobiles to call each other. They then add information about the arrangements they have made in the 'Student 1' column in their table from Ex. 5A. If you notice Ss were making a lot of mistakes with their suggestions and responses, give feedback on this before they move on to the next role-play.

C Put Ss with different partners. Give them 3–4 minutes to do the same role-play but with different suggestions. Tell them to check the table when they make arrangements so that they do not have two at the same time! Also remind them to note down the new arrangements in the 'Student 2' column. After 3–4 minutes, move Ss again to repeat the role-play with a third partner and write their arrangements in the last column. During this series of role-plays, monitor discreetly, making notes of Ss' performance for feedback later.

D Ss should now have a completed table of arrangements. Give instructions and elicit some example sentences, e.g. *I'm going to the zoo with Alana at 4 o'clock on Sunday.* Put Ss in small groups. While one student talks, the others should listen and make notes of the arrangements, e.g. if any activities are a) the same or b) at the same time as theirs. In feedback, invite Ss to tell the class about similar arrangements they have to other Ss in their group.

Homework ideas
- **Ex. 5B:** Ss write a conversation with different suggestions.
- **Language bank:** 10.3 Ex. A, p. 147
- **Workbook:** Ex. 1–3, p. 63

WILD WEATHER

Introduction

Ss watch an extract from the BBC series *Wild Weather*. The programme focuses on Bergen, the wettest place in western Europe and the second largest city in Norway. Ss then learn and practise how to talk about the weather and write about it in a reply to a message forum.

SUPPLEMENTARY MATERIALS

Ex. 2C, optional extra activity: copies of an international/country weather forecast or internet facilities

Ex. 3A: a map of the world

Warm up

Lead in and create interest in the topic of the lesson. Write *spring*, *summer*, *autumn* and *winter* on the board. Ask: *Which season do you like best? Why?* In ***multilingual classes***, you could first ask: *What's the weather like in your country in the different seasons? Hot? Cold? Wet? Dry?* Ss discuss their answers in pairs/small groups and report their answers back to the class.

DVD PREVIEW

1A First, ask Ss to look at the photos and ask: *What's the weather like in the photos?* Elicit language Ss know. Ss then read the sentences and match them with the photos. In feedback, check answers and elicit more descriptions of the photos if possible, e.g. *a calm, peaceful day, the wind is blowing, thunder and lightning*.

Answers: **1** D **2** B **3** F **4** A **5** C **6** E

B Check the rubric and drill the example in open and closed pairs. Pay particular attention to the answers; Ss might want to say, e.g. *It's ~~like~~ sunny*. While Ss practise, monitor to check they are using the questions/answers correctly. Give feedback on this if necessary.

2A Check the words in the box, especially the difference between *cold* and *cool*, and *warm* and *hot*. Ss work alone to complete the exercise and then compare answers in pairs. In feedback, check answers and drill the adjectives.

Answers: hot – cold, warm – cool, wet – dry

B Ss read the weather forecast first. Check *temperature*, *degrees*, *Celsius* and *make sure*. Give Ss 3–4 minutes to complete the text alone and compare answers in pairs.

C Ss listen and check their answers. In feedback, ask: *Do you watch/listen to the weather forecast? Is it usually right?* Discuss briefly in open class.

Answers: **2** warm **3** wet **4** cool **5** dry **6** cold

Optional extra activity

Ss look at the weather forecast online/in newspapers and choose a city to give a forecast for to the class/in groups.

DVD VIEW

3A Check the title and elicit examples of *wild weather* that Ss know/have in their country (storms, floods, hurricanes, etc.). Ask the question in the rubric. Check *intrepid adventurer* (sb who enjoys adventure and is willing to do dangerous things or go to dangerous places) and tell Ss to read the text and then discuss their answers in pairs. They could use places in their own country for examples if possible. It might be useful to have a map of the world in the class. Elicit Ss' answers in feedback. If Ss do not say Norway is a wet place, suggest it.

Suggested answers: **a)** Hot/Wet **b)** Cold/Wind **c)** Cold/Wet **d)** Hot/Wet

B Check the rubric and reassure Ss that they only have to watch out for the topic of the programme and form an opinion about whether they would like to live in Bergen. Play the DVD. Ss watch and then compare their answers in pairs. In feedback, elicit Ss' answers and invite initial comments about the programme.

Answers: **1** Wet **2** Ss' own answers

Teaching tip

To help Ss learn paralinguistic features and other visual clues, Ss could watch the DVD first with the sound turned off. They compare answers in pairs and then watch it again with the sound on.

C Here, Ss need to listen for specific information at certain points in the programme, but are supported by the multiple-choice answers. Ss read the sentences first. Check *tonnes*. Ss then watch the DVD again, underline the correct answers and then compare them in pairs. If necessary, play the DVD again and pause at/rewind the sentences containing the answers (in bold in the DVD script below). (NB: Listening for single words in a text is very useful for the development of Ss' listening skills.)

Answers: **1** two **2** three **3** cans **4** 225 **5** 1990 **6** 83

D Ss discuss the questions in pairs. In feedback, elicit answers from different Ss.

Optional extra activity

Ss might enjoy watching the DVD again just for pleasure – to see/understand/ask you about details they did not notice before. Or they might prefer to watch it and read the video script at the same time. Have a vote to see what the class wants to do, then play the DVD again.

DVD 10 Wild Weather

N = Narrator D = Donal MacIntyre S = Shopkeeper B = Benedikte

N: This is a journey with water around the planet: from the oceans to the clouds, from a storm to a flood. Intrepid adventurer Donal MacIntyre is going to experience the worst it can get.
The journey with water begins in the wettest place in Western Europe: Bergen, city of rain on Norway's western coast. It rains here two out of every three days.
D: So, what's the one thing you need in a city like this?
N: Umbrellas – lots of them.
S: We have some special umbrella for little rain, lot of rain and storm.
D: For every occasion?
S: Yes.
N: The city is so proud of its rain they can it and sell it to the tourists because they've got a lot of it.
D: And crashing down on the roof of the average family house every month is a staggering eighteen tonnes of rain. That's two hundred and twenty-five tonnes a year. This place is seriously wet.
N: This is TV2, Bergen's local television station. Benedikte Rasmussen has the unenviable job of presenting the weather.
B: The longest period of rain was in 1990. And I know this because I've checked it now, but it turns out that it was raining from the third of January to the twenty-sixth of March that year and that's about eighty-three days, and I can't remember, but I, I think I was quite fed up of rain after those days.

speakout a weather report

4A Refer Ss back to p. 104 and elicit which season might be illustrated in each of the photos. If you have a ***multilingual class***, the seasons might be different, depending on which hemisphere Ss come from. Then read/check the rubric with Ss. Tell Ss to work alone and give them 4–5 minutes to make notes. Monitor and help where necessary. Ss will use these notes in Ex. 5A, so do not conduct feedback until later.

B Check the rubric and ask if any of the Ss know what the sirocco wind is. If not, explain: it is a hot (and subsequently humid) wind that blows from North Africa across to southern Europe. With ***weaker classes***, ask Ss to read the audio script on p. 175 while listening. After listening, Ss compare answers. Play the recording again if they are still not sure. Check answers in feedback.

Answers:
1 about five years ago in the summer
2 in Pisa, Italy
3 She worked there as a teacher.
4 It was hot. It got hotter and it was very dry.
5 She felt tired. Everyone was tired. She was glad when it was over.

C Ask Ss to read the Key phrases and check that they understand them. Then play the recording again. Ss tick the phrases they hear (in bold in the audio script below) and compare their answers in pairs. In feedback, play the recording again. Pause at each phrase and elicit the complete sentence. Ss tell you any other details they remember about each key phrase.

Answers:
But then one day the weather [changed/started to rain/got hotter/…].
Everything/Everywhere was [different/white/dry/…].
It was difficult to [breathe/sleep/do anything].
Everyone got very [tired/angry/ill/…].
I was [glad/sorry] when it was over.

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I can remember the sirocco very well. I was in Pisa, in Italy about five years ago. I worked there as a teacher for two years. I love hot, sunny weather and the summers were wonderful. I remember my first summer. It was very hot, **but then one day the weather changed**. It got hotter. I woke up one morning and **everywhere was white**; there was white sand over all the cars and the streets; and **everything was dry** – your eyes, your mouth, everything. The car was like an oven; the metal of the car door was really hot. **It was difficult to breathe**. People told me it was the sirocco. The sirocco is a strong wind from Africa, from the desert. At work **everyone got very tired**. Me too. **I was glad when it was over**.

5A First, give Ss time to check their notes from Ex. 4A again. They can then practise saying them quietly to themselves. Then put Ss in pairs for the speaking activity. Monitor discreetly and note down any strengths and weaknesses in the language they use.

B Put Ss in groups and make sure they do not work with the same partner as in Ex. 5A. Ss take turns to talk about their experiences. The others listen and ask follow-up questions. In feedback, ask each group who they think had the most unusual experience.

writeback a message forum

6A Check *hire a car*, *B&Bs*, *sweater and raincoat*. Ask Ss to read the texts and answer the questions. They could do this in pairs, small groups or as a whole class.

Answers: May and September; the weather is usually OK, the traffic is quieter and it's easier to get hotels and B&Bs.

B First, check the rubric and the phrases. Ss then write a reply about their city alone and show it to a partner for suggestions/ideas. In feedback, nominate Ss to read out their replies. The class listens and checks if they have similar ones. They then vote on the best/most interesting reply.

Homework ideas

- **Ex. 4/5:** Ss write a paragraph about another time they experienced an interesting or unusual type of weather.
- **Ex. 6A:** Ss write a different reply to the message (and put it on the class blog/email it to a classmate).

LOOKBACK

Introduction

When assessing your Ss' speaking skills, you need to consider four things: accuracy of grammar and spelling, range of vocabulary used, fluency and pronunciation. It is a good idea to give Ss marks out of five for each area, making a total of 20 marks.

SUPPLEMENTARY MATERIALS

Ex. 5B, optional extra activity: computer facilities or materials/coloured pens for Ss to make party invitations

BE GOING TO; WOULD LIKE TO

1A Check *weekend wish list* (the things the person wishes they could do but might not be able to). Then check the examples. Ss do the exercise alone and compare answers in pairs. Monitor and make notes for feedback.

Answers:
3 I'd like to go to the U2 concert, but I haven't got tickets.
4 I'm going to meet Andy for a drink. He said OK/he'd like to.
5 I'm going to watch *Gone with the Wind*. I borrowed it from Cindy.
6 I'd like to sleep all day, but I haven't got (any) time.

B Elicit examples for Ss' wish list, e.g. *go dancing* (*broke my leg last week*), *go clothes shopping* (*just got paid*). Write them on the board and elicit sentences using *going to/would like to*. Give Ss three minutes to write their lists. Monitor and if possible, check all Ss' lists before Ex. C.

C Give Ss time to think before they work in pairs. In feedback, Ss report back to the class about their partner's plans. Give feedback and assess Ss' speaking skills as needed.

PLANS

2A Give Ss 1–2 minutes to do this exercise as a race. The first to finish with the all correct answers wins.

Answers: **1** do, stay **2** go, go for, stay, have, go **3** get, move, start, take

B Do the first sentence as an example. Elicit the question *On your next holiday, do you want to stay home or go abroad?* Elicit answers with *be going to/would like to*, e.g. *I'd like to go to Thailand. I'm going to stay at home.* While Ss talk in pairs, note down problems for feedback or assessment if required.

PHRASES WITH GET

3A Give Ss 1–2 minutes to do this exercise as a race. The first to finish with the all correct answers wins.

Answers: **1** cold **2** sunburnt **3** stung **4** thirsty **5** hot **6** tired **7** lost **8** warm **9** wet **10** hungry

B First, check *raft*. Give Ss time to think and prepare their sentences before they work in pairs. Encourage them to be creative! In feedback, elicit answers.

Suggested answers: **2** He got tired. **3** He got wet/cold. **4** He got sunburnt/cold. **5** He got thirsty/sick. **6** He got wet/cold/tired.

C Ss discuss the mistakes and problems in their pairs. In feedback, invite Ss from each pair to share their ideas with the class.

WILL, MIGHT, WON'T

4A First, elicit information about the picture, e.g. *The hotel is high in the mountains/in the middle of nowhere. There are only goats and birds there*. Ss then read the information.

B Explain that Ss should give their own answers/opinions, e.g. *We'll/We won't/We might get bored*. Monitor and help if necessary.

C Ss compare their answers in pairs. To extend the practice, they could then work with another pair to compare further. Monitor and make notes for feedback.

D In pairs or groups, Ss decide if they would like this kind of weekend break, giving reasons. Invite Ss from each group to share their ideas with the class.

MAKING SUGGESTIONS

5A Ss correct the sentences alone or in pairs. ***Weaker Ss*** could look back at p. 102–103 for help.

Answers:
1 Why *don't we* have a party in the school garden?
2 Let's *have* 90s music.
3 How about *starting* at seven o'clock?
4 That *sounds* good.
5 Shall *we* make some pizza?
6 I don't feel like *doing* that.
7 That's *a* good idea.
8 *I'd* like to bring some drinks.

B Read the rubric and elicit examples of party food, drink, etc. Also discuss other ideas, e.g. the type of party (fancy dress, themed, 80s, Halloween, etc.). Put Ss in small groups. They make suggestions and respond appropriately to each other. Make notes on how well they use this language.

Optional extra activity

Each group designs and writes an invitation to their party. Use computer facilities if available or take materials/coloured pens to class. They each take a copy with them to show to the next group in Ex. 5C.

C First, Ss make a list of what they agreed on in Ex. 5B: the place, food, etc. They must all write it down so that they can pass the information on to the other groups. In their new groups, Ss take turns to describe their party. Each one then decides which party to go to. In feedback, invite Ss to tell the class about the party they chose. Give feedback and assess Ss' speaking skills.

Teaching tip

An easy way of reorganising groups is:
1 Name each group A, B, C, etc.
2 Number Ss 1, 2, 3, etc.
3 Tell all the number 1s to sit together, all the number 2s to sit together, etc.

BBC interviews and worksheet

What are your plans for the future?

In this video people talk about their plans and hopes for the future. The material includes a wide range of personal, professional and academic aspirations and utilises key verb phrases from the unit.

OVERVIEW

11.1 I DON'T FEEL WELL

VOCABULARY | the body; health
LISTENING | listen to a radio programme about colds and flu
GRAMMAR | *should/shouldn't*
PRONUNCIATION | sentence stress; weak form: *should*
SPEAKING | talk about what to do when you don't feel well

11.2 ONE THING AT A TIME

READING | read an article about multi-tasking
VOCABULARY | communication
GRAMMAR | adverbs
PRONUNCIATION | sentence stress: adverbs
SPEAKING | talk about ways of reducing stress
WRITING | make your stories more interesting with adverbs

11.3 HELP!

VOCABULARY | verbs of movement
READING | read about helpful cities
FUNCTION | offering to help
PRONUNCIATION | intonation in offers
LISTENING | listen to situations where people offer to help
LEARN TO | thank someone
SPEAKING | offer to help someone

11.4 FAT OR SUGAR? BBC DVD

DVD | watch an extract from a documentary about fat and sugar
speakout | talk about diets
writeback | write some advice for a health forum

11.5 LOOKBACK

Communicative revision activities

BBC INTERVIEWS

Do you have a healthy lifestyle?

In this video people talk about health and fitness and how they maintain a healthy lifestyle. They also talk about what they do when they feel ill and how to aid recovery. Use the video at the end of Lessons 11.1 or 11.2 to further show the target language in context, at the start of the unit as an introduction or at the end of the unit as a round-up.

I DON'T FEEL WELL

Introduction

Ss learn and practise how to give advice using *should/shouldn't* in the context of health problems.

SUPPLEMENTARY MATERIALS
Resource bank: p. 187 and 188
Language bank: p. 148–149
Photo bank: p. 159

Warm up

Lead in to the lesson topic with a brief revision of parts of the body. Point to your arm, then your leg and elicit/say the words. In pairs, Ss then take it in turns to point to parts of their body for their partner to name. In feedback, check the words Ss know but do not teach new ones yet. This will be done in Ex. 1 of the Photo bank.

VOCABULARY THE BODY; HEALTH

1A Ss look at the photos. Ask: *What's wrong with the people?* Elicit/Teach *They're ill. They're in pain. His leg hurts.* Ss will learn the names of specific ailments/problems in the exercises below, but check/elicit what they already know, e.g. *He/She's got a cold/headache.* Ss then work in pairs. Give them one minute to name the parts of the body they can see in the photos, then another minute to list any other words they know.

Answers: arm, ear, eye, face, finger, hand, head, knee, leg, elbow, neck, nose, shoulder, mouth, thumb

▷ **PHOTOBANK** p. 159

1 In ***mixed-ability classes***, ***stronger*** and ***weaker Ss*** can work together. In feedback, check/drill the answers.
2 Ss do this in pairs.

Answers:
1 **1** R **2** Q **3** E **4** B **5** G **6** N **7** L **8** I **9** A **10** J **11** P **12** M **13** F **14** C **15** H **16** D **17** O **18** K
2 **one:** back, neck, mouth
two: arms, ears, eyes, feet, hands, knees, legs, elbows, shoulders, thumbs
eight: fingers
ten: toes

B Ss work in pairs and take turns pointing to parts of the body in the photos. Monitor to check their pronunciation and give feedback as needed.

2A Ss already know the words *leg*, *nose*, *throat* and *head*, so should be able to work out what the phrases mean from the photos. Give them two minutes to check the photos and compare answers in pairs. With ***weaker classes***, check/teach the health problems, using the photos and/or mime (e.g. for *cough* and *runny nose*). In feedback, elicit Ss' answers and model/drill the pronunciation if necessary. With ***stronger classes***, teach other details if appropriate, e.g. *she's blowing her nose, he's holding his head, she's got a thermometer in her mouth.*

Answers: **A** 2 **B** 1 **C** 3 **D** 4, 8 **E** 4, 5

B Elicit the pronunciation of all the phrases but do not correct it. Play the recording for Ss to mark the stressed syllables, then play it again for Ss to repeat. Highlight the fact that *ch-* in *stomach* is pronounced /k/. Play the recording as many times as needed for Ss to be confident with their pronunciation.

Answers: **1** I've got a headache. **2** I have stomachache. **3** My leg hurts. **4** I've got a cold. **5** I have a temperature. **6** I've got a cough. **7** have a sore throat. **8** I've got a runny nose.

speakout TIP

Read the tip with Ss and elicit other words containing the /f/ or /k/ sounds with a different spelling, e.g. for /f/: *cough*, *laugh*, *photo*, *geography*; for /k/: *chemist*/*chemistry*, *Christmas*, *stomachache*. In the case of *thumb*, there's a silent letter: *b*. Other examples of this: *climb*, *comb*, *cupboard*, *could*, *temperature*.

C This exercise practises verbs used to talk about health problems: *have got*/*have*, *hurt* and *feel*. Ss complete the exercise alone and then compare their answers in pairs. Check/Drill answers in feedback.

Answers: **1** back, ear **2** arm, back, ear, finger **3** tired, better

D Invite Ss to mime one or two problems first. While they are working, monitor to check how well they have grasped the new language. In feedback, nominate Ss to mime problems for the class to guess.

LISTENING

3A Check *medicine* and *rest* in the questions. Ss then work in pairs to discuss them. Nominate Ss to report their partner's answers to the class.

B Elicit an example. Ss then do the exercise in pairs. In feedback, copy the table on the board and write (or invite Ss to write) the answers in the correct column. Do not confirm answers yet. Ss will check them in Ex. 3C.

C Play the recording. Ss listen and tick the problems from Ex. 2A and 2C that they guessed correctly. If more than half of the Ss still have doubts after comparing their answers, play the recording again to help build their confidence with listening skills. Check and discuss Ss' answers. Briefly elicit other details Ss heard in relation to the symptoms.

Answers:
Flu: a headache, your arms and legs hurt, you feel awful, you have a temperature
A cold: a runny nose
Both: a sore/bad throat, a cough

D Check *suddenly* and *slowly* in the sentences. ***Stronger Ss*** should be able to answer the questions without listening again, but ***weaker ones*** might need to. The best solution is for Ss to listen and read the audio script at the same time – this will be useful for all of them. Check answers in feedback and answer any questions Ss have about language in the audio script.

Answers: **1** suddenly, can't **2** slowly, can **3** two or three days **4** tired

E Ss discuss the questions in pairs. In feedback, invite different Ss to share their answers with the class.

Unit 11 Recording 2

P = Presenter H = Dr Harper

P: And this week in *Health Matters*, we're talking about colds and flu. What's the difference, and more importantly, what should you do when you have a cold or flu? With me in the studio is Dr Elizabeth Harper.
H: Hello.
P: Dr Harper, first, can you tell us, how is flu different from a cold?
H: Well, one big difference is how they start. Flu starts very suddenly. One minute you're fine, you're OK, the next minute **you feel terrible**. **You've got a headache** – often a very bad headache – and sometimes **a cough**. You have **a sore throat** and **your arms and legs hurt**. You feel awful.
P: OK. And do you usually have a temperature?
H: Yes, you get very hot. Usually you **have a temperature** of over thirty-eight degrees centigrade and you're too ill to do anything. You can't work. You just want to go home and go to bed.
P: So it's serious.
H: Yes. Don't try to work. You should go to bed. Get lots of sleep. Sometimes you have to stay in bed for a week or more. You shouldn't go back to work too soon.
P: Anything else?
H: Yes, you should drink lots of water.
P: Right. And what about a cold? How is a cold different from flu?
H: Well, a cold starts slowly. Maybe it takes two or three days to start. It's a cold when you've got a bad throat or **a cough** and **a runny nose** and you don't feel very well. But – and here's the big difference – if you can get up and go to work, then you've probably got a cold, *not* flu.
P: So should you go to work with a cold?
H: Ah, it depends. You don't want to give your cold to other people at work, so some people take two or three days off work or work from home. But yes, you can usually work and after a week you usually feel better.
P: And after flu?
H: After flu you often feel very tired for a very long time – maybe three or four weeks.
P: Should you rest a lot?
H: Well, it depends, but be careful. For example, don't do too much sport or hard exercise until you feel better.
P: Another question about colds and flu: what do you think about antibiotics?
H: Well, you shouldn't take antibiotics with a cold …

GRAMMAR SHOULD/SHOULDN'T

4A ***Strong Ss*** can do Ex. 4A and B and check their answers in the Language bank on p. 148. In ***mixed ability classes***, put ***strong*** and ***weak Ss*** together: the strong ones can help the weaker ones. Otherwise, Ss do the exercise alone and compare answers in pairs before class feedback. In feedback, check answers and the concept of advice/recommendation by asking: *Do you have to drink lots of water?* (No, but it's a good idea.)

Answers: **1** a good idea **2** a bad idea

B Ss look at the table and find the sentences in audio script 11.2 on p. 175 to complete it. While they are working, write the sentences from the table on the board (with gaps). Do not confirm answers yet – Ss will check them in Ex. 4C.

Answers: go, shouldn't

C Play the extracts from the interview for Ss to check/correct their answers. In feedback, check and write them in the gaps. Then elicit/underline the form: *should* + infinitive and *should* + *not* + infinitive. *Should* can also be used to ask for advice. Ask: *Should I get lots of sleep (when I have a cold?)? Should I go to work?* Elicit Ss' answers. Drill the questions/answers in open pairs across the class, giving other prompts, e.g. *go dancing/to the gym*, *eat fruit*. Ss then underline other examples of *should/shouldn't* in the audio script. Elicit and check them.

D Ss answer the questions in pairs. Play the recording again for them to listen and repeat. Point out that the *-l* in *should* is silent.

Answers:
1 /ʃʊd/ **2** not stressed

▷ LANGUAGEBANK 11.1 p. 148–149

Ss can refer to the tables and notes when they do Ex. A–B. ***Weaker Ss*** should do them in class.

A Check *mess*.

B Check *delicious*.

Answers:
A **2** Should he, c) **3** Should I, a) **4** Should they, b) **5** Should she, e) **6** Should we, f)
B **2** should try **3** should change **4** shouldn't wear **5** shouldn't go **6** should have **7** shouldn't stay

5A Ss first read the problems and advice. Check the example and monitor while Ss write, to check the accuracy of their sentences. Elicit answers in feedback. Prompt Ss to self-correct or correct each other's errors of meaning, form and pronunciation.

Answers:
2 b), h); You should eat something/shouldn't miss breakfast.
3 g), e); You should take an umbrella/shouldn't go out now.
4 d), a); You should go home now/shouldn't be here in the lesson.

B While Ss work in pairs, monitor and help with accuracy.

SPEAKING

6A Ask Ss to work in pairs. Give them a minute to read the situations and then another 3–4 minutes to discuss the questions. Monitor to help with vocabulary and prompt Ss to self-correct if necessary. Elicit answers in feedback.

B First, check the meaning of *pharmacist*, *tablets*, *cream*, *drops* and *plasters* in the phrases. Ss then complete the exercise alone or in pairs. Elicit answers in feedback.

Answers:
I've got (a) terrible … C
Put this cream on your … P
Put these drops in your … P
Could I have some plasters? C
Have you got anything for … C
You should … P
You shouldn't … P
Can you recommend anything? C
When did it start? P

C Ask Ss to work in pairs and give them 3–4 minutes to prepare their role-play. Encourage them to use the phrases from Ex. 6B. While Ss are working, monitor, making notes on their performance.

D Put Ss in groups of four, with two pairs from Ex. 6C per group. Check the rubric and make sure Ss understand what they have to do. When the first pair has finished, ask Ss to swap roles. In feedback, discuss Ss' answers and discuss any errors.

Homework ideas

- **Ex. 6C:** Ss write a paragraph or conversation based on the role-play.
- **Language bank:** 11.1 Ex. A–B, p. 149
- **Workbook:** Ex. 1–5, p. 64–65

ONE THING AT A TIME

Introduction

Ss learn and practise adverbs of manner and communication vocabulary in the context of multi-tasking and stress management.

SUPPLEMENTARY MATERIALS
Resource bank: p. 189
Language bank p. 148–149
Homework ideas: copies of a cartoon strip (see notes below)

Warm up

Lead in to the topic of the lesson by asking: *At work/school, do you have to do different tasks at the same time? What type of tasks? What advice can you give to help people perform different tasks?* Ss can discuss the questions in pairs, small groups or as a whole class.

READING

1A First, check the meaning of *multi-tasker* in the title of the article and ask what the woman in the photo is doing. Ss then discuss the questions in pairs. Elicit answers in feedback.

Answers: A multi-tasker does more than one thing at a time.

B Ss read the introduction to the article and do the activity alone, then compare answers in pairs before class feedback.

Answers: seven: answered text messages, had phone conversations, checked her email, ordered her food, ate her food, paid for her food, had a conversation with the writer

C Ss make their lists in pairs. Monitor and help where necessary. Ss then read the text and check their ideas. Set a time limit of 2–3 minutes. Tell them not to worry about unknown vocabulary at this point. In feedback, ask Ss if their ideas were the same as or different from the text. Then check vocabulary – teach/check *memory*, *PIN number*, *loved ones*, *stress levels*.

D Ask Ss to read the last part of the text and discuss the question in pairs. In feedback, elicit Ss' opinions and encourage them to justify them. Ask them if they have done any of the things mentioned in the text.

VOCABULARY COMMUNICATION

2A Check the rubric and example. Tell Ss to work in pairs and look at the text to help them. In feedback, invite Ss to write the completed word webs on the board and check pronunciation. The class can then suggest other verbs to add to each word web.

Answers:
a text message: ~~order~~, answer
your phone: ~~turn~~, turn off
a conversation: ~~talk~~, have
names and numbers: ~~answer~~, forget

B Put Ss in pairs and check the rubric and examples. To make the activity more fun, introduce an element of competition: the pair that can think of the most phrases are the winners.

C Ss do this exercise individually. Check answers in feedback.

Answers: **1** get/send **2** answer **3** turn off **4** have/start **5** forget **6** remember

D In pairs, Ss take turns to ask and answer the questions in Ex. 2C. Encourage Ss to ask follow-up questions each time. In feedback, invite Ss to report back on their partners' answers.

GRAMMAR ADVERBS

Watch out!
It is important to clarify both the form/spelling of adverbs and their position in a sentence. Highlight these points clearly and give Ss thorough controlled practice.

3A Give Ss 1–2 minutes to complete the exercise. In feedback, check answers and write *slow – slowly* and *quick – quickly* on the board. Ask: *Which words are adverbs? How do you know?* Elicit the answer and underline the *-ly* ending in both adverbs.

Answers:
Sentence: quickly, slowly
Rules: 1 how **2** after

B Check the example before Ss do the exercise. Point out that they can refer to the text for help/to check their answers. Ss work alone and then compare answers in pairs. In feedback, check/drill the adverbs. With ***stronger classes***, ask Ss to give an example sentence for each adverb.

Answers: quickly, fast, badly, carefully, easily

C Let Ss discuss in pairs, then check answers in open class. See if any Ss know any other irregular adverbs (e.g. *well* or *hard*). If not, you could teach them here.

Answers:
Regular adverbs: add *-ly* to the adjective; with an adjective ending in *-y*, change the *-y* to *-i* before adding *-ly*.
Irregular adverb: *fast* (the adjective and adverb are the same)

D Play the recording and point out/elicit that the stress is on the adverbs. Write the sentence on the board and underline the adverbs. Then play the recording again for Ss to repeat.

▷ **LANGUAGEBANK 11.2** p. 148–149

Read and check the tables and notes with Ss, especially the position of adverbs in sentences. They should refer to the table when they do the exercises.

A Check *pass an exam*.

B To follow up, Ss could write questions using how and when, e.g. *When did he wake up? How did he make breakfast?*

Answers:
A **1** angry, angrily **2** beautifully, beautiful **3** easily, easy **4** quiet, quietly **5** good, well **6** terribly, terrible
B **2** angrily **3** quickly **4** easily **5** slowly **6** late

4A Check the example. Point out that Ss will have to use both adjectives and adverbs in this exercise. Give Ss time to complete the exercise and monitor to help/advise and check accuracy. Do not confirm answers until after Ex. 4B.

B Give Ss 2–3 minutes to compare their answers in pairs. In feedback, teach/elicit that *hard* is an irregular adverb (the adjective and adverb are the same). Nominate Ss to tell the class their partner's answers for each sentence. Also recheck the difference between the way adjectives and adverbs are used: adj + noun, *be/feel* + adj, verb + adv.

Answers: **1** quickly/slowly **2** easy/hard **3** well/badly **4** good/bad **5** fast/slowly **6** healthily/unhealthily **7** quiet/noisy **8** late/early

SPEAKING

5A Divide the class into Ss A and B and tell them to turn to pages 164 and 161. Explain the task and allow Ss 1–2 minutes to read their lists and mark the good/bad ideas. While they are doing this, go round helping them with vocabulary if necessary.

B Divide Ss A and B in groups and explain that they now have to compare their answers and then agree on the top three ideas. Allow 3–4 minutes for this activity.

C Now put Ss in A/B pairs. They each present their three ideas from their original groups to their new partner and then discuss and choose the top three.

D As a whole class (or in large groups if you have a large class), Ss discuss and agree on the best three ideas, giving reasons for their decisions.

WRITING ADVERBS IN STORIES

6A Ask Ss to cover the prompts and elicit details about the pictures. Ss then work alone to put the pictures in the correct order. Get them to compare answers in pairs before class feedback.

Answers: D, A, C, B

B Check the example sentence and elicit the end of it. Also check *broken* (*arm*). Ss then use the prompts to write the rest of the story in the past simple. ***Weaker Ss*** can work in pairs. Check/Help them with the accuracy of their writing if needed. ***Fast-finishers*** can add more details to their story. Ss could then swap their stories with other Ss/pairs and compare them with their own. Monitor closely to check accuracy and prompt correction if necessary. In feedback, choose a good example of the story to read out to the class. Ss compare it with their own and make any changes needed.

Suggested answers:

1 On Saturday, Ken got up, had breakfast and got on his bike.
2 He rode down the road but he didn't look ahead. A cat ran in front of him.
3 He fell off his bike and broke his arm.
4 That evening, he sat at home with a broken arm.

C Ss first write the adverbs. Check form and meaning before they add them to their stories. Ss then compare their adapted stories in pairs/groups. Nominate Ss to read their story to the class, and check if the adverbs are in the appropriate place.

Answers:

Adverbs: quickly, carefully, carelessly, dangerously, early, fast, late, sadly, slowly

Sample story: On Saturday, Ken got up late/early, had breakfast early/late/quickly/fast/slowly and got on his bike quickly/slowly. He rode dangerously/carelessly/fast/slowly down the road, but he didn't look ahead. (or 'He rode down the road dangerously/carelessly/fast/slowly, but he didn't look ahead.') A cat ran in front of him. He fell off his bike and broke his arm badly. That evening, he sat sadly at home (or 'he sat at home sadly') with a broken arm.

D Elicit ideas for the next part of the story. Ss then write it alone/in pairs. Monitor closely to help/correct if necessary.

E Ss swap stories and compare them with their own. They can also give positive feedback to each other and make helpful suggestions for improving the story. Monitor to make sure Ss are doing this sensibly. In feedback, invite Ss to read their story endings to the class, who then vote for the most original idea. Alternatively, Ss pass the stories round the class so that everyone can read them or display them on the walls. Ss read and make comments/suggestions to whoever wrote them.

Optional extra activity

Ask: *Did you do anything silly/funny like Ken recently or when you were a child?* (NB: *Silly* is used in the question because it would be more appropriate for Ss to talk about fairly light-hearted events, not serious accidents.) *When did it happen?* You could give an example: *I went fishing in August, but I when I tried to get the fish out of the water, I fell in.* Elicit some answers briefly and then give Ss time to prepare notes/ideas. Give prompts to help them: *When? Where? Why? What? How? What next? Finally?* Ss work in small groups and take turns to tell their stories. The others can ask for more detail if they want to. In feedback, nominate a few Ss to tell the class the silliest/funniest story they heard.

Homework ideas

- If you did the optional extra activity above, Ss could write their stories for homework. Otherwise, give Ss copies of a cartoon strip showing a funny/silly story and ask them to write the story for homework.
- **Ex. 5:** Ss write a paragraph about reducing stress using the information on pp. 161 and 164.
- **Language bank:** 11.2 Ex. A–B, p. 149
- **Workbook:** Ex. 1–6, p. 66–67

HELP!

Introduction

Ss learn and practise how to offer and thank people for their help. They do this in the context of which cities are the most helpful.

SUPPLEMENTARY MATERIALS
Resource bank: p. 190
Language bank: p. 148–149
Ex. 4B, optional extra activity: prompt cards (see notes below)
Ex. 6B: video/audio recording device(s) if possible

Warm up

Lead in to the topic of the lesson by demonstrating/miming a situation where you need help, e.g. trying to move a table/lift a heavy pile of books/reach up to a high shelf. Say: *Can you help me, please?* Then ask: *When did you last help a person? When did you last ask for help?* Elicit answers in feedback. You could ask Ss to discuss the questions in pairs first.

VOCABULARY VERBS OF MOVEMENT

1A Here Ss learn language they will need for later in the lesson. First, read/check the meaning of the words in bold by miming the actions, e.g. *lift*, *drop* or by using the photos, e.g. *stand*. ***Stronger Ss*** might be able to work out the meaning of the words from the context. Alternatively, they can check them in their dictionaries, if they have them. Check answers in feedback.

Answers: **A** 4 **B** 1 **C** 7 **D** 2 **E** 5

B Ss discuss their answers in pairs for 2–3 minutes. In feedback, elicit Ss' opinions and recheck the meaning of the verbs. Ask Ss what *they* usually say and do in these situations. However, Ss will learn other ways of offering to help later in the lesson so do not teach them any new language now.

FUNCTION

2 With ***weaker classes***, teach *helpful*, *in trouble*, *researchers* and *experiment* before Ss read. Then give Ss 1–2 minutes to read the article and guess the missing city name. In feedback, elicit Ss' guesses. Then ask: *Do you agree with the article? Why/Why not? Are people afraid of helping others these days? Why/Why not?* Elicit and discuss Ss' answers.

Suggested answer: Rio de Janeiro

Teaching tip

It is a good idea to develop the skill of deducing the meaning of new words from their context. However, if you have ***weaker Ss*** or ***slow readers***, they might benefit from more support, such as knowing new words before reading them. Ss can, of course, use their dictionaries to check new words; this is also an important skill, which encourages independence.

3A Check the rubric and play the recording. Ss complete the exercise alone and then compare answers in pairs. In feedback, check answers and ask Ss to tell you the words that helped them to decide which situation it was.

Answers: **1** b) **2** a) **3** c)

B Ss read the sentences first. Then play the recording again. Ss write the answers and then compare them in pairs. Play the recording again if necessary as they might have problems hearing the *'ll* sound. ***Stronger Ss*** could try to complete the gaps first, then listen and check. Check Ss' answers (in bold in the audio script below) and teach *mess* and *It's fine, thanks*. Then move to Ex. 3C, where Ss practise the pronunciation.

Answers: **1** Let **2** I'll **3** Can **4** Shall

Unit 11 Recording 5

1
A: Oh, no.
B: Here, **let me help**. What a mess!
A: Thank you very much. It's my leg. It's difficult …
B: Oh, don't move. **I'll do it**.
A: Thanks a lot.
B: No problem.

2
A: Er, excuse me?
B: Yeah.
A: You dropped this.
B: Oh. Thanks so much.
A: That's OK.

3
A: **Can I help you?**
B: Oh, thanks.
A: The traffic's really bad here.
B: Yes.
A: **Shall I carry your bag?**
B: No, no, it's fine, thanks.
A: Here you are.
B: Thanks very much. That's kind of you.
A: You're welcome.

C Tell Ss to listen carefully to the intonation and the pronunciation of *Shall I* and *I'll*. Also show them how to say the *'ll* sound if necessary, with the tip of the tongue touching the hard ridge behind their top teeth.

Answers: **1** B **2** A **3** A **4** B

D Play the recording for Ss to listen and repeat, both chorally and individually. Check if they heard the difference in the intonation of each pair of offers (the polite offers all start high). If not, play the recording until they can hear it. Beat the stress and highlight the intonation with your hands as they repeat.

4A Check the example and teach/mime *reach* in question 3 and *stuck* in e). Ss then do the exercise alone and check answers in pairs. Model and drill the offers first. Then drill both the problems and the offers in open pairs. Follow this up with a substitution drill to help Ss with Ex. 4B. Give prompts, e.g. *I can't open the door. I can't reach the top shelf/window. I can't lift this suitcase/rucksack/these books.* Ss repeat the sentences with the prompts (also see the optional extra activity below). In feedback, elicit the language for offers (*I'll*, *Let me*, *Shall I*, *Can I*). Ss then copy the offers down and underline the functional language.

Answers: **2** c) **3** a) **4** b) **5** d)

B Give Ss 2–3 minutes to practise using examples from Ex. 4A. ***Stronger Ss*** can add their own. Monitor to check accuracy and pronunciation and give feedback as needed.

Optional extra activity

To provide more variety and support for ***weaker Ss***, use prompt cards with examples like those suggested for the substitution drill in Ex. 4A above, e.g. *dropped purse, fell down, cut finger*. Write/Copy a set of prompts, cut them up and hand out a set to each pair. Ss take it in turns to say a problem for their partner to respond by offering to help.

C Check the rubric and play the recording. Ss listen to the sound effects for different situations and note down what is happening. Play the recording again, pausing after each situation for them to complete their notes and compare answers in pairs. In feedback, check answers and teach any vocabulary they need, e.g. *supermarket checkout*.

Answers:
1 A woman drops and breaks a lot of glasses.
2 A man is at the supermarket checkout but he can't find his wallet.
3 A woman is chopping/cutting vegetables and she cuts her finger.
4 A man falls off his bike.
5 A man is coughing badly.
6 A woman is feeling very cold.

D Put Ss in pairs and give them time to think of how they will offer to help. Then play the recording again, pausing after each situation to elicit some responses. In their pairs, Ss then take it in turns to respond to each situation. In feedback, play the recording once more and elicit different ways of offering to help.

▷ LANGUAGEBANK 11.3 p. 148–149

Ss should refer to the table/notes when they do Ex. A. Check *top* and *tight* in conversation 5 and *parking machine* in conversation 6.

Answers:
1 'll check **2** Let, have **3** Shall/Can, carry **4** Shall, turn
5 Let, open **6** 'll pay

LEARN TO THANK SOMEONE

5A Ask Ss to look at the audio script on p. 175 and complete the sentences alone. They then compare their answers in pairs. In feedback, check and then drill the answers.

Answers: **1** you very much **2** a lot **3** problem **4** so much
5 OK **6** very much **7** kind of you **8** welcome

B Ss work in pairs and look at the audio script again to find different ways of thanking someone and replying when someone thanks you. Elicit Ss' answers and highlight the stress/intonation.

Answers:
Thanking: Thank you very much. Thanks a lot. Thanks so much. Thanks very much. That's kind of you.
Replying: No problem. That's OK. You're welcome.

6A Check the rubric and flowchart and elicit/drill the first answer. Give Ss 2–3 minutes to order the conversation and practise saying it in pairs. Monitor to check their pronunciation. Nominate ***strong Ss*** to act out the conversation to the class. Then give feedback so that Ss are well prepared for Ex. 6B.

Answers: 4, 5, 3, 2, 1

B Ss work in pairs, facing each other and not showing their books to their partners. They read the relevant pages and ask you for help with vocabulary if needed. Remind them to use the flowchart in Ex. 6A. Ss then take it in turns to start with *Are you OK?* Monitor discreetly while they work and note problems with the functional language. ***Fast-finishers*** can create more conversations or rehearse the ones they have done and act them out to the class in feedback. If you have recording facilities, you/Ss can record their conversations. Alternatively, Ss can use the recording function on their mobile phones. They can listen again and repeat the conversations until they are satisfied with them. Give feedback on Ss' performance as necessary.

SPEAKING

7 Ask Ss to work in pairs and choose a situation from Ex. 1A to act out. ***Stronger Ss*** can choose a situation of their own. Remind them that they can use the flowchart in Ex. 6A. Ss then act out their conversations. Monitor discreetly while they work and note problems with the functional language. Give feedback on Ss' performance as necessary.

8 Ss discuss the questions in groups. In feedback, elicit examples from Ss.

Homework ideas

- **Ex. 5/6:** Ss write three conversations using the flowchart to help them.
- **Language bank:** 10.3 Ex. A, p. 149
- **Workbook:** Ex. 1–4, p. 68

FAT OR SUGAR?

Introduction

Ss watch an extract from the BBC programme *Horizon: Sugar versus Fat*. They also learn and practise how to ask and answer questions in a panel discussion about health matters and write a response to a medical problem in a website message.

Warm up

Favourite TV programmes: Group/Pair discussion

Put Ss in pairs or groups of three. Ask: *What's your favourite TV comedy show of all time? Why?* Tell Ss they have to give three reasons. Ss discuss the questions for 3–4 minutes. If there are Ss who do not like comedy shows, they can talk about their favourite TV programmes. In feedback, nominate Ss to tell the class about their partner's favourite show.

DVD PREVIEW

1 First, ask Ss to look at the photos and tell you what types of food they can see. Help with vocabulary if necessary and also check *fat* and *carbohydrates* in question 2. Ss then work in pairs and discuss the two questions. Monitor and teach any words they need. Check answers in feedback.

Answers: **2** F: A, B, D; S: C, E, F

Optional extra activity

If time, you could revise food vocabulary here. Check *fat* (F) and *sugar/carbohydrates* (S) again, and also teach *protein* (P). Ask Ss to turn to p. 157 in the Photo bank and, in pairs or small groups, mark the photos *F*, *S* or *P*. Briefly discuss Ss' answers in feedback.

2 Check the rubric and give Ss 3–4 minutes to read the programme information and answer the questions. Get them to compare answers in pairs but do not confirm yet. Ss will check their answers in Ex. 3A.

DVD VIEW

3A Ss watch the DVD and check their answers to Ex. 2 in pairs. Elicit answers in feedback and ask Ss if they were surprised.

Answers:
1 Chris: C, E, F; Xand: A, B, D
2 Chris
3 the glazed doughnut

B Check the example and the meaning of *public enemy number one*, *luxurious*, *rich*, *processed foods*, *50–50 mix*. Ss then do the exercise in pairs. Do not conduct feedback until after Ex. 3C.

C Ss watch the DVD again and check their answers to Ex. 3B (in bold in the video script below). Elicit answers in feedback.

Answers: **2** g) **3** c) **4** b) **5** a) **6** e) **7** f)

D Ss discuss the questions in pairs. Elicit answers in feedback and encourage Ss to justify their opinions. Also invite them to comment on any other interesting content from the DVD.

DVD 11 Horizon: Sugar Versus Fat

C = Chris X = Xand N = Narrator A = Amanda

C/X: We're doctors, brothers and twins. And we both love to eat. **Which is worse for us: fat or sugar?**

N: It's the hottest question in nutrition right now. **Is sugar really public enemy number one or is it fat?** Twin doctors, Xand, in London, and Chris, in New York, want to find out. One twin is going to eat only fat and the other twin only sugar. They want to try and answer the big question: which is worse for your health? Nutritionist Amanda Ursell helps them choose what to eat and what not to eat.

A: So, you are allowed bread and bagels, pasta, rice, potatoes, any description of breakfast cereals and you can have some fruit and veg. For Xand, this is your bit here. Basically, you can have cheese, you can have meat, you can have steak, you can have burgers, it's chicken with the skin on, you can have double cream in your coffee, **you can have mayonnaise, but you're not allowed any fruit** and you're not allowed very much of this veggie stuff at all.

N: After two weeks, in one experiment, the twins go on a bike race up a hill. 'Fat', Xand, is in red, and 'sugar', Chris, is in blue. Who will win? After a time, 'sugar', Chris, in blue, is in front, while 'fat', Xand, almost doesn't get to the top of the hill.

N: So in this experiment sugar wins. But in other experiments fat wins. So what's the final answer? The answer might be here, in the doughnut test.

C: What I want you to do is look at this tray of doughnuts and think about which one you'd choose if you could have any of them. Got it? Now, this is like a card trick. **I want you to remember the doughnut you chose and we're going to see if the people in New York will choose the same one as you**. All you have to do is choose a doughnut.

N: In London Xand is doing the same experiment. And something interesting happens. The people in London and the people in New York prefer the same doughnut: the glazed doughnut. Why is this?

C: This is double cream. **And it's thick, it's luxurious, it's rich, it's creamy and it's really boring**. This is sugar. After even one mouthful, it's too sweet and overpowering. But if we mix them together… Now that stuff I could eat all day. And in fact, we do eat this all the time.

X: Now remember the most popular doughnut was this one: the glazed ring. **And there's something really special about this doughnut: it's got an exactly fifty-fifty mixture of fat and sugar**. The pink one, that's got extra sugar on the top. And this one is filled with cream. So there's no question we absolutely love this combination of fat and sugar.

N: So the problem is not fat and it's not sugar. It's the fifty-fifty mix of fat and sugar. **It's the same fifty-fifty mix that we find in so many processed foods**.

X: So in the end, as doctors, we'd love to be able to give one simple rule, give you a pill that would fix all this. But in the end we can't – it's up to you.

C: It's up to you.

speakout a panel discussion

4A Check the rubric, prompts and example. Give Ss 3–4 minutes to write their questions. Monitor closely and provide any words Ss need or tell them to use their dictionaries. They could then compare their questions with another pair if there is time. Otherwise, move on to Ex. 4B.

B Check the rubric and play the recording. After listening, Ss compare their answers in pairs (all questions are in bold in the audio script below). Play the recording again if necessary. Check answers in feedback.

Unit 11 Recording 9

S = Student D = Doctor H = Hilary

S1: I've got a question for the doctor.
D: Yes? What's your question?
S1: **Do you think these diets are dangerous?**
D: What do you mean?
S1: Well, **is it dangerous to eat only sugar or only fat?**
D: Yes, well, this was an experiment. You shouldn't go on a sugar or fat diet for a long time.
S2: Hilary, do you agree with him?
H: Yes, of course. These are not healthy diets.
S2: So **what do you recommend for people to eat and not eat?**
H: That's a very good question. The answer is complicated.
S2: Well, **should we stop eating anything?**
H: Well, some foods are bad for you.
S2: Could you give an example?
H: Well, we know that processed foods are bad for you. So try to eat less processed food.
S3: **How do we know what's processed?**
H: In the supermarket, look at the label. And of course, we should eat lots of fresh food, fruit and vegetables.
S3: I see. Erm, I've got a question for Chris. Can I ask you about your diet? **What was the worst thing about it?**

C Ss read and check they understand the Key phrases. Play the recording again. Ss listen and tick the ones they hear and compare their answers. In feedback, play the recording again. Pause at each phrase and elicit the complete sentence (underlined in the audio script above).

Answers:
I've got a question for [the doctor].
What do you mean?
Do you agree with [him]?
Could you give an example?
Can I ask you about [your diet]?

D Tell Ss that they are going to have a panel discussion about health problems. Nominate four Ss to be Chris, Xand, Hilary and the doctor and ask them to prepare information for each of their roles. The other Ss prepare questions to ask them. Ss can use audio script 11.9 on p. 175–176 and the Key phrases to help them. Monitor and help Ss with their roles and questions where necessary. Arrange the class so the four Ss role-playing Chris, Xand, Hilary and the doctor can sit in the middle. Invite the other Ss to ask them their questions. While Ss are conducting the panel discussion, encourage them to make notes about the answers the panel give. In feedback, invite Ss to comment on what were the best questions and answers.

writeback a website message

5 Ss read the questions on the message boards. Check the meaning of *overweight*. To engage Ss in the activity, ask: *Do you know anyone with similar problems? What should they do?* Elicit answers and write any useful/new vocabulary on the board. Give Ss 2–3 minutes to discuss which question they want to reply to. Monitor and provide support to ***weaker Ss***. Then give them another 3–4 minutes to complete message 4. Monitor and prompt them to self-correct when needed. When they have finished, they swap messages with another pair, while you help ***weaker Ss*** if necessary. In feedback, nominate pairs to read out their replies. The class listens and checks to see if they have similar ones. They then discuss the advice and vote on the best message.

Suggested answers: Great Amigo, me, do a lot of exercise, try nicotine chewing gum, don't go anywhere where people smoke, [student's name]

Homework ideas

- **Ex. 4:** Ss write two paragraphs about a health problem and solutions.
- **Ex. 5:** Ss write a reply to one of the other messages (and put it on the class blog/email it to a classmate).

LOOKBACK

Introduction

If you have a ***strong class***, it is a good idea to ask Ss to write their own versions of some of the discrete-item test types, as used in most of the Ex. A–B test types in the Lookback sections. Ss can write their tests in pairs/groups and then give them to another pair/group to do. Ss usually find this kind of activity quite rewarding as it is not only competitive but also shows them how much language they know.

THE BODY; HEALTH

1A Ss do this exercise as a race. The first to finish with the all correct answers wins.

Answers:
1 cough, nose, sore, throat
2 arms, legs, temperature
3 headache, fingers, eyes, tired, backache

B Ask: *What makes these texts poems?* Elicit a few examples of words that rhyme, e.g. *cough* and *off*, *flu* and *do*. Ss then practise reading the poems in pairs.

Optional extra activity

If your Ss enjoy this kind of activity, encourage them to write their own poems, alone or in pairs/groups. They can use the same topic as in these poems or choose another area, e.g. adverbs or *should/shouldn't*.

SHOULD/SHOULDN'T

2A Ss could discuss their answers in pairs. Elicit their advice in feedback.

Suggested answers:
a) You should rest. You shouldn't use the computer.
b) You should take an aspirin. You shouldn't carry heavy bags.
c) You should go to the doctor. You shouldn't go to the interview tomorrow.
d) You should put your leg up. You shouldn't go dancing tomorrow.

B Give Ss time and support to prepare and rehearse their role-plays. ***Weaker Ss*** could refer back to p. 113 and p. 115 for help. Monitor and make notes on Ss' performance for feedback and assessment. In feedback, invite Ss to act out one of the role-plays. Do remedial work as needed.

COMMUNICATION

3 Ss work alone and then compare answers in pairs. To extend the practice, they could write different endings for each phrase 1–6, e.g. *How many text messages do you get a day?* Monitor while Ss work and give feedback.

Answers: **2** f) **3** a) **4** e) **5** d) **6** b)

ADVERBS

4A Ss do the exercise alone and compare answers in pairs before class feedback.

Answers: **2** quietly **3** fast/quickly **4** badly **5** carefully

B Elicit Ss' answers to question 1. Then give Ss three minutes to complete the sentences using their own ideas. Monitor and check the accuracy of Ss' sentences before Ex. 4C.

C Monitor and make notes on how well Ss use adverbs. Check answers in open pairs across the class. Give feedback and assess Ss' speaking skills.

OFFERING TO HELP

5 Check the example and give Ss 3–4 minutes to write advice. If you want to assess Ss' writing skills, collect in their work.

Suggested answers:
1 Don't worry. I'll help/Let me help.
2 Are you hurt? Shall I call an ambulance?
3 Can I help you? Shall I call the guard?
4 Oh no! Are you OK? Let me get a cloth.
5 Are you hurt? Let me get a plaster.
6 That's OK. I'll buy you one.

6A Give Ss two minutes to add the missing words. ***Weaker Ss*** can work in pairs. Check answers in feedback.

Answers:
A: *I'll* send someone to look at it.
B: Thank *you*. And when does the City Museum open?
A: Let *me* look on the computer …
A: No problem. *Shall* I phone for one now?
B: Thanks *a* lot.
A: You*'re* welcome.

B Ss can rehearse the conversation, saying it to themselves before they read it in pairs. Monitor and assess Ss' pronunciation. In feedback, invite pairs to act out the conversation to the class. Give feedback as needed.

Optional extra activity

Ss choose another problem and role-play asking for advice in a pharmacy, using the key phrases.

BBC interviews and worksheet

Do you have a healthy lifestyle?

In this video people talk about health and fitness and how they maintain a healthy lifestyle. They also talk about what they do when they feel ill and how to aid recovery.

OVERVIEW

12.1 GREAT EXPERIENCES

VOCABULARY | experiences
LISTENING | listen to people talking about their experiences
GRAMMAR | present perfect
PRONUNCIATION | sentence stress: present perfect
SPEAKING | ask and answer questions about life experiences
WRITING | write an email using linkers

12.2 AFRAID OF NOTHING

READING | read about a dangerous job
GRAMMAR | present perfect and past simple
PRONUNCIATION | irregular past participles
VOCABULARY | prepositions
SPEAKING | describe how you feel about different situations

12.3 HELLO, I'VE GOT A PROBLEM

VOCABULARY | telephoning expressions
FUNCTION | telephoning
LISTENING | listen to phone conversations
PRONUNCIATION | sentence stress
LEARN TO | say telephone numbers
SPEAKING | make telephone calls and say telephone numbers

12.4 SHARK THERAPY BBC DVD

DVD | watch an extract from a documentary about sharks
speakout | talk about an exciting or frightening experience
writeback | write a story about an exciting or frightening experience

12.5 LOOKBACK

Communicative revision activities

BBC INTERVIEWS

What's the most exciting thing you've done?

In this video people say whether or not they like London and give reasons. They also describe the most exciting thing they have done in London, using the present perfect and some superlative adjectives. Use the video at the start of the unit, to introduce Ss to the topic, at the end of Lesson 12.1 or at the end of the unit, to recap the key vocabulary and language learnt.

GREAT EXPERIENCES

Introduction

Ss learn and practise using the present perfect to talk about unforgettable experiences.

SUPPLEMENTARY MATERIALS
Resource bank: p. 192
Language bank: p. 150–151
Ex. 5A: photos of interesting experiences/activities Ss might have had/done

Warm up

Review outdoor activities: alphabet game
Ask: *How many outdoor activities do you know?* Give Ss two minutes to list as many as they can in pairs. Then say the letters of the alphabet, eliciting activities for each, e.g. *A: athletics, B: basketball*. When there is a letter with no activity, quickly move on to the next one. Sample activities include: *athletics, baseball, bungee jumping, canoeing, climbing, flying, football, go-karting, golf, hang gliding, horse riding, jogging, kite surfing, paragliding, photography, quad biking, rafting, rugby, sailing, scuba diving, tennis, windsurfing, water skiing*. In feedback, teach activities on the list that Ss did not mention.

VOCABULARY EXPERIENCES

1A Ss look at the photos. Ask: *What can you see?* Elicit Ss' answers. Teach/Check *climb, bungee jump, parachute jump* and *volcano*. Ask Ss to suggest where the activities are taking place. Ss then complete the phrases individually and compare answers in pairs. Check/Drill the phrases in feedback. Ss could also suggest other activities to add to each set of phrases.

Answers: **2** do **3** meet **4** ride **5** go **6** sleep **7** climb **8** watch

B Check the questions and elicit one or two sample answers. Give Ss 3–4 minutes to discuss their own answers in pairs. Monitor to check how well they are justifying their answers and what vocabulary they are using or need. In feedback, nominate Ss to answer and teach/check adjectives they need to justify their answers, e.g. *It's too dangerous.*

Answers:
1 **A** watch the sun rise
B climb a mountain
C be in a film
D ride an elephant
E sleep outside/in an unusual place

LISTENING

2A Tell Ss that they are going to listen to people talking about experiences. Check the meaning of *survey*. Play the recording for Ss to tick the correct items in the table. Ss then compare answers in pairs before class feedback.

Answers:
Speaker 1: karaoke **Speaker 2:** the sun rise, a volcano
Speaker 3: being in a film

B Ss complete the exercise individually, then check answers in pairs before class feedback.

Answers: **1** 1 **2** 2 **3** 3 **4** 3 **5** 1 **6** 2

C Play the recording again for Ss to check their predictions and then get them to compare answers in pairs. If Ss have difficulty, play the recording again, pausing after each sentence (in bold in the audio script below), or get them to check the audio script on p. 176. Check answers in feedback.

Answers: 1, 3 and 6

D Check the rubric and do the first item as an example. Ss then work in pairs and decide what *it* means in each sentence. If Ss struggle to remember, refer them to the audio script on p. 176 and ask them to underline the answers. Check answers in feedback.

Answers: **1** the song *My Way* **2** climb a volcano
3 a bungee jump **4** a film/video **5** (sing) karaoke
6 watching the sun rise

E Ss discuss the question in pairs. In feedback, elicit answers and ask Ss to give reasons. Also ask if there are any other experiences not on the list they would like to have.

Unit 12 Recording 1

I = Interviewer S = Student

1

I: Excuse me, do you have a second? We're asking people about great experiences, unforgettable experiences.
S1: Oh. Er, yes, if it's quick.
I: Great! Could you look at this list? Have you done any of these things?
S1: Hmm … Yes, yes, I have. I've been to a karaoke bar, in Japan. I sometimes go to Tokyo on business.
I: How was it?
S1: Scary! I like singing, but I'm not a very good singer. Or my wife tells me I'm not a good singer. But at a karaoke bar in Japan, you have to get up and sing. Everyone does.
I: And you did, too.
S1: Yes. And it was amazing! Unforgettable! *My Way* – **it's my favourite song**, you know. Do you want me to sing it?
I: Er, no, no. That's fine. Have you done anything else on the list?
S1: No, no, I don't think so. Sorry, I have to run.

2

I: Excuse me?
S2: What?
I: Have you ever ridden an elephant?
S2: What? Why? Uh, no. No, I haven't.
I: We're doing a survey on unforgettable experiences. Can I show you this list? Have you done any of these activities?
S2: Oh, OK. OK, let's see. Er, no, no, no, no. Oh, I've watched the sun rise – over Istanbul. So that's one thing. I never get up early, but I was with my husband on vacation and he was ill, so we were awake all night. So we saw the sun rise.
I: Sounds great!
S2: Well, **I enjoyed it more than my husband did**. It was amazing, really. Unforgettable.
I: And anything else on the list?
S2: Well, I've seen a volcano in Indonesia. And yes, I've climbed a volcano. In Italy, on vacation. I got very tired, but it was awesome!
I: Really? Where was that?
S2: Well, it was …

3

I: Excuse me. We're doing a survey about unforgettable experiences.
S3: Right.
I: Two minutes. Could you just look at this list? Have you done any of these things?
S3: OK. Well, I'm not really an outdoor person, so I haven't slept outside or climbed a volcano. And I've never watched the sun rise. Mmm … I've never done a bungee jump. **I'd like to try it. It looks fun but scary!** But I've never done that.
I: And the other things?
S3: Hmm … oh yes, I've been in a film. I'm not a very good actor. In fact, I'm a terrible actor.
I: Is it a famous film?
S3: Well, no, it was a short video, a little drama. My friend makes short videos and once she asked me to act in one. It's on YouTube. It got over ten thousand hits. That was amazing!
I: Wow! That's interesting. What was it about?
S3: Well, I played this woman and she was …

GRAMMAR PRESENT PERFECT

3A Give Ss 1–2 minutes to complete the exercise. In feedback, check the concept further; e.g. ask: *Look at the first sentence; has she watched the sun rise?* (yes) *Do we know exactly when?* (no) *Is it important?* (no)

Answers:
Sentences: 've watched, 's been
Rules: **1** past **2** don't say

B Ss listen to complete the gaps. Elicit answers and write the sentences on the board. Check *ever* and *never* here. Then Ss listen again and repeat. Highlight/Drill the sentence stress as indicated in the answers below (the gapped words are in italics).

Answers:
I*'ve* climbed a volcano.
I*'ve* never watched the sun rise.
I haven't *slept* outside.
Have you ever ridden an elephant? No, I *haven't*.

Optional extra activity

Ss underline all the examples of the present perfect in audio script 12.1 (underlined in the audio script above).

C Ss complete the information in pairs. Tell them to refer to the table in Ex. 3B for help. Check answers in feedback.

Answers: **1** have, has **2** past simple (form)

▷ LANGUAGEBANK 12.1 p. 150–151

With ***weaker classes***, go through the tables and notes with Ss and get them to do Ex. A–B in class. ***Stronger Ss*** could study the tables/notes and do the exercises at home. ***Weaker Ss*** should do Ex. A after Ex. 4C in the main unit and Ex. B after Ex. 5B.

Answers:
A **1** Have you ever eaten Japanese food?
2 I've eaten Thai food two or three times.
3 We've never slept in a four-star hotel before.
4 They've driven across Europe many times.
5 Has he ever been to the UK?
6 Lise's had three husbands.
7 I've never lost my mobile phone.
8 She's learnt Arabic, Spanish and Chinese.
9 Have you ever climbed a volcano?
10 My parents have never used a tablet computer.

B **A:** *Have you* ever been to Australia?
B: No, I *haven't*.
A: Yes *I have*.
B: And have you *been* to China too?
A: No, but I*'ve* been to Korea.
B: You've *travelled* to many countries in your life …
A: Yes I *have*. I've *met* a lot of people and I've *tried* a lot …
B: But you haven't *learnt/learned* to speak English perfectly!

4A Check the examples and give Ss two minutes to complete the table in pairs. They then check their answers in the irregular verbs list on p. 127 or in their dictionaries if they have them. In feedback, confirm answers and drill the past participles.

Answers: **2** climbed **3** stayed **4** tried **5** travelled **6** used **8** been **9** had **10** met **11** gone/been **12** seen

B Check the example and elicit some true/false sentences from stronger Ss. Give Ss 3–4 minutes to write their own sentences while you monitor to help ***weaker Ss***. Encourage Ss to use past participles from Ex. 4A in their sentences.

C Check the rubric and do an example with a stronger student. Say two sentences and ask the student to guess which one is false. Ss then do the same in pairs. In feedback, nominate/invite Ss to read out their sentences to the class, who guess if they are true or false.

speakout TIP

Read and check the tip with Ss. They then copy the verb lists and add more to each group. They can check their answers on p. 127.

Answers: slept, written, known, drunk, given

SPEAKING

5A If you have brought in photos showing a range of activities, use them here to provide support/stimulus, especially for ***weaker Ss***. Elicit examples for question 1 using the photos, then stick them on the board/round the walls. Give Ss 3–4 minutes to write their questions. Monitor to check the accuracy of their sentences and provide vocabulary needed to prepare them well for Ex. 5B.

B Check/Drill the example. Ss then work in small groups and take turns to ask and answer the questions. Make notes on their performance, particularly with the present perfect. Do feedback in open pairs across the class: nominate one student to ask a question and another one to answer. Recheck the concept of the present perfect when you give feedback on problems they had.

WRITING LINKERS REVIEW

6A Check instructions and give Ss 1–2 minutes to read the email and answer the question. Before moving on to Ex. 6 B, you could check comprehension of the text further, e.g. ask: *What's the weather like there?* (hot in the day, cool at night) *Where do they sleep?* (in tents or on the boats) *How long are they going to stay in Cairo?* (two days)

Answer: Egypt

B Check the example. Ss then do the exercise alone/in pairs. Elicit answers in feedback.

Answers: **2** so **3** or **4** also **5** because **6** first **7** then **8** too/as well **9** as well/too **10** finally

C Check the rubric carefully. Give Ss three minutes to plan their email before they start writing. Ss then work alone and write the emails. Monitor and prompt Ss to self-correct and use the linkers from Ex. 6B in their emails.

D Put Ss in pairs and check the rubric. Give them 1–2 minutes to read each other's emails, then get them to ask each other questions about their experiences. Elicit some of the more interesting experiences in feedback and conduct an error correction session if necessary.

Homework ideas

- **Ex. 6D:** Ss write the final draft of their email and send it to a classmate.
- **Language bank:** 12.1 Ex. A–B, p. 151
- **Workbook:** Ex. 1–6, p. 69–70

AFRAID OF NOTHING

Introduction

Ss contrast and practise the present perfect and the past simple. They also review/learn more prepositions of movement and talk about exciting but scary situations.

SUPPLEMENTARY MATERIALS
Resource bank: p. 191 and 193
Language bank: p. 150–151
Warm up: pelmanism cards (see notes below)

Warm up

Review past participles: board pelmanism

Before class, make a set of cards for the activity: write six irregular verbs and their six past participles on 12 separate pieces of paper (i.e. *go* on one piece of paper, *gone* on another, etc.). Number the cards 1–12 and write the numbers on the other side of each card; do not number them in order (i.e. mix up the infinitives and past participles). In class, stick the cards on the board so that Ss can see the numbers but not the verbs. Demonstrate the activity: elicit any two numbers, turn over the cards and show them to Ss. If the infinitive and past participle match, it's a pair. If not, put them back on the board. The idea is that Ss remember where they are when they need them. Put Ss in teams. In open class, teams take it in turns to choose two numbers in order to make pairs. They keep the cards for each pair they make. The team with the most cards at the end of the activity are the winners.

READING

Culture notes

Eunice Huthart first became well-known on the British TV entertainment series *Gladiators* in 1994. She went on to become a stunt double for such stars as Milla Jovovich, Famke Janssen, Angelina Jolie and Uma Thurman. Her work in films began in 1995, on the James Bond film *GoldenEye*, where she acted as a stunt double for Famke Janssen. She has since carved out a successful career doing stunts in such films as *The Fifth Element*, *Titanic*, *The Avengers*, *The Wolfman* and the *Tomb Raider* series. She frequently doubles for Angelina Jolie. She has also worked as a stunt co-ordinator for a number of films, including *V for Vendetta*, *Alice in Wonderland* and *Maleficent*.

1A Ss read the definition, look at the photos and discuss the question in pairs, groups or as a whole class. Teach *stunt double*.

B Give Ss 2–3 minutes to read the article and find the stunts. Ss discuss the questions in pairs. In feedback, nominate Ss to share their ideas with the class.

Answers: jumped off ships, fallen off buildings, driven cars very fast, crashed cars

C Ss read the article again and do the task. Give them time to compare answers in pairs before class feedback.

Answers:
1 T
2 T
3 F (There's nothing better than … starting all over again. Eunice has broken some bones … part of the job.)
4 F (She now works more as a stunt director.)
5 T
6 F (For me, being with my family is my greatest happiness.)

D Ss can work alone or in pairs for this activity. Point out that they can refer to the irregular verb list on p. 127 or their dictionaries if necessary. In feedback, nominate three Ss to answer – one saying the verb, the next the past simple form and the last the past participle. Encourage peer-correction from the other Ss.

Answers: fall – fell – fallen, drive – drove – driven, crash – crashed – crashed

E Ss discuss the questions in small groups. Elicit answers in feedback and encourage Ss to give reasons for their answers.

GRAMMAR PRESENT PERFECT AND PAST SIMPLE

Watch out!

Ss often have difficulty understanding the difference between these two tenses initially. It takes quite a lot of exposure to English for them to acquire it. This is usually because their own language uses the same forms, but in different ways. It is therefore useful for Ss to compare how the tenses are used in both languages. Even in ***multilingual classes***, Ss should be able to notice the similarities/differences by themselves.

2A Ss underline the correct tense in the sentences and then check their answers in the article. In feedback, check answers and ask: *What's the difference*? Ss' answers will tell you what they know/do not know.

Answers: **1** present perfect **2** past simple

B Ss underline the answers. In feedback, check the two concepts further. Ask: *Has Eunice worked on many Harry Potter films?* (yes) *Do we know exactly when?* (no) *Is it important?* (no) Then, for the past simple, ask: *Did she work on 'Titanic'?* (yes) *Do we know exactly when?* (yes, in 1996)

Answers: **1** don't say **2** say

Optional extra activity

Ss underline all the examples of the past simple and present perfect in the article.

▷ LANGUAGEBANK 12.2 p. 150–151

It would be useful to read and check the notes with Ss. They could refer to them when they do the exercises in class.

Answers:
A **1** 've been **2** went **3** was **4** loved **5** 've also visited **6** were **7** 've never travelled **8** has driven
B **2** Have you met, met
3 Has Lea been, went
4 Has Paolo ever had, had
5 Have you read, read
6 Have your children finished, finished

3A Do an example and check the meaning of *unusual* and *make anything to wear*. Ss then write the questions alone and compare answers in pairs before class feedback.

Answers:
1 Have you ever seen *Titanic*?
2 Have you ever broken your arm?
3 Have you ever eaten anything unusual?
4 Have you ever swum in a river?
5 Have you ever made anything to wear?
6 Have you ever been to a really hot or cold country?

B Ss read the conversation and answer the questions in pairs. Elicit answers in feedback and ask Ss to give reasons.

Answer: The present perfect and the past simple are used.
The present perfect is used to start a conversation/introduce a topic.
The past simple is used for follow-up questions, when the speaker says (or understands) the time.

C Check instructions carefully and drill the example. Emphasise the importance of asking follow-up questions in the past simple if their partner answers *yes*.

D Ss could walk around the room for this activity or do it in groups, depending on the size of the class. Monitor while Ss talk and make notes on their accuracy for feedback.

4A First, Ss write the past participles for each verb: they can refer to p. 127 or their dictionaries if necessary. They then practise saying them to each other in pairs and decide which column it belongs in. Monitor and help ***weaker Ss*** if necessary. ***Fast-finishers*** could add other past participles with the same sounds. Do not confirm answers yet – Ss will check them in Ex. 4B.

B Play the recording for Ss to check their answers. Ss then listen and repeat. Elicit other verbs with the same sounds.

Answers:
/e/: met, read
/ʌ/: won, done
/əʊ/: flown, chosen
/ɪ/: written, given
/ɔ:/: thought, brought

Teaching tip

This sort of activity helps raise Ss' awareness of the usefulness of phonemic symbols. Encourage them to use symbols when they record vocabulary/check words in dictionaries.

VOCABULARY PREPOSITIONS

5A Ss look at the pictures and discuss the question in pairs. They do not need to be too specific at this stage. Check Ss' answers and teach *ring of fire* if Ss ask.

Answers: He's riding a motorbike/doing stunts.

B Ss should know some of the prepositions from previous units, but check/mime *towards* and *away from*, and any other words Ss are not sure of. Ss do the matching exercise alone and then compare answers in pairs. ***Stronger Ss*** could put the prepositions in sentences, e.g. *He's jumping over a wall. He's riding through a ring of fire.* In feedback, nominate Ss to give their answers, in sentences if possible. Check answers and drill the words.

Answers: **A** out of **B** under **C** into **D** up **E** through **F** across **G** down **H** over **I** towards **J** away from

Optional extra activity

In pairs/groups, Ss tell each other to do things, using imperatives and the prepositions in the box in Ex. 5B, e.g. *Stand up. Walk towards the door.*

C Ss do the exercise alone and check answers in pairs before class feedback.

Answers: down – up; over – under; away from – towards; out of – into

D Check the example. Ss then complete the exercise alone/in pairs and check with a partner/another pair. In feedback, elicit answers and write them on the board or invite Ss to write them.

Answers: **2** up/down **3** towards/away from **4** through/into/out of/across **5** across, across/over/under **6** up/down **7** across/towards/away from **8** into/out of

SPEAKING

6A Ss work alone and write one of the phrases from the box next to each of the situations in Ex. 5D. Monitor and help where necessary. Do not conduct feedback – Ss will discuss their answers in Ex.6B.

B Check the example conversation. Highlight the use of *verb + -ing* after the preposition *about*. Remind/Tell Ss that verbs after prepositions are always in the *-ing* form. Drill the same question with other examples from Ex. 5D. Ss then discuss their answers in small groups. Remind them to give reasons for their answers. In feedback, find out how many Ss have positive/negative feelings about these situations.

Optional extra activity

Extend the practice using the photos you brought to class for Ex. 5A, p. 119 or Ss' own ideas. They work in pairs/groups and ask/answer the same questions as in Ex. 6B, e.g. *A: How do you feel about going to zoos/clubbing? B: I love it.*

Homework ideas

- **Ex. 3A:** Ss write their answers to the questions, adding extra details if they answer *yes*.
- **Ex. 5D:** Ss write about the situations which they *love/don't like/are afraid of/have never done*.
- **Language bank:** 12.2 Ex. A–B, p. 151
- **Workbook:** Ex. 1–4, p. 71–72

HELLO, I'VE GOT A PROBLEM

Introduction

Ss learn and practise expressions for making phone calls about both personal and business problems. They also learn how to say phone numbers.

SUPPLEMENTARY MATERIALS
Resource bank: p. 194
Language bank: p. 150–151
Ex. 4B: imitation phones or Ss' mobile phones

Warm up

Lead in to the lesson topic with a live listening (see Teaching tip below). Tell Ss a short story about one of the experiences in Ex. 1; it can be a true story or an invented one. Elicit comments from Ss and/or ask comprehension questions. Then move to Ex. 1, where Ss will practise talking about their own experiences.

Teaching tip
In a live listening, you tell Ss a story/anecdote/narrative which relates to and provides a model for a speaking activity that Ss will do in the lesson. You can elicit comments from Ss on what they have just heard or you can ask comprehension questions about it, use target language that Ss will focus on later or Ss just listen – and practise hearing authentic English.

SPEAKING

1A First, Ss look at the photos and describe them in pairs. After one minute, ask, e.g. *What's happened in the first photo? Where are the people in the second photo? What are they doing? How do they look/feel? Why? What's the woman doing? Why?* Elicit Ss' answers, e.g. *Someone has lost their car keys. They're waiting for a train. She looks worried. Maybe she's late for work.* Then ask: *Has anything like this ever happened to you? When? What did you do?* Elicit Ss' answers briefly. Ss then read the questions in Ex. 1. Check *lock yourself out*, *meeting* and *appointment*. Give Ss 3–4 minutes to discuss answers. Monitor to provide vocabulary and assess what feedback you will need to give. Stop the activity when all Ss have answered most of the questions. Nominate Ss to tell their stories and prompt them to self-correct or correct each other.

B Ss tell the class who had the most interesting experience. Encourage other Ss to ask follow-up questions about the experiences.

C Ss discuss the question in groups or as a whole class. Ask them what they said on the phone to help with the problem. Do not worry about accuracy at the moment as Ss will go on to study telephoning expressions and the function of telephoning later in the lesson.

VOCABULARY TELEPHONING EXPRESSIONS

2A Check the phrases in the box and the example. Also check *answerphone*. Ss do the exercise alone. Do not confirm answers yet – Ss will discuss them in the next exercise.

Answers: **2** leave a message **3** ring, back **4** call **5** answer

B Ss compare their answers in pairs and answer the question. In feedback, check Ss' answers and drill the phrases.

Answers: call, ring

FUNCTION TELEPHONING

3A Check the rubric and tell Ss they are going to listen to three phone calls. Give them time to reread the situations in Ex. 1A if necessary. It would also be useful to pre-teach *customer services*. Ask: *Who do you phone when you lose your credit card?* (customer services) Remind Ss not to worry about understanding every word. They should focus only on matching the extracts with the situations. Play the recording, twice if necessary. Get Ss to compare answers in pairs before class feedback. In feedback, ask: *What did they lose?* (1 car keys; 2 a credit card; 3 a mobile phone) Also check the difference between *mobile phone* (BrE) and *cell phone* (AmE), and ask Ss where Central Park is (in New York).

Answers: **1** 2 **2** 1 **3** 1

Unit 12 Recording 4

1
A: Hello.
B: Hi, Sean. It's Debbie.
A: Hi, Debbie. What's up?
B: Is Kevin there?
A: No, he's not. He went out about ten minutes ago.
B: Oh.
A: What's up?
B: Well, I locked the keys in the car. Kevin has the spare key.
A: Oh, what a drag!
B: Could I leave a message for him?
A: Of course.
B: Just ask him to call me.
A: On your mobile?
B: No, that's in the car. I'll give you a number.
A: Hold on … OK, go ahead.
B: OK, let's see. It's 3, double 2, 63 28.
A: Got it. I'll tell him.
B: Thanks, bye.
A: Bye.

2
A: Berkley Bank.
B: Hello, could I speak to customer services, please?
A: Just a moment.
C: Customer services.
B: Hello, this is Alan Simpson. I've got a problem. I think I've lost my credit card.
C: I see. I'm sorry, this line is very bad. Where are you calling from?
B: I'm in Madrid, actually. In fact, I'm calling from a public phone and I've only got one minute on this card. Could you ring me back?
C: Of course. Could you give me the number there?
B: Just a moment … It's 34 for Spain, 91 for Madrid, then 308 5238.
C: Let me check that. 34 91 308 5238.
B: That's right.
C: Fine. Now, hang up – I'll call you back straight away.
B: Thank you.

3
A: Hello.
B: Oh, thank goodness! Hello, uh, who's this?
A: My name's Marianne.
B: Thanks for picking up.
A: Well, the phone rang, so I picked it up.
B: Yes, well, that's my cell phone. And you found it.
A: Oh, OK. It's yours. Do you want to get it back?
B: Yes, thanks. Where are you?
A: Central Park, by the fountain. It was here in the grass.
B: Ah, yes – I thought it might be.
A: So where are you?
B: Not far away. I can be there in ten minutes.
A: OK, I'll wait here.
B: Great. Thanks a lot!

B Ss do the exercise alone and then compare answers in pairs. Play the recording for them to check their answers, twice if necessary. Pronunciation will be focused on in Ex. 3D and 3E.

Answers: **1** I'm **2** here **3** have **4** say, mobile **5** chat **6** hold **7** I am **8** answer **9** buzz **10** up

C Check the example and give Ss one minute to match the extracts with the descriptions. In feedback, ask: *Was the language in extracts 1 and 2 the same as in 3 and 4?* (no) *Why?* (The language in 3 and 4 is more formal/polite.) Direct Ss to the examples in the Language bank on p. 150 if necessary. Elicit examples of formal and informal phrases in the extracts.

Answers: **b)** 3 **c)** 1 **d)** 2

D Ss now focus on pronunciation. Play the first sentence and elicit the stressed word. Ss underline *Debbie*. Remind Ss that the main sentence stress usually falls on nouns/verbs, which carry the main information. Give Ss three minutes to underline the stress in the other sentences. They work alone or in pairs, depending on how confident they are. Encourage them to say the sentences out loud and if they are not sure, to try putting the stress in different places to see which sounds more natural. Monitor closely to help those who need it. Do not confirm answers yet – Ss will check them in the next exercise.

E Play the recording for Ss to check their answers. Then play it for them to listen and repeat. Drill/Beat the stress with your hands to help Ss if necessary. Get Ss to repeat the sentences as many times as necessary until they are confident.

Answers: **1** It's Debbie. **2** Is Kevin there?
3 Could I leave a message for him? **4** Just ask him to call me.
5 Could I speak to customer services, please? **6** Just a moment.
7 Could you ring me back? **8** Could you give me the number there?
9 Let me check that. **10** I'll call you back straightaway.

▷ LANGUAGEBANK 12.3 p. 150–151

Check the table and notes, which explain common problems for Ss. They can refer to the information when they do Ex. A and B.

Answers:
A **1** It's **2** there **3** message **5** ring/call/phone
B **2** f) **3** a) **4** d) **5** c) **6** e)

4A Ss first read the flowchart to familiarise themselves with it. Check the example and answer any queries. For the phone number *3114020*, teach Ss to say, e.g. *double one*, not *one one* and *oh* for the number *0*. *They* will practise this more in Ex. 6. Ss then work in pairs and complete the flowchart using the extracts in Ex. 3A and the Language bank to help them. In feedback, elicit and check/correct Ss' answers.

Answers:

Hi, Jill. How are you?	Can you ask him to call me?
OK, thanks. Is Gerry there?	What's your number?
No. He's not here.	Let me check that.
Could I leave a message for him?	No. It's 3114020.

B Ss read out the conversation. They can use imitation phones if you have them or their mobiles. Monitor closely and help Ss with sentence stress and intonation. Make notes of persistent mistakes with the target language. Ss may be having problems with phone numbers but will practise this next. Do feedback in open pairs across the class. Prompt self-correction and give feedback as needed.

LEARN TO SAY TELEPHONE NUMBERS

5A Recheck the use of *double one* (*11*) and *oh* (*0*) and ask Ss to complete the phone number. Ss then listen and check.

Answers: oh, double , double, oh, oh

B Write the number on the board and play the recording. Elicit the breaks and draw the lines in the correct places (or invite Ss to draw them). Then play the recording again for Ss to repeat the number.

Answers: 0766 | 311 | 4020

speakout TIP

Read the tip with Ss. They can then practise saying their own phone numbers in pairs, groups or as a whole class.

C Elicit/Drill the first number. Ss then work in pairs and draw a line where they think a pause is good. Ss then take turns to say the numbers. Nominate Ss to answer and check/drill the rhythm of saying numbers.

Suggested answers:
1 oh seven double nine six | oh seven two | five three one
2 oh eight three double five | eight four two | seven oh six
3 eight one oh one three | double oh five | four nine two
4 double four seven eight | oh five one | three four nine

D Put Ss in A/A and B/B pairs and tell them to turn to p. 163 and p. 166 respectively. Check the rubric and ask Ss to mark the pauses in their phone numbers. They then practise saying the numbers. Monitor to check if Ss need help.

Suggested answers:
Sam: nine two four oh | four seven three
Ahmed: five eight two three | oh three one
Nina: seven double eight six | three oh one
Chen: three double six two | one four nine
Simon: oh four six double three | seven three | double nine one two
Fatima: oh eight seven oh one | six four two | five one three
Yuko: double oh double four two | eight one six | nine double three
Penny: double oh two eight five | nine double five | four two seven

E Put Ss in A/B pairs and check the example. Ss take it in turns to ask/answer questions in order to complete their tables.

SPEAKING

6A Put Ss in A/B pairs and then tell them to turn to p. 165 and p. 162 respectively. Check the rubric and allow Ss 3-4 minutes to prepare the information for their situations. If Ss struggle, refer them to the conversations in Ex. 3A and 4A for ideas. Monitor to check if Ss need help. Then ask pairs to sit back-to-back if possible and pretend to use their mobiles if they have them. Allow 3–4 minutes for the role-play. Do not conduct feedback until after Ex. 6B.

6B Allow Ss to prepare before they begin the role-play. In feedback, ask Ss if they resolved the problems in their situations and nominate pairs to act out their conversations to the class if there is time. Highlight and correct any errors with the target language.

Homework ideas

- **Ex. 4A:** Ss write a conversation for one of the situations in Ex. 1, using the flowchart in Ex. 4A as a model.
- **Language bank:** 12.3 Ex. A, p. 151
- **Workbook:** Ex. 1–4, p. 73

SHARK THERAPY

Introduction

Ss watch an extract from the BBC series *Wild*, in which a famous diver faces her worst fear and swims underwater with sharks. Ss then learn and practise how to talk and write about exciting/frightening experiences.

SUPPLEMENTARY MATERIALS

Warm up: photos of wild/scary animals

Ex. 4B: a map of Australia, photos of Ayers Rock

Warm up

Lead in and create interest in the topic of the lesson. If you have brought in photos of wild animals, use them as prompts here. Ask: *Do you like animals/have any pets? Which animals do you like best/least?* Elicit and discuss Ss' answers briefly. They then write two lists of their five *most/least* favourite animals, which they compare and discuss in pairs. Discuss Ss' answers in open class.

DVD PREVIEW

1 Check the names of the animals in the photos and drill the pronunciation: *shark, bear, spider, rat/mouse, snake tiger*. Ss then read the questions and ask for clarification if necessary. Give them three minutes to discuss the questions in pairs. In feedback, Ss report back to the class about interesting/unusual experiences their partners had.

2A Ss should be familiar with these adjectives, so could complete the sentences alone and then compare answers in pairs. In ***mixed-ability classes***, ***stronger Ss*** could work with ***weaker ones*** and help if necessary. In feedback, check the adjectives, especially the meaning/use of *nervous*. Ss may have the same word in their own language, but with a different meaning (false friend). Use other examples of *nervous* to contrast it with *excited/upset/afraid*, e.g. *I always feel nervous before an exam. I was excited about seeing my favourite band. I was upset when they didn't phone me.*

Answers: **1** afraid **2** excited **3** proud **4** nervous **5** upset

B This exercise checks Ss' understanding of the adjectives in Ex. 2A, while giving them personalised practice. Check instructions by eliciting Ss' answers to question 1, e.g. *I'm afraid of spiders/snakes.* Ss work alone to complete the sentences. Monitor to check accuracy and answer Ss' queries where necessary.

C Give Ss four minutes to compare their answers in pairs and note down similarities and differences. In feedback, ask: *What do you and your partner have in common?* Ss report back to the class.

DVD VIEW

Culture notes

Tanya Streeter, born 1973, is a world champion free-diver. She can hold her breath under water for up to six minutes and has dived to depths of 160 metres (525 feet). It was crucial for her to overcome her fear of sharks as it interfered with her ability to free-dive.

The **tiger shark** gets its name from the stripes on its side and grows to a length of 3–4 metres. They are commonly found in the shallow waters of the Bahamas.

The Bahamas (capital: Nassau) is a country consisting of a large group of islands in the Atlantic, off the southeast coast of the USA and close to the Caribbean.

3A First, Ss look at the photo and read the rubric. Ask: *What's her job?* (She's a diver.) *Where is she?* (in the Bahamas) Then check the meaning of the title of the lesson: *Shark Therapy*. Ask: *What do you think the DVD is about? What's the woman going to do? Why?* Ss then read the programme information and check the answers to their questions. Finally, elicit the answer to the main question in the rubric. In feedback, check *overcome her fear, face to face* and *tiger shark*. Ask: *Do you think this 'therapy' is a good idea?* Discuss Ss' answers briefly.

Answers: to overcome her fear of sharks

B Check the rubric and play the DVD. Give Ss 1–2 minutes to discuss in pairs before class feedback. In feedback, check the answer and invite some initial comments about the programme.

Suggested answers: just before she dives into the water; when a shark follows her

C Allow Ss time to read the sentences and help them with any unknown words before they begin. Ss complete the exercise and then watch the DVD again to check their answers.

Answers: **1** black **2** stick **3** Two, try

D Ss read the sentences first; elicit/check the meaning of *mask*. Play the DVD again. Ss note down the correct words and compare answers in pairs before class feedback. (At this stage, Ss need to listen for specific words at certain points in the programme, so be prepared to pause and replay these parts if necessary or pause/rewind the sentences containing the answers (in bold in the DVD script below).

Answers: **2** ~~friendly~~ big **3** ~~mask~~ suit, ~~mask~~ suit
4 ~~meat~~ fish heads **5** ~~right~~ left **6** ~~frightening~~ wonderful
7 ~~feeling~~ fear

E Give Ss 2–3 minutes to answer the questions. Check and discuss their opinions in feedback.

Optional extra activity

Ss talk about the things they said they are afraid of in Ex. 2B and answer the question: *Would you like to overcome these fears? How? What could you do?*

DVD 12 Shark Therapy

N = Narrator T = Tanya J = Jim

N: Tanya Streeter is a world famous diver, but she's afraid of sharks. So she decides to go for … shark therapy. **At first, it isn't easy**. The sharks arrive. Tanya feels nervous as she watches the sharks from the boat.
T: I didn't think that there were going to be this many of them. **And I didn't think that they were going to be quite so, erm, big**.
N: Tanya prepares to dive. She's feeling very frightened.
T: This isn't good. I've got to get more brave.
N: Tanya dives into the water and the sharks swim towards her – the shiny suit attracts them. When she swims back to the boat, one shark follows her!
T: OK.
N: Not a good start for Tanya's shark therapy. So she asks the shark expert, Jim Abernathy, to help.
T: And how about my suit? Because I have noticed that the Caribbean reef sharks in particular seem to be quite interested in my rather shiny suit.
J: Er, **I noticed the suit and I think we should change the suit completely** and I think we should go with all black.
T: All black? OK.
N: And it's time for the big dive – with the tiger sharks. **Jim throws fish heads into the water to attract the sharks**. And as Tanya dives, the sharks come to her straightaway. Jim gives Tanya a stick to protect herself.

T: Oh my gosh! Thank you.
J: Tanya, there's another one behind you. Keep the stick vertical.
T: That's a big shark.
J: Tanya, it just turned back towards you. Tanya, Tanya, Tanya! **Tanya, look behind you over on your left**. Use the stick first.
N: After some time, Tanya starts to feel more comfortable with the sharks.
T: It's just beautiful!
N: Her fear has gone. The shark therapy has been successful.
J: **That was wonderful! Tanya did great**.
T: It's a real relief to have done this today. I do feel like I've accomplished something. **I've started to overcome my very real fear**.

speakout a frightening experience

4A Check the rubric and questions. Then give Ss time to think and make notes. While they do this, monitor and provide help if necessary. (NB: Ss are only making notes at this stage; they will talk about and compare their experiences in Ex. 4D.)

B First, write *Ayers Rock* on the board or elicit it using photos and/or a map. Ask: *Do you know this place?* Then check the rubric and play the recording. The answer to the second question could be very detailed, but Ss should answer to the best of their ability. Play the recording again if more than half the class has doubts. In feedback, elicit as much detail as possible and check *bark* and *bite* from the audio script.

Suggested answers: It was frightening. The man was in Australia and one day he went for a walk in the outback, near Ayers Rock, and got lost. Then some wild dogs came and started jumping and barking around him. He was really frightened, but because he didn't move or look at the dogs, only one dog bit his arm and after twenty minutes they went away.

Culture notes

Ayers Rock is a world famous landmark in Central Australia, about 450 km from Alice Springs. It is a World Heritage site and also known by its aboriginal name, Uluru.

'**The outback**' is an Australian term for dry, remote areas of the country, while '**the bush**' describes less remote wooded areas, usually with eucalyptus trees.

Unit 12 Recording 8

This happened in Australia, when I was about twenty-five. I spent a few days at a hotel in Alice Springs and went to Ayers Rock and, well, anyway, **one day**, I went out for a walk, in the outback. It was a lovely day so I walked and walked, and **then** I realised I didn't really know where I was. I was a bit stupid, really, because I decided to go further. I guess I thought I'd find the way back.

Um, anyway, **after that** I heard some dogs. First I heard them barking, and then I saw them – there was a group – maybe five or six dogs, wild dogs, coming towards me. **I felt really frightened**, but I remembered some advice I, I read in my guide book: don't move, and don't look at the dogs. So I froze, like a statue – I didn't move and I looked at a tree, not at the dogs, and didn't move my eyes. The dogs were all around me, jumping and barking. I thought they were going to bite me. Then one dog *did* bite my arm, just a little, but still, I didn't move.

In the end, after about twenty minutes, the dogs went away. I stayed there for a few more minutes and then luckily, found my way back to the hotel. **It was the most frightening experience I've ever had!**

C Read and check the Key phrases with Ss. Then play the recording again for them to tick the ones they hear. In feedback, play the recording again and pause at each Key phrase (in bold in the audio script above). Elicit the complete sentence for each phrase.

Answers: Ss should tick all phrases, except *I got [hot/hungry/tired/…]*.

D Allow Ss time to check their notes from Ex. 5A and rewrite/revise them using the Key phrases. They can also use the audio script on p. 176 to help them. Provide support to Ss who need it or ask ***stronger Ss*** to help. Ss then take turns to talk about their experiences in groups. Remind them to ask two follow-up questions after each turn. Monitor discreetly and note down examples of good use and problems with the target language. In feedback, Ss tell the class about their own/a partner's experience. They then decide which was the most exciting and/or frightening experience. Give feedback on their performance now or later.

writeback a story

5A Ss now prepare to write about their experience from their notes. First, they work alone and order the events in the notes. Monitor to check ***weaker Ss'*** progress. Do not confirm answers yet – Ss will discuss them in the Ex. 5B.

B In ***mixed-ability classes***, ***stronger*** and ***weaker Ss*** can work together. In feedback, check answers and then ask Ss to use the Key phrases in Ex. 4C to reconstruct the story. Give them time to practise doing this in pairs if necessary, and then check as a class.

Answers: **2** realised I was in a new place **3** heard some dogs **4** dogs ran towards me **5** remembered advice **6** didn't move, didn't look at the dogs **7** dogs jumped and barked **8** one dog bit my arm

C Ss write the first draft of the story. Provide support where needed and encourage them to ask each other for advice. They could put their final drafts on posters with photos/illustrations or on the class blog.

Homework ideas

Ex. 5C: Ss write a final draft of their story.

LOOKBACK

Introduction

You could exploit the last Lookback section in a slightly different way if you want to give your Ss more autonomy. Put them in pairs/small groups, ask them to look at the exercise headings and ask: *Which areas of language here do you feel most/least confident about? Which would you like to do first?* Give Ss enough time to do the sections they choose. Monitor and provide support as needed, while you also assess Ss' performance. In feedback, check Ss' answers to the exercises with discrete items. Ask: *Why did you choose these sections? How well did you do? What did you learn?* Discuss and give feedback on the speaking activities as required.

Optional extra activity

To promote further learner autonomy, copy the answers to Ex. 1A, 2A, 3A, 4A and 5A onto separate pieces of paper/card and place them in a box on your desk or around the classroom for Ss to access and correct their work when they finish each exercise.

EXPERIENCES

1A Ss have done vowel completion exercises before, so this exercise should not need extra explanation. However, with ***weaker Ss***, do the first item as an example.

Answers: **1** watch the sun rise **2** sleep outside **3** ride an elephant **4** meet someone famous **5** go to a live sporting event **6** do a parachute jump **7** climb a mountain **8** be in a film

B While Ss talk in pairs, note down problems for feedback or assessment if required.

PRESENT PERFECT

2A Do the first item as an example if necessary.

Answers:

1 I've never eaten fish eyes.
2 I've never been to an art gallery.
3 I've never seen the sun rise.
4 I've never driven a Mercedes.
5 I've never drunk tea with milk for breakfast.
6 I've never played golf.
7 I've never cooked dinner for my parents.
8 I've never spoken English on the phone.
9 I've never been to an outdoor festival.
10 I've never heard Adele live.

B Monitor while Ss work and give help where necessary.

C While Ss talk in pairs, note down problems for feedback or assessment if required.

PRESENT PERFECT AND PAST SIMPLE

3A Tell Ss to use the first sentence as a model and to check their answers using the irregular verbs list on p. 127 if necessary.

Answers: **2** flown **3** swum **4** cycled **5** slept **6** climbed

B While Ss talk in pairs, note down problems for feedback or assessment if required.

Optional extra activity

Do a grid quiz. Draw the grid below on the board with the numbers but no verbs. Put Ss in teams (A, B, C, etc.) and demonstrate the activity. Ss choose a number from the grid and you tell them the verb, e.g. *1 swim*. Ask: *Have you ever swum in the sea?* Elicit a short answer. If the answer is *yes*, ask: *When/Where did you swim in the sea?* Elicit, e.g. *Last summer/In Spain*. Ss then take it in turns to choose a number and select two Ss from their team to perform the conversation. They get a point for each correct verb and another for the correct response. The team with the most points wins.

1 swim	5 win	9 go
2 write	6 buy	10 drive
3 sing	7 meet	11 fly
4 read	8 give	12 see

PREPOSITIONS

4A Go through the first word web with Ss if necessary. In feedback, elicit example sentences using the prepositions.

Answers:
down: a country
over: a bathroom
into: some stairs
across: a person

B While Ss talk in pairs, note down problems for feedback or assessment if required.

Suggested answers:
through: a forest, a building, a station, the room
down: a street, a mountain, a hill
over: a building, a hill, a bridge
into: a forest, a swimming pool, a building, the station, a city
across: a road, a street, a river

TELEPHONING

5A Do the first item as an example if necessary.

Answers: **1** this is **2** Can I **3** Just a **4** Let me **5** I leave **6** ask her **7** give me **8** call/ring you

B While Ss talk in pairs, note down problems for feedback or assessment if required.

Homework ideas

Workbook: Review 4, p. 74–76

BBC interviews and worksheet

What's the most exciting thing you've done?

In this video people say whether or not they like London and give reasons. They also describe the most exciting thing they have done in London, using the present perfect and some superlative adjectives.

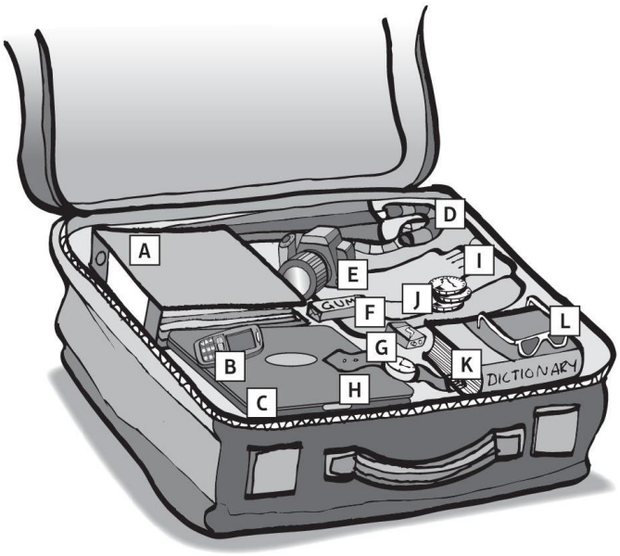
PAGE	UNIT	PHOTOCOPIABLE	LANGUAGE POINT	TIME
147	1	**What do you need?**	**Vocabulary: objects** • review the names of everyday objects • practise speaking skills in discussing which objects to take in different situations	25–35
148	1	**Meet and greet**	**Grammar: present simple: *be*** • practise the verb *be* in affirmatives, negatives and questions • review countries and nationalities	30–40
149	1	**Whose are these?**	**Grammar: *this/that, these/those*; possessive *'s*** • use possessives to decide who various objects belong to • review the names of everyday objects	20–30
150	1	**Can I have one …?**	**Functional language: making requests** • make requests in various tourist locations • review the names of objects in tourist places	25–35
151	2	**A good job?**	**Vocabulary: jobs** • talk about jobs and the qualities involved • practise speaking skills by answering a questionnaire	25–35
152	2	**Are you typical?**	**Grammar: present simple: *I/you/we/they*** • practise the present simple to talk about national stereotypes	30–40
153	2	**Working 9 to 5?**	**Grammar: present simple: *he/she/it*** • practise the present simple to talk about jobs • review vocabulary for daily routines	30–40
154	2	**Tour operators**	**Functional language: asking for information** • practise functional language for asking for information about tours • review ways of telling the time	25–35
155	3	**I'm Friendly Fred!**	**Vocabulary: personality** • review adjectives of personality and adverbs of frequency • practise speaking skills by describing people's personalities	20–30
156	3	**Late again!**	**Grammar: adverbs of frequency** • practise adverbs of frequency to talk about daily lives • review some adjectives of personality	30–45
157	3	**Have you got it?**	**Grammar: *have/has got*** • use *have/has got* to talk about possessions and family members • practise speaking skills – asking questions and elaborating	25–35
158	3	**What's good for you?**	**Functional language: making arrangements** • make arrangements and plan evening free-time activities • review telling the time	25–35
159	4	**You've hit my television!**	**Vocabulary: rooms and furniture** • practise vocabulary of rooms and furniture • practise speaking skills in the context of a guessing game	25–35
160	4	**The ideal home**	**Grammar: *there is/are*** • use *there is/are* to describe an 'ideal home' • review vocabulary of rooms, furniture and prepositions of place	30–40
161	4	**Dos and don'ts**	**Grammar: *can* for possibility** • use *can* for possibility in the context of places in a town • practise speaking in the form of a quiz	25–35
162	4	**Can I help you?**	**Functional language: shopping** • practise functional language for shopping and saying *no* politely	20–30
163	5	**Well, I like it!**	**Vocabulary: food and drink** • practise food and drink vocabulary through personalisation • practise speaking skills – agreeing and disagreeing	20–30
164	5	**What's in your dish?**	**Grammar: nouns with *a/an, some, any*** • use nouns with *a/an/some/any* to describe ingredients • review vocabulary of food	30–40
165	5	**How many calories?!**	**Grammar: *how much/many*; quantifiers** • use *how much/many* and quantifiers to talk about food nutrition • review vocabulary of food/drink containers	25–35
166	5	**Tea for two**	**Functional language: ordering in a restaurant** • practise functional language for ordering in a restaurant	30–40
167	6	**When was the party?**	**Vocabulary: dates and time phrases** • practise dates and time phrases • practise speaking skills – sharing information	20–30
168	6	**Before they were famous**	**Grammar: *was/were*** • use the past simple to talk about celebrities • review some vocabulary of jobs	15–25
169	6	**Snapped!**	**Grammar: past simple** • use common verbs in the past simple to talk about personalised situations • review some common verbs	25–35

PAGE	UNIT	PHOTOCOPIABLE	LANGUAGE POINT	TIME
170	6	**The weekend started here**	**Functional language: asking follow-up questions** • make conversation about last weekend • review vocabulary of weekend activities	20–30
171	7	**Lost**	**Vocabulary: places** • practise vocabulary to describe places and geographical features • practise speaking skills – sharing information	30–40
172	7	**My car's better!**	**Grammar: comparatives** • use comparatives to discuss alternative types of transport • review some travel vocabulary	25–35
173	7	**The longest journey**	**Grammar: superlatives** • practise superlatives in the context of world records • review some travel vocabulary	25–35
174	7	**An Englishman in New York**	**Functional language: giving directions** • practise functional language for giving, checking and correcting directions	30–40
175	8	**What do they look like?**	**Vocabulary: appearance** • review and practise vocabulary to describe appearance • practise speaking skills – describing appearance	25–35
176	8	**I'm on the phone!**	**Grammar: present continuous** • practise the present continuous in the context of activities in different places • review some verbs and prepositions	20–30
177	8	**What do you usually do?**	**Grammar: present simple and continuous** • use the present simple and present continuous to describe things happening now and every day	20–30
178	8	**It's recommended**	**Functional language: recommending** • practise functional language for recommending films	30–40
179	9	**Fast planes**	**Vocabulary: transport and adjectives** • use vocabulary of types of transport and adjectives to describe transport • practise speaking skills – giving opinions, agreeing and disagreeing	20–30
180	9	**The trains in Spain …**	**Grammar: articles *a/an*, *the*, no article** • practise the use of articles in the context of transport • review some collocations related to travel	30–40
181	9	**Laws around the world**	**Grammar: *can/can't, have to/don't have to*** • use *can/can't, have to/don't have to* to talk about strange transport laws • practise speaking skills – discussing	20–30
182	9	**What happened was …**	**Functional language: apologising** • practise functional language for apologising and making excuses	25–35
183	10	**The best plans**	**Vocabulary: plans** • practise collocations to talk about plans • practise speaking skills – sharing information	20–30
184	10	**Planning ahead**	**Grammar: *going to; would*** • use *going to* and *would* in the context of future plans • review some collocations related to plans	25–35
185	10	**The future is ours to see**	**Grammar: *will, might* (*not*), *won't*** • use *will, might* and *won't* to talk about predictions • practise speaking skills – sharing personal information	25–35
186	10	**What shall we do?**	**Functional language: making suggestions** • practise functional language for making suggestions in a variety of contexts	30–40
187	11	**Name that illness!**	**Vocabulary: the body; health** • practise vocabulary to describe health problems • practise speaking skills – guessing words from mimes	20–30
188	11	**Speed counselling**	**Grammar: *should/shouldn't*** • use *should/shouldn't* to give advice	25–35
189	11	**The mime game**	**Grammar: adverbs** • practise forming adverbs of manner in different contexts • review some common verbs	15–25
190	11	**Let me help you!**	**Functional language: offering to help** • practise functional language for offering to help	15–25
191	12	**Get me out of here!**	**Vocabulary: prepositions** • practise prepositions of movement in the context of a map • practise speaking skills – sharing information	25–35
192	12	**Been there, done that**	**Grammar: present perfect** • practise the present perfect in the context of experiences • practise speaking skills – asking for and sharing information	20–30
193	12	**I've done it!**	**Grammar: present perfect and past simple** • practise the present perfect and past simple to talk about experiences	30–40
194	12	**Can he call me?**	**Functional language: telephoning** • practise functional language for telephoning	25–35

Worksheet A

Work in pairs. Label the things in the suitcase with the words in the box.

mobile phone	sweater	file	camera
chewing gum	umbrella		



What five things do you need in the following situations? Decide with your partner.



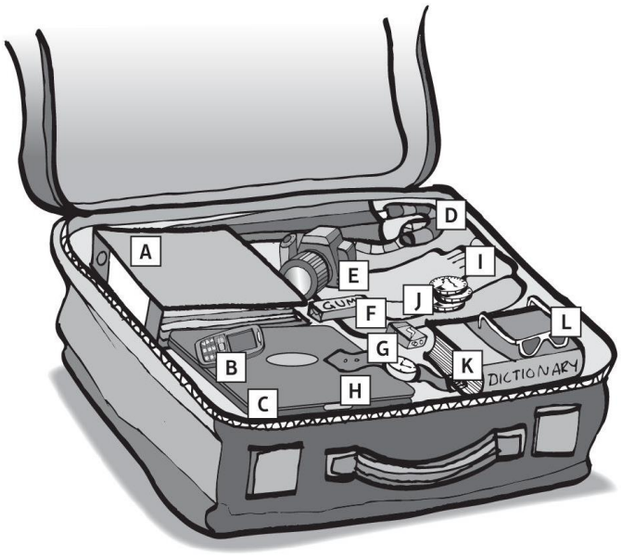




Worksheet B

Work in pairs. Label the things in the suitcase with the words in the box.

laptop	batteries	dictionary	watch
sunglasses	coins		



What five things do you need in the following situations? Decide with your partner.







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Role card 1

Name: Jack

Country: Britain



Role card 5

Name: Hiro

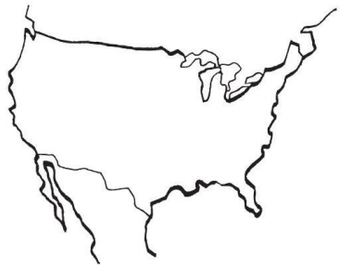
Country: Japan



Role card 9

Name: Mike

Country: the USA



Role card 2

Name: Harriet

Country: Britain



Role card 6

Name: Keiko

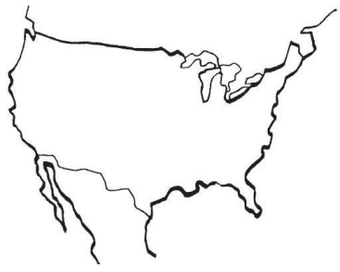
Country: Japan



Role card 10

Name: Trisha

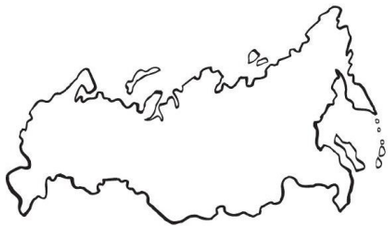
Country: the USA



Role card 3

Name: Dimitri

Country: Russia



Role card 7

Name: Giuseppe

Country: Italy



Role card 11

Name: Marek

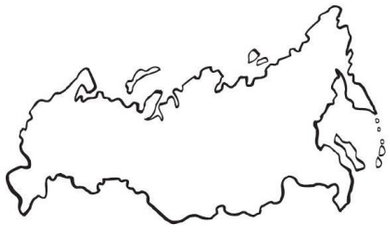
Country: Poland



Role card 4

Name: Tatiyana

Country: Russia



Role card 8

Name: Andrea

Country: Italy



Role card 12

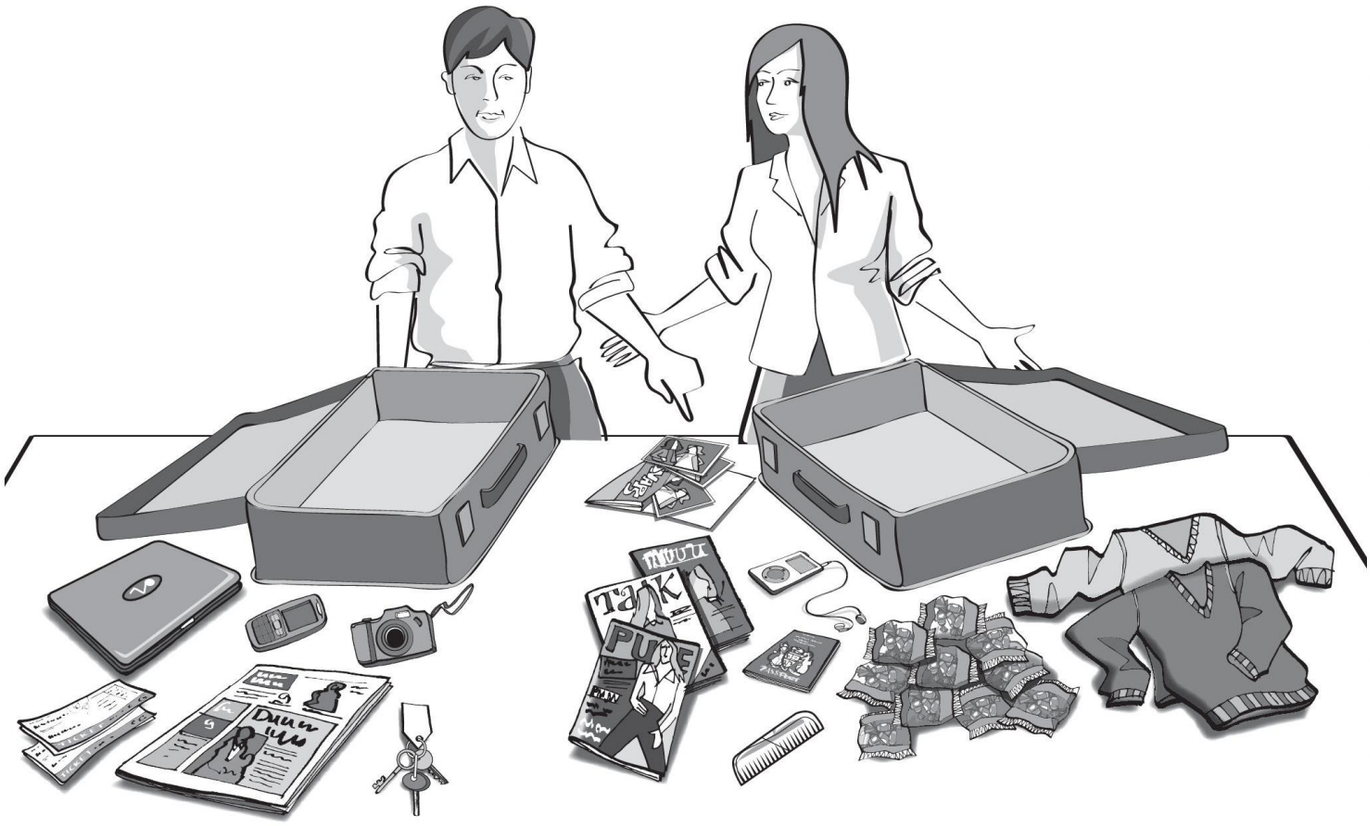
Name: Angelika

Country: Poland



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Manisha and Ben are at the airport, coming back from their honeymoon. Study the picture for one minute. Try to remember which object belongs to which person.



Worksheet A

1



They're *Manisha's/Ben's* _____.

2



It's *Manisha's/Ben's* _____.

3



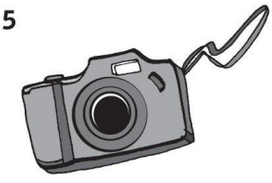
It's *Manisha's/Ben's* _____.

4



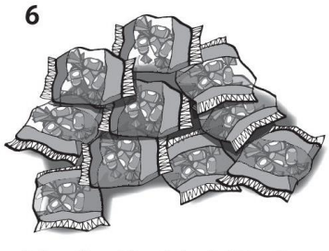
It's *Manisha's/Ben's* _____.

5



It's *Manisha's/Ben's* _____.

6



They're *Manisha's/Ben's* _____.

Worksheet B

1



They're *Manisha's/Ben's* _____.

2



They're *Manisha's/Ben's* _____.

3



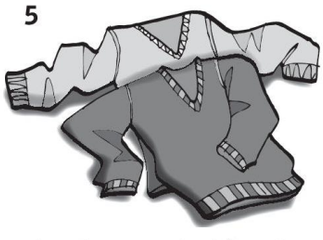
It's *Manisha's/Ben's* _____.

4



It's *Manisha's/Ben's* _____.

5



They're *Manisha's/Ben's* _____.

6



It's *Manisha's/Ben's* _____.

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Role card 1

Super Souvenirs

You have:

postcards	£1.00
AAA batteries	£3.50
souvenirs	£9.50

Role card 3

EXCHANGE DIRECT

You can change euros:

	You buy	You sell
GB pounds	1.2	1.3
Dollars	1.6	1.7

Role card 2

Big Bite Sandwiches

You have:

cola	£1.25
coffee	£2.00
sandwich	£3.00
bottle of water	£1.00

Role card 4

Train station ticket office

	Single ticket	Return ticket
Paris	£80	£115
Manchester	£35	£50
Brighton	£20	£30

Role card 5

You want:

* some AAA batteries for your MP3 player.
* a cola.

Role card 7

You want:

* a coffee.
* to change 1,000 euros to GB pounds.

Role card 6

You want:

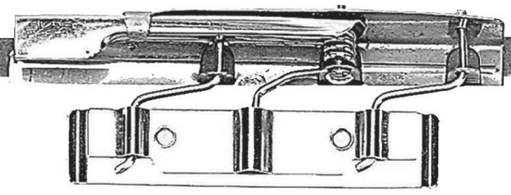
* to change 125 dollars to Euros. (You have 115 dollars in notes and 10 dollars in coins.)
* a return ticket to Paris.

Role card 8

You want:

* a single ticket to Manchester.
* two postcards.

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working with people	working outside	working in an office	being creative
working with numbers	working with children	working with food	helping people with problems
interesting	boring	dangerous	working alone

police officer	doctor	nurse	shop assistant
lawyer	chef	accountant	receptionist
businessman/ businesswoman	engineer	politician	hairdresser
actor/actress	sportsman/ sportswoman	teacher	personal assistant (PA)

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Stereotypes

1 ..... They play football every day.	2 ..... They drink a lot of coffee.	3 ..... They eat junk food. .....
4 ..... They watch films with lots of violence.	5 ..... They go to the beach every day.	6 ..... They listen to Samba music all the time. .....

Responses

A We like watching DVDs and going to the cinema. We like all films, not only films with violence.

B It's true that samba music is popular in my country, but we also listen to other types – hip-hop, electronica, jazz … I like rock!

C This is not true! We often eat healthy food. Sushi is very popular at the moment.

D We drink coffee every day, yes, but we also drink fruit juice.

E Ha ha! Yes, this is very popular, but we don't play it every day! We do other sports, too. I start work at half past nine, so I get up at seven o'clock and go running on the beach every day. We love football and our national team is brilliant!

F This is not true. When it's hot in the summer, I go to the beach at the weekend, but from Monday to Friday I work all day!

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Student A

1 He _____ at 9.00a.m., then has a healthy breakfast.

2 He _____ work at 10.00a.m. and trains for four hours.

3 He _____ lunch, then _____ home at 3.30p.m.

4 In the evening, he _____ a salad for dinner.

5 He _____ (not) to bed late.

HE IS A(N) _____.



Student B

1 He _____ at 5.30a.m. every day.

2 He _____ breakfast, then _____ to work at 6.30a.m.

3 He _____ work at 7.00a.m. In the morning, he answers the telephone and meets visitors.

4 He _____ lunch at 12.00p.m.

5 He _____ work at 5.30p.m. He _____ (not) out in the evening.

HE IS A(N) _____.



Student C

1 She _____ at 6.00a.m., but she _____ (not) breakfast.

2 She _____ work at 7.30a.m.

3 She has meetings in the morning, then _____ lunch at 12.30p.m.

4 She _____ work again at 1.00p.m. and works very hard.

5 She _____ home at 10.00p.m. and _____ to bed at 12.00a.m.

SHE IS A(N) _____.



Student D

1 She _____ at 6.00p.m. but she _____ (not) breakfast.

2 She _____ work at 9.00p.m.

3 She checks the patients in the evening, then _____ 'lunch' at 1.00a.m.

4 She _____ work again at 2.00a.m. and helps the doctors.

5 She _____ home at 6.00a.m. and _____ to bed at 11.00a.m.

SHE IS A(N) _____.



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The _____ Tour

Slogan: _____

This is a tour of: _____

The tour starts at: _____

The tour leaves from: _____

You can see: _____

_____

You can visit: _____

_____

The tour finishes at: _____

It costs: _____

We *accept/don't accept* credit cards.





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Role card 1

Intelligent Ian

I am Ian.

I always …

I usually …

I hardly ever …



Role card 2

Stupid Stan

I am Stan.

I always …

I usually …

I hardly ever …



Role card 3

Funny Felix

I am Felix.

I always …

I usually …

I hardly ever …



Role card 4

Serious Sabrina

I am Sabrina.

I always …

I usually …

I hardly ever …



Role card 5

Talkative Trisha

I am Trisha.

I always …

I usually …

I hardly ever …



Role card 6

Kind Kate

I am Kate.

I always …

I usually …

I hardly ever …



Role card 7

Unfriendly Uma

I am Uma.

I always …

I usually …

I hardly ever …



Role card 8

Quiet Quentin

I am Quentin.

I always …

I usually …

I hardly ever …



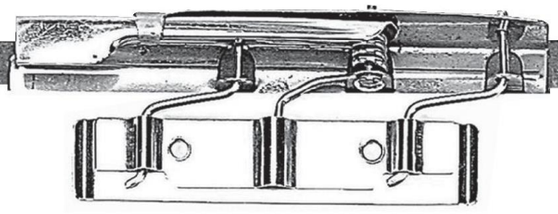
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LATE AGAIN!

Grammar: adverbs of frequency

My parents always … ☆	I go swimming in the sea.	I study in the evening.	*I never …* ☆	My best friend is talkative.	**FINISH**
My parents call me at the weekend.	I get home late.	*I hardly ever …* ☆	I do my homework.	My teacher gives me homework.	People from my country are friendly.
My teacher is friendly.	*I usually …* ☆	People in my country play football.	I go out with my friends.	I go to the cinema.	*My friend usually …* ☆
I sometimes … ☆	I have a big breakfast.	I get up early on Sunday.	*My teacher often …* ☆	My friend has dinner with me.	I am serious.
START	I am late for class.	My family spends holidays together.	*I always …* ☆	My brother or sister sings in the shower.	I have lunch at a restaurant.

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Have you got …	**You**	**Names**
lots of brothers and sisters?		
a really talkative friend?		
a son or daughter?		
a car?		
a pet?		
an interesting job?		
a best friend?		
a favourite football team?		
_____?		
_____?		

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Role card A

1 Hi, it's _____ (your name).
2 fine. / free / tonight?
3 How about / go / The Strings concert?
4 on / Q Club / 10.00. What about / meet / 8.00?
5 OK, see / then.

Role card B

1 Hi, _____ (Student A's name), how are you?
2 Yes, / am. What / want / do?
3 / good. Where / on?
4 Sorry, / busy at 8.00. How about / meet / 9.30?
5 Bye!

Role card 1

What/Where/When:

Rosy Cinema

'In the middle of winter'

Film 20.30

Suggest meet: *19.00*

Meet: *20.15*

Role card 3

What/Where/When:

New café

Le Greasy Spoon

Breakfast

Suggest meet: *7.00*

Meet: *9.30*

Role card 2

What/Where/When:

New club

Jumpin' Joe's

Dancing

Suggest meet: *8.00*

Meet: *11.30*

Role card 4

What/Where/When:

Rock bar

Band: Bass Line

Doors open 18.00, Show 19.30

Suggest meet: *17.30*

Meet: *18.30*

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Student A

Put these words somewhere (across →, diagonally ↗ ↘ or down ↓) in the grid:

kitchen armchair lamp sofa

	1	2	3	4	5	6	7	8
A								
B								
C								
D								
E								
F								
G								
H								

Miss!

Hit 'A'!

You've hit my (sofa)!

Student B

Put these words somewhere (across →, diagonally ↗ ↘ or down ↓) in the grid:

wardrobe balcony desk hall

	1	2	3	4	5	6	7	8
A								
B								
C								
D								
E								
F								
G								
H								

Miss!

Hit 'A'!

You've hit my (desk)!

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DESIGN YOUR ideal home

Where is it? In a city? In the country? On water? _____

Is it a house or a flat? _____

How many rooms are there? _____

Is there a balcony? _____

Draw a simple floor plan of the rooms.

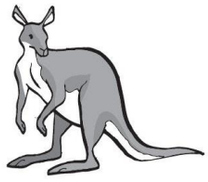
What furniture is in each room? Add some furniture to your floor plan.

What is the name of your ideal home? _____

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Choose *can* or *can't* to make true sentences.

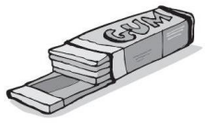
1 In Australia, you *can/can't* buy kangaroo meat in a supermarket.



2 In Vanuatu, an island in the South Pacific Ocean, you *can/can't* visit a post office under the sea.



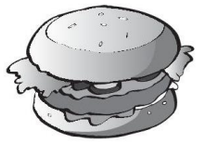
3 In Singapore, you *can/can't* buy chewing gum at a newsagent's.



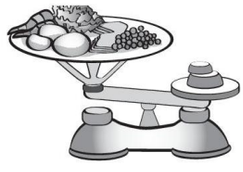
4 In Dubai, you *can/can't* ski inside a sports centre.



5 You *can/can't* have a hamburger at McDonald's in India.



6 In Brazil, you *can/can't* go to a restaurant where you pay for your food by the kilo.



7 In Sweden, you *can/can't* stay in a hotel made of ice.



8 In England, you *can/can't* leave your bags unattended in a bus or train station.



9 In France, you *can/can't* kiss on a train.



10 You *can/can't* throw tomatoes at each other in the street during La Tomatina in Spain.



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Student A

You are a shop assistant in a sports shop.
You have got:

'Michael Air' trainers

Sizes: 36 – 40 – 42 – 44 – 46

You haven't got any size 38.

Scotball football shirts

Sizes: S – M – L

You haven't got any size XL.

England football shirts

Sizes: S – M – L – XL

If you haven't got what your partner wants, try to sell them something else.

You are a customer in a newsagent's.
You want to buy:

* the book 'To the End and Back' in paperback only.
* a drink, but not cola or anything with orange in it.

Student B

You are a customer in a sports shop.
You want to buy:

* 'Michael Air' trainers, size 39.
* a Scotland football shirt as a present for your brother. He's very large, so he needs a size XL. He also likes England.

You are a shop assistant in a newsagent's.
You have got:

The book *To the End and Back*

Hardback only, no paperback

Drinks

cola

'Fizztang' orange

'Swype' lemonade

orange juice

If you haven't got what your partner wants, try to sell them something else.

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Worksheet A

Healthy food/drink:

1 _____
2 _____
3 _____
4 _____
5 _____

Food/Drink I don't like:

1 _____
2 _____
3 _____

Food/Drink popular in my country:

1 _____
2 _____
3 _____

Sweet food/drink:

1 _____
2 _____
3 _____

For breakfast in my country, we usually eat/drink:

1 _____
2 _____
3 _____

Worksheet B

Unhealthy food/drink:

1 _____
2 _____
3 _____
4 _____
5 _____

Food/Drink I like:

1 _____
2 _____
3 _____

Food/Drink not popular in my country:

1 _____
2 _____
3 _____

Savoury food/drink:

1 _____
2 _____
3 _____

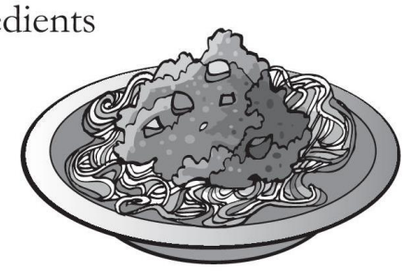
For breakfast in my country, we don't usually eat/drink:

1 _____
2 _____
3 _____

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Spaghetti Bolognese

Ingredients



an _____ some _____

some _____ some _____

some _____ some _____

some _____

Greek Salad

Ingredients



an _____ some _____

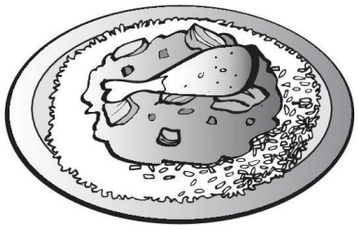
some _____ some _____

some _____

a _____

Chicken Curry

Ingredients



an _____ some _____

some _____ some _____

and _____ some _____

some _____

Prawn Paella

Ingredients



an _____ some _____

some _____ some _____

some _____ some _____

some _____ some _____

and _____

onion(s)	tomato(es)	herbs	spices	oil	garlic
beef	pasta (spaghetti)	potato(es)	chicken	rice	cucumber
olives	cheese (Feta)	stock	a lettuce	coconut milk	prawns

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a jar of jam

Calories:
quite a lot
Salt:
not much
Carbohydrates:
a lot
Saturated fat:
not much
Sugar:
quite a lot

an avocado

Calories:
quite a lot
Salt:
none
Carbohydrates:
not many
Saturated fat:
a lot
Sugar:
none

a bag of rice

Calories:
not many
Salt:
none
Carbohydrates:
a lot
Saturated fat:
not much
Sugar:
none

a packet of crisps

Calories:
a lot
Salt:
none
Carbohydrates:
quite a lot
Saturated fat:
quite a lot
Sugar:
not much

a mug of black coffee (no sugar)

Calories:
not many
Salt:
none
Carbohydrates:
not many
Saturated fat:
none
Sugar:
none

a bar of chocolate

Calories:
lots
Salt:
not much
Carbohydrates:
a lot
Saturated fat:
quite a lot
Sugar:
a lot

a can of baked beans

Calories:
not many
Salt:
not much
Carbohydrates:
not many
Saturated fat:
none
Sugar:
not much

a carton of orange juice

Calories:
not many
Salt:
none
Carbohydrates:
not many
Saturated fat:
none
Sugar:
quite a lot

	a jar of jam	an avocado	a bag of rice	a packet of crisps	a mug of coffee (no sugar)	a bar of chocolate	a can of baked beans	a carton of orange juice
Calories								
Salt								
Carbohydrates								
Saturated fat								
Sugar								

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RESTAURANT

Starter

Price

1 _____ _____

Description: _____

2 _____ _____

Description: _____

Main course

1 _____ _____

Description: _____

2 _____ _____

Description: _____

3 _____ _____

Description: _____

Dessert

1 _____ _____

Description: _____

2 _____ _____

Description: _____

Drinks

1 _____ _____

2 _____ _____

3 _____ _____

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Student A

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
December 2014	20	21 My birthday	22	23	24	25 Football match	26
January 2015	27	28	29	30 End of year party	31	1	2 Fishing trip
	3	4 Cultural day	5	6	7	8 Trip to Scotland	9
	10 Class picnic	11	12 Trip to the museum	13	14	15	16 Today, 5p.m.

Ask your partner when the following things were (*When was/were …?*).

1 the Greentones concert
2 the first day of his/her English course
3 the last day of his/her English course
4 his/her test
5 the class party
6 his/her birthday
7 the family party
8 Baby Jo born

Student B

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
December 2014	20	21	22 Class party	23	24 Family party	25	26
January 2015	27 Baby Jo born	28	29	30	31	1 The Greentones concert	2
	3 First day of my English course	4	5	6	7	8	9
	10	11	12	13 My birthday	14	15 Last day of my English course	16 9a.m. - Test Today, 5p.m.

Ask your partner when the following things were (*When was/were …?*).

1 his/her birthday
2 end of year party
3 the trip to Scotland
4 the trip to the museum
5 the class picnic
6 the football match
7 the fishing trip
8 cultural day

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Student A

What were they before they were famous? Match the famous people with the jobs in the box.

a cleaner a sportsman (a footballer) a teacher TV presenters a toy shop assistant performers in a music video

Gwen Stefani

Justin Timberlake and Christina Aguilera

Jack Nicholson

Gordon Ramsay

J. K. Rowling

Naomi Campbell and Bob Marley

Listen to your partner's sentences and check your answers.

Jennifer Aniston was a waitress.	Mick Jagger and Tina Turner were hospital workers, but not at the same hospital.	Sting and Whoopi Goldberg were builders (a construction worker and a bricklayer), but not in the same place.
Cameron Diaz was a model.	Sean Connery was a body builder. In 1953 he was third in the Mr Universe competition.	Britney Spears was a sportswoman (a gymnast). She was also a TV presenter on *The Mickey Mouse Club*.

Student B

What were they before they were famous? Match the famous people with the jobs in the box.

a waitress hospital workers a body builder a model builders a sportswoman (a gymnast)

Jennifer Aniston

Britney Spears

Cameron Diaz

Sting and Whoopi Goldberg

Sean Connery

Mick Jagger and Tina Turner

Listen to your partner's sentences and check your answers.

Gwen Stefani was a cleaner.	Gordon Ramsay was a sportsman (a footballer).	Naomi Campbell and Bob Marley were performers in a music video.
J. K. Rowling was a teacher.	Jack Nicholson was a toy shop assistant.	Justin Timberlake and Christina Aguilera were TV presenters on *The Mickey Mouse Club*.

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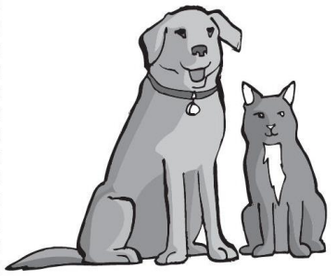
A



D



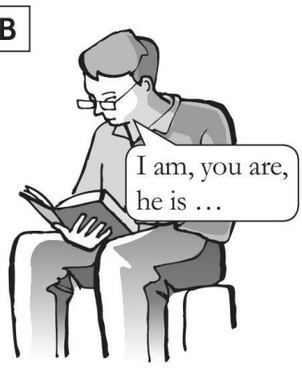
G



J



B



E



H



K



C



F



I



L



1 I started school when I was seven.	4 I had two pets.	7 I often saw my grandparents.	10 I met lots of new friends.
2 I liked fish.	5 I had a mobile phone.	8 I studied English every day.	11 I enjoyed playing sport.
3 I made cakes.	6 I went to Disneyland.	9 I often moved house.	12 I hated weddings.

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go shopping	stay in bed
go clubbing	watch a football game
play golf	watch a film at the cinema
play a new computer game	go out for a meal
stay with some friends	go for a long walk
go to an art gallery	learn to salsa dance
go to a show/concert	sing in a karaoke club
cook dinner for some friends	have a party

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Label the compass with the words in the box.

Northwest	South	Southwest	Southeast	East	West	Northeast	North



Choose six of the features in the box and draw them somewhere on your island above.

a mountain	a market	a famous building	a river	a bridge	a lake	a city	a jungle	a village	a desert

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Rickshaw



A Good for the environment:
B Comfortable:
C Fast:
D Cheap:

Jeep



A Good for the environment:
B Comfortable:
C Fast:
D Cheap:

Hot-air balloon



A Good for the environment:
B Comfortable:
C Fast:
D Cheap:

Gondola



A Good for the environment:
B Comfortable:
C Fast:
D Cheap:

Tuk-tuk



A Good for the environment:
B Comfortable:
C Fast:
D Cheap:

Microlite



A Good for the environment:
B Comfortable:
C Fast:
D Cheap:

Tram



A Good for the environment:
B Comfortable:
C Fast:
D Cheap:

Ski-doo



A Good for the environment:
B Comfortable:
C Fast:
D Cheap:

Junk



A Good for the environment:
B Comfortable:
C Fast:
D Cheap:

Hovercraft



A Good for the environment:
B Comfortable:
C Fast:
D Cheap:

Canal barge



A Good for the environment:
B Comfortable:
C Fast:
D Cheap:

Sky train



A Good for the environment:
B Comfortable:
C Fast:
D Cheap:

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Worksheet A

1 Answer the questions.

1 The fastest VW Van went at
   a) 102.84 mph.
   b) 95.67 mph.
   c) 223.32 mph.

2 The longest tram line has
   a) 100 stops.
   b) 72 stops.
   c) 70 stops.

3 The oldest working train began in
   a) 1855.
   b) 1902.
   c) 1871.

4 The highest helicopter flight was
   a) lower than Mt Everest.
   b) the same height as Mt Everest.
   c) higher than Mt Everest.

5 The smallest plane was
   a) 5.7 metres long.
   b) 3.7 metres long.
   c) 0.5 metres long.

2 Ask Student B to find out the answers.

3 Listen to Student B's questions and tell them the answers.

The record for the longest Quad bike journey is held by Josh and Anna Hogan, from the USA. They drove 27,141 km (16,865 miles) and went through 17 countries.

Gregory Dunham rode the world's tallest motorbike in California, USA in 2005. It was 6.187 metres tall.

The most expensive cruise ship was built in 2009. 'Project Genesis' includes a 'park' the size of a football field. It cost $1.24 billion to make and has space for over 5,000 passengers.

On 13 November 1998, Gary Duval drove the world's highest limousine (3.33 metres) in California, USA.

The fastest furniture in the world was created in the UK on 11 May 2007. Two men drove a motorised sofa at 92 mph (148 kmph).

Worksheet B

1 Answer the questions.

1 The longest Quad bike journey went through
   a) 7 countries.
   b) 17 countries.
   c) 70 countries.

2 The most expensive cruise ship cost
   a) $6.8 million.
   b) $9.5 billion.
   c) $1.24 billion.

3 The tallest motorbike was ridden in
   a) Delhi, India.
   b) London, UK.
   c) California, USA.

4 The fastest furniture was
   a) a sofa.
   b) a bed.
   c) a table.

5 The highest limousine was
   a) 8.42 metres high.
   b) 7.3 metres high.
   c) 3.33 metres high.

2 Ask Student A to find out the answers.

3 Listen to Student A's questions and tell them the answers.

The longest tram line in the world is on the coast of Belgium. There are 70 stops and trams go along the 68-km route every ten minutes.

The smallest plane was made in Puerto Rico, USA in 2004. It weighs 162 kg and is just 3.7 metres long!

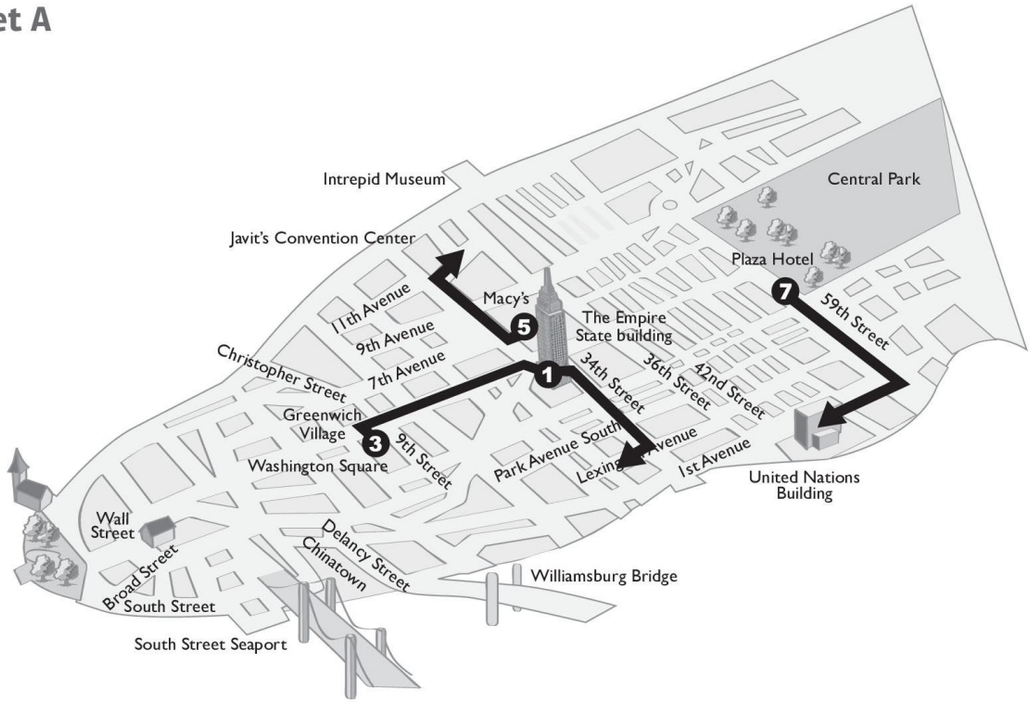
The world's oldest working train is called Fairy Queen and carries passengers in Delhi, India. It was first used from 1855–1908, but began service again in 1997. It has a maximum speed of 40 kmph.

On 21 June 1972, Jean Boulet flew a helicopter to 12,442 metres, making this the highest helicopter flight. The helicopter went higher than Mt Everest!

The fastest VW Van was driven to 102.84 mph (165.5 kmph) by a German team in Northampton, UK, in June 2009.

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Worksheet A



Directions

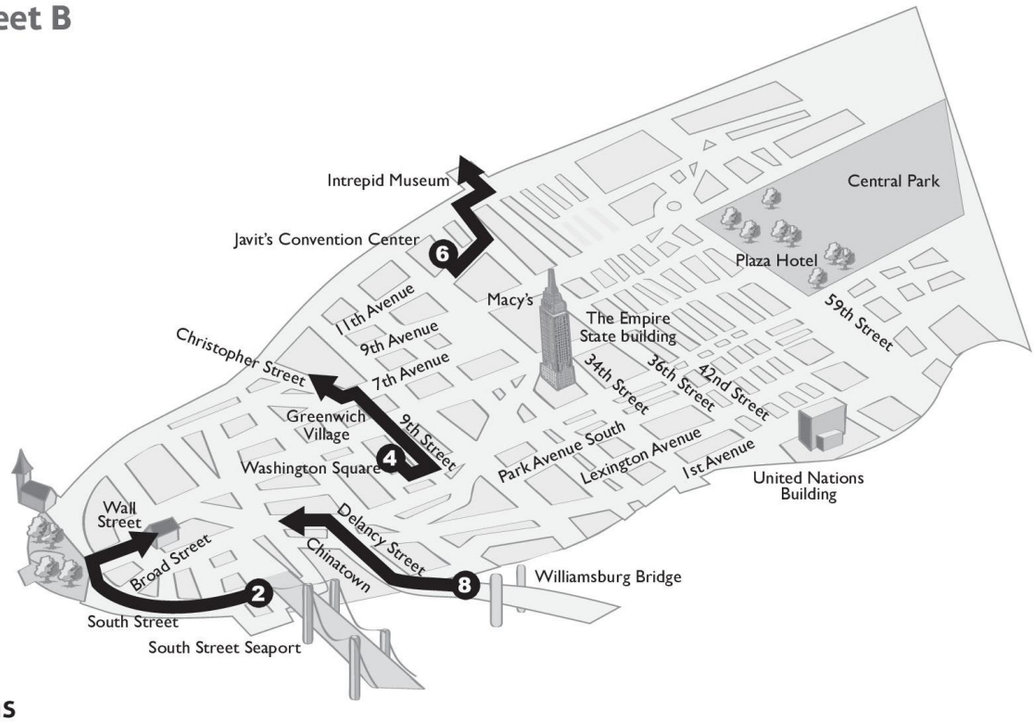
2 Start from South Street Seaport. Go down South Street and take the second right. Go down Broad Street and it's at the end.

4 Start from Greenwich Village. Go straight on, then turn right into 9th Street. Take the second left, then the first right.

6 Start from Javit's Convention Center. Turn left and go down 11th Avenue. Turn left into 42nd Street, then turn right. It's on the right.

8 Start from Williamsburg Bridge. Go down Delancy Street, then take the first left. It's on the right.

Worksheet B



Directions

1 Start from the Empire State Building. Turn right and go down 34th Street, and take the second right. It's on the right.

3 Start from Greenwich Village. Turn right and go down 9th Avenue. Take the fifth right. It's on the left.

5 Start from Macy's. Turn left and go down 36th Street. Take the third right, and it's on the left.

7 Start from The Plaza Hotel. Turn right and go down 59th Street. Take the fifth right and go down Lexington Avenue. It's on your left.

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Find twelve ways of describing people's appearance in the word search.

1 Another way of saying someone is fat. _ _ _ _ _ _ _ _ _ _
2 When a man is more than 6 foot/1.83 metres, he is _ _ _ _.
3 Another way of saying someone is thin. _ _ _ _
4 When a woman is less than 5 foot 3 inches/1.62 metres, she is _ _ _ _ _.
5 When a man has no hair, he is _ _ _ _.
6 When someone has lots of curls, they have _ _ _ _ _ _ _ _ _.
7 The hair that grows on a man's chin: a _ _ _ _ _
8 The hair that grows on a man's upper lip: a _ _ _ _ _ _ _ _ _
9 Women put _ _ _ _ - _ _ on when they use lipstick.
10 A man aged between 30 and 39 is _ _ _ _ _ _ _ _ _ _ _.
11 A very smiley person has a _ _ _ _ _ _ _ _ _.
12 A person has two large ones, a nose and a mouth on their face. They have two _ _ _ _ _ _ _ _.

Find the words across → and down ↓.

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

Take turns to describe the people in the box.

you	your best friend	your mother or father	your partner	a teacher

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Situation 1

At a party

1 We ____ (dance) to the music.

2 I ____ (chat) to my friends.

3 We're …

4 I'm …

Situation 2

On holiday

1 Some of us ____ (swim) in the sea.

2 I ____ (read) a book on the beach.

3 We're …

4 I'm …

Situation 3

In an English class

1 I ____ (ask) about pronunciation.

2 We ____ (listen) to each other.

3 Some of us are …

4 We're …

Situation 4

At a football match

1 We ____ (enjoy) the game.

2 I ____ (feel) nervous.

3 We ____ …

4 The other team …

Situation 5

At home

1 We ____ (watch) TV.

2 I ____ (lie) on the sofa.

3 My partner/flatmate is …

4 We're …

Situation 6

At a concert

1 We ____ (listen) to loud music.

2 I ____ (take) photos of the band.

3 The band is …

4 We're …

Situation 7

In the park

1 I ____ (have) a picnic.

2 I ____ (play) football.

3 We're …

4 Some people are …

Situation 8

At a restaurant

1 I ____ (look) at the menu.

2 We ____ (talk) to each other.

3 We're …

4 Some people are …

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Situation 1

I'm singing karaoke.

I'm feeling excited.

Situation 2

The teacher is wearing shorts.

The sun is shining.

Situation 3

I'm studying English.

I'm using a website to help me.

Situation 4

I'm reading a newspaper.

I'm laughing at a story.

Situation 5

My friend is having lunch.

I'm feeling hungry.

Situation 6

We're shopping for clothes.

We're trying on some T-shirts.

Situation 7

I'm chatting to my friend on my mobile.

I'm talking about last weekend.

Situation 8

I'm feeling really tired.

I'm drinking a black coffee.

Interview other students to find out what they are doing and when they do it.

Name	What are they doing?	When do they usually do this?

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Think of a film title for each of the types of film below.

My recommendations

A horror film **Title:** _____

Ingredients: scary people, blood

A comedy **Title:** _____

Ingredients: funny people, jokes

A musical **Title:** _____

Ingredients: music, songs

An action film **Title:** _____

Ingredients: explosions, danger

A romantic film **Title:** _____

Ingredients: people in love, a happy ending

A sci-fi film **Title:** _____

Ingredients: robots, spaceships

A drama film **Title:** _____

Ingredients: realistic characters, emotion

An animation film **Title:** _____

Ingredients: talking animals, computer graphics



Talk to your partner and find out what kind of films they like. Then choose two of your titles from above and recommend them to your partner.

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Worksheet A

Choose two types of transport for each category below. You can use each type more than once.

1 fast
a) _____
b) _____

2 convenient
a) _____
b) _____

3 safe
a) _____
b) _____

4 polluting
a) _____
b) _____

5 healthy
a) _____
b) _____

6 comfortable
a) _____
b) _____

7 romantic
a) _____
b) _____

8 exciting
a) _____
b) _____



Worksheet B

Choose two types of transport for each category below. You can use each type more than once.

1 dangerous
a) _____
b) _____

2 green
a) _____
b) _____

3 uncomfortable
a) _____
b) _____

4 slow
a) _____
b) _____

5 boring
a) _____
b) _____

6 unromantic
a) _____
b) _____

7 unhealthy
a) _____
b) _____

8 inconvenient
a) _____
b) _____



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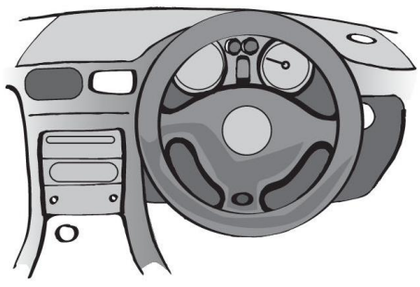
THE TRAINS IN SPAIN …

Grammar: articles *a/an*, *the*, no article

FINISH	16 Are *a/an/the/–* roads good in your city?	★ **I always travel by … if I can.**	15 Is it popular to ride *a/an/the/–* bike in your city?	14 Do you like driving *a/an/the/–* car? Why (not)?	13 Are *a/an/the/–* taxis cheap in your country?
9 How often do you ride *a/an/the/–* bike?	★ **I hate travelling by …**	10 What types of *a/an/the/–* transport are common in the city where you live?	11 Are *a/an/the/–* trains popular in your country?	12 On the bus, do *a/an/the/–* young people offer their seats to *a/an/the/–* old people in your country?	★ **Travelling by … is slow.**
★ **Travelling by … is romantic**	8 Is it popular to ride *a/an/the/–* horses in your country?	7 In your country, do *a/an/the/–* people pay when they get on or get off *a/an/the/–* bus?	★ **I like travelling by …**	6 Do you ever go anywhere by *a/an/the/–* helicopter?	5 What's *a/an/the/–* capital city of your country? Do you live there?
START	1 How often do you take *a/an/the/–* taxi?	2 When you go to the supermarket, do you go on *a/an/the/–* foot, by *a/an/the/–* car or use another type of transport?	★ **I never travel by …**	3 Is there *a/an/the/–* monorail in your city?	4 In your country, do people drive on *a/an/the/–* right or on *a/an/the/–* left (on the road)?

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Card 1



Illinois, USA, / have to / drive / using / steering wheel.

Card 2



New York, USA / don't have to / seatbelt / drive.

Card 3



San Francisco, USA / can / drive / eight years old.

Card 4



Brewton, USA / can drive anybody's car. / don't have to / permission.

Card 5



Thailand / have to / wear / shirt / driving.

Card 6



Alaska, USA / can't look at / moose / from / plane.

Card 7



Alabama, USA / can't drive / without shoes.

Card 8



France / can't kiss / railway.

Card 9



Ontario, Canada / can't / take friend / airport / your car. / only / to work.

Card 10



Finland / break / law / your car / have to / pay percentage / your salary.

Card 11



The Philippines / your license plate ends with a 1 or 2 / can't / drive / Monday.

Card 12



Memphis, Tennessee, / woman / can't drive / without / man walking in front.

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You shouted at an advertisement in the street.



You opened an umbrella in the classroom.

You climbed a tree in your neighbour's garden.

You pushed your teacher down the street in a shopping trolley.



You borrowed your friend's car without asking.

In a fish shop, you picked up a big fish, kissed it and said, 'Marry me.'

At a rock concert, you gave someone a glass of water and said, 'I have to do this.'

You sat on the roof of the school and cried.



You stood in middle of the street and shouted, 'Turn left! Turn left!'

In the middle of the class, you stood up and ran out.

You drove your car through the park.

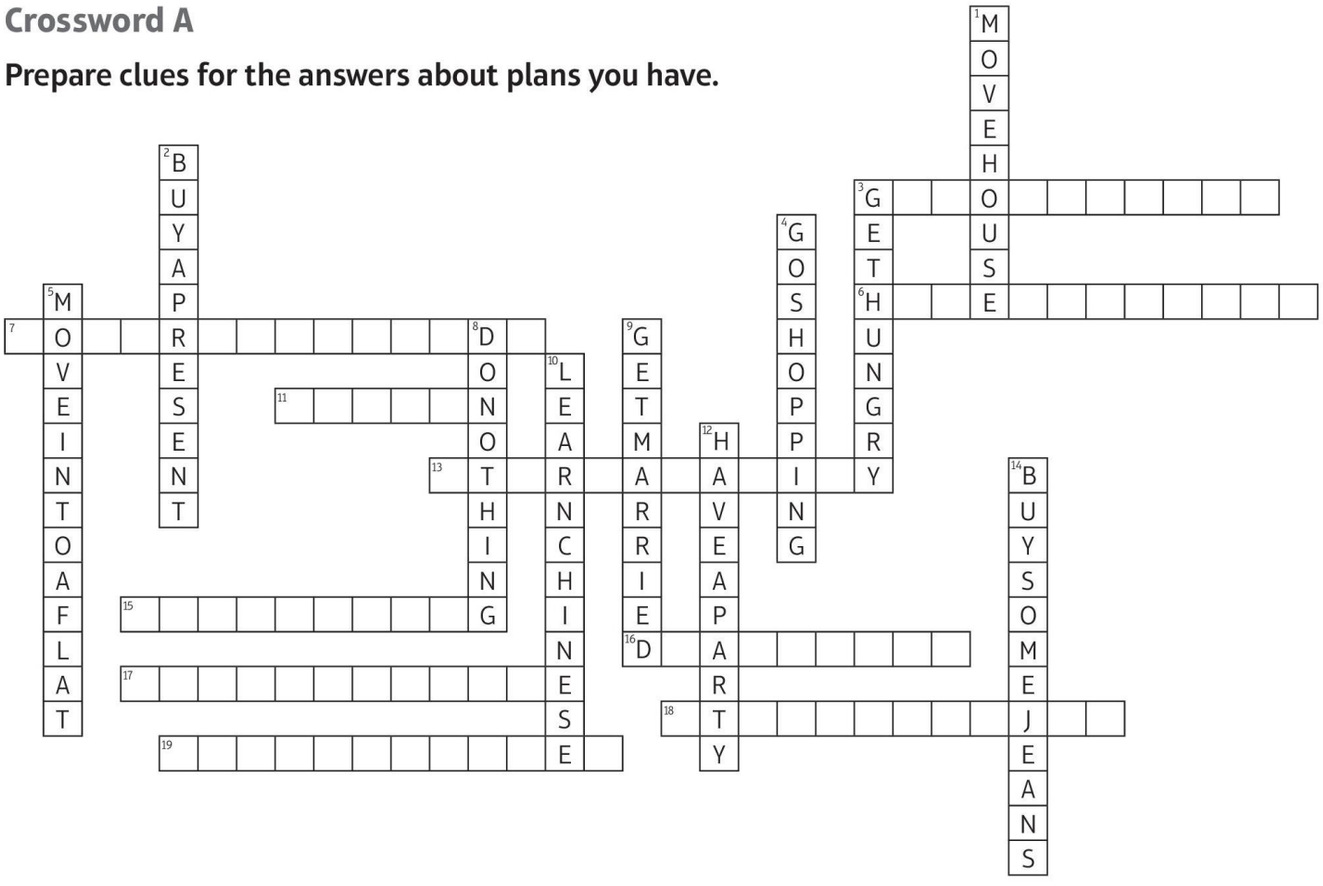
You wrote 'I am happy' on your T-shirt and sat on the bus all day.



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Crossword A

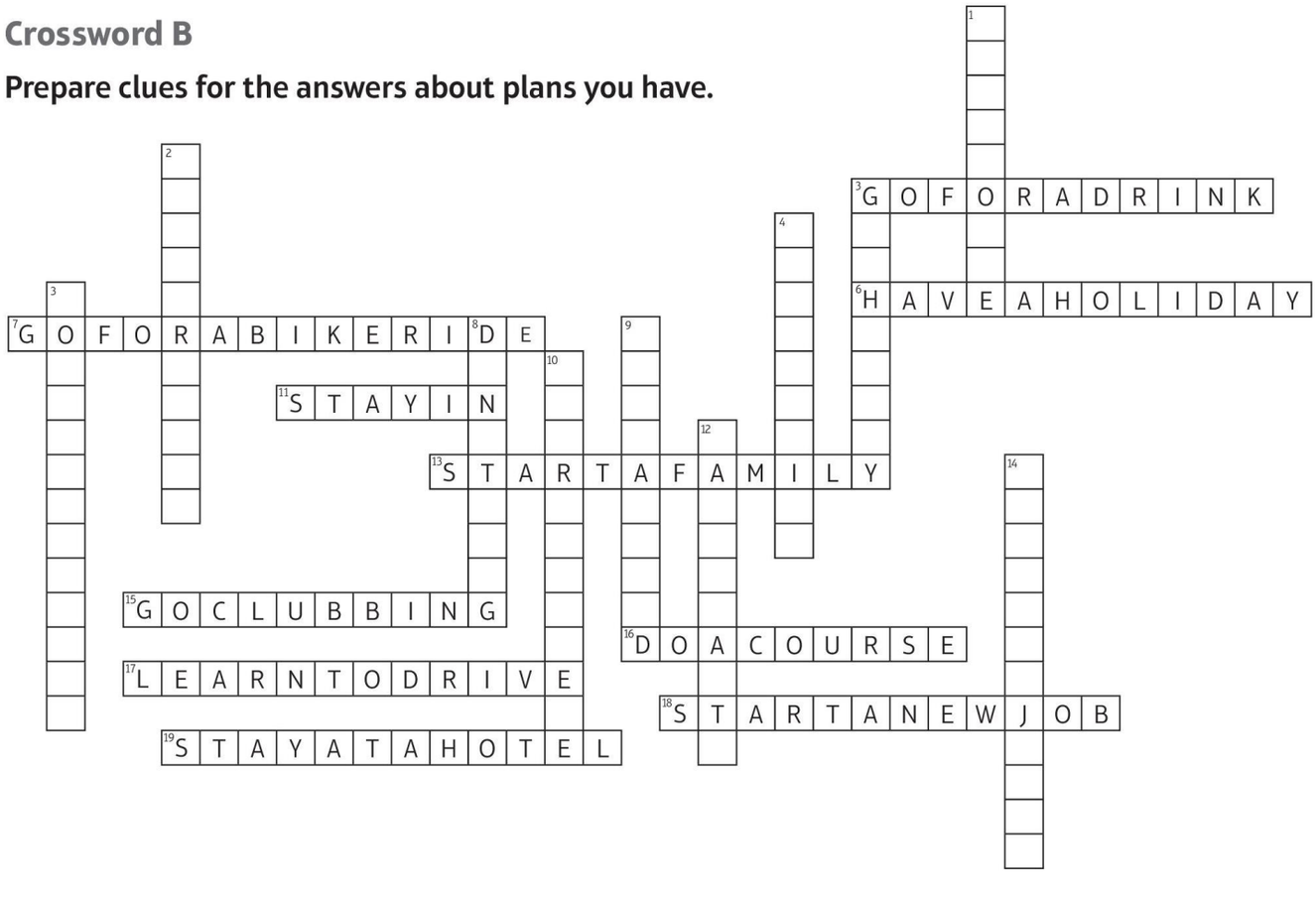
Prepare clues for the answers about plans you have.



Tell your partner the clues and listen to theirs to find the missing words.

Crossword B

Prepare clues for the answers about plans you have.



Tell your partner the clues and listen to theirs to find the missing words.

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Who do you think …		
	Name	**True/False?**
1 would like to start a business?		
2 is going to do nothing next weekend?		
3 is going to buy some clothes next weekend?		
4 would like to get married on a beach?		
5 is going to get a new job next year?		
6 would like to move to another country?		
7 is going to have a holiday soon?		
8 would like to go for a drink with me?		
9 would like to learn another language?		
10 would like to travel around the world?		
11 is going to go jogging next week?		
12 is going to buy a present for a friend?		

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Worksheet A

Complete the predictions with *will* (*'ll*), *might* or *won't*.

1 My country _____ win the next world cup.
2 It _____ be sunny next weekend.
3 I _____ get a great present for my next birthday.
4 Our teacher _____ give us homework today.
5 There _____ be an interesting programme on TV tonight.
6 Someone _____ cook for me next week.
7 My mother _____ call me today.
8 I _____ sleep well tonight.
9 My partner _____ have a good time next weekend.
10 I _____ live in another country in my life.

Compare your predictions with other students. Are any true?

Worksheet B

Complete the predictions with *will* (*'ll*), *might* or *won't*.

1 My country _____ have a hot summer next year.
2 The President of my country _____ win the next election.
3 I _____ meet a very interesting person this year.
4 I _____ get hungry today.
5 There _____ be lots of traffic on my way home today.
6 The situation in my country _____ get better in the next ten years.
7 My English _____ improve a lot this year.
8 I _____ receive some good news this week.
9 Our teacher _____ make us study grammar tomorrow.
10 My partner _____ have something interesting for dinner tonight.

Compare your predictions with other students. Are any true?

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Role card 1A

You and your partner are organising a class party for the end of the course. Make the following suggestions:

- hire a DJ
- cook some food yourselves
- invite everybody in the school for free

Listen and respond to your partner's suggestions, then agree on three things.

Role card 1B

You and your partner are organising a class party for the end of the course. Make the following suggestions:

- hire a band
- buy some food
- sell tickets

Listen and respond to your partner's suggestions, then agree on three things.

Role card 2A

You and your partner are planning a short holiday. Make the following suggestions:

- go camping
- stay in the mountains
- do lots of activities, e.g. walking, climbing

Listen and respond to your partner's suggestions, then agree on three things.

Role card 2B

You and your partner are planning a short holiday. Make the following suggestions:

- stay at a hotel
- stay near the beach
- do nothing – just relax!

Listen and respond to your partner's suggestions, then agree on three things.

Role card 3A

You and your partner are planning to raise some money for charity, to help victims of a natural disaster. Make the following suggestions:

- hold a 'mini-lotto' to raise money
- create posters to ask people for money
- start an email campaign to ask politicians to help

Listen and respond to your partner's suggestions, then agree on three things.

Role card 3B

You and your partner are planning to raise some money for charity, to help victims of a natural disaster. Make the following suggestions:

- do a parachute jump
- do a sponsored walk
- hold a sale – sell all your old things

Listen and respond to your partner's suggestions, then agree on three things.

Role card 4A

It is your friend's birthday soon. You and your partner are deciding what to buy him/her as a present. Make the following suggestion and think of two more ideas to suggest:

- take him/her to a restaurant
- _____ (your idea)
- _____ (your idea)

Listen and respond to your partner's suggestions, then agree on the best idea.

Role card 4B

It is your friend's birthday soon. You and your partner are deciding what to buy him/her as a present. Make the following suggestion and think of two more ideas to suggest:

- buy him/her a shopping voucher
- _____ (your idea)
- _____ (your idea)

Listen and respond to your partner's suggestions, then agree on the best idea.

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1


2


3

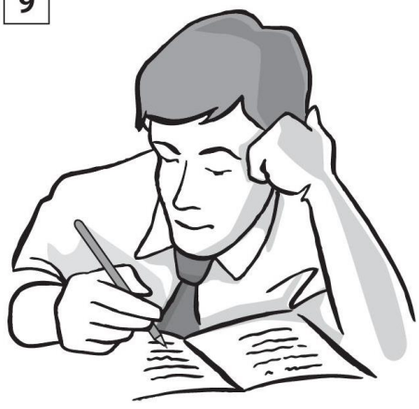

4


5


6


7


8


9


10


11


12


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I haven't got any money.	My friend gave me a birthday present, but I don't like it.
I always get a cold in winter.	I've got lots of work and not enough time.
I can't sleep at night and I feel tired in the day.	I want to get a boyfriend/girlfriend.
I want to stop eating chocolate.	My friend has cooked dinner and I don't like the food.
I want to learn English quickly.	I have a boring job.
I want to be more fashionable.	I want to make friends.
I can't concentrate in class.	I am a teacher and my students never do their homework.
I've got a job interview next week.	I want to do something interesting at the weekend.

Speed counselling

My problem: _____

_____

	Useful? ✓/✗
Advice 1	
Advice 2	
Advice 3	
Advice 4	
Advice 5	
Advice 6	

Speed counselling

My problem: _____

_____

	Useful? ✓/✗
Advice 1	
Advice 2	
Advice 3	
Advice 4	
Advice 5	
Advice 6	

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Verb phrase cards



swim in the sea	run across the room	read a book	climb a mountain
speak your language	say the numbers 1–10	type an email	wash a car
play a computer game	play the guitar	eat some spaghetti	watch TV

Adjective cards



fast	slow	clear	happy
loud	angry	good	bad
quiet	dangerous	careful	sad

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Role card 1

You try to ask for something in a shop, but don't speak the language.

Role card 2

You try to pay for your meal in a restaurant and don't have enough money.

Role card 3

You can't start your car.

Role card 4

You are alone in the street late at night and can't find a taxi.

Role card 5

You are in a bookshop, but you don't know which book to buy to help you learn English.

Role card 6

You are afraid of flying.

Role card 7

You have lots of work to do in the next four hours.

Role card 8

You are carrying lots of heavy bags and feel very tired.

Role card 9

You can't find your mobile phone.

Role card 10

You are in a café, trying to carry lots of glasses to the table.

Role card 11

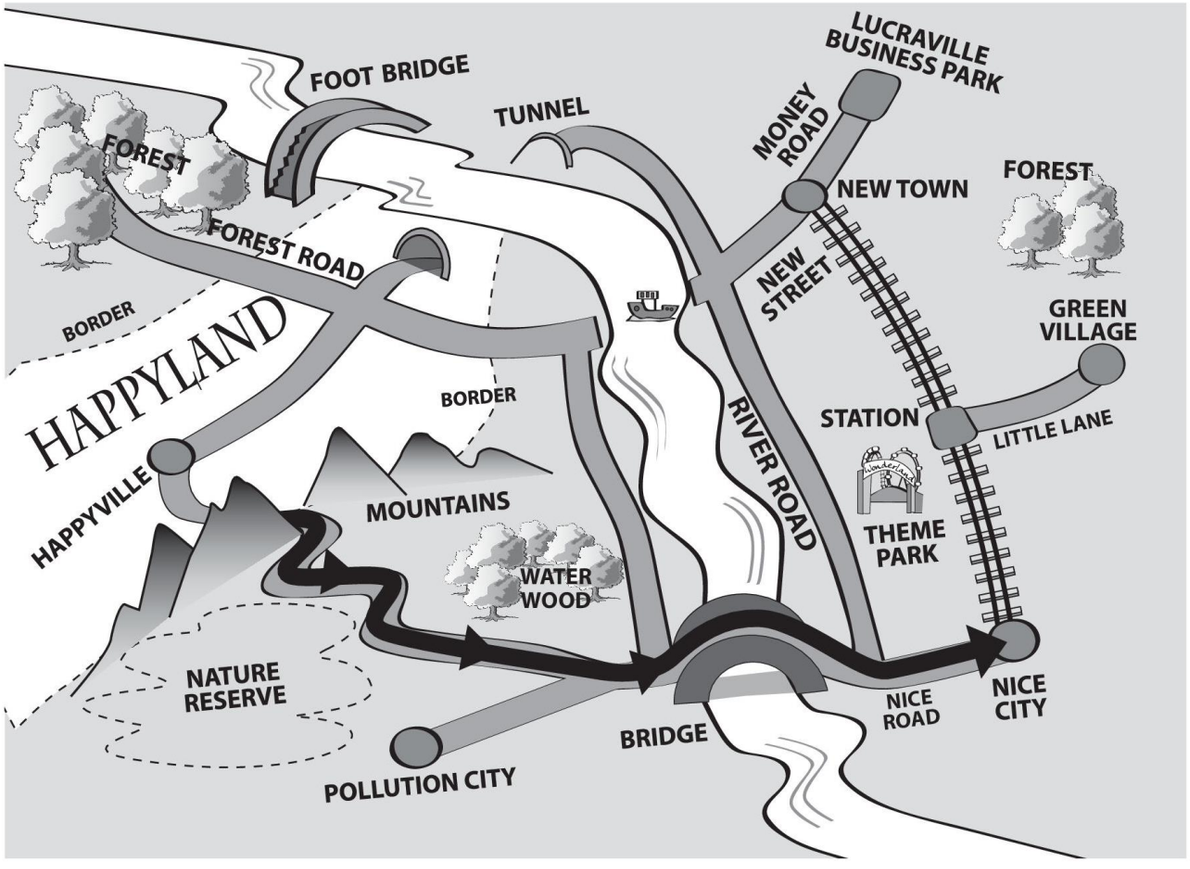
Your computer won't work!

Role card 12

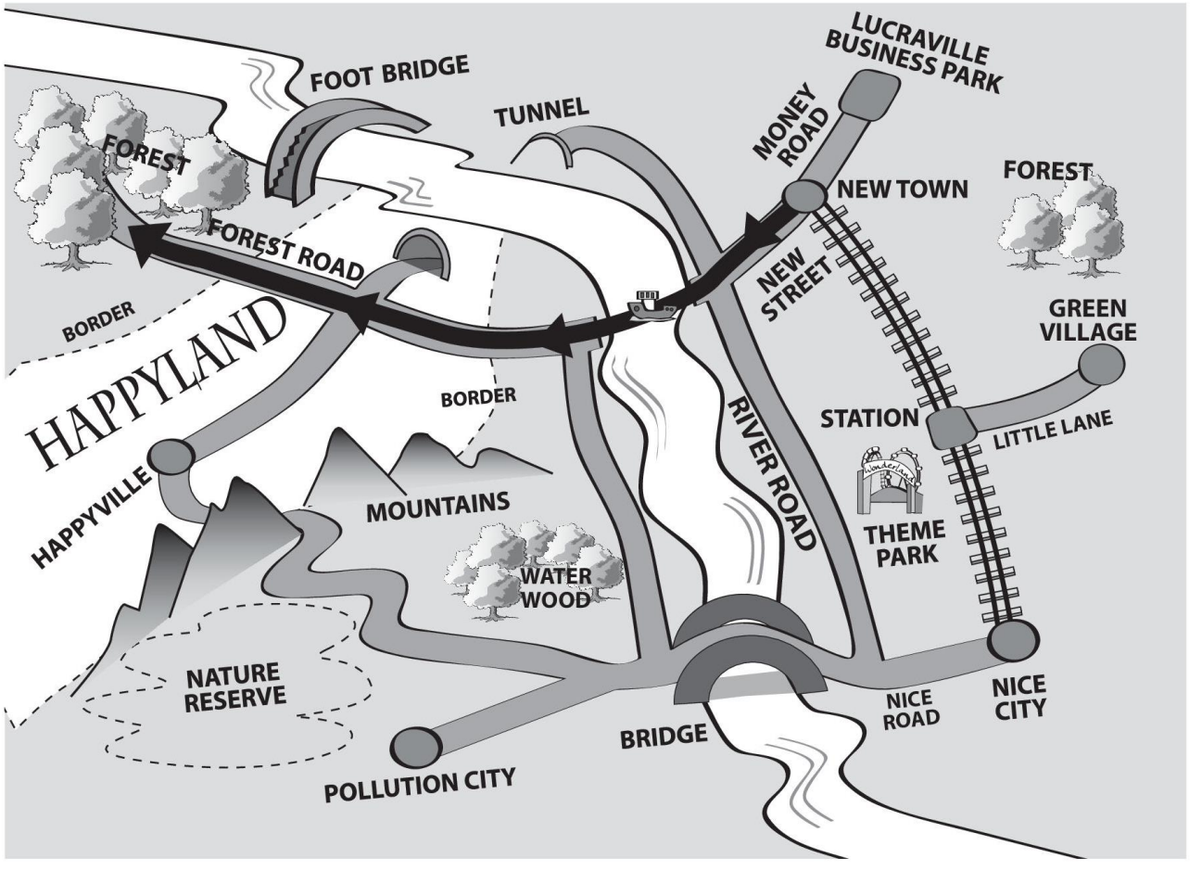
You are lost in a city.

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Map A



Map B



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Have you ever …	No, never. (0 points)	Yes, once. (1 point)	Yes, more than once. (2 points)
1 (*visit*) a very cold place?	❍	❍	❍
2 (*eat*) a strange animal?	❍	❍	❍
3 (*break*) an arm or a leg?	❍	❍	❍
4 (*sing*) a song in public?	❍	❍	❍
5 (*visit*) a famous building?	❍	❍	❍
6 (*cook*) a meal for more than six people?	❍	❍	❍
7 (*meet*) a famous person?	❍	❍	❍
8 (*learn*) more than three languages?	❍	❍	❍
9 (*swim*) with sharks or dolphins?	❍	❍	❍
10 (*see*) the Pacific ocean?	❍	❍	❍
11 (*climb*) a volcano?	❍	❍	❍
12 (*go*) scuba-diving?	❍	❍	❍
13 (*live*) in another country?	❍	❍	❍
14 (*watch*) an opera outdoors?	❍	❍	❍
15 (*get*) lost in a city?	❍	❍	❍
16 (*fly*) in a helicopter?	❍	❍	❍
Total points:			

Fold

Answer key

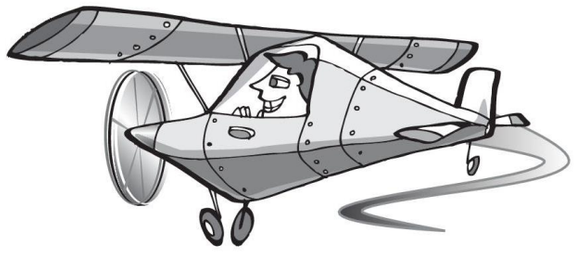
0 – 4 points:
You've tried a few things in your life, but remember that the world is a big place, with lots of things to see. Perhaps you worry too much about the future. Take a few risks and enjoy life!

5 – 16 points:
You've had quite an interesting life and have tried different things. You like having new experiences, but at the same time you know when to be careful.

16 + points:
Wow, you've experienced lots of different things – and are not afraid of danger. Be careful though, remember that sometimes you need to take things slowly!

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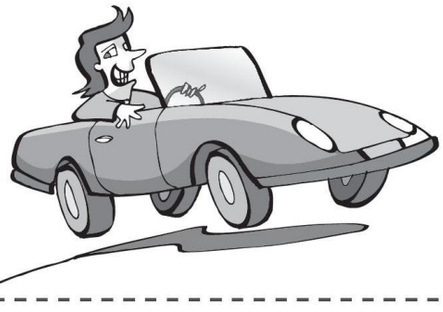
















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Role card 1A

You are Jack and want to call Ben. If he's not there, then leave a message asking him to call you. Use the prompts to help you.

Hi, (your partner's name), it's (your name). / Ben there?

leave a message / him?

ask him / call me.

OK / 6479102.

No, 6479102.

Role card 1B

Jack is calling you and wants to speak to Ben. Ben isn't here at the moment, so take a message. You're not sure if Ben has Jack's number, so ask for it. Use the prompts to help you.

No / not here.

OK, no problem.

Could / give / number?

Let / check. 6479182?

9102. OK, I'll ask him / call you. Bye.

Role card 2A

You are Susan Jones. Mr Right is calling you, but you are very busy at the moment. Ask him to call you back later, on your mobile, and give him the number. Use the prompts to help you.

This / Susan Jones. / very busy / moment. Could / ring back later on my mobile?

97824615.

No, 978**2**4615.

Bye.

Role card 2B

You are Mr Right and want to speak to Susan Jones. She is very busy at the moment and asks you to call her later on her mobile. This is OK, but get the number. Use the prompts to help you.

Hello, this / Mr Right. / speak to Susan Jones?

No problem. What / number?

Let / check. 97825615?

4615. OK.

Bye.

Role card 3A

Call your friend Owen. Ask him if he wants to go for a drink tonight.

Role card 3B

Your friend Neil calls you. You're busy tonight but free tomorrow night, so suggest then.

Role card 4A

You are Mr Swift's secretary. He's in a meeting, so take a message.

Role card 4B

Call Mr Swift. If he's not there, leave your number and ask him to call you.

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UNIT 1

WHAT DO YOU NEED?

Materials: One copy of worksheet A and worksheet B per pair of Ss and one set of pictures per pair of Ss

Put Ss into pairs and distribute the A and B worksheets so each pair has one of each. Tell each pair to label all the objects in the picture with words from their lists, without showing their lists to their partners. This encourages Ss to share information verbally. (NB: In order to prevent Ss from comparing their worksheets, arrange the pairs so they are sitting face-to-face if possible.)

Answers: **A** a file **B** a mobile phone **C** a laptop **D** an umbrella **E** a camera **F** chewing gum **G** batteries **H** a watch **I** a sweater **J** coins **K** a dictionary **L** sunglasses

Check answers to the first activity, putting the words on the board. Check for correct pronunciation.

Get Ss to take a minute to look at the pictures and then brainstorm what the situations are: on the beach/on holiday, in a classroom/at school, in town/out with friends. Then tell Ss that for each situation, they must choose five items from the whole group of words (no more and no less), and that they must try to agree. If time allows, pairs can compare their ideas with other pairs when they finish. If you have any ***fast-finishers***, get them to think of two more objects they could take in each situation (they may need to check vocabulary with you). Elicit some answers from different pairs and give whole class feedback on errors/good language used.

MEET AND GREET

Materials: One role card per student

Distribute the role cards, one for each student. If you have more than 12 Ss, then make two copies and double-up on some of the roles. (NB: In the pairs of nationalities, the first card is a man's name and the second is a woman's name.)

Get Ss to memorise their names and nationalities, and walk around the class introducing themselves until they find their 'partner' from the same country. Once they have found their partner, tell Ss to introduce themselves or each other to the other Ss in the class. Remind Ss of the language for greetings (*Nice to meet you. And you. How are you? Great, thanks. And you?*) and to use the verb *be* in the present simple (*I'm Japanese*, *we're Russian*, etc.).

When all the Ss have had a chance to introduce themselves, ask them to sit down with their 'partners' from the same countries. (NB: If you have an odd number of Ss, have the 'odd' student work with another pair in a group of three.) Write the following useful language on the board for Ss to refer to, and drill pronunciation: (*Jack*) *is American. No, he isn't, he's British! Is* (*Andrea*) *Italian? Yes, she is.* Give them five minutes to remember as many names and nationalities as they can and write them in their notebooks.

Check answers and write them on the board. (NB: You could add a competitive element here by awarding points for the correct answers. The pair with the most correct answers wins!)

WHOSE ARE THESE?

Materials: One picture per pair of Ss and one copy of worksheet A and worksheet B per pair of Ss

Show Ss the picture and ask them to study it for one minute, paying particular attention to who the objects belong to.

Cover or take away the picture and distribute the A and B worksheets. Instruct Ss to work together to remember who owns each object and complete the sentences. Put the following sentences on the board for Ss to refer to: *This is Ben's laptop. Those are Manisha's sweaters. Is this Ben's hairbrush? No, it isn't. It's Manisha's Are those Manisha's photos? Yes, they are!* Then demonstrate/model the activity. Give Ss five minutes to remember as many as they can.

Show the picture again for Ss to check their answers, and award points for correct answers. The pair with the most points wins!

Answers:

Student A:

1 They're Manisha's magazines.
2 It's Ben's laptop.
3 It's Ben's newspaper.
4 It's Manisha's passport.
5 It's Ben's camera.
6 They're Manisha's sweets.

Student B:

1 They're Ben's keys.
2 They're Ben's tickets.
3 It's Manisha's hairbrush.
4 It's Manisha's MP3 player.
5 They're Manisha's sweaters.
6 It's Ben's mobile phone.

CAN I HAVE ONE ...?

Materials: One role card per student

Explain to Ss that they are in a London train station and have a few things to do before they catch their train. Choose four Ss (or ask them to choose) who will be 'employees' and give them their role cards. Arrange them around the class so that they are sitting down in their 'shops' and ask them to write the names of their shops on pieces of paper in front of them, as 'signs'. Allow them a few minutes to review their information, then tell them to plan what they need to say.

Distribute the remaining 'customer' cards and allow Ss some time to prepare how they will ask for the things they want. (NB: If you have more than eight Ss, you will need to make two copies of the 'customer' cards and double up some of the roles.)

Check the phrases for making requests (*Can I have four of those batteries, please? Could I change 100 dollars, please?*) and for the employees (*That's two euros, please. Yes, here you are.*). Drill the phrases, making sure Ss sound polite.

Position the four 'employees' around the room and have the customers walk around and role-play the situations. Listen carefully for errors and good phrases, and give feedback on this at the end of the activity. If you have any ***fast-finishers***, you could give them another role card and/or have them discuss possible solutions to the problems.

UNIT 2

A GOOD JOB?

Materials: One grid per student and one set of cards per group of Ss

Prepare for this activity by cutting up the 'job' cards in section 2. Arrange Ss in small groups and distribute one grid and one set of cards to each group.

In their groups, Ss discuss and match the jobs with the qualities in the grid. There are no 'correct' answers here, so Ss can give their opinions. Some jobs may also go in more than one category.

As an extension, ask Ss to think of more jobs for each category.

ARE YOU TYPICAL?

Materials: One set of stereotypes and one set of responses per pair of Ss

Elicit/Explain *national stereotype*, and elicit some typical stereotypes for the country you are teaching in (if this is Brazil, then elicit some typical stereotypes about British/Americans). Explain to Ss that they need to read the stereotypes in the first part, then guess which country it is in pairs. Also elicit some ideas as to how true they think each one is. (The country is Brazil.)

Direct Ss' attention to the responses and explain they have come from Brazil. Instruct Ss to work in pairs to match the responses with the stereotypes given in the first part. Check answers with the class.

Answers: **1** E **2** D **3** C **4** A **5** F **6** B

Working alone or in small groups of the same nationality, Ss prepare sentences (some true, some false) about their own countries. Monitor carefully and check Ss are producing sentences correctly. Write the following prompts on the board to help them: *food*, *drink*, *sport*, *films/TV*, *music*, *any other ideas*.

Rearrange Ss in different pairs/small groups to then read out their sentences. The other Ss decide if they are true or false.

For ***monolingual classes*** (and/or classes with Brazilian Ss), tell Ss to write about different areas in their country. Elicit any interesting facts for feedback.

WORKING 9 TO 5?

Materials: One role card per student

Write *shop assistant* on the board. Go over some of the verbs to talk about daily routines from Lesson 2.2 and elicit sentences to talk about a shop assistant's daily routine (e.g. *She gets up at 7.00. She starts work at 9.00.*).

Arrange Ss into four groups and distribute a card to each student (Card A to Ss in group A, Card B to Ss in group B, etc.). Ask the Ss in each group to complete the sentences using the correct forms, then guess what the job is. Make it clear to Ss that they should not 'call out' the job, but write it down in the space provided.

Answers:

Student A: **1** gets up **2** starts **3** has, gets **4** has **5** doesn't go; He is a sportsman.

Student B: **1** gets up **2** has, goes **3** starts **4** has **5** finishes, doesn't go; He is a receptionist.

Student C: **1** gets up, doesn't have **2** starts **3** has **4** starts **5** gets, goes; She is a businesswoman.

Student D: **1** gets up, doesn't have **2** starts **3** has **4** starts **5** goes, goes; She is a nurse.

After you have checked answers with each group, rearrange Ss into small groups (ideally of Student A, B, C and D) and tell them to read out their sentences for their partners to guess the job.

When they have finished this, ask each pair/small group to choose a job and write 4–5 sentences about the person's daily routine, as in the role cards. When they have finished, they can read out their sentences for other pairs/groups to guess the job.

TOUR OPERATORS

Materials: One worksheet per group of Ss

Pre-teach *slogan* by eliciting some famous examples (e.g. *Nike; 'Just do It'*). Write the following information on the board:

The (Name of you teaching institution) Tour
Slogan: Discover a world of English!
Starts at: 10.00
Leaves from: (the name of your class or room)
You will see: lots of interesting people
You will visit: classes, reception and the teachers' room
Finishes at: 12.00
It costs: £5.00
We accept credit cards.

Ask Ss if they would like to go on this tour and elicit reasons why/why not.

Arrange Ss into small groups and explain that they are going to design their own tour, then try and 'sell' it to other Ss. Distribute the cards and get them to fill in the information, making sure they come up with a name and a simple slogan. Encourage Ss to be creative and come up with interesting tours (even if they are not physically possible!). ***Fast-finishers*** could add extra information about their tours.

When all the groups are ready, elicit/review the questions for asking about the tour information from Lesson 2.3 (for ***weaker classes*** you could put the questions up on the board). Explain that one student from each group will stay where they are, with the tour information, and the other group members will visit the other 'Tour Operators' and find out about the tours. As they are doing this, go round monitoring and note down any common errors/good language for later class feedback.

When the other group members have visited all the other 'Tour Operators', instruct them to go back to their original groups, share the information and choose which tour they would like to go on and why. Conduct class feedback.

UNIT 3

I'M FRIENDLY FRED!

Materials: One role card per student

Write *I'm _____ Fred* on the board and elicit/write up the following sentences: *I always say hello to people I know. I usually make new friends. I hardly ever say bad things to people.* Elicit the missing adjective (*Friendly*).

Explain that Ss will receive a role card of a person. On the card there is the adjective describing the person and the name of the person. Tell Ss they must keep this adjective a secret (it is there to help them write their sentences). Tell Ss they must complete three sentences about that person on their own, then distribute the role cards. Monitor Ss while they are working, and help if necessary. ***Fast-finishers*** could be asked to write more sentences, using different adverbs of frequency.

When Ss have their sentences ready, explain that they will have to go around the class, reading their sentences for the others to guess the adjective. For ***weaker Ss***, you could explain that the adjectives and the names share the same first letter.

For feedback, elicit some of the answers and Ss' ideas.

LATE AGAIN!

Materials: One copy of the board and a coin per group of Ss and one counter per student

To prepare for this, distribute (or ask Ss to find) enough counters for each group, and each group will need a coin. Elicit *heads* and *tails*.

Write on the board: *I watch TV in the morning. I have breakfast at home.* Insert the correct frequency adverb to make the sentences true for you and elicit a few answers from Ss. Then write the following adverbs on the board: *hardly ever*, *sometimes*, *often*, *usually*, *always* and remind Ss that the adverb comes after the verb *be* and before other verbs.

Explain the rules: each turn a student flips the coin; if it's heads, they move their counter forward two squares, and if it's tails they move one. When they land on that square, they have to say a true sentence for them, using the relevant frequency adverb. If they land on a 'star' square, they must complete the sentence in whatever way is true for them. Other Ss should listen and say if the sentence is grammatically correct or not. If they are not sure and you are not available, then they can stay on the square, write the sentence down and check with you at the end.

While they are playing the game, go round and help Ss with sentences they are not sure about. Note down any common errors to work on at the end.

At the end of the activity, invite Ss to write the sentences they weren't sure about on the board, and go through them with the class. (NB: For ***stronger classes/groups***, you could ask Ss to give some false sentences and ask other students in the group to guess if they are true or false.)

HAVE YOU GOT IT?

Materials: One worksheet per student

Working alone, Ss put a tick or cross next to each thing in the 'You' column. Don't get feedback here, but monitor Ss doing the task to check they've understood. Ask Ss to write two of their own questions at the bottom to make the questionnaire more personal.

Ask Ss to stand up and go over the language they will need, i.e. *Have you got (a/an) …?*. Ask them to go around the class and find people who have got the same things as them and write their names in the third column, under 'Names'. Demonstrate with a couple of Ss.

Go through some answers with the class, encouraging the use of the third person, e.g. *Mario has got a new car – it's a Ford. Vanessa has got a best friend. Her name is Julia*, etc.

WHAT'S GOOD FOR YOU?

Materials: One copy of role card A and role card B per pair of Ss and one set of role cards 1–3 per pair of Ss

Write on the board: *Making arrangements*, *Making suggestions*, *Responding to suggestions*. Elicit what phrases Ss can remember from Lesson 3.3 of the Students' Book and write them on the board. Alternatively, you could put Ss in three groups and assign one of the titles to each group. They brainstorm, then come and write their phrases on the board under each section.

Divide the class into pairs, and distribute copies of the A and B role cards. Make it clear that Ss cannot show their card to their partner. Demonstrate the activity with a ***stronger student***, then get Ss to practise the conversation in pairs. With ***weaker Ss***, you could ask them to write out the phrases in full first from the prompts, then practise the conversation. However, by this stage Ss should be able to use the prompts to say the phrases, allowing for freer practice. For ***fast-finishers***, have them swap roles and practise again.

Once Ss have finished practising their conversation, have one pair perform it for the class. For further practice, give out the other cards in section 2 and have the pairs practise the conversation again, using their A and B role cards as a model.

UNIT 4

YOU'VE HIT MY TELEVISION!

Materials: A copy of worksheet A and worksheet B per pair of Ss

Explain and demonstrate the rules of the game, using a simple diagram on the board. Ss first secretly place their words wherever they like in the grid – horizontally (left to right), vertically (down) or diagonally (but not backwards). They can place words so that they share letters if they want. Ss A and Ss B have four different words, and ***stronger Ss*** could add two more of their own. When Ss have placed their words, they take it in turns to call out a square (e.g. *G3*). If this square is empty, the other student replies 'miss'. If it contains a letter, they say 'hit' and which letter it is (e.g. '*hit*, *s*').

If, during their turn, a student thinks they know the word, they can guess the whole word. If they are correct, the other student replies 'You've hit my (armchair)'. This counts as a turn.

THE IDEAL HOME

Materials: One worksheet per pair/group of Ss

Pre-teach *ideal* and *exhibition*. Introduce the activity by drawing a simple floor plan of your 'ideal home' on the board and talking through the rooms and the furniture in them. Make sure you use *there is/are* and prepositions of place (e.g. *There is a TV in front of the sofa.*). Ask Ss if they like your home.

Put Ss into pairs/small groups and distribute the worksheets. Instruct them to design their own 'ideal home' by answering the questions and drawing a simple outline. Give Ss 10 minutes to do the outline; tell them that they do not have to produce perfect pictures – only outlines! Tell Ss they have a maximum of four rooms, and each room only has three pieces of furniture, to avoid the pictures becoming too complicated. Make them aware that when they have finished, each pair/group will present their home to the rest of the class. Allow Ss to be creative and add any 'extras' they want. Be on hand to help supply vocabulary for this.

When they have finished their designs, invite each pair/small group to come to the front of the class and present their ideas. For larger classes, or if you are short of time, Ss could just present to the group next to them. In feedback, ask Ss to tell you which other designs they liked.

DOS AND DON'TS

Materials: One worksheet per student

Review places in a town from Lesson 4.2 by asking Ss what they can do in these places. Put them in pairs/small groups and distribute the quiz. Set a time limit and ask Ss to choose the correct option to make true sentences. Check answers and award points for correct guesses.

Answers: **1** can **2** can **3** can't (The sale of chewing gum has been banned since 1994.) **4** can **5** can't (You can only buy chicken burgers as Hindus don't eat beef and Muslims don't eat pork.) **6** can **7** can **8** can't (Unattended bags are destroyed in case they pose a terrorist risk.) **9** can't (In 1910, kissing was banned on French Railways, as it was said to cause delays.) **10** can

When they have finished, ask Ss to write some similar sentences about things they can do at different places in their towns.

CAN I HELP YOU?

Materials: One copy of worksheet A and worksheet B per pair of Ss

Draw a three-column table on the board and add the following categories as headings: *Shop assistant*, *Customer*, *Saying 'no' politely*. Read out the following phrases and elicit which column they go under, then write them on the board: *No, it's not right. Thanks anyway. It's too big. Just a moment. Here you are. They're too small. Fine. No problem. I'll take it/them. It's not big enough. I'm not sure. I need to think about it. Sorry, we've only got … Can I help you? Have you got it/them in a larger size?*

When the phrases are up on the board, ask Ss to repeat them after you, and mark the stress (underlined above). Arrange Ss in pairs and distribute the worksheets to Ss A and Ss B. Explain the first situation (sports shop) and demonstrate if necessary. Ss then practise the situations, swapping roles.

UNIT 5

WELL, I LIKE IT!

Materials: One copy of worksheet A and worksheet B per pair of Ss

Check understanding of *dozen*, *healthy/unhealthy*, *sweet/savoury* and *breakfast*. Divide the class into half and hand out worksheet A to one half of the class and worksheet B to the other half. Give them time to complete their questions. You might want to refer them to the Photo bank in the Students' Book to help with the names of food/drink.

Pair off Ss A and Ss B and explain the activity: each student shares his/her list with the other student and elicits ideas from their partner, and vice-versa. Conduct some class feedback at the end and elicit any interesting information the Ss found out.

(NB: As an alternative with ***monolingual classes***, you could distribute only the Student A worksheets. Ss then work on their own to complete the lists, before working with a partner to try and agree on common lists.)

WHAT'S IN YOUR DISH?

Materials: One recipe card and one set of ingredients per pair of Ss

Introduce the topic by writing the ingredients of a simple dish you are familiar with on the board. Write countable nouns in a list on the left and uncountable nouns in a list on the right. See if Ss can guess what the dish is (e.g. *tomato soup*: left: *some tomatoes*, *some herbs and spices*; right: *some water*).

Pre-teach *herbs*, *Feta cheese*, *garlic*, *stock* and *coconut milk*. With ***weaker Ss***, you could ask them to divide up the food/drink in the box into countable and uncountable nouns first. Put Ss in pairs/small groups and give a card to each, along with the list of ingredients. Explain that Ss need to decide which ingredients they need for their dish, with countable nouns on the left and uncountable nouns on the right. When they have finished, they can check answers with you.

Answers:

Spaghetti Bolognese: (C): an onion, some tomatoes, some herbs; **(UC):** some oil, some garlic, some beef, some pasta (spaghetti)

Chicken Curry: (C): an onion, some herbs and spices; **(UC):** an onion, some garlic, some chicken, some coconut milk, some rice

Greek Salad: (C): a lettuce, some olives, some tomatoes, a cucumber; **(UC):** some oil, some cheese (Feta)

Prawn Paella: (C): an onion, some tomatoes, some prawns, some herbs and spices; **(UC):** some oil, some garlic, some stock, some rice

When all the pairs/groups have finished, they can read out their lists of ingredients to other pairs/groups, who try to guess what the dish is.

As an extension, if any of the dishes here are popular in Ss' countries, you could ask them if they use any different ingredients. Refer them to the BBC website cooking section for ideas if necessary.

HOW MANY CALORIES?!

Materials: One chart per student and one set of nutrition cards per pair of Ss

Introduce the topic by discussing processed foods – how much they eat and what they usually contain. Give out the chart with the pictures, and ask Ss to match the pictures with the names of foods/containers along the top of the chart. Check answers and ask Ss how healthy they think each one is.

Put Ss in pairs and hand out the nutrition information cards. Model the activity with a ***stronger student*** by asking and answering some questions (e.g. *How many calories are in a bar of chocolate? How much saturated fat is in a can of baked beans?* etc.). Instruct Ss to mingle and find out the necessary information to complete their charts. Conduct feedback and elicit any surprising answers.

Note on nutritional information

Although small amounts of each of these things are important in a balanced diet, it is generally agreed that it is healthier to limit the amount of saturated fat, salt and sugar in our diet. The UK Department of Health recommends an average daily calorie intake of 1,940 for women, and 2,550 for men. A calorie is the amount of energy needed to heat a litre of water by 1 degree Celcius.

TEA FOR TWO

Materials: One worksheet per student

Distribute one worksheet to each student in the class. Ask them to complete it with the names of dishes and two or three ingredients to go in the descriptions for each dish. The dishes could be traditional from their country or made-up dishes. They should also think of a name for their restaurant. Monitor and check spelling.

When Ss have finished, arrange them in groups of three. One student will be the waiter (they should use their own menu), and the other two are diners. Instruct them to role-play ordering in a restaurant using the 'waiter's' menu, and refer them to Lesson 5.5 of the Students' Book for useful language. Monitor closely and take notes on Ss' language for later feedback/correction.

When they have finished, they can change roles using the new 'waiter's' menu. If your class does not divide into threes, they can do it in pairs instead.

UNIT 6

WHEN WAS THE PARTY?

Materials: One copy of worksheet A and worksheet B per pair of Ss

Write on the board: *on* _____, *in* _____, _____ *ago*, *last* _____, *yesterday* _____. Read out the following words and elicit which preposition or word they go with (or ask Ss to write them up): *23 December* (*on*), *weekend* (*last*), *year* (*last*), *evening* (*yesterday*), *four hours* (*ago*), *2015* (*in*), *three days* (*ago*), *January* (*in*), *morning* (*yesterday*), *Tuesday* (*last*).

Arrange Ss in pairs and distribute the worksheets to Ss A and Ss B. Make sure Ss are sitting opposite each other, so they can't see each other's calendars. Explain that Ss need to ask when the activities on their list were, and mark them on their calendars. Encourage Ss to use different ways of saying when the things were, referring them to the board if necessary. For feedback, ask Ss to tell you when the things happened.

Suggested answers:

Student A:

1 on 1 January
2 two weeks ago
3 yesterday
4 today
5 on 22 December
6 three days ago
7 on 24 December
8 in December, three weeks ago

Student B:

1 on 21 December
2 on 30 December
3 last weekend
4 four days ago
5 last Monday
6 three weeks ago
7 two Sundays ago
8 a fortnight ago

For ***fast-finishers***, ask them to think of three more events and write them in their calendars. They then repeat the activity with their own events.

BEFORE THEY WERE FAMOUS

Materials: One copy of worksheet A and worksheet B per pair of Ss

Introduce the activity by writing *Madonna* and *Dunkin Donuts* (a popular doughnut fast-food chain in the US) on the board. Ask Ss if they know how these two things are connected. Elicit some ideas, then tell them that before Madonna was famous, she was a waitress at Dunkin Donuts.

Pre-teach any jobs you think your Ss will be unfamiliar with. Distribute the Student A cards to half the class and the Student B cards to the other half. Ss A work together and Ss B, too, and match the famous people with what they were before they were famous, on the top part of their cards.

Don't give the answers, but pair off Ss A and Ss B. Model a few questions (e.g. *Was J. K. Rowling a waitress? No, she wasn't.*), and then instruct pairs to do the same to check the rest of their answers. For feedback, elicit which answers were surprising and ask Ss if they know of any other 'before they were famous' stories.

SNAPPED!

Materials: One set of picture cards and one set of sentence cards per group of Ss

Introduce the topic with a short visualisation activity. Ask Ss to close their eyes and imagine they are ten years old and they are lying in bed at home. It is the first day of the summer holidays and they are feeling really excited about the start of the holidays. They should imagine what their bedroom looks like and what they are going to do during the holidays. Write on the board: *I liked …*, *I didn't like …*, *I had …*, and ask them to open their eyes and tell their partner about their life at that time by completing the sentences.

Arrange Ss in small groups and distribute one set of cards, face down in two piles to each group. Explain the game and demonstrate: Ss in each group take it in turns to turn over a card from each pile. When they have a match, the first person to say 'Snap!' wins that pair of cards. The student with the most sets at the end wins. When they have finished, check answers.

Answers: **1** L **2** K **3** A **4** G **5** F **6** C **7** H **8** B **9** J **10** D **11** I **12** E

In the same groups, Ss then tell each other if the sentences are true or false for when they were young. Encourage the other Ss to ask follow-up questions, and put the question frames on the board: *When did you …?*, *How many times did you …?*, *How often did you …?*, etc. Monitor and take notes on Ss' language for later feedback. Round off the activity by asking Ss to tell you one interesting thing they learnt about their group members.

THE WEEKEND STARTED HERE

Materials: One set of cards per group of Ss

Arrange Ss into small groups. Distribute the cards to each group and tell Ss to place them in a pile face down in the middle. Write the following prompts on the board: _____*/have a good weekend?*, *Where/go?*, *Who/with?*, _____*/have a good time?*, *What/weather like?*, *What/eat?*, *What/drink?*, *How many people/there?*, *What time/get home?*

Elicit the full forms of the questions and drill them, but leave only the prompts on the board. Explain that each turn, a student picks up a card and begins with *Last weekend I had a great time*. The other Ss must then use the prompts to ask questions, then guess which of the activities they did. Whoever guesses correctly first, gets to keep the card. The student with the most cards at the end wins.

UNIT 7

LOST

Materials: One worksheet per student

Distribute the worksheet and ask Ss to label the compass points. Check answers, drill the new words and put them on the board for Ss to refer to.

Answers: **1** North **2** Northeast **3** East **4** Southeast **5** South **6** Southwest **7** West **8** Northwest

Instruct Ss to work alone and choose six of the features to draw on their map. Tell them that they only need to be very simple drawings! ***Fast-finishers*** can add more features.

Demonstrate the activity with a simple outline of an island on the board. Instruct a couple of Ss to come up and draw a feature on the island, following your instructions (e.g. *There is a city in the Northwest.*). Arrange Ss in pairs and make sure they sit face-to-face, so they can't see each other's pictures. (NB: It's a good idea to rearrange the Ss before you do this, so that they won't have seen their new partner's picture.) Go over the following useful language: *There is a city in the Southwest. There is a jungle in the North.* Drill and write it on the board for Ss to refer to. Ss take it in turns to describe their 'islands' to their partner, who listens and draws it in their notebook or on the back of the worksheet. When they have both finished, they can look at each other's pictures to check. Monitor closely and take notes on their language/pronunciation for later feedback.

MY CAR'S BETTER!

Materials: One set of cards per pair of Ss

Introduce the activity by asking Ss about common forms of transport in their country/-ies, and/or telling them about any unusual forms of transport you've used in the past.

Arrange Ss into pairs and give one set of cards to each pair, which they then divide up between them. They must not show their cards to their partner.

Demonstrate the activity with a stronger student. Each turn, a student picks a category and one of their forms of transport to compare. The other student then responds by saying the number of symbols they have. Whoever's number is the highest must then form a comparative sentence in order to win both the cards selected (e.g. *The Becak is better for the environment than the Humvee.*). If the numbers are the same, then both Ss keep their cards. The winner is whoever gets all of the cards.

THE LONGEST JOURNEY

Materials: One copy of worksheet A and worksheet B per pair of Ss

Arrange the class in two groups: Ss A and Ss B. Distribute the worksheets and ask Ss to attempt to answer the questions, working together with other members of the same group.

When all Ss are ready, pair off Ss A and Ss B, and explain the activity: Ss ask each other the questions, then look down their list of facts to give the right answer. To round up, see how many they guessed correctly.

Answers:
Student A: **1** a) **2** c) **3** a) **4** c) **5** b)
Student B: **1** b) **2** c) **3** c) **4** a) **5** c)

At the end, if Ss want to devise some questions of their own, direct them to the *Guinness World Records* online and tell them to look up more travel and transport facts.

AN ENGLISHMAN IN NEW YORK

Materials: One copy of worksheet A and map B per pair of Ss

Arrange Ss in pairs and distribute the worksheets to Ss A and Ss B. Demonstrate what Ss have to do: each student reads out the directions below their map, while their partner follows the corresponding route on their map. The written directions are wrong, and while listening, their partner needs to check and correct them. Monitor carefully and take notes for later feedback/correction. When Ss have finished, they can check their answers by comparing maps.

Answers:
1 Take the fourth right, not the second.
2 Take the third right, not the second.
3 It's on the right, not the left.
4 Turn left into 9th Street, not right.
5 Turn right, not left.
6 It's on the left, not right.
7 Go down 1st Avenue, not Lexington Avenue.
8 Take the second left, not the first.

UNIT 8

WHAT DO THEY LOOK LIKE?

Materials: One worksheet per student

Distribute one copy of the worksheet to each student. Ask them to find the twelve words using clues 1–12 and compare with a partner when they have finished. Go through the answers and check pronunciation.

Answers: **1** overweight **2** tall **3** slim **4** short **5** bald **6** curly hair **7** beard **8** moustache **9** make-up **10** in his thirties **11** nice smile **12** big eyes

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

Then arrange Ss in pairs or groups of three and tell them to look at part 2. Write the following prompts on the board: *He's got (a beard). She's got (a nice smile). He's (tall and slim). She's a bit (overweight).* Demonstrate the activity by describing someone you know. Monitor Ss carefully and note any common errors/good language use for later feedback and correction. Elicit a few descriptions for feedback and find out if any of the Ss' descriptions of people were similar.

I'M ON THE PHONE!

Materials: One set of cards per pair of Ss

Introduce/Model the activity by writing on the board: *At a _____, I'm singing 'My Way'. I'm feeling happy. Some people are dancing. My friends are singing, too.* Ask Ss where they think you are (at a karaoke bar).

Put Ss into pairs and give each pair one of the 'situation' cards. Explain that they have to put the verbs into the present continuous, and think of two more sentences to describe what is happening. When they have finished preparing, monitor to check they have formed the present continuous correctly. ***Fast-finishers*** can add more sentences. Ss then read their sentences out to other pairs, who guess where they are.

WHAT DO YOU USUALLY DO?

Materials: One card and one chart per student

Distribute one situation card to each student. If you have more than eight Ss, divide the class into two and distribute a set of cards to each group. Instruct Ss to keep their sentences secret, and correct them if necessary so that they are true for the moment.

Distribute a chart to each student and instruct them to mingle and share their true sentences, then ask follow-up questions to find out when they usually do the activities and complete the chart with the information. Elicit a few answers for feedback and find out if any are surprising/unusual.

IT'S RECOMMENDED

Materials: One worksheet per student

Distribute the worksheets and check understanding of the 'film ingredients'. Instruct Ss to work in pairs and think of a film title for each type, preferably a film they've seen and enjoyed. Make sure both Ss in the pair complete their worksheets, as they will need them when they work with a different part later. Don't worry if Ss don't know the names of the films in English – they can put them in their own language if necessary.

Rearrange the pairs so that Ss are working with different partners. Go through the following useful language: *What kind of films do you like? What can you recommend? What's it about? Where/When is it set? I think you'll like it.* Check understanding and drill pronunciation. Write it on the board for Ss to refer to. Instruct them to find out what kind of films their partner likes, then recommend two of their titles. Monitor carefully and take notes on their language for later feedback/correction. If they're available, Ss could watch one for homework and tell you about in the next class.

UNIT 9

FAST PLANES

Materials: One copy of worksheet A and worksheet B per pair of Ss

Introduce the topic by writing one of the adjectives on the board and eliciting two types of transport that could be described with it (e.g. *fast – a train, a plane*).

Arrange Ss in two groups, Ss A and Ss B, and distribute the worksheets. Allow them time to write the names under the categories, working alone. There are no correct answers here as Ss should be putting their opinions. Monitor and help with vocabulary and spelling.

When Ss have finished, pair off Ss A and Ss B and ask them to compare their adjectives and chosen types of transport, seeing if they agree. Feed back any interesting/overlapping answers.

As an extension, you could ask Ss if their answers are the same when talking about their own cities or other countries.

THE TRAINS IN SPAIN …

Materials: One copy of the board and a coin per group of Ss and one counter per student

To prepare for this, distribute (or ask Ss to find) enough counters for each group, and each group will need a coin. Check *heads* and *tails*.

Write the following sentence on the board and elicit the correct answer: *I don't like travelling by a/an/the/– bus*. (The correct answer is –.) Tell Ss if this is true for you or not, and elicit some of their preferences.

Explain the rules: each turn a student flips the coin – if it's heads, they move their counter forward two squares and if it's tails, they move one. When they land on that square, they have to say the sentence with the correct article and discuss the question. If they land on a 'star' square, they must complete the sentence in whatever way is true for them. Other Ss should listen and say if the sentence is grammatically correct or not. If they are not sure, and you are not available, then they can stay on the square, write the sentence down and check with you at the end.

While they are playing the game, go round and help Ss with sentences they are not sure about. Note down any common errors to work on at the end.

At the end of the activity, invite Ss to write the sentences they weren't sure about on the board, and go through them with the class. For ***stronger classes/groups***, you could ask Ss to give some false sentences and ask other Ss in the group to guess if they are true or false.

Answers: **1** a **2** –, – **3** a **4** the, the **5** the **6** – **7** –, a **8** – **9** a **10** – **11** – **12** –, – **13** – **14** a **15** a **16** the

LAWS AROUND THE WORLD

Materials: One set of cards per group of Ss

Arrange Ss into pairs/small groups and distribute one set of cards per group, placing them in a pile face down in the centre. Write the example prompt on the board: *UK / have to / drive / left* and elicit the sentence (*In the UK, you have to drive on the left.*). Instruct Ss to take it in turns to pick a card and turn it over. The first student in the group to use the pictures and prompts to form a correct sentence wins the card. The student with the most cards at the end wins.

Answers:

1 In Illinois, USA, you have to drive using a steering wheel.
2 In New York, USA, you don't have to wear a seatbelt to drive a car.
3 In San Francisco, USA, you can drive a car when you are eight years old.
4 In Brewton, USA, you can drive anyone's car. You don't have to have their permission.
5 In Thailand, you have to wear a shirt when you are driving.
6 In Alaska, USA, you can't look at a moose from a plane.
7 In Alabama, USA, you can't drive a car without wearing shoes.
8 In France, you can't kiss on a railway.
9 In Ontario, Canada, you can't take your friend to the airport in your car. You can only take them to work.
10 In Finland, if you break the law in your car, you have to pay a percentage of your salary.
11 In The Philippines, if your license plate ends with a 1 or 2, you can't drive your car on Monday.
12 In Memphis, Tennessee, a woman can't drive a car without a man walking in front.

When Ss have finished, tell them that two of the laws are not real, and have them turn over all the cards and decide together which two of the laws are false. As an extension, Ss could then discuss laws concerning transport in their own country/countries.

Answers:

The sentences about New York and San Francisco are false.
The others are real laws!

WHAT HAPPENED WAS …

Materials: One set of cards per group of Ss

Make copies of the worksheet and cut up the cards. Arrange Ss in pairs, distribute one card to each pair and explain that they are in the police station, having just been caught doing the action on their card. Working together, they must prepare an excuse as to why they were doing the action, in order for them not to be arrested. Refer them to Language bank 9.3 in the Students' Book if necessary, and the following linkers: *first of all*, *and*, *but*, *so*, *because*, *then*, *after that*, *finally*.

When Ss have their excuses ready, they join another pair to explain the situation (or they could read them to the class), and vice-versa. For feedback, ask the other pairs if they accept the excuses.

UNIT 10

THE BEST PLANS

Materials: One copy of crossword A and crossword B per pair of Ss

Write _____ *jogging* and _____ *to swim* on the board. Elicit which verbs we use with each one (*go* and *learn*). Arrange Ss into two large groups, Ss A and Ss B, and distribute the worksheets. Instruct Ss to write clues (or prompts if you think clues are too challenging) for the answers they have, working with other people in their group. Go round and check their answers before moving on to stage 2.

Pair off Ss into Ss A and Ss B and make sure they are sitting face to face, so that they can't see each other's answers. Ss take it in turns to say their clues (or prompts) for their partner to guess their missing phrases. Monitor and check spelling. When Ss have finished, they can check answers by looking at each other's worksheet.

As an extension, Ss can talk about which of the things they are going to or would like to do.

PLANNING AHEAD

Materials: One worksheet per student

Distribute the worksheets and check understanding of the sentences. Ask Ss to work alone and try to guess a sentence for each student in the class, writing their names next to the sentences. (NB: If you have less than 12 Ss, they can repeat names.) It might be useful to write your Ss' names on the board before they do this (or ask them to).

Instruct Ss to find the people whose names they have written and ask a question to find out if their prediction is true. Model the question forms first with the class. Encourage Ss to ask follow-up questions with correct predictions. When they've finished, elicit some correct answers from the class.

Put Ss in small groups to discuss which of the sentences are true for them.

THE FUTURE IS OURS TO SEE

Materials: One copy of worksheet A and worksheet B per pair of Ss

Arrange Ss into A and B pairs. Distribute the worksheets to Ss A and Ss B, and instruct Ss to work alone to complete the gaps in their sentences using *'ll*, *might* and *won't* to make true predictions.

When Ss have finished, pair them off and explain the activity: each turn, a student reads out a prediction and asks if it's the same for their partner. Encourage Ss to ask follow-up questions and explain why they think the predictions are true. If necessary, write some useful language on the board for doing this (e.g. *Why do you think so? What do you think will happen?*). For feedback, elicit some interesting/surprising answers.

WHAT SHALL WE DO?

Materials: One copy of role cards A and role cards B per pair of Ss

Arrange Ss in pairs and distribute the A/B role cards only for the first situation. Give them time to read through their roles and check understanding. Review the language for making and responding to suggestion in Unit 10. When Ss are ready, they can do the role-plays, making suggestions, then agreeing on three ideas between them. When they have finished, elicit which ideas they agreed on.

When they are ready, distribute the second set of role cards, so Ss can start the activity again. As each pair finishes, you can then distribute the third and fourth set of role cards. For the fourth role-play, Ss will need time to plan their ideas before they begin.

UNIT 11

NAME THAT ILLNESS!

Materials: One set of cards per group of Ss

Revise the vocabulary from Lesson 11.1. Arrange Ss in small groups and cut up one set of the cards for each group. Place the pile of cards face down in the centre of the group and explain the rules: each turn, one person turns over the top card for the rest of the group to see. The first person to name the illness correctly takes the card. The student with the most cards at the end wins. At the end, check answers to make sure Ss named the pictures correctly.

Answers:

1 He's got a stomach ache.
2 She's got a runny nose.
3 He's got a backache.
4 She's got a headache.
5 She's got a cough.
6 He's got a sore throat.
7 He's got a temperature.
8 He feels better.
9 He feels tired.
10 She's got an earache.
11 His arm hurts.
12 His foot hurts.

SPEED COUNSELLING

Materials: One set of cards per group and one advice form per student

Elicit/Check *speed dating* (It's an event where potential 'couples' have three minutes to talk to each other before a bell sounds and they have to move to the next person. They fill out a card as they go round, then decide at the end who they would like to meet again.). Explain that Ss are going to do 'speed counselling' and have to give each other advice.

Hand out a situations card and advice form to each student and ask them to write their problems at the top of the form. Tell them they can't show their cards to each other. Model the activity by telling Ss *I've got a headache* and elicit some advice, making sure Ss use *should/shouldn't* in their replies.

Arrange Ss into A and B pairs and tell Ss to explain their problems, give and receive advice, and write the advice they receive next to 'Advice 1'. When you clap your hands, Ss A move to the next student B and repeat the activity. Allow them three minutes with each partner. Monitor and encourage Ss to use *should/shouldn't* when giving advice.

When they have finished, put Ss into different pairs and get them to share their situations and the advice they received, then together choose the 'best' piece of advice. Elicit some answers round the class.

THE MIME GAME

Materials: One set of verb phrase cards and adjective cards per group of Ss

Make one copy of the cards, cut them up and place them face down in two piles. Check understanding of the verb phrases and the adjectives, and review how we form adverbs. Put Ss into two teams and explain the rules: each turn, a student must secretly turn over a verb phrase and an adjective (e.g. *say the number 1–10 quickly*), and mime this action to their group, who must guess both by saying the verb phrase and the correctly formed adverb. Demonstrate with an example. (NB: If you feel your class need more practice in forming adverbs before they do this, you could ask them to write out the adverbs from the adjectives given first.)

Each team receives up to two points for each correct answer, one for guessing the verb phrase and one for the correctly formed adverb.

LET ME HELP YOU!

Materials: One role card per student

Make one copy of the worksheet and cut up the role cards. Distribute one card to each student and explain that they will explain this situation to other Ss. (If there's more than eight Ss in the class, divide the class into two and distribute a set of role cards per group.) Give them a few minutes to think about how they will do this.

Review the language for offering to help, then ask Ss to stand up and walk around explaining their problems to other Ss, and offering to help. Monitor carefully and take notes on their language for later feedback/correction.

If you are short of preparation time, you could distribute copies of the whole worksheet to pairs and ask them to discuss what they would say in each situation.

UNIT 12

GET ME OUT OF HERE!

Materials: One copy of map A and map B per pair of Ss

Write up the following useful verbs and prepositions on the board, and elicit possible ways to finish them: *Start at …*, *Go down …*, *Go over …*, *Go through …*, *Go across …*, *Go up …*, *Go into …*, *Go towards …*, *Come out of … .* Leave the completed expressions on the board for Ss to refer to while they do the activity.

Arrange Ss into 'A' and 'B' pairs, make sure they are sitting face to face and distribute the worksheets accordingly. Model the activity by describing a route on the map (not either of the routes *A* or *B*) and asking Ss to tell you where you finish. Draw Ss' attention to the useful language below their map.

Ss describe their route to their partner, who must follow it and draw it on their map. When they have finished, they can look at each other's pictures to check.

Answers:

Route A: Go down the mountain, towards pollution city, over the bridge, towards Nice City.

Route B: Come out of New Town, go across the river, go through 'Happyland', go towards the forest.

Then ask Ss to work on their own and draw two more routes on their map. When they are ready, they can describe these for their partner to draw, as in the first two steps. Monitor and take notes for later feedback.

BEEN THERE, DONE THAT

Materials: One worksheet per student

Arrange Ss in pairs and distribute one worksheet to each student. Drill and write the following useful language on the board: *Have you ever (eaten a strange animal)? No, I haven't./Yes, I have. How many times have you (eaten a strange animal)? Once/Twice/Three times.* Model the questions, and ask Ss to interview each other, ticking the chart according to their partner's answers. (NB: With ***weaker groups*** you may want to give them time to work out the past participles first.) Monitor carefully to check Ss are forming the questions correctly.

When Ss have finished, they add up their partner's score and read the summary at the bottom of the page to see if they agree.

As an extension, Ss could devise their own, similar quiz and interview another student and/or talk about which of the things they would like to do.

I'VE DONE IT!

Materials: One set of cards per group of Ss

Arrange Ss in small groups and distribute one set of cards per group, in a pile face down in the middle. Demonstrate the activity: each turn, a student picks up a card and tells the rest of the group he/she has done this activity, regardless of whether they actually have or not. The other Ss then ask him/her questions in the past simple to find out the details. Write up some question words on the board (e.g. *When …?*, *Why …?*, *Who … with?*) for Ss to refer to while they do this. Ss then decide if the one with the card is lying or telling the truth. Monitor carefully and take notes on their language use for later correction. For feedback, ask Ss to tell you what they found out about the other group member's experiences, using the third person correctly.

As an extension, Ss could talk about some of the other activities they've experienced, truthfully!

CAN HE CALL ME?

Materials: One set of role cards per student

Arrange Ss in pairs and distribute the role cards. Explain that they will have four telephone conversations, following the instructions on the cards. For the first two, they need to use the prompts to respond to their partner. With ***weaker Ss***, ask them to write the sentences first. Monitor carefully and take notes on the Ss' language for later feedback/correction. (NB: ***Fast-finishers*** could write out one of the dialogues for conversations 3 and 4, then perform it to the class.)